EFL Students' Perception of Virtual Vs Non-Virtual Classes during the Pandemic

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ABSTRACT

Since the emergence of the COVID-19 virus, the learning process in educational institutions worldwide, including in eastern Indonesia, has changed. As the virus spreads, all countries' academic sectors must adapt and redesign their methods and systems. This research is meant to present examine the perceptions and issues associated with students transitioning to virtual and blended learning during this period of global isolation. Specifically, it aims to determine students' perceptions of learning English using virtual and non-virtual modes utilising a mixed-method study. The data was obtained from open-ended questionnaires, interviews, and documentation. The results indicated that the students had more positive perceptions toward non-virtual learning than virtual learning due to factors such as getting material directly from the teacher, interacting with classmates, having question-and-answer activities between students and teachers, and improving learning English. On the other hand, the virtual mode did not receive positive feedback compared to the non-virtual method; this is due to several obstacles faced by students when learning to use virtual modes, such as poor internet connection, lack of students understanding of material caused by the absence of explanation and direct interaction by the teacher and no interaction with classmates.

Keywords: English Learning; Students' Perceptions; Virtual Learning; Non-virtual Learning

INTRODUCTION

Apart from the revolution that happened during the educational process around the world described by Wati et al. (2021), The World Health Organization (WHO) had officially declared a global pandemic, which has captured the attention of society worldwide and demanded the general public, involving educational institutions, to halt large-scale activities with the intention to decrease the number of infections caused by COVID-19 virus. The unprecedented impact and rapid spread of the COVID-19 pandemic have tremendously impacted all facets of human life. As a result, most institutions in Indonesia, especially in eastern Indonesia, have implemented face-to-face learning experiences in the virtual mode in providing possibilities by combining several platforms such as WhatsApp Group, Zoom Meeting, Google Classroom, Edmodo, and Google Meeting as a sudden response to the offline mode, which it is the unplanned method.

The ongoing COVID-19 epidemic necessitates educators' and students' adoption of online learning, compelling them to promptly adjust and innovate about integrating technology into the educational process. According to Ahmed et al. (2020) and Ramadhan et al. (2018), virtual learning effectively addresses the challenges of distance and time constraints. Virtual learning refers to utilising online platforms for educational purposes, offering both synchronous and asynchronous learning opportunities. In a separate investigation conducted by Mahendra and Mariono (2019), it was discovered that a particular substance was examined concerning the analysis of synchronous and asynchronous communication within digital communication. Knowledge acquisition is facilitated through a synergistic partnership between technological advancements and the educational approach known as e-learning. Therefore, optimising planning and use of this approach will significantly enhance education. In addition, it has been argued that

e-learning enhances learning experiences by utilising suitable technological resources (Chaeruman, 2017).

In addition, in Indonesia, all primary, junior, and senior high schools, as well as universities, use online media to teach distance (Dave, 2020). For many higher education states, including Madrasah Aliyah (MAN) Negeri 2, Mataram also applied this method, which caused students and teachers to get used to virtual learning almost in their daily teaching and learning process. Nevertheless, teachers and educators must significantly transform their instructional methods, transitioning from traditional face-to-face instruction to online or remote education (Bao, 2020; Basilaia & Kvavadze, 2020). The current presence of the Fourth Industrial Revolution has led to an exponential expansion in technological advancements. Verawardina et al. (2020) state that this approach can facilitate the efficient operation of online learning, enabling the educational process to be conducted seamlessly despite the geographical separation between instructors and students.

Moreover, online learning serves as a viable option to assure the educational process's continuity, allowing participants to engage in their educational pursuits despite the inability to conduct traditional face-to-face instruction (Herliandry et al., 2020). At the current response, a part of that issue is to find a rapid agreement for a quick solution to long-term challenges. For example, one such response is the hasty manipulation of sudden remote teaching. This idea is about covering a portion of school and chopping off the problem without much attention to its new media even though the platform. Hence, this idea might seem to be the best way to solve the current problem caused by the pandemic. Many studies indicated that the results of students' achievement have increased through online learning (Sutarto et al., 2020; Syaharuddin et al., 2021; Gustiani, 2020; Sudirman et al., 2021). Most of the studies found significant benefits, improvements, or strategies through the implementation of virtual mode during the pandemic.

Conversely, learning activities during the spread of the COVID-19 pandemic must still be carried out at all school levels and higher education institutions. They may use software to keep studying during COVID-19 and protect themselves from the virus as instructed by the government. For example, the Rumah Belajar platform, created by the Indonesian Ministry of Education and Culture, and SPAD, created by the Ministry of Research, Technology, and Higher Education for HEIs, are the E-Learning stages the government suggests during the pandemic in Indonesia. As a free online learning resource for teachers and students, Rumah Belajar is available. The Indonesian Ministry of Education and Culture collaborated with a number of online educational applications, including Sekolahmu, MejaKita, Ganesha Digital, Kelas Pintar, Ruang Guru, Quipper School, Cisco Webex, Zenius, and Google Classroom (Octaberlina & Muslimin, 2020).

In comparison, according to France-Presse (2020), a number of platform alternatives that can be used include Facebook, Google Meet, Zoom, Skype, and others. Using Google Meet, about six million organisations like manufacturing facilities and Hospitals, banks, and warehouses (France-Presse, 2020). However, a solution (Handayani et al., 2021) described that a teacher / intends to use several techniques, and with the utilisation of technology in the learning activities, teachers should be able to understand the conditions of their learners. By knowing the main problems they face, teachers can adjust the use of software in teaching foreign languages during COVID-19 to their students.

In the context of eastern Indonesia, especially at MAN 2 Mataram, students are used to learning in offline mode. Apart from the previous findings showing the benefits of online learning, at MAN 2 Mataram, students are unfamiliar with implementing the government's policy. Furthermore, students learn English as a subject, and people in the world generally use English as a communication tool; this is why English has become a global language (Hoerunnisa & Suherdi, 2017). English has been applied in elementary schools and colleges; even some kindergartens have applied English to their curriculum.

Although mostly in eastern Indonesia, including at MAN 2, Mataram still uses the face-to-face method in classroom learning activities, several schools in Indonesia have introduced their students to a new mode of learning, such as using virtual methods in providing English. This makes it students' attention hard to understand the material given. As an illustration, in listening learning activities, learners were asked to access English videos on YouTube to watch and complete assignments with the assistance of Google, yet schools rarely do this in areas still experiencing internet access problems.

However, the global spread of the coronavirus, which originated in Wuhan, China, in late 2019, has affected other nations globally, such as Indonesia (Ningrum et al., 2020). The advent of COVID-19 has significantly impacted the community's economic, social, and psychological outcomes (Saleh & Mujahiddin, 2020). In addition, it is also explained if, because of the COVID-19 pandemic, all efforts cannot run smoothly under what is expected (Sihombing & Nasib, 2020). Similarly, Maidah and Nurdiawati (2018) examined the outcomes of incorporating technology in the instruction of English to 10th grade students attending vocational schools in East Purwokerto during the academic year 2016/2017. The research revealed several challenges encountered by the students, including difficulties in operating the technological tools, comprehending the English materials, experiencing system disruptions, encountering a lack of suitable applications, and ultimately yielding unsatisfactory findings. In another study, Atmojo and Nugroho (2020), concerning EFL virtual classroom activities and difficulties in Indonesia during the COVID-19, indicates his results that teaching EFL using web learning was also the same. Web learning suffers from a lack of preparation and planning. Then, implications for improving learning through the Internet are discussed. Surprisingly, prospective research in the future is being directed and recommended. Kuama (2016), entitled "Is Online Learning Appropriate for All English Language Learners?" also asserted that OLLS (online language learning strategies) were employed by SLS more significantly when compared to what ULS (successful online language students) did.

However, in March 2020, all classroom teaching and learning activities were postponed due to an endemic virus. The learning model that was previously non-virtual or face-to-face is replaced by a virtual learning model established under the government policy described in Circular Number 2 of 2020 regarding COVID-19 Prevention and Handling in the Ministry of Education and Culture, as well as Circular Number 3 of 2020, regarding COVID-19 prevention in academic units (Sekretariat Kabinet Republik Indonesia, 2020). This transition from non-virtual to virtual mode was not easy for students and teachers in eastern Indonesia, particularly in MAN 2 Mataram. Not all students can access the fast Internet and the facilities that students have, such as computers and gadgets; not all have these facilities. Meanwhile, to redesign face-to-face or non-virtual learning activities to virtual mode, the majority of Indonesian schools are not prepared yet to implement for the COVID-19 protocol issued by the government.

Based on the above circumstances, this paper describes students' responses to their consideration for teachers in choosing the suitable learning mode. With these results, this paper is expected to be used as a reference in researching or teaching English in virtual and non-virtual ways in MAN 2 Mataram.

METHOD

The research methodology employed in this study was a mixed-method approach with a sequential explanatory design. According to the study conducted in 2012, mixed methods design refers to methodologies employed to collect, analyze, and integrate both quantitative and qualitative data inside a singular or sequential set of research inquiries. Researchers employed a sequential explanatory design to gather and analyse quantitative data, followed by the collection and analysis of qualitative data to further their understanding of the research problem. Furthermore, the researchers employed qualitative research as the appropriate approach to conducting investigations that prioritize exploring meaning, comprehension, concepts, attributes, symptoms, symbols, and descriptions of a phenomenon. This method is focused and comprehensive, employing a systematic and holistic approach, emphasizing quality. It utilizes diverse methods and presents findings in a narrative format (Muri Yusuf, 2017).

The sources of the data were students of MAN 2 Mataram. The school had 381 students in grade XI who were divided into 11 classes majoring in Science, Social Sciences, and Language. The researcher used purposive sampling to take samples due to the need for this study, which required the students to use Virtual learning frequently. However, the researchers took Social Sciences because Social Sciences usually use Virtual Learning rather than another major in MAN 2 Mataram. The researchers selected students of class XI IPS 2 as the data sample of 38 students to answer the inquiry questions; however, only six students were chosen for the interview. Table 1 shows the demographic information of the participants.

Table 1
Demographic information of the participants

No	Pseudonyms	Age	Gender
1	Student 1	17	Male
2	Student 2	16	Female
3	Student 3	16	Female
4	Student 4	17	Female
5	Student 5	17	Female
6	Student 6	16	Female
7	Student 7	17	Female
8	Student 8	17	Male
9	Student 9	16	Male
10	Student 10	17	Female
11	Student 11	17	Male
12	Student 12	17	Male
13	Student 13	16	Male
14	Student 14	17	Male
15	Student 15	16	Male
16	Student 16	17	Male

17	Student 17	17	Male
18	Student 18	17	Male
19	Student 19	17	Male
20	Student 20	16	Male
21	Student 21	17	Male
22	Student 22	17	Male
23	Student 23	16	Male
24	Student 24	16	Female
25	Student 25	17	Female
26	Student 26	17	Female
27	Student 27	16	Female
28	Student 28	17	Male
29	Student 29	17	Female
30	Student 30	17	Female
31	Student 31	17	Male
32	Student 32	17	Female
33	Student 33	16	Male
34	Student 34	17	Female
35	Student 35	16	Female
36	Student 36	16	Female
37	Student 37	16	Female
38	Student 38	17	Female

Due to physical distancing, the researchers employed a questionnaire, an in-depth interview and documentation for data collection methods to collect the intended data to answer the research objectives. Meanwhile, regarding the data analysis, the quantitative data were analysed using descriptive statistics using SPSS version 25 to know the frequency score of the questionnaire. The qualitative data were thematically analysed utilising Braun and Clarke's (2021) six phases of data analysis: familiarisation with the data, building codes, producing initial themes, developing and refining the themes, defining and identifying the themes, and reporting.

RESULTS

The findings are presented in two parts: students' perceptions of using virtual modes and non-virtual methods in learning English.

Students' Perception of Virtual Mode in Learning English
1. The Challenges Faced by Students in Virtual Mode

Table 2
The Challenges Faced by Students in Virtual Mode

The Challenges	Percentage (%)
Low Internet Connection	53%
Lack of Understanding and Mastery of the Material and	35%
Lack of Facilities	12%

Table 2 shows that many students faced challenges when learning English using Virtual modes, such as Low Internet connection, Lack of Understanding and Mastery of the Material, and Lack of Facilities. 53% of students had a low internet connection, 35% lacked understanding and mastery of the material, and 12% lacked facilities.

2. Teachers' Method in Teaching English in Virtual Learning Mode

The methods used by English teachers when teaching in a virtual mode are not varied; the methods used are minimal. MAN 2 Mataram uses the E-Learning platform in virtual learning, but this platform has several weaknesses, so teachers also use WhatsApp and Zoom to teach English. It can be seen from the students' interview results:

> "*Kita belajar virtual menggunakan E-Learning tapi E- Learning ini tidak bisa mengupload video jadi kadang guru mengirim nya lewat WhatsApp,* untuk *metode yang digunakan guru saat mengajar biasanya memberi tugas latihan dari LKS atau menonton video lalu menulis subtitle nya dalam Bahasa Inggris*". (We learn virtual using E-Learning but this E-Learning can't upload videos so sometimes the teacher sends it via WhatsApp, for the method used by the teacher when teaching usually gives practice assignments from LKS or watching videos and then writes subtitles in English). (Informant, personal communication, December 25, 2020).

3. The Merit of Learning English Using Virtual Mode

The benefits students receive when learning in a virtual mode are that they feel more relaxed in flexible study places and have more time to collect their assignments. Learning activities can also be done anywhere. As the students said, in filling out the questionnaire, said:

> "*Keuntungan menggunakan mode virtual ini yaitu, murid bisa melakukan pembelajaran di mana saja, di rumah atau di taman. Tidak melulu di sekolah saja*." (The benefit of using this virtual mode is that students can study anywhere, at home or in the park. Not just at school). (Informant, personal communication, December 25, 2020).

4. Students' Learning Achievement in Virtual Mode

On student achievement in virtual learning, students revealed that using virtual mode in learning English can improve their English skills. The percentage of the table below evidenced this.

Table 3
The Students' Learning Achievement in Virtual Mode

The Achievement	Total	Percentage (%)
Increase	10	24%
Not Increase	28	76%

Based on the table above, 76% of students stated that their English skills had not improved, and 24% said there was an improvement in learning English using Virtual Learning. Therefore, several students claimed this by answering questions through Google Forms and interviews. They said:

> *"Tidak ada peningkatan, karena saya tidak nyaman belajar virtual".* (No improvement because I'm not comfortable with virtual learning). (Informant, personal communication, December 25, 2020).

Students' Perceptions of Non-Virtual Mode in Learning English

1. The Challenges Faced by Students in Non-Virtual Learning Mode

Learning using offline mode is already very familiar to the students of MAN 2 Mataram, in contrast to virtual mode learning, which has various obstacles for students. Students said that non-virtual mode learning had fewer constraints than virtual mode. This is seen from the students' statements filling out the questionnaire:

> *"Sepertinya tidak ada sulitnya, soalnya lebih menyenangkan belajar non-virtual jadi kalo misalkan ada yang sulit ga kerasa sulitnya".* (There are no problems, because it's more fun to learn non-virtually so if something is difficult, it's not difficult). (Informant, personal communication, December 25, 2020).

2. Teachers' Method in Teaching English in Non-virtual Learning Mode

The method used by teachers when learning non-virtually is usually teacher-centred, giving material and then giving assignments, and students are asked to present it in front of the class. Students are also welcome to converse with their classmates and are asked to tell a narrative in front of the course. The students stated this in answering the questionnaire and in the interview, they said:

> "*Guru menjelskan materi dan membagikan kelompok dan memberi tugas, lalu siswa mengerjakan tugas sembari memberi persentasi didepan kelas.*" (The teacher explains the material and distributes groups and gives assignments, then students do the assignments while giving presentations in front of the class). (Informant, personal communication, December 25, 2020).

3. The Merit of Learning English Using Non-Virtual Mode

Apart from learning using virtual mode, learning using the non-virtual method is still a favorite mode for students. The students perceive success in learning to use a non-virtual way. They admit that the explanation of the material face to face with the teacher makes it very easy for them to understand the material, and social interaction with friends is also one of the supporters of student success in learning. In the questionnaire and interview, some students said:

"Keuntungan menggunakan mode non-virtual yaitu pembelajaran dilakukan dengan cara yang tidak monoton dapat belajar sambil bermain, bebas bertanya kepada guru agar lebih paham, bisa langsung praktik berbicara bahasa inggris bersama teman kelas dan lebih seru karena bertatap muka langsung dengan guru maupun teman-teman."(The advantage of using non- virtual mode is that learning is done in a way that is not monotonous, I can learn while playing, we are free to ask the teacher to understand more, I can practice speaking English directly with classmates and it is more exciting because face-to-face with the teacher and friends). (Informant, personal communication, December 25, 2020).

4. Student's Learning Achievement in Non-Virtual Mode

Regarding student achievement in virtual learning, students revealed that using non-virtual mode in learning English can improve their English skills. The researchers used documentation to measure students' achievement in virtual mode. This data came from the student's final exam. The data revealed that using virtual mode in learning English can improve their English skills. The table below is the result of students' achievement in virtual mode.

Table 4
The Students' Final Exam

No	Pseudonyms	Score	Note
1	Student 1	66	Not Increase
2	Student 2	68	Not Increase
3	Student 3	72	Not Increase
4	Student 4	84	Increase
5	Student 5	85	Increase
6	Student 6	73	Not Increase
7	Student 7	78	Increase
8	Student 8	86	Increase
9	Student 9	70	Not Increase
10	Student 10	82	Increase
11	Student 11	75	Increase
12	Student 12	67	Not Increase
13	Student 13	77	Increase
14	Student 14	86	Increase
15	Student 15	83	Increase
16	Student 16	85	Increase
17	Student 17	88	Increase
18	Student 18	87	Increase
19	Student 19	71	Not Increase
20	Student 20	80	Increase
21	Student 21	69	Increase

22	Student 22	87	Increase
23	Student 23	76	Increase
24	Student 24	74	Not Increase
25	Student 25	86	Increase
26	Student 26	81	Increase
27	Student 27	75	Increase
28	Student 28	87	Increase
29	Student 29	82	Increase
30	Student 30	74	Not Increase
31	Student 31	86	Increase
32	Student 32	76	Increase
33	Student 33	88	Increase
34	Student 34	78	Increase
35	Student 35	86	Increase
36	Student 36	83	Increase
37	Student 37	87	Increase
38	Student 38	65	Not Increase

*Note:

Increase: Score up to 75

Not Increase: Score below 75

Table 5

The Students' Learning Achievement in Non-Virtual Mode

The Achievement	Percentage (%)
Increase	85%
Not Increase	15%

It can be seen from the percentage in Table 5 above, showing that 85% of students agreed that their ability to understand and speak English has increased. As they answered interview questions, they said:

> "*Saya merasa belajar dengan offline bisa meningkatkan kemampuan saya pada saat belajar. Karena saya bisa menerima ilmu secara langsung ke guru dan saya lebih paham penjelasan yang dipaparkanoleh guru saya.*" (I feel that studying offline can improve my abilities while studying. Because I can receive knowledge directly from the teacher and I understand the explanations presented by my teacher better). (Informant, personal communication, December 25, 2020).

DISCUSSION

The current study's findings denote that switching learning from non-virtual to virtual mode caused by the COVID-19 virus has made students and teachers encounter a few obstacles while learning using this virtual mode. Virtual learning activities are not easy; teaching using virtual methods sometimes feels tricky because it requires a lot of preparation and guidance (Destianingsih & Satria, 2020).

Class XI MAN 2 Mataram students perceive several obstacles when doing English learning activities using virtual mode. However, the most significant barrier they feel is the instability of the internet connection, as evidenced by the student answers in the questionnaire showing 52% of students stated that their problem in learning Virtual Mode was internet signal interference. The finding corresponds with previous relevant studies, which found that internet connectivity is one of the central issues in online learning (Ramdhani & Kholidi, 2021; Yulianto & Mujtahid, 2021; Adedoyin & Soykan, 2020). Additionally, as reported by Rigianti (2020), the limitations of the Internet network are felt not only by the most profound people but also by the most remote or urban people.

Likewise with the facts in NTB, even though the community felt the low internet connection in a city like Mataram. The second problem that also dominates is the lack of understanding and mastery of the material regarding virtual learning activities. Based on the percentage of students' answers, 45% of students agreed that they could not understand and master the material in learning using Virtual mode. Efriana (2021) found that the students' problem in learning online is that they often have less understanding of a course, which is a big problem in online learning. Another problem is the sound interference during virtual learning and the fewer facilities students have; this problem is the same percentage, 3%. Smartphones and laptops support virtual learning; most students recognize that they have these facilities. The rest conveyed that they did not have facilities to support virtual learning. This was recognized by student F when answering the questionnaire via Google form. This data is relevant to the percentage of data released by Badan Pusat Statistik (BPS) in 2019. As many as 87.08% of the population of NTB owned a cellphone, and 99.85% of households had a computer (Badan Pusat Statistik, 2019).

There are several digital platforms that teachers and students can use in carrying out virtual learning, such as WhatsApp, Google Meet, Zoom, Edmodo, and Schoology. However, MAN 2 Mataram has a unique digital platform called E-Learning Madrasah for virtual learning. In E-Learning, students see and collect their assignments. Students admitted that in learning English, they did not get enough material explanations from their teachers; this is because the weakness of E-Learning is that it has minimal memory, so teachers cannot upload videos for material reasons. Sometimes, teachers take advantage of the Zoom platform to give live explanations. A finding from Assidiqi and Sumarni also reinforces that the Zoom platform helps teachers provide material descriptions and establishes interactions between teachers and students (Assidiqi & Sumarni, 2020).

Meanwhile, the benefits students get from virtual learning are a more relaxed learning time and place. Students can do learning activities anywhere and have more time to collect assignments. The result is in line with what Waryanto (2006) discovered about the benefits of the virtual learning model: it can be used without regard for space or time constraints, it can make use of the vast resources available on the Internet, and it gives users the flexibility to alter teaching material. In addition, it can increase students' independence in the learning process. The existence of several obstacles students face when learning to use virtual mode made their ability to learn English not increase. The absence of direct interaction between teachers and students is one of the causes of students' ability to learn English does not increase.

On the other hand, students' perceptions of the Non-Virtual Mode of Learning English differ significantly. According to students at MAN 2 Mataram, the obstacles faced when learning offline are not as complicated as when learning virtually. The barriers faced were only limited to disruption of concentration when there were noisy classmates. Anggrawan (2019) stated that the challenge of understanding when using non-virtual modes is that a crowded and noisy learning environment can be disconcerting for students with learning styles other than visual, but this problem was not a big problem for the students.

Furthermore, the methods employed by the teachers when teaching English in the classroom according to the students are Communicative language teaching, Direct Method response, and Discovery Learning. This is evidenced by the answers of informant C and informant F. Divide students into several groups and then give assignments, including the Discovery Learning method while asking students to converse with classmates is included in the Communicative language teaching method. The teacher explains the material first and then gives assignments in the Direct method. It is supported by Pido and Dewi (2019), who conducted research at MTs Negeri Model Limboto; teachers from this school used the same method in teaching English.

The student achievement in the non-virtual method is slightly distinct as well. Students highly feel the success of learning using non-virtual; they prefer this learning mode because they can interact withteachers and classmates. In learning English, the ability to practice thelanguage is one of the supporting factors for student success in learning. According to Gunantar (2016), from the results of his research in his journal, communicative skills are critical in learning English.The students' answers also evidence this through questionnaires and online interviews. Informants agree that learning usingnon-virtual mode can improve their ability to speak English due to direct teacher explanations and social interaction with friends. They also find it easier to practice communication usingEnglish in class.

CONCLUSION

The study's findings on students' views of virtual and non-virtual learning modes clearly show that most students prefer non-virtual learning over virtual learning. Because of the following factors, students had a more positive perception of non-virtual understanding than virtual learning: receiving material directly from the teacher, interacting directly with classmates, having question-and-answer activities between students and teachers, and improving education in English.

The virtual mode, on the other hand, did not receive a positive response when compared to the non-virtual method; this is due to several obstacles encountered by students while learning when using virtual methods, such as poor internet connection, lack of students understanding of a material caused by the absence of explanation and direct interaction by the teacher, and no interaction with classmates. With these hurdles, students are more likely to prefer non-virtual learning modes to virtual ones. They admitted that some of these hurdles did not affect their English learning.

The results of this research is supposed to shed light as a reference for English teachers to consider the obstacles that exist in virtual learning, take advantage of several other media

platforms when teaching and provide detailed and thorough explanations of the material before giving assignments to students. Furthermore, these findings can also be fruitful for the students themselves, such as they can boost their enthusiasm and understanding in learning English, specifically in a virtual way, by becoming independent learners so that they will not rely on their teacher entirely, for example searching more information on the net, as well as reading more books so they can understand the lesson swiftly. Finally, this study can catalyze future research regarding the students' perspective of different class modes. However, since this present study solely relies on its qualitative data, it is recommended to research further using a different approach, such as quantitative data or mixed method study with larger audiences, to generalize the result within broader contexts. Besides, future studies may need to explore teachers' and students' perspectives on virtual or non-virtual modes during the endemic of COVID-19 in Indonesia.

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