

## REFERENCES

- Aguliera, E., & Nightengale-Lee, B. (2020). Emergency remote teaching across urban and rural contexts: Perspectives on educational equity. *Information and Learning Science*, 121(5–6), 461–468. <https://doi.org/10.1108/ILS-04-2020-0100>
- Ahmad, J. (2012). English language teaching (ELT) and integration of media technology. *Procedia - Social and Behavioral Sciences*, 47(Balaaco 1996), 924–929. <https://doi.org/10.1016/j.sbspro.2012.06.758>
- Atmojo, A. E. P., & Nugroho, A. (2020). EFL classes must go online! teaching activities and challenges during covid-19 pandemic in indonesia. *Register Journal*, 13(1), 49–76. <https://doi.org/10.18326/rgt.v13i1.49-76>
- Aydin, C. H., & Tasci, D. (2005). International forum of educational technology & society measuring readiness for e-learning: Reflections from an emerging country. *Journal of Educational Technology and Society*, 8(4), 244–257.
- Baran, E., Correia, A. P., & Thompson, A. (2011). Transforming online teaching practice: Critical analysis of the literature on the roles and competencies of online teachers. *Distance Education*, 32(3), 421–439. <https://doi.org/10.1080/01587919.2011.610293>
- Besser, A., Flett, G. L., & Zeigler-Hill, V. (2020). Adaptability to a sudden transition to online learning during the COVID-19 pandemic: Understanding the challenges for students. *Scholarship of Teaching and Learning in Psychology*. <https://doi.org/10.1037/stl0000198>
- Bozkurt, A., & Sharma, Ramesh, C. (2020). Emergency remote teaching in a time of global crisis due to corona virus pandemic. *Asian Journal of Distance Education*, 15(1), 1–6.
- Budi Santoso, T. N., Siswandari, S., & Sawiji, H. (2018). The effectiveness of e-book versus printed books in the rural schools in indonesia at the modern learning era. *International Journal of Educational Research Review*, 3(4), 77–84. <https://doi.org/10.24331/ijere.453512>
- Champa, R. A., Rochsantiningsih, D., & Kristiana, D. (2019). Teachers' readiness indicators on ICT integration into their teaching. *Budapest International Research and Critics in Linguistics and Education (BirLE) Journal*, 2(4), 195–203. <https://doi.org/10.33258/birle.v2i4.508>
- Churiyah, M., Sholikhan, S., Filianti, F., & Sakdiyyah, D. A. (2020). Indonesia education readiness conducting distance dearning in covid-19 pandemic

- situation. *International Journal of Multicultural and Multireligious Understanding*, 7(6), 491. <https://doi.org/10.18415/ijmmu.v7i6.1833>
- Condie, R., & Livingston, K. (2007). Blending online learning with traditional approaches: Changing practices. *British Journal of Educational Technology*, 38(2), 337–348. <https://doi.org/10.1111/j.1467-8535.2006.00630.x>
- Davidson, M. (2014). A character education research perspective for the 21st century. *Journal of Character Education*, 10(1), 77–83.
- Dull, E., & Reinhardt, S. P. (2014). An analytic approach for discovery. In *CEUR Workshop Proceedings* (2nd ed., Vol. 1304). SAGE Publications.
- Fauzi, I., & Sastra Khusuma, I. H. (2020). Teachers' elementary school in online learning of COVID-19 pandemic conditions. *Jurnal Iqra': Kajian Ilmu Pendidikan*, 5(1), 58–70. <https://doi.org/10.25217/ji.v5i1.914>
- Febriana, M., Nurkamto, J., Rochsantiningasih, D., & Muhtia, A. (2018). Teaching in rural Indonesian schools: Teachers' challenges. *International Journal of Language Teaching and Education*, 2(2), 87–96. <https://doi.org/10.22437/ijolte.v2i2.5002>
- Figueiredo, O., Rocha, A. da, Silva, J. F. da, & Carneiro, J. (2008). Mapping the conceptual domain of the psychic distance construct. In *34th EIBA Annual Conference, International Business and the Catching-up Economies: Challenges and Opportunities*. <https://ejournal.poltektegal.ac.id/index.php/siklus/article/view/298%0Ahttp://repositorio.unan.edu.ni/2986/1/5624.pdf%0Ahttp://dx.doi.org/10.1016/j.jana.2015.10.005%0Ahttp://www.biomedcentral.com/1471-2458/12/58%0Ahttp://ovidsp.ovid.com/ovidweb.cgi?T=JS&P>
- Franks, K. (1996). Attitudes of Alaskan distance education students toward media and instruction. *International Journal of Phytoremediation*, 21(1), 60–71. <https://doi.org/10.1080/08923649609526941>
- Gao, L. X., & Zhang, L. J. (2020). Teacher learning in difficult times: Examining foreign language teachers' cognitions about online teaching to tide over COVID-19. *Frontiers in Psychology*, 11(September), 1–14. <https://doi.org/10.3389/fpsyg.2020.549653>
- Häkkinen, P., Järvelä, S., Mäkitalo-Siegl, K., Ahonen, A., Näykki, P., & Valtonen, T. (2017). Preparing teacher-students for twenty-first-century learning practices (PREP 21): a framework for enhancing collaborative problem-solving and strategic learning skills. *Teachers and Teaching: Theory and Practice*, 23(1), 25–41. <https://doi.org/10.1080/13540602.2016.1203772>

- Hung, M. L. (2016). Teacher readiness for online learning: Scale development and teacher perceptions. *Computers and Education*, 94, 120–133. <https://doi.org/10.1016/j.compedu.2015.11.012>
- Kaharuddin, Djuwairiah Ahmad, M., & Rusni. (2020). Contributions of technology, culture, and attitude to English learning motivation during COVID -19 outbreaks. *Systematic Reviews in Pharmacy*, 11(11), 76–84. <https://doi.org/10.31838/srp.2020.11.13>
- Khatoony, S., & Nezhadmehr, M. (2020). EFL teachers' challenges in integration of technology for online classrooms during Coronavirus (COVID-19) pandemic in Iran. *AJELP: Asian Journal of English Language and Pedagogy*, 8(2), 1–16. <https://ojs.upsi.edu.my/index.php/AJELP/article/view/3523>
- Laal, M., Laal, M., & Kermanshahi, Z. K. (2012). 21st century learning: Learning in collaboration. *Procedia - Social and Behavioral Sciences*, 47, 1696–1701. <https://doi.org/10.1016/j.sbspro.2012.06.885>
- Larson, L. C., & Miller, T. N. (2011). 21st Century Skills: Prepare students for the Future. *Kappa Delta Pi Record*, 47(3), 121–123. <https://doi.org/10.1080/00228958.2011.10516575>
- Lee, C., Yeung, A. S., & Ip, T. (2017). University english language learners' readiness to use computer technology for self-directed learning. *System*, 67, 99–110. <https://doi.org/10.1016/j.system.2017.05.001>
- Lee, E., & Hannafin, M. J. (2016). A design framework for enhancing engagement in student-centered learning: Own it, learn it, and share it. *Educational Technology Research and Development*, 64(4), 707–734. <https://doi.org/10.1007/s11423-015-9422-5>
- Lee, K. (2021). Openness and innovation in online higher education: A historical review of the two discourses. *Open Learning*, 36(2), 112–132. <https://doi.org/10.1080/02680513.2020.1713737>
- Lowenthal, P., Bauer, C., & Chen, K. Z. (2015). Student perceptions of online learning: An analysis of online course evaluations. *American Journal of Distance Education*, 29(2), 85–97. <https://doi.org/10.1080/08923647.2015.1023621>
- Martiana, N. (2019). *Challenges of teaching english with its four language skills in a rural school of west Kalimantan*. 1937(October).
- Mohammadi, N., Ghorbani, V., & Hamidi, F. (2011). Effects of e-learning on language learning. *Procedia Computer Science*, 3, 464–468. <https://doi.org/10.1016/j.procs.2010.12.078>

- Moraveji, N., Kim, T., Ge, J., Pawar, U. S., Inkpen, K., & Mulcahy, K. (2008). Mischief: Supporting remote teaching in developing regions. *Conference on Human Factors in Computing Systems - Proceedings*, 353–362. <https://doi.org/10.1145/1357054.1357114>
- Nicklin, J. M., McNall, L. A., Cerasoli, C. P., Varga, C. M., & McGivney, R. J. (2016). Teaching online: Applying need theory to the work–family interface. *American Journal of Distance Education*, 30(3), 167–179. <https://doi.org/10.1080/08923647.2016.1187042>
- Nugroho, A., & Atmojo, A. E. P. (2020). Digital learning of English beyond classroom: EFL learners’ perception and teaching activities. *Journal of English Education and Linguistics Studies*, 2019, 219–243.
- Raygan, A., & Moradkhani, S. (2020). Factors influencing technology integration in an EFL context: investigating EFL teachers’ attitudes, TPACK level, and educational climate. *Computer Assisted Language Learning*, 0(0), 1–22. <https://doi.org/10.1080/09588221.2020.1839106>
- Reeves, T. D., & Li, Z. (2012). Teachers’ technological readiness for online professional development: Evidence from the US e-learning for educators initiative. *Journal of Education for Teaching*, 38(4), 389–406. <https://doi.org/10.1080/02607476.2012.707921>
- Rogers, E. M. (2003). *Diffusion of innovations, 5th edition*. Free Press.
- Sahin, M. C. (2009). Instructional design principles for 21st century learning skills. *Procedia - Social and Behavioral Sciences*, 1(1), 1464–1468. <https://doi.org/10.1016/j.sbspro.2009.01.258>
- Shearer, R. L., Gregg, A., & Joo, K. P. (2015). Deep learning in distance education: Are we achieving the goal? *American Journal of Distance Education*, 29(2), 126–134. <https://doi.org/10.1080/08923647.2015.1023637>
- Singh, B. (2019). Character education in the 21st century. *Journal of Social Studies (JSS)*, 15(1), 1–12. <https://doi.org/10.21831/jss.v15i1.25226>
- Smith, P. J., Murphy, K. L., & Mahoney, S. E. (2003). Readiness for online learning: An exploratory study. *Distance Education*, 24(1), 57–67. <https://doi.org/10.1080/0158791032000066525>
- Spiliotopoulou, G. (2009). Reliability reconsidered: Cronbach’s alpha and paediatric assessment in occupational therapy. *Australian Occupational Therapy Journal*, 56(3), 150–155. <https://doi.org/10.1111/j.1440-1630.2009.00785.x>
- Suasti, N. K., Arie, Artini, L. P., Piscayanthi, K. S., Pendidikan, J., Inggris, B., &

- Ganesha, U. P. (2017). The Effect of peer feedback technique on the writing achievement eleventh grade students of sma negeri 1 kubutambahan. *E-Journal Pendidikan Bahasa Inggris Universitas Pendidikan Ganesha*, 5. <https://doi.org/http://dx.doi.org/10.23887/jpbi.v5i2.13591>
- Sun, S. Y. H. (2011). Online language teaching: The pedagogical challenges. *Knowledge Management and E-Learning*, 3(3), 428–447. <https://doi.org/10.34105/j.kmel.2011.03.030>
- Sunny, S., Patrick, L., & Rob, L. (2019). Impact of cultural values on technology acceptance and technology readiness. *International Journal of Hospitality Management*, 77(June), 89–96. <https://doi.org/10.1016/j.ijhm.2018.06.017>
- Tejedor, S., Cervi, L., Pérez-Escoda, A., Tusa, F., & Parola, A. (2021). Higher education response in the time of coronavirus: Perceptions of teachers and students, and open innovation. *Journal of Open Innovation: Technology, Market, and Complexity*, 7(1), 1–15. <https://doi.org/10.3390/joitmc7010043>
- Walder, A. M. (2017). Pedagogical innovation in Canadian higher education: Professors' perspectives on its effects on teaching and learning. *Studies in Educational Evaluation*, 54, 71–82. <https://doi.org/10.1016/j.stueduc.2016.11.001>
- Warden, C. A., Yi-Shun, W., Stanworth, J. O., & Chen, J. F. (2020). Millennials' technology readiness and self-efficacy in online classes. *Innovations in Education and Teaching International*, 00(00), 1–11. <https://doi.org/10.1080/14703297.2020.1798269>
- White, C. (2007). Innovation and identity in distance language learning and teaching. *Innovation in Language Learning and Teaching*, 1(1), 97–110. <https://doi.org/10.2167/illt45.0>
- Widodo, A., Nursaptini, N., Novitasari, S., Sutisna, D., & Umar, U. (2020). From face-to-face learning to web base learning: How are student readiness? *Premiere Educandum : Jurnal Pendidikan Dasar Dan Pembelajaran*, 10(2), 149. <https://doi.org/10.25273/pe.v10i2.6801>
- Widyanti, A., Hasudungan, S., & Park, J. (2020). e-Learning readiness and perceived learning workload among students in an Indonesian university. *Knowledge Management and E-Learning*, 12(1), 18–29. <https://doi.org/10.34105/j.kmel.2020.12.002>
- Young, S. (2010). American journal of distance student views of effective online teaching in higher education. *American Journal of Distance Education*, 3647(December 2014), 37–41. <https://doi.org/10.1207/s15389286ajde2002>