

THE USE OF VOKOSCREEN AS A LEARNING VIDEO WITH ENGLISH SPEAKING SKILL IN E-LEARNING

P-ISSN: 2089-4341 | E-ISSN: 2655-9633
Journal Url: <https://uia.e-journal.id/akademika/article/view/1595>
DOI: <https://doi.org/10.34005/akademika.v10i02.1595>

Submitted: 2021-10-19

Reviewed: 2021- 11-07

Published: 2021-12-10

Chusnul Chotimah

Universitas Islam As-Syafi'iyah, Jakarta -
Indonesia
chusnulchotimah.08@gmail.com

Nurul Hasanah Fajaria

Universitas Islam As-Syafi'iyah, Jakarta -
Indonesia
nurulhasanah.fkip@uia.ac.id

Abstract: *The goal of this study is to find out to what extent the Use of Vokoscreen as a Learning Video on students' speaking skill in E-Learning at SMP Yapidh district Jati Asih. This research used descriptive qualitative method. The participants are 35 students on grade IX at SMP Yapidh. These students are chosen because they would have practical examination. The instruments are observation and interview. The result showed that the most students answered paid attention to the researchers' explanation, they used vokoscreen application well, they joined actively in learning activity, they made an interesting presentation based on a topic, felt happy using vokoscreen as a learning video, and more confident in speaking English activity. Only a few students could not maximal in this learning because their internet connection and some private problems. The interview result showed that all students said positive answer about their opinion used vokoscreen application on speaking activity. There are 35 participants answered "like" and 2 participants answered dislike. Based on the results of this investigate could conclude that the foremost students on grade nineth at SMPIT Yapidh are propelled and appreciated on speaking activity in e-learning using vokoscreen as learning video, in reality the result of this inquire about demonstrated that the students more certainty and incremen their briefly speaking English.*

Keywords: *Vokoscreen, Video, English Speaking Skill, E-Learning*

Abstrak: Tujuan dari penelitian ini adalah untuk mengetahui sejauh mana Penggunaan Vokoscreen sebagai Video Pembelajaran terhadap keterampilan berbicara siswa dalam E-Learning di SMP Yapidh Kecamatan Jati Asih. Penelitian ini menggunakan metode deskriptif kualitatif. Pesertanya adalah 35 siswa kelas IX SMP Yapidh. Para mahasiswa ini dipilih karena mereka akan menjalani ujian praktek. Instrumen yang digunakan adalah observasi dan wawancara. Hasil penelitian menunjukkan bahwa sebagian besar siswa menjawab memperhatikan penjelasan peneliti, mereka menggunakan aplikasi vokoscreen dengan baik, mereka ikut aktif dalam kegiatan pembelajaran, mereka membuat presentasi yang menarik berdasarkan suatu topik, mereka merasa senang menggunakan vokoscreen sebagai video pembelajaran, dan banyak lagi. percaya diri dalam kegiatan berbicara bahasa Inggris. Hanya beberapa siswa yang tidak bisa maksimal dalam pembelajaran ini karena koneksi internet mereka dan beberapa masalah pribadi. Hasil wawancara menunjukkan bahwa semua siswa mengatakan jawaban positif tentang pendapat mereka menggunakan aplikasi vokoscreen pada aktivitas berbicara. Ada 35 peserta yang menjawab "suka" dan 2 peserta menjawab tidak suka. Berdasarkan hasil penelitian ini dapat disimpulkan bahwa siswa unggulan di kelas sembilan di SMPIT Yapidh didorong dan diapresiasi pada aktivitas berbicara dalam e-learning menggunakan vokoscreen sebagai video pembelajaran, ternyata hasil tanya jawab ini menunjukkan



bahwa siswa lebih yakin. dan tingkatkan bahasa Inggris mereka yang berbicara secara singkat.

Kata kunci: Vokoscreen, Video, Keterampilan Berbicara Bahasa Inggris, *E-Learning*

INTRODUCTION

Science and technology grow up and develop so fast. Every time, people knowing have changed from ancient era become more modern era by the human. All of the human life major using high technology to make their life easier. Many technology tools are used by the human to connect all of people in the world. So, easy for people to get much information from many countries including the information about coronavirus (Covid-19) as a global pandemic. In pandemic covid-19 period, the governments in the most countries have closed a space that is generally open and accessible to people, companies, factories, and schools. It means all people should stay, work from home and the students should learn from home too. During this decade, information and communication technology has grown up rapidly and has been incorporated into all aspects of life, including the learning activity. In the provision of digital learning resources has implications for educational institutions (Sudarman & Adrian, 2021).

Isolate people from social event or commons, and separate confirmed people for separation are the ways to stop the spreading. This process needs strong group members and support, use of exiting and next technologies in innovative ways and a combination of strong governance (Shaw, Kim & Hua, 2020). Create a generation who has prestatation and gotten to be people with respectable character is the reason of study. Components that impact pupils' accomplishment are outside and inner components of pupils. While, during pandemic covid-19, teachers and students should do online learning (Yasin, Maulidia & Budiningsih, 2021).

In this case, computer, cellular phone and cyberspace connection are very important to help the teachers and the students in teaching and learning process. Many blog trainings that can be accessed for references. The teachers and the students can install or open many modern applications for learning such as: e-book, e-dictionary, e-mail, zoom meeting, google classroom, whatsapp, google meet, quizizz and vokosreen. Utilizing that use electronic in training it calls e-learning or electronic learning. Thus, the teachers and students should have ability use e-learning. E-learning may be used to refer to this immediately genre of learning includes practical learning, web-based learning and processor-based learning (Goyal, 2012).

E-learning is not kept to online learning; it incorporates any shape of electronic communication utilized to convey data. There are two primary sorts of e-learning: time impartial offbeat sort, where understudies learn from transferred spreadsheet at their helpful time, and the identical sort, where actual time digital learning with the capacity to associated and talk with understudies in live forum in planned at set point (Merzouk, Kurosinski & Kostikase, 2014). E-learning has some distinctives that can

have an impact on capacity implementation and study progress. The essential of considering the logistical element of e-learning, suggesting that improperly functioning technology can hinder learning and engagement if students and instructors must devote time and resource to be easy content connection. Furthermore, students may need further motivation, system, and self-discipline to be successful in their e-learning action (Dumford & Miller, 2018).

Online education has been an educational alter from the classic method to the contemporary approach, from personal to virtual, guidance training from study hall to zoom and from workshop to webinar (Mishra, Gupta, & Shree, 2020). In this class, the understudies limited joins at speaking course because they didn't interest and felt tired using zoom meeting, watching youtube, whatApp, google meet and google classroom during pandemic covid 19. The graduated didn't active in speaking activity, only the teacher speaks well to teach them or teacher center.

There are many fashions to teach English, but finding the perfect way to teach English can be a daunting task. It may be impossible to find the easy and perfect way to teach. However, all we have to do is find effective ways to teach English well, since we would consider ourselves decent educators. So, the teachers should find interesting ways to teach (Kizi, 2014). A minor inhibition in significances instruction incorporate the crevice between significance hypotheses and their application within the genuine world (Raman, Swapnil, & Thapliyal, 2019).

Virtual innovation gives pupils a curiously learning encounter three essential highlight of virtual innovation: torrent, creative ability, and interaction (Ralhan, 2016). Thus, the teacher and students should have a new learning media that can support the teacher and students to create an interesting presentation. It is found that their speaking skill is undeveloped too. The use of video as an interactive guide media to improve students' ability, because learning video can be studied repeatedly and continuously by students (Riyanto & Yunani, 2020). Learning video is a valuable media for displaying unused data and learning materials in enlargement to build up past studying (Mehrpour, et al, 2013). The researchers found a new learning media to make students interested at speaking activity in E-learning. The new learning media is vokoscreen. They believe that using vokoscreen as a learning video can produce pupils extra cooperative in e-learning. In specific, agreeing to methodology guideline individuals learn superior from described video instead of from printed content (Mayer & Piegard, 2014).

Vokoscreen is a screen recording program that can be apply to record instructive videos, establishment, live recordings of the display program, video conferences, and much more. Individual can capture an own broadcast or video and sound together. This program also can capture you confront employing a webcam at the same time so this highlight is particularly appropriate for screen casting reason. This program exceptionally basic to utilize. Vokoscreen is a simple application

for learner to create a record education videos, live recordings of web directory, setting up, video conferences, and much more. The program too underpins recording of sound (Budzar, 2020).

The researchers want to know what extent a new learning video with English Speaking Skill in e-Learning on grade IX at SMP Yapidh in this case vokoscreen. And they want to demonstrate the learners produce an attractive demonstration that can be used in practice assessment. This is very important because the students on grade IX would have an English practical examination and they should have ability in technology too. The conclusions of this study are expected to be able make all students have English skill although in online learning not only at SMP Yapidh but also at all schools and all students should have an intelligence to combine between English talent and technology. Derived from the clarification above, the analysts excited to create an analysis about “The Use ofVokoscreen as a Learning Video with English Speaking Skill in e- Learning”, for ninth grade students at SMPIT Yapidh. The problem of this research is how to use vokoscreen with English speaking skill at SMPIT Yapidh?

METHODOLOGY

The researchers used descriptive qualitative method. A criteria of research approaches that make findings without reliance on quantitative measurement or statistical analysis is mentioned as qualitative principally (Corbin & Strauss, 2015). Instruments in this research are observation and interview. The aim of this investigation is to identify to what extent the Use of Vokoscreen as a Learning Video with English Speaking Skill in e-Learning on grade IX at SMP Yapidh. This learning video will be implemented in teaching and learning conversation, reading and make a presentation to explore the students’ speaking, reading skill and students’ ability in technology. Participants in this research is 35 students, consist of 20 females and 15 males. Researchers chose these students as the participants for preparation of their practical examination. It is found that their speaking skill is undeveloped. The students less confidence if they should speak in English in front of other people. So, the researchers did this research will be held to help them encounter this recent problem. And participants’ data is written in table below:

Table 1. Participants' Data

No	Participants	Gender	
		Male	Female
1	AA	✓	
2	AF	✓	
3	AFW		✓
4	AZA	✓	
5	ACN	✓	
6	ANS	✓	
7	DRN	✓	
8	DNP		✓
9	EPP		✓
10	DFM	✓	
11	FNH	✓	
12	FRM		✓
13	FSA		✓
14	FN		✓
15	GTC		✓
16	GNU		✓
17	GL	✓	
18	HK	✓	
19	HLN	✓	
20	HM		✓
21	HLW		✓
22	IK	✓	
23	IJM		✓
24	JNM		✓
25	JL		✓
26	JPO	✓	
27	KSI	✓	
28	KLY	✓	
29	KU		✓
30	MF		✓
31	MH		✓
32	MJA		✓
33	MSB		✓
34	NLY		✓
35	ZHR		✓

Researchers searched the information to the teacher about learning medium that used in online learning. Learning medium were zoom cloud meeting, google classroom, and whatApp. Based on the observation and information from the teacher, the researchers knew that teaching and learning is instructor center. All materials from the instructor that explained through those learning medias. The students should have an internet connection every time, because all of the learning medium should use an internet connection. The researchers did observation to the students, and the result shown that students felt bored using those learning medias. They rare join in teaching and learning process. Thus, the researchers searched a new learning media that more interesting and practical than previous the learning media. The examines utilized meet and perception as rebellious to gather the information.

From the information, researchers conclude that all graduate fascinated by learning English using Vokoscreen application. The data will be gathered through observation, and interview. Someday in performance investigation, interview statement is frame by the theoretical framework propulsive the research (Damschroder, Reardon, Sperber & Robinson, 2017). Researchers have a few steps to collect the information utilizing perception that figure as takes after: 1) Collected the information through perception, 2) Chosen and centerer on the information by alluding to the detailing of the inquire about issues being explored within the ponder, 3) After submit and finding information, investigation showed the information within shape of descriptive, 4) Compose the ultimate conclusion. And the observation's indicator showed in this table below:

Table 2. Observation Checklist

No.	Statement	Yes	No
1	Students pay attention to the researchers' explanation		
2	Students can use Vokoscreen application		
3	Students participate actively in learning		
4	Students can make interesting slides presentation		
5	Students can speak English confidently		
6	Students submit their presentation on time		
7	Students' presentation based on the theme		
8	Students share their experience using Vokoscreen application		
9	Students can reach standard minimum criteria on speaking English		
10	Students happy during learning activities		

After collected information utilizing perception inside a lesson, researchers did a few interviews to a few understudies within the lesson. The researchers made some questions in interview session utilizing in Bahasa Indonesia and English to form understudies more get it approximately all questions. And researchers did these procedures: Planning, questioner to ask sometime recently the conference begins, view kindness, tape dialog with tape recording. The time is exceptionally supportive to tune in to whereas composing out comes about of the interview. approve and accuracy, finish the conversation. The presenter ought to say thanks to informant, presenter report writes out the meet quickly to save data as precise as potential. And this table below showed the interview questions:

Table 3 Interview Questions

No.	Question
1	Are you interesting in English lesson?
2	Do you like speaking English?
3	What is the interesting topic that you like to speak?
4	What is your difficulty when learning speaking English?
5	How can you make the interesting slides presentation?
6	What do you think about vokoscreen application?
7	Do you like learning speaking English using vokoscreen application?
8	Can you make your own presentation using vokoscreen for the future?
9	Is this application useful for you?
10	What is the benefit using vokoscreen application?

After teachers and students have ability to make a learning video by themselves, they can use the video for teaching and learning. The teachers can combine their power point, sound and webcam together to explain the materials and the students can do it too when they present their presentation. To find out the extant the Use of Vokoscreen as a Learning Video with English Speaking Skill in e-learning, the researchers do observation and interview to students. The researchers write 10 questions about the students' opinion by google form, as an interview.

To analysis the data, the researchers use descriptive qualitative to analyze data. Qualitative data analysis involves sorting and categorizing field notes and interview transcripts in a systematic way. The goal is to transform raw data into findings or results. In other words, qualitative data analysis is the way that researchers make sense of the data they have collected in order to communicate their findings to others. Qualitative research has a humanistic focus and sensitive to detail and research setting and as a result endeavors to typically a small number of participants' worldviews rather than concrete realities of object and testing of hypothesis on large samples (Azungah, 2018).

Williamson (2018) said that in analysing interview transcripts, it is crucial to be efficient in data analysis and the viewpoint of the members. In this case, there is a part for profound and inventive considering on the portion of the researchers. Likenesses, contrasts, agreement, and cacophony inside the information all play a part and analysts ought to attempt to lock in with these, considering about the analyst's connotation. There are some steps that the researchers can follow in analysis of interview transcripts.

The first step, the writers read the primary clump of transcribed interviews. It could be a great thought to start with four or five transcripts so that comparison can commence, marking edge notes from the starting, ordinarily expressive and not essentially compact. The Second step Getting make abundant edge note on a few transcripts, the writes re-read those introductory and star to create a set of categories that show up to work over them. The categories are recorded in a list, which can bealluded to as a non-automatic summarizing. The third step, the halting

transcripts are summarized, using the listed categories but including to them and refining them as required. A few littler categories may be collapsed into broader, more comprehensive categories amid this action or might choose to create sub categories in a lean case. The fourth step categories and sub-categories are re-listed. On the off chance that others are included, usually the time for analogies and alterations to the non- automatic summarizing to be made. Major theme ought presently to be clear and planned to be recorded. The fifth step, in this case the transcripts, particularly the ones on which the examination was started, are more often than not very muddled. Beginning with a clean set of print duplicates, each transcript has to be summarized agreeing to the concluded list of summarizes. Colouring hight lighting pens can be utilized for major categories or subjects.

RESULT

Researchers gave a learning activity by using Vokoscreen as a Learning Video with English Speaking Skill in e-Learning. Vokoscreen to improve Students' Speaking Skill in e-Learning at SMP Yapidh Jati Asih. In this research used 35 participants on grade nine. They have a thinking that is trouble to speak English well. They should understand the meaning of the words and should speak well in front of other people.

The researcher applied Vokoscreen as a learning video to boldness this issue, and the result of observation and interview showed that the students more confident, happy and enjoyed in this learning event. Students can make attractive power point based on the topic, and they present a presentation with recording their voice, and their face together power point too. The researchers should have observation and interview data about the result of using Vokoscreen as a Learning Video with English Speaking Skill in e-Learning. And the data observation result view that the most students on ninth grade at SMP Yapidh answer pay attention to the researchers' explanation, they can use vokoscreen application well, they join actively in learning activity, they can make an interesting presentation based on a topic. Only a few students cannot maximal in this learning because their internet connection and some private problems. The observation result present at this table below based on the observation's indicator checklist:

Table 4. Observation Result

No.	Statement	Participants number	
		Yes	No
1	Students pay attention to the researchers' explanation	31	4
2	Students can use Vokoscreen application	30	5
3	Students participate actively in learning	30	5
4	Students can make interesting slides presentation	32	3
5	Students can speak English confidently	30	5
6	Students submit their presentation on time	29	6
7	Students' presentation based on the theme	33	2
8	Students share their experience using Vokoscreen	31	4
9	Students can reach standard minimum criteria on speaking English	30	5
10	Students happy during learning activities	33	2

After observe students' activities, researchers did an interview to 35 students about their opinion using vokoscreen application in speaking activity. The interview result show that all students give positive answer about their opinion using vokoscreen application in speaking activity. From 35 participants, 33 participants answer "like" and 2 participants answer dislike. The participants answer dislike because they more interested make presentation and speak directly than record their presentation.

Most students are interested in speaking practise with the topic about tourist resort. They made some slides presentation about that topic creatively with many decoration pictures at their slides. Their difficulties when they should practise with good pronunciation and good performance. And they could use vokoscreen application to solve these problems with researcher's guide. And they answered that they can make own presentation in the future based on this experience. It shows that they are very impressive in this learning. Beautiful power point with recording voice and video can make the students easier and confident to speak loudly. The students can see the result of their performance, before they show to people.

Many benefits can be taken by the students from this learning application, and learning activities more enjoy and funny. If the students did a mistake, they could delete this video recording and make it again. These videos are becoming to be ideal news to analyze the detailed cooperation of commonly happening social system, particularly within the case where consideration is centered on the finely tuned coordination of multimodal asset as good as on the circumstance of interaction, its spatial arrangement and its embeddedness within the materiality of the setting. Teaching and democratic culture in the electronics age arrives in a timely fashion, as today's technology attempts students around the time accessto electronic media (Lu, 2013).

DISCUSSION

This research title is The Use of Vokoscreen as a Learning Video with English Speaking Skill in e-Learning. Speaking is a tool of communication it is very crucial to learn how to communicate well with other person especially in speaking English. Speaking is one of fundamental dialect capacity that need to be dominance by English outside dialect learner due to its noteworthy and it utilize for communication. It is exceptionally imperative to be able to talk English regarding that it is the foremost commonly acknowledge dialect within the world so that it will be exceptionally advantageous for those who comprehend it not as it were to make strides their information and aptitudes but moreover less demanding for them to induce work (Gard & Gautam, 2015).

Speaking is a way of presenting what you want to reach and expressing your feeling in the process of words. In everyday life, one has the ability to interact with and change action with others. Teachers also need to have good speaking skills in teaching so that students can comprehend the topic and discuss it with others. This means that speaking has to change and practice independently in the object of publication. It a live skill which has to discuss. It creates concept, offer, and thinking which can use in communication (Palenkahu, 2017).

Teacher teaches speaking skill in SMP Yapidh Jati Asih in order to make students are confident and understand about what they said. They could express their idea and opinion directly. And a learning media that can support speaking activities during pandemic is vokoscreen. There are some advantages using this application to make e-learning productively. Based on implementation and data of observation result, researchers will explain that from 35 students consist 15 males and 20 females on grade nine in SMP Yapidh were satisfy using vokoscreen as a learning video in e-learning, they can share their experience using vokoscreen during studying progress, students can reach standard minimum criteria in speaking, they feel enjoy, happy, excited, students submit their presentation on time, and they have a new learning experience with this media.

Data interview result described that most students give good response about their assumption adopting vokoscreen in speaking class. The data interview described that two students answer not excited enough with this application because they like direct presentation, but other students say very excited adopting vokoscreen application and the students in this study are 35 people. This is their opinion that researchers should accept because students have different characteristic in studying. Researchers believe that using vokoscreen application in speaking action have many advantages for students, teachers, researchers and other people. The teachers are helped to teach speaking skill using a new learning media and the students are helped to perform their speaking ability without ashamed, or afraid did some mistakes. For the researchers,

this is interesting experience, and useful during did this research. And they hope this research can give some benefits for other people to use vokoscreen as a learning video with speaking English in e-learning.

Researchers conclude that the use of vokoscreen as a learning video with English speaking skill in e-learning was successful and eligible for students at SMP Yapidh and also that the finding could be inferred from the data of observation and interview of teaching and learning progress. The important thing is vokoscreen as a learning media can give contribution to learners and teachers in e-learning.

CONCLUSION

The foremost critical conclusion in this research the Use of Vokoscreen as a Learning Video is effective to support students with English speaking skill in e-Learning. In education uses e-learning is very useful to help instructors and learners in educating and learning action. Wheeler E-Learning could be a sort of considering or educating step that depends on electric gadgets and innovation rather than papers and classroom teaching (Wheeler, 2012). Teacher can combine between learning media and teaching technique in online or offline learning. Thus, mastery technology is very important for teachers and students. This media is reasonable for all understudies since all understudies maybe dynamic to extend the students' information and aptitudes.

Using vokoscreen make learners satisfied and relax when they speak about a topic on slides. Students can try to articulate well and know the meaning of words, and slides support their presentation with picture and written. This media is relevant for learners at junior high school up to university, of course with different topic. Vokoscreen is simple to handle screen recorder for linux. The benefit this program can record the desktop screen with sound for the recording. Everyone can spare recording in mkv, mp4 and alter video outline rates. Most high spots are record video in full screen, windows and chosen zone. Its back webcam, commencement clock, amplification, appear key and appear press an alternative to incorporate and avoid your mouse cursor (Budzar, 2020).

Based statement above this investigation can conclude that the foremost students on grade nine at SMP Yapidh are propelled and appreciate on speaking activity in e-learning using vokoscreen as learning video, fact of this investigation about demonstrated that the students more confidence and increase their briefly speak English.

REFERENCES

- Azungah, T. (2018). Qualitative Research: deductive and inductive Approaches to data Analysis. *Qualitative Research Journal*. 18(4), 383-400, <https://doi.org/10.1108/QRJ-D-18-00035>
- Corbin, J., & Strauss, A.L (2015). *Basics of Qualitative Research*. (fourth ed.), Sage Publications, California.

- Damschroder, L.J., Reardon, C.M., Sperber, N & Robinson, C.H.(2017). *Implementation evaluation of the telephone lifestyle coaching (TLC) program: organizational factors associated with successful implementation*. *Transl. Behav. Med.*
- Dumford, A. D., & Miller, A. L. (2018). Online learning in higher education: exploring advantages and disadvantages for engagement. *Journal of Computing in Higher Education*, 30(3), 452-465.
<https://doi.org/10.1007/s12528-018-9179-z>
- Garg, S., & Gautam, A. (2015). Learning English can change your life for the better. *International Journal of English Language, Literature and Humanities*, 3(2), 1-18.
- Goyal, S. (2012). E-Learning: Future of education. *Journal of Education and Learning*, 6(2), 239-242.
- Kizi, E. D. A. (2014). Effective teaching English grammar as an improving English speaking. *Austrian Journal of Humanities and Social Sciences*, (7-8).
- Lu, A.S. (2013). *Video Games and Learning: Teaching and Participatory Culture in Digital Age*. *Journal of Children and Media*, 7(2), 277-280
<http://doi.org/10.1080/17482798.2012.724596>
- Mayer, R.E., & Pilegard, C. (2014). *Principles for managing essential processing in multimedia learning: Signaling, pre-training, and modality*. R.E. Mayer (Ed.), *The Cambridge handbook of multimedia learning (2nd ed.)*, Cambridge University Press
- Merzouk, P. A., Kurosinski, & Kostikase, K. (2014). *Learning for the medical team: the present and future of ERS Learning Resources*. *Breathe*, 10 (4), 296-304
- Mehrpour, M., et al. (2013). *A supplemental video teaching tool enhances splinting skills*. *Clin Orthop Relat Res*, 471 (2), 649-654.
- Mishra, L., Gupta, T., & Shree, A. (2020). Online Teaching Learning in Higher Education During Lockdown Period of Covid-19 Pandemic. *International Journal of Educational Research Open*, 1, 1-12.
- Pelenkahu, N. (2017). Improving speaking skill through joyful, active, creative, effective approach (JACEA): Classroom action research at fourth grade student. *World Journal of English Language*, 7(4), 31..
<https://doi.org/10.5430/wjel.v7n4p31>
- Ralhan (2016). India can learn from Finland phenomenon based learning system. <https://www.hindustantimes.com/education/india-can-learn-from-finland-s-phenomenon-based-learning-system/story-PMu4sT7KrUyYE6c7yl3RZO.html>
- Raman, G.V, Swapnil,G, & Thapliyal, S.(2019). *Integrative live case: A contemporary business ethics pedagogy*. *Journal of Business Ethics*, 155 (4). 1009-1032.
- Riyanto, A., Yunani, E. (2020). *The Effectiveness of Video as a Tutorial Learning Media in Muhadhoroh Subject*. *Jurnal Teknologi Pendidikan*, 9(02),73-80,
<https://doi.org/10.34005/akademika.v9i02.1088>

- Shaw, R., Kim, Y. K., & Hua, J. (2020). Governance, technology and citizen behavior in pandemic: Lessons from COVID-19 in East Asia. *Progress in disaster science*, 6, 100090., <https://doi.org/10.1016/j.pdisas.2020.109090>
- Sudarman, S., & Adrian, A. (2021). *The Development of Interactive Module to Support Students Centered Learning*. *Jurnal Teknologi Pendidikan*, 10(1), 77-92, <https://doi.org/10.34005/akademika.v10i01.1344>
- Wheeler, S. (2012). *E-learning and digital learning*. Springer US Williamson, K.(2018). *Research Method: Qualitative Analysis*. Monash University and Charles Sturt University, Australia
- Yasin, M.F., Maulidia, F., & Budiningsih, I. (2021). *Effectiveness of Using Zoom as a Means of E-Counseling Students of Grade XI Medical Laboratory Engineering*. *Jurnal Teknologi Pendidikan*, 10(1), 113-127, <https://doi.org/10.34005/akademika.v10i01.1353>