

STUDENT'S PERCEPTION OF ONLINE AND OFFLINE LEARNING AFTER PANDEMIC AT IAIN BONE

Ricky Saputro¹, Andi Muhammad Yauri¹, Wahyu^{1*}

¹ Institut Agama Islam Negeri Bone

*e-mail: wachyou92@gmail.com

ABSTRACT

The purpose of this study is to know the student's perception of online and offline learning after pandemic at IAIN Bone. This study used qualitative research to select the representative sample, purposive sampling method was used. This research chose 20 students from English Education Department as a respondent. The researcher used interview to collect data. The result showed that respondents tend to have a higher preference for offline learning because it provides advantages in direct interaction, understanding of material, being active in the learning process and discussion in learning. However, there are advantages and motivation to be gained in online learning through the use of interactive technology and applications.

Keywords: *Student perception, online learning, offline learning, after Covid-19 pandemic*

1. INTRODUCTION

The Covid-19 pandemic emerged at the end of 2019 until the end of 2022, Covid-19 is caused by a corona virus disease that can spread through direct contact with sufferers, causing an emergency situation for all countries in the world. So that every country is affected by the pandemic, the affected sector is the economic sector which causes many countries to experience a decline in the economy, in the health sector many countries experience serious health problems due to the Covid-19 pandemic, and several other sectors are affected.

Of the many countries affected, the country of Indonesia was also affected by the Covid-19 pandemic which made Indonesia experienced an emergency situation, many sectors were affected by this pandemic including the economy, health, tourism, social and education. What made Indonesia slump so that it takes a long time to be able to recover all affected sectors.

The education sector was one of the most affected sectors in Indonesia. This made the education system in Indonesia had to change based on the statement of the minister of education Nadiem Anwar Makarim, he implemented an online learning system due to the Covid-19 pandemic situation. So this caused all schools, elementary, junior high and high school to follow a new learning system, namely an online learning system where schools, teachers and students must adapt to the current situation and conditions.

In addition, universities were also felt the impact of the Covid-19 pandemic. The new policy issued by the government regarding the implementation of 1 2 The teaching and learning process was carried out online, so that every university must follow the policy. This forced lecturers to change teaching methods and create new learning implementation plans, of course this makes it difficult for lecturers, especially those used, namely new technology and new methods, as well as students who were forced to adapt in this way.

State Islamic Institute of Bone or IAIN Bone is one of the college located in the Bone regency, South Sulawesi province in Indonesia. IAIN Bone was one of institution that had been affected

by the Covid-19 pandemic. As one of the affected universities, IAIN Bone made a new policy in accordance with government regulations, namely the implementation of an online learning system. So that all activities that were previously carried out face-to-face were switched to an online system, including the teaching and learning process carried out by lecturers and students to prevent the spread of Covid 19 cases at IAIN Bone. Until 2021 IAIN Bone will begin to implement a face-to-face learning process by complying with health protocols until now.

The teaching and learning process at IAIN Bone was carried out with an online system using technology in the form of a smartphone, laptop or PC (Personal Computer) by connecting the device to an internet connection. Using certain applications so that teaching and learning activities can be carried out, such as using the zoom application, google meet, google classroom, whatsapp group, you tube and others. This online learning cut down the time that should have been more than an hour to just one hour. When the Covid-19 case has subsided, the government has started to implement a face-to-face teaching and learning process for all schools and colleges. IAIN Bone one of the universities that has also begun to implement a face-to-face teaching and learning process to make the education system more effective after previously studying online, with a time duration that is in accordance with the lesson plan.

There are several problems arising from the effects of online and offline learning, namely changes in new learning models from traditional learning to online learning (Abduh Almanar, 2020). Not everyone has the device to access online learning and also network access is not evenly distributed in every region (Hamid et al., 2020). In offline learning, learning hours cannot be maximized (Prasetyo et al., 2022).

Research conducted by Alimuddin and Zebuahad (2021) has similarities, namely students' perceptions of online and offline learning where the results of the research show that most students choose face-to-face learning over online learning. The second study has something in common, namely the comparison between online and offline learning conducted by Yuzni, Rizki, Trisnawati and Mulia (2021) which results in most students choosing offline learning over online learning.

Therefore, researcher was interested in conducting research on students' perceptions of online English learning and offline English learning after the pandemic, whether students like online or offline learning, so that it can be used as a reference in the future to be able to develop methods or ways to make learning online. Active and effective activities that are carried out both online and offline.

Based on the explanation above, this research aim to analyze how students' perceptions of online English learning and offline English learning after pandemic. Therefore, the researcher intends to conduct further research with the title "Students' Perception of Online English Learning and Offline English Learning After the Pandemic at IAIN Bone."

2. METHOD

This research design of this study was conducted by using descriptive qualitative research. The research belongs to descriptive qualitative design because it is intended to find out how are students' perceptions of online and offline English learning after pandemic at IAIN Bone.

The researcher have conducted this research at IAIN Bone at Jalan Hos Cokroaminoto, West Tanete Riattang District, Bone Regency. The preparation process for this research has been going on since December 2022, while the data collection stage begin in April 2023. Overall this research is estimated to take 1 months until the report is complete.

This research focus on the student's perception of online and offline learning .The participants (subject) in this research is 20 students at eighth and sixth semester in English Education Department of IAIN Bone.

This research used interview as the research instrument to find out how are students' perceptions of online and offline English learning after pandemic at IAIN Bone. Interview in this

research was used to obtain research data with 5 questions ask to participants. Interview was used to collect research data which will then be analyzed and used as research results.

3. RESULTS

Question 1: Are you more interested in studying online compared to studying offline? Why?

- a) Student 1 : *“Saya tidak tertarik belajar online karena kalau online jaringan di rumah saya sangat sangat tidak mendukung”* (I am not interested in learning online because if it is online, my home network is very unsupportive)
- b) Student 2 : *“Saya lebih memilih offline karena kita bisa bertatap langsung dengan dosen dan biasanya dosen menggunakan media pembantu untuk menjelaskan materi”* (I prefer offline because we can meet directly with lecturers and usually lecturers use auxiliary media to explain the material)
- c) Student 3 : *“Saya lebih tertarik belajar secara offline karena kalau belajar online itu banyak kendala yang dihadapi sehingga proses pembelajaran online itu kurang terlaksana dengan baik”*(I am more interested in learning offline because if I study online there are many obstacles faced so that the online learning process is not carried out properly).

Based on the results of the interview, all students were more interested in learning offline because they were able to interact with lecturers directly, and lecturers often provided additional media, such as PowerPoint presentations displayed through LCD projectors, to aid the learning process. However, some students mentioned that they were more interested in offline learning due to the absence of obstacles compared to online learning. According to the researchers' perspective, some students were actually interested in learning online, but frequent obstacles and challenges such as poor network connections and inadequate facilities, such as smartphones or laptops with limited capabilities, made them more inclined towards offline learning.

Question 2 : Are you more motivated to learn English online than offline? Why?

- a) Student 1 : *“Ya, jadi saya lebih termotivasi untuk belajar bahasa Inggris secara online karena menggunakan media media baru seperti zoom, WhatsApp dan lain sebagainya”* (Yes, so I am more motivated to learn English online because it uses new media such as zoom, WhatsApp and so on)
- b) Student 2 : *“Saya lebih termotivasi belajar bahasa Inggris secara offline karena kalau online misalnya kan pembelajaran tentang pronunciation, kalau online kan membutuhkan jaringan yang berkualitas”* (I am more motivated to learn English offline because if it is online, for example, learning about pronunciation, if it is online, it requires a quality network)
- c) Student 3 : *“Saya lebih termotivasi belajar secara online karena banyak media yang bisa digunakan dan materi lebih banyak yang bisa didapatkan”* (I am more motivated to learn online because there are many media that can be used and more material can be obtained)

Most students were more motivated to learn offline based on the interview results. They expressed that offline learning allowed them to interact directly with lecturers and had fewer obstacles compared to online learning. However, there were also some students who were more motivated to learn online. They appreciated the access to new media platforms such as WhatsApp, Google Meet, Zoom, and others, which offered features to enhance their interest and motivation in learning. The researcher noted that although the number of students more motivated to learn offline was greater than those motivated to learn online, this difference was influenced by obstacles encountered during online learning, such as poor network connectivity, which could diminish student motivation.

Question 3 : Do you often have discussions in online learning compared to offline learning? Why?

- a) Student 1 : *“Lebih sering berdiskusi pada saat pembelajaran offline karena pada saat pembelajaran offline itu kita bertemu dengan teman teman dan bisa saling menukarkan ide secara langsung”* (More often discuss

during offline learning because during offline learning we meet with friends and can exchange ideas directly)

- b) Student 2 : “*Iya, karena saya lebih percaya diri dalam mengutarakan pendapat saya dalam diskusi online*” (Yes, because I am more confident in expressing my opinion in online discussions)
- c) Student 3 : “*Saya lebih sering berdiskusi secara offline karena kita bisa melihat teman teman diskusi secara langsung sehingga tidak terjadi miskomunikasi*” (I often discuss offline because we can see friends discussing directly so there is no miscommunication)

Based on the results of the interviews, most students were more active in discussing offline learning because they felt a greater sense of interaction with lecturers and fellow students. They could express their opinions in detail without any obstacles and receive direct feedback from lecturers and peers. However, there were also some students who actively engaged in online discussions because they felt more confident when not being seen directly by lecturers and other students. From the researcher's perspective, students preferred offline discussions due to the immediate feedback and direct interaction with their peers. Although some students enjoyed online discussions, their numbers were not as significant as those who preferred offline discussions. This was attributed to the usual obstacles that could potentially disrupt the smooth flow of the discussion process.

Question 4 : Do you work on assignments in groups more during online learning than offline learning? Why?

- a) Student 1 : “*Saya lebih banyak mengerjakan tugas kelompok saat online karena langsung dikerjakan setelah dibagikan tugas masing masing tidak seperti saat offline, kita lebih banyak berdiskusi lalu mengerjakan tugas kelompok*” (I do more group assignments when online because it is done immediately after each task is distributed, unlike when offline, we discuss more and then do group assignments)
- b) Student 2 : “*Saya lebih banyak mengerjakan tugas kelompok secara offline karena kita bisa langsung berdiskusi dengan teman untuk mengerjakan tugas kelompok*” (I mostly do group assignments offline because we can directly discuss with friends to do group assignments)
- c) Student 3 : “*Saya lebih banyak mengerjakan tugas kelompok saat offline karena saya mudah berkomunikasi dengan teman-teman saat offline*” (I do more group assignments offline because I easily communicate with friends offline)

Based on the results of the interviews, most students were more active in doing group assignments during offline learning as they could exchange ideas and communicate directly with their group members. However, some students were more active in doing group assignments during online learning because they could immediately divide tasks and work on them individually. From the researcher's perspective, it was often observed that during offline group assignments, not all group members actively participated, with some members engaging in unrelated conversations rather than discussing the given tasks. On the other hand, during online group assignments, it was possible for only one person to take charge while others remained silent. However, there were also instances where group members divided the tasks among themselves to focus on their respective parts.

Question 5 : Do you find it easier to understand material through online learning compared to offline learning? Why?

- a) Student 1 : “*Kalau untuk memahami materi, saya lebih memilih pembelajaran offline karena lebih mudah untuk dimengerti dan lebih mudah untuk dipahami*” (To understand the material, I prefer offline learning because it is easier to understand and easier to understand)
- b) Student 2 : “*Ya saya lebih mudah memahami materi pembelajaran secara offline karena melihat langsung apa yang mau di sampaikan oleh dosen dan lebih banyak berinteraksi dengan dosen*” (Yes, it is easier for me to understand offline learning materials because I see directly what the lecturer wants to convey and interact more with the lecturer)
- c) Student 3 : “*Saya lebih mudah memahami materi dalam belajar offline karena kita berinteraksi langsung dengan dosen dan kita juga bisa bertanya secara langsung apabila ada materi yang kurang dipahami*” (I find

it easier to understand the material in offline learning because we interact directly with lecturers and we can also ask directly if there is material that is not understood)

All students better understood the material during offline learning as they could freely interact with lecturers and fellow students, receiving direct feedback during the learning process. From the researcher's perspective, online learning could also enhance understanding, although not to the same extent as offline learning. For instance, students could access more specific information and materials from the internet and utilize educational applications, Google, and YouTube as enjoyable learning resources, thereby obtaining newer materials. While offline learning provided a better understanding of the material, online learning offered additional learning resources.

4. DISCUSSION

Student's interest in online and offline learning

Based on the various statements that the respondents gave regarding the question “Are you more interested in studying online compared to studying offline? Why?”, there was a tendency that the respondents were more interested in learning offline than online. Some of the reasons mentioned are face-to-face interactions with lecturers and this provides an advantage in expressing questions, and lecturers can provide explanations by using auxiliary media that support understanding.

The results of this interview were in line with the results of research by Tumanggor, Sitorus & Siagian (2022) which showed that students were more interested in learning offline because of the lack of obstacles that occurred, such as a bad network that could hinder the learning process, thereby reducing students' interest in learning (Tumanggor et al., 2022).

Student's motivation in online and offline learning

Based on the statements that the respondents gave regarding the question “Are you more motivated to learn English online than offline? Why?”, there was a tendency that the respondents were more motivated to learn English online. Some of the reasons mentioned are, using new innovations in learning such as online applications such as Zoom, WhatsApp, Google Meet and other learning platforms to find new learning materials and experiences. Learning through these online applications provides a more interactive learning experience.

The results of this interview were consistent with the results of research by Tampi, Posangi & Wahongan (2021) which showed that students were more motivated when studying offline than when they studied online and showed higher student academic achievement when studying offline (Tampi et al., 2021).

Student's activeness in discussion in online and offline learning

Based on the statements that the respondents gave regarding the question “Do you often have discussions in online learning compared to offline learning? Why?”, there was a tendency that respondents rarely discussed during online learning. Some of the reasons mentioned include the lack of direct and face-to-face interaction with fellow discussion participants and lecturers, which can lead to potential for misunderstandings. Respondents considered that offline discussions made it possible to exchange ideas directly and could provide direct feedback and reduce the occurrence of miscommunication.

The results of these interviews were consistent with the results of research by Hoerudin (2022) which showed that students had more discussions offline because they could interact with fellow students and lecturers. These results were supported by previous research, which indicated that interaction with lecturers and students supported the learning process compared to online discussions. Online discussions had barriers that could reduce interaction (Hoerudin, 2022).

Student's activeness in group assignments in online and offline learning

Based on the statements that the respondents gave regarding the question” Do you work on assignments in groups more during online learning than offline learning? Why?”, there was a

tendency that the respondents did more group assignments in offline learning than online learning. Some of the reasons mentioned include the ease of exchanging thoughts and ideas directly which is more effective, smoother communication, and the ability to interact directly with group members.

Based on interview results, these findings were supported by Cho & Cho's (2014) research which showed that students were more active in group assignments offline because they could interact directly with other group members. Students enjoyed doing group assignments offline more than online (Cho & Cho, 2014).

Student's understanding the material in online and offline learning

Based on the statements that the respondents gave regarding the question "Do you find it easier to understand material through online learning compared to offline learning? Why?", it appears that the respondents had difficulty understanding the material during online learning and tended to find it easier to understand the material in offline learning. Direct interaction with lecturers and the ability to ask questions directly are important factors in understanding the material. Offline learning provides better opportunities to interact and get more detailed explanations.

Based on interview results, these results were supported by Dewanto's (2021) research which showed that students found it easier and enjoyed the material provided offline more than online. The many obstacles experienced when learning online made it difficult for students to understand the material online (Dewanto, 2021).

Based on the interview results of this research, it was found that offline learning was considered an effective learning method, in line with Ahlaro's (2020) findings. Students were more active in asking questions, motivated, and engaged in assignments, and found it easier to understand the material when learning offline. However in this research contrasted with the results of studies conducted by Adelia Harahap & Ratmanida (2021) and Fadhilah Asmah & Andi Idayani (2022), which showed a preference for online learning in terms of student activity, understanding of the material, and learning motivation. Additionally, the research by Alhamuddin & Rony Sandra Yofa Zebua (2021) emphasized the irreplaceable role of teachers, leading students to prefer offline learning. The current study's results supported these findings, indicating that students were more active in offline learning, with easier interaction with lecturers and peers, greater ease in exchanging ideas and thoughts, and better understanding of the material.

5. CONCLUSION

Based on the findings and discussion, the researcher concluded that there were various kinds of student perceptions in online and offline learning. Some students were more interested and found it easier to understand the material when learning offline because they could interact and ask questions directly when there was material they did not understand. On the other hand, some other students were more interested and more active in online learning because they enjoyed learning using technology and felt more confident when learning online.

Based on the conclusions, the researcher offer some suggestion that can be a good distribution in order to increase the quality of online English learning and to improve the student's ability in mastering English. There are for students, in offline learning, be active in interacting with teachers and classmates. Take this opportunity to ask questions, discuss, and get a first-hand explanation. Direct interaction can help increase understanding and provide opportunities to share ideas and in online learning, take advantage of the technology and interactive applications provided. Explore online resources, discussion forums, and other learning tools. Technology can make learning more interesting and allow you to learn in a more interactive way. And for the researcher, other researchers can make a greater contribution to increasing understanding of online and offline

learning, as well as helping to develop more effective and satisfying learning approaches for students.

REFERENCES

- Abduh Almanar, M. (2020). *THE SHIFTING OF FACE TO FACE LEARNING TO DISTANCE LEARNING DURING THE PANDEMIC COVID-19*. 8(75), 147–154. <https://doi.org/10.1016/j.jnc.2020.125798> <https://doi.org/10.1016/j.smr.2020.02.002> <http://www.ncbi.nlm.nih.gov/pubmed/810049> <http://doi.wiley.com/10.1002/anie.197505391> <http://www.sciencedirect.com/science/article/pii/B9780857090409500205>
- Adelia Harahap, P., & Ratmanida. (2021). *An Analysis of Teachers and Students' Perceptions toward Online English Teaching and Learning during a Covid-19 Pandemic at Senior High School in Torgamba, Labuhanbatu Selatan, Sumatera Utara*. 10(3), 374–389. <https://doi.org/10.24036/jelt.v10i3.113209>
- Adhabi, E. A. R., & Anozie, C. B. L. (2017). Literature Review for the Type of Interview in Qualitative Research. In *International Journal of Education* (Vol. 9, Issue 3, p. 86). <https://doi.org/10.5296/ije.v9i3.11483>
- Agus Rahmat. (2022). A Comparative Analysis between Online and Offline English Learning in Covid-19 Pandemic Era: Students' View. *J-SHMIC : Journal of English for Academic*, 9(2), 39–54. [https://doi.org/10.25299/jshmic.2022.vol9\(2\).9998](https://doi.org/10.25299/jshmic.2022.vol9(2).9998)
- Ahlaro, S. R. (2020). Kriteria Metode Pembelajaran Yang Baik dan Efektif. *Jurnal Masalah Pastoral*, 8(1), 16. <https://ojs.stkyakobus.ac.id/index.php/JUMPA/article/view/78>
- Alhamuddin, A., & Zebua, R. S. Y. (2021). Perceptions of Indonesian Students on the Role of Teachers in Offline and Online Learning During the Covid-19 Pandemic Period. In *Jurnal Kependidikan: Jurnal Hasil Penelitian dan Kajian Kepustakaan di Bidang Pendidikan, Pengajaran dan Pembelajaran* (Vol. 7, Issue 4, p. 834). <https://doi.org/10.33394/jk.v7i4.3881>
- Amiruddin, M., & Jannah, U. R. (2021). *The Effect of COVID 19 Pandemic on English Proficiency Level in Higher Education*. 6(1), 45–56.
- Arkoful, V., & Abaidoo, N. (2014). The Role of blended learning, the advantages and disadvantages of its adoption in higher education December 2014. *International Journal of Education and Research*, 2(12), 397–410.
- Arnesti, N., & Hamid, A. (2015). Penggunaan Media Pembelajaran Online – Offline Dan Komunikasi Interpersonal Terhadap Hasil Belajar Bahasa Inggris. *Jurnal Teknologi Informasi & Komunikasi Dalam Pendidikan*, 2(1), 85–99. <https://doi.org/10.24114/jtikp.v2i1.3284>
- Asmah, F., & Idayani, A. (2022). *Students' Perception and Motivation toward Online Learning at English Language Education in Pekanbaru*. 9(4).
- Becker, F. G., Cleary, M., Team, R. M., Holtermann, H., The, D., Agenda, N., Science, P., Sk, S. K., Hinnebusch, R., Hinnebusch A, R., Rabinovich, I., Olmert, Y., Uld, D. Q. G. L. Q., Ri, W. K. H. U., Lq, V., Frxqwu, W. K. H., Zklfk, E., Edvhg, L. V, Wkh, R. Q., ...)2015. (ح. ناظمى). How to Design and Evaluate Research in Education. In *Syria Studies* (Vol. 7, Issue 1). https://www.researchgate.net/publication/269107473_What_is_governance/link/548173090cf22525dcb61443/download http://www.econ.upf.edu/~reynal/Civilwars_12December2010.pdf <https://think-asia.org/handle/11540/8282> <https://www.jstor.org/stable/41857625>
- Cho, J. Y., & Cho, M. H. (2014). Student perceptions and performance in online and offline collaboration in an interior design studio. *International Journal of Technology and Design Education*, 24(4), 473–491. <https://doi.org/10.1007/s10798-014-9265-0>

- Davis, N. L., Gough, M., & Taylor, L. L. (2019). Online teaching: advantages, obstacles and tools for getting it right. *Journal of Teaching in Travel and Tourism*, 19(3), 256–263. <https://doi.org/10.1080/15313220.2019.1612313>
- De La Fuente, J., Berbén, A. B. G., & Zapata, L. (2013). How regulatory teaching impacts university students' perceptions of the teaching-learning process: The role of teacher training. *Journal for the Study of Education and Development*, 36(3), 375–385. <https://doi.org/10.1174/021037013807533016>
- Dewanto, A. C. (2021). College Students' Perception on Offline versus Online Learning in the time of Pandemic (A Quantitative Descriptive Study in Universitas Pekalongan). *The International Conference of Universitas Pekalongan 2021, 2020*, 127–132. <https://proceeding.unikal.ac.id/index.php/icunikal2021/article/view/653/495>
- Gustiani, S. (2020). Students' Motivation in Online Learning During Covid-19 Pandemic Era: a Case Study. *Holistics Journal*, 12(2), 23–40.
- Hamid, R., SENTRYO, I., & HASAN, S. (2020). Online learning and its problems in the Covid-19 emergency period. *Jurnal Prima Edukasia*, 8(1), 86–95. <https://doi.org/10.21831/jpe.v8i1.32165>
- Hoerudin, C. W. (2022). Implementasi Model Tipologi Interaksi Untuk Meningkatkan Interaksi Siswa Dalam Pembelajaran Bahasa Indonesia Berbasis Online. *Research and Development Journal Of Education*, 8(1), 242–255.
- Indira, P., Ms, S., & Rohtak, M. D. U. (2017). *Online Learning*. 3(8), 32–34.
- Isbaniah, F., Kusumowardhan, D., & Agustina Sitompul, P. (2020). Pedoman pencegahan dan pengendalian coronavirus disease (covid-19) revisi ke-4 1 (L. Aziza, A. Aqmarina, & M. Ihsan (eds.); 4th ed.). Kementerian Kesehatan RI Direktorat Jenderal Pencegahan dan Pengendalian Penyakit (P2P).
- Koeswanti, H. D. (2021). Optimization of Online Learning with A Combination of Offline Practices in The Post-Pandemic Era. *International Journal of Elementary Education*, 5(2), 315. <https://doi.org/10.23887/ijee.v5i2.34752>
- Kriyantono, R. (2014). *Teknik Praktis Riset Komunikasi* (7th ed., p. 56). Lecompte, M. D., & Goetz, J. P. (1982). Problems of Reliability and Validity in Ethnographic Research. *Review of Educational Research*, 52(1), 31–60. <https://doi.org/10.3102/00346543052001031>
- Lorena, C., & Sadiku, M. (2015). *The Importance of Four Skills Reading, Speaking, Writing, Listening in a Lesson Hour*. 1(1), 29–31.
- Mahyoob, M. (2020). *Challenges of e-Learning during the COVID-19 Pandemic Experienced by EFL Learners*. 11(December), 351–362.
- Mardiah, H. (2020). The Use of E-Learning to Teach English in the Time of the Covid-19 Pandemic. *English Teaching and Linguistics Journal (ETLiJ)*, 1(2), 49–55. <https://doi.org/10.30596/etlij.v1i2.4894>
- Moore, J. L., Dickson-Deane, C., & Galyen, K. (2011). E-Learning, online learning, and distance learning environments: Are they the same? *Internet and Higher Education*, 14(2), 129–135. <https://doi.org/10.1016/j.iheduc.2010.10.001>
- Muluk, S., Yanis, F. R., Dahliana, S., & Amiruddin, A. (2021). Offline or online?: EFL students' perceptions on working in face-to-face and virtual learning modes. *Englisia: Journal of Language, Education, and Humanities*, 9(1), 145. <https://doi.org/10.22373/ej.v9i1.10492>
- Prasetyo, Y., Sir, I., & Amir, A. (2022). Face-To-Face Learning Methods Are Limited In Overcoming Students' Learning Difficulties During The Pandemic Covid-19. *Yogyakarta-Indonesian Journal of Research and Educational Review*, 1(3), 286–296.
- Pratama, R. E., & Mulyati, S. (2020). Pembelajaran Daring dan Luring pada Masa Pandemi Covid-19. *Gagasan Pendidikan Indonesia*, 1(2), 49. <https://doi.org/10.30870/gpi.v1i2.9405>

- Qiong, O. U. (2017). A Brief Introduction to Perception. *Studies in Literature and Language*, 15(4), 18–28. <https://doi.org/10.3968/10055>
- Rachmah, N. (2020). Effectiveness of Online vs Offline classes for EFL Classroom :a study case in a higher education. *Journal of English Teaching, Applied Linguistics and Literatures (JETALL)*, 3(1), 19. <https://doi.org/10.20527/jetall.v3i1.7703>
- Rizqi, P. P. A. D. (2020). *An Analysis of English Teaching Activities in Pandemic Era at SMP N 1 Doplang*. 1–17.
- Sarrigeorgidis, K., & Rabaey, J. (2003). Massively parallel wireless reconfigurable processor architecture and programming. *Proceedings - International Parallel and Distributed Processing Symposium, IPDPS 2003, 00(C)*. <https://doi.org/10.1109/IPDPS.2003.1213313>
- Sugiyono, D. (2013). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*, Bandung: Alfabeta. CV 189-190.
- Tampi, J. J., Posangi, J., & Wahongan, G. J. P. (2021). Motivasi Belajar dan Prestasi Akademik Mahasiswa dalam Pembelajaran Offline dan Online dalam Masa Pandemi Corona Virus Disease 2019. *Journal of Public Health and Community Medicine*, 2(2), 14–20.
- Tumanggor, E. B. R., Sitorus, P. J., & Siagian, B. A. (2022). Pengaruh Perubahan Pembelajaran Daring Ke Pembelajaran Luring terhadap Minat Belajar Siswa Kelas VII SMP Wesley Marindal II. *Jurnal Pendidikan Tambusai*, 6(1), 8280–8288.
- W. Cresswell, J. (2013). *Qualitative Inquiry and Research Design* (L. Habib (ed.); 3rd ed.). SAGE Publications Ltd.
- Wahyuni, A. T., Yunisca, L., & Handican, R. (2023). Blended Learning: Bagaimana Persepsi Mahasiswa? *Griya Journal of Mathematics Education and Application*, 3(1), 125–134. <https://doi.org/10.29303/griya.v3i1.281>