REFERENCES

- Aditya, D. S. (2021). Embarking digital learning due to covid-19: Are teachers ready? *Journal of Technology and Science Education*, 5(3), 184–193.
- Akatsuka, Y. (2019). Awareness of critical thinking attitudes and English language skills: The effects of questions involving higher-order thinking. *Journal of Pan-Pacific Association of Applied Linguistics*, 23(1), 59–84. https://doi.org/10.25256/paal.23.2.4
- Akbarov, A. (2018). Students' Attitudes toward Blended Learning in EFL Context.pdf. 11(1), 61–68. https://doi.org/10.24193/adn.11.1.5.62
- Al Masri, A. (2019). The impact of using brainstorming in the development of creative thinking and achievement in the English Language of the 10th Grade Students at King Abdullah II Schools of Excellence in Amman. *International Education Studies*, 12(2), 82. https://doi.org/10.5539/ies.v12n2p82
- Aldujayn, N. N., & Alsubhi, A. M. (2020). Saudi EFL Teachers' Interpretation toward Creativity. *English Language Teaching*, 13(6), 162. https://doi.org/10.5539/elt.v13n6p162
- Ali, A. (2021). Lesson planning and proactive classroom management strategies for teaching English at tertiary level in Pakistan. *Elsya: Journal of English Language Studies*, 3(1), 8–16. https://doi.org/10.31849/elsya.v3i1.5737
- Amin, D. I., & Ikhsan, J. (2021). Improving higher order thinking skills via semi second life. *European Journal of Educational Research*, 10(1), 261–274. https://doi.org/10.12973/EU-JER.10.1.261
- Amiti, F. (2020). Synchronous and Asynchronous E-Learning. *European Journal of Education and E-Learning Studies*, 5(2), 60–70. https://doi.org/10.46827/ejoe.v5i2.3313
- Ammade, S., Mahmud, M., Jabu, B., & Tahmir, S. (2018). Integrating Technology in English Language Teaching: Global experiences and lessons for Indonesia. *International Journal of English Linguistics*, 8(6), 107. https://doi.org/10.5539/ijel.v8n6p107
- Anderson, L. W., & Krathwohl, D. R. (2001). A taxonomy for learning, teaching, and assessing; A revision of Bloom's Taxonomy of educational objectives. In

- L. W. Anderson, D. R. Krathwohl, P. W. Airasian, K. A. Cruikshank, R. E. Mayer, P. R. Pintrich, J. Raths, & M. C. Wittrock (Eds.), *Pearson Education* (Abridged e). Addison Wesley Longman, Inc. https://doi.org/10.2307/2281462
- Arifani, Y., & Suryanti, S. (2019). The influence of male and female ESP teachers' creativity toward learners' involvement. *International Journal of Instruction*, 12(1), 237–250. https://doi.org/10.29333/iji.2019.12116a
- Arkorful, V., & Abaidoo, N. (2015). The role of e-learning, advantages and disadvantages of its adoption in higher education. *International Journal of Instructional Technology and Distance Learning*, 12(1), 29–42.
- Atabek, O. (2020). World Journal on Educational Technology: Current Issues Adaptation of creative self-efficacy scale into Turkish language. 12(May), 84–97.
- Baguma, R., Bagarukayo, E., Namubiru, P., Brown, C., & Mayisela, T. (2019). Using WhatsApp in teaching to develop Higher Order Thinking Skills a literature review using the activity theory lens. *International Journal of Education and Development Using Information and Communication Technology (IJEDICT)*, 15(2), 98–116.
- Bardakci, S. (2019). Exploring high school students' educational use of youtube. International Review of Research in Open and Distance Learning, 20(2), 260–278. https://doi.org/10.19173/irrodl.v20i2.4074
- Boden, M. A. (2003). The creative mind: Myths and mechanisms: Second edition. In *The Creative Mind: Myths and Mechanisms: Second Edition*. https://doi.org/10.4324/9780203508527
- Brookhart, S. M. (2010). How To Asses Higher-Order Thinking Skills in Your Classroom. In *Journal of Education* (Vol. 88, Issue 18). ASCD Publication. https://doi.org/10.1177/002205741808801819
- Calavia, M. B., Blanco, T., & Casas, R. (2021). Fostering creativity as a problem-solving competence through design: Think-Create-Learn, a tool for teachers. *Thinking Skills and Creativity*, *39*(April 2020). https://doi.org/10.1016/j.tsc.2020.100761
- Cayirdag, N. (2017). Creativity fostering teaching: Impact of creative self-efficacy

- and teacher efficacy. *Kuram ve Uygulamada Egitim Bilimleri*, 17(6), 1959–1975. https://doi.org/10.12738/estp.2017.6.0437
- Chiou, H. H. (2020). The impact of situated learning activities on technology university students' learning outcome. *Education and Training*, 63(3), 440–452. https://doi.org/10.1108/ET-04-2018-0092
- Cosgun, G., & Atay, D. (2021). Fostering critical thinking, creativity and language skills in the EFL classroom through problem-based learning: Fostering critical thinking, creativity and language skills. *International Journal of Curriculum* ..., 13(3), 2360–2385. http://ijci.wcci-international.org/index.php/IJCI/article/view/583
- Cropley, A. (1997). Creativity: A Bundle of Paradoxes. *Gifted and Talented International*, 12(1), 8–14. https://doi.org/10.1080/15332276.1997.11672859
- Daud, A., & Gunawan, H. (2019). The Implementation of 2013 Curriculum in English Teaching: Stories From Rural Areas. *English Language Teaching Educational Journal*, 1(2), 65. https://doi.org/10.12928/eltej.v1i2.616
- Du, Y., Xie, L., Zhong, J. A., Zou, H., Law, R., & Yan, X. (2019). Creativity fostering teacher behavior on student creative achievement: Mediation of intrinsic motivation and moderation of openness to experience. *School Psychology*International, 40(5), 525–542. https://doi.org/10.1177/0143034319868271
- Elekaei, A., Tabrizi, H. H., & Chalak, A. (2020). Evaluating learners' vocabulary gain and retention in an e-learning context using vocabulary podcasting tasks: A case study. *Turkish Online Journal of Distance Education*, 21(2), 190–203. https://doi.org/10.17718/TOJDE.728162
- Fandiño, F. G., & Velandia, A. J. (2020). How an online tutor motivates E-learning English. *Heliyon*, 6(8). https://doi.org/10.1016/j.heliyon.2020.e04630
- Fischer, B. M. (2020). Developing and sustaining creativity: Creative processes in Canadian junior college teachers. *Thinking Skills and Creativity*, *38*(October), 100754. https://doi.org/10.1016/j.tsc.2020.100754
- Grainger, T., Barnes, J., & Scoffham, S. (2004). A creative cocktail: creative teaching in initial teacher education. *Journal of Education for Teaching*, *30*(3), 243–253. https://doi.org/10.1080/0260747042000309475

- Hermanto, Rai, N. G. M., & Fahmi, A. (2021). Students' opinions about studying from home during the COVID-19 pandemic in Indonesia. *Cypriot Journal of Educational Sciences*, 16(2), 499–510. https://doi.org/10.18844/CJES.V16I2.5627
- Huei, L. S., Yunus, M. M., & Hashim, H. (2021). Strategy to improve english vocabulary achievement during COVID-19 epidemic. Does quizizz help? Journal of Education and E-Learning Research, 8(2), 135–142. https://doi.org/10.20448/JOURNAL.509.2021.82.135.142
- Jónsdóttir, S. R. (2017). Narratives of creativity: How eight teachers on four school levels integrate creativity into teaching and learning. *Thinking Skills and Creativity*, 24, 127–139. https://doi.org/10.1016/j.tsc.2017.02.008
- Kadwa, M. S., & Alshenqeeti, H. (2020). The impact of students' proficiency in English on Science Courses in a foundation year program. *International Journal of Linguistics, Literature and Translation (IJLLT)*, 3(11), 55–67. https://doi.org/10.32996/ijllt
- Kang, I. G. (2020). Heterogeneity of learners' behavioral patterns of watching videos and completing assessments in Massive Open Online Courses (MOOCs): A latent class analysis. *International Review of Research in Open and Distance Learning*, 21(4), 221–237. https://doi.org/10.19173/IRRODL.V21I4.4645
- Katemba, C. V. (2020). Teachers' perceptions in implementing technologies In language teaching and learning in Indonesia. Acuity: Journal of English Language Pedagogy, Literature and Culture, 5(2), 38–51. https://doi.org/10.35974/acuity.v5i2.2299
- Kaufman, R., & Wandberg, R. (2014). Teaching Strategies and Learning Activities.
 Powerful Practices for High-Performing Special Educators, 85–98.
 https://doi.org/10.4135/9781483350455.n6
- Kelly, R. (2017). Creative Dimensions of Teaching and Learning in the 21st Century (J. B. Cummings & M. L. Blatherwick (eds.); 12th ed.). Sense Publishers.
- Khodabakhshzadeh, H., Hosseinnia, M., Moghadam, H. A., & Ahmadi, F. (2018). EFL teachers' creativity and their teaching's effectiveness: A structural

- equation modelling approach. *International Journal of Instruction*, 11(1), 227–238. https://doi.org/10.12973/iji.2018.11116a
- Kim, H. J., Yi, P., & Hong, J. I. (2020). Students' academic use of mobile technology and higher-order thinking skills: The role of active engagement. *Education Sciences*, 10(3). https://doi.org/10.3390/educsci10030047
- Kokoç, M. (2019). Flexibility in e-Learning: Modelling its Relation to Behavioural Engagement and Academic Performance. *Themes in ELearning*, *12*, 1–16.
- Lestari, S., Hamsia, W., & Setiyawan, R. (2021). Learning adaptation during the COVID-19 pandemic in Muhammadiyah inclusion schools. *Journal of Education and Learning (EduLearn)*, 15(2), 320–328. https://doi.org/10.11591/edulearn.v15i2.19863
- Lie, A., Tamah, S. M., Gozali, I., Triwidayati, K. R., Utami, T. S. D., & Jemadi, F. (2020). Secondary school language teachers' online learning engagement during the Covid-19 pandemic in Indonesia. *Journal of Information Technology Education: Research*, 19, 803–832. https://doi.org/10.28945/4626
- Lin, X., & Li, G. (2020). Students' sense of community and perspectives of taking synchronous and asynchronous online courses. *Asian Journal of Distance Education*, 15(1), 169–179. http://www.asianjde.org/ojs/index.php/AsianJDE/article/view/448/301
- Lohr, A., Stadler, M., Schultz-Pernice, F., Chernikova, O., Sailer, M., Fischer, F., & Sailer, M. (2021). On powerpointers, clickerers, and digital pros: Investigating the initiation of digital learning activities by teachers in higher education. *Computers in Human Behavior*, 119(October 2020), 106715. https://doi.org/10.1016/j.chb.2021.106715
- Makovec, D. (2018). The teacher's role and professional development. International Journal of Cognitive Research in Science, Engineering and Education, 6(2), 33–45. https://doi.org/10.5937/ijcrsee1802033M
- Martin, F., Stamper, B., & Flowers, C. (2020). Examining student perception of readiness for online learning: Importance and confidence. *Online Learning Journal*, 24(2), 38–58. https://doi.org/10.24059/olj.v24i2.2053
- Marton, F., & Saljo, R. (2005). Approaches to Learning. In *Approaches to Learning; Marton, F., Hounsell, D., Entwistle, N., Eds.* (pp. 98–118). The

- University of Edinburgh. https://doi.org/10.4324/9780429445569-7
- Marzano, R. J., & Kendall, J. S. (2008). Designing & assessing educational objectives: applying the new taxonomy. In *Designing and assessing educational objectives*.
- Miles, M. B., Huberman, A. M., & Saldana, J. (2014). *Qualitative data analysis: A methods sourcebook* (Vol. 148).
- Mukhtar, K., Javed, K., Arooj, M., & Sethi, A. (2020). Advantages, limitations and recommendations for online learning during covid-19 pandemic era. *Pakistan Journal of Medical Sciences*, *36*(COVID19-S4), S27–S31. https://doi.org/10.12669/pjms.36.COVID19-S4.2785
- Mumford, S., & Dikilitaş, K. (2020). Pre-service language teachers reflection development through online interaction in a hybrid learning course.

 Computers and Education, 144, 103706.
 https://doi.org/10.1016/j.compedu.2019.103706
- Nurtanto, M., Kholifah, N., Masek, A., Sudira, P., & Samsudin, A. (2021). Crucial problems in arranged the lesson plan of vocational teacher. *International Journal of Evaluation and Research in Education*, 10(1), 345–354. https://doi.org/10.11591/ijere.v10i1.20604
- O'Rourke, B., & Stickler, U. (2017). Synchronous communication technologies for language learning: Promise & challenges in research & pedagogy. *Language Learning in Higher Education*, 7(1), 1–20. https://doi.org/10.1515/cercles-2017-0009
- Obi, B. I. N., Eze, T. I., & Chibuzo, N. F. (2021). Experiential learning activities in business education for developing 21st century competencies. *Journal of Education* for Business, 0(0), 1–12. https://doi.org/10.1080/08832323.2021.1884521
- Ogbonna, C. G., Ibezim, N. E., & Obi, C. A. (2019). Synchronous versus asynchronous e-learning in teaching word processing: An experimental approach. *South African Journal of Education*, *39*(2), 1–15. https://doi.org/10.15700/saje.v39n2a1383
- Onur, Z., & Kozikoglu, İ. (2020). The Relationship between 21st century learning skills and educational technology competencies of secondary school students.

- 13(January), 65–77.
- Öztürk, S. Y. (2020). An investigation of student teachers' engagement in autonomous outside-the-classroom learning activities. *Pasaa*, 59(June), 131–153.
- Paratore, J. R., O'Brien, L. M., Jiménez, L., Salinas, A., & Ly, C. (2016). Engaging preservice teachers in integrated study and use of educational media and technology in teaching reading. *Teaching and Teacher Education*, 59, 247–260. https://doi.org/10.1016/j.tate.2016.06.003
- Permendikbud. (2016a). *Lampiran Standar Kompetensi Lulusan Pendidikan Dasar* dan Menengah. 1–8.
- Permendikbud. (2016b). Standar Kompetensi Lulusan Pendidikan Dasar dan Menengah.
- Peterson, A. T., Beymer, P. N., & Putnam, R. T. (2018). Synchronous and asynchronous discussions: Effects on cooperation, belonging, and affect.

 Online Learning Journal, 22(4), 7–25.*

 https://doi.org/10.24059/olj.v22i4.1517
- Pitoyo, M. D., Sumardi, & Asib, A. (2019). Gamification based assessment: A test anxiety reductuion through game elements in quizizz platform. *International Online Journal of Education and Teaching (IOJET)*, 6(3), 456–471.
- Potts, J. A. (2019). Profoundly Gifted Students' Perceptions of Virtual Classrooms.

 Gifted Child Quarterly, 63(1), 58–80.

 https://doi.org/10.1177/0016986218801075
- Prasetya, D. D., Wibawa, A. P., Hirashima, T., & Hayashi, Y. (2020). Designing rich interactive content for blended learning: A case study from Indonesia. *Electronic Journal of E-Learning*, 18(4), 276–287. https://doi.org/10.34190/EJEL.20.18.4.001
- Purnamasari, A. (2018). What EFL learners say about YouTube use to improve pronunciation in a blended learning environment. *JET (Journal of English Teaching)*, 4(October 2018), 205–215.
- Purnawarman, P., Ratnaningsih, S., & Gunawan, M. H. (2017). Scientific Approach of 2013 Curriculum: Teachers Implementation in English Language Teaching.

 English Review: Journal of English Education, 6(1), 33.

- https://doi.org/10.25134/erjee.v6i1.768
- Putra, E. (2020). The Importance of Learning English Nowadays. November.
- Rasmitadila, Aliyyah, R. R., Rachmadtullah, R., Samsudin, A., Syaodih, E., Nurtanto, M., & Tambunan, A. R. S. (2020). The perceptions of primary school teachers of online learning during the covid-19 pandemic period: A case study in Indonesia. *Journal of Ethnic and Cultural Studies*, 7(2), 90–109. https://doi.org/10.29333/ejecs/388
- Rhoads, M. C., Kirkland, R. A., Baker, C. A., Yeats, J. T., & Grevstad, N. (2021).
 Benefits of Movement-Integrated Learning Activities in Statistics and
 Research Methods Courses. *Teaching of Psychology*, 48(3), 197–203.
 https://doi.org/10.1177/0098628320977265
- Robinson, K. (2016). Creative school. In *Penguin Books*.
- Rus, D. (2020). Creative methodologies in teaching English for engineering students. *Procedia Manufacturing*, 46, 337–343. https://doi.org/10.1016/j.promfg.2020.03.049
- Santos, J. M., & Castro, R. D. R. (2021). Technological Pedagogical content knowledge (TPACK) in action: Application of learning in the classroom by pre-service teachers (PST). *Social Sciences & Humanities Open*, *3*(1), 100110. https://doi.org/10.1016/j.ssaho.2021.100110
- Sharp, L. A., & Rodriguez, R. C. (2020). Technology-based peer review learning activities among graduate students: An examination of two tools. *Journal of Educators Online*, 17(1).
- Siron, Y., Wibowo, A., & Narmaditya, B. S. (2020). Factors affecting the adoption of e-learning in Indonesia: Lesson from Covid-19. *Journal of Technology and Science Education*, 10(2), 282–295. https://upcommons.upc.edu/bitstream/handle/2117/334777/1025-4218-1-PB.pdf?sequence=1&isAllowed=y
- Sukla, D., & Dungsungneon, A. P. (2016). Students Perceived Level and Teachers Teaching Strategies of Higher Order Thinking Skills; A Study on Higher Educational Institutions in Thailand. *Journal of Education and Practkice*, 7(12), 211–219.
- Tathahira, T. (2020). Promoting students' critical thinking through online learning

- in higher education: Challenges and strategies. *Englisia: Journal of Language*, *Education, and Humanities*, 8(1), 79. https://doi.org/10.22373/ej.v8i1.6636
- Thorndahl, K. L., & Stentoft, D. (2020). Thinking critically about critical thinking and prob-lem-based learning in higher education: A scoping review. *Interdisciplinary Journal of Problem-Based Learning*, 14(1), 1–21. https://doi.org/10.14434/ijpbl.v14i1.28773
- Tremmel, P., Myers, R., Brunow, D. A., & Hott, B. L. (2020). Educating students with disabilities during the COVID-19 pandemic: Lessons learned from Commerce Independent School District. *Rural Special Education Quarterly*, 39(4), 201–210. https://doi.org/10.1177/8756870520958114
- Wang, H. chun, & Chen, C. W. yu. (2020). Learning English from YouTubers: English L2 learners' self-regulated language learning on YouTube. *Innovation in Language Learning and Teaching*, 14(4), 333–346. https://doi.org/10.1080/17501229.2019.1607356
- Widiawati, L., Joyoatmojo, S., & Sudiyanto. (2018). Higher Order Thinking Skills

 As Effect of Problem Based Learning in The 21st Century Learning.

 International Journal of Multicultural and Multireligious Understanding,
 5(3), 96–105. https://ijmmu.com/index.php/ijmmu/article/view/223
- Wilson, D. M., & Narasuman, S. (2020). Investigating teachers' implementation and strategies on higher order thinking skills in school based assessment instruments. *Asian Journal of University Education*, 16(1), 70–84. https://doi.org/10.24191/ajue.v16i1.8991
- Yıldız, T. (2017). A comparison of pre-service, in-service and formation program for teachers perceptions of technological pedagogical content knowledge (TPACK) in English language teaching (ELT). *Educational Research and Reviews*, 12(22), 1091–1106. https://doi.org/10.5897/err2017.3311
- Yunus, C. C. A., & Hua, T. K. (2021). Exploring a gamified learning tool in the ESL classroom: The case of Quizizz. *Journal of Education and E-Learning Research*, 8(1), 103–108. https://doi.org/10.20448/JOURNAL.509.2021.81.103.108
- Yusoff, W. M. W., & Seman, S. C. (2018). Teachers' Knowledge of Higher Order Thinking and Questioning Skills: A Case Study at a Primary School in

Terengganu, Malaysia. *International Journal of Academic Research in Progressive Education and Development*, 7(2), 45–63. https://doi.org/10.6007/ijarped/v7-i2/4120

