

**STUDENTS' PERCEPTION IN USING GOOGLE MEET APPLICATION
OF ONLINE LEARNING DURING PANDEMIC COVID – 19 AT SMA
NEGERI 11 PALEMBANG**

A Thesis by

Mayang Sari

1804410501

English Education Study Program



**FACULTY OF TEACHER TRAINING AND EDUCATION TRIDINANTI
UNIVERSITY PALEMBANG**

2022

**STUDENTS' PERCEPTION IN USING GOOGLE MEET APPLICATION
OF ONLINE LEARNING DURING PANDEMIC COVID - 19 AT SMA
NEGERI 11 PALEMBANG**

A Thesis by

MAYANG SARI

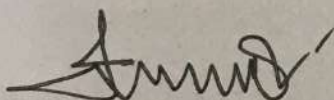
Student's Number 180410501

English Education Study Program

Faculty of Teacher Training and Education

Approved by,

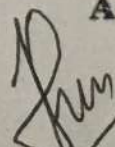
Advisor I,



Yuyun Hendretv, M.Pd.

NIDN. 0221068001

Advisor II,

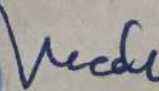


Heru Setiawan, M.Pd.

NIDN. 0213079601

Certified by,

Dean of Faculty of Teacher Training and Education



Nyayu Lulu Nadya, M.Pd.

NIDN. 0209058702

**STUDENTS' PERCEPTION IN USING GOOGLE MEET APPLICATION
OF ONLINE LEARNING DURING PANDEMIC COVID - 19 AT SMA
NEGERI 11 PALEMBANG**

Name : MAYANG SARI

Student's Number : 1804410501

**This thesis was defended by the writer in the Final Program Examination
and was approved by the examination committee on:**

Day : Tuesday

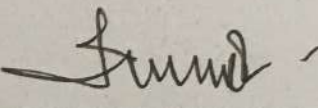
Date : 18 october 2022

Examination Committees

Signature /Date

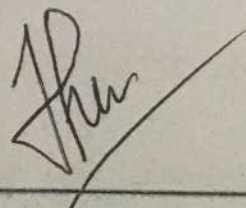
1. Yuyun Hendrety, M.Pd.

(Chairman)



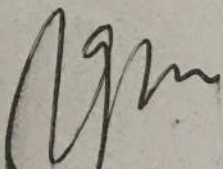
2. Heru Setiawan, M.Pd.

(Member)



3. Dr. Hj. Gaya Tridinanti, M.Ed.

(Member)



Acknowledged by

Dean of Faculty of Teacher Training and Education University of

Tridinanti Palembang



Nyayu-Lulu Nadva, M.Pd

NIDN. 0209058702

DEDICATION

I dedicate this thesis to:

With gratitude and love, faithfully this thesis for :

- ❖ *Allah SWT for blessing me to finish this thesis and the prophet Muhammad SAW as our role model.*
- ❖ *My beloved parents, my mom Nurlaili and my dad Ahmad for the endless love, pray, support, motivation and everything for my life. Thank you, mom and dad, I love you so much.*
- ❖ *My beloved brother, Rohmadon.*
- ❖ *My lovely sibling Wenty and Shinta who have always helped me and ready 24 hours if I need anything.*
- ❖ *My beloved big family and My beloved the second family who always support me.*
- ❖ *My beloved advisors, Yuyun Hendrety, M.Pd and Heru Setiawan, M.Pd. Thank you so much for your advice, guidance, help, support and motivation during the Process of writing this thesis.*
- ❖ *All my lecturers, thank you for your knowledge during my study as Tridinanti University Palembang.*
- ❖ *My best Friend Muhammad Adam, Suci Indah sari, Ismaliya, Ria, Wulandari, and classmate for the suggestions, help, support, during the process of writing this thesis, thank you so much everyone.*
- ❖ *My Almamater*

MOTTO

“The only way to do great work is to love what you do”

PERNYATAAN

Saya menyatakan dengan sebenar-benarnya bahwa seluruh data, informasi, interpretasi serta pernyataan dalam pembahasan dan kesimpulan yang di sajikan dalam karya ilmiah ini, kecuali yang disebutkan sumbernya merupakan hasil pengamatan, penelitian, pengelolaan serta pemikiran saya dengan pengarahan dari pembimbing yang ditetapkan.

Apabila ternyata naskah skripsi ini dapat dibuktikan terdapat unsur-unsur jiplakan, saya bersedia skripsi ini digugurkan dan gelar akademik yang saya peroleh (S-1) dibatalkan, serta diperotes sesuai dengan peraturan perundangundangan yang berlaku (UU) No. 20, Tahun 2003, pasal 25 ayat 2 dan pasal 70.

Palembang, September 2022



Mayang Sari

NPM. 1804410501

ACKNOWLEDGEMENTS

All Praises to Allah SWT, For all blessings, chances, and guidance given to the writer in completing the thesis entitled “Students’ perception in using Google Meet Application of online learning during pandemic Covid-19 at SMA Negeri 11 Palembang”. This thesis is submitted to fulfill one the requirements to accomplish S1 degree of Faculty of Teacher Training Education, English Study Program at Tridinanti University Palembang.

In finishing this thesis, the writer would like to give grateful thanks to people who had helped, guided, supported, and suggested in process of writing of the thesis, they are:

1. Dr.Ir.Hj. Manisah, M.P. as Rector of Tridinanti University Palembang.
2. Nyayu Lulu Nadya M.Pd, as the Dean of Faculty of Teacher Training and Education.
3. Nurulanningsih, M.Pd. and Yuyun Hendrety, M.Pd as Vice Dean of Faculty of Teacher Training and Education.
4. Jenny Elvinna Manurung, M.Pd, as the Head of English Education Study Program and Nita Ria, M.Pd. as Secretary of English Education Study Program.
5. Yuyun Hendrety, M.Pd, as the first advisor and Heru Setiawan, M.Pd as the second advisor for their guidance in writing her thesis.
6. All the lectures at University of Tridinanti Palembang especially of Faculty of Teacher Training and Education.
7. All students of English Education and Indonesian and Literature Study Program to their cooperation.
8. All students of SMA Negeri 11 Palembang their cooperation

Finally, the writer hopes this thesis is useful to readers and could be as a reference to other researcher for the next thesis.

Palembang, September 2022

Mahasiswa

Mayang Sari

NPM. 1804410501

ABSTRACT

In this pandemic era, the education world changed quickly. The teaching and learning process should follow the condition in order to decrease the spread of the virus. The offline class changed into online class with the help of technology such as smartphone and laptop. The teachers used learning platforms to deliver the materials and also communicate with the students. The increasing development of information communication and technology in education facilitates the learning process during Covid-19 pandemic, this study aimed to determine students' perception in using Google Meet application during online learning and students' problem in using Google Meet application at SMA Negeri 11 Palembang. Descriptive quantitative survey method was carried out. 155 students participated in this study selected by using Cluster random sampling technique. They were the students of classes XI. IPA and IPS who experienced online learning by using Google Meet Application. For collecting the data, questionnaire was used and distributed online to the students. The data was analyzed by using descriptive analysis. The result of the study indicated that most students perceived positively toward the use of Google Meet application easily. The result of study dealing with problems in using Google Meet application, there are some obstacles faced by students during distance learning, because students had trouble getting a good signal while following online learning using Google Meet.

Keywords: *Perception, Learning media, ICT, Google Meet*

TABLE OF CONTENT

COVER	
APPROVAL SHEET	i
RATIFICATION SHEET	ii
DEDICATION AND MOTTO	iii
SURAT PERNYATAAN.....	iv
ACKNOWLEDGEMENT	v
ABSTRACT.....	vii
LIST OF APPENDICES	viii
CHAPTER 1 INTRODUCTION	
1.1 Background of the Study.....	1
1.2 The Problem of the Study	6
1.2.1 The Limitation of the Study	6
1.2.2 The Formulation of the Problems	6
1.3 The Objectives of the Study.....	7
1.4 The Significances of Study	7
CHAPTER II LITERATURE REVIEW	
2.1 The Definition of perception.....	8
2.2 Students' Perception.....	9
2.3 An overview of online learning.....	10
2.4. Advantages and Disvantages of Online learning	13
2.5. Google Meet Application in Language Learning.....	16

2.6. Challenges of Google Meet Application in online learning	18
---	----

2.7. The Previous Related Studies	19
---	----

CHAPTER III RESEARCH METHOD

3.1 Research Methodology.....	22
-------------------------------	----

3.2 Operational Definition	23
----------------------------------	----

3.3 Population and Sample	24
---------------------------------	----

3.1.1 Population	24
------------------------	----

3.1.2 Sample	25
--------------------	----

3.4. Data collection technique.....	27
-------------------------------------	----

3.4.1 Questionnaire	27
---------------------------	----

3.4.2 Validity.....	28
---------------------	----

3.4.3 Reliability.....	30
------------------------	----

3.4.4. Technique for Analyzing data.....	32
--	----

3.4.5. Data analysis	33
----------------------------	----

CHAPTER IV FINDINGS AND INTERPRETATION

4.1 Findings.....	34
-------------------	----

4.1.1 The Results of Descriptive Analysis	36
---	----

4.1.2 The result of the students' perception on questionnaire.....	36
--	----

4.1.2.1 Aspects of easy access Google Meet application.....	36
---	----

4.1.2.2 Aspects of effectiveness of Google Meet.....	38
--	----

4.1.2.3 Aspect of level learning.....	40
4.1.2.4 Student responses in the ease of accessing the Google Meet application	41
4.1.3 The result of the students problem in using Google Meet application in using Google Meet	45
4.2. Interpretation and Discussions	47

CHAPTER V CONCLUSION AND SUGGESTION

5.1. Conclusion	50
5.2. Suggestion	51

REFERENCES

APPENDICES

CHAPTER I

INTRODUCTION

This chapter presents the background of the study, the formulation of the problems, the objectives of the study and the significances of the study

1.1 The Background of the Study

Technology plays an important role and widely having an impact on education. One of technologies that develops is interconnected network (Internet). According to Sutedjo (2020) the internet is very large computer network consisting of small networks that are connected to the whole world. Meanwhile, the number of internet users in Indonesia during 2020 has risen to 73 percent of the population (Indonesian internet service provider Association, 2020). In the ever-changing world of Information and Communication Technology (ICT), the internet is critical when it comes to receiving instructions from other locations.

Nowadays, with the widespread of the internet, it also affects to education. As the result, the development and of technology in learning process is conducted not only offline but also online, (Fitriyadi, 2013).

According to Colliot (2020), offline learning is a method of delivering learning which usually conducted face-to-face between teachers and students.

Meanwhile, Stem (2019) added that online learning or known as distance learning is education that takes place over the internet. It is often referred to as e-learning among other terms. In addition, Stem (2019) said that online learning is just one type of distance learning, a generic term for learning anything that occurs

across distance and not in a traditional classroom. Specifically, online learning has many types namely, synchronous, asynchronous and hybrid learning.

Finol (2020) explained synchronous learning refers to all type of learning in which learners and instructors are in the same place and same time. For example google meet, zoom, whatsapp, etc. Synchronous is also commonly referred to as real online classroom or usually called by virtual classroom, asynchronous is the opposite of synchronous which means teacher and student can connect each other not at the same time. For example email, and google classroom. Asynchronous enables the students to complete the web-based training at their own place, without live instruction from the teacher (Wahono, 2008). Moreover, Garrison and Vaughn (2008) said hybrid learning as the combination of properties and possibilities of both face-to-face classrooms and online learning to go beyond the capabilities each separately.

The integration of the use of online learning into educational practice brings advantages. UNESCO (2010) mentioned that online learning can facilitate universal access to education, bridge learning divides, strengthen inclusion, and improve education administration and governance. On the other hand, it turns out that online learning can also have a negative impact on education. Arkoful and Abaidoo (2014) stated that implementation of online learning to education does have the drawback, it is very potential to do plagiarism practices, internet signal strength, and devices that support to do so based on the terms of delivery, distance learning methods can be used in the educational component. Firman (2020) said that strengthening educators' knowledge of the subject being taught, teaching pedagogy and students' development, and as a guide for better classes.

Since the early of 2020, the world has been facing the pandemic covid. As the result, all educational institution implemented online learning as the solution to prevent and handle the corona virus disease (Covid-19) the spread of the Covid-19 virus that occurred especially in Indonesia had its own impact on the world of education. The government issued several policies or steps that can be taken during this corona virus pandemic. One of the policies taken was to change all teaching and learning activities which then turned into an online system to carry out social distancing in order to reduce the transmission of the Covid-19 outbreak. Various initiatives were underway to ensure learning activities continue even though there were no face-to-face schools. Especially in higher education students and teachers who could not meet in class, must react to changing conditions and alternative strategies such as completing online learning.

Indonesia government policy encourages educational institutions especially higher education to consider the selection of learning media internet-based technology to support online learning. Markarim said that (2020) many educational institutions in Indonesia use online learning platform to support the teaching and learning process and to reduce the transmission of the pandemic.

According to Friedman and Friedman (2020), students and teacher have the opportunity to optimize the learning process through various online learning platform. One of the most online learning platform used by people is Google Meet Application. According (Singh & Awasthi, 2020). Google Meet is one of video communication services which is very helpful, the interface provided by Google Meet allows users to meet face to face directly and effectively, but it is also very light and fast. SMA Negeri 11 Palembang especially in class IPA and

IPS have implemented Google Meet Application for teaching and learning process since Covid-19 pandemic.

Carrying out online learning activities via Google Meet Application allows teacher to interact more communicatively with students. The most important thing is that the teacher can carry out teaching and learning activities effectively such as face-to-face teaching activities in the class, the teaching and learning activities turns out to be very fun. The teacher becomes creative and the students feel very happy. Futhermore, Wibawanto (2020) said the use of video conferencing in distance learning will greatly assist students in learning because educators can interact even in some different places. It can stimulate all aspects of development by combining video conferencing ,chat room, online meetings. There are many features of this platform, not only being able to make phone, calls, webinars, presentation but also being able to hold meetings virtually simultaneously. However, Elejaz (2020) explained that Google meet has some disadvantages. One of the disadvantages is teaching and learning activities using Google meet depends on signal strength which affects the quality of video and audio.

Teaching and learning activities using Google meet application depends on signal strength which affect the quality of video and audio. Many researchers have been investigating about online learning platform which relevant to this research. Agung, Surtikanti, and Quinones (2020) studied about students' perception of online learning during pandemic covid-19. The result of this study found that there are several factors that influence the learning and teaching process through online learning, namely the availability of the internet, accessibility of learning media, and compatibility of tools for accessing media. On

the other hand, learning through online learning increased students' learning motivation.

Perception is the process by which people select, organize, interpret and infer stimuli from the environment, so that people gain experience or knowledge. Jarvis (2015) claimed that to put in and analyze information is called as perception. Understood the perception is the end of perception process which begins the process of sensing, is the process of stimulus receipt by means of senses, then there are individual attention, and then forwarded by the brain, and then the individual is aware of something about something called perception.

The researcher chose SMA Negeri 11 Palembang as a setting for conducting research because the researcher had practiced teaching (PPL) there. Based on the observation and the interview with the teacher of English, the students used Google Meet application as their teaching and learning media. Thus, the researcher was interested in investigating the study entitled "Students' perception in Using Google Meet Application of Online learning during pandemic covid – 19 at SMA Negeri 11 Palembang"

1.2 The Problem of the Study

1.2 The Limitation of the Study

This study investigated the students' perception in using Google Meet application of online learning during pandemic covid – 19 at SMA Negeri 11 Palembang. There are two choice of major at the school namely IPA and IPS. Students' perception on the use of Google Meet application limits on accessibility,

material and assignment delivery, and the use of an online learning platform it also explores the challenges faced by the students in using Google Meet application during online learning.

1.2.2 The Formulation of the Problems

The problems of the study were formulated in the following question :

1. How did the students perceive the use of Google Meet Application during Online learning on pandemic covid-19 at SMA Negeri 11 Palembang?
2. What were the students' problems in using Google meet application during online learning on pandemic covid-19 at SMA Negeri 11 Palembang?

1.3. The Objectives of the Study

Regarding the problems of the study, the objectives of the study were as follows :

1. To describe how the students perceived the use of Google Meet application during online learning on pandemic covid-19 at SMA Negeri 11 Palembang?
2. To find out the students' problems in using Google meet application during online learning on pandemic covid-19 at SMA Negeri 11 Palembang?

1.4. . The Significances of the Study

The study aimed to provide some benefits for the teacher, the institution, the students, researcher and other researchers, as listed below :

1. For the teachers

This research can help teachers to understand some problems faced by students in applying online learning.

2. For the institution

This research can help institution to develop and facilitate the online learning run well.

3. For the students

This research is expected to increase students' learning motivation in online learning.

4. For the researcher

This research is expected to develop researcher's knowledge about influence of technology in teaching and learning nowadays.

REFERENCES

- Agung, S., & Quinones. (2020). *Students' Perception of online learning during COVID-19 Pandemic: A case Study on the English Students of STKIP Pamane Talino*. *Journal of Social Sciences and Humanities*, 10 (2).
- Arkoful & Abaidoo. (2014). The role of e-learning, the advantages and disadvantages of adoption in Higher Education. *International journal of education and research*, (p.12).
- Apuke, O. D. (2017). Quantitative Research Methods : A Synopsis Approach. *Kuwait Chapter of Arabian Journal of Business and Management Review*, 6(11), 40–47.
- Asosiasi Penyelenggara Internet Indonesia (APJII). (2020). *Survey pengguna Internet APJII 2019-Q2 2020: Ada Kenaikan Pengguna Internet Baru di 'RI*. Retrieved from [https://apjii.or.id/content/read/104/503/BULETIN-APJII-EDISI 74--- November-2020](https://apjii.or.id/content/read/104/503/BULETIN-APJII-EDISI%2074---November-2020)).
- Akande, S. (2009). Knowledge, perception, and attitudes of library personnel towards preservation of information resources in Nigerian Federal University library. *Library Philosophy and Practice Journal*, 8(2), 104-132.
- Arikunto, S. 2002. *Metodologi Penelitian Suatu Pendekatan Proposal*. Jakarta: PT. Rineka Cipta.
- Bhatia, M. (2018). *A Complete guide to quantitative research methods*. (<https://humansofdata.atlan.com/2018/06/quantitative-research-methods/>)
- Blumberg, B., Cooper, D. R., & Schindler, P.S. (2005). *Business research methods*. Berkshire: Mc Graw Hill Education.
- Blake, R., & Sekuler, R. (2006). *Perception*. New York: McGraw Hill
- Colliot. (2020). *The battle of generation online vs offline education*. (<https://doi.org/10.19173/irrodl.v15i6.1748>)
- Creswell, J. W. 2012. *Research design pendekatan kualitatif, kuantitatif, dan Mixed*. Yogyakarta: Pustaka Pelajar
- Creswell. J. W. 2005. *Educational research. planning, conducting, and evaluating quantitative and qualitative reserach*, Second Edition. New Jersey: Pearson Merrill Prentice Hall.

- Elejaz. (2020). Analyzing the pros and cons of the Zoom platform. Retrieved from (<https://www.agilitypr.com/per-news/public-relations/analyzing-the-pros-and-cons-of-the-zoom-platform/>)
- Firman, (2020). Pembelajaran Online Ditengah Pandemic Covid-19. *Indonesia journal of educational science*. (Vol.2.p.2)
- Fitriyadi, H. (2013). Integrasi teknologi informasi komunikasi dalam pendidikan: *pontensi manfaat, masyarakat berbasis pengetahuan, pendidikan nilai, strategi implementasi dan pengembangan professional*
- Finol (2020). Asynchronous vs synchronous learning: *A Quick overview*. (<https://www.brynmawr.edu/blendedlearning/asynchronous-vs-synchronous-learning-quick>)
- Fowler, F. J., & Cosenza, C. (2009). *Design and evaluation of survey questions*. Los Angeles: SAGE Publication
- Fraenkel & Wallen. (2009). *How to design and evaluate research in education*. New York: McGraw-Hill.
- Friedman, L. W., & Friedman, H. H. (2020). Using social media technologies to enhance online learning. *Journal of educator online*, 10(4),1-22.
- Furr, MR dan Bacharach, VR 2013, *Psychometric: An Introduction (2nd Edition)*, SAGE, USA
- Garrison, D. R., & Vaughan, N. (2008). *Blended learning in higher Education: framework, principles, and guidelines*. San Fransisco: Jossey-Bass.
- Ghozali, I. (2009). “ *Aplikasi Analisis Multivariate dengan program spss* “. Semarang : UNDIP.
- Healey, D., Smith, H., Hubbard, P., Goergious, L., Kessler, G., & Ware, P. (2011). *TESOL Technology standards: Description, implementation, and integration*. Alexandria VA: TESOL.
- Jarvis, M. 2015. *Teori-teori Psikologi: Pendekatan Modern untuk Memahami Perilaku, Perasaan, dan Pikiran Manusia*. Alih bahasa: SPA-Teamwork. Bandung : Nusa Media.
- Kerlinger. (2008). *Rancangan penelitian*. Jakarta: PT. Gramedia Pustaka Utama

- Khasanah, U. (2021). The perceptions of English language education students of UIN Sunan Ampel. *Edunesia: Jurnal Ilmiah Pendidikan*, 2(1), 23-33
- Kothari, C.R. 2004. *Research Methodology: Methods and Techniques*. New Delhi: New Age International (P) Ltd., Publishers.
- Levy, M. (2010) 'Developing the language skills: Aligning the technological tool to the pedagogical purpose'. In C. Ward (ed.) *The impact of technology on language learning and teaching: What, how, and why*. Singapore: Regional Language Centre (pp. 16–27).
- March, J.R. (2002). Book Review e-learning strategies for delivering knowledge in the digital age. *Jurnal internal and higher education*
- Markarim, N. (2020). SKB 4 Menteri, Pemerintah dorong akselerasi pembelajaran tatap muka terbatas. Jakarta: Kominfo RI. Retrieved from (<https://www.kominfo.go.id/content/detail/33590/skb-4-menteri-pemerintah-dorongakselerasi-pembelajaran-tatap-muka-terbatas/0/berita>).
- Merriam, S. (2009). *Qualitative research: A guide to design and implementation*. San Francisco, CA: Jossey-Bass.
- Miles, M. B., & Hubberman, A. (1994). *Qualitative data analysis : an expanded source book (2nd.Ed)*. London: SAGE.
- Mohajan, H.K. (2017). Two Criteria for Good Measurement in Research: Validity and Reliability. *Annals of Spiru Haret University, Vol. 17, No 3*, 58-82.
- Osborne, C. (2021). *The complete Zoom guide: From basic help to advanced tricks*. Retrieved from (<https://www.zdnet.com/article/zoom-101-a-starterguide-for-brgginnes-plus-advanced-tips-and-ticks-for-pros/>)
- Purwanto, E., & Tannady, H. (2020). The Factors Affecting Intention to Use Google Meet Amid Online Meeting Platforms Competition in Indonesia. *Technology Reports of Kansai University*, 62(06), 2829–2838.
- Qurrotu, A (2021) *A Study on Student Perception and Motivation of Online Google-Meet App on Learning English During Covid-19 Period in The First Grade at SMAN 4 Kota Serang*.
- Ristekdikti. (2020). *Kebijakan pendidikan jarak jauh dan E- learning di Indonesia*. Retrieved from (<http://kopertis3.or.id/v2/wp-content/uploads/PaulinaPannenKebijakanPJJ-dan-E-Learning.pdf>).
- Robson, C. (2011). *Real World Research: A Resource for Users of Social Research Methods in Applied Settings*, (2nd Ed.). Sussex, A. John Wiley and Sons Ltd.

- Robbins, J. (2013). *Arts of Perception: The Epistemological Mentality of the Spanish Baroque, 1580-1720*. Routledge.
- Sekaran, U. (2013). *Research methods for business*. Jakarta: Salemba Empat
- Searle, J. R. (1976). *A Classification of Illocutionary Acts*. *Language in Society*, 5, 1-23. <https://doi.org/10.1017/S0047404500006837>
- Smedly, J. K. (2020). *Modelling the impact of knowledge management using technology*. British: OR Insight. OR insight.
- Singh, R., & Awasthi, S. (2020). Updated comparative analysis on video conferencing platforms- Zoom, Google Meet, Microsoft Teams, Webex Teams and Gotomeetings. *EasyChair preprint no 4026*
- Sihatul, M (2020). *Students' perception on the use of whatsapp application in teaching of English at eight grade students' of*. 40 pages
- St John, A. (2020). It's not just Zoom. Google Meet, Microsoft Teams, and Webex have privacy issues too. *Consumer reports*, 3.
- Stem, J. (2019). Introduction to online teaching and learning. Retrieved from (<http://www.edu/online/documents/otl.pdf>.)
- Sutedjo, D., & Oetomo, B. (2013). *Perencanaan dan pengembangan system informasi*. Yogyakarta: Andi Offset.
- Sugiyono. (2008). *Metode penelitian kuantitatif kualitatif dan R&D*. Bandung: ALFABETA
- Tamm, S. (2019). *Types of online learning*. Retrieved from ([https://e-student.org/types-of e-learning/](https://e-student.org/types-of-e-learning/))
- Tommy, H (2021) *Student Perception on Google video conferencing platform during English speaking class in Pandemic era*
- UNESCO. (2010). ICT integration in the educational system of Philippines. *Journal of Governance and Public Policy*, (5)2, 260-282. Retrieved from (<https://journal.umy.ac.id/index.php/GPP/article/view/4965>).
- Wahono, R.S. (2008). *Meluruskan salah kapah tentang e-learning*. Retrieved from (<https://romisatriawahono.net/2008/01/23/meluruskan-salahkaprah-tentang-e-learning/>)
- Wagner, N., Hassanein, K. & Head, M. (2008). Who is responsible for E-learning in Higher Education? A Stakeholders' Analysis. *Educational Technology & Society*, 11 (3), 26-36.

- Warschauer, M., & Meskill, C. (2000). *Technology and second language teaching and learning*.
- Wena, M. I. (2020). Perkuliahan online dengan aplikasi zoom dalam program belajar dari rumah dimasa pandemi Covid-19. *Jurnal Percepatan Penanganan Covid-19 Berbasis Adat di Indonesia*, 2(3), 111-125 .
- Wibawanto, T. (2020). *Pemanfaatan Video Conference Dalam Pembelajaran Tatap Muka Jarak Jauh Dalam Rangka Belajar Dari Rumah*.
- Yin, R. (2014). *Case Study Research: Design and Methods (5th ed.)*. Thousand Oaks, CA: Sage Publications, Inc.
- Zhao, Y. (2005) *Edition: Research in technology and second language learning*. Connecticut: IAP Publishing.
- .