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### AN ANALYSIS OF STUDENT'S RESILIENCE IN ONLINE ENGLISH CLASS DURING PANDEMIC ERA AT ENGLISH STUDY PROGRAM UNIVERSITAS MUHAMMADIYAH BENGKULU

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#### ABSTRAK

The COVID-19 pandemic has changed the way universities learn. Teaching and learning activities that usually take place face-to-face have evolved into virtual meetings in various online learning applications. This paper aims to analyze the resilience of students in handling online English courses from a perspective or from the perspective of coping with online learning challenges during the COVID-19 pandemic. This document collects 20 students who are actively participating in online learning activities as an example for the "Teaching English as a Foreign Language" course. Online learning offers a variety of teacher-led instruction. Instructions can be synchronous (communications where participants interact simultaneously, such as video conferencing, Zoom, Google Meet, and WebEx) or asynchronous (time-separated communications, such as email, Google Forms, streaming video content, posting handouts) and social media platforms). This study adopts a qualitative method. The researchers collected, read and highlighted each student's responses that were deemed relevant to the analysis. This article gives many answers to the challenges students face in online learning such as: skills, finding online learning media.

Keywords: *Covid-19, resilience, online learning, university student, challenges*

#### 1. PENDAHULUAN

During the covid-19 emergency, the ministry of education and culture of Indonesia requested that all institutions offer learning facilities, assisting the government and the general people in learning from home, working from home, and implementing social limitations to break the cycle of Covid-19 spread (Shereen et al., 2020). The Covid-19 pandemic has caused a great change in the world. One aspect of the pandemic is its effect on Educational systems (Pujilestari, 2020). The student had to shift to an online based system. This shift has been sudden and without any prior warning. Despite this, the educational system has survived and exhibited resilience. The resilience of a system can be determined if the system continues to operate or function as effectively as before a change. Resilience in a system implies the ability to work and develop when the forces in the environment are unexpected and abrupt (Karatat & Arpacı, 2021) .

One of them is using a Home Learning system or studying at home. Many unorthodox techniques may be chosen by employing various learning media such as e-learning, Google classroom, zoom, and other apps. From the other perspective, the remarkable advancement of human civilization may be seen from the use of electronic learning media (Sadikin & Hamidah, 2020). Online learning is an open and distributed learning system using pedagogical tools, which is made possible through the internet and network-based technology to build knowledge learning processes and through meaningful actions and actions (Anggrawan & Satria, 2020).

Online learning necessitates the use of mobile devices such as smartphones or Android phones, laptops, desktops, tablets, and iPhones to access knowledge at any time and from any location. The usage of various media can also aid the application of distance learning. Virtual classrooms, for example, employ instant messaging platforms and programs like Whatsapp. Even social media platforms like Facebook and Instagram may be used to study online. After all, online learning is challenging to implement since there

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will always be pedagogical and technological barriers that instructors or lecturers and pupils or students would encounter.

## **2. TINJAUAN PUSTAKA**

### **2.1 The Definition of Resilience**

The concept of resilience comes from physics, where it is defined as the ability of a body to recover its shape and size after being deformed. In the social sciences, resilience is a recurring construct in studies on academic achievement in the face of difficult situations or contexts. Resilience is a component of a person making a personal assessment of difficulties and evaluating these result on specific events that occur, and constructed to support a special context in a multidimensional manner (Sutarto et al., 2021) .

It can be understood that Resilience (flexibility, resistance) is ability or human capacity possessed a person, group or society who enable to confront, prevent, minimize and even eliminate the adverse effects of the conditions unpleasant, or changing conditions that are suffering becomes a natural thing to overcome. For those who are resilient, resilience make his life stronger, that means will make someone successfully adjust themselves in dealing with conditions that are not fun, and can develop social, academic, and vocational competence being in the midst of an inherently intense state of stress in the life of today's world. So it can be concluded that resilience is endurance and ability to adapt in a positive manner dynamic to overcome problems and eliminate the negative impact of the problem or unpleasant circumstances. Resilience conceptualized as one type personality with traits, abilities good adjustment, confident, independent, well-spoken, attentive, likes helpful and task centered (Sadikin & Hamidah, 2020).

### **2.2 Factors That Affect Resilience**

Spirituality is one of the factors that can increase resilience in individuals (Reisnick, Gwyther, & Roberto 2011). This is in line with research conducted by Jurjewicz (2016) "How spirituality leads to a case study of resilience immigrants" conducted on Muslim immigrants. From the results of this study it can be said that spirituality and resilience are two factors that influence each other. Spiritual is encouragement internal factors that determine resilience in individuals. Subsequent research by Siddiqa (2018) which conducted a study of 146 adolescents aged 15-18 years, the results showed that those who lack spirituality are slower to recover from serious problems they face.

Self-efficacy is one of the factors that affect a person's ability to be resilient. Self Efficacy relates to a person's perception of his abilities. Self Efficacy cause differences in a person's level of resilience (Aji et al., 2020). (Chakraborty et al., 2021) mention that one of the factors that influence resilience is: optimism. Research conducted by Molinero, Zayas, Gonzalez, and Guil (2018) with a sample of 132 students in Spain supports the statement of Reivich and Shatte (2002). The resilience literature describes how students successfully adapt at university. Toughness is the ability to adapt successfully in the face of adversity. Optimism as a way to increase endurance in hopes of getting results positive in the future. That one of the factors that influencing resilience is self-esteem. This is supported by research conducted by Veselska, Geckova, Orosova and Gajdosova (2009) conducted a study on 3694 adolescents aged a mean of 14.3 years for both men and women indicating that self-esteem affect resilience in adolescents. However, this study shows the difference that men who have low self-esteem will use cigarettes and marijuana as their resilience (Chakraborty et al., 2021)..

### **2.3 Definition of Online Learning**

Online learning is the newest and most popular form of distance education today. Within the past decade it has had a major impact on postsecondary education and the trend is only increasing. Online learning is education that takes place over the Internet. It is often referred to as "e-learning" among other terms. However, online learning is just one type of "distance learning" the umbrella term for any learning that takes place across distance and not in a traditional classroom (Butnaru et al., 2021).

### **2.4 Different Online Learning and Face to Face Learning**

Face-to-face learning refers to a teacher's ability to be extremely decisive in the classroom, such as mastery of the subject matter concept and the learning environment (Butnaru et al., 2021). As a result, learning activities are measured through media, methods, tactics, and approaches as an interaction process involving students, learning materials, teachers, and the environment (Chen et al., 2020). So, face-to-face learning is a series of planned behaviors based on learning rules that take the shape of an interaction process between

students, learning materials, teachers, and the environment, allowing teachers to assess student attitudes more easily.

## 2.5 Previous Research

Based on research finding of R.M Simamora in her research entitled ‘The Challenges of Online Learning during the COVID-19 Pandemic: An Essay Analysis of Performing Arts Education Students’. The research using a narrative analysis to explore students perspective. The researcher wants to see the interactions in distance education or online learning, such as student-student, student-teacher and student-content, teacher-teacher, teacher-content, and content-content interactions. It means that the instructor must be consider of the environment and understanding the needs of the students. Oztok et al. (2014) argues that we do now not deny the plausible technological know-how to form and restrict the sorts of conversations that occur beneath its field. Indeed, modifications in modern-day structures and speedy tendencies in information and communication technology can impact or alternate our culture, lifestyle, behavior, non-public tastes, and perceptions. However, we argue that media capacity cannot be the only variable in defining on-line mastering curriculum and pedagogy (Picciano, 2017).

The result of Ángela Serrano Sarmiento, Roberto Sanz Ponce and Aurelio González Bertolín with title “Resilience and COVID-19. An Analysis in University Students during Confinement” showed that The students who showed the highest rates of resilience as a function of the sociodemographic variables analysed presented the following profile: students, both male and female, aged between 17 and 21 years, who were living with people other than their parents, who were studying for degrees in the health sciences (although these data are not generalizable due to the small sample of health sciences students participating in this study). The data obtained do not show any consistent indication that the socio-demographic variables analysed can be used to define the construct of resilience. The data obtained on the factors shaping the definition of resilience showed these factors to be significantly and directly related with the concept of resilience. In other words, the higher a factor, the higher the level of resilience among the students analysed, and vice versa. This fact proves how well adjusted the factors are to the construct.

## 3. METODOLOGI PENELITIAN

This research design of this study has been conducted by using descriptive qualitative research. Qualitative research emphasizes the depth of data obtained by researchers (Sugiyono, 2019). The deeper and more detailed the data obtained, the better the quality of this qualitative research. Descriptive research is research that is conducted to describe a variable, either one or more variables (independent) without making comparisons, or variables that are connected to one other variable.. The research belongs to descriptive qualitative design because it is intended to find out how student resilience in online English class during pandemic era at English Study Program Universitas Muhammadiyah Bengkulu. A survey of the chosen sample was undertaken to obtain data. A questionnaire was used questioner. As a result, as a sample for this study, the questionnaire would be distributed to students enrolled in the 6<sup>th</sup> semester in English Education Study Program. This research was done to see how an online class during a pandemic affected students participating in the English Education Study Program's resilience. the population for this research were sixth semester students of the English Study Program, Universitas Muhammadiyah Bengkulu. The sample for this study was selected using a complete sampling technique. Total sampling implies the whole population is sampled. The research instrument used to collect data in this study was a questionnaire and the researcher was given to 20 students, using a closed questionnaire because it was already structured. Questionnaires were given to sixth semester students to respond the resilience experience in participating online English class during pandemic. Questionnaire is a technique for collecting data by giving a set question or statements for the respondent to answer. Data from questionnaire were collected to measured level of resilience experience by students in the Online English Class. It utilized the Brief Resilience Scale was created to assess the perceived ability to bounce back or recover from stress. The scale was developed to assess a unitary construct of resilience, including both positively and negatively worded items. The possible score range on the BRS is from 1 (low resilience) to 5 (high resilience). Moreover, the strategy of the students resilience in online English class were investigation through the questionnaire. To answer research question, the data from questionnaire were analyzed descriptively. Because of the respondents, the data from questionnaire were analyzed mainly in terms of percentage. The data were analyzed by measuring the percentage of the participants strategy to know their resilience in online English class.

#### 4. HASIL DAN PEMBAHASAN

In this chapter, the researcher presents the result of presenting and findings in the study itself. This describe about the students resilience in facing online English class during pandemic era at University of Muhammadiyah Bengkulu. And the results of questionnaire about students resilience in facing online English class.

##### 4.1 Findings

In this research findings explained what the researcher got after doing a research. The researcher did questionnaire to the students at sixth semester in English Education Study Program. The population of this research was the sixth semester in English Education Study Program at Muhammadiyah University of Bengkulu in Academic year 2019/2020. The sample of this research was divided into 1 classes. The total number of the sample was 20 students (4 Male student and 16 Female student). The research take a questionnaire about resilience from students in the sixth semester in academic year 2019/2020.

No	Name	M/F	Class	No	Name	M/F	Class
1	Safitri Nur Fauziah	F	6	1	Rara Gita Saraswati	F	6
2	Muhammad Aziz Vikri	M	6	2	Inten Angelina	F	6
3	Heni Alghaniy M	F	6	3	Wahyu Dinaldo	M	6
4	Annisa Sofia Zikrillah	F	6	4	Gita Aprillasis	F	6
5	Ferry Wijaya	M	6	5	Enggar Oktavia	F	6
6	Kurnia Rahmadi	M	6	6	Yeri	F	6
7	Anggun Cahaya Febrianti	F	6	7	Nora Ristika	F	6
8	Iffah Tsabita Ihsani	F	6	8	Violeta Aprili	F	6
9	Mela Ayu Saputri	F	6	9	Inten Angelina	F	6
10	Yeyen Rahmadiana	F	6	10	Nada Isabela	F	6

**Table 1.** Respondent's Personal Data

No	Nama	M/F	Class	No	Nama	M/F	Class
1	Safitri Nur Fauziah	F	6	1	Rara Gita Saraswati	F	6
2	Muhammad Aziz Vikri	M	6	2	Inten Angelina	F	6
3	Heni Alghaniy M	F	6	3	Wahyu Dinaldo	M	6
4	Annisa Sofia Zikrillah	F	6	4	Gita Aprillasis	F	6
5	Ferry Wijaya	M	6	5	Enggar Oktavia	F	6
6	Kurnia Rahmadi	M	6	6	Yeri	F	6
7	Anggun Cahaya Febrianti	F	6	7	Nora Ristika	F	6
8	Iffah Tsabita Ihsani	F	6	8	Violeta Aprili	F	6
9	Mela Ayu Saputri	F	6	9	Inten Angelina	F	6
10	Yeyen Rahmadiana	F	6	10	Nada Isabela	F	6

As at the time of data collection these participants were studying online English class due to the Covid-19 pandemic. These participants were taking online English class since covid- 19 was spread in the third semester of the 2020/2021 academic year. The results of the present study suggest that resilience can be predicted by four protective characteristics: levels of self-esteem, exposure to stressful events, attachment

avoidance and anxiety in parental relationships. Specifically, the results indicate that higher self-esteem predicts higher resilience. This corroborates existing research that identifies self-esteem as a protective factor against adverse outcomes in other youth samples (Black et al., 2019). An underlying mechanism could be an increase in self efficacy that encourages productive behaviours and decreases anxiety (Riding & Rayner, 2020).

This section examines each factor's influence on and relation with the general resilience result in order to confirm or disprove the hypothesis stated at the start of this study.

Analysis of persistence /resilience /self-efficacy and resilience showed a dependency (0.000) between these two variables. Interestingly, 55 cases with low persistence also showed low resilience. The same type of relationship has high resilience, and students with high or firm persistence also have high or firm resilience. However, a striking inverse relationship was found among the 8 students with low persistence, 12 of whom showed high resilience.

**Table 2.** Persistence/tenacity/self-efficacy and Resilience level.

Persistence/tenacity/self-efficacy and Resilience level.	
Low	5,6%
High	72,2%
Solid	11,1%

With reference to persistence, the data show that the highest rate of low persistence was found among 8 students (5,6%), while those 12 have high resistance because of their high level of persistence (72,2%). The Regarding sex and persistence, male students showed a slightly lower rate of high and solid persistence (5,6%) than female students (72.2%), although both sexes had high rates of high and solid persistence.

#### 4.1.2. Control under Pressure (Factor 2)

With respect to control under pressure and its relation with resilience, students with low control under pressure also presented low resilience (22,2%) and those with high and solid resilience had high and solid control under pressure (50%). The majority of students in this study presented high control under pressure (50%).

**Table 3.** Control under pressure and Resilience level.

Control Under Pressure and Resilience level.	
Low	22,2%
High	50%
Solid	33,3%

The data show that the highest rate of low control under pressure was found among 5 students (22,2%), while those 10 have high resistance because of their high level of control under pressure (50%), and 5 students are solid (33,3%) in control under pressure.

The factor "adaptability and support networks" and resilience are highly dependent (0.000). The data indicate that the lower the rate of adaptability, the lower the rate of high resilience. In the same way, low adaptability correlates with low resilience. Furthermore, students with high and solid scores on this factor also show high and solid levels of resilience.

**Table 4.** Adaptability and support networks and Resilience level.

Adaptability and Support Networks and Resilience level.	
Low	5,6%
High	55,6%
Solid	22,2%

The data show that the highest rate of low control adaptability and support networks was found among 1 students (5,6%), while those 10 have high resistance because of their high level of adaptability and support networks (55,6%), and 9 students are solid (22,2%) in control adaptability and support networks. With respect to the relation between the factor "control and purpose" and resilience, students with low

control and purpose also had low resilience (5,6%). Conversely, students with high and solid control and purpose had higher levels of high and solid resilience.

**Table 5.** Control and purpose and level of Resilience.

Control and Purpose and Level of Resilience	
Low	5,6%
High	61,1%
Solid	16,7%

From the data show that the highest rate of low control and purpose was found among 1 students (5,6%), while those 11 have high resistance because of their high level of control and purpose (61,1%), and 9 students are solid (16,7%) in control and purpose of resilience.

### 1.1 Discussion

The recent pandemic has created an opportunity to change teaching methods and introduce virtual education at all levels of education. Since we don't know how long this pandemic situation will last, a gradual move towards online/virtual education is required during the current crisis. In this study, researchers analyzed students' resilience to online learning during the COVID-19 pandemic and found several more or less the same points (Thoifah & Biantoro, 2021). According to previous research, the impact of students on online learning during the COVID-19 pandemic, namely students were bored with online learning after the initial two weeks of home learning, significant anxiety was present among study participants with low parental income because they had to buy teams to follow online learning, and emotional Disorders indicate mood swings or low mood caused by too much work. Students consider it invalid. Availability of WiFi plans and data traffic is a key factor in the continuity of online learning. However, practice has also shown that each student has limited internet access, whether due to geographically difficult access to an internet signal or due to economic reasons for purchasing emergency packages. School facilities to support e-learning are insufficient. Difficulties for teachers to interpret the material also come from e-learning. The sixth semester students in Muhammadiyah University of Bengkulu during COVID-19 pandemic confinement who were analyzed in this study showed generally high rates of high and solid resilience. The measuring instrument used was a questionnaire, so the data collected showed that students viewed themselves as highly capable of surmounting obstacles and overcoming the hardships imposed by their circumstances. The majority of students participating in this study adapted to confinement without showing any evidence of psychological harm. This is consistent with Fínez and Morán-Astorga, who state that children and adolescents have a more positive and resilient response to adversity (Thoifah & Biantoro, 2021).

These results might be attributed to the short duration of the confinement. However, this explanation is difficult to check because few studies have been conducted on the relationship between the building of resilience and length of isolation and have found very diverging data on the subject. The study by Hawryluck et al demonstrate that the post-traumatic effect of a confinement situation does depend on the length of said confinement. Consequently, one would be justified in deducing that there would have been negative emotional effects among the students analyzed if the confinement had lasted longer, or that there might eventually be in case of new confinement. Hence the importance of implementing educational policies geared toward maintaining in-class teaching (Sadikin & Hamidah, 2020).

Online learning includes the capability for students to access and learn the course material while doing so. However, there are certain additional and omitted factors that should be kept in mind: Additionally, professors must guarantee that the learning materials are available. Moving the curriculum online requires negotiating the ability of students to master the material in relation to the material's accessibility. Although flexibility can be provided to both students and lecturers through online learning, there are some difficulties that could limit instructors and potentially reject students. Replicating the dynamics of face-to-face instruction is one endeavor, but it's not always easy to execute, especially when it comes to online learning constraints. For students to succeed, the relationship between lecturers and students is crucial because the lecturer explains how and why students may be anxious about the material they are studying. putting an end to this unusual and massive engagement in Indonesia. This may affect the lecturer's teaching style and the way that the students learn in a variety of ways (Maulina et al., 2022).

Improving teaching and learning during a pandemic requires serious attention to ensure that the range of resources currently available is optimized. The optimization process requires working with the

existing organizational culture to achieve effective change, adapting available technologies, and ensuring the collaborative engagement of educators and learners throughout the process. An important consideration that may be overlooked when delving into the current situation is how to sustain the use of online learning beyond the pandemic, rather than simply falling back to traditional in-person instructional procedures. Evaluation is essential for sustainability since it provides insights about the extent to which new approaches are achieving their intended and potential benefits, and also the variety of factors that enable and constrain effective online learning. Therefore, the demand for online training has increased and it is without a doubt going to growth even further (Sadikin & Hamidah, 2020).

## 5. KESIMPULAN DAN SARAN

In order to provide students with accessibility and adaptability, it is actually insufficient to merely provide them with online learning options. This is frequently equally crucial for all types of online learning to help students advance their capacity for independent study and academic preparation. When used effectively, technology may support students in their academic endeavors and help them get ready for future online study. Therefore, professors must not forget to explain to students the benefits of working and learning online. Recommendations for improving the overall appeal of online courses are based on learning how to: improve students' readiness, taking into account both personal and technological factors; increase the level and depth of engagement by students; and determine the need for additional face-to-face sessions for guides related to technology. Foremost among the conclusions of this study is the generally high level of resilience among its sample of university students in a situation of confinement. The results obtained from the answers provided by the university students during the COVID-19 confinement showed a significant relationship between the four factors analyzed and the construct of resilience. The students from the sixth semester of English education program a higher ability to adapt to change, to deal with the challenges posed by the confinement, to see the bright side of things, and to perceive themselves as capable of rebounding from difficult situations. This last conclusion should be confirmed by further studies with larger sample sizes. The answers to the questions asked by this study show that the majority of the participating students considered themselves to possess high or solid resilience. Their most salient strengths were the ones associated with factors 1 and 4. In other words, they viewed themselves as strong individuals capable of dealing with the challenges posed by. The use of online teaching and learning tools like Zoom, WebEx, Google Meet, Google Form, WhatsApp, YouTube, and other programs is also very beneficial to students who believe they lack the necessary resources. There is an positive side to this situation, which is to urge students to be autonomous and think critically. For instance, lecturers hardly ever provide content, however the assignments provided are often found inside the material, and the majority of assignments actually demand us to think. Making a piece of writing with supporting information that students must look up on their own and write themselves makes it simpler for students to understand and put into practice what the lecturer is trying to get across.

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