HYBRID LEARNING IN SELECTED JUNIOR HIGH SCHOOL: IS IT A SOLUTION FOR EFL LEARNING LOSS?

Ima Masofa[1], Irwan Sumarsono[2], Abu Fanani[3]

[1]SMP Unggulan Amanatul Ummah
[2]Politeknik Elektronika Negeri Surabaya
[3]Universitas Negeri Sunan Ampel Surabaya

e-mail: imamasofa@gmail.com, irwan@pens.ac.id, abufanani@yahoo.com

Abstract

The use of hybrid learning in junior high school English as a Foreign Language classes can be a combination of teaching and learning strategies and a remedy for learning loss. Since MO365 is an application for the online final tests in 2020 without hybrid learning and in 2021 with hybrid learning, where the teacher uses hybrid learning that she uses online and limited offline learning, this paper aims to explore the implementation of hybrid learning in English final tests. It focuses on the similarities and differences in responses of two final tests in junior high school in second grade using MO365. The study's findings can be summarized as follows; (1) To get different results on the two final online English tests in MO365, which are 68, 4 without hybrid learning, and 90.1, with hybrid learning. (2) In 2020 without hybrid learning, eighth-grade students experience learning loss due to the Covid 19 Pandemic, whereas students in the same grade in 2021 with hybrid learning achieve better scores 90.1 than those in the same grade in 2020 without hybrid learning 68.4 because their school only offers a small amount of offline learning. This study can be utilized as a guide and a solution by teachers to enhance hybrid learning, which will help students learn the subject more easily and more conveniently by integrating online and offline learning.

Keywords: hybrid learning, final test, MO365, learning loss, pandemic

INTRODUCTION

Educational technology has had an impact on how English is taught and learned. This might have had an impact specifically on the conventional method of learning English as a Foreign Language (EFL). Innovative teachings must be infused into the conventional face-to-face class. This might be accomplished by incorporating highly functional internet technology. Additionally, Yuen (2010) asserts that the hybrid e-learning trend has grown familiar. Hybrid e-learning models that are used in teaching become pedagogical practices. For the learners' acceptance, strategies like online conversation, online resources, course administration and delivery, and particular pedagogy support were used. In the context of teaching English, hybrid learning may offer a way to address students' learning loss.

Learning loss is defined by Engzell, & Verhagen (2021) as any particular or general loss of information and abilities or reversals in academic progress, most frequently brought on by lengthy gaps or discontinuities in a student's education. Using MO365, researchers compare and contrast the results of two online final on hybrid learning as a solution for students who cannot study in offline learning because of covid 19 condition, students can increase their technology competence in hybrid learning because they apply MO365and what sup to study English that students can develop important skills.

Studying online requires certain skills such as self-discipline, self-motivation and communication. When students are an online learner, students will find that students will quickly hone and develop these skills which are important for the school place. For example, students will need to communicate – whether verbally or written – with their teachers and peers regularly. This will sharpen students' communication skills. students will also need to motivate their self to complete an online course and turn in students online assignments as there is much person ones. Unlike face-to-face setups, where it can be hard to offer critical comments, an online environment gives one more time to really study the modules and make considered comments.

Hybrid learning allows for a customized learning experience. Mentioned previously, flexibility can help students to set their own study pace. But online education is also flexible for each student's individual requirements and level of ability. Online classes tend to be smaller than conventional class size. Most of the time, online learning platforms only allow one student at a time, and in almost all cases, this allows for greater interaction and more feedback between students and their teacher. Students apply M0365 to study English via online. The study's findings can be summarized as follows; (1) To different results on the two final online English tests in MO365 are obtained: 68, 4 without hybrid learning, and 90.1, with hybrid learning. (2) In 2020 without hybrid learning, eighth-grade students experience learning loss due to the Covid 19 Pandemic, whereas students in the same grade in 2021 with hybrid learning achieve better score—90.1—than those in the same grade in 2020 without hybrid learning—68.4. That happens because their school only offers a small amount of offline learning. This study can be utilized as a guide and a solution by teachers to enhance hybrid learning, which will help students learn the subject more easily and more conveniently by integrating online and offline learning. The fact that Covid 19 slows down the learning process and forces pupils to study alone is what leads to inconsistent results on the English final exams. Researchers

compare the results of two online English final exams taken using M0365 and utilizing eighth grade as their research sample. The changes are that study is done in two different eighth-grade in 2020–2021 and 2021–2022 with scores of 68.4 in 2020 and 90.1 in 2021, and dates of December 7 2021 and December 8 2021, respectively. These researchers use a qualitative approach that was founded on M0365 student performance. The study's findings can be summarized as follows. (1) To earn various scores of 68.4, and 90.1 on two online English final exams in MO365.

Covid-19 had an impact on the school sector, which the epidemic had unexpectedly disturbed. The decision to close schools was made as a measure to stop the spread of Covid-19, loss is the condition in which students lose information and abilities, both general and specific that have an impact on their academic decline as a result of a protracted period without face-to-face contact throughout the learning process, this study focuses on two online English final tests administered by MO365. The study's primary goal is to compare two classes' performance on two final online English exams that will be given on December 8, 2020, and December 7, 2021. Because the eighth-grade students on December 8, 2020 experience learning loss, they achieve a maximum score of 68.4 when they respond to questions in MO365 that they do on an online final test by clicking a link that their instructor shared to an App web group. The study's primary goal is to compare two classes' performance on two final online English exams that will be given on December 8, 2020, and December 7, 2021. Because the eighth-grade students on December 8, 2020 experience learning loss, they achieve a maximum score of 68.4 when they respond to questions in MO365 that they do on an online final test by clicking a link that their instructor shared to an App web group.

As defined by the Association for Talent Development Blended learning, also known as hybrid learning, is a method of instruction that blends online and offline learning. Hybrid learning is used by researchers because it combines offline and online learning in 2021.

Because hybrid learning, which mixes offline and online learning, is not used, researchers discover learning loss in 2020. The researchers come to the conclusion that students in the eighth grade on December 8, 2020, without hybrid learning and students in the eighth grade on December 7, 2021, with hybrid learning, receive online English final test questions in MO365 and can easily respond to the question by clicking a link that the teacher shares to which App web group, and as a result, receive different scores due to learning loss in 2020, without hybrid learning Students in 2020 who don't participate in hybrid learning do lower than those who do in 2021. Students in eighth grade on December 8, 2020, without hybrid learning who join learning in 2020–2021 consist of 125 students, and students in eighth

METHOD

The research was conducted in two different groups of eighth-grade students. The researchers performed a T-test that concentrate on the similarities and differences of two English final exams using MO365. Students in eighth grade received online English final test questions in MO365 on December 8, 2020. These students learned fully offline or without hybrid-type of learning. Another group of students in eighth grade received online English final test questions in MO365 on December 7, 2021. This group learned in hybrid learning mode. The number of students in the offline group was 125 students and students enrolling hybrid learning comprised of 82 students. All groups worked out online English final test in MO365 by clicking a link that teacher shared to what App web group.

Instrument and Procedure

The tool and the research process were included in this section. The research's tools included Microsoft Office 365 or MO365 as online media for taking eighth-grade online English tests in 2020 without hybrid learning and in 2021 with hybrid learning, as well as bitly as a place to name the links. The final English test will be available online in 2020 without hybrid learning and in 2021 with hybrid learning at the following two links.

grade on November 2, 2021, who join learning in 2021–2022 with hybrid learning consist of 82 students achieve online English final test questions in MO365 that they answer the question simply by clicking a link.

Due to the Covid 19 pandemic, researchers employ restricted offline learning to reduce learning loss when students take classes online. The majority of students who use limited offline learning are able to find solutions for Covid 19's learning loss. In hybrid learning, students attend school for only half the time that is allotted for their lessons. If a class has 20 students, and half of them are able to attend, that means 10 of them can come on Monday and 10 can come on Tuesday. When students are in class, others are studying online.

https://bit.ly/PAS_Bahasa_Inggris_Kelas_8_Semester_Ganjil_2020
https://bit.ly/PAS_Bahasa_Inggris_Kelas_8_Semester_Ganjil_2021

Before clicking the bitly link, students must first log into MO365 using the password and ID provided by the teacher. They must then enter the time and date for the online English final test. In MO365, the score and analysis are directly described.

Data Analysis

The study was focused on expectations and experiences with English learning based on hybrid learning. This study used a quantitative descriptive approach and a survey method to collect data fore-learning learning evaluation materials. This study was performed Amanatul Ummah Junior High School. It was chosen because it enables researchers to determine the certainty and the accuracy of online learning effectiveness. The sample was purposively selected, and there was 125 student of the class of 2020 and 82 students, in 2020/2021 consist of 125 students and students in eighth grade on November 2, 2021. The data were collected using MO365 questionnaire with two instruments in the indicators of learning experience and expectations during the e-learning implementation. The questionnaire

was written in 45 statements and disseminated to WA. The questionnaire was distributed on December 8,2020 to all students in the second semester of the 2020 batch who responded to answering the questionnaire were 82 students. The questionnaire was distributed on November 2,2021, to all students in the second semester of the 2021 batch who responded to answering the questionnaire were 125 students The information collected was used, and the validation was carried out through peer debriefing. Berisi bagaimana data dikumpulkan, sumber data dan cara analisis data

FINDINGS AND DISCUSSION

Using a comparison of two M0365 English examinations, hybrid learning is implemented to address learning loss in order to identify similarities and differences between hybrid learning and no hybrid learning. In this study, eighth graders in junior high school are analyzed as they complete their final online English exams, then eighth graders in junior high school in 2020 without hybrid learning and 2021 with hybrid learning take the identical online English tests. The findings of this study can be expressed as follows in relation to the variations in the online English final test in 2020 and 2021: (1) To earn various scores of 68.4, and 90 on two online English final exams in MO365, 1. (2) Without hybrid learning, eighth graders in 2020 experience learning loss because to the Covid 19 Pandemic, whereas eighth graders in 2021 achieve higher test scores—90.1—than those of eighth graders in 2020—68.4—because their schools only offer a small amount of offline instruction. The following table shows that hybrid learning is a remedy for learning loss.

Table 1. the differences of the students learning

Hybrid learning class	Without hybrid learning
November 2,2021	December 8, 2020
Three times online	Three times online

Three times face-to-face	Three times online
Students' score is 90,1	Students' score is 68,4
MO365 and limited offline	MO365
Uses *bitly* as a link and limited face to face	Uses *bitly* as a link
A solution for learning loss	Students get learning loss

Final Test Result without Hybrid Learning

Learning loss can be described in the online English final test in 2020 without hybrid learning and most students cannot answer the question shown in this chart. The following figure describes learning loss that shows most students achieve 68,4 that can be seen in this following chart that purple color is dominant in this chart that shows students answer the wrong answer.
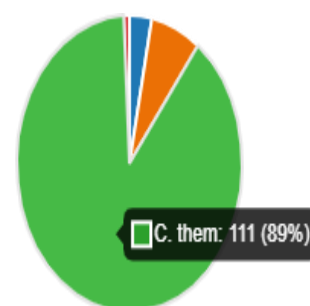

Figure 1: the wrong answer of the students

Table 2. Student responses

Chart Color	Wrong responses	Percentage
green for wrong answers	111 students	89% wrong responses
Yellow for correct answers	14 students	11 % correct responses

Total	125 students	100%

This following chart describes learning loss that shows most students achieve answer the yellow color that is the wrong answer, the correct answer is the blue color that only 16 percent student's answer correctly that means most of the student answer.
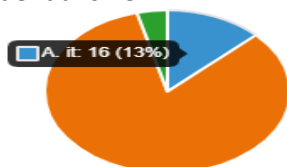

Figure 2: the wrong answer of the students

The graphic illustrates learning loss and demonstrates that the majority of students reach answers in the yellow color, which is the incorrect only 16 percent of students answer properly, meaning that most students give an incorrect response.

Because students do not have limited offline learning, the chart's dominating hue of yellow suggests that they have given the incorrect response, which implies that hybrid learning is not taking place.

Table 3. Student responses

Chart Color	Wrong responses	Percentage
Yellow for wrong answers	109 students	84% wrong responses
blue for correct answers	16 students	16 % correct responses
Total	125 students	100%

The following figure describes learning loss that shows most students achieve answer the green color that is the wrong answer, the correct answer is the yellow color that only 7 percent of students answer correctly that means most of the student answer wrong, that can be seen in

this following chart that green color is dominant in this chart that shows students answer the wrong answer.
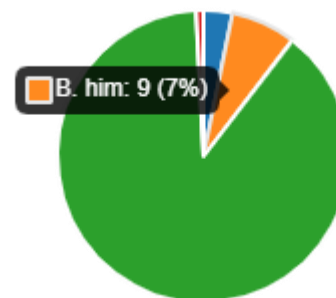

Figure 3: the wrong answer of the students

The figure illustrates learning loss and demonstrates that most students achieve the incorrect answer in the green color, which is what they should have done. Only 7% of students correctly responded in the yellow color, meaning that most students gave the incorrect response. This can be seen in the following chart, where the green color predominates and students' incorrect responses.

The chart shows green color means that students have wrong answers to answer their final test because the correct answer must be a blue color.

Table 4. Student responses

Chart Color	Wrong responses	Percentage
Green for wrong answers	116 students	93 % wrong responses
blue for correct answers	9 students	7 % correct responses
Total	125 students	100%

Since the right response must be blue in hue, the green color on the chart indicates that pupils have given incorrect responses on their final exam.

Final Test Result with Hybrid Learning

Students in eighth grade in 2021 with hybrid learning that have limited offline learning get a better score because they get a teacher's explanation though limited offline that students can ask their teacher when they do not understand about English lesson. The result of offline teaching can be seen in the following chart that shows most of the students answer correctly answers in their final test in MO365. The correct answer is A which most students choose their answer which can be seen in the following chart.

Due to the fact that they receive a teacher's explanation through limited offline learning in 2021 eighth graders who use hybrid learning and have limited offline learning receive higher grades when they have questions about English lessons. The following graph illustrates the outcome of offline instruction and how many students answered correctly on their final MO365 test. The majority of students chose the correct response, when they answer their final test in 2021 with hybrid learning which indicates learning loss can be solved by limited offline learning in a classroom that uses hybrid learning. The blue color of the chart suggests that most students
Correctly complete their final exam in 2021 using hybrid learning, indicating that learning loss may be prevented by using restricted offline learning in a hybrid learning environment.

The following table and chart's yellow color suggests that most students correctly complete their final exam in 2021, suggesting that learning loss can be prevented with some offline instruction in the classroom.

Table 5. Student responses

Chart Color	Wrong responses	Percentage
Green for wrong answers	10 students	12 % wrong responses
blue for correct answers	72 students	88 % correct responses
Total	82 students	100%

The blue color of this following chart means that most of the students answer correctly when they answer their final test in 2021 which indicates learning loss can be solved by limited offline learning in the classroom.

The green color that is described by students answer by clicking them as correct answer in their answer sheet when they answer their final test.

Table 6. Student responses

Chart Color	Wrong responses	Percentage
Yellow, blue and red for wrong answers	16 students	20 % wrong responses
green for correct answers	66 students	80 % correct responses
Total	82 students	100%

The differences between the students attending hybrid learning classes and without hybrid learning can be seen in this following table.

Table 7. The differences of the students attending hybrid learning class and without hybrid learning

Hybrid learning	Without hybrid learning
November 2,2021 Three times online Three times face-to-face	December 8, 2020 Three times online Three times online
Students' score is 90,1	Students' score is 68,4
MO365 and limited offline	MO365
Uses *bitly* as a link and limited face to face	Uses *bitly* as a link
A solution for learning loss	Students get learning loss
82 students	125 students

Increase score can be from students' responses in MO365	Decrease score can be seen from students' responses in MO365

The study's findings can be summarized as follows. (1) To get different results on the two final online English tests in MO365, which are 68, 4 without hybrid learning and 90, 1, with hybrid learning. (2) In 2020 without hybrid learning, eighth-grade students experience learning loss due to the Covid 19 Pandemic, whereas students in the same grade in 2021 with hybrid learning achieve better scores—90.1—than those in the same grade in 2020 without hybrid learning—68.4—because their school only offers a small amount of offline learning. This study can be utilized as a guide and a solution by teachers to enhance hybrid learning, which will help students learn the subject more easily and more conveniently by integrating online and offline learning methods.

Discussion
Online Learning

Online learning is characterized by little in-person interaction with friends, peers, teachers, or other people outside the house, according to Husin et al (Husin & Sawitri, 2021) As a result of the Covid 19 pandemic, which limited students' ability to interact in person with their friends, online learning was used in this study in 2020. Students who studied at home reported that most of them had trouble learning because they were unable to ask their teachers questions about a lesson when they didn't understand it. As a result, pupils in 2020 experience learning loss, which is evident in their final test results on December 8, 2020, the majority of which receive 68.4.

Without hybrid learning, learning loss can be described in the online English final exam in 2020, and the majority of students are unable to respond to the question presented in this graph. The next chart, which is dominated by the color purple and depicts pupils providing the incorrect response, demonstrates that most students achieve 68.4 The majority of pupils will have given incorrect answers, which points to a loss of

learning that cannot be explained by hybrid learning. Teachers' Learning Loss Diminished via Self-Phased Learning with Guru Binar by Kisno, Calen, Mega Romauly Tampubolon, Tiodo Sri Manalu, Richard Berlien, Khesara Niros, and Gulo, Adam Kener (2021) is a prior study that examined learning loss. The previous study in this area used learning loss similarly to the earlier researcher. The prior study used learning loss in teachers, which is one of the contrasts. For this study, learning loss among eighth-graders in 2020–2021 is used.

The second earlier study was conducted by Per Engzell, Arun Frey, and Mark D. Verhagen (2021) and is titled Learning Loss Due to School Closures during the COVID-19 Pandemic. Learning loss in students and the effects of learning loss in the COVID 19 pandemic are similar topics to the preceding linked study. The key distinction is that this earlier study uses data from 15 percent of Dutch primary schools from 2017 to 2020 to show how the pandemic has affected student growth in The Netherlands.The data includes pupils' biennial test results in core subjects for kids between the ages of 8 and 11. This study uses replies from students to a final English exam given online in Indonesia. The two final English exams taken online as part of MO365 resulted in scores of 68.4, and 90.1, respectively.

Implementing Microsoft Office 365 for innovative ELT practices facing Covid 19 is the subject of the third prior study. She discusses innovation ELT, which is alike to how M0365, ELT, and pandemic Covid 19 were used in instruction by the previous researcher. In contrast to earlier studies, this one shows that students can correctly respond to questions on general truth using Microsoft Office replies. 2) Students' scoring analysis for general truth questions is provided in Microsoft Office 365, which shows that the majority of students score 90 when they respond to the general truth questions. This study 1) makes use of two final exams from various years. 2) The two final English exams taken online as part of MO365 yielded scores of 68.4, and 90.1, respectively. Students in the eighth grade who are 13 to 14 years old in 2020 experience learning loss

because of the COVID-19 Pandemic, but students in the eighth grade in 2021 do better, scoring 90.1 compared to students in the same grade who are 13 to 14 years old in 2020, who scored 68.4.

The fourth previous report by Petar Jandric & Peter McLaren (2021) says that Covid-19 prompted higher education sectors around the world to digitize the complete university experience online, turning learning loss into learning opportunities. The two studies are different in that Petar Jandric and Peter McLaren looked at university students, whereas this researcher looked at junior high school students. Additionally, Petar Jandric and Peter McLaren used Zoom as an online tool, whereas this researcher used Microsoft Office 365. However, both studies used online learning because of COVID 19.

The adoption of hybrid e-learning in English as a Foreign Language courses by Andi Muhammad Yauri, Abdul Rahim Salam, and Rohayah Kahar (2012) may be a viable method for teaching and learning, particularly in Islamic higher education. Highlight Islamic college students' hybrid e-learning in a speaking course. There are parallels between this study's findings and those of the fifth prior study to use hybrid learning in EFL. The fifth prior study was applied in college, however, this research was conducted in junior high school and in various years, namely 2020 and 2021. Additionally, the fifth previous study took five months to complete, whereas this research required two distinct semesters to complete. Instructions for this study were given both face-to-face and online over the course of two semesters, lasting three days for face-to-face meetings and three days for online classes.

Hybrid Learning

This study is concerned with the potential of hybrid learning approaches for effective teaching and learning. "hybridity" is also characterized as the fusion of various entities, including computer technology and face-to-face communication, to create a new learning elaborates the notion that this novel entity might develop into a promising methodological strategy to facilitate teaching and learning and, consequently, knowledge creation. In line with this notion, several studies have examined hybrid teaching and learning methodologies (Rahim (2012), hybrid learning has a substantial impact on teaching and learning and can raise students' test results in learning. The study compares lessons between blended and non-hybrid e-learning methods incorporating online and traditional face-to-face learning that leaves an impact on learners' acceptance. It focuses on blended learning spaces for instructors who specialize in foreign language learning for Junior High School students   is also characterized as the fusion of various entities, including computer technology and face-to-face communication, to create a new Students in the eighth grade in 2021 who have restricted access to hybrid learning, which combines online and offline instruction, can be seen. Offline learning receives a higher grade since students can ask their teacher questions about English lessons and receive limited teacher explanations. The following graph illustrates the outcome of offline instruction and how many students answered correctly on their final MO365 test. The majority of pupils chose the correct response. Hybrid learning is combination between online and offline learning that can be seen from students in eighth grade in 2021 with hybrid learning that have limited offline learning get a better score because they get a teacher's explanation though limited offline that students can ask their teacher when they do not understand about English lesson. The result of offline teaching can be seen in the following chart that shows most of the students answer correctly answers in their final test in MO365.

Hybrid learning for teaching particularly can be used to analyze English final tests in Junior high school students. This model provides convenience for the learners. It also promises high motivation and collaborative work to students in learning English skills, the test scores indicate a significant difference between face-to-face class mode and online class within hybrid learning. From this study, it is suggested that the contents of material and instruction for hybrid e-learning need to suit the learners' needs.

Using hybrid learning in the classroom, especially for junior high school students' English final exams. The learners benefit from the convenience of this model. The test results show a substantial difference between face-to-face class mode and online class inside hybrid learning. It also promises great motivation and collaborative effort to students learning English skills. The findings of this study imply that the instructional materials and content for hybrid online learning should be tailored to the needs of the students.

Limited offline learning can be a problem solving for learning loss from Covid 19. Students attend school for half of the number of their classes. In one class consisting of 20 students who can attend their class 50 percent means that 10 students can attend on Monday while 10 students can attend on Tuesday, when students attend their class, others study online learning. Hybrid learning is used by researchers by combining limited offline and online learning that prove to avoid learning loss that is described by students' responses in hybrid learning that is better than without hybrid learning.

Differences of Online and Hybrid Learning

The differences between hybrid learning and online learning can be seen in this following table.

Table 7 the differences of hybrid learning class and online learning.The differences of online and hybrid learning can be formulated as follows. (1) In two online English final tests in MO365 to achieve different scores that are 68, 4 without hybrid learning, and 90, 1 with hybrid learning. (2) In 2020 without hybrid learning, Students of eighth grade have learning loss because of Covid 19 Pandemic while students of eighth grade in 2021 with hybrid learning have better scores that are 90,1 than students of eighth grade in 2020 without hybrid learning that are 68,4 because they have limited offline learning in their school that describes offline learning. This research can be used as a reference and solution for teachers in improving hybrid learning to increase students' ability to

understand the material taught in hybrid learning and give convenience in combining online and offline learning process.

The hybrid learning can be a combination of teaching and learning strategies and a remedy for learning loss. Since MO365 is an application for the online final tests in 2020 without hybrid learning and in 2021 with hybrid learning, where the teacher uses hybrid learning that she uses online and limited offline learning, this paper aims to explore the implementation of hybrid learning in English final tests. It focuses on the similarities and differences in responses of two final tests in junior high school in second grade using MO365. The study's findings can be summarized as follows; (1) To get different results on the two final online English tests in MO365, which are 68, 4 without hybrid learning, and 90.1, with hybrid learning. (2) In 2020 without hybrid learning, eighth-grade students experience learning loss due to the Covid 19 Pandemic, whereas students in the same grade in 2021 with hybrid learning achieve better scores—90.1—than those in the same grade in 2020 without hybrid learning—68.4—because their school only offers a small amount of offline learning. This study can be utilized as a guide and a solution by teachers to enhance hybrid learning, which will help students learn the subject more easily and more conveniently by integrating online and offline learning.

Hybrid Learning is the best solution during the pandemic. Hybrid learning is a way to maintain learning during the prohibition period for gathering. The presence of hybrid learning provides a guide and a solution by teachers.

CONCLUSIONS

Study's findings are to get different results on the two final online English tests in MO365, which are 68.4 without hybrid learning and 90.1, with hybrid learning ,in 2020 without hybrid learning, eighth-grade students experience learning loss due to the Covid 19 Pandemic, whereas students in the same grade in 2021 with hybrid learning achieve better scores—90.1 than those in the same grade in 2020 without hybrid learning—68.4 because their school only offers

a small amount of offline learning. This study can be utilized as a guide and a solution by teachers to enhance hybrid learning, which will help students learn the subject more easily and more conveniently by integrating online and offline learning methods.

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