

Investigating Teachers Strategies, Model And Media Of Teaching On Post Covid-19

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Abstract

The aim of this research was to investigate the teachers' strategy, model, and media of teaching on post covid-19. This research was conducted at SMA SWASTA TAMANSISWA PEMATANG SIANTAR. The approach of research was used in this research by using qualitative research with ethnography method. There are 44 teachers as the subject but only 22 teachers as the sample of this research. The technique of collecting data was observation and interview. The result of this research showed that the strategy which the teacher used in teaching on post covid-19 where cooperative based learning, inquiry based learning, delivery strategy, and management strategy. While, the model of teaching that the teachers used, namely discovery learning, problem based learning, and project based learning. After used the model of teaching, the teachers should be able to design the media of teaching related to their topic or material of subject that will be taught. The media of teaching that the teachers used such as to design videos, power point using image media, and sharing links of video that they found on the internet/google. So, the teachers applied the digital based learning strategy, model, and media of teaching on post covid-19.

Key words: strategy, model, media, teaching, post-covid-19

Abstrak

Tujuan dari penelitian ini untuk mengetahui strategi, model, dan media pengajaran yang dilakukan oleh guru pasca covid-19. Penelitian ini dilaksanakn di SMA SWASTA TAMANSISWA PEMATANG SIANTAR. Pendekatan penelitian yang digunakan dalam penelitian ini adalah penelitian kualitatif dengan metode etnografi. Subyek penelitian berjumlah 44 orang guru, namun sampel penelitian ini hanya 22 orang guru. Teknik pengumpulan data adalah observasi dan wawancara. Hasil penelitian menunjukkan bahwa strategi yang digunakan guru dalam mengajar pasca covid-19 yaitu pembelajaran berbasis kooperatif, pembelajaran berbasis inkuiri, strategi penyampaian, dan strategi pengelolaan. Sedangkan, model pembelajaran yang digunakan guru yaitu discovery learning, problem based learning, dan project based learning. Setelah menggunakan model pembelajaran, guru harus mampu merancang media pembelajaran yang berkaitan dengan topik atau materi mata pelajaran yang akan diajarkan. Media pembelajaran yang digunakan guru seperti mendesain video, power point dengan media gambar, dan membagikan link video yang mereka temukan di internet/google. Oleh karena itu, para guru menerapkan strategi pembelajaran berbasis digital, model, dan media pembelajaran pasca covid-19.

Kata kunci: strategi, model, media, pengajaran, pasca covid-19

INTRODUCTION

Covid-19 was found and spread in Wuhan, China in November 2019. According to Zhong cited by Nadeak et al., (2020), Coronavirus is a large family of viruses that cause disease in humans and animals. This virus was very dangerous for human because it could make the human death. Coronavirus-disease (Covid-19) pandemic disturbed all the sectors, such as the economic sector, the education sector, and the health sector. In this study, researchers focused on the education sector. Facing the Covid-19 pandemic since the first quarter of 2020 has brought some impactful global changes in the educational system, including a shift in teaching mode for all education levels or institutions (Wulanjani et al., 2022).

Covid-19 started in Indonesia around on March 2020. Covid-19 was also declared a national disaster, therefore the Indonesian government through the Minister of National Education made a policy, namely education that is usually through face-to-face shifts to learning at home. This means that teaching and learning activities that are usually carried out face-to-face at school have shifted to learning at home.

According to World Health Organization (WHO), the definition of Coronaviruses are a group of viruses belonging to the family of Coronaviridae, which infect both animals and human. Human coronaviruses can cause mild disease similar to a common cold, while others cause more severe disease (such as MERS - Middle East Respiratory Syndrome and SARS – Severe Acute Respiratory Syndrome).

Tuwu quoted by Widayati et al., (2022) that to break the chain of the spread of Covid-19, the Indonesian government issued policies including staying at home, social distancing, physical distancing, using personal protective equipment (masks), maintaining personal hygiene (washing hands), working and studying at home (work/study from home), postponing all activities that involve large scale crowds, large-scale social restrictions (PSBB) and enactment of new normal Policies.

The Indonesian Minister of Education and Culture also issued circular letter number 4 of 2020 stating that all teaching and learning activities both at schools and universities use online methods or online learning as an effort to prevent the development and spread of Coronavirus disease (Afiyah et al., 2022). Online learning is also called distance learning. It was started around March 2020 until March 2022 in Indonesia. According to Gunawan quoted by Dewi, S. N. (2021) said that distance learning (PJJ) is a learning activity that uses technology, where students complete a task and make decisions at any time.

The purpose of distance learning (PJJ) or online learning is to maximize a decision made by online students by being given the correct knowledge and getting additional information that can be accessed at any time (Bower cited by Dewi, S. N. 2021). In the online learning process, various platforms can be used in online learning such as the learning management system (LMS), WhatsApp, Google Class, the Zoom application or YouTube.

Those learning platforms as learning media were helping the learning process run smoothly. Learning media is everything that can be used to channel messages (learning materials), so that it can stimulate attention, interest, thoughts, and feelings of students in learning activities to achieve learning goals. Additionally, in the teaching and learning process, media is also defined as graphic, photographic, or electronic tools for capturing, processing, and reconstructing visual or verbal information.

Media as one of the usual aids is the most available resource for language teachers that is used for centuries to help students and practice foreign language effectively. Learning media can be understood as the media used in the learning process and objectives (Hikmah, 2019). So, the teacher can efficiently deliver the material by using media.

When Covid-19 cases decreased in mid- 2021 to March 2022, the government decided to do a blended model learning or hybrid learning where schools held 50% of online learning and 50 % of offline learning. The innovation provided is the use of blended learning, one of which is for utilizing technology

in the 21st century in the process of teaching and learning activities (Fap & Hardini, 2021). Blended learning is an effective learning method and can be considered if there are limited time and availability of teaching staff. With this method students can learn more flexibly and according to their individual learning styles, so as to increase their understanding of the material being taught (Menaldi et al., 2020). Mixed Learning or better known as Hybrid Learning is a learning method that combines two or more methods and approaches in learning to achieve the objectives of the learning process (Hediansah & Surjono, 2020).

In June 2022, schools in Indonesia implemented a face to face learning or offline learning, including Tamansiswa Pematang Siantar. After two years of online learning in pandemic era, students and teachers feel the differences between offline and online learning. that's why teachers should do different yet enjoyable strategy, model and media of learning process.

There are several teaching strategies that can be used post-covid-19. In teaching, each teacher uses certain strategies which are also used based on what learning is being taught. The strategy contains planning, managing, and achieving goals. There are 4 teaching strategies namely, the first is Cooperative Learning, the second is inquiry-based learning, the third is delivery strategy, and the last is management strategy.

According to Gillies quoted by Suendarti & Virgana, (2022) said that a cooperative learning model is a learning strategy that divides students into groups to discuss and work together in understanding the subject matter guided by the teacher to achieve learning goals. In this collaborative method learning model each student is part of groups: the original and the expert group. The inquiry-based learning model is another learning paradigm that best promotes growing scientific literacy in schools (Takda et al., 2022).

There are three teaching models that can be used post-covid-19 which are used by teachers, namely Discovery Learning, Problem Based Learning, and Project Based Learning. According to Hariyani cited by Tanti et al., (2021), discovery learning model is a learning model designed in such a way that students can discover concepts and principles through their own mental processes. In finding concepts, students make observations, classify, make conjectures, explain, and draw conclusions to find concepts. Problem Based Learning is a learning model that theoretically could develop various aspects of student competence to improve learning outcomes and learning achievement (Bili et al., 2022). While, project-based learning (PjBL) is one approach that involves students in completing a project with the end result creating a work. It means that PjBL is a tool of teaching strategy that conquer to student to work creatively (Apriliani, 2018).

In teaching and learning process, media is really important to deliver the teaching material. Media is a very effective means of delivering material in learning, so that students more easily understand the content of the material. According to Hamalik cited by (Herlandy, et al., 2019), said that the use of instructional media in the teaching and learning process can generate new desires and interests, generate motivation and stimulate teaching activities, and even bring psychological influences on students.

Media as one of the usual aids is most available resource for language teacher that is used for centuries to help students and practice foreign language effectively. Learning media can be understood as the media used in the learning process and objectives (Hikmah, 2019). In offline learning, there are several media used by teachers, namely designing videos, using image media and showing videos via links from the internet/google.

Based on the background of this study, researcher chose teachers at SMA SWASTA TAMANSISWA PEMATANG SIANTAR as research subjects and investigated what strategies were used by teachers, then what teaching models were applied to students, and what teaching media were used post-covid-19 to

make students more interested in learning. Therefore, the purpose of this research is to investigate teachers' strategy, model, and media.

METHODS

In every doing research, it's important to determine the approach of research. The approach of research are classified into three parts, namely qualitative, quantitative and mix-method research approached. This research design used qualitative research approach, *Qualitative research* is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem (Creswell & Creswell, 2018).

This research approach is used to understand the human problem in one situation and place. The situation should have a natural condition. Sugiyono (2016:8), added that qualitative research method is often referred to as naturalistic research method because the research is carried out in natural condition or natural setting, also referred as ethnographic method because at first this method was used more for research in cultural anthropology, than referred to as qualitative method because the data and analysis were more qualitative. Natural setting means to explore the pure condition in one environment in a school. Qualitative methods have generally been used, also, to refer to the work of researchers who work as differently as ethnographers, clinical and organizational psychologists, grounded-theorist sociologists, or macrohistorians/sociologists (Denzin & Strauss, 1988).

This research used ethnography method. According to Brewer said, "Ethnography is the study of people in naturally occurring settings or 'fields' by methods of data collection which capture their social meanings and ordinary activities, involving the researcher participating directly in the setting, if not also the activities, in order to collect data in a systematic manner but without meaning being imposed on them externally."

In its most characteristic form it involves the ethnographer participating, overtly or covertly, in people's daily lives for an extended period of time, watching what happens, listening to what is said, asking questions - in fact, collecting whatever data are available to throw light on the issues that are the focus of the research (Hammersley and Atkinson, 1995:1).

This method discusses about the people's ordinary activities in their natural settings. The ordinary activities related to the custom that people do in their social meanings. This research explores the teachers' strategy, model and media of teaching in SMA SWASTA TAMANSISWA PEMATANG SIANTAR. Then, the subject of this research are the teachers who teach at SMA SWASTA TAMANSISWA PEMATANG SIANTAR that have experienced more than five years. The total of the subjects were 44 teachers but the researchers only took 50% of the subjects which is 22 teachers. While, the technique of sampling of this research is non-probability sampling with purposive sampling.

The interview was conducted for the technique of collecting data in this research. The researchers did closed interview to all the subjects for investigating the teachers' strategy, model and media of teaching that used in teaching on post Covid-19 (Online Learning). The researchers collected the data by interviewing for a month.

In analyzing the data, the researchers did three steps namely data reduction, data display and drawing the conclusion. Data reduction means summarizing, choosing, focusing on the things that happened and looking for the themes, while in displaying data the researchers display the data by describing an essay. In drawing conclusion, the researchers conclude the result of research for finding a new statement.

RESULT AND DISCUSSION

In teaching, the teachers had to determine the goal of teaching. To achieve the goal of teaching, the teachers designed a strategy of teaching, model of teaching, and media of teaching. Based on the result of interviewed and data analysis of research, the teachers who taught at SMA TAMANSISWA

PEMATANG SIANTAR said that during Covid-19 pandemic, they implemented online learning for one and a half years. At the first time, most of teachers admired that they were confused to teach by online learning because they had to adapt in to the new situation, while they did not have any experience in teaching virtually. The way that teachers were used for understanding the usage of teaching Medias is the teachers asked a help to another teachers, and the teacher's family who had understood in using media of teaching such as What Sapp, Zoom meet, Google meet, and Google classroom. On online learning, the teachers might master the digital-based learning strategies, model, and media of teaching so that the learning process could run well because the strategy that the teachers used was different with offline learning.

Based on the result of the interview, the strategy, models and media of teaching need to be mastered by teachers. The teachers should mastered those three elements of teaching because they could support teaching and learning activities in an interesting and effective way in class. Other than that, strategies, model and media of teaching are necessary to avoid a monotonous learning system, can develop students' mindsets and also increase the enthusiasm of students in participating in learning.

The teachers admitted that it was hard to run some applications for media of teaching during the pandemic of Covid-19. However, the teachers are required to master the digital-based learning systems. Some of the teachers asked for help from their closest relatives or neighbours to teach how to run the applications such as google classroom, zoom meeting and WhatsApp based on digital media learning system. During the Covid-19 pandemic 98% of teachers provided online learning in choosing strategies, model and media of teaching but 2% of teachers do not provide online learning in choosing strategies, model and media of teaching. Then, 100% of the teachers answered yes for using the model of teaching on online learning in pandemic of Covid-19

After the decreasing of covid-19 cases in Indonesia, schools were back to normal since June 2022. Teachers and students did face to face teaching and learning at schools for the first time after two years of online learning. On post covid-19, the researchers find out that most of the teachers use new strategy, model and media of teaching by interview.

Based on the interview and observation, 98% of teachers use two teaching strategies in face-to-face learning on post-covid-19. But there were 2% of teachers who do not use the new strategy. It means that they still use the old (conventional) strategy. The new strategies that the 98% teachers mostly used are cooperative learning and inquiry based learning strategy. In cooperative learning, teachers usually put students in small groups to achieve learning goals. Teachers let other student to teach their friends in class without feeling disadvantage. While in inquiry based learning, teachers tend to create excitement in students and let students become the specialist in their learning process. When the class starts, teachers introduce the material or topic by giving a lecture, after that students explore the material by direct instruction and generate questions about the topic. The strategy that is often used by the teachers in class at SMA SWASTA TAMANSISWA PEMATANG SIANTAR is inquiry based learning strategy because through inquiry, students actively discover information to support their investigations.

On delivering the material of teaching, teachers also used model of teaching. Based on the interview and observation that the researchers did for a month, the researchers found out that there were 94% of teachers who used the model of teaching, and the other 6% don't use it. The model of teaching that teachers used are: Discovery learning, problem based learning and project based learning. Through discovery based learning, teachers give a chance to students in class to find new knowledge with their intuition, imagination, creativity and they allow to correlate their new knowledge with their

old knowledge in the past. By implementing this model of teaching, it teaches students not to focus on finding the best result but finding new knowledge and skills during the process of learning.

On problem based learning model of teaching, teachers act as facilitators to push the students to get the goals in learning. In addition to run problem based learning, first teachers needed to find a real problem (that they can find through news, newspaper, textbook or journal), then the problem needed to be introduced in stages so that students would be able to identify learning issues that will lead them to research the targeted concepts. The third model of teaching that is usually used by teachers is project based learning. One of the teachers that teaches English said that project based learning is often used because it digs students' creativity into making their assignments and produces a product. For example, the students grade 10th was asked to do an art wall made by styrofoam with images that described places in Pematang Siantar. The other example was students grade 12th was asked to do procedure text project in front of the class and showed their products. Through project based learning, students as center of learning acquire a deeper knowledge through active exploration of real-world challenges and problems. This statement supported by Salija & Rahman (2022) said that most of the teacher implemented their learning model in a very good way that did all the steps according to the theory even though only one teacher teaches based on the RPP Learning media in limited face to face learning are picture, video, flashcard, voice recorder and PowerPoint, smartphone application and textbook.

On the other hand, teaching and learning system require media of teaching. Media of teaching is an assential part of education system. Based on the interview and observation during the researchers internship placement at SMA TAMANSISWA, there were 97% of teachers used digital-based teaching media in face-to-face learning (post-covid-19). However, 3% of teachers do not use digital-based teaching media in face-to-face learning (post-covid-19). The teachers who used digital based-teaching media Microsoft Power Point using Image media, Video design, and shared links that they found on internet or google. When the teachers used Microsoft Power Point using image media in class, they designed their own presentation uniquely to catch students' attention then the teachers started the teaching material with lecturing method. Another way to catch students' attention was video design. Teachers usually made video design about the topic they would bring that day. The video design was made by the teachers to boost the learning achievement because it offered the flexibility to pause, rewind, or skip throughout the video to have class discussions or review particular areas. Other than making video design, some teachers who were clueless about technology preferred to send links of videos of learning that they found on the internet or google. The teachers need to apply the strategy, model, and media of teaching because it can support teaching and learning activities excitingly and effectively, avoid a monotonous learning system, increase the enthusiasm of students to participate in learning, learners can understand IT (Technology) to explore knowledge, teachers can create a fun learning process, and increase teacher insight in understanding media and digital-based learning models.

CONCLUSION

After analyzing the results and data as a whole, it can be concluded that the strategies, models, and teaching media for teachers on post covid-19 at SMA SWASTA TAMANSISWA PEMATANG SIANTAR are there are 2 strategies used by teachers in post-covid-19 (offline learning) at SMA SWASTA TAMANSISWA PEMATANG SIANTAR, namely cooperative learning and inquiry-based learning.

Cooperative learning is a learning strategy that divides students into small groups to discuss and work together in understanding learning material. Meanwhile, the inquiry-based learning model is a learning strategy that encourages the growth of students' mindsets to experiment so that students produce scientific ideas. And most teachers use cooperative strategies because the learning system

forms several groups of students to collaborate in order to stimulate students to be more active in learning. Using this strategy can make students develop in terms of attitudes, social values, skills in teaching and learning situations. In addition, they can work together not only in terms of mastering the material, but also developing their own potential optimally for the success of the group.

The teaching model used by the teacher in face-to-face learning (post covid-19) consists of discovery learning, problem based-learning, and project based-learning. Discovery Learning means that the teacher does not actively explain material to students. Because in this teaching model, the teacher only gives questions that are appropriate to the material, while students must be active and independent in understanding the material in order to draw conclusions. In this case, for example, like the teacher who gives students the opportunity to provide perspectives or opinions regarding the topic of discussion, students are given time to collect data which will then be presented in front of the class.

Then, Problem based-learning (PBL) is a learning model that can involve students' activeness in order to think critically and develop students' skills in solving a problem to improve learning outcomes. For example, students are given the task of making text procedures for making food or drinks. So, it was at that time that students experienced an increase in quality, marked by the emergence of a positive response through the attitude in terms of cooperation shown by students, and the learning process took place conducive which would have a positive impact on improving learning outcomes.

Last, project based-learning is a project learning model that forms students to form groups and work together to get results characterized by active student involvement. An example is making dish soap products.

The learning media designed by the teacher are designing learning videos related to learning materials based on the model of teaching, and using media images, and showing learning videos that are downloaded via several links from internet media. This can motivate students to be more creative and develop their potential. Media plays the important role in increasing the learners' desire to learn by creating the atmosphere of fun. In this digital era, learning models utilize technology as leaning media to provide wider access and opportunities for students in building their own knowledge (Hikmah, 2019).

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