

REFERENCES

- Abidah, A., Hidaayatullaah, H. N., Simamora, R. M., Fehabutar, D., & Mutakinati, L. (2020). The impact of covid-19 to Indonesian education and its relation to the philosophy of “merdeka belajar.” *Studies in Philosophy of Science and Education*, 1(1), 38–49. <https://doi.org/10.46627/sipose.v1i1.9>
- Aduba, D. E., & Mayowa-Adebara, O. (2022). Online platforms used for teaching and learning during the covid-19 Era: The case of LIS students in Delta State university, Abraka. *International Information and Library Review*, 54(1), 17–31. <https://doi.org/10.1080/10572317.2020.1869903>
- Ahmad, Z., & Inayat, H. (2014). Effect of learning approaches on student’s academic achievement. *Proc. 8th International Conference on Recent Advances in Statistics Lahore, February*, 295–304. <https://doi.org/10.13140/2.1.2245.3768>
- Alkhateeb, M. A., & Milhem, O. A. Q. B. (2020). Student’s concepts of and approaches to learning and the relationships between them. *Cakrawala Pendidikan*, 39(3), 620–632. <https://doi.org/10.21831/cp.v39i3.33277>
- Allo, M. D. G. (2020). Is the online learning good in the midst of covid-19 pandemic? The case of EFL learners. *Jurnal Sinestesia*, 10(1), 1–10.
- Almusharraf, N. M., & Khahro, S. H. (2020). Students’ satisfaction with online learning experiences during the covid-19 pandemic. *International Journal of Emerging Technologies in Learning*, 15(21), 246–267. <https://doi.org/10.3991/ijet.v15i21.15647>
- Annansingh, F. (2019). Mind the gap: Cognitive active learning in virtual learning environment perception of instructors and students. *Education and Information Technologies*, 24(6), 3669–3688. <https://doi.org/10.1007/s10639-019-09949-5>
- Arini, A., & Malik, R. (2019). The relationship between learning approaches and learning achievement in students of the faculty of medicine, Tarumanagara University batch 2014. *Tarumanagara Medical Journal*, 1(2), 254–258.
- Arung, F. (2016). Language Acquisition and Learning on Children. *Journal of English Education*, 1(1), 1–9. <https://doi.org/https://doi.org/10.31327/jee.v1i1.76>

- Astika, Gusti; Sumakul, D. T. Y. . (2019). Students' profiles through learning approaches using Biggs' study process questionnaire. *English Language Teaching and Research Journal*, 3(1), 46–54.
- Beyaztaş, D. I., & Senemoğlu, N. (2015). Learning approaches of successful students and factors affecting their learning approaches. *Education and Science*, 40(179), 193–216. <https://doi.org/10.15390/EB.2015.4214>
- Biggs, J. B. (1987). Student approaches to learning and studying. In *Australian Council for Educational Research*. https://doi.org/10.1007/978-1-4419-1428-6_652
- Biggs, J. B. (1988). Assessing student approaches to learning. *Australian Psychologist*, 23(2), 197–206. <https://doi.org/10.1080/00050068808255604>
- Biggs, J. B. (1989). Approaches to the enhancement of tertiary teaching. *Higher Education Research & Development*, 8(1), 7–25. <https://doi.org/10.1080/0729436890080102>
- Biggs, J. B. (1999). What the student does: Teaching for enhanced learning. *International Journal of Phytoremediation*, 21(1), 57–75. <https://doi.org/10.1080/0729436990180105>
- Biggs, J. B., Kember, D., & Leung, D. Y. P. (2001). The revised two-factor study process questionnaire: R-SPQ-2F. *British Journal of Educational Psychology*, 71, 133–149. <https://doi.org/10.4324/9781410605986-4>
- Bobé, B. J., & Cooper, B. J. (2017). The effect of language proficiency on approaches to learning and satisfaction of undergraduate accounting students. *Accounting Education*, 28(2), 149–171. <https://doi.org/10.1080/09639284.2017.1396481>
- Bramianto Setiawan, V. I. (2020). Covid-19 pandemic: The influence of full-online learning for elementary school in rural areas. *Jurnal Pendidikan Sekolah Dasar*, 6(2), 114–123.
- Chan, A. K. M., Botelho, M. G., & Lam, O. L. T. (2021). The relation of online learning analytics, approaches to learning and academic achievement in a clinical skills course. *European Journal of Dental Education*, 25(3), 442–450. <https://doi.org/10.1111/eje.12619>
- Creswell, J. W. (2012). *Educational research: Planning, conducting, and*

evaluating quantitative and qualitative research (4th ed.): Vol. 4th editio.
Person Education.

Creswell, J. W. (2014). *Research design qualitative, quantitative, and mixed methods approaches (4th ed.): Vol. 4th editio.* Perason Education.

DeDecker, S., Clemmer, R., Gordon, K., & Vale, J. (2020). How do engineering students react to memorization vs. problem analysis questions on exams? *Proceedings of the Canadian Engineering Education Association (CEEA)*, 1–6. <https://doi.org/10.24908/pceea.vi0.14172>

Dhawan, S. (2020). Online Learning: A Panacea in the Time of COVID-19 Crisis. *Journal of Educational Technology Systems*, 49(1), 5–22. <https://doi.org/10.1177/0047239520934018>

Ellis, R. A., & Bliuc, A. M. (2019). Exploring new elements of the student approaches to learning framework: The role of online learning technologies in student learning. *Active Learning in Higher Education*, 20(1), 11–24. <https://doi.org/10.1177/1469787417721384>

Eneau, J., & Develotte, C. (2012). Working together online to enhance learner autonomy: Analysis of learners' perceptions of their online learning experience. *ReCALL*, 24(1), 3–19. <https://doi.org/10.1017/S0958344011000267>

Entwistle, N., & Ramsden, P. (1983). *Understanding student learning*. <https://doi.org/10.4324/9781315718637>

Fear, W. J., & Erikson-Brown, A. (2014). Good quality discussion is necessary but not sufficient in asynchronous tuition: A brief narrative review of the literature. *Journal of Asynchronous Learning Network*, 18(2), 1–8. <https://doi.org/10.24059/olj.v18i2.399>

Febrianto, P. T., Mas'udah, S., & Megasari, L. A. (2020). Implementation of online learning during the covid-19 pandemic on Madura island, Indonesia. *International Journal of Learning, Teaching and Educational Research*, 19(8), 233–254. <https://doi.org/10.26803/ijlter.19.8.13>

Gan, Z., Liu, F., & Yang, C. C. R. (2017). Assessment for learning in the Chinese context: Prospective EFL teachers' perceptions and their relations to learning approach. *Journal of Language Teaching and Research*, 8(6), 1126–1134.

<https://doi.org/10.17507/jltr.0806.13>

- Gasevic, D., Jovanovic, J., Pardo, A., & Dawson, S. (2017). Detecting learning strategies with analytics: Links with self-reported measures and academic performance. *Journal of Learning Analytics*, 4(2), 113–128. <https://doi.org/10.18608/jla.2017.42.10>
- Gwizdka, J., & Bilal, D. (2017). Analysis of children's queries and click behavior on ranked results and their thought processes in Google search. *CHIIR 2017 - Proceedings of the 2017 Conference Human Information Interaction and Retrieval*, 377–380. <https://doi.org/10.1145/3020165.3022157>
- Hermanto, Y. B., & Srimulyani, V. A. (2021). The challenges of online learning during pandemic. *Jurnal Pendidikan Dan Pengajaran*, 54(1), 46–57. <https://doi.org/10.31294/w.v13i1.9759>
- Hermasari, B. K., Wardani, E. K., & Sunggoro, A. J. (2019). Association between perception of clinical learning environments and learning approach on clerkship students of medical faculty. *Jurnal Pendidikan Kedokteran Indonesia: The Indonesian Journal of Medical Education*, 8(1), 25. <https://doi.org/10.22146/jpki.44872>
- Herrmann, K. J., McCune, V., & Bager-Elsborg, A. (2017). Approaches to learning as predictors of academic achievement: Results from a large scale, multi-level analysis. *Högre Utbildning*, 7(1), 29–42. <https://doi.org/10.23865/hu.v7.905>
- Hiltz, S. R., & Turoff, M. (2005). Education goes digital: The evolution of online learning and the revolution in higher education. *Communications of the ACM*, 48(10), 59–64. <https://doi.org/10.1145/1089107.1089139>
- Hulreski, M., Syatriana, E., & Ardiana, A. (2020). An investigation of deep and surface learning approach towards English vocabulary acquisition of EFL students. *Middle Eastern Journal of Research in Education and Social Sciences*, 1(1), 15–26. <https://doi.org/10.47631/mejress.v1i1.5>
- Hussin, F., Hamed, S., & Jam, S. M. (2017). Approaches to learning of engineering students: Deep or surface. *International Academic Research Journal of Social Science*, 3(1), 122–127.
- Ilhan Beyaztas, D., & Metin, E. N. (2019). Learning approaches, self-regulation

skills, learning strategies of gifted students and factors affecting their learning characteristics. *International Online Journal of Educational Sciences*, 11(5). <https://doi.org/10.15345/iojes.2019.05.008>

Jabbar Alkubaisi, G. A. A., Al-Saifi, N. S., Al-Shidi, A. R., & Al-Shukaili, Z. S. (2021). The quality of selected online learning platforms and their effect on education in the sultanate of Oman. *Education Research International*, 2021. <https://doi.org/10.1155/2021/2570377>

Jonsdottir, G. A. (2001). Context effects in social surveys: A study of question order effects. In *ProQuest* (Issue October). http://easyaccess.lib.cuhk.edu.hk/login?url=http://search.proquest.com/docview/301658985?accountid=10371%5Cnhttp://findit.lib.cuhk.edu.hk/852cuhk/?url_ver=Z39.882004&rft_val_fmt=info:ofi/fmt:kev:mtx:dissertation&genre=dissertations+%26+theses&sid=ProQ:Pr

Justicia, F., Pichardo, M., Cano, F., Berbén, A., & La Fuente, J. DE. (2008). The revised two-factor study process questionnaire (R-SPQ-2F): Exploratory and confirmatory factor analyses at item level. *European Journal of Psychology of Education*, XXIII(3), 355–372.

Kamil, D. (2021). Do conceptions of Learning predict language learning strategies? Evidence from Indonesian EFL learners. *Indonesian Research Journal in Education |IRJE|*, 5(2), 479–495. <https://doi.org/10.22437/irje.v5i2.16468>

Keiler, L. S. (2018). Teachers' roles and identities in student-centered classrooms. *International Journal of STEM Education*, 5(1). <https://doi.org/10.1186/s40594-018-0131-6>

Lee, D. K., In, J., & Lee, S. (2015). Standard deviation and standard error of the mean. *Korean Journal of Anesthesiology*, 68(3), 220–223. <https://doi.org/10.4097/kjae.2015.68.3.220>

Lin, E. Z. F., & Lin, C. H. (2015). The effect of teacher-student interaction on students' learning achievement in online tutoring environment. *International Journal of Technical Research and Applications*, 22(22), 19–22. www.ijtra.com

Lindblom-Ylänne, S., Parpala, A., & Postareff, L. (2019). What constitutes the

- surface approach to learning in the light of new empirical evidence? *Studies in Higher Education*, 44(12), 2183–2195.
<https://doi.org/10.1080/03075079.2018.1482267>
- Liu, Q., Du, X., Zhao, S., Liu, J., & Cai, J. (2019). The role of memorization in students' self-reported mathematics learning: A large-scale study of Chinese eighth-grade students. *Asia Pacific Education Review*, 20(3), 361–374.
<https://doi.org/10.1007/s12564-019-09576-2>
- Ma, E. T., Borsa, T., Şehit, İ., Sami, U., Anadolu, Ş., & Mersin, T. (2019). Integrating 4C skills of 21st century into 4 language skills in EFL classes. *International Journal of Education and Research*, 7(11), 113–124.
- Mahyoob, M. (2020). Challenges of e-learning during the covid-19 pandemic experienced by EFL learners. *Arab World English Journal*, 11(December), 351–362.
- Marton, F., & Saljo, R. (1976). On qualitative differences in learning: I-outcome and process. *British Journal of Educational Psychology*, 46(1), 4–11.
<https://doi.org/10.1111/j.2044-8279.1976.tb02980.x>
- McGrew, S. (2020). Learning to evaluate: An intervention in civic online reasoning. *Computers and Education*, 145, 103711.
<https://doi.org/10.1016/j.compedu.2019.103711>
- Meeks, M. D., Williams, F., Knotts, T. L., & James, K. D. (2013). Deep vs . surface learning : An empirical test of generational differences. *International Journal of Education and Research*, 1(8), 1–16. www.ijern.com
- Mel, B. N. (2021). *Deep vs . surface learning : A study Among DTP3 thermodynamics students in Politeknik Kuching Sarawak*. 3(1), 25–32.
- Mike Okmawati. (2020). The use of Google classroom during pandemic. *Journal of English Language Teaching*, 9(2), 438–443.
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: An expanded sourcebook* (2nd ed.). Sage Publications, Inc.
- Mulyani, E. R., Suherdi, D., & Sundayana, W. (2020). Indonesia Islamic senior high school students' English learning conceptions and strategies. *Indonesian Journal of Applied Linguistics*, 9(3), 572–579.
<https://doi.org/10.17509/ijal.v9i3.23207>

- Niño-Zarazúa, M. A. (2012). Quantitative analysis in social sciences: A brief introduction for non-economists. *SSRN Electronic Journal*, May 2012. <https://doi.org/10.2139/ssrn.2066058>
- Nurhayati, F. K., & Samiati, S. (2018). Teachers perceptions toward the implementation of curriculum 2013. *2nd English Language and Literature International Conference (ELLiC)*, 2, 86–97.
- Permaloff, A. (1983). [Review of the book : Empirical theory and methodology]. *The American Political Science Review*, 77(4), 1133.
- Qureshi, S. S., & Larson, A. H. (2021). *Factors Influencing Medical Students ' Learning Approach in Qatar*. 1–11.
- Rachmatullah, A., & Ha, M. (2019). Indonesian and Korean high school student's disparities in science learning orientations: An approach to multi-group structural equation modeling. *Asia-Pacific Science Education*, 5(1), 1–17. <https://doi.org/10.1186/s41029-019-0048-5>
- Rahayu, R. P., & Wirza, Y. (2020). Teachers' perception of online learning during pandemic covid-19. *Jurnal Penelitian Pendidikan*, 20(3), 392–406. <https://doi.org/10.17509/jpp.v20i3.29226>
- Ryan, R. M., & Deci, E. L. (2000). Intrinsic and extrinsic motivations: Classic definitions and new Directions. *Contemporary Educational Psychology*, 25(1), 54–67. <https://doi.org/10.1006/ceps.1999.1020>
- Sanoto, H. (2021). Online learning management in the covid-19 pandemic era. *Journal of Education, Teaching, and Learning*, 6(1), 47–52.
- Santosa, Made Hery; Ratminingsih, Ni Made; Adnyani, L. D. S. (2021). Students' learning approaches in the EFL emergency online learning context. *JEELS (Journal of English Education and Linsguistics Studies)*, 8(2), 185–218.
- Santosa, M. H. (2017). Learning approaches of Indonesian EFL gen Z students in a flipped learning context. *Journal on English as a Foreign Language*, 7(2), 183. <https://doi.org/10.23971/jefl.v7i2.689>
- Senko, C., Hama, H., & Belmonte, K. (2013). Achievement goals, study strategies, and achievement: A test of the “learning agenda” framework. *Learning and Individual Differences*, 24(December), 1–10. <https://doi.org/10.1016/j.lindif.2012.11.003>

- Septianasari, L., Huznatul, F., & Baihaqi, Y. (2019). Mother tongue issues and challenge in learning English as foreign language. *International Journal of Indonesian Education and Teaching*, 3(2), 204–214.
- Supriyatno, Triyo; Susilawati, Samsul; Hassan, A. (2020). E-learning development in improving students' critical thinking ability. *Cypriot Journal of Educational Sciences*, 15(5), 1117–1127. <https://doi.org/10.18844/CJES.V15I5.5154>
- Takase, M., & Yoshida, I. (2021). The relationships between the types of learning approaches used by undergraduate nursing students and their academic achievement: A systematic review and meta-analysis. *Journal of Professional Nursing*, 37(5), 836–845. <https://doi.org/10.1016/j.profnurs.2021.06.005>
- Tolga, E., & Emrah, O. (2018). An investigation of learning approaches and language learning strategies: Are they related? *European Journal of Education Studies*, 4(1), 91–101. <https://doi.org/10.5281/zenodo.1320506>
- Turdjai. (2016). Effect of learning approach on student learning outcomes. *Triadik*, 15(2), 17–29. <https://ejournal.unib.ac.id/index.php/triadik/article/download/2865/1373>
- Van Laar, E., Van Deursen, A. J. A. M., Van Dijk, J. A. G. M., & De Haan, J. (2020). Determinants of 21st-century skills and 21st-century digital skills for workers: A systematic literature review. *SAGE Open*, 10(1). <https://doi.org/10.1177/2158244019900176>
- Warsah, I., Morganna, R., Uyun, M., Hamengkubuwono, H., & Afandi, M. (2021). The impact of collaborative learning on learners' critical thinking skills. *International Journal of Instruction*, 14(2), 443–460. <https://doi.org/10.29333/iji.2021.14225a>
- Wijaya, C., Ananda, R., & Baskoro, A. (2021). Contribution of independent learning and learning motivation to learning outcomes of Islamic religious education students of state senior high school 1 Sei Rampah. *Budapest International Research and Critics Institute (BIRCI-Journal) : Humanities and Social Sciences*, 5224–5233. <http://bircu-journal.com/index.php/birci/article/view/2313>

- Winje, Ø., & Løndal, K. (2020). Bringing deep learning to the surface: A systematic mapping review of 48 years of research in primary and secondary education. *Nordic Journal of Comparative and International Education (NJCIE)*, *4*(2), 25–41.
- Wiraningsih, P., & Santosa, M. H. (2020). EFL teachers' challenges in promoting learner autonomy in the 21st-century learning. *Journal on English as a Foreign Language*, *10*(2), 290–314. <https://doi.org/10.23971/jefl.v10i2.1881>
- Yang, X., Leung, F., & Zhang, S. (2019). Junior secondary school students' conceptions of and approaches to learning mathematics and their relationships in mainland China. *Sustainability*, *11*(9). <https://doi.org/10.3390/su11092476>
- Yueying, N., & Xiaodong, Z. (2016). Deep learning in effective English teaching strategy of senior high school of foreign language. *Atlantis Press, Ieesasm*, 1281–1285.

