

THE STUDENTS' WELL-BEING IN ONLINE SPEAKING CLASS DURING PANDEMIC

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Abstract

Student welfare has an important function. Pandemic completely affects the world, especially teaching and learning activities. This study focuses on the impact of student prosperity on student academic performance in the learning process Speaking in online class during pandemic, find out students' academic performance enhancement after conducting online speaking class using Zoom platform, and know students' responses in the use of Zoom platform in online speaking class. This course uses One Group Pretest-Posttest Design through which 32 students in the fourth semester of the English Education Department are reviewers. The instruments used to research are student prosperity questionnaires, student pretest-posttest papers, and student response questionnaires. Obtaining a student t prosperity questionnaire before and after the use of Zoom platform tested correlation brings up numbers 0.038 and coefficient of relationship 0.41. The students' pretest and posttest scores were tested through the paired sample T-test, which was significant 6% giving a score of 0.003. The student's idea acquisition is $\geq 630\%$ in accordance with the provisions. So, it can be concluded that students' well-being is well-maintained in speaking online class during a pandemic using the Zoom platform.

Keywords: Students Well-Being, Zoom Platform, Online Speaking Class

Introduction

The Covid-19 pandemic in Indonesia already significantly impacts on a number of fields, including education (Kristiawan et al., 2021; Wilson, 2020). This regulation is put in place to adhere to the WHO's healthy protocols, which calls for physical separation to stop the Covid-19 virus from spreading. New methods, such as e-learning-based education, are used in its implementation in the process of explaining and studying process. Educators, lecturers, students are all required to adapt to the problems of the modern world and more fully utilize technology as part of the E-learning-based teaching and learning process (Müller et al., 2021; Tauhid et al., 2020). As a result, the idea of independent learning was developed in an effort to revolutionize the field of education (Susilana et al., 2020). Nadiem Makarim, the Minister of Education and Culture (Mendikbud), came up with the idea of Merdeka Belajar to encourage learning in a fun, engaging, and invigorating environment (Abidah et al., 2020). Merdeka Belajar, or freedom in learning, can be designed to give pupils the easy at any time, without depression or demands, focusing instead on their inherent talents. Students will be able to learn the most and fully develop their interests and skills in this manner.

Merdeka Belajar policy, a less stressful method to implementing learning. Students are

therefore content and fortunate to receive the greatest education possible given the Covid-19 pandemic's conditions (Fraillon, 2004). Students' well-being also has a significant impact on how well their roles are performed in the school, which is why it is the most important concern for schools. The learning process can be impacted by students' well-being at university (Lau & Hue, 2011). The well-being of pupils, for instance, might demonstrate positive and healthy conduct, demonstrating the positive influence (Awartani et al., 2008). Indirectly or directly, improved student wellbeing can boost academic performance. For instance, a higher level of well-being improves motivation, engagement, attendance, and reduces problem behavior, all of which have a beneficial impact on academic accomplishment (Hasan & Bao, 2020; Rasmitadila et al., 2019). The components of learners' well-being that can only be demonstrated through connection with others or by responding to others are included in the interpersonal dimension of learners' well-being. Effective communication, empathy, acceptance, and connectivity are four dimensions of a learner's interpersonal well-being within the school community (Fraillon, 2004).

The characteristics of self-efficacy and curios covered by students are the only ones covered by this study. Self-efficacy is a person's estimate of their capacity to begin and complete learning while taking the necessary measures to reach the desired performance (Bandura, 2006). Self-efficacy, according to Bandura, is a key factor in controlling students' motivation. Self-efficacy can help people achieve their goals (Stajkovic & Luthans, 1998). Additionally, individuals with higher levels of self-efficacy will function more effectively than those with lower levels. According to Bandura (2006), academic self-efficacy refers to students' self-confidence in their capacity to study and complete academic tasks successfully. According to prior study, the majority of students had high levels of self-efficacy, as evidenced by their achievement percentage of 66.64%, which indicates that their confidence in their abilities was on par with that proportion (Nuraeni et al., 2019). As evidenced by its ability to stimulate and lead learning behaviors like information seeking and problem-solving, curiosity is a potent motivating factor (Litman & Jimerson, 2004). In the context of higher education, the ability of students to interact with subject-based tasks regardless of their perceptions of external rewards and to construct and concentrate on learning strategy will be a manifestation of their curiosity. Although there is a positive correlation between curiosity and academic achievement (Alberti & Witryol, 1994; Cahill- Solis & Witryol, 1994).

Utilizing ICT in the classroom is an additional strategy for engaging students in the learning process (Alsumait & Al-Musawi, 2013). By digitizing the educational process, both teachers and students can develop their skills successfully. The pandemic may influence how ICT uses that for learning and studying. Distance learning is a collaborative effort to learn using a computer and the internet as learning resources (Octaberlina & Muslimin, 2020: 35). Students can become more independent in the classroom by utilizing technology (Kuning, 2019).

This was used in speaking class as well. During the pandemic, instruction and learning took place remotely (online). Online learning, as defined by Kusuma in Anhusadar (2020), is a learning process that makes use of information technology, in this example, the internet, to convey information, foster engagement, and facilitate learning. The goal of academic speaking is to help students become more fluent in English, particularly in academic settings. Realities and statistics are provided in great detail when speaking in an academic setting. As a result, it is crucial to decide on a position on a particular subject or the credibility of the assertions in any type of academic speaking. Therefore, in academic speaking, it is the speaker's responsibility to demonstrate understanding of the original text by offering the supporting details (Imaniah, 2018:45). The information can be drawn from the speaker's own experience or it may be the result of information that has been gathered and combined from several sources. Additionally, material is frequently obtained from scholarly sources, both written and oral, and then blended into spoken performance (Seong, 2017: 37).

Academic speaking and academic writing can be compared in some ways, according to Imaniah (2018:44). It is explicit, straight, and has a focal point. It is spoken in a formal language. Additionally comparable in some ways, academic speaking style is formal, explicit, hedged, and responsible. It is less complicated and objective than written communication, nevertheless. In general, colloquial language and idioms should be avoided when giving an oral presentation in an academic setting. In order to make the relationship between the various elements of the speech plain to the listener, it is the job of the English speaker.

Academic speaking course has activities that are presentations, mini-lecturers, group project work, class discussions (Singh, 2013: 3), and the focus of the course is on conversation, speaking, argument skill and debating or public speaking (Szymańska-Czaplak, 2015: 233). In doing those activities, students have to plan their talk from the beginning – the preparation stage, to the final stage – the presenting stage. So students have to study the purpose of giving academic lectures, creating PowerPoint presentations, maintaining brainstorming, participating in brainstorming, listening, and writing. Then, the strategy is to talk about the discussion given in the exercise with other students by mouth, force himself to speak in class, prepare pre-presentations, develop his English reading ability, and learn Microsoft PowerPoint as media to make an interesting presentation (Singh, 2013:4). This study encouraged the above phenomenon to investigate the students' well-being during the virtual speaking class conducted.

Early years studies on pupils' well-being have been carried out. First, research conducted by Wight et al. (2018) aimed at testing the mature interventions at an elementary school. This is stated that children reported has no significance difference in happiness in the two conditions, but teachers reported modest benefit in child well-being in the nature condition. However, this

research focuses on the test of factors that affect elementary school children's well-being before the pandemic attacking.

The second research is from Kim et al. (2022) who conducted research about the mental health and well-being conditions of teachers during covid-19 pandemic. This research stated that teachers' MHWB generally seemed to have declined throughout the pandemic, especially for primary school leaders. Six job demands contributed negatively to teachers' MHWB (i.e., uncertainty, workload, negative perception of the profession, concern for others' well-being, health struggles, and multiple roles) and three job resources contributed positively to their MHWB (i.e., social support, work autonomy, and coping strategies). However, this research only focuses on the conditions for teachers during pandemic covid-19.

Knowing the fact that the previous research concentrated on the situation before pandemic covid-19 and teachers. On the way to achieving the previous explanation, the mental health of students, which is good because of the sudden change in understanding activity. Distance learning, worry about covid-19, restricted access for mobility, and several other factors encourage students to keep their mental health in check while they are learning. When existing research on speaking classes focuses on the use of cutting-edge online tools like Zoom, Google Classroom, Webex, Microsoft Teams, etc. to conduct online speaking classes, another topic is taken into consideration. Therefore, this study focuses on examining the students' attitudes on the use of the Zoom platform for an online speaking class.

Methodology

This studying has compiled use One Group Pretest-Posttest Design, which are out in groups only with no comparisons in other groups, through the scheme below (Sugiyono, 2016).

$$O_1 \rightarrow X \rightarrow O_2$$

The study design is.

- O1 : Student prosperity questionnaires and pre-test scores obtained before implementing computer-based games are used as learning media.
- X : Actions in the step of learning chemistry using game thermochemical materials with computer bases as learning media.
- O2 : Student prosperity questionnaires and post-test scores obtained after applying computer-based games are used as learning media.

This assessment is carried out in one of universities in Kudus, Central Java, majoring of English Education Department fourth semester. Choosing a class is carried out in an irregular manner. The student's prosperity questionnaire was then examined using the Pearson Biverite correlation test. Characteristics of giving the value of the student prosperity questionnaire sheet displayed in Table 1.

Table 1. The Criteria for Scoring the Students' Well-being

Answer	Score
Strongly Agree	5
Agree	4
Doubt	3
Disagree	2
Strongly Disagree	1

(Riduwan, 2015)

Student prosperity questionnaires were given before and after the game was implemented as a learning medium. After that, the acquisition of the questionnaire is interpreted using Likert numbers such as in Table 2.

Table 2. Result Interpretation of Students' Well-being

Percentage	Category
0-20	Very Low
21-40	Low
41-60	Moderate
61-80	High
81-100	Very High

(Riduwan, 2015)

The pretest and posttest problem have a total of 10 items. Each number that is really given a number 10 and if it is not really given a number 0. The test results then test the sample with a partner through a significant number of 5%. The learner response questionnaire leads to the Guttman scale which is outlined in the form of a problem and is given a Yes or No choice. The response questionnaire contained 10. Questionnaire according to the characteristics in Table 3. The data collected is carried out by assessing and analyzing quantitatively with IBP SPSS Statistics 25. The data analysis obtained was interpreted in the form of graphs and tables..

Table 3. Guttman Scale Statement

Answer	Score
Yes/Agree	1
No/Disagree	0

(Riduwan, 2015)

Findings and Discussion

Findings

The elements of instructions, language, and aims are the three areas that the Student Well-Being Questionnaire Sheet measures. The language element, the objectives aspect, and the guiding aspect all received a mode value of 3 (feasible) (feasible). mode with all, or 3, decided the mode number described. Three components: the features of instructions, the aspects of language, and the aspects of goals are measured on the student answer questionnaire sheet. The educational aspect's mode value is 3 (feasible), the language aspect's mode value is 3, and the objective aspect's mode value is 3 (feasible). Modes are decided by means of the mode number described as 3, which is the mode of all. The three elements are material, construction, and language, which are measured on the pretest and posttest question sheets. The average score for the material aspect was 3, the average score for the construction aspect was 3, and the average score for the linguistic aspect was 3. (feasible). All modes, or 3, are decided by means of the described mode numbers.

The Students' Well-being

In an online speaking class using the Zoom platform. There are six numbers for self-efficacy and six numbers for curiosity on this questionnaire. This test applies the general affirmative statement; therefore, student response choices receive a score between 1 and 5, 4, 3, or 2. In an online speaking lesson using the Zoom platform, students' well-being in terms of self-efficacy and curiosity increased as the number of possible answers increased. In an online speaking lesson using the Zoom platform, students' well-being in the areas of self-efficacy and curiosity are inversely correlated with their answer options. Before and after the Zoom platform was used in an online Speaking class, the wellbeing of the students was assessed using a questionnaire instrument. The health of the participants' students is compared before and after learning in an online Speaking lesson utilizing the Zoom platform. Student learning outcomes are correlated with student well-being. The answers of the questionnaire will next be examined utilizing the Bivariate Pearson correlation test in order to comprehend the connection between student wellbeing and learning outcomes. The data collected from the Likert scale classified in the interval scale allows for the execution of this parametric statistical test. This is due to the fact that it is used to assess specific characteristics in order to produce a final score (Harpe, 2015). Several test conditions must be put into place in order to conduct the correlation test. Since the sample size for these data is fewer than 50, Shapiro-Wilk normality was first checked on the well-being questionnaire results (Hulu & Sinaga, 2019). This test determines whether or not the data is regularly distributed. If a value is achieved with significance > 0.05 , the data are normally distributed; if it is obtained with significance 0.05 , the data are not normally distributed (Santoso, 2019).

Table 4. Normality Test Result

	Shapiro-Wilk		
	Statistic	Df	Sig.
Obtaining student prosperity questionnaire	,967	32	,546
Student pretest score	,929	32	,047

Based on Table 4, it was found that Sig. in order to obtain the wealth of student prosperity is 046 linear test of the implementation for linearity correlation between two variables.

Table 5. Linearity Test Result

			df	Sig.
Student pretest scores *	Groups	(Combined)	17	,809
Student prosperity questionnaires		Linearity	1	,088
		Deviation from Linearity	16	,911
	Within Groups		13	
	Total		32	

According to Table 5, Deviation through Linear Sig. Obtained a number of 0.911. After the data collection is explained normally and has a linear correlation that has meaning and there is a difference in the relationship between two variables if a significant number is obtained > 0.05.

Table 6. Correlation Test Result

		The students' well-being questionnaire result	The students pretest result
Student prosperity questionnaire score for student's pretest	Pearson Correlation	1	,355*
	Sig. (2-tailed)		,041
	N	32	32

Based on Table 6, it was found that the significance number was 0.041. The student prosperity questionnaire obtained before implementing the game as a learning medium can be seen in Table 7.

Table 7. The Distribution of Students' Well-being before Online Speaking Class using Zoom Platform

Category	Frequency
Very Low	0
Low	0
Moderate	11
High	20
Very High	1

Based on Table 7, The level of student prosperity obtained can be categorized into very high, high, medium, small, and very small. The total number of students who have very high prosperity in the realm of self-efficacy and sense of knowing is one individual, in the high category there are a total of 20 individuals, in the medium category there are 11 individuals, and there are no students who have a small category. And the students are very small. The level of student prosperity can be seen in Figure 1. The student prosperity questionnaire obtained after the application of games as learning media can be seen in Table 8.

Table 8. The Distribution of Students' Well-being after Online Speaking Class using Zoom Platform

Category	Frequency
Very Low	0
Low	0
Moderate	4
High	22
Very High	6

Based on Table 8, the level of student prosperity obtained can be categorized into very high, high, medium, small, and very small in the assessment of self-efficacy and curiosity about 6 samples, in the large type there were 22 samples, in the medium type there were 4 samples, and in the small type there were no samples, types, and very little prosperity. The level of student prosperity can be proven on a circle diagram 2.

To find that there is a significant improvement on the prosperity of students before and after online speaking class using the Zoom platform, it is necessary to carry out a Paired Sample T-Test with a significance of 4%. Data collection needs to be explained to do a good distribution. Thus, the Shapiro-Wilk normality test is needed because in the data the total sample does not reach 50 (Hulu & Sinaga, 2019). The test process is used to determine whether the data has a normal distribution or not. The data has a good distribution if a significant number is obtained >0.005 and the data does not carry out a normal distribution if a significant number is obtained <0.05 (Santoso, 2019).

Table 9. Normality Test Result of Students' Well-being

	Statisti c	Shapiro-Wilk df	Sig.
The Students' Well-being Online Speaking Class using Zoom Platform	,969	32	,546
The Students' Well-being After Online Speaking Class using Zoom Platform	,963	32	,409

Based on Table 9, it was found that sig. For the acquisition of the student prosperity questionnaire before the online speaking class using Zoom media is a number of 0.546 and the Sig number. In order to obtain a student prosperity questionnaire after online speaking class, use the zoom application as much as 0.0409. Then the paired sample T test was carried out with a significance of 4%. Taking decisions on the paired sample T Test The test process leads to a significant number, namely H_0 is rejected and H_a is accepted if a significant number is obtained <0.005 . If a significance number > 0.05 is obtained, then H_0 is accepted and H_a is rejected (Santoso, 2019).

The Students' Learning Outcomes

Assessment of student learning outcomes utilizing test-sheet instruments, namely the pretest that is administered prior to and the posttest that is administered following the use of games as a learning medium. This will establish whether there has been a noticeable improvement in test results. Students must take the paired sample T-test with a significance level of 4% before and after their online speaking class using the Zoom platform. The data must first be declared to be regularly distributed before that. Because there were fewer than 50 samples in this data set, The Shapiro- Wilk normality test is necessary (Hulu & Sinaga, 2019).

The testing process is used to find out whether the data collection is doing the distribution well or not. Distribution data collection if significant figures are obtained > 0.05 and data is normally distributed if the number is obtained < 0.05 (Santoso, 2019).

Table 10. Normality Test Result of Students' Learning Outcomes

	Statisti c	Shapiro-Wilk df	Sig.
The students pretest result	,93	32	,049
The student's posttest result	,94 2 7	32	,179

Based on Table 10, found Sig. In order to obtain a student pretest of 0.049 and Sig. In order to obtain a student's posttest of 0.179. Then the T test was carried out with a significant sample of 4%. Decided in a paired T test. The test process leads to significant figures, namely H_0 is condemned and H_a is accepted if the significance number is < 0.05 . If a significant number is obtained > 0.05 so that H_0 is accepted and H_a is condemned (Santoso, 2019).

The Students' Responses

Student responses in digital speaking classes using the zoom application were measured through a response questionnaire. Student responses were classified as positive if 60% set the option to agree. Obtaining response questionnaires for students can be seen in Table 11.

Table 11. The Result of Student Response Questionnaire

Point	Category	Agree Percentage	Category
1	online speaking class using Zoom platform make home learning easy and fast	100%	Positive
2	online speaking class using Zoom platform can make learning anytime and anywhere	76%	Positive
3	online speaking class using Zoom platform to easily for understand the lesson	91%	Positive
4	online speaking class using Zoom platform is still understandable and easy to conduct	79%	Positive
5	Posttest easy questions to do after online speaking class using Zoom platform	70%	Positive
6	Practicing speaking via Zoom is flexible	76%	Positive
7	online speaking class using Zoom platform is recommended to friends who want to learn Speaking in distance	97%	Positive

8	Desire to practice speaking in the learning process	88%	Positive
9	Easy and light for online speaking class discussion using Zoom platform	82%	Positive
10	online speaking class using Zoom platform is easy to operate	88%	Positive

From the table 11, it is found that all domains have a agreeable percentage $\geq 60\%$. Students were treated for eight meetings totally and during the treatment they did some activities via Zoom platform such as group discussion, drilling, and simulation. Percentage of 55% of students who prefer to have discussion with the lecturer and other friends, doing simulation individually 48%, and asking for drilling to the lecturer 27%.

Discussion

Before using an instrument, its validation and review are required. A questionnaire about students' well-being, pretest and posttest worksheets, and student answer questionnaires made up the instrument that was examined and verified. A Likert scale with five options—0 = very poor, 1 = poor, 2 = sufficient, 3 = practicable, and 4 = very feasible—is used to validate the device. An ordinal scale is used to categorize result validation. Therefore, parametric statistics are not the foundation of this data. Statistics that apply to an ordinal, median, or mode scale are available. If this scale is examined using parametric statistics, errors are included (Kuzon et al., 1996). The mode values for the pre- and posttest question sheets, student response questionnaire, and well-being questionnaire for students are all 3, respectively. This proves that all instruments are classified according to use as an instrument to collect data.

The Students' Well-being

Pearson Bivariate test significant figures total 0.043 0.05 reveals a correlation between the two variables. Price of $r = 0.36$ according to the correlation coefficient calculation formula. Since the obtained value of r is positive, it may be said that the two variables have a positive correlation (Sudjana, 2005). The aforementioned justification can be summarized as showing a positive correlation between student wellbeing and learning outcomes. In other words, better student learning results may result from higher student well-being. The majority of the participants in the well-being survey report good well-being in their online speaking classes using the Zoom platform, according to the survey's results with a percentage of 61%. The majority of participants in the online speaking class have a high level of well-being, with a proportion of 70%, according to the results of the students' well-being questionnaire after utilizing the Zoom platform. It is evident that student wellbeing has improved based on the well-being findings that were attained. Before the zoom application was implemented, the satisfaction of students in the digital speaking class was felt to be high at 61% of students, but the level of satisfaction was relatively large after the zoom application was implemented for

70% of the students. According to research (Dennis & O'Toole, 2014), the application of the game has a favorable impact on well-being, personal development, stress, and anxiety. The Zoom platform can enhance influence, behavior, cognition, user experience, and have a beneficial impact on health and well-being when used in online speaking classes (Johnson et al., 2016).

Students in an online speaking class using the Zoom platform can view the material in new ways to inspire and immerse them in subject completion (Ziragawa et al., 2017). Running online speaking classes utilizing the Zoom platform during the pandemic can leave a lasting effect on students' memories and offer a comfortable learning environment without sacrificing learning objectives (Roestiyah, 2001). Making learning enjoyable gives students a sense of security, and avoiding overload can improve their well-being in terms of interest and self-efficacy.

The Students' Learning Outcomes

The well-being of kids is one factor that influences how effectively students study. Student wellbeing can either directly or indirectly boost academic accomplishment. For instance, the degree of well-being has a beneficial impact on academic performance due to improved motivation, engagement, attendance, and a decrease in behavioral issues (Noble & Wyatt, 2008). The pretest and posttest results for the students were normally distributed, as evidenced by the normality result showing Sig. both > 0.05. Additionally, an SPSS paired sample T-test yields a significance value of 0.002 for the test. With a significance value of 0.002 < 0.05, it is clear that H_0 was turned down and H_a was accepted. In order to sum up, it can be said that there is a big gap between what students learned on their pretest and what they learned on their posttest. According to the aforementioned findings, using the Zoom platform in an online speaking class had a considerable favorable impact on students' learning outcomes. The outcomes were consistent with the research that shows that online speaking classes can improve student learning outcomes.

Conclusions and Suggestions

In an online speaking course using the Zoom platform during the pandemic era, student learning outcomes are favorably connected with their general well-being. Finally, it can be concluded that using the Zoom platform in an online speaking course can improve students' wellbeing. The pretest and posttest test results for students demonstrate that there is a considerable change between their pretest and posttest scores, which improves participant learning outcomes. The increase in pretest gains through posttest gains is due to the increase in student prosperity, which includes directly or indirectly providing an increase in academic achievement. In terms of self-efficacy and curiosity, the wellbeing of the students in this study is only somewhat successful. The results of this research can be a basic source to use zoom platform for students' well-being during pandemic covid-19. Because this research is limited in using zoom platform to increase students' well-being during pandemic covid-19, more research related to assessing students' overall well-being is required.

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