

## REFERENCES

- Abdullah, M. Y., Ghafri, H. M. H. Al, & Yahyai, K. S. H. Al. (2019). A Qualitative Study on the Best Motivational Teaching Strategies in the Context of Oman: Perspectives of EFL Teachers. *English Language Teaching*, 12(3), 57. <https://doi.org/10.5539/elt.v12n3p57>
- Adarkwah, M. A. (2021). A Strategic Approach to Onsite Learning in the Era of SARS-Cov-2. *SN Computer Science*, 2(4), 1–15. <https://doi.org/10.1007/s42979-021-00664-y>
- Agung, A. S. sugeng N., Surtikanti, M. W., & Quinones, C. A. (2020). Students' Perception of Online Learning during COVID-19 Pandemic: A Case Study on the English Students of STKIP Pamane Talino. *SOSHUM : Jurnal Sosial Dan Humaniora*, 10(2), 225–235. <https://doi.org/10.31940/soshum.v10i2.1316>
- Al-Wassia, R., Hamed, O., Al-Wassia, H., Alafari, R., & Jamjoom, R. (2015). Cultural challenges to implementation of formative assessment in Saudi Arabia: An exploratory study. *Medical Teacher*, 37(S1), S9–S19. <https://doi.org/10.3109/0142159X.2015.1006601>
- Al Alhareth, Y., & Al Dighrir, I. (2014). The Assessment Process of Pupils' Learning in Saudi Education System: A Literature Review. *American Journal of Educational Research*, 2(10), 883–891. <https://doi.org/10.12691/education-2-10-6>
- Ali, L. (2018). The Design of Curriculum, Assessment and Evaluation in Higher Education with Constructive Alignment. *Journal of Education and E-Learning Research*, 5(1), 72–78. <https://doi.org/10.20448/journal.509.2018.51.72.78>
- Aliyyah, R. R., Reza, R., Achmad, S., Syaodih, E., Nurtanto, M., Sultan, A., Riana, A., & Tambunan, 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.
- Altinsoy, E. (2023). The Impact of Virtual Field Experience during COVID 19 on Preservice English Language Teachers' Classroom Management Perceptions and Concerns. *Journal of English Teaching*, 9(1), 14–27. <https://doi.org/https://doi.org/10.33541/jet.v9i1.4227>
- Anwar, J. (2014). *Problematika Model Pembelajaran I2M3 (Interaktif, Inspiratif, Menyenangkan, Menantang, dan Memotivasi) Pada Mata Pelajaran Pendidikan Agama Islam Dalam Meningkatkan Keaktifan dan Kemandirian Peserta Didik Di SDIT Umar Bin Khattab Juwana Pati*. 3.
- Arif, Z. (2020). *Online Assessment Implemented by English Teachers at SMA Al-Islam 1 Surakarta During Pandemic COVID-19*. 1–82.

- Azhar, I. (2009). Konstruksi Pembelajaran I2M3. *Jurnal Studi Islam Madinah*, 1(1), 7–20.
- Bali, S., & Liu, M. C. (2018). Students' perceptions toward online learning and face-to-face learning courses. *Journal of Physics: Conference Series*, 1108(1), 0–7. <https://doi.org/10.1088/1742-6596/1108/1/012094>
- Creswell, J. W. (2014). Research Design : Quantitative, Qualitative and Mix Method. In *Unites States of America: Sage Publication, Inc.*
- Dagarin, M. (2004). Classroom Interaction and Communication Strategies in Learning English as a Foreign Language. *ELOPE: English Language Overseas Perspectives and Enquiries*, 1(1–2), 127–139. <https://doi.org/10.4312/elope.1.1-2.127-139>
- Education Review Office. (2007). *The collection and use of assessment information: good practice in primary schools. March.*
- Engzell, P., Frey, A., & Verhagen, M. D. (2021). Learning loss due to school closures during the COVID-19 pandemic. *Proceedings of the National Academy of Sciences of the United States of America*, 118(17). <https://doi.org/10.1073/PNAS.2022376118>
- Fitri, A., Hermansyah, H., Pratiwi, E., & Aswadijaya, A. (2021). Teacher's Strategies In Teaching Speaking During Covid-19 Pandemic. *Journal of English Education and Teaching*, 5(3), 349–367. <https://doi.org/10.33369/jeet.5.3.349-367>
- 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>
- Gonzales, R. D., & Aliponga, J. (2017). Classroom Assessment Preferences of Japanese Language Teachers in the Philippines and English Language Teachers in Japan. *SSRN Electronic Journal*, 36(1), 1–19. <https://doi.org/10.2139/ssrn.2746287>
- Guion, L. A., Diehl, D. C., & McDonald, D. (2011). Triangulation: Establishing the Validity of Qualitative Studies. *Edis*, 2011(8), 3. <https://doi.org/10.32473/edis-fy394-2011>
- Gultom, E. (2016). Assessment And Evaluation In Efl Teaching And Learning. *Proceedings of the Fourth International Seminar OnEnglish Language and Teaching*, 190–198.
- Hardan, A. A. (2013). Language Learning Strategies: A General Overview. *Procedia - Social and Behavioral Sciences*, 106, 1712–1726. <https://doi.org/10.1016/j.sbspro.2013.12.194>
- Heldawati, Y., & Wiyanah, S. (2022). Teachers' Strategies in Teaching Speaking during Pandemic at SMAN 1 Jongkong. *ELTICS (English Language Teaching and English Linguistics)*, 7(1).

- Hora, M. T., & Ferrare, J. J. (2013). A Review of Classroom Observation Techniques in Postsecondary Settings. *WCER Working Paper No. 2013-1*.
- Indarta, Y., Jalinus, N., Waskito, W., Samala, A. D., Riyanda, A. R., & Adi, N. H. (2022). Relevansi Kurikulum Merdeka Belajar dengan Model Pembelajaran Abad 21 dalam Perkembangan Era Society 5.0. *Edukatif: Jurnal Ilmu Pendidikan*, 4(2), 3011–3024. <https://doi.org/10.31004/edukatif.v4i2.2589>
- Iqbal, M. H., Siddiqie, S. A., & Mazid, M. A. (2021). Rethinking theories of lesson plan for effective teaching and learning. *Social Sciences & Humanities Open*, 4(1), 100172. <https://doi.org/10.1016/j.ssaho.2021.100172>
- Jamshed, S. (2014). Qualitative research method-interviewing and observation. *Journal of Basic and Clinical Pharmacy*, 5(4), 87. <https://doi.org/10.4103/0976-0105.141942>
- Jojob, A., & Sihotang, H. (2022). Analisis Kurikulum Merdeka dalam Mengatasi Learning Loss di Masa Pandemi Covid-19 ( Analisis Studi Kasus Kebijakan Pendidikan ). *Edukatif: Jurnal Ilmu Pendidikan*, 4(4), 5150–5161.
- Kabir, S. (2016). Methods of data collection. *AORN Journal*, 33(1). [https://doi.org/10.1016/S0001-2092\(07\)69400-9](https://doi.org/10.1016/S0001-2092(07)69400-9)
- Kawulich, B. (2012). Collecting Data Through Observation. *Doing Qualitative Research in Language Education*, May, 61–84. [https://doi.org/10.1007/978-3-030-56492-6\\_4](https://doi.org/10.1007/978-3-030-56492-6_4)
- Kementrian Pendidikan dan Kebudayaan. (2022). *Luncurkan Kurikulum Merdeka, Mendikbudristek: Ini Lebih Fleksibel*. <https://ditpsd.kemdikbud.go.id/artikel/detail/luncurkan-kurikulum-merdeka-mendikbudristek-ini-lebih-fleksibel>
- Ketabi, S., & Ketabi, S. (2014). Classroom and formative assessment in second/foreign language teaching and learning. *Theory and Practice in Language Studies*, 4(2), 435–440. <https://doi.org/10.4304/tpls.4.2.435-440>
- Kurnely, V. (2018). *Project Based Learning in English Reading Classroom (A Qualitative Case Study of Two Junior High Schools in Bogor)*. <https://doi.org/10.1016/j.gecco.2019.e00539><https://doi.org/10.1016/j.for-eco.2018.06.029>[http://www.cpsg.org/sites/cbsg.org/files/documents/Sunda Pangolin National Conservation Strategy and Action Plan.pdf](http://www.cpsg.org/sites/cbsg.org/files/documents/Sunda%20Pangolin%20National%20Conservation%20Strategy%20and%20Action%20Plan.pdf)<https://doi.org/10.1016/j.forec>
- McAlphine, M. (2013). Principles of assessment. *A Study of Doctors: Mutual Selection and the Evaluation of Results in a Training Programme for Family Doctors*, 1, 43–59. <https://doi.org/10.4324/9781315013589-11>
- Monsefi, M., & Hadidi, Y. (2015). Male and Female EFL Teachers' Politeness Strategies in Oral Discourse and their Effects on the Learning Process and Teacher-Student Interaction. *International Journal on Studies in English Language and Literature (IJSELL)*, 3(2), 1–13. [www.arcjournals.org](http://www.arcjournals.org)
- Noordin, M., & Darmi, N. (2022). Exploring ESL teachers' alternative assessment

strategies and practices in the classroom. *Journal of Language and Linguistic Studies*, 18(1), 411–426. <https://doi.org/10.52462/jlls.191>

Oranga, J., & Matere, A. (2022). Post COVID-19 education strategies: Envisaging learning in a post COVID-19 pandemic world. *Research Journal in Advanced Social Sciences*, 3(2), 67–75.

<https://doi.org/10.58256/rjass.v3i2.907>

Padmadewi, N. N., & Artini, L. P. (2019). Assessment instruments for improving English teaching skills through microteaching in Indonesia. *Asian EFL Journal*, 21(2), 49–77.

Patrinos, H. A. (2022). Learning loss and learning recovery. *DECISION*.

<https://doi.org/10.1007/s40622-022-00317-w>

Prastya, R. A. (2022). *English Teachers' Strategy in Conducting Lessons in New Normal Era After Pandemic Covid-19 at SMP N 2 Kartasura*.

Rahman, K. A., Hasan, M. K., Namaziandost, E., & Ibna Seraj, P. M. (2021).

Implementing a formative assessment model at the secondary schools: attitudes and challenges. *Language Testing in Asia*, 11(1).

<https://doi.org/10.1186/s40468-021-00136-3>

Rahmatullah, M. (2021). Education Management in the New Normal Era: A Literature Study. *Tarbawi: Jurnal Keilmuan Manajemen Pendidikan*, 7(1), 79–86. <https://doi.org/10.32678/tarbawi.v7i01.4195>. INTRODUCTION

Ratten, V. (2023). The post COVID-19 pandemic era: Changes in teaching and learning methods for management educators. *International Journal of Management Education*, 21(2), 100777.

<https://doi.org/10.1016/j.ijme.2023.100777>

Raza, K. (2018). Adapting teaching strategies to arab student needs in an EFL classroom. *Journal of Ethnic and Cultural Studies*, 5(1), 16–26.

Rojahn, J., Schroeder, S. R., & Hoch, T. A. (2007). Assessment as Learning: Using Classroom Assessment to Maximise Student Learning. *Assessment and Treatment of Child Psychopathology and Developmental Disabilities*, 2, 95–132. [https://doi.org/10.1016/S1871-1294\(07\)02003-9](https://doi.org/10.1016/S1871-1294(07)02003-9)

Salas-Rueda, R. A., Castañeda-Martínez, R., Eslava-Cervantes, A. L., & Alvarado-Zamorano, C. (2022). Teachers' Perception About MOOCs and ICT During the COVID-19 Pandemic. *Contemporary Educational Technology*, 14(1), 1–17. <https://doi.org/10.30935/cedtech/11479>

Sari, M. I., & Putri, A. A. (2022). Exploring Online Learning Tools Used by EFL Teachers during the COVID-19 Pandemic. *Journal of Foreign Language Teaching and Learning*, 7(1), 61–76. <https://doi.org/10.18196/ftl.v7i1.13407>

Sarjan, N., & Mardiana. (2017). An Analysis On The English Teachers Strategies In Teaching Reading Comprehension Smp 1 Of Wonomulyo. *ETERNAL (English, Teaching, Learning, and Reseach Journal)*, 3(2), 151–160.

Satuan Tugas Penanganan COVID-19. (2022). *Surat Edaran Nomor 18 Tahun*

2022 tentang Protokol Kesehatan Perjalanan Orang Dalam Negeri Pada Masa Pandemi COVID-19. <https://tumj.tums.ac.ir/article-1-11063-fa.html>

Son, C., Hegde, S., Smith, A., Wang, X., & Sasangohar, F. (2020). Effects of COVID-19 on college students' mental health in the United States: Interview survey study. *Journal of Medical Internet Research*, 22(9), 1–14. <https://doi.org/10.2196/21279>

Stahl, A. N., & King, J. R. (2020). Expanding approaches for research: Understanding and using trustworthiness in qualitative research. *Journal of Developmental Education*, 44(1), 1–28. <https://files.eric.ed.gov/fulltext/EJ1320570.pdf>

Suryanto, A. (2012). Konsep Dasar Penilaian dalam Pembelajaran. *Evaluasi Pembelajaran Di SD*, 5(1), 63.

Sutadji, E., Susilo, H., Wibawa, A. P., Jabari, N. A. M., & Rohmad, S. N. (2021). Adaptation strategy of authentic assessment in online learning during the covid-19 pandemic. *Journal of Physics: Conference Series*, 1810(1). <https://doi.org/10.1088/1742-6596/1810/1/012059>

Syahria, N. (2020). Teaching During Covid-19 Pandemic: What Should Educators Do To Save Nations' Educational Crisis? *Jurnal Lectio*, 1, 30–40.

Tosik, E., & Hebebcı, M. (2022). *Teachers' Usage of Technology during and After COVID-19*. December.

UNESCO. (2020). Learning never stops – tell UNESCO how you are coping with COVID-19 school closures. *En.Unesco.Org*, April 2020. <https://en.unesco.org/news/learning-never-stops-tell-unesco-how-you-are-coping-covid-19-school-closures-0>

Wei, L. (2010). Formative Assessment: Opportunities and Challenges. *Journal of Language Teaching and Research*, 1(6), 838–841. <https://doi.org/10.4304/jltr.1.6.838-841>

Widiastuti, I. A. M. S., Mukminatien, N., Prayogo, J. A., & Irawati, E. (2020). Dissonances between teachers' beliefs and practices of formative assessment in EFL classes. *International Journal of Instruction*, 13(1), 71–84. <https://doi.org/10.29333/iji.2020.1315a>

Wiliam, D. (2011). What is assessment for learning? *Studies in Educational Evaluation*, 37(1), 3–14. <https://doi.org/10.1016/j.stueduc.2011.03.001>

Wilkinson, D., & Birmingham, P. (2003). Using Research Instruments: A Guide For Researchers. In *Jurnal Akademik Universitas Asia Timur* (Vol. 4, Issue 1).

Yambi, T. A. C. (2018). Assessment and Evaluation in Education. <https://www.researchgate.net/publication/342918149>, July, 1–9.

Yulianto, D., & Mujtahid, N. M. (2021). Online Assessment during Covid-19 Pandemic: EFL Teachers' Perspectives and Their Practices. *JET (Journal of*

*English Teaching*), 7(2), 229–242. <https://doi.org/10.33541/jet.v7i2.2770>

Zeide, E., & Nissenbaum, H. (2018). Learner Privacy in MOOCs and Virtual Education. *Theory and Research in Education*, 16(3), 280–307. <https://doi.org/10.1177/1477878518815340>

Zhang, L. J., Thomas, N., & Qin, T. L. (2019). Language learning strategy research in system: Looking back and looking forward. *System*, 84, 87–92. <https://doi.org/10.1016/j.system.2019.06.002>