



## VIRTUAL TEACHING SATISFACTION OF ENGLISH LECTURERS DURING PANDEMIC

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**Abstract:** During the pandemic, all teaching and learning processes were carried out virtually. For lecturers, teaching virtually is not an option but a necessity whether ready or not. After going on for two years, the researchers want to find out whether the lecturers who teach virtually are satisfied with the process and results of learning. Besides interviews, questionnaires were also distributed to find out how virtual learning was going. The result of the questionnaires shows that towards the teaching-process, students' interaction is higher in online compared to face-to-face, online learning is more flexible than face-to-face learning, students are actively involved in their learning during online courses. The lecturers also think that they have a higher workload when teaching an online course as compared to the traditional one, the technical issues are also the barriers in virtual teaching in the beginning. However, after two years of virtual teaching, based on the interviews, most of the lecturers say that they are satisfied with their virtual teaching and ready for the next virtual teaching in the future.

**Keywords:** *Online Learning, Teaching during Pandemics, Teaching Satisfaction, Virtual Teaching*

### INTRODUCTION

Corona virus has spread almost all over the world and become pandemic. It changes many sectors of lives, such as economic, education, life styles, etc. The economic condition is getting weaker since many businesses are closed. The businesses that can run are the vital businesses needed to support people's everyday needs for instance information technology and basic needs. As for education, schools and campuses are also closed. The teaching learning processes which are usually done in classes are suddenly changed into online teaching learning processes or they are now

commonly called study from home, teach from home, distance learning, etc. Big activities such as graduations, seminars, conferences are also done virtually or known as webinar terms. Whereas lifestyles are also changed. It is somewhat surprising and shocking for almost people since there are many regulations given by the government related to it; for example: the lives of people around the world change, they have to wear masks when they get out of the house, keep the distance when they socialize with other people, do outside the house activities if they are really necessary, not for sightseeing, shopping, recreation, seminars, attending invitations, etc.

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The government apply these regulations to reduce the spread of corona virus.

This pandemic also hits our country Indonesia without exception. It started in March 2020 when there were some victims infected with corona virus disease (covid-19) in Depok West Java. Since then, it has spread all over Jakarta and surroundings and became a red zone; and finally it has also spread all over Indonesia. This condition influenced the government to take some actions. The National Board for Disaster Management (BNPB) issued a decree number 13 A regarding the determination of the emergency period due to the corona virus. And based on that decree, The Ministry of Education and Culture (Kemendikbud) issued a Circular Letter from the Minister of Education and Culture Number: 36962/MPK.A/HK/2020 dated March 17, 2020 regarding Online Learning and Working from Home in the context of Preventing the Spread of Corona Virus Disease (COVID-19).

The sudden change of teaching learning process and working from home must be applied not only for primary and secondary education but also for higher education. The lecturers must continue doing the teaching process to the students from home and the students must follow the lessons through online learning; and it is applied to all education staff. Since the learning process is a core of education, so the quality of education describes the quality of learning. In other words, the improvement of education quality can be done through the improvement of learning quality. The online learning which is commonly called distance learning aims to improve the quality of education and the relevance of education as well as to increase equitable access and expansion of education. The good quality assurance of distance education which is in accordance with the needs of stakeholders is one of the mechanisms for expanding access to higher education. This type of learning is an alternative of running the

teaching learning process without facing each other; teacher – students and students – students and which is completely different from the previous type of teaching learning process which is face to face. The education institutions must decide it in order to reach the goals of education effectively and efficiently. As modern organizations, higher education institutions must adapt to the environment. So, the distance learning or education is a challenge for them in line with the goals of education.

Most of the higher education institutions apply this type of teaching learning process. This process gives many changes compared to the previous one. The lecturers are faced with some obstacles in doing so. They need to master technology much better and must be familiar with many kinds of applications used. The sophisticated technology does not guarantee the lecturers to feel satisfied after the process of teaching.

Based on the explanation above, the researchers formulate the question to the problem:” Do English Lecturers feel satisfied with the virtual teaching?”

## **METHODS**

This study applies interview research as the methodology. Interview is considered as the most effective method in qualitative research. According to Oakley, qualitative interview is a type of framework in which the practices and standards be not only recorded, but also achieved, challenged and reinforced. There are five English lecturers to be interviewed as the data for this study. The questions are to measure their satisfactory and also the barriers they face and also the solutions that they take to overcome the barriers. The result of the interview is analyzed in the three parts discussions, they are the level of the satisfactory of the English lecturers, what the



barriers they face and actions they take to cope the barriers.

## RESULTS AND DISCUSSIONS

To get the detail information regarding the lecturers' perception about online teaching and

learning, the researchers have conducted an interview with some English lecturers from some different colleges. The researchers analyse the information which are gotten based on the interview results as follows:

**Table 1**

No	Criteria	Y-Frequency	Percentage	N-Frequency	Percentage
1	Students' responses	2	40 %	3	60 %
2	Interaction	3	60 %	2	40%
3	technical problem	3	60 %	2	40 %
4	More resources	4	80 %	1	20 %
5	More innovative	4	80 %	1	20 %
6	workload / burden	4	80 %	1	20 %
7	online teaching	4	80 %	1	20 %
8	Satisfaction	2	40 %	3	60 %

The first question given to the respondents is whether the students give good responses regarding the online learning. It is found that only 40% of the respondents get good response. They find that most of their students are active in the online teaching and learning process. And 60 % of them get not really good response from their students regarding the online learning. It does not mean that all students do not respond to the process of online teaching and learning well. In short, the students' response is just so-so. The second question given is to know whether the students' interaction is higher in online compared to face-to face courses. This finding is the opposite of the findings about the response. It can be seen that 60 % of the respondents say their students can interact quite well either with the lecturer or their friends. While 40 % of them say that the interaction is not really good. From this data, it proves that the interaction in online class is higher than the interaction in offline class. The next information is about technical problem. The data shows that 60 % of the respondents get

technical problems. The problems that they face are not being able to monitor their students and see their gesture and expression, and having bad internet connection. The other 40 % of respondents say that they do not get any technical problems during the online classes. At the beginning, they get the problems but later they get no more problems. So it can be concluded that there are no problems at all. The information about more resource material used in the process of online teaching and learning is really good. 80 % of the lecturers use more resources to conduct the online classes and only 20 % use the same resource material as the offline classes. As for the way the online teaching and learning process is done, the information gotten from the respondents shows that 80 % become more innovative. They try to be more innovative in order to get students' attention and participation. 20 % respondents say that they are not really sure whether they become more innovative or not. The information about the workload which burdens the lecturers can be seen from the table that it has exactly the same

percentage as the information about being more innovative. Most of them say that online teaching and learning really burdens them, but a few of them say that it does not really burden them (80 % and 20 % respectively). Those who say that it really burdens them is because they get more work to do especially for preparing the material, besides it is really time consuming as well as tiring. When the respondents are asked whether the online teaching encourage them to teach their next courses using online approach or not, the answers that they give are varied. Some of them say that online teaching and learning is better than offline but some others say that online teaching and learning is good or it is no problem. In other words, the online teaching and learning processes do not have differences. They state that either online or offline class is good. The rest of them say that offline teaching and learning is much better than online. Finally, the last question related to the lecturers' satisfaction about online teaching and learning is shown that 40 % of the respondents are satisfied with it. It is because it gives them more benefits. They have more time to do other tasks because they do not need to go to campus that needs much time due to traffic jam. In contrast, 60 % of the respondents say that they are not really satisfied with it since they miss face-to-face classes, they think that their students are generally not ready yet to actively participate in online classes, and they cannot get natural interaction during the classes.

## **QUESTIONNAIRE RESULT**

The questionnaire consists of four groups. The first group is about lecturers' view regarding the online teaching and learning process. It has 15 statements as follows: students' interaction is higher in online compared to face-to-face, online learning is more flexible than face-to-face learning, students are actively involved in their learning during online courses, online teaching leads to missing face-to-face contact with students, students are communicating actively

with me regarding online course queries, I can login into my online course any time, students are more enthusiastic in online learning than traditional learning, I am satisfied with online communication tools, I am satisfied with my ability to provide feedback to my students in online course, the interaction of students with faculty and course content is passive, it is appreciated that students can access online course materials universally, the participation of students in discussions in online learning is lower than in face to face, online teaching prevents me from knowing students compared to face-to-face, online teaching provides opportunity to students to continue their study during COVID-19 pandemic, and it is a challenge to motivate students in online learning than in traditional teaching.

The second group is about what the lecturers do and face in online teaching and learning process. In this group, they have to answer seven questions such as: I used less resources in online teaching compared to traditional teaching, I use reliable technology for online teaching, controlling students in the online environment is not a problem for me, online teaching requires me to be more innovative in using online resources, online teaching is frustrating due to technical difficulties, students use a range of resources in online learning than in face-to-face, and technical difficulties do not discourage me from online teaching.

The next group is related to workload. There are four questions to be answered. They are: I have a higher workload when teaching an online course as compared to the traditional one, it takes me longer to prepare for an online course on a weekly basis than for a face-to face course, I receive fair reward for online teaching, and I am worried about gaining lower course evaluations in an online course compared to face-to face course.

The last group is about lecturers' satisfaction about online teaching and learning process. Two



questions are provided here. The first question is whether online teaching encourages me to teach my next courses using online approach. And the second one is whether the lecturer is more satisfied with online teaching compared to face-to-face methods.

The questionnaire is spread to lecturers in many colleges around Jakarta. It is in the form of Google Form.

**Table 2**

<b>GROUP 1</b>											
<b>lecturers' view regarding the online teaching and learning</b>											
No.	Statement	SD	F	D	F	N	F	A	F	S	F
										A	
1	Students' interaction is higher in online compared to face-to-face courses.	6	20.68%	16	55.17%	5	17.24%	2	6.89%	0	0%
2	Online learning is more flexible than face-to-face learning.	1	3.45%	6	20.68%	1	3.45%	13	44.83%	8	27.59%
3	Students are actively involved in their learning during online courses.	3	10.34%	12	41.38%	9	31.03%	5	17.24%	0	0%
4	Online teaching leads to missing face-to-face contact with students.	0	0%	3	10.3%	0	0%	16	55.17%	10	34.49%
5	Students are communicating actively with me regarding online course queries.	3	10.3%	10	34.49%	9	31.03%	7	24.14%	0	0%
6	I can login into my online course any time.	1	3.45%	3	10.3%	1	3.45%	13	44.83%	11	37.93%
7	Students are more enthusiastic in online learning than traditional learning.	5	17.24%	14	48.27%	7	24.14%	3	10.3%	0	0%
8	I am satisfied with online communication tools.	1	3.45%	6	20.69%	6	20.69%	13	44.83%	3	3.45%
9	I am satisfied with my ability to provide feedback to my students in online course.	1	3.45%	7	24.13%	9	31.03%	12	41.38%	0	0%
10	The interaction of students with faculty and course content is passive.	1	3.45%	9	31.03%	9	31.03%	9	31.03%	1	3.45%
11	It is appreciated that students can access online course materials universally.	0	0%	1	3.45%	3	10.3%	14	48.27%	11	37.93%
12	The participation of students in discussions in online learning is lower than in face to face.	1	3.45%	4	13.79%	5	17.24%	14	48.27%	5	17.24%

<b>13</b>	Online teaching prevents me from knowing students compared to face-to-face.	0	0%	5	17.24%	4	13.79%	12	41.38%	8	27.59%
<b>14</b>	Online teaching provides opportunity to students to continue their study during COVID-19 pandemic.	1	3.45%	1	3.45%	2	6.89%	10	34.48%	15	51.72%
<b>15</b>	It is a challenge to motivate students in online learning than in traditional teaching.	0	0%	0	0%	4	13.79%	15	51.72%	10	34.48%

\*NOTE:

1. SD : Strongly Disagree
2. D : Disagree
3. N : Neutral
4. A : Agree
5. SA : Strongly Agree
6. F : Frequency

Based on the table above, the data obtained about whether students' interaction is higher in online compared to face-to-face courses shows that only 6.9 % respondents agree with this statement, whereas most of them disagree and strongly disagree with it (55.2 % and 20.8 % respectively). 17.2% of respondents are in the neutral position. It can be said that this statement cannot prove that the students' interaction is higher in online compared to face-to-face courses. For the second statement which says that online learning is more flexible than face-to-face learning is agreed by almost half of the respondents, that is 44.83%. The second high percentage is 27.6 % which is occupied by the lecturers who strongly agree with the statement. They say that they can be online anytime and anywhere as long as the internet connection is good. So, the schedule is really flexible in accordance with the lecturers' and students' readiness. Unfortunately, the next statement for the students are actively involved in their learning during the online courses gets the opposite percentage compared to the second statement. 12 respondents (41.3%) disagree with it. They state that the active participation is not really good, but

9 of them (31%) say that the active participation is enough.

For the fourth statement stating that online teaching leads to missing face-to-face contact with students is occupied mostly by 16 respondents who agree and 10 of them who strongly agree with it (55.2% and 34.5% respectively). In other words, the lecturers can not see their students expression and gesture naturally. In contrast to this, the fifth statement which says that students are communicating actively with the lecturer regarding online course queries gets negative response. It means that some of them completely disagree with it, but some others are in neutral position. They disagree because their students do not communicate actively. Whereas for those who are in neutral position just claim that the communication is enough.

The statement whether the lecturers can login into their online courses any time gets very good response. 13 respondents (44.8%) agree with it and 11 respondents (37.9%) strongly agree with it. It can be said that most of them feel comfortable and satisfied with the online courses. However, compared to the previous statement, the seventh statement -students are more enthusiastic in online learning than traditional learning- gets the opposite responses. The biggest proportion for disagree response is 48.3% and strongly agree response is 17.2%. So, more than 50% of



respondents are in the position of disagree and strongly disagree with it.

The use of communication tools becomes one of the statements given to the respondents, that is whether the lecturers are satisfied with online communication tools or not. It is found that 16 respondents are in the position of agree and strongly agree with 44.8 % for those who agree and 10.3 % for those strongly agree with it. Whereas the statement whether the lecturers are satisfied with their ability to provide feedback to their students in online course has the highest percentage (41.3%) for those who agree with it and (31%) for those who are neutral. And for the statement - the interaction of students with faculty and course content is passive – gets exactly the same percentage for agree, neutral, and disagree, that is 31% for each. The rest (7%) is occupied by two opposite positions, 3.45% for strongly agree and 3.45% for strongly disagree.

The eleventh statement – it is appreciated that students can access online course materials universally – gets very satisfying responses, that is 48.3% for agree and 37.9% for strongly agree, It is a proof that this condition gives very positive impact to the students. In contrast, the response of the participation of students in discussions in online learning is lower than in face-to-face shows that 14 respondents agree and 5 respondents strongly agree with it. The rest respondents are neutral, disagree and strongly disagree. Even though the online course materials

can be accessed universally, it does not mean that the participation in discussion in online class is good. Whereas, online teaching prevents the lecturer from knowing students compared to face-to-face has been agreed and strongly agreed by most of the respondents. It can be seen that 12 respondents (41.3%) agree and 8 respondents (27.6%) strongly agree with it.

As for the responses from the last two statements are quite satisfactory. It is because both of them are showing that most of the respondents agree and strongly agree with them. The statement of online teaching which provides opportunity to students to continue their study during COVID-19 pandemic gets the highest percentage (51.7%) for strongly agree and the second highest (34.5%) for agree, and about 13.8% for neutral, disagree and strongly disagree. In addition, the statement that it is a challenge to motivate students in online learning than in traditional teaching also gets good response. 51.7% is dominated by the respondents who agree and 34.5% is dominated by those who strongly agree with the statement. Only 13.8 % is neutral and none of the respondents disagree and strongly disagree with it.

Based on from the table 4.2 the researchers found that the most dominant figurative language found in that song “The difference” is Hyperbole. It is repeated many times in that song. There are 3 Hyperboles in that song.

**Table 3**

<b>GROUP 2</b>											
<b>what the lecturers do and face in online teaching and learning process</b>											
No.	Statement	SD	F	D	F	N	F	A	F	S	F
										A	

<b>1</b>	I used less resources in online teaching compared to traditional teaching.	8	27.58 %	1	48.27 %	3	10.3%	3	10.3 %	1	3.45 %
<b>2</b>	I use reliable technology for online teaching.	1	3.45 %	0	0%	1	3.45%	1	65.52 %	8	27.58 %
<b>3</b>	Controlling students in the online environment is not a problem for me	2	6.89 %	1	37.93 %	6	20.69 %	7	24.14 %	3	10.3 %
<b>4</b>	Online teaching requires me to be more innovative in using online resources	1	3.45 %	0	0%	2	6.89%	1	3.45 %	12	41.38 %
<b>5</b>	Online teaching is frustrating due to technical difficulties.	6	20.69 %	6	20.69 %	8	27.58 %	6	20.69 %	3	10.3 %
<b>6</b>	Students use a range of resources in online learning than in face-to-face.	1	3.45 %	2	6.80%	8	27.58 %	1	34.48 %	2	6.89 %
<b>7</b>	Technical difficulties do not discourage me from online teaching	0	0%	4	13.79 %	2	6.89%	1	51.72 %	8	27.58 %

There are seven questions to find out what the issues that the lecturers face during the online teaching process are. The first one is the resource that is used, around 70% of the lecturers use more resources while online teaching compared to face-to-face teaching. Some of the resources are for videos, pictures, and other internet resources. The purpose is to make the learning more interactive and not boring for the students. Most of the resources of online teaching are using technology. Therefore, the lecturers answer positively that they have used reliable technology in online teaching. Another issue that is faced by the lecturers during online teaching is the students' controlling. Controlling students is one of the classroom management skills that is owned by every lecturer, however controlling students during online is not as easy as face to face learning. Around 41% of them agree that controlling students during online learning is harder than face to face learning. Thus, around 34% say that they have no problem in controlling the students in the online class. Furthermore, strategies are needed to

make the students focus and enjoy the online class, therefore, 41% of the lecturers say that they need to be more innovative in using online resources. In the 3rd year of pandemic situation which forces lecturers to teach online, there are still 30 % of the lecturers who say that they find it frustrating when they have technical trouble during the online teaching, and there are 42% who find it neutral and around 50% of the lecturers say that technical difficulty is not something frustrating anymore. In the students' side, the students use a range of resources in online learning than in face to face learning, it is admitted by 34% of the lecturers. However, 27% of the lecturers do not see any difference in the range of the online resource. Lastly, regardless the technical difficulties, around 80% of the lecturers are encouraged to teach online again. For the more the lecturers are used to do the online teaching, there are less technical difficulties and teaching online becomes convenient for the them.

Table 4



**GROUP 3**

**Lecturers' workload**

No.	Statement	SD	F	D	F	N	F	A	F	SA	F
1	I have a higher workload when teaching an online course as compared to the traditional one.	0	0%	6	20.69%	5	17.24%	1	3.45%	7	24.14%
								1			
2	It takes me longer to prepare for an online course on a weekly basis than for a face-to-face course	2	6.89%	5	17.24%	8	27.57%	1	34.48%	4	13.79%
								0			
3	I receive fair reward for online teaching	3	10.3%	6	20.69%	9	31.03%	1	37.93%	0	0%
								1			
4	I am worried about gaining lower course evaluations in an online course compared to face-to-face course	2	6.89%	7	23.14%	1	34.48%	8	27.57%	2	6.89%
						0					

In the term of workload around 40% of the lecturers receive more burden compared to the traditional meeting. However, 21% say it is neutral for the workload, the amount is just the same for them. The reason for the heavier workload is because the lecturers need to prepare the online course which does not exist yet before. A half of the respondents agree that they take longer time to prepare online course than face to face course. The preparation for online course includes the power point, video making, and evaluation or quiz, and so

son. As the return, when workload is heavier, the reward is supposed to be higher, in contrast more than 50% of the respondents say that they do not get fair reward for the extra workload. However, in the overall teaching performance, 34% say that they are not sure if their course evaluation is low or even lower. And 27 % say that they are worried about their course outline. All the teaching process is forced to be online without adequate preparation; around 7% of the lecturers are ready for the change and they have no worry at all but another 7% the lecturers find it worrying.

Table 5

**GROUP 4**

**Lecturers' Overall Satisfaction**

No.	Statement	SD	F	D	F	N	F	A	F	SA	F
1	Online teaching encourages me to teach my next courses using online approach	1	3.45%	3	10.3%	6	20.69%	1	3.45%	3	10.3%
								6	7%		
2	I am more satisfied with online teaching compared to face-to-face methods.	2	6.89%	1	34.48%	1	37.93%	6	20.6%	0	0%
				0	0%	1	3.45%		9%		

The findings about the lecturers' overall satisfaction for the first statement – online teaching encourages the lecturers to teach their next courses using online approach - show that most of them agree to do that. It can be seen from the table that the percentage of this is 55.1 %. It means that they have high motivation to continue teaching online. The next percentage is 20.6% occupied by the lecturers who are neutral. In this case, the lecturers' encourage to teach the next courses using online approach is the same as teaching face-to-face. In other words, teaching online or face-to-face is not a problem for them. However, the third higher percentage is 10.3% which is occupied by two opposite positions that is the strongly agree and disagree position. They have the same percentage.

The second statement stating whether the lecturer is more satisfied with online teaching compared to face-to-face methods has the highest percentage for the neutral position with 37.93%. It can be said that the lecturers do not mind using both methods, online teaching and face-to-face methods. They feel satisfied teaching either online or face-to-face. This can be applied by blended learning. The second highest which is 34.48% is for the disagree position. They do not think that they are more satisfied with it. Related to the disagree position, only 6.89% is in the strongly disagree position. However, there is a quite good response for the agree position. More than one-fifth agree with the statement.

## **CONCLUSION**

In the third year of pandemic situation, the teaching is still done virtually. This research has studied how far the lecturers from several different institutions feel satisfy for their virtual teaching. From the interview and the questionnaires, the conclusion that can be taken are as follows: (1) The lecturers feel positive toward the online teaching. Regardless the fact that there is less interaction compared with face-to-face teaching but the objectives of the

teaching can be reached in a more flexible setting. (2) Technical barriers are the main problems in virtual teaching, however, the lecturers get used to it and find ways to overcome the difficulties and even deal with the problems without worrying with the teaching-learning goal achievements. (3) Even though, only around 35% the lecturers feel satisfy with their virtual teaching, more than 50% of lecturers are ready for more virtual teaching ahead. (4) Blended learning become an option then for the future teaching to balance the efficiency and the flexibility of the online teaching with the live interaction with the students in face-to-face teaching.

The results of this research are limited to a number of universities which may not yet represent all lecturers teaching virtually during the pandemic. Research is needed at various other institutions to conclude the level of teaching satisfaction of lecturers in general or nationally.

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