

AN EVALUATION OF ENGLISH TEACHERS IN MANAGING ONLINE CLASSROOM

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ABSTRACT

The spread of COVID-19 virus give significant impact to the world of education. To reduce the spread of the virus, the Ministry of Education and Culture in Indonesia adapt by keeping physical from each other and limiting activities outside by carrying out teaching and learning activities process with online classroom. Online classroom is course that conducted fully over the internet. This research aimed to know what are media used by the English teacher in teaching English using online classroom, and how the teacher managed the online classroom. This type of research was field research with qualitative approach. Data collection techniques in this study are interview and documentation. The result of the study shows that the teacher uses different media and management in online classroom environment. The media used by the teacher included Whatsapp, Google Classroom, Youtube, and Google Form. The teacher managing the online classroom by giving rules, discipline, keeping teacher-student relationship by giving short comment and emoticon, and motivating through giving motivational word and giving point to the student. Those media and management help the teachers in managing their online classroom.

Keywords: English Teacher, Media in Online Classroom, Managing Online Classroom

INTRODUCTION

One of the problems facing the world of education today is the impact of the COVID-19 pandemic which is now starting to infected to the world education, so that the government seeks to dismiss all educational institutions. Besides that, the government also limits activities man outside the home attempts to limit the interactions between many people things it aims to break the chain of spreading COVID-19. This policy does not only apply in the country of Indonesia, but also in countries that have been exposed to COVID-19. With this policy, the school implements teaching and learning activities from a distance or online learning.

Implementation The distance learning process of the COVID-19 pandemic era teachers are required to choose and use the right method so that the teaching and learning process continues. In other words, creating educational interactions. The application of online learning certainly demands readiness for both parties, both from education personnel (teachers) and from students. However, online learning really needs qualified technology assistance so that it can be accessed so that it can facilitate the learning process. Regarding the implementation of online classes, Carrillo & Flores (2020) explains that the use of technology in supporting online learning depends on three pedagogical factors. The pedagogical approach which is the first factor includes student - cantered learning, the teacher's role as a facilitator, and knowledge integration. The second factor is the learning design which includes the flexibility of learning, learning according to the individual needs of each student, according to the context, social, learning process, and the use of appropriate tools and technology. The third factor is facilitation which includes clear expectations, appropriate questions, understanding and sensitivity to cultural issues, providing timely feedback; constructive; and details, as well as the attitude and high commitment of the students. This is a challenge for all of the teachers, especially English teachers because language is a study that requires mastery of four skills. English learning can be defined as mastery of four skills. The four language skills are listening, speaking, reading, and writing. With that, the teachers inevitably have to apply and adapt to online learning in conveying English material from listening, speaking, reading, and writing so that the teaching and learning process can keep going. According to Abbad (2009) online learning refers to the use of information communication technologies to enable the access to online learning or teaching resources. A teacher confession that she experienced a little difficulty in implementing online classroom because she rarely used it. With a short time and without training, the teacher must directly apply it, of course, here the teacher requires adaptation and also a strategy to teach English.

Nguyen (2015:309) define online classroom as the growing number of tools with which to engage students via text, audio, video, multimedia components, apps, or features within the learning management system (LMS) can be both attractive and overwhelming to online faculty. Suartama (2014:10) also argue that online learning has been referred to as a type of distance education and as web-based learning, e-learning, and online education. In line with Nguyen (2015:309) and Suartama (2014:10) Mitchell & Mousa (2019:239) define online classroom as a formal online setting that incorporates synchronous and/or asynchronous learning

opportunities for language learner to actively interact with the fellow learners. In this setting, student develop their language proficiency and gain cultural competence in the target language.

For this monograph “online classroom” the researcher defines that online classroom as most often to the fully online course that has been designed to be offered over the Internet and uses web-based materials and activities (grading, discussions) made possible by various course management systems or other software packages. Online classroom is a system that can facilitate students to learn more broadly, more widely, and varied. Through facilities provided by the system, students can learn when and anywhere without being limited by distance, space and time. Learning materials what is learned is more varied, not only in verbal form, but more varied such as visual, audio, and motion. In general, online learning is very different from learning conventionally.

Evaluation is an activity to collect, analyse and present the information about a particular object understudy and the result can be used for consideration in making decision (Divayana, 2017:281). Another definition of evaluation has stated by Chen (2015:6) he defines that “program evaluation is the process of systematically gathering empirical data and contextual information about an intervention program—specifically answers to what, who, how, whether, and why questions that will assist in assessing a program’s planning, implementation, and/or effectiveness”. (Rallis, 2014:137) argue that “evaluation is applied research, so as evaluators, we want our evaluations to make a difference in policy or practice”.

Based on those definition from other researchers, the researcher defines that evaluation as an activity to collect, analyse, and present the analysed data into useful information. An evaluation activity is actually to carried out not to look for errors or weaknesses based on the results of an assessment of an object or program being evaluated, but the most important thing is to know the level of effectiveness of an object that can run well and to know the weaknesses that cause an object or program to not run properly. So, it is necessary to give a recommendation to be able to make improvements or refinements of the weaknesses.

Based on the explanation above, the researcher is interested in finding what media and strategies in managing online classroom used by teachers. Therefore, the researcher became curious and tries to investigate this with a research entitled “An Evaluation of English Teachers in Managing Online Classroom”.

METHODOLOGY

This research uses descriptive qualitative research. According to Creswell (2014:205) qualitative research is a research with an approach to understanding the meaning of individual or group and exploring social or human problems.

The participant were two English teachers in Senior High School. To answer the research questions, the data collected by interview. For the interview session, the researcher using Whatsapp application to collected the data, because of the pandemic COVID-19 and the government in Indonesia, chose to impose the restrictions on community activites (PPKM – *Pemberlakuan Pembatasan Kegiatan Masyarakat*). So, interviewing by chat and voice note in Whatsapp is the best way to prevent crowds.

The framework method, a recognized tool for the analysis of interview data by (Creswell, 2014: 217) was adapted this study. The researcher process is outlined in the following set of steps: first is coding, data reduction, data display, drawing conclusion. To validate the data, the researcher using triangulation by comparing the result of the interview and the documentation.

FINDING AND DISCUSSION

In this session the researcher presents the result from this research, they are the media used by the teacher in teaching English using online classroom, and teacher's online classroom management.

FINDING

1. Media used by the Teachers in Managing Online Classroom

The media and strategies in managing online classroom according to the result of interviews that have been conducted with English teachers about the strategies used in managing English online classroom during the pandemic COVID-19 there are several media and strategies used by the teachers in teaching according to the media they used in online classroom.

Table 1
Media used by the Teacher 1 & Teacher 2(Md of T1)

No.	Coding	Information
1.	T1	Teacher 1 (EEK)
2.	T2	Teacher 2 (DG)
3.	Md	Whatsapp, Youtube, Google Form, Google Classroom

1) Whatsapp

EEK (T1) as a teacher in one of Senior High School in Majalengka said that there are some media that can be used in online classroom such as Whatsapp, Youtube (to upload the video of learning material), Zoom, Google Form, and Google Classroom.

“.....the media that can be used is a learning video and then uploaded to Youtube, then the easiest assessment is the Google Form so that you can get direct scores in the form of multiple choises. The online classroom that I used is Whatsapp, because it is the easiest for me as a teacher and also the most familiar to students, can have long discussions and also use voice notes. I don't use Google Classroom... I also ever use Zoom, but there is a lot of problem, more to signals and quotas that spend a lot”.

As assessment tools the teacher makes a discussion and question and answer through Whatsapp group (it can be by chat or voice note) to know the students' understanding about the material.

T1 is focusing in the use of Whatsapp for her class, and she said that Whatsapp provide what she wants to do in her class. For example, what she had mention above, about the assessment by discussion, giving question and answer using chat or voice note, also using the group video call menu to keep in touch with the students.

“.....by using video call, we divide video call group one, group two. It just for small talks about somethings... I will utilize the video call for small talks”.

Another teacher in one of Senior High School in Majalengka is DG (T2). DG said that the online classroom media that she used also Whatsapp, Youtube, Google Form and Google Classroom. But, there are some differences with the T1. First, the Whatsapp group only consist of one student (coordinator) from every class that she teaches. Then DG will make Google Classroom class for every class she teaches, and the students will join the group in Google Classroom that she has made. T2 uses Youtube to get teaching materials to give to the students.

“I use Whatsapp group that consist of one coordinator from every class, I used that group to give the assignment or the material. The material that I had usually from Youtube, I share the link in the group, then the coordinator will share to their class group. After that the students will collect their assignment through Google Classroom that I have made for each class”.

2) Youtube

Based on the result of the interview, both of the Teachers (T1 & T2) used Youtube to upload the material or taking the material from Youtube for the class. As explained by the teacher in interview session, she said that before she started the class with new topic of material in the lesson/syllabus, T1 makes video related to the material to achieve student understanding. After the teacher makes or done in editing the video, she uploads it to her Youtube account, then share the link to Whatsapp group, and instructing students to watch and understand the video for further assignments.

Meanwhile for T2 uses Youtube to get teaching materials to give to the students.

“The material that I had usually from Youtube, I share the link in the group, then the coordinator will share to their class group”.

3) Google Classroom

T1 explained that she doesn't use Google Classroom in her online classroom, because she wanted to maximized on the use of Whatsapp. Meanwhile, T2 used Google Classroom as the assessment media, collected the assignment and giving point to the students.

“For the assessment I directly give the point in the Google Classroom, so the student can see their point transparently. Or using Google Form to test in the end of the meeting”

4) Google Form

Another media to get the assessment is Google Form, both of the teachers they used it as a test in every end of the material. T2 mentioned she also used Google Form to get the attendance list or absence in the first 15 minutes of the lesson.

T1 mentioned “..... then the easiest assessment is the Google Form so that you can get direct scores in the form of multiple chooses.” T2 also added “..... Using Google Form to test in the end of the meeting”.

To sum up the T1 and T2 had a lot of differences in using media sources to make their online classroom. T1 really take advantage of Whatsapp features for teaching and learning activity and also the assessment. Whereas T2 use Whatsapp just to send the instruction and material, then using Google Classroom features to assess the students. The media that has the same use in both of T1 and T2 is Google Form, they use it to get a test.

Beside od the fourth application that used by the teachers, there is one application that have been used once by T1 but never been used again due to the signal errors, that is Zoom meeting application.

“I also ever use Zoom, but there is a lot of problem, more to signals and quotas that spend a lot” T1 mentioned.

2. Managing Online Classroom of Teacher 1 (T2) and Teacher 2 (T2)

Table 4.2
Strategies in managing online classroom of Teacher 1 and Teacher
(St of T1 and T2)

No.	Coding	Information
1.	T1	Teacher 1 (EEK)
2.	T2	Teacher 2 (DG)
2.	St	Giving rules, disciplines, relationship and motivating through Whatsapp & Google Classroom

1) Rules and Routines

The first aspect on managing online classroom is on how the teacher can give the rules and routines in the classroom to make students behaviour activity. T1 and T2 has several differences in using media as tools in online classroom, and it also give impact on how they manage their online classroom. T2 using Whatsapp and Google Classroom for her online classroom, meanwhile T1 used Whatsapp, and its infected to how she can give rules and routines to the class.

“Rules are important because we don’t meet (face to face) them... especially in this online classroom, those rules should really be understood by them... I make rules, first is in the first 15 minutes is just for absence... to assess the student’s liveliness,

when they are discussing in Whatsapp, they should write their original name in Whatsapp profile... or when they answering, there should be a name at the bottom”.

As mentioned above in interview session, it shown how T1 manage the online classroom, especially in make the rules in her online classroom. To assess student’s liveliness, she makes rules that students must be absence in the first 15 minutes in their class using Google Form (mention in Md of T1). Then another rule is by instructing the student to fill in their real name in Whatsapp profile to facilitate the assessment of activity.

T2 has a different management for her online classroom. The rules and routines in her class covered on the deadlines of the assignment submission in Google Classroom. She said it can be infected to the point that the students got. In Google Classroom there is a menu to choose a deadline for assignment submission, so the teacher easily checks whose student late to collecting the assignment.

“Rules in my class is in collected the assignment in Google Classroom, I usually set the deadlines time, then the students should collect the assignment before the deadline times. After that I can check whose students are late, and will give point reduction”.

2) Disciplines and Consequences

The second important things in managing online classroom is building discipline and consequences in the classroom. In this case, T1 said that for the student who are late in doing assignment or providing answer during discussions because of the signal in their area, T1 still give them point but different with the other. T2 mention that it’s because the signal error, the time of collecting will be different just in a few minutes, but if the students are lazy it will take a long time. The teacher also does not give any punishment in online classroom rules. T1 want to makes the online classroom have real classroom environment by giving those rules and routines.

“...still giving the point with different point... if it caused by the signal the difference is just in a few minutes... if lazy will take a long time... there is no punishment”.

T2 do not give punishment to the students, but in the end of the semester students must have done all the assignments that the teacher gave as their assessments in the learning material. Whether in real classroom or online classroom, there will be several students whose rarely collected the assignment, so this is important for them to became more discipline in studying.

“as a form of discipline for students, in the end of the semester I usually recap and asked students that not completed the task to do all the assignment. I do not give any punishment”.

3) Teacher-students Relationship

Relationship between teacher and student is very important, because a harmonious relationship between the teacher and students will have a good impact on the teaching and learning process in the classroom. Besides that, a harmonious relationship between the teacher and students will have a good impact on student’s academic results. T1 mention that to build

relationship between her and the student, she giving reward or appreciation to the students by giving comment on during the discussion, giving emoticon thumbs up, or clap, and mentioning the students name. Another strategy is by giving point to the students whose active during the class.

T1 mention that “School counsellor said that students will be happy when we give a reward... we should give reward to them even though it just a short comment, we should appreciate them with giving thumbs up, clap, mentioning their name. it will make a positive relationship between the teacher and the student’s... also by giving the point”.

Based on the result on the media used by the T2, she used Whatsapp and Google Classroom. So, she used Whatsapp and Google Classroom to interacting with the students. In Whatsapp group before the teacher giving the assignment, she greeted students and giving some motivation word/ sentences to giving spirit to the students. Other than that, she also interacted with the students in Google Classroom by giving a short comment if students have done with the assignment, and also give them the point. Those strategy also applied on a form of giving motivation to the students.

“To building relationship with the students, I usually greeted the students in Whatsapp group, then gave them some motivation word such “Fighting for the study’ and so on. Other than that, because of in the Whatsapp Group there is just student coordinator class, I greeted another student’s in Google Classroom with giving the point and comment on the private comment column such “good job, T2 mention”, T2 mentioned.

4) Engaging and Motivating

The last strategy is by giving students motivation during learning process. T1 motivate students by giving them the recapitulation the attendance point, and it can be motivating the student to get more point in the class. Motivate students is the most important things during the pandemic situation, it can be related to the issues of “learning loss” among students in every school level, especially in Senior High School. By giving them motivation such as what T1 do by giving point on every aspect of student’s activity, it can be motivating them to study and receive more point. T2 also give some motivational word before she gave the assignment to the students.

T1 argue that “Giving motivation is in every meeting, and the first meeting is very important on how we respecting on every attendance, how we respecting every question, how we appreciate every comment. I recap their attendances, and giving them point for every attendance... so those who fill the timesheet on what time will give how much point, on what hour will give how much point, even then one of the motivations”.

T2 also argue that “..... I usually greeted the students in Whatsapp group, then gave them some motivation word such “Fighting for the study’ and so on to give motivation”.

To concluded the finding of the study on how the teachers managing their online classroom, it can be seen that the media that they used in online classroom have infected to the classroom management too.

DISCUSSION

1. Media used by the teachers in Teaching English using Online Classroom

a. Whatsapp

Both of the teacher using Whatsapp as their online classroom. The difference is T1 using Whatsapp group as the main classroom she done all the learning process such giving material, question and answer session, and the assessment. Meanwhile T2 used Whatsapp to share the material to the class coordinator. It can be seen that Whatsapp is very useful media for learning activity, because most of people or students are using Whatsapp to communicate with the other. This statement related to Napatilora et al (2020:116) and Sasmiadi et al (2019:1) studies on the use of Whatsapp in English class, and shown that Whatsapp has good features in teaching and learning activity, also appropriate various assessment tools for assessing students in the teaching and learning process.

b. Youtube

Youtube is provide a lot of learning video material, so it can be a useful media for the teacher if they want to give material. T1 said that she makes video material, then uploaded to Youtube, then she shares the link video to the students, so the student can easily watch the explanation from the teacher. T2 also using explanation video from Youtube to give to the student as learning material. This case accordance with Wang & Chen (2019:1) that highlight the purpose on learning English on Youtube were to explore more learning resources, to seek attraction of learning English.

c. Google Classroom

Google Classroom are the most common application to provide learning activity. As the researcher explain above T1 do not use Google Classroom for her online classroom, but T2 dos. T2 used Google Classroom to collecting the student's assignment, and assessing the student task. As Mastoni & rahmawati (2019:701) mention on their study that Google Classroom can help and facilitate both teacher and student in carrying out the learning process. This because the student and teacher can collect the assignments, distribute the assignments, and assess assignments at home or anywhere without limited by the time.

d. Google Form

Both of the teacher using Google Form to give a test to the students and the teacher will receive direct result or point from each student. This is very useful because it makes teacher easier to recap the result from the test. Another function of Google Form as T1 mention is for

student absences. Sesana (2020:1) has shown that Google Form had a good feature and feedback from the student's perception as online-based test in the Final Year Assessment.

1. Managing Online Classroom of Teacher 1 (T1) and Teacher 2 (T2)

a. Rules and Routines

T1 and T2 has different strategies in making rules in their online classroom. In T1 class she made rules that every student should fill the absence in the first fifteen minutes after the class started, then every student should fill the name in their Whatsapp profile into their real name because it will affect to their point during the discussion session. T2 makes rules that students should collected the assignment before the deadlines, and do all assignment before the end of the semester. Those rules are very useful to build students positive behaviour in studying.

Both of the teacher has made the rules and routines to manage their class became a positive behaviour, as stated by Marzano, (2003:5) said that both rules and routines refer to stated expectations about students' behaviour, but the terms differ in important ways. To sum up, the teacher can make their own rules as long as it can be made a positive behaviour or routines for the student in learning activity.

b. Disciplines and punishment

T1 and T2 do not give any punishment for the student. To improve the student's disciplines, the teaches use all the rules above, because the rules also to can makes them discipline. When those strategy applied properly, the interplay between rules and procedures on the one hand and discipline, consequences, and rewards on the other can foster the development of positive relationships between students and teachers and create a productive learning environment in the classroom (Marzano, 2003:37).

c. Relationship between teacher and students

Both of the teachers are keeping the relationship by interacting with the students by giving small comments, and emoticons. This strategy is in accordance with (Skipper & Douglas, 2015: 4) theory on giving feedback to the students may influences the learning and achievement.

d. Engaging and motivating

T1 & T2 believe that when the student known about their point, it can be motivated them in studying. T2 added then she also gave some motivational word to encourage students to learn. As stated by (Gustiani, 2020: 25) motivated learners are able to do challenging learning activities which engage them actively in finding out appropriate strategies to facilitate their learning, enjoying them and indicating better, persistence, and creative learning. By giving point to the student it can be challenge them in increasing their motivation in learning, and motivational word from the teacher can building their motivation in learning.

CONCLUSION

After conducting and analysing what are media used by the teacher's in teaching English during online classroom, and how the teachers manage online classroom. This study was done with two English teachers in one of Senior High School in Majalengka. It was found that both of the teachers used different media and different strategy in managing the online classroom. It can be concluded that:

1. Media used by the teacher in teaching English using online classroom

- a. Whatsapp

Both of the teacher using Whatsapp as their online classroom. The difference is T1 using Whatsapp group as the main classroom she done all the learning process such giving material, question and answer session, and the assessment. Meanwhile T2 used Whatsapp to share the material to the class coordinator.

- b. Google Classroom

As the researcher explain above T1 do not use Google Classroom for her online classroom, but T2 dos. T2 used Google Classroom to collecting the student's assignment, and assessing the student task.

- c. Youtube

T1 said that she makes video material, then uploaded to Youtube, then she shares the link video to the students, so the student can easily watch the explanation from the teacher. T2 also using explanation video from Youtube to give to the student as learning material.

- d. Google Form

Both of the teacher using Google Form to give a test to the students and the teacher will receive direct result or point from each student.

2. Teachers online classroom management

- a. Rules and routines

In T1 class she made rules that every student should fill the absence in the first fifteen minutes after the class started, then every student should fill the name in their Whatsapp profile into their real name because it will affect to their point during the discussion session. T2 makes rules that students should collected the assignment before the deadlines, and do all assignment before the end of the semester.

- b. Discipline and consequences

To improve the student's disciplines, the teachers use all the rules above, because the rules also to can makes them discipline. T1 and T2 do not give any punishment for the student.

c. Teacher-student relationship

Both of the teachers are keeping the relationship by interacting with the students by giving small comments, and emoticons.

d. Engaging and motivating

T1 & T2 believe that when the student known about their point, it can be motivated them in studying. T2 added then she also gave some motivational word to encourage students to learn.

Those media really helpful for the teacher in decided what are strategies that they should do to manage the online classroom. Based on the result, we can conclude that both of the teacher has different media and strategy, but both of them had a well-managed strategy in managing their online classroom.

This study had limitation and the result could not be generalized because every teacher has different strategy in managing online classroom. The limitation, could be from the media that the teacher used in online classroom and it can be infected to the strategy they used to manage the online classroom.

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