



Teaching Strategies Employed by the English Teacher during the Onsite Transitional Period

Putu Risma Dewi^{1*}, Luh Putu Artini², Luh Gede Eka Wahyuni³ 

^{1,2,3} English Language Education, Ganesha University of Education, Singaraja, Indonesia

ARTICLE INFO

Article history:

Received September 03, 2022

Revised September 05, 2022

Accepted December 12, 2022

Available online December 25, 2022

Kata Kunci:

Strategi mengajar, strategi menilai, masa transisi, pembelajaran di tempat.

Keywords:

Teaching strategy, assessing strategy, transitional period, onsite learning.

DOI:

<https://doi.org/10.23887/jpbi.v10i3.58558>

ABSTRAK

Pemerintah kembali memulai peraturan baru di bidang pendidikan, yaitu membuka sekolah dan memulai pembelajaran di tempat. Ini dianggap sebagai masa transisi onsite karena ini adalah pertama kalinya pembelajaran onsite dilakukan kembali setelah dihentikan sementara karena pandemi Covid-19. Guru perlu beradaptasi dan menyesuaikan strategi pengajaran selama masa transisi penukaran. Tujuan dari penelitian ini adalah untuk menganalisis strategi pengajaran guru bahasa Inggris selama masa transisi di lapangan. Penelitian ini menggunakan metode deskriptif kualitatif. Metode pengumpulan data adalah observasi kelas dan wawancara. Hasil temuan penelitian diinterpretasikan melalui reduksi data, display data, dan penarikan kesimpulan. Hasil penelitian menemukan bahwa guru bahasa Inggris telah menerapkan beberapa strategi mulai dari pra-aktivitas, aktivitas utama, dan pasca-aktivitas. Strategi tersebut adalah review, diskusi, tanya jawab, elisitasi, brainstorming, ice breaker, kegiatan membaca, pembelajaran kooperatif, ceramah, latihan, menarik kesimpulan, refleksi diri, dan kuis. Selain itu, strategi pengajarannya juga sejalan dengan standar proses I2M3. Penelitian ini dilakukan karena urgensi data empiris, beberapa penelitian sebelumnya telah meneliti strategi pengajaran, namun penelitian tentang strategi pengajaran pada masa transisi onsite masih belum jelas.

ABSTRACT

The government again start new regulations in the education field, which open the school and start onsite learning. This is considered an onsite transitional period since this is the first time that onsite learning is conducted again after being temporarily suspended due to the Covid-19 pandemic. Teachers need to adapt and adjust the teaching strategies during the onsite transitional period. The aim of this study is to analyses English teachers' teaching strategies during the onsite transition period. This study applied the descriptive qualitative method. The data collection methods are classroom observation and interviews. The findings of the study were interpreted through data reduction, data display, and conclusion. The results of the study found that English teacher has implemented several strategies starting from pre-activity, main-activity, and post-activity. The strategies are reviewing, discussion, question & answer, elicitation, brainstorming, ice breaker, reading activity, cooperative learning, lecturing, exercise, drawing the conclusion, self-reflection, and quiz. Moreover, the teaching strategies also align with the I2M3 standard process. The present study is conducted due to the urgency of empirical data, some previous studies have researched teaching strategy, nevertheless, the study about teaching strategy during the onsite transitional period remains unclear.

This is an open access article under the [CC BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.
Copyright © 2022 by Author. Published by Universitas Pendidikan Ganesha.



1. INTRODUCTION

The pandemic of Covid-19 affects many aspects in society, it also changes how we live in the society. One of the impacts is in education field. Government start the policy of online learning. This regulation was made due to avoid the spread of the virus. Teachers start instruct the students to learn and study from home by utilizing technology-based learning as the tools or media to support the learning process (Huertas-Abril, 2021; Sadiku, 2015; Wisudawan et al., 2022). Teachers and students were not ready for the quick switch to online learning. It might be difficult for teachers especially English teacher to adapt and adjust the teaching strategies during the pandemic. The infected cases were decreasing, and the government start open the school again but it is different from the previous onsite learning. Students can come and learn in school, but it is limited. The face to face learning is still concern in students' health, teachers, students, and all the school staff must use mask, face shield, and keep their distance in the school environment, the number of the students also is limited (Almonacid-Fierro et al., 2021; Halimah et al., 2022; Sadikin & Hamidah, 2020). This is considered as the onsite transitional period, since this is the first time that the face-to-face learning being conducted again after temporarily suspend for almost two years. In this onsite transitional period of course, teacher especially English teacher need to adjust

the teaching strategies to be appropriate with the current situation, school environment, and also students' learning needs. In teaching, teachers use teaching strategy to make the learning activity become effective, and there are many things that need to be considered before applying teaching strategies (Chin et al., 2021; Nørgård, 2021). During the onsite transitional period, the teaching strategies might be adapted from the learning activities conducted in the classroom or outside the classroom. In this case teacher need to use their adaptive skills to be able to design appropriate teaching strategies. It is necessary to adjust the teaching strategies during the onsite transitional period to improve the teaching quality. It is hoped that the onsite learning could overcome the learning crisis during the pandemic. Government start the implementation of onsite learning to maximize the learning time. Besides releasing the new regulation of onsite learning in the post-pandemic era, government also start the implementation of *Kurikulum Merdeka* in 10th grade students which the aim is to caught-up the learning loss during the pandemic (Achmad et al., 2022; Aziz, 2011; Sopiensyah et al., 2022). So, it is hoped that the implementation of onsite learning can optimize the learning quality and this also need effective teaching and learning.

During the onsite transitional period, the learning activity is conducted in face-to-face, students and teachers can do the learning process in school, but there is the implementation of health protocols, such as wearing masks and washing their hands before entering the school or the classroom (Dewanti et al., 2021; Tasya, 2021). Teachers have hoped to have good classroom management, and design the effective teaching strategies starting from the pre-activity, main-activity, and post-activity. Not only that, the learning activities during the onsite transitional period are also hoped able to improve students' creativity. As preliminary research the researcher conduct interview with the English teacher in SMA Negeri 1 Negara toward the school policy during the onsite transitional period. Teacher state that the teaching and learning activities were getting more normal. The school still implement full day school, but the schools' operational hours were limited until 2.00pm. Besides, teacher also do several adjustments in this onsite transition period, including the utilization of technology. Teacher must adapt the previous teaching strategies then some of them are applied during the onsite transitional period. the most frequently used applications are WhatsApp and Google Classroom.

The learning process must be conductive in interactive way means students must actively participated during the class, expressing their idea, and do interaction with the teacher or their friends. The activity of interactive learning can be discussion, question and answer, or presenting. Then, inspirative learning can be conducted through increase students' enthusiasm in learning, appreciating their works and opinion, and create fun activity (Asria et al., 2021; Azhar, 2009; Elshami et al., 2021). For the fun learning activity, teacher can implement game, quiz, ice breaking, and brainstorming for the students. So, students will enjoy the learning process, do not feel under pressure, and comforting. Motivational learning activities can be conducted through giving students motivation to learn and able in achieving their learning goals, then give them positive reinforcement (Abumalloh et al., 2021; Macharia & Pelsler, 2014). For the challenging activities, teacher can conduct quiz and other activities that can boost students' motivation, and challenge themselves to do the best.

Previous study has searched about teachers' teaching strategy during the transitional period, the study conducted by previous study found that teacher do home visiting and make small classes for the primary school students (Siagian et al., 2021). During the transitional period, teachers also possible to conduct the learning activity using technology. As the study conducted by previous study showed that in teaching English, teacher use technology such as Google Form, Quizizz, Google Meet, and video (Widarini et al., 2021). Moreover, previous study also reveals about several teaching strategies that in accordance with the I2M3 standard process, and can be implemented in English classes (Azhar, 2009). Discussion and question and answer is interactive teaching because it involves students' participation. Other study found that group work is an interactive teaching strategy because in group work students can do more interaction (Harianingsih & Jusoh, 2022). For the inspirative teaching strategy, teachers can give feedback to the students to appreciate their opinion or works. It is also important for students' learning improvement (Senthamarai, 2018; Wei et al., 2021; Wulandari, 2022).

The teaching strategy that can be implemented for fun learning activities can be ice breaker and brainstorming. It can make the learning atmosphere become enjoyable and fun. For the challenging learning activities, English teachers can implement several strategies such as brainstorming and quiz (Ghabanchi & Behrooznia, 2014; Rezki, A., 2022). Some previous study has researched the teaching strategies during the transitional period, because it is necessary to help overcome the learning crisis happened during the pandemic. The limited face-to-face learning in the governments' solution to catch-up the learning loss, and teacher can optimize it by implementing appropriate teaching strategies. This study is conducted due to the urgency of empirical data, some previous study has conduct study about teaching strategies during the transitional period from online to onsite, but teaching strategies during the onsite transitional period are hardly found. The aim of this study is to analyses English teachers' teaching strategies during the onsite transition period.

2. METHOD

This study used qualitative method with the purpose to describe the teaching strategies applied by the English teacher during the onsite transitional period. The study was conducted in a senior high school in Jembrana Regency, because this school is a public school which are regulated by the government, and during the data collection this school is in the onsite transitional period. The English teacher in 11th grade was the research subject. The data were collected using observation sheet and also semi-structured interview guide. The data were collected through classroom observation and interview with the English teachers to gained the data about English teachers' teaching strategies during the onsite transitional period. The data were collected using observation sheet and interview guide. The findings of the study were interpreted through data reduction, data display, and conclusion (Miles et al., 1994)

3. RESULT AND DISCUSSION

Result

The researcher conducts classroom observation to observe the teaching strategies applied by the English teacher during the onsite transitional period. The data were collected from the classroom observation in 11th grade class and semi-structured interview with the English teacher in SMA Negeri 1 Negara. I2M3 Standard Process including I1 for interactive, I2 for inspirative, M1 for enjoyable, M2 for motivating, M3 for challenging. The results of classroom observation are show in Table 1.

Table 1 Teachers' teaching strategies during the onsite transitional period in SMA Negeri 1 Negara

No	Segment	Strategy	I2M3 Standard Process				
			I1	I2	M1	M2	M3
1	Pre-Activity	Reviewing	✓	✓		✓	
		Discussion	✓	✓	✓	✓	
		Elicitation	✓	✓	✓	✓	
		Game	✓	✓	✓	✓	✓
		Question and answer	✓	✓		✓	
2	Main-Activity	Ice breaking	✓	✓	✓	✓	
		Reading activity		✓		✓	
		Cooperative learning	✓	✓	✓	✓	✓
		Lecturing		✓		✓	
		Discussion	✓	✓	✓	✓	
3	Post-Activity	Exercise	✓	✓		✓	✓
		Drawing conclusion	✓	✓		✓	
		Self-reflection	✓	✓		✓	
		Quiz			✓		✓

Table 1 shows that the English teacher in SMA Negeri 1 Negara has implemented several teaching strategies during the onsite transitional period, starting from the pre-activity, main-activity, and post-activity. The strategies are including reviewing, discussion, elicitation, game, question and answer, ice breaking, reading activity, lecturing, cooperative learning, exercise, quiz, drawing conclusions, and self-reflection. The classroom observation was then followed by a semi-structured interview with the English teacher to follow up on the observation result.

From the Table 1, it can be seen that during the onsite transitional period, the English teacher in SMA Negeri 1 Negara has implemented teaching strategies that in accordance with the I2M3 standard process. The most frequently implemented are motivational, inspirational, and interactive learning. The teacher also implements fun and challenging learning activities during the class. In the pre-activity teacher applied several strategies, first is reviewing. The teacher asked the students about the previous material, then students who were willing to answer raised their hands. Through this strategy, the teacher can involve students in the learning process, and the teacher also motivates them in expressing their opinion in English. Then the discussion was applied by asking students questions, then students were allowed to answer or express their idea, in the discussion section teacher and students discussed difficult words or vocabulary in the text. The teacher also tried to encourage students to participate in the discussion. During the main activity, the teacher applied teaching strategies. First is the reading activity, reading activity was done when the material is about the narrative text, and students were asked to read the story. The teacher and students discuss what is the story about, the character in the story, and the moral value of the story. In this reading activity, the teacher use a speaker and then played

audio that was the same as the text. So, while reading students also heard the audio at the same time. Students can learn how to read and pronounce difficult words, moreover, this can enhance learning because the reading activity was done together. Next is cooperative learning, this teaching strategy was conducted through group work, where students were asked to answer the question in the worksheet, discuss the answer in the group, and present their work. Through this teaching strategy, students could adapt during the onsite transitional period. This strategy is an effort made by the teacher for the students in adapting to the new situation in school. During cooperative learning, the teacher tries to monitor the group, by seeing their progress, giving feedback, and also suggestions. The teacher also motivates the students to give a contribution to their group. This is considered challenging because students were trying their best for the group work. Besides, in the post-activity, teachers also give exercises to the students by answering the worksheet individually and answer it. In the post-activity, the teacher asked one of the students to conclude the lesson, and ask students to do self-reflection, by asking “what are the difficulties in this topic?”, “how to overcome it?”. Then give motivation to the students to improve themselves in the next meeting. In addition, in the post-activity teacher apply drawing conclusion and self-reflection for the students, the aims are to know their comprehension and things need to be improved. Teacher asked students to conclude the lesson, then ask students to reflect on themselves. By implementing this strategy, students can decide their learning strategies and improve themselves. Teacher also conduct direct quiz at the end of the class, by asking the students the meaning of certain vocabulary in the worksheet or text.

Interview Result

To follow up the observation, interview with the English teacher was conducted. From the interview the teacher said that before applying the teaching strategies, she makes the lesson plan in every basic competency. However, the lesson plan is not used for every meeting. It is depending on the classroom situation and the students. If the students in one class understand the material quickly, then the number of the meeting could be appropriate with the lesson plan. In the pre-activity, teacher do the routine such as greeting, praying together, and absence. When the lesson started in a crisis time and students are bored during the class teacher conduct ice breaking in the pre-activity to make the learning atmosphere become enjoyable, and increase students' learning motivation. Teacher state that, in the main-activity teacher applied cooperative learning as the teaching strategy that allow students to discuss with their friends. Once, if the topic is quite difficult teacher will use lecturing strategies by giving explanation to the students. If the material need concept, teacher will explain it using Bahasa, but still teacher encourage students to use English during the learning process. For the learning media, teacher use worksheet and also video to support the learning activity. The worksheet was given by the teacher, then each of students have the worksheet, then the video was gained from YouTube. Moreover, teacher also use LKS as the learning sources. From the interview result, teacher stated that teacher use smartphone to support the learning process. The use of students' smartphone in the class is to support the teaching strategies. As already mentioned before, such as watching video, and sending file through WhatsApp group. The use of smartphone during the learning process is also limited, students can use their smartphone when teacher allow them to use. Students also still use conventional dictionary, even though they already have their digital smartphone.

From the interview result, it is found that teacher has prepared the teaching strategy by making the lesson plan in every basic competency, yet teacher was not sure that the use of the lesson plan can be on time, due to teacher need to adjust the teaching strategy with student condition and their needs. It can be seen from the observation that students need and condition in learning during the onsite transitional period affect the teaching strategy implemented by the English teacher. For example, when the students have lack of enthusiasm, teacher try to conduct ice breaker to bring back students' motivation in learning. Then, knowing that students' have problem in adapting with new environment in the onsite transitional period, teacher mostly do collaborative learning by applying cooperative learning that consist of heterogenous students. Students can do more interaction with their friends or the teacher. Moreover, in the cooperative learning, teacher asked students to discuss and present the answer, which this is considered as interactive.

Discussion

Teacher has applied the teaching strategies, adapt it with the current situation, and students' condition during the onsite transitional period. So, the learning activity become effective. It is also important to know, either the teaching strategies applied by the teacher were in accordance with the I2M3 standard process or not (Darmawati et al., 2020; Saleh, 2021; Xiao et al., 2020). Firstly, for the interactive teaching strategies teacher apply reviewing strategies, which in the beginning of the class, the teacher asked the students about what they have learned in the previous meeting. Then continued by discussion related to the material. This considered as interactive learning since students are actively involved in the learning process (Bull & Ma, 2001; Gultom & Saun, 2016). The interactive teaching strategies also implemented to make students interact with other students, and adapt with the school environment, considering during the pandemic students have lack interaction with their classmate. This echoes the study conducted by previous study which revealed that discussion and question

& answer are interactive teaching strategies because the strategies need students' participation (Pardede, 2021). Inspirative and motivational learning were conducted during the learning process and the implementation of the teaching strategies. Teacher give inspirational example, encourage students to speak using English, and motivate them. Apart from that, teacher also give reinforcement to the students every time they participate. This as an appreciation for the students, and also able to encourage other students to do the same (In'am & Sutrisno, 2020; Toh et al., 2017). This echoes the study conducted by previous researcher that state feedback can motivate students to participate during the class (Wei et al., 2021). Moreover, during the onsite transitional period, teacher also apply enjoyable and challenging teaching strategies through ice breaker and brainstorming. As mentioned before, that the ice breaker is conducted in the pre-activity to enhance students' enthusiasm in learning. Teacher asked students to stand up, then following the "COCONUT" spelling using their body gesture. For the brainstorming activity, teacher play "Pass the marker game". Teacher play the song, while students pass the marker, then when teacher paused the song, student who were holding the marker must answer the questions from the teacher. The questions were about students' daily activity, and they must answer the question using English.

Through suitable strategies, the learning activity become fun and challenging since students need to prepare themselves and to the best to answer the questions. The finding of this study is supported by previous study who reported that ice breaker can make enjoyable learning atmosphere (Febriandar, 2018; Rezki, A., 2022). This Ice Breaking is to eliminate boredom, boredom, and drowsiness with simple things that every student can do. The finding of this study also echoes the study conducted by other study state that brainstorming is challenging activity because it needs students' critical thinking (Widiastuti et al., 2022). With this way, students can try to build ability of solve problems creatively and innovatively. The implication of this study provides an overview of several strategies that were applied by English teachers during the onsite transitional period which followed all of the I2M3 standard process that mentioned in the 2013 curriculum. The implications of this research provide new insights to readers, especially English teachers in implementing the best learning strategies. The limitation of this research lies in the limitations of the research subjects. This research is limited to observing and interviewing one class and its teacher. In addition, the time of this research is still relatively short. Therefore, it is hoped that future research will further deepen and broaden the scope of research related to teaching strategies based on the I2M3 standard process.

4. CONCLUSION

During the onsite transitional period English teacher in SMA Negeri 1 Negara has applied several strategies in teaching 11th grade students' English classes. There are thirteen strategies including, reviewing, discussion, question & answer, elicitation, brainstorming, ice breaker, reading activity, cooperative learning, lecturing, exercise, drawing conclusion, self-reflection, and quiz. The teaching strategies is almost following all of the I2M3 standard process that mentioned in 2013 curriculum. Teacher has tried the best to conduct effective learning by adjusting the teaching strategies with students' condition, the facilitation, and also the material. Even though the learning process already conducted in school but students still allowed to use their phone, because teacher use video as learning media, then send it in WhatsApp group. The use of technology in teaching during the onsite transitional period in SMA Negeri 1 Negara was considered as lack because instead of using game-based application for conducting quiz, teacher prefer to conduct direct quiz.

5. REFERENCES

- Abumalloh, R. A., Asadi, S., Nilashi, M., Minaei-Bidgoli, B., Nayer, F. K., Samad, S., Mohd, S., & Ibrahim, O. (2021). The impact of coronavirus pandemic (COVID-19) on education: The role of virtual and remote laboratories in education. *Technology in Society*, 67(September 2020), 101728. <https://doi.org/10.1016/j.techsoc.2021.101728>.
- Achmad, G. H., Ratnasari, D., Amin, A., Yuliani, E., & Liandara, N. (2022). Penilaian Autentik pada Kurikulum Merdeka Belajar dalam Pembelajaran Pendidikan Agama Islam di Sekolah Dasar. *Edukatif: Jurnal Ilmu Pendidikan*, 4(4), 5685–5699. <https://doi.org/10.31004/edukatif.v4i4.3280>.
- Almonacid-Fierro, A., Vargas-Vitoria, R., De Carvalho, R. S., & Fierro, M. A. (2021). Impact on teaching in times of COVID-19 pandemic: A qualitative study. *International Journal of Evaluation and Research in Education*, 10(2), 432–440. <https://doi.org/10.11591/ijere.v10i2.21129>.
- Asria, L., Sari, D. R., Ngaini, S. A., Muyasaroh, U., & Rahmawati, F. (2021). Analisis Antusiasme Siswa Dalam Evaluasi Belajar Menggunakan Platform Quizizz. *Alifmatika: Jurnal Pendidikan Dan Pembelajaran Matematika*, 3(1), 1–17. <https://doi.org/10.35316/alifmatika.2021.v3i1.1-17>.
- Azhar, I. (2009). Konstruksi pembelajaran I2M3. *Jurnal Studi Islam Madinah*, 1(1), 7–20. <https://docplayer.info/63282628-Konstruksi-pembelajaran-i2m3.html>.

- Aziz, A. (2011). Curriculum Development in Indonesian Education. *Curriculum Development in Indonesian Education*, 3(2). <https://doi.org/10.18860/jt.v0i0.1312>.
- Bull, S., & Ma, Y. (2001). Raising learner awareness of language learning strategies in situations of limited recourses. *Interactive Learning Environments*, 9(2), 171–200. <https://doi.org/10.1076/ilee.9.2.171.7439>.
- Chin, K. E., Kwon, D. H., Gan, Q., Ramalingam, P. X., Wistuba, I. I., Prieto, V. G., & Aung, P. P. (2021). Transition from a standard to a hybrid on-site and remote anatomic pathology training model during the coronavirus disease 2019 (covid-19) pandemic. *Archives of Pathology and Laboratory Medicine*, 145(1), 22–31. <https://doi.org/10.5858/arpa.2020-0467-SA>.
- Darmawati, B., Rahman, M. A., & Halim, A. (2020). The implementation of literature-based instruction in EFL classroom: A case study in an Indonesian junior high school. *Asian EFL Journal*, 27(2), 211–226. <https://doi.org/10.2991/assehr.k.201017.031>.
- Dewanti, P., Supuwingsih, N. N., & Saridewi, D. P. (2021). Utilizing Educational Technologies to Optimize Student and Teacher Learning at Dharma Laksana Mataram Orphanage. *Journal of Innovation and Community Engagement*, 2(1), 11–20. <https://doi.org/10.28932/jice.v2i1.3601>.
- Elshami, W., Taha, M. H., Abuzaid, M., Saravanan, C., Al Kawas, S., & Abdalla, M. E. (2021). Satisfaction with online learning in the new normal: perspective of students and faculty at medical and health sciences colleges. *Medical Education Online*, 26(1). <https://doi.org/10.1080/10872981.2021.1920090>.
- Febriandar, E. I. (2018). Pengaruh Kreativitas Guru Dalam Menerapkan Ice Breaking Dan Motivasi Belajar Terhadap Hasil Belajar Siswa Sekolah Dasar. *Briliant: Jurnal Riset Dan Konseptual*, 3(4), 498. <https://doi.org/10.28926/briliant.v3i4.253>.
- Ghabanchi, Z., & Behrooznia, S. (2014). The impact of brainstorming on reading comprehension and critical thinking ability of EFL learners. *Procedia-Social and Behavioral Sciences*, 98, 513–521. <https://doi.org/10.1016/j.sbspro.2014.03.447>.
- Gultom, E., & Saun, S. (2016). The role of classroom management in creating an effective english learning. *Journal of English Language Teaching*, 5(1), 18–24. <https://doi.org/10.24036/jelt.v5i1.7261>.
- Halimah, N., Azhar, A. R., Suluhiah, A., Berseri, G. E., Riasahni, I., & Rahmatullah, M. A. (2022). Pembelajaran Tatap Muka Pasca Pandemi COVID-19 Studi Praktik Profesi Keguruan Terpadu (PPKT) Prodi Pendidikan Agama Islam (PAI) di SMK Al-Gina Pakuhaji Kabupaten Tangerang. *Abdi Pandawa: Jurnal Pengabdian Kepada Masyarakat*, 2(1), 72–81. <http://ejournal.unis.ac.id/index.php/AP/article/view/2457>.
- Harianingsih, I., & Jusoh, Z. (2022). A review of studies on cooperative learning in language classroom seen from students' attitudes. *International Journal of English and Applied Linguistic*, 2(1), 62–74. <https://scholar.archive.org/work/5ewdjn7j7zalrmtms2wnrersni/access/wayback/https://jurnal.itscience.org/index.php/ijeal/article/download/1423/1000>.
- Huertas-Abril, C. A. (2021). Developing speaking with 21st Century digital tools in the English as a foreign language classroom: New literacies and oral skills in primary education. *Aula Abierta*, 50(2), 625–634. <https://doi.org/10.17811/RIFIE.50.2.2021.625-634>.
- In'am, A., & Sutrisno, E. S. (2020). Strengthening Students' Self-efficacy and Motivation in Learning Mathematics through the Cooperative Learning Model. *International Journal of Instruction*, 14(1), 395–410. <https://doi.org/10.29333/IJI.2021.14123A>.
- Macharia, J. K. N., & Pelsler, T. G. (2014). Key factors that influence the diffusion and infusion of information and communication technologies in Kenyan higher education. *Studies in Higher Education*, 39(4), 695–709. <https://doi.org/10.1080/03075079.2012.729033>.
- Miles, M. B., Huberman, A. M., & Saldaña, J. (1994). *Qualitative Data Analysis* (3th ed.). Sage.
- Nørgård, R. T. (2021). Theorising hybrid lifelong learning. *British Journal of Educational Technology*, 52(4), 1709–1723. <https://doi.org/10.1111/bjet.13121>.
- Pardede, S. S. P. (2021). Pengaruh penggunaan metode tanya jawab terhadap hasil belajar ekonomi pada materi pengangguran di kelas xi sma negeri 1 siabu. *Jurnal Misi*, 4(2), 112–121. <http://journal.ipts.ac.id/index.php/MISI/article/view/624>.
- Rezki, A., et al. (2022). Motivating students in learning English using ice breaking. *Al Lughawiyat*, 1(3), 1–9. <https://doi.org/10.31332/alg.v3i1.3554>.
- Sadikin, A., & Hamidah, A. (2020). Pembelajaran Daring di Tengah Wabah Covid-19. *Biodik*, 6(2), 109–119. <https://doi.org/10.22437/bio.v6i2.9759>.
- Sadiku, L. M. (2015). The Importance of Four Skills Reading, Speaking, Writing, Listening in a Lesson Hour. *European Journal of Language and Literature*, 1(1), 29. <https://doi.org/10.26417/ejls.v1i1.p29-31>.
- Saleh, A. H. A. E. (2021). The Effectiveness of Differentiated Instruction in Improving Bahraini EFL Secondary School Students in Reading Comprehension Skills. *REiLA: Journal of Research and Innovation in Language*, 3(2), 135–145. <https://doi.org/10.31849/reila.v3i2.6816>.
- Senthamarai, S. (2018). Interactive teaching strategies. *Journal of Applied and Advanced Research*, 3(1), 38–38.

- <https://doi.org/10.21839/jaar.2018.v3S1.166>.
- Siagian, R. A., Berybe, G. A., & Panjaitan, T. W. (2021). Teacher strategies in learning during the covid-19 pandemic at Madrasah Ibtidaiyah Negeri (MIN) 2 Central Aceh. *Budapest International Research and Critics Institute-Journal*, 4(3), 3465–3472. <https://doi.org/10.33258/birci.v4i3.2114>.
- Sopiansyah, D., Masruroh, S., Zaqiah, Q. Y., & Erihadiana, M. (2022). Konsep dan Implementasi Kurikulum MBKM (Merdeka Belajar Kampus Merdeka). *Reslaj: Religion Education Social Laa Roiba Journal*, 4(1), 34–41. <https://doi.org/10.47467/reslaj.v4i1.458>.
- Tasya, P. N. A. (2021). New Normal and Social Change in Indonesia Society. *Media Komunikasi FPIPS*, 20(1), 22. <https://doi.org/10.23887/mkfis.v20i1.30423>.
- Toh, T. L., Cheng, L. P., Ho, S. Y., Jiang, H., & Lim, K. M. (2017). Use of comics to enhance students' learning for the development of the twenty-first century competencies in the mathematics classroom. *Asia Pacific Journal of Education*, 37(4), 437–452. <https://doi.org/10.1080/02188791.2017.1339344>.
- Wei, X., Saab, N., & Admiraal, W. (2021). Assessment of cognitive, behavioral, and affective learning outcomes in massive open online courses: A systematic literature review. *Computers and Education*, 163, 104097. <https://doi.org/10.1016/j.compedu.2020.104097>.
- Widarini, N. K. S., Putra, I. N. A. J., & Marsakawati, N. P. E. (2021). Teachers Strategies in Online Learning During Covid Pandemic. *Jurnal Pendidikan Bahasa Inggris Indonesia*, 9(2), 82–89. <https://doi.org/10.23887/jpbi.v9i2.487>.
- Widiastuti, I. A. M. S., Murtini, N. M. W., & Anto, R. (2022). Brainstorming as an Effective Learning Strategy to Promote Students' Critical Thinking Skills. *Jurnal Pendidikan Progresif*, 12(2), 960–971. <https://doi.org/10.23960/jpp.v12.i2.202243>.
- Wisudawan, N. A., Artini, L. P., & Utami, I. A. M. I. (2022). Perceived teaching creativity and strategy of implementation in distance learning activities. *Journal Ilmiah Dan Pembelajaran*, 6(1), 24–37. <https://doi.org/10.23887/jipp.v6i1.32135>.
- Wulandari, Y. (2022). Effective feedback to improve students' writing skills. *English Education, Linguistics and Literature Journal*, 1(1), 10–17. <https://jurnal.unupurwokerto.ac.id/index.php/educalitra/article/view/42>.
- Xiao, Y., Surasin, J., & Prabjandee, D. (2020). Development of a Training Module to Improve Initial ELT Proficiency Among Student-Teachers in Multi-Ethnic Community Schools. *Journal of Language and Linguistic Studies*, 16(1), 366–389. <https://doi.org/10.17263/JLLS.712849>.