



Students' Learning in Corona Virus Diseases 2019 (Covid-19) Situation

Eka Sustris Harida

Institut Agama Islam Negeri (IAIN) Padangsidimpuan

e-mail: ekasustris@iain-padangsidimpuan.ac.id

Abstract Online learning is a learning that support the new era of 4.0 industries. Unfortunately, it happens in the bad condition of situation in Indonesia, not because of the needs of learning. Because of the broad case of Corona Viruses Disease 2019 (Covid-19), the students forced to study using online learning, although they are not ready to use it, they must follow the rules to support their learning becomes run as usual. This writing is in order to explore the confiding of the students in online learning in the Covid-19 situation. The data were taken by taking notes for Whats-App chatting, and analyzed by reading, grouping, and interpreting. After analyzing the data, it found that some students felt unconfident with this kind of learning, some are enthusiastic, and the others felt boring. They hope that this situation can be passed soon, so they can come to class to meet their lovely lecturers and friends. If they need to use online learning, it is in the real situation, safe, and peace, without any worries and fright.

Keywords: Online-Learning; Covid-19; Confiding; Whats-App; Taking Notes.

Abstrak Pembelajaran dalam jaringan (daring) merupakan pengembangan dalam menghadapi era industry 4.0. Namun hal ini datang disaat yang kurang tepat, dimana kondisi Indonesia yang diserang oleh Covid-19, dan banyak mahasiswa yang terpaksa harus mengikuti sistem pembelajaran daring, walau sebenarnya, mereka dihadapkan pada kondisi yang belum siap. Tulisan ini bertujuan untuk mendalami keluhan kesah mahasiswa tentang pembelajaran daring dalam kejadian Covid-19. Data diperoleh dengan membuat catatan pada curahan hati mahasiswa di grup Whats-App, lalu dilakukan analisis dengan membaca data yang dicatat, mengelompokkannya, dan melakukan interpretasi pada data tersebut. Dari hasil analisis data ditemukan bahwa sebahagian besar mahasiswa merasa tidak nyaman dengan pembelajaran ini, sebahagian dari mereka justru menikmati, dan sebahagiannya lagi merasa bosan dengan kondisi ini. Mahasiswa berharap Covid-19 segera berlalu, sehingga mereka bisa kembali ke kampus untuk bertemu dengan dosen-dosen dan teman-teman satu kelasnya, andaikataupun harus belajar menggunakan daring, mereka menginginkan dalam kondisi yang baik, aman dan tenteram tanpa ada rasa ketakutan dan kecemasan.
Kata Kunci: Belajar Online; Covid-19; Harapan; Whats-App; Catatan.

INTRODUCTION

Teaching and learning English is one of the obligations for the educators to increase the student's language learning ability. However, Indonesia has problems because of the virus that has attacked the condition of all the areas in Indonesia, the virus called Covid-19. It has the effect to all aspects, include education.

Covid-19 stands for Coronavirus Disease 2019, a virus that firstly began in China (Holshue et al., 2020), Wuhan, which has spread rapidly (Zhi. & Za, 2020) with the cases now confirmed in the big areas of the countries in the world. There are many countries infected by this virus now, include Indonesia. Nowadays, almost 3000 cases of Covid-19 in Indonesia (Addi M. Idhom, 2020). It makes the government came to the policy to ask all the students from Kindergarten to University study at home, study from home (SFH) (Mendikbud, 2020) started from March 19th 2020. By this policy, all the components should stay at home, work from home (WFH) to avoid the spread of Covid-19.

It also gave the impact to IAIN Padangsidempuan, where there are many students studying from many areas, the students and all the communities of IAIN Padangsidempuan must stay at home from March, 20, 2020 through the letter SE No. 678 (Rektor, 2020). Because of the condition, the lecturers must do online learning for the students in order to make learning process done every week; it would happen to March, 21th, 2020. For two weeks the students and the lecturer communicated through online media or phone cell.

Unfortunately, days and days, Covid-19 becomes spreading, so the decision of WFH and SFH is added by the government, it also happen in IAIN Padangsidempuan, through the statue No. 691 (Rektor, 2000), Rector IAIN Padangsidempuan decided to extend WFH and SFH. This condition has the impact to the students' learning in which much longer to study online. Rector decided to make the students study from home until June 30th 2020. Moreover, the condition of the spreading of Covid-19 are more and more malignant that makes the government do the decision of making some countries in isolation with Large-scale social restrictions (PSBB), by the regulation No. 9 2020 from Minister of Health (Antara_News, 2020). Some areas that have been agreed to apply this situation are Jakarta, some areas in West Java (Bogor, Depok, and Bekasi), Tangerang, Pekanbaru, Makasar in South Sulawesi, West Sumatera, and Tegal in Middle Java (BBC_News, 2020; Gala_Media_News, 2020; Liputan6, 2020; Media_Indonesia, 2020). As a result, nowadays, Indonesia is facing big problem to handle Covid-19, and needs support from many aspects, not except from education.

This condition makes the students and the lecturers used the online media or online learning much longer than respected, meanwhile the students and lecturers are not ready to face up to this situation. However, it should be done; the learning process must do online by using many kinds of application, such as Zoom, Google Classroom, Hangouts, and WhatsApp; or even from Short Message Services (SMS) in their Phone Cell.

Online learning is a kind of learning methods to support the students to learn. As being stated by some findings before that online learning is interested and motivated for the students, there have been some findings related to this kind of learning. As stated by Alqurashi (2019) and Aldholay et.al (2019) that online learning gave the satisfaction in learning. The satisfaction of learning can be seen in the result of the students in learning.

Moreover, online learning is a kind of learning that can be as the evolution of the learning process, it made the students' competence in learning English increased (Jurkovič, 2019). The interactive process happened when the process of learning did online, not as studying at the classroom, many students do not able to share their ideas directly; meanwhile by using online learning many students are more communicative and active in producing their ideas.

Many students have high respectful by this kind of learning, they have high English understanding after learning by online learning. Not only their vocabulary increased, but also their language skills and motivation for learning (Elaish, Shuib, Ghani, & Yadegaridehkordi, 2019). The students also had high positive perception with online learning through Instagram, it made the students desirable to learn improved (Sari & Wahyudin, 2019). In their research, they found that the online learning such as blended learning that is integrated with Instagram is really helpful in increasing the students' language learning and motivation. Through these findings, it is really proved that learning by using online learning, and internet are really interested and improved the students' motivation, and ability in learning English.

Online learning used in every situation, not only in the general situation but also in a specific situation. Based on this condition, this writing is being written to explore how the students' perception of online learning in English Department students of State Institute for Islamic Studies stated as IAIN Padangsidempuan. Its perception is in the condition of getting long studying from home by the case Covid-19.

METHOD

This research used qualitative approach, with a document study in which the data were taken from the documents of chatting from Whats-App Group (WAG) about the students' perception and hopes of the online learning and the situation in the Covid-19 cases. The participants of this study were the fourth semester students from TBI-1 Faculty of Tarbiyah and Teacher Training IAIN Padangsidempuan. The writer decided of choosing this class because this class is not so crowded, and have high responsibility and motivation in learning. There are 26 students in this classroom, and the data were gathered at April, 4th, 2020. Then, data analyzed by using some steps suggested by Creswell (2014) , however, not all the steps used by the writer in analysis the data; the techniques are reading the data, grouping the data, and interpreting the data to be a conclusion.

RESULT AND DISCUSSION

1. The Students' Opinion of Online Learning

The result of the research show various opinions came from the students of English Department IAIN Padangsidempuan. Generally, based on their opinion, online learning is not so effective yet for the students of IAIN Padangsidempuan, although there are also many students felt comfortable with this learning. The students felt that online learning is not effective and not comfortable for them to study. They have various opinions for this, such as the internet connection and less understanding. As seen in this following six data:

Lecturer: /Assalamu'alaikum. Hallo guys, I wanna ask your opinion about our learning. How do you think with online learning? Give me ideas, suggestion, and critics./

Datum 1: /Actually, I don't think that online learning can help us study well./

Datum 2: /In my point of view, online learning is quite difficult because in my hometown is poor in signal so I can't join the class well./

Datum 3: /And if I may express my opinion, actually online learning it's kind difficult mam, *seperti masalah sinyal dan data mam.*/
And If I may express my opinion, actually online learning it's kind difficult mam, like signal and quota problems, mam.

Datum 4: /I think using online learning make me difficult to

understand the lesson./

Datum 5: /The point is.... *Sebenarnya ga pada efektif kan*, but at least we're trying and still study, 'cause we have no other choice gengs./

The point is ... it is not effective exactly, isn't it?, but at least we're trying and still study, 'cause we have no other choice, friends.

Datum 6: /I think online class is a bit difficult because I can't understand all of about our material, bad *sinyal*, and use *banyak data*./

I think online class is a bit difficult because I can't understand all of about our material, bad signal, and use much data.

Datum 7: /Coz, it's not effective for us. In online learning, we often find some problem, like signal, some of us are not living in the city, that has strong signal, some of us are from village, even live near the forest that difficult to find signal./

Datum 8: /Difficult *yg saat ini sedang kita lakukan mam, fasilitas nya*./

Difficult for what we are doing now, mam, the facilities.

Datum 9: /Maybe 'coz this is the first time mam for us. So that why we fell a little difficult to follow it./

Datum 10: /But, we can see the signal in many areas especially in village still bad./

By looking up the data above, some students (50%) felt that the problem to do online learning is the internet connection. They felt that the connection of internet that they have is not good for supporting this lesson, so they left the materials. They live in many rural areas or small cities, in which the internet connection is not stable; meanwhile they can only have an *axis* or *Im3* card that affordable for them. Because they come from many rural areas, in which there is no internet connection in their living places, so the learning process with online cannot be joined by all students.

In addition, the students also felt that online learning is difficult because for the first time using, so it make them not comfortable to use it. In addition, the students felt that learning online use much internet data, so they cannot follow it well. When the learning

process is doing, many students run out of data, as a result they cannot finish to join the class. What that has been stated by the students is the real condition of the students IAIN Padangsidempuan, because not all students come from Padangsidempuan which stable internet connection. Furthermore, even though they come from Padangsidempuan, they cannot buy the Telkomsel card, which has a good signal and connection, because it is a high price card.

Unfortunately, the real condition of the students is not able to have good card with good internet signal and connection, they come from many areas, not only from Padangsidempuan, which have good in connection. They also come from low economic family, so they cannot have a big data of internet. These come as big problems for the students. In contrary, some of the students (50%) agreed with this kind of learning, even in the forced situation, better use than noting. The transcription can be seen below:

Lecturer: /Assalamu'alaikum. Hallo guys, I wanna ask your opinion about our learning. How do you think with online learning? Give me ideas, suggestion, and critics!/
/

Datum 11: /It is good mam, but it' s be better for us to use this without nothing./

Datum 12: /Actually we don' t have a choice mam, ready or not, we must ready mam, *walaupun* sometimes we have so many obstacles./

Datum 13: /*Seenggaknya* tuh sekarang kita bisa jadi bayangan, gimana sih pembelajaran bisa di laksanakan 2, 3, atau 4 tahun kedepan. *Seenggaknya* yang sekarang gptek calon guru harus mulai belajar dari sekarang. Banyak yang bilang Indonesia gak siap, pemerintah gak siap, karna sebenarnya semua gak pernah bersiap./

At least, from this condition, we learn to face the condition for next 2, 3, or 4 years. At least as prospective teachers, who are now technologically illiterate, begins to prepare themselves for the future of their learning. Many people said that Indonesia is not ready yet; the government is not ready, because indeed all are never prepared.

Datum 14: /*So ini pelajaran* bagus, dimana minusnya kita ubah jadi plusnya, emang belum bisa se efektif tatap muka tapi dengan kita coba sekarang jadi bisa dikembangin kan./

Therefore, it is good lesson for us, let us have positive thinking, let us make the negative side becomes positive. It is not easy, not as effective of direct teaching, but from now, we try to develop, isn't it?

The writer believed that the students supported online learning, it is because they need to study, not because of their likeness to use this kind of learning. One reason that made the students agreed to this learning because they do not have other choice, they need to learn, so they must force to this condition. This kind of learning also as the experiences to develop their knowledge and comprehend about online learning, which they will face later.

The interesting point is about the statement of being positive thinking; this student is one of the best students from the classroom who had high motivation and interest to learn. Moreover, the ideas they responded to the questions about the situation also based on their condition and situation. As known that many students left out of the good signal of internet, as a result, they think that learning by this kind of techniques will make them left from the lesson. Further, they need to give another way of learning, by giving them a task not through the application in order to make them being able to join the lesson.

Moreover, when the lecturer asked them to join the class between three applications; Whats-App Group (WAG), Zoom, and Hang Outs. Choosing to study via WAG is also the students' choices; they have some reasons for this as seen in the followings.

Lecturer: /... If I give you the change to choose, which one do you choose? ZOOM? WA Group (WAG)? Google Classroom (GC)? or Google Hangouts? Give the reasons. Thanks before./

Datum 15: /I prefer use WA, or hangouts mam. *Kalau* zoom sometimes bad signal. For me more practically via chat room mam./

Datum 16: /I choose WA mom, because some of us cannot install the zoom apk./

Datum 17: /I agree with Kiki mom, WA./

Datum 18: /But, I think I prefer to choose WA. If we use ZOOM, some of us cannot install it, and learn in ZOOM is not effective, and conducive. /

Datum 19: /I chose Google classroom mam, because classroom are more specific, the tasks are organized, the structure is also

- organized so that we are easy to understand and can repeat our material mam/.
- Datum 20: /I choose Whats-App mam because it's easier to open than others here and also, we can give explanation in voice note to be clearer. /
- Datum 21: /And I also go with Anggi's idea, WA./
- Datum 22: /I think WA is better than zoom, because WA is simple or easy one to use. /
- Datum 23: /I prefer to use Google classroom, it is organized and systematic, it also feel like more formal than WA./
- Datum 24: /Setuju bingiiitssss mam./
I do agree, mam.
- Datum 25: /Iya like kita ngirim tugas disana itu more organized, terus diskusinya di hangouts or WA group./
Yes, when we send our tasks I GC, it is more organized, and the discussion is done in hangouts or WAG.
- Datum 26: /Hangouts juga bagus lo gengs./
Hangouts is also good, friends.
- Datum 27: /So, I think we choose WA because some of them usual active in WA and do not missing information. If we wanna send some task we using Classroom./
- Datum 28: /Yap. Pokoknya kalau di wa ga specific mam, karna sebagian orang kalau udh materinya d atas2 Kali, pasti malas menscroll mam.. dan yah gak d baca lagi./
Yes. In WA is not specific, mam, because there are so many messages, and sometimes we are lazy to scroll it, mam. Then, we did not read it, we lost the messages.
- Datum 29: /The reason why I prefer wa, if we send our task to WA, sometimes other Friends task also come and there are some talks again, so we afraid that our task is not check by the lecturer yet./
- Datum 30: /I mean I prefer classroom./
- Datum 31: /I choose WA mam, because some of us can't install zoom in their mobile phone, and according to me is not effective and

ada batasan waktunya dia mam./

...the time is limited, mam.

Datum 32: */For hangouts. menurut info yg mom dpt, zoom is cheaper than hangouts./*

...I got some information that zoom is cheaper than hangouts.

Datum 33: */But mam, Zoom nggak bisa ke beberapa tipe hp karena terlalu berat mam./*

But mam, Zoom is not compatible to some type of android, so heavy, mam.

Based on the data above, the students have various ideas to choose the application for online learning. About 30% of the students prefer to study from GC, but the other from WAG and hangouts. They also have various reasons, for those who prefer using WAG than GC said that in WAG the discussion can be done more, and it can send the voice if something needs to be asked. Meanwhile, there are also a little bit students (about 5% students) who do not agree to choose WAG because many messages can be left because of lazy to see the messages sent by many students, and lazy to scroll the last messages sent.

For those who chose GC, they have reasons because sending tasks is easier in GC, meanwhile to discuss is easier in WAG. The students can share many ideas and suggestions in WAG. Moreover, the difficult of using Zoom is because it needs many quotas of internet to use it, meanwhile choosing WAG can be used whenever and wherever. The signal is heavier than another application. The better of using Zoom application because the students and the lecturer can communicate directly, can see the face of the lecturer and friends, so it will be nice and interested, meanwhile, the time is limited, because it is free application. If it is charged, it will be more reliable and free to use. Moreover, Zoom can also be used for many people in one time of using this application. Although Zoom has more application than WAG, but the students are more interested to use WAG because it can be usable for all students in all places they lived.

Based on the data, it has been known that most of the students prefer to choose to study via WAG, it is because of the easiest of using it, and the most using application internet used by many people. Many application used for learning is interesting. The lecturers can make a various kinds of online learning application to support their learning process, because it has positive and negative side each other.

2. Students' Hopes for Online Learning

Moreover, some students also suggested to the university and government to support their students with the internet quota, it is needed to make the students still in processing learning. Some students suggested as follows:

Lecturer /So, don't you think that Online learning is good for you?/

Datum 34: /not really mam/

Datum 35: /It depends on the card what they used./

Datum 36: /*pemerintah pun harusnya majuin desa juga bukan kota aja, kan gak adil/*

The government should balance in developing villages, not only for the big cities, it is not fair.

Datum 37: /*sebagai calon pendidik kan, kita g bisa stuck dan pasrah sama keadaan, kalo di area itu g ada sinyal. Kita putar otak "bagaimana caranya?" apakah dengan keluar daerah tsb. Ato gimana?/*

As a candidate of teacher, we cannot stuck and capitulate to the condition, if there is no signal in one area, we can find the ways how to solve it, maybe by visiting another area surround our area, or any way.

Datum 38: /*calon guru pastinya harus cari akal mom, juga harus siap buat media pembelajaran yg pas dan ngikutin perkembangan zaman, but guru juga butuh bantuan dan modal dari pemerintah khususnya kedesa sehingga bisa sejalan dengan baik mom./*

The candidate of teachers must find the solution, mam. They also must ready to prepare teaching media supporting to the development of era. Meanwhile the teachers also need support and funds from government, especially for villagers in order to support the condition, mam.

The students said that the government must support the villagers in order to support the learning process via online learning. This opinion goes to the different condition between cities and villages because the low development in the villages and it also happens to the available of internet condition. Moreover, the important thing is the students can use their smartphone smartly, used for valuable learning. Internet used has been familiar to use in learning, such as learning by using Google translation (Zafitri & Harida, 2017) and (Safitri, Harida, & Harahap, 2017). These findings shown that internet can be as the tools for

supporting students' learning. In addition, the data shown that the students still did learning although they must stay at home and study from home because the situation of Covid-19. The finding of this research related to the ideas before that internet is useful for the students in learning, both findings showed that internet is good for supporting the students' learning, also on this findings that the students need to use internet to support their learning in order to make them still learning in the Covid-19.

As stated by Apuke and Iyendo (2018) that learning via smartphone promotes self-learning, encourages and enhances peer learning. It is also understandable that learning via smartphone by using internet and many application is good for increasing and improving students' learning process and learning result (Apuke & Iyendo, 2018; Lekawael, 2017). Meanwhile, in this research finding, smartphones are used by students by force, but they still enjoy learning. Because it is evident from the results of learning done, students can still get good results even though studying online.

More interested, the students in learning will make the students are being able to comprehend their learning materials. The consistent of learning process make the students are still joining the learning given by the lecturers, and it will make the students are not getting bad in understanding English texts, as known that bad result in English comprehend will make them being unable to learn next materials (Harida, 2014). Many tools and ways of the students in learning will make the students are also being enjoy in their learning process.

Moreover, WAG can be a solution for the students to support their process of learning in order to make the learning process are still in processing. As proved by some researchers that the students' learning through Whats-App group can improve students' learning (Arifani, 2019; Wirayuda, 2019). What has been suggested by the students of IAIN Padangsidempuan to support their learning more in WAG than another application can be received.

CONCLUSION

Based on the description of the result, the researchers found that there are various responds of the students for learning in the online way. The students agreed that online learning is good for supporting the learning process, especially in this Covid-19 condition. Although most of the students agreed that learning through WAG is more comprehensive than another application, but Zoom and Google Classroom are also chosen from some cases and for some students. The application that mostly used agreed by the students in this condition is Whats-App group, because it is because of the ease of use, both in terms of

signal and in terms of internet quota, meanwhile Google Classroom is supported to use in order to open the class and to send the task, or even examination.

REFERENCES

- Addi M. Idhom. (2020). Update Corona 8 April 2020 Indonesia & Data Covid-19 Dunia Hari Ini. Retrieved April 9, 2020, from Tirto.ID website: <https://tirto.id/update-corona-8-april-2020-indonesia-data-covid-19-dunia-hari-ini-eLSN>
- Aldholay, A., Abdullah, Z., Isaac, O., & Mutahar, A. M. (2019). Perspective of Yemeni students on use of online learning: Extending the information systems success model with transformational leadership and compatibility. *Information Technology and People*, 33(1), 106–128. <https://doi.org/10.1108/ITP-02-2018-0095>
- Alqurashi, E. (2019). Predicting student satisfaction and perceived learning within online learning environments. *Distance Education*, 40(1), 133–148. <https://doi.org/10.1080/01587919.2018.1553562>
- Antara_News. (2020). Permenkes Nomor 9 Tahun 2020 atur pelaksanaan PSBB - ANTARA News. Retrieved April 19, 2020, from AntaraNews.com website: <https://www.antaranews.com/berita/1403506/permenkes-nomor-9-tahun-2020-atur-pelaksanaan-psbb>
- Apuke, O. D., & Iyendo, T. O. (2018). University students' usage of the internet resources for research and learning: forms of access and perceptions of utility. *Heliyon*, 4(12). <https://doi.org/10.1016/j.heliyon.2018.e01052>
- Arifani, Y. (2019). The Application of Small WhatsApp Groups and the Individual Flipped Instruction Model to Boost EFL Learners' Mastery of Collocation. *CALL-EJ*, 20(1), 52–73. Retrieved from <http://callej.org/journal/20-1/Arifani2019.pdf>
- BBC_News. (2020). PSBB Jakarta mulai 10 April selama dua minggu, namun pakar menyebut hasil efektif satu bulan untuk tekan Covid-19. Retrieved April 19, 2020, from BBC News Indonesia website: <https://www.bbc.com/indonesia/indonesia-52194441>
- Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative, and Mixed Method Approaches* (p. 285). p. 285. London: SAGE Publications Inc.
- Elaish, M. M., Shuib, L., Ghani, N. A., & Yadegaridehkordi, E. (2019, March 4). Mobile English Language Learning (MELL): a literature review. *Educational Review*, Vol. 71, pp. 257–276. <https://doi.org/10.1080/00131911.2017.1382445>
- Gala_Media_News. (2020). PSBB di Jawa Barat Difokuskan di Wilayah Bogor, Depok dan Bekasi. Retrieved April 19, 2020, from GalaMediaNews.com website: <https://www.galamedianews.com/bandung-raya/253394/psbb-di-jawa-barat-difokuskan-di-wilayah-bogor-depok-dan-bekasi.html>
- Harida, E. S. (2014). Students' Ability and Difficulties in Understanding English Text (A Study at English Program IAIN Padangsidempuan). *AL-Ta Lim*, 21(3), 6. <https://doi.org/10.15548/jt.v21i3.102>

- Holshue, M. L., DeBolt, C., Lindquist, S., Lofy, K. H., Wiesman, J., Bruce, H., ... Pillai, S. K. (2020). First Case of 2019 Novel Coronavirus in the United States. *New England Journal of Medicine*, 382(10), 929–936. <https://doi.org/10.1056/NEJMoa2001191>
- Jurkovič, V. (2019). Online informal learning of English through smartphones in Slovenia. *System*, 80, 27–37. <https://doi.org/10.1016/j.system.2018.10.007>
- Lekawael, R. F. J. (2017). THE IMPACT OF SMARTPHONE AND INTERNET USAGE ON ENGLISH LANGUAGE LEARNING. *English Review: Journl of English Education*, 5(2), 255–262.
- Liputan6. (2020). Menkes Setuju Pelaksanaan PSBB Corona di 3 Wilayah Tangerang Raya. Retrieved April 19, 2020, from Liputan6.com website: <https://www.liputan6.com/news/read/4225748/menkes-setuju-pelaksanaan-psbb-corona-di-3-wilayah-tangerang-raya>
- Media_Indonesia. (2020). Kemenkes Setujui PSBB di Sumbar. Retrieved April 19, 2020, from Media Indonesia website: <https://mediaindonesia.com/read/detail/305072-kemenkes-setujui-psbb-di-sumbar>
- Mendikbud. *Surat Edaran Mendikbud No. 35952/MPK.A/HK/2020 tentang Pembelajaran secara Daring dan Bekerja dari Rumah dalam Rangka Pencegahan Penyebaran Corona Virus Disease (Covid-19)*. , (2020).
- Rektor. *Surat Edaran Rekor IAIN Padangsidimpuan No. 691. , Pub. L. No. 691/In.14/A/B.2a/KP.01.2/03/2020* (2000).
- Rektor. *Surat Edaran Rekor IAIN Padangsidimpuan NO. 678. , Pub. L. No. 678/In.14/A/B.2a/KP.01.2/03/2020* (2020).
- Safitri, L., Harida, E. S., & Harahap, H. (2017). The Analysis of Code Mixing on Students' Facebook: A Study on Face Status and Comments of the Sixth Semester Students TBI IAIN Padangsidimpuan. *English Language Teaching and Research*, 1(1), 164–175.
- Sari, F. M., & Wahyudin, A. Y. (2019). Undergraduate Students' Perceptions toward Blended Learning Through Instagram in English for Business Class. *International Journal of Language Education*, 3(1), 64–73. <https://doi.org/10.26858/ijole.v1i1.7064>
- Wirayuda, A. (2019). *Improving Students' Vocabulary through Group CHat DIscussion on WhatsApp in Learning English Third Grade Students at SMP Negeri 1 Bukit Kemuning (Universitas Lampung)*. Retrieved from http://digilib.unila.ac.id/56969/3/SKRIPSI_TANPA_BAB_PEMBAHASAN.pdf
- Zafitri, L., & Harida, E. S. (2017). The Effectiveness of Using Google Translation on Students' Translation at Mathematic Faculty of Universitas Negeri Padang. *Proceedings of the Fifth International Seminar on English Language and Teaching (ISELT-5)*, 80–85. Padang: Universitas Negeri Padang.
- Zhi., Z. L., & Za, X. B. X. (2020). The epidemiological characteristics of an outbreak of 2019 novel coronavirus diseases (COVID-19) in China. *PubLMed.Gov*, 41(2). Retrieved from <https://www.ncbi.nlm.nih.gov/pubmed/32064853>