# REFERENCES

Afrilyasanti, R., Cahyono, B. Y., & Astuti, U. P. (2017). Indonesian EFL students' perceptions on the implementation of online classroom model. *Journal of Language Teaching and Research*, *8*(3), 476–484. https://doi.org/10.17507/jltr.0803.05

Aji, W. K., Ardin, H., & Arifin, M. A. (2020). Blended learning during pandemic corona virus: Teachers' and students' perceptions. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, *8*(2), 632–646. https://doi.org/10.24256/ideas.v8i2.1696

Alrajafi, G. (2021). The use of English in Indonesia: Status and influence. *SIGEH ELT : Journal of Literature and Linguistics*, *1*(1), 1–10. https://doi.org/10.36269/sigeh.v1i1.355

Anwar, I. W., & Wahid, J. H. (2021). Learners' perception on online learning implementation during COVID-19 pandemic. *Journal of Languages and Language Teaching*, *9*(2), 126. https://doi.org/10.33394/jollt.v9i2.3576

Appleton-Knapp, S. L., & Krentler, K. A. (2006). Measuring student expectations and their effects on satisfaction: The importance of managing student expectations. *Journal of Marketing Education*, *28*(3), 254–264. https://doi.org/10.1177/0273475306293359

Ariawan, S. (2021). Perception and expectation of EFL students on ideal online learning: A survey study in an Indonesian islamic higher education. *International Journal of English and Applied Linguistics (IJEAL)*, *1*(3), 250–257. https://doi.org/10.47709/ijeal.v1i3.1241

Ataizi, M., & Komur, İ. A. (2021). Teaching writing skills in EFL classes with blending learning. *Journal of Educational Technology and Online Learning*, *4*(4). https://doi.org/10.31681/jetol.932682

Ayu, M. (2020). Online learning: Leading e-learning at higher education. *The Journal of English Literacy Education: The Teaching and Learning of English as a Foreign Language*, *7*(1), 47–54. https://doi.org/10.36706/jele.v7i1.11515

Balasubramanian, K., Jaykumar, V., & Fukey, L. N. (2014). A study on "Student preference towards the use of Edmodo as a learning platform to create responsible learning environment". *Procedia - Social and Behavioral Sciences*, *144*, 416–422. https://doi.org/10.1016/j.sbspro.2014.07.311

Baloran, E. T., Hernan, J. T., & Taoy, J. S. (2021). Course satisfaction and student engagement in online learning amid COVID-19 pandemic: A structural equation model. *Turkish Online Journal of Distance Education*, *22*(4), 1–12. https://doi.org/10.17718/tojde.1002721

Basith, A., Rosmaiyadi, R., Triani, S. N., & Fitri, F. (2020). Investigation of online learning satisfaction during COVID-19: In relation to academic achievement. *Journal of Educational Science and Technology (EST)*, *6*(3), 265–275.

https://doi.org/10.26858/est.v1i1.14803

Basuony, M. A. K., EmadEldeen, R., Farghaly, M., El-Bassiouny, N., & Mohamed, E. K. A. (2020). The factors affecting student satisfaction with online education during the COVID-19 pandemic: an empirical study of an emerging Muslim country. *Journal of Islamic Marketing*, *12*(3), 631–648. https://doi.org/10.1108/JIMA-09-2020-0301

Bolliger, D. U., & Martindale, T. (2004). Key factors for determining students satisfaction in online courses. *International Journal on E-Learning*, 61–67. https://doi.org/10.5771/9783845279893-1090-1

Cahapay, M. B. (2020). Rethinking education in the new normal post-COVID-19 era: A curriculum studies perspective. *Aquademia*, *4*(2), ep20018. https://doi.org/10.29333/aquademia/8315

Cakrawati, L. M. (2017). Students' perception on the use of online learning platforms in EFL classroom. *English Language Teaching and Technology Journal (ELT-Tech Journal)*, *1*(1), 22–30. http://ejournal.upi.edu/index.php/ELTTech/article/view/9428%0Ahttps://ejournal.undiksha.ac.id/index.php/JPBI/article/view/38289

Carliner, S. (2004). *An overview of online learning* (Second Edi). HRD PRESS.

Churiyah, M., Sholikhan, S., Filianti, F., & Sakdiyyah, D. A. (2020). Indonesia education readiness conducting distance learning in COVID-19 pandemic situation. *International Journal of Multicultural and Multireligious Understanding*, *7*(6), 491. https://doi.org/10.18415/ijmmu.v7i6.1833

Dastidar, S. G. (2021). The impact of students' perceptions of online learning environments on students' satisfaction in the context of COVID-19 pandemic. *Studies in Learning and Teaching*, *2*(3), 61–72. https://doi.org/10.46627/silet.v2i3.84

DeVellis, R. F. (2017). Scale development theory and applications (Fourth edition robert). *SAGE Publication*, *4*, 256.

Dios, M. T. C., & Charlo, J. C. P. (2021). Face-to-Face vs E-learning models in the COVID-19 era: Survey research in a Spanish university. *Education Sciences*, *11*(6). https://doi.org/10.3390/educsci11060293

Dwinaya, L., & Ramdan, A. H. (2021). Students' satisfaction with testing methods provided by Moodle-based learning management system: A survey in general English 2 classes in a private higher education institution in Bandung, Indonesia. *Journal Sastra Studi Ilmiah Sastra*, *11*(1), 67–76.

Etikan, I., Musa, S. A., & Alkassim, R. S. (2016). Comparison of convenience sampling and purposive sampling. *American Journal of Theoretical and Applied Statistics*, *5*(1), 1. https://doi.org/10.11648/j.ajtas.20160501.11

Faize, F. A., & Nawaz, M. (2020a). Evaluation and improvement of students' satisfaction in online learning during COVID-19. *Open Praxis*, *12*(4), 495. https://doi.org/10.5944/openpraxis.12.4.1153

Faize, F. A., & Nawaz, M. (2020b). Evaluation and improvement of students' satisfaction in online learning during COVID-19. *Open Praxis*. https://doi.org/10.3316/informit.620310264783188

Famularsih, S. (2020). Students ' experiences in using online learning applications due to COVID-19 in English classroom. *Studies in Learning and Teaching*, *1*(2), 112–121.

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

Fuad, M., Ariyani, F., Suyanto, E., & Shidiq, A. S. (2020). Exploring teachers' tpck: Are Indonesian language teachers ready for online learning during the COVID-19 outbreak? *Universal Journal of Educational Research*, *8*(11B), 6091–6102. https://doi.org/10.13189/ujer.2020.082245

García-Aracil, A. (2009). European graduates' level of satisfaction with higher education. *Journal of Higher Education*, *57*(1), 1–21.

Geith, C., & Vignare, K. (2008). Access to education with online learning and open educational resources: Can they close the gap? *Online Learning*, *12*(1), 105–126. https://doi.org/10.24059/olj.v12i1.39

Giatman, M., Siswati, S., & Basri, I. Y. (2020). Online learning quality control in the pandemic COVID-19 era in Indonesia. *Journal of Nonformal Education*, *6*(2), 168–175. https://journal.unnes.ac.id/nju/index.php/jne

Gopal, R., Singh, V., & Aggarwal, A. (2021). Impact of online classes on the satisfaction and performance of students during the pandemic period of COVID 19. *Education and Information Technologies*, *26*(6), 6923–6947. https://doi.org/10.1007/s10639-021-10523-1

Gregory, R. J. (2014). Psychological testing: History, principles and applications seventh edition. In *Pearson Education*.

Guerriero, S. (2014). Teachers' pedagogical knowledge and the teaching profession. *Teaching and Teacher Education*.

Guo, C., Xu, Z., Fang, C., & Qin, B. (2022). China survey report on the online learning status of high schools during the COVID-19 pandemic. *ECNU Review of Education*, 1–13. https://doi.org/10.1177/20965311221089671

Gustriani, A., & Hamzah. (2021). English undergraduate students' expectation of online learning for english speaking skill. *Proceedings of the Eighth International Conference on English Language and Teaching (ICOELT-8 2020)*, *579*, 29–33. https://doi.org/10.2991/assehr.k.210914.006

Hendrawaty, N., Angkarini, T., & Retnomurti, A. B. (2021). EFL undergraduate students ' perceptions of online learning applications during the COVID-19 outbreak. *Jurnal Pendidikan Dan Pengajaran*, *54*(1), 110–119. https://doi.org/http://dx.doi.org/10.23887/jpp.v54i1

Hermans, R., Tondeur, J., van Braak, J., & Valcke, M. (2008). The impact of primary school teachers' educational beliefs on the classroom use of computers. *Computers and Education*, *51*(4), 1499–1509. https://doi.org/10.1016/j.compedu.2008.02.001

Hermawan, D. (2021). The rise of E-Learning in COVID-19 pandemic in private university: Challenges and opportunities. *IJORER : International Journal of Recent Educational Research*, *2*(1), 86–95. https://doi.org/10.46245/ijorer.v2i1.77

Hofstede, G. (1986). Cultural difference in teaching and learning. *International Journal of Intercultural Relations*, *10*, 301–320.

Ihsan, H. (2016). Validitas isi alat ukur penelitian konsep dan panduan penilaiannya. *PEDAGOGIA Jurnal Ilmu Pendidikan*, *13*(2), 266. https://doi.org/10.17509/pedagogia.v13i2.3557

Irza, Y. (2021). The challenges of online learning during pandemic: Students' voice. *Wanastra: Jurnal Bahasa Dan Sastra*, *13*(1), 8–13. https://ejournal.bsi.ac.id/ejurnal/index.php/wanastra/article/view/9759

Kanık, M. (2021). Students' perception of and engagement in reactive online education provided during the COVID-19 pandemic. *International Online Journal of Education and Teaching (IOJET)*, *8*(2), 2148–2225.

Kimura, N., & Farrer, J. (2020). Online learning during the COVID-19 pandemic: Social interaction and its impacts on student satisfaction. *Universal Journal of Educational Research*, 1–16.

Krstić, S. V. M., & Radulović, L. R. M. (2021). Evaluating distance education in Serbia during the COVID-19 pandemic. *Problems of Education in the 21st Century*, *79*(3), 467–484. https://doi.org/10.33225/pec/21.79.467

Lauder, A. (2008). The status and function of English in Indonesia: A review of key factors. *Makara Human Behavior Studies in Asia*, *12*(1), 9. https://doi.org/10.7454/mssh.v12i1.128

Malinovski, T., Lazarova, M., & Trajkovik, V. (2012). Learner-content interaction in distance learning models: Students' experience while using learning management systems. *International Journal of Innovation in Education*, *1*(4), 362. https://doi.org/10.1504/ijiie.2012.052737

Manurung, G. N., Manurung, K., Mertosono, S. R., & Kamaruddin, A. (2020). Perceptions of EFL learners in the implementation of blended learning post-natural disaster at a university in Indonesia. *Theory and Practice in Language Studies*, *10*(8), 959–968. https://doi.org/http://dx.doi.org/10.17507/tpls.1008.15

Masitoh, F., & Sufirmansyah. (2022). Google classroom application in blended learning: Indonesian EFL learners' perception. *Edulink : Education and Linguistics Knowledge Journal*, *4*(1), 1. https://doi.org/10.32503/edulink.v4i1.2378

Melvina, Lengkanawati, N. S., Wirza, Y., Alicia, D., & Yulmiati. (2021). *EFL learners' view on online learning implementation during COVID-19 outbreaks*. *513*, 351–357. https://doi.org/10.2991/assehr.k.201230.130

Miles, M. B., & Huberman, A. M. (1994). Qualitative data analysis. In *SAGE Publication* (Second Edi, pp. 1–337).

Moore, M. G. (1989). Three types of interaction. *Educational Technology for Learning*, *3*.

Moore, M. G., & Anderson, W. G. (2003). Handbook of distance education. In *Choice Reviews Online* (Vol. 41, Issue 02). https://doi.org/10.5860/choice.41-1050

Moore, M. G., & Kearsley, G. (1996). *Distance education: A system view of online learning* (Third Edit). Wadsworth Cencage Learning.

Muthuprasad, T., Aiswarya, S., Aditya, K. S., & Jha, G. K. (2021). Students' perception and preference for online education in India during COVID -19 pandemic. *Social Sciences & Humanities Open*, *3*(1), 100101. https://doi.org/10.1016/j.ssaho.2020.100101

Naaj, M. A., Nachouki, M., & Ankit, A. (2012). Evaluating student satisfaction with blended learning in a gender-segregated environment. *Journal of Information Technology Education:Research*, *11*(1), 185–200. https://doi.org/10.28945/1692

Nashir, M., & Laili, R. N. (2021). English teachers' perception toward the switch from offline to online teaching during lockdown in the midst of COVID-19 outbreak. *Edukatif : Jurnal Ilmu Pendidikan*, *3*(2), 250–260. https://doi.org/10.31004/edukatif.v3i2.287

Ngafif, A. (2021). *Online learning perception during COVID-19 pandemic*. *10*(1), 75–82.

Ngo, J., Budiyono, Y., & Ngadiman, A. (2021). Investigating student satisfaction in remote online learning settings during COVID-19 in Indonesia. *Journal of International and Comparative Education*, *10*(2), 73–95. https://doi.org/10.14425/jice.2021.10.2.0704

Nie, T., & Hu, J. (2018). *EFL students satisfaction with the college English education in the MOOC: An empirical study*. *182*(Iceemr), 92–95. https://doi.org/10.2991/iceemr-18.2018.19

Nihayati, A., & Indriani, L. (2021). EFL students' perspective on WhatsApp as media of online teaching and learning in COVID-19 pandemic. *Journal of Research on Language Education*, *2*(1), 44. https://doi.org/10.33365/jorle.v2i1.898

Olbata, Y., Fatmawati, R., & Tiran, Y. (2022). Is it enjoying or burdening? students perceptions on home learning and online learning. *Wiralodra English Journal*, *6*(1), 62–73. https://doi.org/10.31943/wej.v6i1.163

Oluwatayo, J. A. (2012). Validity and reliability issues in educational research.

*Journal of Educational and Social Research*, *2*(May), 391–400. https://doi.org/10.5901/jesr.2012.v2n2.391

Paechter, M., Maier, B., & Macher, D. (2010). Students' expectations of, and experiences in e-learning: Their relation to learning achievements and course satisfaction. *Computers and Education*, *54*(1), 222–229. https://doi.org/10.1016/j.compedu.2009.08.005

Palacio, A. B., Meneses, G. D., & Pérez, P. J. P. (2002). The configuration of the university image and its relationship with the satisfaction of students. *Journal of Educational Administration*, *40*(5), 486–505. https://doi.org/10.1108/09578230210440311

Pallant, J. (2016). *SPSS survival manual*. Open University Press.

Panesar, K., Dodson, T., Lynch, J., Bryson-Chan, C., Chew, L., & Dillon, J. (2020). Evolution of COVID-19 guidelines for university of Washington oral and maxillofacial surgery patient care. *PMC PubMed Central*, *78*(7), 1136–1146. https://doi.org/https://doi.org/10.1016%2Fj.joms.2020.04.034

Pedro, S., & Lemos, N. (2012). *Students' expectation and satisfaction in post-graduate online courses*. 568–580.

Pham, T. N., & Nguyen, G. H. (2021). An investigation of student satisfaction in an online language learning course. *International Journal of Web-Based Learning and Teaching Technologies*, *16*(5), 121–136. https://doi.org/10.4018/IJWLTT.20210901.oa7

Pinto, M. B., & Anderson, W. (2013). A little knowledge goes a long way: Student expectation and satisfaction with hybrid learning. *Journal of Instructional Pedagogies*, *10*, 1–12.

Pokhrel, S., & Chhetri, R. (2021). *A literature review on impact of COVID-19 pandemic on teaching and learning*. https://doi.org/10.1177/2347631120983481

Prasetya, T. A., Harjanto, C. T., & Setiyawan, A. (2020). Analysis of student satisfaction of E-learning using the end-user computing satisfaction method during the COVID-19 pandemic. *Journal of Physics: Conference Series*, *1700*(1). https://doi.org/10.1088/1742-6596/1700/1/012012

Pratiwi, N. M. F., Wardani, D. K., & Sangka, K. B. (2022). *Senior high school students and teachers ' perceptions of Economics online learning in Badung regency*. 276–288.

Press, I. (2006). *Patient satisfaction: Understanding and managing the experience of care* (2nd editio).

Prestiadi, D. (2020). Effectiveness of E-learning implementation as a distance learning strategy during coronavirus disease (COVID-19) pandemic. *Proceeding International Webinar on Education 2020*, *5*, 47–53. http://journal.um-surabaya.ac.id/index.php/Pro/article/view/5950

Puentedura, R. (2006). Transformation, technology, and education. *Strengthening*

*Your        District        Through        Technology*,        8. http://www.hippasus.com/rrpweblog/archives/2006_11.html

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

Rapanta, C., Botturi, L., Goodyear, P., Guàrdia, L., & Koole, M. (2020). Online university teaching during and after the COVID-19 crisis: Refocusing teacher presence and learning activity. *Postdigital Science and Education*, *2*(3), 923–945. https://doi.org/10.1007/s42438-020-00155-y

Rausch, W. A., & Levi, P. (1996). Asynchronous and synchronous cooperation. *Distributed Autonomous Robotic Systems 2*, *31*(4), 245–256. https://doi.org/10.1007/978-4-431-66942-5_22

Rawashdeh, A. Z. Al, Mohammed, E. Y., Arab, A. R. Al, Alara, M., & Al-Rawashdeh, B. (2021). Advantages and disadvantages of using E-learning in university education: Analyzing students' perspectives. *Electronic Journal of E-Learning*, *19*(2), 107–117. https://doi.org/10.34190/ejel.19.3.2168

Risten, R., & Pustika, R. (2021). Exploring students' attitude towards English online learning using Moodle during covid-19 pandemic at SMK Yadika Bandarlampung. *Journal of English Language Teaching and Learning*, *2*(1), 8–15. http://jim.teknokrat.ac.id/index.php/english-language-teaching/index

Rosayanti, N., & Hardiana, T. (2021). The aftermaths of EFL online classroom during a year of COVID-19 pandemic: Perception and score. *Journal of English Language Teaching and Linguistics*, *6*(1), 225. https://doi.org/10.21462/jeltl.v6i1.506

Saif, N. I. (2014). The effect of service quality on student satisfaction: A field study for health services administration students. *International Journal of Humanities and Social Science*, *4*(8), 172–181.

Sakina, R., Kulsum, E. M., & Syaepul Uyun, A. (2020). Integrating technologies in the new normal: A study of blended learning. *International Journal of Quantitative Research and Modeling*, *1*(4), 183–193. https://doi.org/10.46336/ijqrm.v1i4.90

Sakkir, G., Dollah, S., & Ahmad, J. (2021). E-Learning in COVID-19 situation: Students' perception. *EduLine: Journal of Education and Learning Innovation*, *1*(1), 9–15. https://doi.org/10.35877/454ri.eduline378

Salam, R., Rahmawati, S., Novita, N., Satria, H., & Rafi'i, M. (2022). Management of technology in the higher education sector in Aceh adoption and measurement during the pandemic COVID-19. *Sinkron*, *7*(1), 214–221. https://doi.org/10.33395/sinkron.v7i1.11276

Salinda Weerasinghe, I. M., Lalitha, R., Fernando, S., & ... (2017). Students' satisfaction in higher education literature review. *American Journal of Educational Research*, *5*(5), 533–539. https://doi.org/10.12691/education-5-5-9

Saroh, M., & Arifmiboy. (2022). Students' satisfaction on using WhatsApp for online learning at the fifth semester students of English education program in IAIN Bukittinggi. *Jurnal Pendidikan Tambusai*, *6*(1), 2703–2714.

Selco, J. I., & Habbak, M. (2021). STEM students' perceptions on emergency online learning during the COVID-19 pandemic: Challenges and successes. *Education Sciences*, *11*(12). https://doi.org/10.3390/educsci11120799

Shaid, N. A., Kamruzaman, F. M., & Sulaiman, N. A. (2021). Online learning during on going COVID-19 pandemic: A survey of students' satisfaction. *International Journal of Academic Research in Business and Social Sciences*, *11*(7). https://doi.org/10.6007/ijarbss/v11-i7/10557

Simamora, R. M. (2020). The challenges of online learning during the COVID-19 pandemic: An essay analysis of performing arts education students. *Studies in Learning and Teaching*, *1*(2), 86–103. https://doi.org/10.46627/silet.v1i2.38

Simatupang, M. S., & Peter, R. (2020). Redesign online learning during the pandemic of COVID-19. *The Asian ESP Journal*, 135–149.

Stein, J., & Graham, C. R. (2020). Orientation to blended teaching and learning. In *Essentials for Blended Learning*. https://doi.org/10.4324/9780203075258-7

Sulisworo, D., Wulandari, Y., Effendi, M. S., & Alias, M. (2021). Exploring the online learning response to predict students' satisfaction. *Journal of Physics: Conference Series*, *1783*(1). https://doi.org/10.1088/1742-6596/1783/1/012117

Susanti, A., & Tarmuji, A. (2016). *Techniques of optimizing WhatsApp as an instructional tool for teaching EFL writing in Indonesian senior high schools*. *4*(10), 26–31.

Syauqi, K., Munadi, S., & Triyono, M. B. (2020). Students' perceptions toward vocational education on online learning during the COVID-19 pandemic. *International Journal of Evaluation and Research in Education*, *9*(4), 881–886. https://doi.org/10.11591/ijere.v9i4.20766

Taherdoost, H. (2017). *Validity and reliability of the research instrument: How to test the validation of a questionnaire survey in a research*. *September*. https://doi.org/10.2139/ssrn.3205040

Taufik, & Alam, F. A. (2022). The survey on students' satisfaction degree towards online learning during COVID-19 pandemic condition. *Jelita*, *3*(1), 44–56. https://doi.org/10.56185/jelita.v3i1.94

Tongco, M. D. C. (2007). Purposive sampling as a tool for informant selection. *Ethnobotany Research and Applications*, *5*, 147–158. https://doi.org/10.17348/era.5.0.147-158

Topala, I., & Tomozii, S. (2014). Learning satisfaction: Validity and reliability testing for students' learning satisfaction questionnaire (SLSQ). *Procedia - Social and Behavioral Sciences*, *128*(April 2014), 380–386. https://doi.org/10.1016/j.sbspro.2014.03.175

Tümen-Akyıldız, S., Çelik, V., & Ahmed, K. H. (2021). The impact of COVID-19 pandemic on EFL classes through the lenses of secondary learners. *Shanlax International Journal of Education*, *9*(4), 389–406. https://doi.org/10.34293/education.v9i4.4210

Vagias, W. M. (2006). Likert-type scale response anchors. *Clemson International Institute for Tourism & Research Development*, 3–4.

Vuong, B. N., Tung, D. D., Hoa, N. D., Chau, N. T. N., & Tushar, H. (2020). An empirical assessment of organizational commitment and job performance: Vietnam small and medium-sized enterprises. *Journal of Asian Finance, Economics and Business*, *7*(6), 277–286. https://doi.org/10.13106/JAFEB.2020.VOL7.NO6.277

Wagiono, F., Shaddiq, S., & Junaidi, F. (2021). Implementation of blended learning during COVID-19 pandemic on civic education subjects in millenial generation era. *Edunesia : Jurnal Ilmiah Pendidikan*, *3*(1), 36–44. https://doi.org/10.51276/edu.v3i1.213

Wardany, K., Anjarwati, S., & Qulubi, M. H. (2021). Implementation of online learning model in class X of senior high school during COVID-19. *International Journal of Education & Curriculum Application*, *4*(1), 26–32.

Williams, K. C., & Williams, C. C. (2011). Five key ingredients for improving student motivation. *Res High Educ J*, *12*, 1–23. https://scholarsarchive.library.albany.edu/cgi/viewcontent.cgi?article=1000&context=math_fac_scholar

Wirantaka, A., & Fijanah, M. S. (2022). Effective use of Google Translate in writing. *Proceedings of the International Conference on Sustainable Innovation Track Humanities Education and Social Sciences (ICSIHESS 2021)*, *626*(Icsihess), 15–23. https://doi.org/10.2991/assehr.k.211227.003

Woo, K., Gosper, M., McNeill, M., Preston, G., Green, D., & Phillips, R. (2008). Web-based lecture technologies: blurring the boundaries between face-to-face and distance learning. *Alt-J*, *16*(2), 81–93. https://doi.org/10.1080/09687760802315895

Yapici, I. U., & Akbayin, H. (2012). High school students' views on blended learning. *Turkish Online Journal of Distance Education-TOJDE*, *October*, 125–139.

Yusuf, Q., Yusuf, Y. Q., Erdiana, N., & Pratama, A. R. (2018). Engaging with Edmodo to teach English writing of narrative texts to EFL students. *Problems of Education in the 21st Century*, *76*(3), 333–349. https://doi.org/10.33225/pec/18.76.333

Zainuddin, Z., & Keumala, C. M. (2018). Blended learning method within Indonesian higher education institutions. *Jurnal Pendidikan Humaniora*, *6*(2), 69–77.

Zhong, Q. M. (2018). The evolution of learner autonomy in online environments: A case study in a New Zealand context. *Studies in Self-Access Learning*