

STUDENTS' PERCEPTION OF FACE-TO-FACE LEARNING IN NEW NORMAL ERA

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Abstract

The purpose of this research is to find out the students' perception of face-to-face learning in new normal era after the use of online learning during Covid-19 pandemic. The research applied a descriptive quantitative design. The population in this study was all students of English Education Department STAI Rasyidiyah Khalidiyah Amuntai. The sample of this research was the third semester students of English Education Department at STAI Rasyidiyah Khalidiyah Amuntai and the technique used in this research was random sampling. In collecting data, the questionnaire was used as the instrument. The researchers used Likert Scale and analyzed descriptively after being classified into aspects related to the questionnaire. The results of this research showed that most students had a very positive perception towards face-to-face learning in new normal era after the use of online learning during pandemic. It could be seen from the grand score. The total mean is 42, as Likert's scale classified that if mean score is greater than neutral (30), it means the category of the students' perception is positive. Therefore, this study supports the previous studies related to the students' perceptions of face-to-face learning.

Keywords: Students' perception, Face-to-face learning, Online learning, New normal era

Introduction

Early in the year 2020, a virus known as Covid-19 produced issues in various nations, including Indonesia, that altered activities and had an impact on certain facets of daily life. The most recent coronavirus to be identified is the infectious sickness known as Covid-19. Before, neither the virus nor the illness were known. In December 2019, Wuhan, China, saw the outbreak's start. The Covid-19 pandemic caused the global health crisis. Daily cases were increasing in Asia, Europe, America, and Africa. Through contact tracing, travel restrictions, quarantining citizens, and cancelling large gatherings like athletic events, concerts, and school functions, countries were attempting to slow the spread of the virus. This pandemic has also impacted the education sector. The impact of Covid-19 gave social specifications to students, teachers and the whole community. Many schools and universities have discontinued face-to-face learning because schools and universities were one of the potential places for crowds to occur. Crowds were

one of the things to avoid during a pandemic. Because crowds would cause transmission of the virus, therefore crowds were eliminated as much as possible.

The government of Indonesia through the Ministry of Education and Culture of Republic of Indonesia issued policies related to the prevention of transmission of Covid-19 in education sector and policies related to the learning process during pandemic through Circular Letter No. 03 of 2020 and Circular Letter No. 4 of 2020. The policy's main requirement was that all students did online learning. According to Dabbagh and Bannan (2005, p. 15), online learning is an environment that is open and widely dispersed and that makes use of pedagogical tools made possible by web based and internet technologies to facilitate learning and knowledge

development through meaningful action and interaction. While face-to-face learning refers to a form of conventional learning model that aims to convey knowledge to students. It is usually carried out in classroom where there is active interaction between students with teachers or among students.

The Indonesian government has made many efforts to overcome the Covid-19 problem. One of these efforts is to encourage vaccination among the community. Covid-19 vaccination aims to stop transmission and can increase body immunity, thereby making people more productive in their daily lives. As a result, Covid-19 cases in Indonesia in 2021 are gradually decreasing. As a result of the decline in Covid-19, the Ministry of Education and Culture issued a joint decision letter entitled SKB Four Ministers, namely Number 01/KB/2022, Number 408 of 2022, Number HK.01.08/MENKES/1140/2022, and Number 420-1026 of 2022 concerning policies in educational process. This decision was signed by the Minister of Education, Culture, Research and Technology, the Minister of Religion, the Minister of Health and the Minister of Home Affairs. One of these policies is giving schools the option to carry out limited face-to-face learning by implementing strict health protocols or conducting online learning. Apart from that, parents have the authority to allow their children to do limited face-to-face learning or online learning. In the end, the new normal in Indonesia began.

The term of new normal era emphasizes how individuals and institutions have adjusted to the enduring unpredictabilities and difficulties brought on by a global crisis caused by Covid-19 pandemic, leading to long-term societal transformations. Furthermore, due to the Covid-19 pandemic, Sundawa et al. (2021) identified several aspects of this New Normal, including: maintaining a clean and

hygienic environment which has begun to be socialized to the public to break the chain of spread of Covid-19; Indonesian people who prefer to interact directly must interact more and do it virtually; then, social restrictions called "PSBB" (large-scale social restrictions) were also implemented. Therefore, online and offline learning is starting to become a debate in the world of education in Indonesia.

Based on Zakarneh (2018, p. 171), online learning is an effective platform for teaching English, the students consider online learning as appropriate and better means for acquiring vocabulary, developing speaking skills, English language grammar, reading skills, writing skills, listening skills and as a better mode of enhancing performance in English than the traditional classroom mode. He also sees online learning as a better tool for testing and evaluation. According to Hanifah and Firdaus (2022, p. 17), a wide range of tools and processes are included in e-learning, such as computer-based instruction, virtual classrooms, and others. utilizing intranets, extranets, and the internet for online learning.

Rossett (2002, pp. 3–18) claimed that although online learning held out a lot of potential, it also came with a lot of dedication, expense, and careful execution. However, Fahlana (2021, p. 402) claimed that the challenges parents encountered when helping their kids study at home include their lack of comprehension of the subject matter, their struggles to foster their kids' interest in learning, their lack of free time due to work, their lack of patience when helping their kids study at home, their difficulties using media, and issues with internet services. Then, Riduan (2021, pp. 111–112) also stated that due to network issues and the lack of in-class interaction, some students had negative opinions of taking online learning during the Covid-19 pandemic. In other words, students who

learn online get bored because they cannot engage with their classmates and teachers in person and their homes do not have the necessary facilities to support online learning.

The existence of such obstacles inevitably lead to a variety of perceptions from students, especially the major of English Education Department STAI Rasyidiyah Khalidiyah Amuntai. Thus, the perception arise because the learning system that usually uses online learning during pandemic turns into face-to-face learning in new normal era. Perception is the knowledge of an item, an event, or a connection that is gained through information recall and message interpretation. It provides context for the stimulus-response process, which involves memory, attention, hope, and motivation when restarting information. In line with this, Michotte as cited in Riduan (2021, p. 4) describes perception as a stage of the whole action process that enables us to adapt our actions to the environment in which we live. Based on Marniati (2023, p. 18), perception is an individual's response to what they perceive in their environment. Also, Rakhmad as cited by Syam (2021, p. 22) stated that perception is the understanding of sensory stimuli. In this case, the students' perception can be described as their formed opinion following a specific event that requires modification. Therefore, the focus of this research is on students' perception of face-to-face learning in new normal era after Covid-19 pandemic.

Based on the background of the research, the statement of the problem is what are the students' perceptions of face-to-face learning in new normal era after the use of online learning during Covid- 19 pandemic? Therefore, this study was intended to find out the perceptions of English Education Department Students about face-to-face learning in new normal era after the use of online learning during

Covid-19 pandemic. From this research, Students are expected to utilize this as reference material in the field of education who employ face-to-face learning and as an opportunity to build their own free, active, and creative learning styles. Hopefully, it can enhance the learning system in the classroom to address issues faced by teachers and students by serving as guidance for teachers to select a more varied style of learning, also can enhance knowledge and inspiring learning activities that use face-to-face learning. In addition, practically, the findings of this research can be as information to English Education Department STAI Rasyidiyah Khalidiyah Amuntai and English teacher to know the students' perception of face-to-face learning in new normal era after pandemic. Furthermore, this study is expected to provide additional information regarding whether students prefer online learning (Zakarneh 2018; Rossett 2002) or face-to-face learning (Riduan, 2021; Fahlana, 2021) in this new normal era. So it is hoped that it will be more enlightening regarding which information is more positive between these two teaching strategies.

Methodology

In this research, the researchers used descriptive quantitative method. Descriptive quantitative research design that commonly used is survey research. It collected numerical data to answer question about the correct status of the subject of the research. The population in this research were all students of English Education Department STAI Rasyidiyah Khalidiyah Amuntai. The researchers used simple random sampling to take the sample from the population. The samples were collected 33 students, including 9 students of the first semester, 5 students of the third semester, 5 students of the fifth semester, and 14 students of seventh semester.

The research instrument used for the data collection was a questionnaire. This research used closed-ended questionnaire. In this research, the researchers used Likert Scale. Likert scale was a bipolar scaling method, measuring either positive or negative response to the statement.

Table 1. Likert Scale

No	Alternative Answers	Score	
		Positive	Negative
1	Strongly Agree	5	1
2	Agree	4	2
3	Neutral	3	3
4	Disagree	2	4
5	Strongly Disagree	1	5

After that, the researchers collected all the data from the questionnaire, the researchers also used simple percentage formula to find out the students' perceptions of face-to-face learning in new normal era after Covid-19 from the students of English education department of STAI Rasyidiyah Khalidiyah Amuntai.

To get the accuracy of the data, the researchers conducted the study in the following steps:

1. The researchers chose the university and the sample of the research.
2. The researchers gave them a questionnaire by using Google Forms as the digital platform to collect the data.
3. The researchers analyzed the data from the questionnaire and made conclusion about the data.

The researcher used the formula from Sugiyono (2012) and used Likert Scale to measure and analyze the questionnaires. The data obtained was transferred to the data sheet utilizing descriptive static. The researchers analyzed the questionnaires into one formula:

$$P = \frac{F}{N} \times 100\%$$

Notes :

P=Percentage

F= Frequency

N= Number of sample

100%= Constant Value

After analyzed the range of the responses from strongly agree to strongly disagree, the researchers classified the result to find out whether the students' perception is positive or negative into one formula:

Notes:

Σx =The mean of the score

x =Total score

N=Total sample

After calculating the mean score, the researchers classified the level of students' perception.

Table 2. Level of Perception

No	Score Range	Category
1	31-50	Positive
2	11-30	Neutral
3	0-10	Negative

Based on the table proposed by Best in Fitriani (2010), if the students' mean score is more than 30, it indicates that the students' impression of face-to-face learning is positive, whereas if it is less than 30, it indicates that the students' impression of the Face-to-face learning is negative.

Findings and Discussion

The research finding was taken from the result of the questionnaire that answered by the students of English Department at STAI Rasyidiyah Khalidiyah Amuntai. There were 33 students, consisted of 9 students of the first semester, 5 students of the third semester, 5 students of the fifth semester and 14 students of seventh semester. The researchers gave 10 questions about students' perception of face-to-face learning in new normal era after the use of online learning during Covid-19 pandemic. Students were asked

$$\bar{X} = \frac{\sum X}{N}$$

to fill out a questionnaire by choosing one of the answers from Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree on the Google Forms. Then, the data obtained was transferred to the datasheet using descriptive statics and the result of questionnaire was described in table 3.

Table 3. Questionnaire Result

No.	SA	A	N	D	SD	Total
1	18 (54,5 %)	15 (45, 5%)	0 (0%)	0 (0 %)	0 (0%)	33 (100 %)
2	11 (33,3 %)	19 (57, 6%)	3 (9,1 %)	0 (0 %)	0 (0%)	33 (100 %)
3	17 (51,5 %)	16 (48, 5%)	0 (0%)	0 (0 %)	0 (0%)	33 (100 %)
4	9 (27,3 %)	21 (63, 6%)	3 (9,1 %)	0 (0 %)	0 (0%)	33 (100 %)
5	11 (33,3 %)	21 (63, 6%)	1 (3%)	0 (0 %)	0 (0%)	33 (100 %)
6	8 (24,2 %)	19 (57, 6%)	6 (18,2 %)	0 (0 %)	0 (0%)	33 (100 %)
7	8 (24,2 %)	18 (54, 5%)	5 (15,2 %)	2 (6,1 %)	0 (0%)	33 (100 %)
8	9 (27,3 %)	17 (51, 5%)	5 (15,2 %)	2 (6,1 %)	0 (0%)	33 (100 %)
9	17 (51,5 %)	14 (42, 4%)	2 (6,1 %)	0 (0 %)	0 (0%)	33 (100 %)
10	5 (15,2 %)	17 (51, 5%)	10 (30,3 %)	1 (3 %)	0 (0%)	33 (100 %)

Based on the data in table 3, the researchers found out the data as follows. The first statement given in the questionnaire is the English learning process is easier with face-to-face learning compared to online learning. Based on the data in table 3, there were 54.5% of 33 respondents who chose strongly agree. It means that there were 18 respondents who strongly agree with this statement. In addition, 45,5% of 33

respondents chose agree. It means that there were 15 respondents who agree with this statement. Last but not least, 0% of 33 respondents chose neutral, disagree and strongly disagree. It indicates that no students chose those options regarding this statement. Hence, it can be concluded that most respondents chose strongly agree as the most answer to the first statement in this questionnaire. This shows that most students strongly agree that the English learning process is easier with face-to-face learning compared to online learning.

From the results of the questionnaire in table 3, the second statement given to the respondents is English learning process is more fun with face-to-face learning compared to online learning. Based on the data in table 3, there were 33.3 % of 33 respondents chose strongly agree. It means that there were 11 respondents who chose this option. Then, 57.6% of 33 respondents chose agree which means that 19 respondents chose this option. Next, there were 9.1% of 33 respondents chose neutral. It indicates that there were 3 respondents who chose neutral regarding this statement. Lastly, 0% of 33 respondents chose disagree and strongly disagree. It indicates that no students disagree or strongly disagree related to second statement of this questionnaire. Thus, it can be concluded that most respondents chose agree as the most answer for the second statement. It indicates that English learning process is more fun with face-to-face learning than online learning.

Next, related to the statement that face-to-face learning makes the English learning process more effective in achieving learning objectives than online learning, there were 51.5 % of 33 respondents chose strongly agree. It means that there were 17 respondents who chose this option. Then, 48.5% of 33 respondents chose disagree. It means there were 16 respondents who chose this option. Last but not least, 0% of

respondents chose neutral, disagree and strongly disagree. It indicates that no students chose those options. So, it can be concluded that most respondents chose strongly agree as the most answer for this statement. Furthermore, other students chose agree with this statement. Therefore, it can be stated that face-to-face learning makes the English learning process more effective in achieving learning objectives than online learning.

The fourth statement of this questionnaire is face-to-face learning can increase students' interest in learning more than online learning. Based on the data in table 3, there were 27.3 % of 33 respondents chose strongly agree, which means that 9 respondents chose this option. After that, 63.6% of 33 respondents chose agree which indicates that there were 21 respondents who chose the statement. However, 9.1% of 33 respondents chose neutral which means that there were 3 respondents who chose this option. Lastly, 0% of 33 respondents chose disagree and strongly disagree. It indicates that no students chose those options. Hence, it can be concluded that most respondents chose agree as the most answer for the fourth statement. It indicates that most respondents agree that face-to-face learning can increase students' interest in learning more than online learning.

The fifth statement of this questionnaire is face-to-face learning can improve students' understanding in learning more than online learning. Based on the data in table 3, there were 33.3 % of 33 respondents chose strongly agree, which means that 11 respondents chose this option. In addition, there were 63.6% of 33 respondents chose agree which means there were 21 respondents who chose this option. Yet, 3% of 33 respondents chose neutral which means there was 1 respondent who chose this option. Finally, 0% of 33 respondents chose disagree and strongly disagree. It means that no students

chose those options. Based on these data, it can be concluded that most respondents chose agree as the most answer for the fifth statement. Therefore, it can be stated that face-to-face learning can improve students' understanding in learning more than online learning.

The next statement provided in the questionnaire is face-to-face learning can foster students' motivation in learning more than online learning. Based on the data in table 3, there were 24.2 % of 33 respondents chose strongly agree, which means that 8 respondents chose option, 57.6% of 33 respondents chose disagree, which means there were 19 respondents who chose the option. Then, there were 18.2% of 33 respondents who chose neutral. It indicates that there were 6 respondents who chose this option. Last but not least, 0% of 33 respondents chose disagree and strongly disagree which means no students chose these options. Based on this explanation, it can be concluded that most respondents chose agree as the most answer for the sixth statement. Therefore, it can be stated that face-to-face learning can foster students' motivation in learning more than online learning.

The seventh statement of this questionnaire is face-to-face learning makes it easier to facilitate students in gathering assignment than online learning. Based on the data in table 3, there were 24.2 % of 33 respondents chose strongly agree, which means that there were 8 respondents who chose this option. Moreover, 54.5% of 33 respondents chose disagree which means that there were 18 respondents who agree with this statement. However, 15.2% of 33 respondents chose neutral. It indicates that there were 5 respondents who chose this option. Then, 6.1% of 33 respondents chose disagree which means there were 2 respondents who chose this option. Finally, 0% of 33 respondents chose

strongly disagree about this statement which means no students chose this option. Based on this explanation, it can be concluded that most respondents chose agree as the most answer for the seventh statement. Therefore, it can be stated that most respondents agree that Face-to-face learning makes it easier to facilitate students in gathering assignment than online learning.

The next statement of this questionnaire is face-to-face learning can foster students' independent learning attitude more than online learning. Based on the data in table 3, there were 27.3 % of 33 respondents chose strongly agree about this, which means that there were 9 respondents who chose this option. Furthermore, there were 51.5% of 33 respondents chose agree which means there were 17 respondents who chose this option. Nevertheless, 15.2% of 33 respondents chose neutral. It indicates that there were 5 respondents who chose this option. Then, 6.1% of 33 respondents chose disagree which means there were 2 respondents who disagree about this statement. Lastly, 0% of 33 respondents chose strongly disagree. It shows that no respondents who chose this option. Based on this explanation, it can be concluded that most respondents chose agree as the most answer for this eight statement. Therefore, it can be stated that most students believe that face-to-face learning can foster students' independent learning attitude more than online learning. Next, the ninth statement of this questionnaire is face-to-face learning makes it easier for students or teachers to communicate and interact anytime and anywhere than online learning. Based on the data in table 3, it can be seen that there were 51.5 % of 33 respondents chose strongly agree about this statement, which means that there were 17 respondents chose this option. In addition, there were 42.4% of 33 respondents who chose agree about this statement. It means that there were 14 respondents who agree with this

statement. However, there were 6.1% of 33 respondents who chose neutral which indicates that there were 2 respondents who chose this option. Finally, 0% of 33 respondents chose disagree and strongly disagree. It indicates that none of the respondents chose disagree or strongly disagree about this statement. Based on this explanation, it can be concluded that most respondents chose strongly agree as the most answer given by the respondents. It indicates that most respondents believe that face-to-face learning makes it easier for students or teachers to communicate and interact anytime and anywhere than online learning.

Finally, the last statement of this questionnaire give to the respondents is face-to-face learning can save times in the learning process more than online learning. Based on the data in table 3, it can be seen that there were 15.2 % of 33 respondents who chose strongly agree with this statement. It means that there were 5 respondents who chose this option. In addition, there were 51.5% of 33 respondents chose agree with this statement which indicates that there were 17 respondents who chose this option. Yet, 30.3% of 33 respondents chose neutral. It means that there were 10 respondents who chose this option. Then, 3% of 33 respondents chose disagree which indicates that there was 1 respondents who chose this option. But, 0% of 33 respondents chose strongly disagree which indicates that there was no respondent choosing this option. Based on this explanation, it can be stated that most respondents chose agree as the most answer for the last statement in this questionnaire. It indicates that most students agree that face-to-face learning can save times in the learning process more than online learning.

After analyzing the range of the responses from strongly agree to strongly disagree, the researchers classified the results to

find out whether the students' perception of face-to-face learning in new normal era after the use of online learning during Covid19 Pandemic is positive or negative.

The mean score of the research are:

= $1387/33$

= 42

$$\bar{X} = \frac{\sum X}{N}$$

If the questionnaire consist of 10 items, the score is classified as follow:

$10 \times 5 = 50$ maximum score

$10 \times 3 = 30$ neutral

$10 \times 1 = 10$ undecide score/ low score

Based on the data analysis of the questionnaire, it is found that the mean score of the students' perceptions of face-to-face learning in new normal era after the use of online learning during Covid19 Pandemic is 42, as Likert's scale classified that if mean score greater than neutral (30), it means the category of students' perception is positive. Therefore, based on the data analysis by using Likert's scale, it can be stated that the students has positive perception towards face-to-face learning in new normal era after the use of online learning during Covid-19 pandemic.

The research question was "What are the students' perceptions of face-to-face learning in new normal era after the use of online learning during Covid- 19 pandemic?" To answer this question, the data were obtained from the questionnaire based on the respon of English Department students at STAI Rasyidiyah Khalidiyah Amuntai. Based on the analysed data in the previous section, it can be concluded that students had positive perception towards face-to-face learning in new normal era after the use of online learning during Covid-19 pandemic. This statement is proved by knowing that most students strongly agree or agree that the process of English face-to-face learning is easier, more fun, more effective compared to English online learning. Moreover, most

respondents also strongly agree or agree that face-to-face learning can also increase students' interest, students' understanding and students' motivation in learning English. In addition, face-to-face learning can make it easier for students or teachers to communicate and interact than online learning.

The findings were in line with Simamora & Tiarina (2023, pp. 334–342) regarding to the students' perceptions of offline vs. online. In their study, they used a quantitative descriptive method. 142 students were selected as participants for this study. In collecting data, they used a questionnaire with a Likert scale and they distributed the questionnaire directly to each participant class. The results of their study found that students showed a very positive perception towards offline learning which can be seen from the average score on each indicator. These findings then showed that students prefer offline learning than online learning so that offline learning is more recommended for use when teaching. Similar to the results of this research, the 10 statements given to respondents also indicated that many respondents stated that they preferred face-to-face learning or offline learning compared to online learning.

Then, the findings of this research were also supported by Rahmat (2022, p. 39) who mentioned that all of the participants perceived that offline learning is more effective than online learning for many kinds of reasons, such as offline learning can know and feel the situation directly in the learning process, teamwork is better in offline learning, students focus more to the teachers' explanation delivered in the classroom.

In addition, these findings of this research is also in line with the findings of Dewanto (2021, p. 127). After conducting a survey of 369 active student respondents from all faculties, the data obtained were

then processed quantitatively by using a percentage format to show the comparison of student perceptions on offline and online lectures. The results showed that the students preferred to take offline lectures compared to online lectures. Offline lectures were considered more comfortable and met their needs in understanding the material. They also felt more able to perform at their best when learning offline, and are more challenged to compete in academic grades with their classmates.

Therefore, it can be concluded that face-to-face learning is more effective than online learning, because the students are able to discuss and communicate in innovative and exciting ways. Furthermore, in face-to-face learning, learning can be more fun and the students can be more engaged and motivated. Besides that, the efficiency and effectiveness of learning can be greatly enhanced if the process of teaching and learning is conducted through face-to-face meeting. Based on the findings in this research, it can be stated that the results of this study support the previous studies related to the students' perceptions of face-to-face learning.

Conclusions

Based on the results of the research, it can be concluded that most students showed a very positive perception towards face-to-face learning compared to online learning. It could be seen from the grand score. The total mean is 42, as Likert's scale classified that if mean score is greater than neutral (30), it means the category of the students' perception is positive. In addition, the survey also proved that the students preferred to follow face-to-face learning than online learning because face-to-face learning made the students and teachers easier to communicate and interact one another. Then, most students *Journal of English for Academic*, 9(2).
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believed that face-to-face learning made the English learning process more effective in achieving learning objectives than online learning. Last but not least, this study supports the previous studies related to the students' positive perceptions of face-to-face learning.

However, further studies are needed in the future by considering more samples in survey research like this so that the research results can generalize the existing phenomena. Researchers in the future can take more diverse research samples in various places in Indonesia so that the results can better represent students' perceptions of face to face learning in this new normal era.

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