

Teacher and Students' Perceptions in Using *Quipper School* in English Teaching and Learning During Pandemic Related to Islam and Science

Persepsi Guru dan Siswa dalam Menggunakan Quipper School dalam Pembelajaran Bahasa Inggris Selama Pandemi Terkait Islam dan Sains

Retno Ayu Cahyaningtyas¹, Dyah Kusumastuti²

¹Faculty of Teacher Training and Education, Universitas Muhammadiyah Purwokerto

²Faculty of Teacher Training and Education, Universitas Muhammadiyah Purwokerto

Email: [1retnocahyaningtyas24@gmail.com](mailto:retnocahyaningtyas24@gmail.com), [2dyahkusumastuti@ump.ac.id](mailto:dyahkusumastuti@ump.ac.id)

Abstract: The COVID-19 pandemic is not over yet. Rasulullah SAW taught that when a pandemic occurs, we must avoid the outbreak, this is also in accordance with government policy, which is to change the learning system to online. This study investigated how teachers and students perceive the use of an online platform, namely Quipper School, in the implementation of English learning. The researcher used a qualitative descriptive method by observing the implementation of learning and interviewing 1 teacher and 5 students. The researcher concluded that the interest of teachers and students in using the Quipper platform was quite low. In addition, there were many challenges that must be faced by teachers, one of which was the low motivation of students in learning during the pandemic. Therefore, a teacher needs to increase the spirit of learning to his students in accordance with Islam and science.

Keywords: COVID-19, Quipper; English learning; Online; Islam and science

Abstrak: Pandemi COVID-19 belum berakhir. Rasulullah SAW mengajarkan bahwa ketika terjadi wabah, kita harus menghindari wabah tersebut, hal ini juga sesuai dengan kebijakan pemerintah yaitu mengubah sistem pembelajaran menjadi online. Penelitian ini menyelidiki bagaimana persepsi guru dan siswa terhadap penggunaan platform online, yaitu Quipper School, dalam pelaksanaan pembelajaran bahasa Inggris. Peneliti menggunakan metode deskriptif kualitatif dengan mengamati pelaksanaan pembelajaran dan mewawancarai 1 guru dan 5 siswa. Peneliti menyimpulkan bahwa minat guru dan siswa dalam menggunakan platform Quipper cukup rendah. Selain itu, banyak tantangan yang harus dihadapi guru, salah satunya adalah rendahnya motivasi siswa dalam belajar di masa pandemi. Oleh karena itu, seorang guru perlu meningkatkan semangat belajar kepada siswanya yang sesuai dengan Islam dan Ilmu Pengetahuan.

Kata-kata kunci: COVID-19; Quipper; Bahasa Inggris; Online; Islam dan ilmu pengetahuan

Introduction

The widespread spread of the COVID-19 virus originating from Hubei Province, the People's Republic of China has now become a worldwide pandemic, including in Indonesia. As of June 16, 2021, the number of confirmed cases of COVID-19 in Indonesia has reached more than 1.9 million cases (JHU CSSE COVID-19 Data, 2021). The global spread of the COVID-19 pandemic has led to the suspension of classes requiring online learning (Moorhouse, 2020). The Minister of Education and Culture of the Republic of Indonesia ordered all education units to carry out online learning starting March 24, 2020 in line with the widespread spread of COVID-19 in order to maintain the health of students, teachers, and all education staff. (Mendikbud, 2020a). This policy guides students to study from home and teachers also work from home. It completely replaces face-to-face learning in the classroom with online learning. This is a new challenge for students and teachers to carry out online learning. All student subjects are taught online, including learning English as a student's foreign language (EFL).

It is a challenge for EFL teachers to conduct their teaching online. The widespread use of online learning brings students to alternative places to learn languages online (Plaisance, 2018). Online language learning (OLL), can demonstrate a variety of learning adaptations, namely web-facilitated learning, hybrid or mixed learning, and virtual or fully online learning. In addition, online language learning in the context of EFL in secondary schools during the COVID-19 pandemic took place in fully online language learning because students and teachers were unlikely to gather in a face-to-face context (Blake, 2011).

Online learning is an alternative that is done so that teaching continues. This shows that there is an effort to continue to spread knowledge for teachers and efforts to continue to study for all students. Allah SWT says that will elevate the degree of people who have knowledge.

SMA Negeri 1 Sidareja is one of the schools that also carries out fully online learning. Schools use the Quipper School app to facilitate learning during a pandemic, including English. With this research, the researcher wants to know how the perception of teachers and students towards this application in learning English.

According to the explanation in the background of the study above, the researcher formulated a problem as follows: What are the teacher's and students' perceptions in Learning English through Quipper?; What verse in the Qur'an related to the learning process?; What is the relation to Islam dan Ilmu Pengetahuan?

An Overview on Quipper School

Quipper School is a learning media with an e-learning system based on the latest open source release, and was launched in January 2014 (at <http://indonesia.quipperschool.com/> which was accessed on September 25, 2014). Quipper School is a liaison between students and teachers in the division of subject assignments online and in accordance with subjects adapted from the curriculum applied in Indonesia, namely Social Sciences, Science, Mathematics and Language.

Quipper School makes it easy for teachers to send assignments to students' mobile devices. In addition, teachers can monitor student learning progress online. The benefit for students is that Quipper School can be used as a place for students to do assignments given by the teacher, access all subject matter, and send messages to teachers about learning difficulties they face. Quipper School can be accessed by students through internet-connected devices equipped with web browsers or using Smartphones, PCs/Computers, Laptops and Tablets. Students can access Quipper School anytime and anywhere, either via Wi-Fi or 3G connection for free.

The use of Quipper School in learning is expected to support the achievement of increasing student achievement, especially in accounting lessons. In <http://indonesia.quipperschool.com/> accessed on September 25, 2014 Quipper School's advantages include: (1) providing complete teaching materials accompanied by practice questions with an attractive appearance that is easy for students to understand, (2) providing all subject matter for grades X, XI, XII SMA according to the curriculum Indonesia, (3) makes it easier for teachers to monitor student learning activities because it is equipped with data analysis of student development, (4) students can review teaching materials anytime and anywhere, (5) teachers and students can conduct learning discussions on the internet because there are messaging facilities which makes it easier for students to ask the teacher, (6) changes in the role of students from passive to active, (7) efficient in terms of time, place and cost. The results of research conducted by Yulihastuti (2011) show that there are differences in economic learning achievement using media e-learning and print modules. The results of another study conducted by Nugroho (2013) showed that there was a significant difference in student activity and learning outcomes between the experimental class that implemented e-learning and the control class that did not implement e-learning.

Perception

Etymologically, perception or in English perception comes from the Latin *percipere*, which means to accept or take. Perception is the experience of objects, events, or relationships obtained by inferring information and interpreting messages. According to Sobur (2013), perception is a process of relevant sensory cues and past experiences organized to give us a structured and meaningful picture of a particular situation.

The term perception is usually used to express the experience of an object or an event that is experienced. This perception is defined as a process that combines and organizes our sensory data (vision) to be developed in such a way that we can be aware of those around us, including being aware of ourselves (Saleh, 2004). Perception takes place when a person receives a stimulus from the outside world which is captured by his auxiliary organs which then enters the brain. In it, a thought process occurs which ultimately manifests itself in an understanding (Sarwono, 2010).

In the perspective of communication science, perception can be said to be the core of communication while interpretation of interpretation is the core of perception which is identical to decoding in the communication process. This is evident in the definition of Lahliry (1991) perception can be defined as the process by which we interpret sensory data, namely data received through our 5 senses or the definition of Lindsay & Norman (1977): "Perception is the process by which organisms interpret and organize transactions to produce meaningful experience of the world".

Perception is called the essence of communication, because if our perceptions are not accurate, we are unlikely to communicate effectively. It is perception that determines we choose one message and ignore the other. So it can be concluded that perception is our assumption after receiving a stimulus from what is felt by our five senses, the stimulus then develops into a thought that makes us have a view regarding a case or event that is happening.

According to Walgito (2010:99), the indicators that influence the perception are as follows. 1) External stimuli received by individuals from outside so as to form acceptance that determines perception. The stimulus is received by the five senses and gives a picture or impression in the brain. 2) Understanding of objects that determine perception in the brain. The picture will be interpreted in the form of understanding and mindset so as to form a perception of the events that occur. 3) An individual's evaluation of an object is related to the understanding built from observations. This understanding is compared to a reality that occurs in the field so as to form an assessment that is formed subjectively, in other words perception.

Verse in the Qur'an related to the learning process

The term learning is an effort to change behavior with a series of activities, such as reading, listening, observing, imitating and so on. Or in other words, learning as a psychophysical activity to lead to full personal development. As for what is meant by learning is a conducive effort so that learning activities take place and involves the transfer of knowledge, as well as educating.⁶ Thus, learning and learning are two activities that cannot be separated, both of which are educational interactions that have norms. The term learning and learning can be interpreted as the concept of taklim in Islam. The following are the verses of the Qur'an relating to the instructions of the Qur'an about the importance of learning and learning such as; 1. QS. al-'Alaq: 1-5 on the commandment of learning and learning:

أَقْرَأْ بِأَسْمِ رَبِّكَ الَّذِي خَلَقَ ﴿١﴾ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ﴿٢﴾ أَلَمْ يَكُنْ عَلَقًا وَرَبُّكَ ﴿٣﴾
أَلَمْ يَكُنْ عَلَقًا وَرَبُّكَ الَّذِي عَلَّمَ بِالْقَلَمِ ﴿٤﴾ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ﴿٥﴾

Meaning: "Read by (mentioning) the name of your Lord Who created, He has created man from a clot of blood. Read it, and your Lord is the Most Gracious, Who teaches (humans) by means of the word. He teaches man what he does not know."

The verse above, implies the commandment of learning and learning. Prophet Muhammad who is also for his people ordered to learn to read. What is read has various objects, there are written verses (al-Qur'āniyyah verse), and there are also unwritten verses (al-Kawniyyah verse). There is also Surah An-Nahl (16): 125 obligations about learning and learning,

أَدْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحِكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجِدِّ لَهُمْ بِالَّتِي
هِيَ أَحْسَنُ إِنَّ رَبَّكَ هُوَ أَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيلِهِ وَهُوَ أَعْلَمُ
بِالْمُهْتَدِينَ

Meaning: "Call (humans) to the way of your Lord with wisdom and good teaching, and argue with them in a good way. Verily, your Lord, it is He who knows best who has strayed from His path and He who knows best who is guided."

The above verse relates to the obligation to study and study as well as its methods. In this verse, Allah commands in the sense of obliging the Prophet Muhammad, and his followers to learn and teach using good learning methods (billatiy hiya ahsan). From this verse, so that it can be correlated with other verses that contain interpretations of learning and learning methods based on the concept of the Qur'anī.

Islam dan Ilmu Pengetahuan (Islam and Science)

Humans are creatures of God who have advantages and privileges compared to other creatures of God. Humans are given the potential in the form of reason to think. With that potential, humans are appointed as the caliph of Allah on this earth. Humans with the potential of their minds can carry out various experiments, analyze, contemplate, show reasons, prove something, classify, compare, draw conclusions, and discuss reality. to problems that require him to think. In the process of thinking or reasoning is a form of human activity to gain knowledge and this can be said as a form of learning and learning process.

The process of learning and learning is a must for humans in life. Various phenomena that occur in the universe will be revealed to the surface if it is done by way of learning. Learning in this sense, of course, in a broad sense, reading of natural phenomena and social realities of society will have positive implications with the birth of various discoveries in the form of science in the form of natural sciences, social sciences, humanities, psychology, health sciences and so on. All of these are the result of learning and learning activities carried out by humans themselves. The more people realize themselves to learn, the more knowledge they have. The potential that exists in humans if developed by learning will give birth to a great civilization for the benefit of humans themselves. Learning and learning has been going on at the time of the prophet Muhammad saw, in other words that Islamic education has existed since the time of the prophet Muhammad. The process of Islamic education goes hand in hand with the efforts of the Prophet Muhammad in developing religion. Therefore, Islamic religious education is a basic need for every Muslim, and in principle a study of the concept of Islamic education will lead to the concept of religious law because after all, religion must be the root of education.

In terms of its nature and style, Islamic education can be divided into four parts. First, the science of Islamic education which is normative in nature, namely the study of educational science based on the teachings contained in the Qur'an and hadith. Second, educational science that is philosophical in nature, namely educational studies based on deep reasoning carried out by Muslim scholars. Third, the science of Islamic education with an empirical historical pattern, namely the study of Islamic education that relies on information recorded in history and its roots can be traced, and fourth, the science of Islamic education with an applicative pattern, namely the study of Islamic education that relies on the system and how to apply it. The four characteristics and features of Islamic education mentioned above are very important to be studied simultaneously, but what should be the main focus is the normative nature and style which is based on the Qur'an and Hadith, because it is the main foundation in Islamic education. If education is not based on the Qur'an and hadith, it is not Islamic education. As the basis of Islamic education, the Qur'an has a position as qath'i al-dalālah. As for the hadith, there are qath'i al dalālah and some are Dhanni al-dalālah. Because this is the case, the main and first foundation in Islamic education is the Qur'an, in which there are many verses relating to the importance of learning and learning and the Qur'an contains methods to make it easier for mankind to understand Allah's creation. And this is the essence of Islamic education.

Islamic View on the COVID-19 Pandemic

Events of disease outbreaks as we are experiencing today, in the history of human life is actually not a new thing. During the time of the Prophet SAW, there was also an outbreak of disease, one of which was Thaun's disease. Thaun's disease is recorded in a hadith, where the Messenger of Allah said: "If you hear that Thaun's disease is spreading in an area, then do not enter that area. If you are in that area, do not leave (run) from Thaun." In addition to the time of the Prophet, Thaun's disease also occurred at the time of Umar bin Khattab. At that time, Umar bin Kattab refrained from entering the land of Sham, because in the area there was an epidemic of the year's disease. The sufferers must undergo quarantine and undergo treatment that applies according to what was done at the time of the Prophet and Umar bin Khattab.

In Islam, everything that is experienced by humans in the form of calamities is a provision of Allah SWT to test human patience. In the Qur'an Surah Al-Baqarah (2) verse 155 Allah SWT says:

"And indeed We will give you trials, with fear, hunger, lack of wealth, lives and fruits, and give good news to those who are patient" (Surah Al-Baqarah: 155)

Although as humans we are encouraged to accept all these calamities with fortitude and patience, humans are also required to try to prevent and overcome all disasters and calamities experienced. If the disaster is a non-natural disaster such as the Covid-19 virus outbreak, then we are required to make efforts to prevent transmission and spread while trying to find a cure for it. This is because one of the main objectives of the Shari'a is to protect the human soul from things that can damage and harm it. So that patience in dealing with a pandemic outbreak is not only shown by accepting it in the heart with resignation but also being shown in patience in preventing and inhibiting transmission and patience in finding a drug that can cure it.

In this regard, the government's policy is also in line with Islamic teachings, namely trying to prevent transmission and spread while trying to find a cure for it by imposing Community Activity Restrictions (PPKM). So that the learning process in schools must also be carried out online.

Method of Research

The purpose of this study is to find out how English learning is still carried out during a pandemic. In addition, this study uses a qualitative approach to see teacher and student perceptions of the Quipper school application.

There is 1 English teacher and 5 students of class X IPS 2 as participants in supporting this research. They come from SMA N 1 Sidareja which is the research school for researchers.

The instruments used in data collection are through observation and interviews. Observations were made by looking at the process of learning English using Quipper School with one of the students through his smartphone. Meanwhile, interviews were conducted both orally and in writing. Data collection through oral interviews was conducted on one of the English teachers at SMA N 1 Sidareja and also 2 students of class X IPS 2. Then, we conducted non-verbal (written) interviews via WhatsApp chat to 3 students of class X IPS 2.

Observations were made to see the pandemic learning process, researchers wrote down the steps taken by teachers and students and documented these things which would later be opened and analyzed.

The interview consisted of questions related to the learning process during the pandemic, the application used, and how the respondent's perception of the application was. These data were analyzed following three main steps: data analysis preparation, primary data analysis, and data reporting (Creswell, 2012; Creswell & Clark, 2011; Ivankova & Stick, 2007). The first step is the preparation of data analysis. Participant interviews were sent to each respondent to confirm their comments and responses. This was done to maintain the validity of the study (Creswell, 2012; Meriam, 2009). After conducting member checking, the interview conclusions were translated into English for the main analysis. The second step is to conclude as a whole the questions related to each student so as to get one or a conclusion about the perceptions of students and teachers on the use of the Quipper school application. After that, the data that has been concluded will be reported.

Result and Discussion

Observation Result

In the implementation of learning, SMA N 1 Sidareja has collaborated with the Quipper platform since before the COVID-19 pandemic. Likewise with learning English. Before COVID-19, learning using Quipper was an additional material and practice questions for students. However, during this pandemic, the use of Quipper became the main choice in delivering material. During the pandemic, schools upgraded the Quipper platform to Quipper plus. The Quipper Plus platform was chosen because it provides an explanation of each learning material in the form of material summaries, learning videos, fast steps in doing questions. For learning English during the pandemic, the teacher gave many explanatory videos from the teachers on Quipper regarding the material being discussed, worked on student worksheets and collected them at school, and occasionally held virtual meetings using Google meet. To establish interaction and student attendance, teachers use Whatsapp Group.

On the date, May 24, 2021, the learning material for class X IPS 2 students was Narrative Text. The teacher conducted asynchronous classes by providing learning videos on Quipper and providing questions to practice student understanding. In this way, students can get a complete explanation via video and can ask questions via the Whatsapp group if there are things that are still not understood. Videos can also be downloaded so students can play them offline anytime.

The learning steps are as follows:

- 1) The teacher opens and starts the class via the Whatsapp group.
- 2) Students attend / register names via Whatsapp group.

- 3) The teacher informs that there is new material related to Narrative Text and the questions that need to be done on Quipper.
- 4) Then the students respond to the information from the teacher and start working on their assignments by watching the learning videos and working on the questions.
- 5) The questions given are multiple choice. The advantage of Quipper is that if a student answers a choice incorrectly, the explanation and correct answer will automatically appear.
- 6) When after all students have finished working on assignments on Quipper, students need to check the names that are on the attendance list that day.
- 7) Usually the teacher gives 3x24 hours to work on the question. And the student scores can automatically be seen by the teacher.

That was the learning steps that the teacher took from beginning to end on that day.

Interview Result

The interviewees were an English teacher at SMAN 1 Sidareja and also 5 students from class X IPS 2 that we observed. The questions that will be asked are related to how to teach English online, what platform is used, and how students respond to the online class. Of the 5 students interviewed, 2 of them were interviewed verbally and directly, while the other 3 were through chat via Whatsapp.

The Result of the Interview with the Teacher.

The teacher agreed that online-based learning is an alternative to continuing to carry out learning in a pandemic situation. He said that seeking knowledge is an obligation for every individual Muslim. Allah SWT will raise the degree of his knowledgeable servant (Al-Mujdah:11). Rasulullah SAW also said, "Seek knowledge from the crocodile (infant) to the grave". That way, as a teacher who has an obligation to provide knowledge to students, the pandemic is not a reason to lose enthusiasm in teaching.

The platform used for online learning English

In teaching English online, the teacher followed the school's policy of using the Quipper plus platform. Quipper plus is a paid platform that provides teacher-like learning in the classroom, such as learning videos, practice questions, and discussion of each of these questions. This platform has long collaborated with schools as a learning support medium since before the pandemic, but the features provided are not as complete as now. When the government decided that schools should be conducted online, SMAN 1 Sidareja upgraded the platform to a paid Quipper plus. Each student is charged Rp. 100,000 and students will be given access to have a Quipper account with this plus feature. The advantage of this plus feature is that it provides learning videos that are easy to understand and interesting by the best teachers in Indonesia who collaborate with Quipper. According to the teacher, the existence of Quipper really helped the learning process, especially in a pandemic like now. He no longer needs to prepare learning videos because they have been provided by Quipper. He only needs to sort out the material that is relevant and according to the student's needs. In addition to using Quipper as a medium and learning resource, he also uses student worksheets as a source of learning and practice questions, usually questions from the LKS book will be collected through the class leader on the width of Folio paper.

Challenges faced by teachers in learning English online

The teacher felt that the biggest challenge in online learning is the lack of student participation. English classes were more often held using the asynchronous method because of the limited connections for each student, especially students who live in the highlands. By doing it asynchronously, the students were not orderly in doing their assignments, he also believed that not all of his students had listened to the instructional videos that were given. Many of them had not yet submitted their assignments from Quipper, so the teacher had to remind him in the class group. He even contacted the

parents of the students if the student did not appear to be absent during the online exam. He also regretted that he could not maximally measure the knowledge and skills of students during this online learning.

Online learning is deemed less effective

According to the teacher, online learning is less effective, because the lack of direct interaction can hinder the learning process, especially the delivery of material to students. The scores obtained by students also do not really show students' abilities because teachers cannot directly supervise students when working on assignments and exams.

Hope for future learning

The COVID-19 pandemic has made teachers adapt to the use of technology. And according to the teacher this is a good thing. And he hopes that in the future learning can always coexist with technology because this can also attract students' interest in learning. The most important thing is that the teacher can guide and assess students directly in the classroom.

The Result of the Interview with the Students.

The students felt that learning English in SMA is more difficult than SMP. They felt that when they were in junior high school, they weren't too serious about learning English. They haven't got much of a thing yet. The vocabulary is still very basic. The students don't understand how to speak in correct grammar. Students are still shy and afraid when speaking or answering questions in English. This is due to the lack of habituation in these students. And as long as they are high school students, students have never experienced face-to-face learning at school. In fact, many of the students have never met the teacher in person. Students are confused by the new material that does not get direct guidance from the teacher and sometimes feel lazy to watch the instructional videos provided. So that they feel that they do not get new knowledge that is too meaningful during learning.

The platform used for learning

Before the start of learning, class X students got socialization related to the Quipper application, so that students already understood how to use it. The content of this application is learning materials such as instructional videos, online books, and practice questions with discussion. Actually, the video provided is easy to understand, but sometimes it's lazy to watch it and prefers to find answers to questions on the internet. Apart from the questions on Quipper, the teacher also gave assignments in the LKS book which were usually collected by the class leader. During the UTS the scores obtained by the students were also quite good, because the students could translate the questions on google translate using their smartphones.

Readiness of students about school face to face

Class X students are looking forward to going to school wearing their new uniforms, meeting friends in person, and having fun with their chosen extracurricular activities. However, on the other hand they feel anxious, because during online learning it seems like they don't understand many things and are afraid of getting bad grades. Many subjects are difficult to understand, such as mathematics, physics, economics and sociology.

Conclusion

A pandemic is not something that can hinder the ongoing process of education or teaching. Islam teaches to continue to seek knowledge for every Muslim and avoid a disease. Online learning is an alternative that can be used to continue teaching.

The importance of English for the future needs of students makes it a challenge for EFL teachers in teaching English. However, with the spirit of Islam, teachers must also continue to be enthusiastic in teaching their students. Teachers experience many challenges in teaching. He uses the Quipper School application as a means of delivering material to students. According to him, teaching through this application is quite helpful but not as effective as in the classroom. Just like teachers, students also feel that the

material they receive through this application cannot make them understand the material presented by the teacher. The rest, many feel lazy if they are not accompanied directly by the teacher like in class.

According to the researcher, teachers need to motivate students about the importance of learning and teach verses of the Qur'an that guide people to always seek knowledge.

References

- Abdul Rahman Saleh, (2004). *Psikologi Suatu Pengantar Dalam Prespektif Islam*, Jakarta: Kencana.
- Alex Sobur, (2013), *Psikologi Umum dalam Lintas Sejarah*, Bandung: Pustaka Setia.
- Blake, R. J. (2011). Current Trends in Online Language Learning. *Annual Review of Applied Linguistics*, 31, 19–35. <https://doi.org/10.1017/S026719051100002X>
- Departemen Agama RI, (1992). *Al-Qur'an dan Terjemahnya*, Jakarta: Proyek Pengadaan Kitab Suci al-Qur'an.
- Liliweri Alo, (2015), *Komunikasi Antar Personal*, Jakarta: PT. Prenadamedia Group.
- Mendikbud. (2020a). *Surat Edaran Mendikbud: Pelaksanaan Kebijakan Pendidikan dalam Masa Darurat Penyebaran Corona Virus Disease (COVID-19)*. Retrieved from <http://kemdikbud.go.id/main/files/download/51e9b72ef92c6d8>.
- Moorhouse, B. L. (2020). Adaptations to a Face-to-Face Initial Teacher Education Course 'Forced' Online due to the COVID-19 Pandemic. *Journal of Education for Teaching*. <https://doi.org/10.1080/02607476.2020.1755205>
- Nugroho, Septian. (2013). *Keefektifan Penggunaan E-learning Berbasis Moodle dalam Pembelajaran Terhadap Hasil Belajar Siswa pada Mata Pelajaran Teknologi Informasi dan Komunikasi di SMA Negeri 5 Semarang*. Skripsi Tidak Dipublikasikan. Universitas Negeri Semarang.
- Plaisance, M. (2018). Online Course Delivery. In J. I. Liontas (Ed.), *The TESOL Encyclopedia of English Language Teaching* (1st ed.). <https://doi.org/10.1002/9781118784235.eelt0129>
- Salam B, (1988), *Filsafat Manusia: Antropologi Metafisika*, Cet. II; Jakarta: Bina Aksara.
- Sarlito W. Sarwono, (2010), *Pengantar Psikologi Umum*, Jakarta: Rajawali Pers.
- Walgito, B. (2010). *Pengantar Psikologi Umum*. Yogyakarta: Andi Offset.
- Watanabe, Masayuki. (2014). *Quipper School Indonesia*. Diperoleh 25 September 2014, dari <http://indonesia.quipperschool.com>