

Teacher's Belief in Online Learning during Pandemic Covid-19: Learner's Need

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Abstract

The researchers need in evaluating teacher's belief in teaching EFL learners by online learning during pandemic. Online learning is different from face to face learning so that the researcher interested in doing this research. The aim of the research is about teacher's belief in doing online learning for EFL learner during pandemic covid-19. The method used in this research was quantitative. The descriptive research was used in discussion of this research. There were 36 EFL teachers randomly filled the questionnaire distributed in Google form. To collect the data, all teachers were asked to fill the 12 items of questionnaire. The items were divided into 6 items of choosing the response, then the other 6 items were questions about the reason or point for emphasizing the response. Next, to analyze the data, the researcher made some analysis based on questionnaire about teacher' belief in online learning. In this research, the result indicated that teacher's belief about the planning of online learning from analyzing learner's need. It can be seen from most of the teachers give response "agree and strongly agree" in understanding the aim, operating the online media, in analyzing learner's need in supporting online learning.

Keywords: learners' need, online learning, pandemic covid-19, teacher's belief

Introduction

Digital technologies such as Google classroom, e-learning, Google Meeting, Zoom, video, phone or WhatsApp chat, and more can be used in online learning. Yet another thing to do is to assign homework to youngsters via WhatsApp groups under the supervision of teachers, so that they may truly learn (Sofyana & Rozaq, 2019). Indirectly, the Covid-19 pandemic will affect all operations, including technical preparation and implementation mentioned in Dewi (2020), while also taking into account the safety and health of all educators. Teachers will find it difficult to cope with the pictures and difficulties of online learning that have emerged as a result of Covid-19. In dealing with the Covid-19 dilemma, the teacher's belief is crucial. If the teacher's belief is poor, problems will occur in the implementation of remote learning and online learning Wahyono et al. (2020), Rohmanu et al., (2020); Mahyooob (2020). In this research about how the teacher's belief to face the problems in online learning. Since the online learning is not the same as the face-to-face learning, online learning is more complicated.

In order to accomplish successful learning during the covid-19 pandemic, teachers' attitudes in constructing online learning, particularly in higher education courses, should be taken into mind. Innovation in the classroom is one of the components of a teacher's belief (Borg, 2003). Some points highlight to conduct analysis in this study, such as teaching technique (Graves, 2000), teaching in second language (Richards & Lockhart, 2007), and teaching practice (Harmer, 2003). This influences

teachers' attitudes toward learners, classrooms, and the academic topic to be taught. Furthermore, Borg (2003) defines belief as a consciously or unconsciously held idea that is evaluative in the sense that the individual accepts it as true and filled with affective commitment. As a result, teachers' perspectives might be regarded as preconceptions about learners, classrooms, and academic materials laced with a desire to express their beliefs in the strategy or tactic they use. Similarly, in language instruction, teachers' perspectives are crucial.

Based on the background and focus of the research above, the aim of the research is about teacher's belief in conducting online learning for EFL learner during pandemic covid-19. The benefits of research can be divided into two categories. First, it is theoretically. The results of the research are expected to be used to enrich the scientific writing of teacher's belief from various backgrounds of 36 EFL teachers. Second, it is practically. For learners, it can be used as material for formulating learning process with good steps as has been done in teacher's belief. For teachers, it can get useful inputs to improve the learning process better, more effective, and efficient by knowing and implementing teacher's belief.

The related findings about teacher's beliefs are from Abdi & Asadi (2015); Bamanger & Gashan (2014); Gilakjani & Sabouri (2017); and Xu (2012) said about teacher's belief to support this related theory. According to (Abdi & Asadi, 2015) sources of teachers' views are as follows, a). The teacher's experience as a language learner. Many teachers are aware of their earlier experiences as learners and how they were taught, which influenced their views on teaching. b). Previous teaching experience. Teachers' ideas about how a given approach is employed for a specific set of learners are mostly based on their teaching experience. c). Personality of the teacher. Some professors like a certain approach because it fits their personality. d). Principles based on education or study. Teachers can learn concepts of second language acquisition research, education, or schools of thought such as psychology to form their opinions.

Methods

This study was a descriptively quantitative research, which aimed to evaluate the teacher's belief in online learning for EFL learner during pandemic covid-19. The sample of this research was 36 EFL teachers. The instrument of the research was questionnaire about teacher's belief in online learning. There were 12 questions to analyze teacher's belief in online learning. The questionnaire was arranged in the Google form. However, the statements number 1,2,3,5,7,9,11 have option like *strongly agree*, *agree*, *disagree*, and *strongly disagree*. Then, the other questions should be the reason or the consideration of choosing the previous statements, like questions number 4,6,8,10,12. Technique in collecting data, the researcher arranged 12 questions in questionnaire in Google form, then distributed them to 2 WhatsApp groups that consisting EFL teachers. Then, in technique analyzing data, the researcher took the statements of the EFL teacher in diagram the showed the percentage of number about option. Data analysis is done by compiling data, describing it as a unit, compiling it into a pattern, and drawing conclusions that can be shared with others, with the goal of making it easier for researchers to search for and find findings in research that can be informed to others, choose which ones are important, and what will be studied (Sugiyono, 2016). Next, the researcher found some reasons to support the statement in the questionnaire.

Result and Discussion

Teacher's View Online Learning during Pandemic Covid-19

In this part, the researcher wanted to share some discussions of the questions distributed to the 36 EFL teachers about the teacher's belief in conducting online learning for EFL learner during pandemic covid-19. The responses 36 EFL teachers to the online learning and media' view can be seen in the following diagram.

a. *You (as the teacher) understand the intention of online learning.*

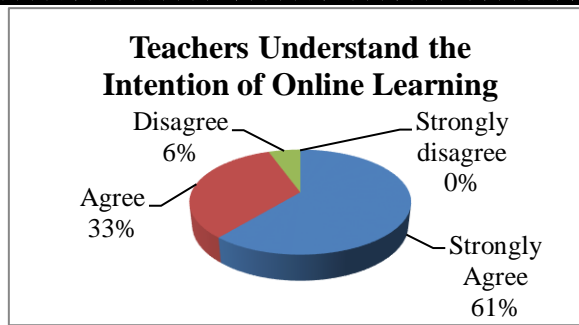


Diagram 1. *Teacher’s view of Intention of Online Learning*

From the diagram above, the most dominant answers were responded in “strongly agree” and some of it in “agree”. It can be concluded that most of teachers understand about online learning during pandemic covid-19. However, there is only a limited number of teachers that responded in negative response in “disagree”. It is supported by the theory from Borg (2003) about the innovation in teaching, like using online media. It means that the teacher’s view is still confusing in teaching by online learning system during pandemic covid-19.

b. You (as a teacher) should master in using online learning media (such as Google meeting, zoom, and/or Google classroom)

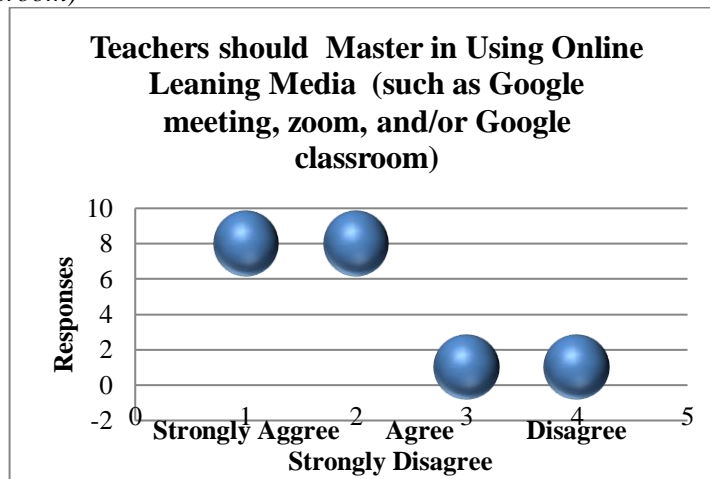


Figure 1. *Teacher’s view of Using Online Learning Media (such as Google meeting, zoom, and/or Google classroom)*

From the Figure 1 above, the most dominant found that there were 16 teachers responded in strongly agree about 44%, and also 16 teachers responded agree about 44%. However, there were only 4 teachers responded in negative way, 2 said disagree and 2 said strongly disagree. It is supported by the theory from Borg (2003) about the innovation in teaching, like using online media. It can be concluded that the teacher view of online learning and using online learning media is positive answer online learning media, most of teachers master in using online learning media. However still a few of teacher think that teacher should not master online learning media (like Google meeting, zoom, and so on).

Teacher’s Belief of Need Analysis

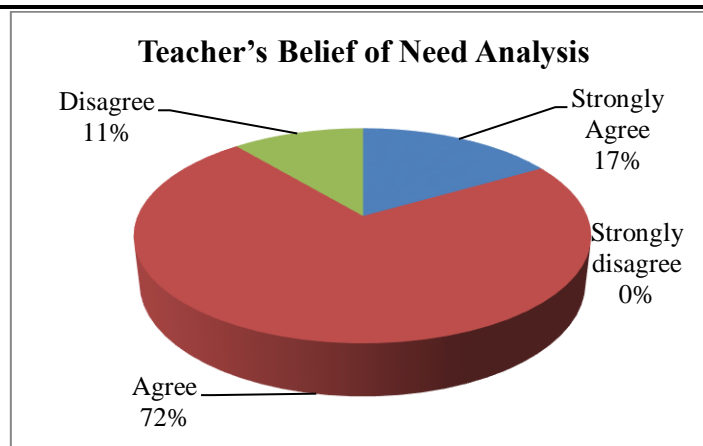


Diagram 2. *Teacher's Belief of Need Analysis*

According to the Diagram 2, based on the statement in the questionnaire “*You (as a teacher) know what the learners need in this online learning*”, none of teachers had strongly disagree, 26 teachers had agree, 6 teachers had strongly agree, and 4 teachers had disagree. The most dominant frequency was in the strongly agree, indicating that the teachers’ belief of syllabus during the pandemic covid-19 were a good planning to design complete and based on the learner’s need in online learning. It is supported by the theory from Wahyono et al. (2020); Rohmanu et al. (2020); Munir (2009) about the teacher’s belief in remote area should be in good preparation by knowing the information of learner’s need. For supporting this response of assessment, the researcher mentioned the quotation of teacher’s belief about need analysis is about networking should be available in order to get the information for communication in online learning.

Respondent 1, 2 : “Internet quota, supported network, Hp/Laptop”

Respondent 3-5 : “Internet Network”,

Respondent 6-8 : “Having a cellphone/laptop”, and tools (gadgets)”

Respondent 9 : “Materials, internet network, and so on.”

Respondent 10-12 : “Smooth telecommunication network”

Respondent 13 : “Internet quota”

Respondent 14, 15 : “Internet quota”

Respondent 16, 17 : “Gadgets, internet, and modules”

Respondent 18-21 : “Adequate online learning facilities such as gadgets, laptops, stable internet signal and data packet to access the internet.”

Respondent 22 : “Adequate internet quota and study equipment”

Respondent 23 : “Learners need internet quota”

Respondent 24 : “Availability of packet and infrastructure, network stability, readiness of lecturers and learners in the learning process”

From 24 of 36 respondents, it can be seen in the responses of interview. Based on the statement in the questionnaire “*Mention what the learner’s need in this online learning!*”, all of them said that the facilities that support the learners in online learning like the internet connection, gadget, and other facilities became the main needs of learners in online learning. The internet connection became the main problem as the learners’ needs because the learning process is based on online learning that needs the internet quota. After the teacher’s belief found out the learners’ needs like internet quota, then the teacher should find out the other needs of learners. The problem faced by following respondent about need analysis of online learning that can be seen in the following.

Respondent 25,26 : “Availability of facilities & infrastructure as well as support from parents”

Respondent 27 : “Learners need to understand the learning material well so that the learning objectives can be achieved”

Respondent 28-33 : “The presentation of the material is clear, short, easy to understand and interesting.”

Respondent 34 : “Teachers must learn / be able to create an anti-boring online learning atmosphere.”

- Respondent 35 : “Interactive learning media”
- Respondent 36 : “1. technological needs (internet and information network connections), 2. literacy needs (reading resources/materials), and 3. psychological needs (fixed ways of communicating such as direct and effective face-to-face time with learners or even educators because online learning is certain limiting learners in communicating, how to deal with stress; assuming that learning is a challenge not a burden for these learners, how to overcome learning loss because learners feel that their learning is not supervised).”

From the rest of respondent, based on the statement in the questionnaire “*Mention what the learner’s need in this online learning!*”, it can be seen in the responses of interview. Most of them said that the learning material should deliver in clear, short, and easy, interesting also. If the teacher knows about the needs of the learners, the teacher will focus on the way of delivering learning material in online learning. The atmosphere in online learning should be paid attention as other need of the learners, like support system from parents, and also create anti boring online learning based on the psychological needs.

Teacher’s Belief of Syllabus

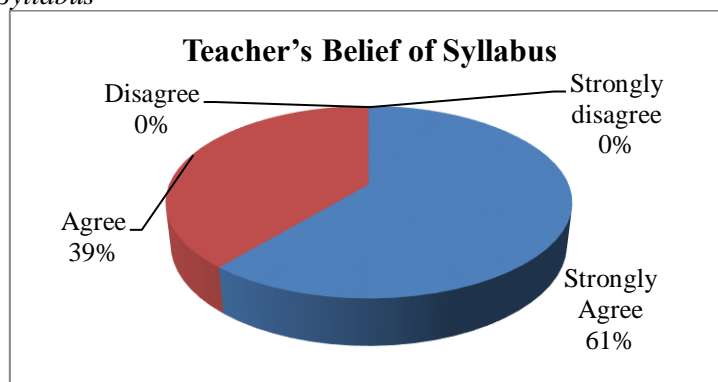


Diagram 3. *Teacher’s Belief of Syllabus*

According to the Diagram above, based on the statement in the questionnaire “*The syllabus really needs to be prepared at the beginning of the lesson*”, none of teachers had disagree and strongly disagree, 7 teachers had agree, 11 teachers had strongly agree. The most dominant frequency was in the strongly agree, indicating that the teachers’ belief of syllabus during the pandemic covid-19 were good planning to design complete and based on the learner’s need in online learning. It is supported by the theory from Naim (2011; Rohmanu et al. (2020); Wahyono et al. (2020) about the teacher’s belief in remote area should be in good preparation in syllabus. For supporting this response of syllabus, based on the question “*State your reasons why the syllabus is needed?*”, the researcher mentioned the quotation of teacher’s belief about syllabus.

- Respondent 1 : “Provide information about the plan for implementing learning and systematic assessment, making it easier for lecturers to carry out learning”
- Respondent 2-8 : “As a guide in the learning process”
- Respondent 9 : “Determine planning and make it easier to carry out learning”
- Respondent 10-12 : “For guidelines and guidelines in making learning tools”
- Respondent 13 : “As a learning implementation guide”
- Respondent 14 : “As a guide to the implementation of learning.”
- Respondent 15-20 : “To assist teachers in formulating lesson plans”
- Respondent 21-23 : “As a guidance in the teaching and learning process”
- Respondent 24 : “1. As a guide for lecturers and learners in teaching and learning activities.
2. As a benchmark for the success of lecturers in achieving teaching goals.
3. As an indicator of learner achievement”
- Responden 25 : “So that the curriculum content is achieved and learning takes place according to what has been planned”
- Respondent 26 : “So that learning is organized and controlled to get targeted results”

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- Respondent 27 : “As a guide in the development of learning”
- Respondent 28 : “The syllabus is a learning plan for a group of subjects that includes competency standards, basic competencies, subject/learning materials, learning activities, indicators of competency achievement for assessment, assessment, time allocation, and learning resources. so from here the starting point of a lesson plan is drawn up. Therefore, the syllabus is indispensable.”
- Respondent 29 : “Become a reference/guideline in teaching to achieve *Kompetensi Dasar*; educating cannot be sudden.”
- Respondent 30 : “Learning guidance”
- Respondent 31 : “Reference for the development of teaching materials”
- Respondent 32 : “The syllabus is very necessary at the beginning, both in online and conventional learning because the syllabus can be a reference or guide in the development of learning (such as assessment management, learning activity management) which can be adapted to material sources, time allocation, and achievement competencies needed by certain groups of learners.”
- Respondent 33-36 : “Because the syllabus is a guideline /reference for lecturers before carrying out the teaching process which can help lecturers in managing lesson plans, materials, time, etc. So that, teaching activities are more focused and well-structured in achieving the learning objectives of the learners.”

From all respondents, it can be seen in the responses of interview about syllabus is much needed in the terms of teacher’s belief of online learning in pandemic covid-19. All of them said that the syllabus is guidance from the teacher in conducting a lesson because by having the syllabus, the teacher can plan and determine the learning material, topic discussion, sources, and learning strategy in one semester. Then in the process of learning, the teacher can use syllabus as a guide if the teacher loses their teaching.

Teacher’s Belief of Learning Material

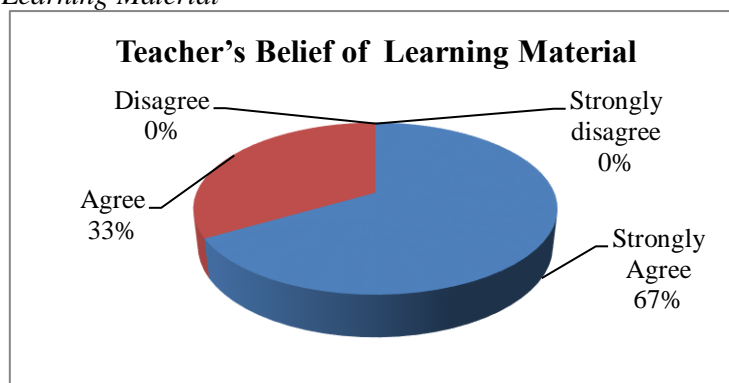


Diagram 4. *Teacher’s belief of Learning Material*

According to the Diagram above, based on the statement in the questionnaire “*Learning materials are very necessary in online learning*”, none of teachers had had disagree and strongly disagree, 6 teachers had agree, 12 teachers had strongly agree. The most dominant frequency was in the strongly agree, indicating that the teachers’ belief of learning material during the pandemic covid-19 were a good planning to start the suitable sources in online learning. It is supported by the theory from Borg (2003) about the learning material should be one of the considerations in learning. For supporting this response of learning material, based on the question “*State the reasons for choosing learning materials/reading sources chosen based on the books available by the teacher, available in the form of e-books, or based on what?*”, the researcher mentioned the quotation of teacher’s belief about the reason of choosing learning material.

- Respondent 1-5 : “printed book”
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- Respondent 6-12 : “Available books and teaching materials from the internet, to make it easier for learners to access them.”
- Respondent 13 : “Book”
- Respondent 14 : “more simple and practical and can save time and cost”
- Respondent 15 : “The affordability of reading resources for learners, the level of learner understanding, the level of learner literacy, and so on”
- Respondent 16 : “I choose material based on learners’ abilities from various sources.”
- Respondent 17 : “Conformity with competence and goals to be achieved in learning activities”
- Respondent 18-22 : “Adapting to the syllabus and the needs of learners”
- Respondent 23 : “Teaching materials are based on learner needs and the use of knowledge that will be used in the world of work”
- Respondent 24 : “Learning material comes from the syllabus. For the source, a combination of books and other sources is packaged in a more attractive form. Due to online learning, the material is better provided in the form of e-book learning videos and also online worksheets.”
- Respondent 25 : “Renewable, supports targeted competencies, and is in the form of an e-book”
- Respondent 26-30 : “It can be in the form of an e-book and also in the form of a power point”
- Respondent 31 : “Learning resources can come from anywhere, the important thing is that they are relevant to the topic being discussed.
- Respondent 32 : “Easy for teachers and learners to understand”
- Respondent 33 : “Material needs”
- Respondent 34 : “Based on the suitability of the material to be taught”
- Respondent 35 : “The need for reading resources should be left to learners to look for it either in the form of an e-book or hard copy according to their needs, the teacher only needs to mention the related literacy sources.”
- Respondent 36 : “The reason for choosing learning dumbbells in the form of e-books is because they are suitable in a pandemic situation where they can be distributed easily through LMS. The source of learning can also be in the form of videos from YouTube, e-journals, and others.”

A few of the teacher said that the learning material is from book, printed book or e-book, or materials that available in the internet that suitable to syllabus. It can be seen from data above. They only used printed book. However, there were some teachers agree to use e-book with some renewable source of the e-book based the book written in the syllabus. Other teachers responded that the learning material not only based on the book, but also from other sources, like video, article journal and so on that taken from internet. Other teachers also responded the content of learning material is easy to understand, suitable to the topic material, and more attractive to solve the problem online learning during pandemic covid-19.

Teacher’s Belief of Teaching Strategies

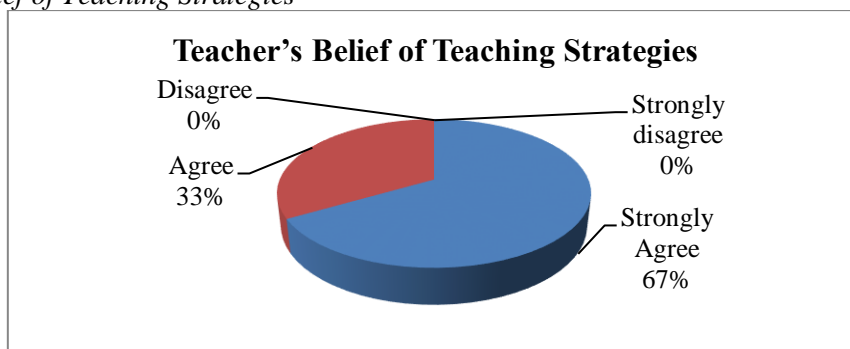


Diagram 5. *Teacher’s Belief of Teaching Strategies*

According to the Diagram 5 above, based on the statement in the questionnaire “*Teaching strategies are important in online learning*”, none of teachers had disagree and strongly disagree, 12 teachers had agree, 24 teachers had strongly agree. The most dominant frequency was in the strongly agree, indicating that the teachers’ belief of teacher strategies during the pandemic covid-19 were a good planning to start the suitable strategy in online learning. For supporting this response of teaching strategies, based on the question “*State the reasons for determining teaching strategy in online learning*”, the researcher mentioned the quotation of teacher’s belief about reason of choosing teaching strategies.

- Respondent 1-4 : “So that learning objectives are achieved but not boring”
- Respondent 5-6 : “So that learning objectives can be achieved”
- Respondent 7-10 : “Time efficiency”
- Respondent 11-13 : “So that learners can understand and grasp the material well
- Respondent 14-15 : “So that the material taught can be well received and easy for learners”
- Respondent 16 : “So that the material presented can be easily understood and motivates learners.”
- Respondent 17 : “The strategy is adjusted to the learner’s ability and learner access in carrying out online learning”
- Respondent 18 : “In order to achieve learning objectives”
- Respondent 19 : “The strategy is used as a way so that lecturers’ teaching can be well received by learners according to class conditions, learner abilities, and their interests as millennial.”
- Respondent 20 : “Learning strategy is a determining factor for the success of a teaching and learning process. So it is necessary to prepare so that all learners can optimize their ability to understand the learning material in order to achieve the indicators formulated.”
- Respondent 21 : “So that learners and lecturers get a meaningful learning experience, because the strategy used for online will be different from offline learning”
- Respondent 22-25 : “So that online or distance learning can be effective”
- Respondent 26-27 : “the strategy used must be appropriate, in the sense that it is in accordance with the target subject and is useful to support learner learning so that learning becomes meaningful to learners.”
- Respondent 28 : “Avoid boredom, teachers should try to be there for learners even though online learning”
- Respondent 29 : “Learning approach in encouraging learning achievement”
- Respondent 30-33 : “So that learning objectives can be achieved”
- Respondent 34-35 : “Learning strategies are needed by educators according to the needs of their learners in order to achieve the desired learning objectives so that these strategies do not become a burden for learners”.
- Respondent 36 : “1. The strategy must be simple and flexible so that it can be used by lecturers and learners in online lectures. This can facilitate lecturers and learners in the teaching and learning process. 2. Strategies that can improve learners’ understanding of a material. 3. Strategy that can motivate learners in studying a material. 4. The strategy can make learners more active and enrich interactions between learners. 5. Strategies that can make learners think critically.”

Based on the responses of the questionnaire, a few of the teachers chose the teaching strategy based on learning objective. The teaching strategies are very important because of the limited time, access, and participants only in the screen not in the face-to-face. By having belief of teaching strategies, the teacher hopefully can manage the learning process in order to get an effective teaching. For some other teachers focused on the complex consideration not only from the access, but also based on the number of learners, background of the learners, and others to reach effective teaching in online learning pandemic covid-19. It is supported by the theory from Munir (2009); Naim (2011); Rohmanu et

al. (2020); Wahyono et al. (2020) about the teacher's belief in remote area should be in good preparation by knowing the information of learner's need in learning material.

Teacher's Belief of Assessment

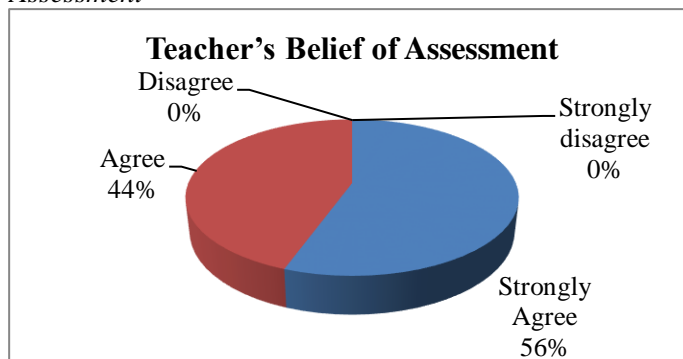


Diagram 6. *Teacher's Belief of Assessment*

According to the Diagram above, based on the statement in the questionnaire "*Assessment is needed in online learning*", none of teachers had disagree and strongly disagree, 16 teachers had agree, 20 teachers had strongly agree. The most dominant frequency was in the strongly agree, indicating that the teachers' belief of English online learning assessment during the pandemic covid-19 were a good planning which have both subjective and objective components. It is supported by the theory from Munir (2009); Naim (2011); Rohmanu et al. (2020); Wahyono et al. (2020) about the teacher's belief in remote area should be in good preparation by knowing the information of learner's need in assessment. For supporting this response of assessment, based on the question "*State the way of assessment in online learning that you do (whether by assessing the activity via zoom/gmeet, or judging from the assessed assignments, or how?)*", the researcher mentioned the quotation from the teachers as respondents about assessment.

- Respondent 1-5 : "Activity via gmeet, assignments, uts and uas"
- Respondent 4 : "1. Activate via zoom/Gmeet. 2. Submitted tasks"
- Respondent 5-10 : "Tasks and activities"
- Respondent 11 : "Judging from the assignments given and also the presence and activity of learners"
- Respondent 12-14 : "Activities, tasks, tests"
- Respondent 15 : "Assessment of attitudes, knowledge & skills as well as attendance."
- Respondent 16 : "I assess the learner's activity during the meeting and assess the assignments that have been given in Google classroom"
- Respondent 17-20 : "Through assignment"
- Respondent 21 : "Before teaching, I determine the assessment rubric and its indicators according to the type of subject being taught so that oral and written assessments can be carried out properly."
- Respondent 22 : "Online learning assessment based on assignments/projects given by the teacher."
- Respondent 23 : "Activeness in the discussion such as arguing, conveying ideas, and answering questions. Either directly (oral) or indirectly (written, either assignments or written exams), plus soft skills"
- Respondent 24-26 : "Judging by task and activity via zoom/gmeet"
- Respondent 27 : "attendance, assignments, and daily tests."
- Respondent 28 : "Both of them"
- Respondent 29 : "There are 3 forms of assessment, attendance (attendance at meetings), structured and non-structured tasks"
- Respondent 30 : "I use GF.. I will analyze the results with an analysis that I designed myself"
- Respondent 31-32 : "Mixed assessment (activity via gmeet and assignments in video or pdf format)"

Respondent 33-36 : “1. Listening & speaking tasks can be carried out via zoom/Google meet/making videos. 2. Reading & writing assignments can be carried out through Google classroom, Moodle, social media, and so on”

There some variations in responding the reason or consideration of choosing assessment I online learning during pandemic covid-19. Most of the teacher stated that not only one aspect that teachers evaluate in assessment. The teacher’s assessment was learner’s activity in Google meeting or zoom, as supporting system in online learning during pandemic covid-19. Other teacher used the calculating all activities in Google meet or zoom and assignment, mid test, and final exam for all aspect in teacher’s assessment.

Conclusion

In this paper, teacher’ beliefs about 36 EFL teachers in online learning pandemic covid-19 had been presented based on result and discussion of interview. Since the aim of the research has been achieved, this part was presented of sum up teacher’s belief in online learning during pandemic covid-19 of 36 EFL teachers. First, the teacher’s view of knowing the intention of online learning during pandemic. Almost all responses were in positive ways, “agree” and “strongly agree” by this statement. It means that, the way of teaching should be managed well during this online learning in pandemic covid-19. However only a respondent said disagree. It meant that the teacher’s view was still confusing in teaching by online learning system during pandemic covid-19. Second, the teacher’s belief was described from course planning steps of syllabus, learning material, teaching strategies, and assessment can be seen in the discussion point above.

Based on the conclusion above, the researcher would like to mention some suggestions that hopefully will be very useful to do online learning during pandemic covid-19. First, for prospective researchers. The researcher suggests the prospective researchers use the research on teacher’s beliefs on teaching by making a comparison of teacher’s beliefs and classroom practices between two or more supporting system in online learning during pandemic covid-19. Second, for the teachers. The researcher suggests that the teachers have to improve their quality of teaching by giving a variety of sources and teaching strategies in online learning during pandemic covid-19.

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