

## REFERENCES

- Agustina, N., Susanto, R., Lestari, S., Chelsea, C., Yona, Y., Selindah, S., & Diana, D. (2021). Distance learning during COVID-19 pandemic: students' engagement in English foreign language class. *Alsuna: Journal of Arabic and English Language*, 4(2), 125-138. <https://doi.org/10.31538/alsuna.v4i2.1758>
- Brackett, M. A., Rivers, S. E., Reyes, M. R., & Salovey, P. (2012). Enhancing academic performance and social and emotional competence with the RULER feeling words curriculum. *Learning and Individual Differences*, 22(2), 218–224. <https://doi:10.1016/j.lindif.2010.10.002>
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77-101. <https://doi.org/10.1191/1478088706qp063oa>
- Chih-Yuan Sun, J., & Rueda, Y. (2005). Situational interest, computer self-efficacy, and self-regulation: Their impact on student engagement in distance education. *British Journal of Educational Technology*, 43(2), 191-204.
- Cooper, A., Reimann, R., Cronin, D., & Noessel, C. (2014). About face: The essentials of interaction design. *John Wiley & Sons*.
- Elliot, Stephen N, et al. (2000). *Educational Psychology: Effective Teaching, Effective Learning*. Boston:
- Ewing, Lee A, and Holly B. C., (2021). 'Technology-enabled remote learning during covid-19: perspectives of Australian teachers. *Students' and Parents' Technology, Pedagogy and Education*, 1–18. <https://doi.org/10.1080/1475939X.2020.1868562>.
- Fredricks, J. A., Blumenfeld, P. C., & Paris, A. H. (2004). School engagement: the potential of the concept, state of the evidence. *Review of Educational Research*, 74(1), 59-109. <https://doi.org/10.3102%2F00346543074001059>

- Gill P., Stewart K., Treasure E. & Chadwick B. (2008). Methods of data collection in qualitative research: interviews and focus groups. *British Dental Journal* 204(6), 291–295. <https://doi.org/10.1038/bdj.2008.192>
- Gettinger, M., & Walter, M. J. (2012). Classroom strategies to enhance academic engaged time. In handbook of research on student engagement (pp. 653–673). Springer, Boston, MA. [https://doi.org/10.1007/978-1-4614-2018-7\\_31](https://doi.org/10.1007/978-1-4614-2018-7_31)
- Ginting, S., Tjandra, M., & Wianto, E. (2021). Blended learning: post-pandemic solutions. *Aksara: Jurnal Ilmu Pendidikan Nonformal*, 7(2), 425-438. <http://dx.doi.org/10.37905/aksara.7.2.425-438.2021>
- Helme, S., & Clarke, D. (2001). Identifying cognitive engagement in the mathematics classroom. *Mathematics Education Research Journal*, 13(2), 133–153. <https://doi.org/10.1007/BF03217103>
- Hernández-de-Menéndez, M., Vallejo Guevara, A., Tudón Martínez, J.C., Hernández Alcántara D. & Morales-Menendez, R. (2019). Active learning in engineering education. A review of fundamentals, best practices and experiences. *International Journal on Interactive Design and Manufacturing*, 13, 909–922. <https://doi.org/10.1007/s12008-019-00557-8>
- Hidayati, D., & Saputra, W. A. (2020). Implementation of online learning during the covid-19 epidemic in Indonesia: Assessment of higher education students' use and implementation of online learning technology. *Universal Journal of Educational Research*, 8(10), 4514–4519. <https://doi.org/10.13189/ujer.2020.081019>
- Hidi, S., & Ainley, M. (2012). Interest and self-regulation: Relationship between two variables that influence learning. In D. H. Schunk, & B. J. Zimmerman, Motivation and Self-regulated learning: *Theory, research, and applications* (pp. 77-109). New York: Taylor & Francis Group, LLC.
- Holloway, I. & Wheeler, S. (2010). Qualitative research in nursing and health care, 3rd edn. Wiley-Blackwell, Chichester, Ames, Iowa

- Huong, T. L. K. (2022). EFL Vietnamese student engagement in face-to-face learning environment. *European Journal of Education Studies*, 9(12), 382–397. <https://doi.org/10.46827/ejes.v9i12.4604>
- Khaerani, N. S., Lintang Sari, A. P., & Gayatri, P. (2023). EFL Students' Learning Engagement in the Post-Pandemic Era. *JEELS (Journal of English Education and Linguistics Studies)*, 10(1), 119-148. <https://doi.org/10.30762/jeels.v10i1.869>
- Major, C. H. (2015). *Teaching online: A guide to theory, research, and practice*. JHU Press.
- Mfinanga, F. A., Mrosso, R. M., & Bishibura, S. (2019). Comparing case study and grounded theory as qualitative research approaches. *International Journal of Latest Research in Humanities and Social Science (IJLRHSS)*, 25), 51-56.
- Milman, N. B., & Wessmiller, J. (2016). Motivating the online learner using Keller's ARCS model. *Distance Learning*, 13(2), 67-71.
- Nag, M. B., Malik, F. A., Durar, S. U., & Mangar, G. K. (2022). Student engagement and academic achievement as precursors to knowledge management: Dynamics of post COVID offline classroom student engagement and achievement. *Journal of Content, Community and Communication*, 16(8), 54-62. <https://doi:10.31620/JCCC.12.22/05>
- Oraif, I., & Elyas, T. (2021). The impact of covid-19 on learning: investigating EFL learners' engagement in online courses in Saudi Arabia. *Education Sciences*, 11(3), 99. <https://doi:10.3390/educsci1103009910.3390/educsci11030099>
- Philp, J., & Duchesne, S. (2016). Exploring engagement in tasks in the language classroom. *Annual Review of Applied Linguistics*, 36, 50-72. <https://doi.org/10.1017/S0267190515000094>
- Rahardjo, D., Sumardjo, Lubis, D. P., & Harijati, S. (2016). Internet access and usage in improving students' self-directed learning in Indonesia open university. *Turkish Online Journal of Distance Education*, 17(2), 30–41. <https://doi.org/10.17718/tojde.90196>

- Rahmayanti, P., Suwastini, N. K. A., Dantes, G. R., & Kultsum, U. (2022). Indonesian College Students' Perception Toward Language Online Learning Before and During COVID-19 Pandemic. *Journal of Education Technology*, 6(1).  
<https://dx.doi.org/10.23887/jet.v6i1.41561>
- Reeve, J., Ryan, R. M., Deci, E. L., & Jang, H. (2012). Understanding and promoting autonomous self-regulation: A self-determination theory perspective. In D. Schunk, & B. Zimmerman, *Motivation, and self-regulated learning: Theory, research, and application* (pp. 223-244). New York, NY: Taylor & Francis Group, LLC.
- Salas-Pilco, S. Z., Yang, Y., & Zhang, Z. (2022). Student engagement in online learning in Latin American higher education during the covid-19 pandemic: A systematic review. *British Journal of Educational Technology*, 53(3), 593-619. <https://doi.org/10.1111/bjet.13190>
- Sartika, S., & Nirbita, B. (2023). Academic resilience and students' engagement in higher education: Study on post-pandemic behaviour. *Edu Sciences Journal*, 4(1), 29-34.
- Skinner, E. A., Kindermann, T. A., & Furrer, C. J. (2009). A motivational perspective on engagement and disaffection: Conceptualization and assessment of children's behavioral and emotional participation in academic activities in the classroom. *Educational and Psychological Measurement*, 69(3), 493-525.  
<https://doi.org/10.1177%2F0013164408323233>
- Skinner, E. A., & Pitzer, J. R. (2012). Developmental dynamics of student engagement, coping, and everyday resilience. In *Handbook of Research on Student Engagement* (pp. 21-44). Springer, Boston, MA.  
[https://doi.org/10.1007/978-1-4614-2018-7\\_2](https://doi.org/10.1007/978-1-4614-2018-7_2)
- Tinto, V. (2017). Reflections on student persistence. *Student Success*, 8(2), 1-8.
- Wiseman, Dennis and Hunt, Gilbert. (2014). *Best Practice in Motivation and Management in the Classroom*. Illinois: Charles C. Thomas Publisher.

Yates, A., Starkey, L., Egerton, B., & Flueggen, F. (2021). High school students' experience of online learning during Covid-19: the influence of technology and pedagogy. *Technology, Pedagogy and Education*, 30(1), 59-73.  
<https://doi.org/10.1080/1475939X.2020.1854337>