



Akun Pembelajaran: The Implementation by English Teachers in Teaching Process

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Abstract

Due to the importance of technology in pandemic, Indonesias government had prepared education using technology by cooperating with Google to make *Akun Pembelajaran* to accesses online learning media for teachers and students. However, since the regulation number 23 in 2021 was released and other regions used *Akun Pembelajaran*, government of Boalemo regency implemented the regulation after 4 months. Additionally, the purpose of this research was to investigate the implementation of *Akun Pembelajaran* by English teachers in Botumoito junior high schools. There were six schools taken at this research, those were SMPN 1, SMPN 2, SMPN 3, SMPN 4, SMPN 5 and SMPN 6. This research used case study as the method of research. This research focuses on phenomena (*Akun Pembelajaran*) that are real in Botumoito sub-district junior high schools. This research also used qualitative research as the approach of research and unstructured-interview as the technique of collecting the data. Based on the results of the research, it was found that all the teachers in Botumoito had not implemented *Akun Pembelajaran* optimally. The implementation was on the subject of storing the data, calculating the students scores, accessing Canva for education, and collecting teaching materials. It was implicated that there was barely facilitation which support the teachers in getting information and practically train the teachers on how to implement *Akun Pembelajaran*. Therefore, a further training on how to implement *Akun Pembelajaran* is wisely expected.

Keywords

Akun pembelajaran, implementation, teachers

Abstrak

Adapun mengingat pentingnya teknologi di masa pandemic, pemerintah Indonesia telah menyiapkan pendidikan menggunakan teknologi dengan menggandeng Google untuk membuat Akun Pembelajaran guna mengakses media pembelajaran daring bagi guru dan siswa. Namun, sejak perpres 23 Tahun 2021 dirilis dan daerah lain menggunakan Akun Pembelajaran, Pemkab Boalemo baru mengimplementasikannya selama 4 bulan. tujuan dari penelitian ini adalah untuk mengetahui penerapan Akun Pembelajaran oleh guru di SMP Botumoito. Terdapat enam sekolah yang diambil dalam penelitian ini, yaitu SMPN 1, SMPN 2, SMPN 3, SMPN 4, SMPN 5 dan SMPN 6. Penelitian ini menggunakan penelitian studi kasus sebagai metode penelitian. Penelitian ini juga menggunakan pendekatan kualitatif dan wawancara tidak terstruktur sebagai teknik pengumpulan data. Berdasarkan hasil penelitian diketahui bahwa semua guru di Botumoito belum mengimplementasikan Akun Pembelajaran secara optimal. Implementasinya pada pokok menyimpan data, menghitung nilai siswa, mengakses Canva untuk pendidik, dan mengumpulkan bahan ajar. Hal ini berimplikasi pada minimnya fasilitasi yang mendukung guru dalam mendapatkan informasi dan secara praktis melatih guru dalam mengimplementasikan Akun Pembelajaran. Oleh karena itu, pelatihan lebih lanjut tentang bagaimana mengimplementasikan Akun Pembelajaran secara bijaksana diharapkan.

Kata Kunci

Akun Pembelajaran, Implementasi, Guru

Introduction

Since Pandemic COVID-19 emerged, teaching and learning process experienced numbers of difficulties and obstacles, including preparing learning media to held remote learning. It was related to the experience of (Ghofur, 2021) in his study that there were 44% teachers who admitted the effectiveness of virtual media. They used endomo, *google classroom*, telegram, email and WhatsApp as virtual media to interact with students along pandemic. Due to the importance of technology in pandemic, Indonesias government had prepared education using technology by cooperating with Google to make *Akun Pembelajaran* as facility to accesses online learning media for teachers and students integrated to *Rumah Belajar* in 2019 since pandemic emerged. That was an

effort by government to help student studying at home by online application (Kemdikbud, 2020b). The Ministry of Education and Culture (*Kemdikbud*) officially made form letter number 16 in August 2021 (Jenderal et al., 2021) about technically direction to utilize *DAPODIK* to link *Akun Pembelajaran*, then there was form letter Number 23 in September 2021 (kemendikbud, n.d.) to widely inform about *Akun Pembelajaran* by giving *Webinar* and training to use the account. Although, Government was not obliging teachers to use the account, it will be helpful for teachers to encounter teaching problems not only in remote learning, but also in offline learning. As stated in *belajar.id* one of the advantages of *Akun Pembelajaran* is that teachers may access numbers of platform from *kemdikbud*.

(srihayu, n.d.) in REFO Indonesia YouTube channel as *Duta Rumah Belajar Riau* said that before *Akun Pembelajaran* was created, teaching and learning process on March 2020 only using *WhatsApp*, then after *Akun Pembelajaran* available, they used *Google meet* and *Google Classroom*. She definitely felt the advantage of *belajar.id* or *Akun Pembelajaran*. Additionally, *Akun Pembelajaran* as facility to access numbers of media, website and application genuinely made for letting teachers and students to explore a wide learning source. Not only that, this account also may safely save documents in *Google drive* with unlimited storage capacity. Teachers, students, head master, and school operator around Indonesia have access to use this account for free.

However, since the regulation number 23 in 2021 was released and other regions used *Akun Pembelajaran* for teaching, government of Boalemo regency implemented the regulation after 4 months. They did a socialization about how to activated *Akun Pembelajaran* in each sub-district. Additionally, my preliminary study in junior high school and elementary school teachers of Boalemo regency through Google form presents 27 participants who 88% admitted that they already known *Akun Pembelajaran* since 2020-2021 and the rest of them known recently in 2022. Additionally, 75% participants mentioned that school operator have distributed their account. All of them stated that they have not used *Akun Pembelajaran* until this day.

Based on my previous survey in 24th of February 2022, it can be said that numbers of teachers in Boalemo regency still not interest to use *Akun Pembelajaran*. It probably caused by no specific regulation to obligate educators to use this facility. In addition, several teachers do not aware to the use of technology in education both in searching learning sources and teaching material for all subjects. It is contradictive to the purpose of education in 21st century, specifically about the use of technology.

It was related to the experience of (Suhardiana, 2019) who did a research about teaching English subject in elementary school using technology. He claimed that teaching English in young age depends on teachers ability in using multimedia (technology). He also found out that none of traditional way in teaching English is useless. However, teaching using technology/multimedia gave students more information, various materials including listening from native speaker. It shows that teaching using technology is genuinely important, not only for one lesson, but also for all lessons.

Accordingly, teaching several subjects in rural area of Indonesia especially English subject is extremely difficult, Specifically in Junior high school. It was because since academic year 2013-2014 English had been removed and became an extracellular in elementary school. Therefore, students with lack of vocabularies and motivation become the biggest challenge for English teachers. Much less teachers must deal to prepare English teaching strategy, tool and media to encourage students in learning English.

Moreover, researcher had asked Septianti in 23rd of February 2022 as an English teacher through *WhatsApp* and she stated that she has not heard about *Akun Pembelajaran* and her group had not discussed about it. Similar to Septianti, Heni also as English teacher in 24th of February 2022 also through *WhatsApp* admitted that her school had not known and discuss about the use of this account, but she had used this account during online learning for once in a week to meet students through *Google meet*, *Google Classroom* and *Google form*.

Furthermore, there were several previous studies which linked to this study. First, it was from (Alzamil, 2021) entitled teaching English speaking online versus face to face: Saudi students experience during the COVID-19 pandemic. The result showed that the participants gave a positive feedback about learning English speaking through online. However, they felt that face to face was better. Furthermore, teachers used email to respond students work.

In addition, (Atmojo & Nugroho, 2020) wrote a journal ELF classes must go online! teaching activities and challenges during COVID-19 pandemic in Indonesia. They found out that to carry out online English



learning, teachers did several activities from checking the attendance list and giving the score. Teachers used applications and platforms which consist of chat and message, video conference, video streaming and so on to support the learning process. Unfortunately, online English learning did not effective regarding to the short of planning and preparation.

One year ago (Safira et al., 2021) did a research named An analysis of English language teaching activities during Covid-19 at SMP Purnama Jakarta. They used phenomenological research as the research method. They interviewed teacher in SMP Purnama Jakarta who said that the learning framework drastically changed. In teaching English during this pandemic, teacher used lecturing strategy. They gave and explained material through Google meet. Not only that, they also used tasked-based learning strategy, where teacher gave assignment after explaining materials into two ways; through Google classroom or Google meet.

Observing the previous studies above, it was seen that all the research had one similar objective which is to observe the teaching activities during Covid pandemic. However, the difference found at the specific teaching media that observed in this research which was *Akun Pembelajaran*. As a case study, this research aims to find out how the implementation of *Akun Pembelajaran* in junior high school at Boalemo district. Considering there has been no research which observed specifically the use of *Akun Pembelajaran* in teaching English at junior high school, therefore it is important to rise this issue into a eligible and scientific research. Therefore, the researcher interested in rising an issue *AKUN PEMBELAJARAN: The Implementation by English Teachers in Teaching Process*

Method

This research is considered as a case study. Case study is a research that use to identify an issue (Widdowson, 2011) said that case study provides rich method in investigating and observing a single case. This study will apply purposive sampling technique referred to homogeneous sampling in choosing the participants. As Lodico et al (2010) said that purposive sampling technique is a technique to choose the participant by considering specific criteria which refers to person, place and things which provide wide and most information that researcher needs to answer research questions. Lodico also explained that homogeneous sampling focuses on participants who have similar characteristic.

The sources of data are English teachers in Botumoito sub-district. There are 6 schools such as SMPN 1 Botumoito, SMPN 2 Botumoito, SMPN 3 Botumoito, SMPN 4 Botumoito, SMPN 5 Botumoito and SMPN 6 Satap Botumoito. The technique of analyzing data in this research will use matrix analysis by Miles & Huberman in (Rijali, 2018) which consist of Data Reduction, Data Display, and Conclusion Drawing.

Another technique to collect data is interview. In interviewing English teachers, the researcher will use audio record with following steps according to (Dowling, 1912)

1. *Begin the interview by reintroducing researcher.* Even though before doing observation researcher has contacted the interviewer, researcher must introduce him/her self again and the topic.
2. *Remind the participant(s) of the confidentiality of their responses.* In this stage, it is essential to review related information to build participants confidence.
3. *Obtain general descriptive information.* This step could describe briefly both information of participant or phenomena being studied.
4. *Present questions starting with most general question.* This part could build a trust from participant to researcher by showing them respect. Thus, they will genuinely share what researcher need.
5. *Throughout the interview, strive for neutrality.* Here, researcher must be sensitive. It is forbidden to show judgmental or upset of what researcher hear.
6. *Record the interview data.* Numbers of qualitative research prefer to tape record to protect data integrity.

Therefore, after recording the interview and writing the transcription, also categorizing data from questioners, researcher will choose sentences that explain the research questions and make a description. The data will be analyzed by describing research findings and giving interpretation toward interview that related to the research problems.

Result And Discussion

Result

There were six teachers had been taken at this research to find out the case study of *Akun Pembelajaran* in its implementation at junior high school in Botumoito sub-district. Five of the teachers were the English teachers while one of the teachers was the civic education subject. This happened due to the condition of SMPN 2 which did not have an English teacher. In addition to this, the researcher had taken the civic education teacher as the comparison of the English subject to another subject in this school. This part presented *Akun Pembelajaran* issues in a form of analysis based on the interview and questionnaire that had been taken at the English teachers in SMPN 1, SMPN 2, SMPN 3, SMPN 4, SMPN 5, and SMPN 6 of Botumoito sub-district.

Based on the interview with the English teachers in junior high schools of Botumoito sub-district it was found that all the English teachers had known about *Akun Pembelajaran* as one resource that provided by the government to ease the process of teaching and learning during Covid-19 pandemic. This information was admitted had been obtained from various sources such as from school principals, teacher colleagues, social media, Dikpora, and the circular from the ministry of education. It was also found that all the English teachers had activated their *Akun Pembelajaran* account but mostly had not utilized in the teaching and learning process in the English classroom. As the question of the researcher *How do you implement this account in the teaching and learning process of English?* it was gotten various answers as presented below.

I have not used the Akun Pembelajaran because this is still new for me and there is still a lack of facilitators. I do not know the benefits of using learning accounts (Teacher of SMPN 1)

Based on the interview with the teacher of SMPN 1 it was found that the teacher had not implemented the *Akun Pembelajaran* in the process of teaching and learning. It was stated that *Akun Pembelajaran* was a new thing for the teacher and he did not know yet the benefits of *Akun Pembelajaran* in teaching and learning English. The lack of information and ability of the teacher in implementing this *Akun Pembelajaran* was because of the lack of facilitators in the school.

I have not used. Because it was only February that the LPMP did the activation guided by SMPN 1 Botumoito. I know the benefits of this account are according to what I got from LPMP activities at SMPN 1 Botumoito, namely that we are free and easy and not limited to access everything, especially regarding learning resources, especially in my subject, namely PKN. (Teacher of SMPN 2)

The interview above was done with the Civic Education teacher, he was admitted that he had not used the *Akun Pembelajaran* yet. This happened because the familiarization was just given in February or 4 months ago since this interview was done which was given by the Education Quality Assurance Institute in February.

I do not understand about applications that use Akun Pembelajaran. I know the benefits, namely how to access information, the media used for learning. (teacher of SMPN 3)

Based on the interview with the English teacher at SMPN 3, it was found that the teacher had not understand about the *Akun Pembelajaran* in its implementation in teaching and learning process. However, theoretically the teacher had known about the information of *Akun Pembelajaran* where it could give free access to any platform and *Akun Pembelajaran* would make a worthwhile contribution to road teaching process through free teaching media.

I have not yet used in the teaching process. However, in terms of storing the scores on Google Drive and accessing learning resources (SMPN 4 teachers)

In line with the previous teachers, it was also stated by the English teacher in SMPN 4 that he had not implemented the *Akun Pembelajaran* in the process of teaching and learning. However, it was found that even when the teacher had not implemented the *Akun Pembelajaran* in the process of teaching but she knew this account would allow the teacher to use any platform such as Google Drive and used the *Akun Pembelajaran* in storing the students score on Google drive through the account. Thus, the teacher also used the *Akun Pembelajaran* account to access the learning resources, these resource which further used by the teachers in teaching English to the students of SMPN 4.

I Activated the account from 2021. Already used in teaching/non-learning (one-way, only teacher) implementation in the learning process is not yet available only in teaching, such as accessing Canva and logs in with Akun pembelajaran and other interesting learning media to present teaching materials either pdf or ppt to students so that they are interesting to listen to. It is also efficient for the time of preparation



of teaching materials. Every day is used for teaching materials and student learning evaluation using Google form (teacher of SMPN 5)

Based on the English teachers confession the account of *Akun Pembelajaran* had been activated since 2021. He used the *Akun Pembelajaran* in various ways which were in the teaching side and not on the learning side. Hence the use of *Akun Pembelajaran* in SMPN 5 were carried on by accessing Canva. Moreover, the teacher also used *Akun Pembelajaran* as an intermediary to save time in accessing teaching materials and evaluating students tasks via Google form.

I already using it but not yet in the realm of learning but now making questions on the Google form. Have not used it in the learning process because I do not know the benefits of this account and how to implement it in the learning process and do not know what facilities I can get (teacher of SMPN 6)

In the interview with the teacher of SMPN 6, the researcher got that the English teacher did not fully implemented *Akun Pembelajaran* in the process of teaching and learning. The teacher had heard about *Akun Pembelajaran* and only used it in making questions in Google Form. Here it was found that the teacher still did not aware of the benefits of *Akun Pembelajaran* and what facilities that teachers could get in the teaching and learning process.

Discussion

Facing new challenges in teaching practice, it is imperative for teachers to adapt to an integration of technology in instructional process. However, having limitation in facilities, and previous working environment that rely only on textbook, most of teachers especially in rural area did not show the enthusiasm to the use of technology. Such challenges confirmed by (N.K.S. Widarini et al., 2021) through interview and observation that during the pandemic teachers faced problems such as using e-learning tools, teachers knowledge and students motivation. The research found that teachers strategies during the online learning are using Google Form, interacting with students via Google Meet, and designing materials by taking from YouTube channel.

Meanwhile, teachers forced to educate students remotely using technology. It is believed that over 68 million students in pre-school must study at home and depend on online technology since government announce to close schools temporarily (JPNN, n.d.)

Accordingly, government has bridged a gap during teaching process in pandemic. Therefore, Indonesian Ministry of Education (Kemdikbud) had created *Akun Pembelajaran* as facility to access teaching media for free in Google page. Formal regulation named *Peraturan Sekretaris Jenderal* number 16, 2021 decided to make direction to utilize *DAPODIK* integrated to *Akun Pembelajaran*. It stated that *Akun Pembelajaran* is an account consist of ID and Password which published by ministry and can be used by students, teachers and educators as an account to access technology-based learning service. This regulation outlined the purpose, target and procedure of *Akun Pembelajaran*. The purposes of *Akun Pembelajaran* are to support learning process in education department towards technology and to increase relation among learning services (Kemdikbud, 2020a).

Based on the result of the implementation of *Akun Pembelajaran* in junior high school in Botumuito, the researcher had found a scheme where most teachers had not used this *Akun Pembelajaran* to its fullest. All the teachers stated that they had known about *Akun Pembelajaran*. The teacher of SMPN 2 who taught civic education also stated there was a visitation from Education Quality Assurance Institute in February at SMPN 1 and it informed about the benefits of *Akun Pembelajaran* in accessing various platforms freely. The teacher of SMPN 4 and SMPN 5 also admitted that they knew already about *Akun Pembelajaran* and had implemented the account even not directly in the teaching process. The teachers used *Akun Pembelajaran* in accessing the learning material and Google Drive to store the students scores.

This account was also used as a media to access Canva an apps to create a creative and interesting template which also allowed the teacher to form a presentation in power point or the teaching material in .pdf form. In another side, this account was also used to access Google form to evaluate the students learning achievement. In other hand, it was admitted by the teacher of SMPN 6 that he had not used to the *Akun Pembelajaran* where he did not know the benefits of this account in the process of teaching English. This statement was in line with the English teacher at SMPN 1 where she did not know the benefits of *Akun Pembelajaran* since there was a lack of facilitator related to this account.

(Naim, n.d.) as *Sekretaris Jendral Kemdikbud* mentioned that *Akun Pembelajaran* using Google to support widely access with a high security. However, the role of head master and school operator are needed. However, the purpose of *Akun Pembelajaran* and its outlook was seemed to have different reality. It was hoped that by implementing this *Akun Pembelajaran*, it could support teachers and students in the teaching and learning process. However, it seemed that this hope was still very far from the realization that the researchers got at the junior high school in Botumoito.

It was found that the implementation was still not running smoothly due to the lack of understanding from the teacher. The implementation of *Akun Pembelajaran* only occurred in storing data, using Canva for teachers, making assessments using Google forms and searching for teaching materials. In comparison to the available features and platforms that were freely to access by the *Akun Pembelajaran*, the teachers implementation on *Akun Pembelajaran* was still said to be far from perfect mastery and expert.

The lack of teacher ability in implementing *Akun Pembelajaran* could be caused by several factors. The first factor was the possibility that there still new information to the teacher as it was acknowledged *Akun Pembelajaran* was just informed in early February 2022. Hence was the possibility that there was no continuity from the facilitators who supported the provision of information and implementation of this *Akun Pembelajaran* from the government.

Even though the teachers already knew the benefits of this *Akun Pembelajaran*, it was actually acknowledged by the teachers that they did not understand this *Akun Pembelajaran* because there was no facilitator. Seeing and observing from research locations located in remote areas, this could also support the teachers delay in obtaining information from *Akun Pembelajaran*. Various factors could be supported, starting from internet access, which greatly affects the implementation of *Akun Pembelajaran* which must be tied to the internet.

On the other hand, the hope from the government was that by giving this *Akun Pembelajaran* it could support the performance of teachers in teaching during the pandemic. (Koehler & Mishra, 2008) had created teachers framework of teaching with technology where this competence basically related to teachers understanding to technology as a learning process, tool and sources. However, if the teachers ability to implement *Akun Pembelajaran* was still limited, then it was quite a distance for teachers to be able to smoothly support their teaching.

With the lack of information and knowledge possessed by the teacher, it could lead to half-implemented implementation. This allowed teachers to be more comfortable using information and technology that was more familiar to them such as their personal accounts rather than the educator account provided by *Akun Pembelajaran*. Even though this *Akun Pembelajaran* account gave teachers the privilege of accessing several Google features at once using only one account.

The governments role or value was very important in realizing technology for the teachers. The government as the originator of *Akun Pembelajaran* for teachers should not only provide facilities in the form of an educator account that was useful in accessing Googles features freely but also must provide online seminars and facilitators for each school. With this training specifically to teach *Akun Pembelajaran*, this *Akun Pembelajaran* could be used conductively for both teachers and students where it was known that in junior high school at Botumoito, only a small number of teachers had implemented *Akun Pembelajaran* while even that was only in assessing teaching needs and not in the teaching and learning process itself.

Therefore, based on the result of research where the implementation of *Akun Pembelajaran* by the teachers were still minimal, it was not possible for students to have minimal information about this *Akun Pembelajaran*. Even though it was hoped that in this teaching and learning process the implementation of *Akun Pembelajaran* could help not only as a solution for teaching during a pandemic but also to create teaching and learning activities that were increasingly advanced and technologically savvy. So that researchers could see from the results of interviews that the implementation of *Akun Pembelajaran* in Botumoito school was still very minimal and there was a need for both internal and external supports to achieve teachers understanding and mastery of *Akun Pembelajaran*.



Conclusions

Botumoito junior high school consists of SMPN 1, SMPN 2, SMPN 3, SMPN 4, SMPN 5, and SMPN 6, all schools in Botumoito are expected to be able to smoothly implement the account to access several features in teaching activities. *Akun Pembelajaran* is an account that can freely access various Google features using only one account. What was more, teacher-owned *Akun Pembelajaran* can even give a premium access to some teacher-only apps such as Canva for education. So that *Akun Pembelajaran* is expected to be able to contribute to teachers and students to be used in teaching and learning activities in schools. However, the researcher found that the implementation of *Akun Pembelajaran* in the junior high school in Botumoito was still far from being effective. This acknowledges that the implementation of *Akun Pembelajaran* was only limited to activating accounts, storing data on Google Drive, accumulating grades on Google forms, searching for materials and creating templates in Canva for teachers. This was due to the lack of information obtained by teachers in schools and the lack of facilitators in informing *Akun Pembelajaran*. In the future, increasingly developing technology will bring teachers to technological progress, so it is hoped that there will be regular guidance for teachers in utilizing information and technology in the use of learning.

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