

THE URGENCY OF GO VIRTUAL AS DIGITAL LITERACY IN LEARNING ENGLISH DURING THE COVID-19 PANDEMIC: THE IMPACT OF THE CONSUMER MEGA SHIFTING

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Submitted: 2022-06-10, Reviewed: 2022-07-01, Accepted: 2022-07-16

DOI: 10.22216/jcc.2022.v7i2.1109 URL: <http://dx.doi.org/10.22216/jcc.2022.v7i2.1109>

Abstract

Digital literacy is increasingly being encouraged to support education, especially during the Covid 19 pandemic due to Consumer Mega Shifting, especially Go Virtual. This study aims to analyze and evaluate the implementation of Go Virtual as Digital Literacy for English Learning during the Covid-19 Pandemic at two vocational institutes in Bali, namely the Bali Tourism Polytechnic and the International Business and Tourism Institute. The method used was descriptive qualitative where data collection techniques were in the form of questionnaires (76 students) and interviews (4 English lecturers from both universities). Digital literacy creativity in learning English aims to reduce student boredom in receiving online learning and make English learning more interesting and easy to understand, as well as improve thinking skills and generate interest, creativity, and independence of students. English Lecturers from these two vocational institutes can also implement digital literacy competencies in seven digital literacy competency areas proposed by UNESCO. However, there are indicators of digital literacy competence that cannot be applied optimally, namely in the area of security competence, programming indicators and copyrights and licenses caused of the limited knowledge and expertise of English lecturers in the field of digital devices.

Keywords: go virtual, digital literacy, English learning

Abstrak

Literasi digital semakin digalakkan untuk menunjang dunia Pendidikan, terlebih lagi di masa pandemic Covid 19 sebagai akibat Consumer Mega Shifting, khususnya Go Virtual. Penelitian ini bertujuan untuk menganalisis dan mengevaluasi implementasi Go Virtual sebagai Literasi Digital Pembelajaran Bahasa Inggris di masa Pandemi Covid-19 di dua perguruan Tinggi vokasi di Bali, yakni Politeknik Pariwisata dan Institut Pariwisata dan Bisnis Internasional. Metode yang digunakan adalah deskriptif kualitatif dimana teknik pengambilan data berupa kuesioner (76 mahasiswa) dan wawancara (4 dosen Bahasa Inggris dari kedua Perguruan Tinggi). Kreatifitas literasi digital dalam pembelajaran Bahasa Inggris bertujuan untuk dapat mengurangi kejenuhan mahasiswa dalam menerima pembelajaran daring dan membuat pembelajaran Bahasa Inggris lebih menarik serta mudah dipahami, juga meningkatkan kemampuan berpikir dan membangkitkan minat, kreatifitas, serta kemandirian mahasiswa. Dosen Bahasa Inggris dari kedua kampus vokasi ini juga mampu mengimplementasikan kompetensi literasi digital pada tujuh area kompetensi literasi digital sebagai program UNESCO. Namun indikator kompetensi literasi digital ini ada yang tidak dapat diterapkan secara maksimal yaitu pada area kompetensi keamanan indikator pemrograman dan hak cipta dan lisensi yang disebabkan oleh keterbatasan pengetahuan dan keahlian dosen Bahasa Inggris dalam bidang perangkat digital.

Kata kunci: virtualisasi, literasi digital, pembelajaran Bahasa Inggris

INTRODUCTION

Since the beginning of 2020, there has been a very big change (mega-shift) in all aspects of human life. Changes that were previously unimaginable so that the world community is forced to adapt and adapt to these changes. The Covid-19 pandemic has created fear and panic in our society, fear in Indonesian society, namely fear of death, fear of the economy, and fear of self-actualization. In addition, Covid-19 has also encouraged the emergence of four Mega Shifts Consumer Behavior, namely 1) Stay at Home Lifestyle (encouraging people to try to find solutions so that activities can be done at home, whether working, learning, or other activities), 2) Bottom of the Pyramid where the need for health and safety is crucial), 3) Go Virtual (looking for virtual or internet-based solutions so all activities can continue to be carried out), and 4) Emphatic Society (generating an empathetic society).

Almost all aspects of human life are affected by this Covid-19 pandemic, without exception the education life. The Covid-19 pandemic has an impact on the education aspect, resulting in chaos, especially in the early to mid-2020 so that the government must take action so that the learning process can continue. Out of the four Mega Shifts Consumer Behavior, points no. 1 and 3 are the impact of this major change. Education actors (both educators and students) must carry out teaching learning activities at home (Stay at Home Lifestyle) and are forced to more quickly recognize and adapt to virtual and internet-based (Go Virtual) learning (Wijayanti et al., 2020)

The community has learnt so many new things due to the Covid-19 pandemic such as the efforts to break the chain of transmission, and using technology in the teaching and learning process at school. Therefore, the central government together with the local government jointly instruct schools and universities to conduct online learning. Online learning is a learning system using computer

networks, the internet, and so on. Online learning is carried out as the right step to be able to prevent and suppress the transmission of the Covid-19 virus, besides that students will not miss lessons as planned in the curriculum for one academic year (Santika, 2020).

This policy makes teaching and learning activities in the face-to-face context temporarily suspended. The government replaces learning in the class with an online learning system using the existing online learning applications. The condition of the students at that time were those who needed subject matter without leaving home. Expectations with online learning are indeed to provide learning packages that are in accordance with instructional objectives. The mode of all teaching materials, discussions, consultations, assignments, exercises, exams is done online without having to face to face between educators and students (Ma'mun & Mariam, 2021). With this policy, online learning, which was previously not optimally implemented, becomes the only choice of form of learning (Syarifudin, 2020). Even though the government has issued a New Normal policy whose goal is to revive the economic sector as a result of Covid-19, the education sector, especially learning in schools and universities, has not been fully dared to be opened by the government.

With online learning, students have the flexibility of learning time, can study anytime and anywhere. Students can interact with teachers using several applications such as classroom, video conference, telephone or live chat, zoom or via WhatsApp group. This learning is an educational innovation to answer the challenge of the availability of varied learning resources (Dewi, 2020). Online learning is a challenge for educators to continue achieving the learning outcomes that have been set in the syllabus and Semester Learning Plans (Assidik, 2018)

During the Covid-19 pandemic, every individual needs to understand that digital literacy is an important thing needed to be able

to participate in the modern world and anticipate the spread of negative information during the current Covid-19 pandemic (Sutisna, 2020). Digital literacy is increasingly being echoed and in conditions like this, both educators and students are “forced” to accelerate its implementation. Digital literacy is known as a concept that covers media and its competencies. Digital literacy is an acquisition of technical competence to use information and communication technology so that individual intellectual skills emerge in the use of technology in everyday life. The term digital literacy refers to not only media literacy, but also computer literacy. Digital literacy of social media platforms currently become important consideration that around 71% of public get information from these platforms. (Rahardaya & Irwansyah, 2021).

Being digitally literate means being able to process a variety of information, be able to understand messages and communicate effectively with others in various forms. The forms include creating, collaborating, communicating, working according to the ethical rules, and understanding when and how the technology must be used effectively to achieve goals. (Sutisna, 2020). This includes awareness and critical thinking about the various positive and negative impacts that may occur due to the use of technology in everyday life.

The positive impacts of using social media include: a) getting easy communication at a relatively low cost; b) gain access to information sources more quickly and transparently (in education, tourism, employment, cuisine, and so on); c) expand friendships either with new friends or with old friends; d) as promotional media (companies, products, services, etc.); e) as an entertainment medium that can be accessed anytime and anywhere, and f) express opinions or opinions widely and freely. Meanwhile, the negative impacts of using social media include: a) theft or misuse of the identity of another person/account; b) facilitate the opportunity to

create a new identity that is different from the actual identity; c) become more consumptive; d) facilitate the spread of the virus (Susanti & Ekasani, 2021).

Digital literacy will create a society with a critical-creative mindset and view. They will not be easily affected by provocative issues, hoax information, or digital-based fraud. Thus, the social and cultural life of the community during the COVID-19 pandemic will tend to be safe and conducive. Various agencies in the education sector are trying to find effective ways to utilize digital media to improve student learning (Wahyudin et al., 2020).

Obviously, this is a challenge for lecturers and students to integrate digital literacy in the teaching and learning process (Muyasaroh et al., 2020). In other words, educators must master digital literacy first, and then followed by students as well. As formal educational institutions in Indonesia, schools are expected to be able to implement these digital literacy skills thoroughly and completely, so that they can create a society with a critical and creative mindset (Supratman & Wahyudin, 2017).

UNESCO has initiated the Digital Literacy Global Framework (DLGF) in 2018. There are seven competency areas in DLGF that are expected to be implemented globally (Law et al., 2018). This digital literacy competency was developed with the hope that these digital skills indicators can be appropriate and can be applied not only to digitally savvy people in Europe or where this research was conducted, but also to all nations in the world. Therefore, all people in the world have the same indicators of digital competency skills (Agnesia et al., 2021). The seven digital literacy competency areas that are the main competency areas in digital literacy are: 1) hardware and software; 2) information and data literacy; 3) communication and collaboration; 4) digital content creation, 5) security; 6) problem solving; and 7) career-related competencies. However, in this research there are only 5 competence areas be observed, they

are 1) hardware and software; 2) information and data literacy; 3) communication and collaboration; 4) digital content creation, and 5) problem solving.

Kusmiarti & Hamzah (2019) stated that the difference between the concept of old literacy and modern literacy is that “the old literacy skills only include reading, writing, and counting competencies”, while “the modern literacy skills include data literacy, technological literacy, and human literacy”. Human ability to use digital technology will certainly greatly affect the increase in literacy. Digital literacy is an extension of old literacy that relates to the importance of networks supported by the development of information technology. In learning English, it requires good digital literacy. Increasing literacy activities does not only have positive implications for improving language skills, such as speaking, reading, listening and writing, and other linguistic knowledge (Sulatra & Pratiwi, 2021).

Various studies related to digital literacy and the practice of digital literacy in the learning process, especially English, continue to be carried out and developed in line with technological developments. There are several platforms to choose from as a medium for learning English. The research entitled “Analysis of Students’ Digital Literacy Through The Application of Sociology-Based E-Learning” conducted by Pratama et al. in 2019 was motivated by the digital literacy skills of students that are very poor even though they have been facilitated with good supporting facilities of digital literacy. This research aimed to analyse digital literacy skills of students through the application of Schoology-based e-learning. This research was a descriptive analysis. The results showed that digital literacy obtained a score of 43.93 in the less category. It was concluded that the application of schoology-based e-learning on impulse and momentum materials can train

digital literacy but digital literacy training is still not optimal.

In addition, besides Schoology there is also Quizizz which is used as another platform of choice. The research entitled “Implementation of Quizizz Use in Evaluation of Online Learning English For Food and Beverage Service” specifically focuses on vocational school students where the use of appropriate technology-based learning media is needed to support the online learning process. The purpose of this research is to identify the implementation of Quizizz in evaluating the online learning of English for Food and Beverage Service. The results of the research analysis show that the implementation of Quizizz is very helpful for students in recalling all the material submitted online and increasing students’ interest in learning English. It can be concluded that the Quizizz application is very effectively used to help students in the online learning process and can facilitate the learning evaluation process by lecturers (Supartini & Susanti, 2021).

This research specifically studied about the online learning system and process using the digital literacy in two tourism vocational universities. They are the Bali Tourism Polytechnic which has a state status under the Ministry of Tourism and Creative Economy, and the International Institute of Tourism and Business which has a private status under the Ministry of Education, Culture, Research, and Technology.

METHOD OF RESEARCH

This research uses descriptive qualitative as a research method. Descriptive research is research that is intended to describe situations and conditions in which the process of learning English is digitally described and in line with the formulation of the problem. Descriptive research describes something in real situations, not to test hypotheses but to show data obtained in the field.

The research subjects who provided data on the application of digital literacy in English learning were students from two tourism universities in Bali, namely the Bali Tourism Polytechnic and the Institute of Tourism and International Business who implemented online learning using digital devices during the COVID-19 pandemic. Data was collected by distributing online questionnaires using google form media to 76 students of 4th semester in two tourism vocational universities, the Bali Tourism Polytechnic and the International Institute of Tourism and Business, and by interviewing the English lecturers of the universities. Data collection techniques through observation at both universities were also carried out to complement the data obtained about the importance of applying digital literacy in learning English.

To ensure the validity of the data, it is necessary to check the validity of the data, which means that wrong data will lead to wrong conclusions, and vice versa, correct data will lead to correct conclusions. In this study, the validity of the data will be tested using a triangulation method. Triangulation is a qualitative cross-validation. It assesses the adequacy of the data according to the convergence of several data collection procedures. Triangulation is divided into three types: source triangulation, data collection triangulation, and time triangulation. In this study, triangulation of data collection was chosen by using questionnaire, doing interview and observation.

To analyze the collected data, descriptive analysis was used to describe and analyze the collected data so that decisions or conclusions can be made regarding the phenomena described in the data. The data collected was analyzed qualitatively with the aim of knowing the reasons for the importance of applying digital literacy for learning English during the Covid-19 pandemic.

RESEARCH FINDING AND DISCUSSION

Research Finding

The results of research based on questionnaires distributed and completed digitally by students of the Bali Tourism Polytechnic and the International Institute of Tourism and Business indicate that English teaching lecturers at the two universities have been able to implement digital literacy competencies in five digital literacy competency areas, namely: 1) hardware and software; 2) information and data literacy; 3) communication and collaboration; 4) digital content creation; 5) problem solving according to UNESCO (2018), and based on interviews conducted with English lecturers at the two universities, it shows that they are also quite capable of implementing digital literacy competencies in two other digital literacy competency areas, namely: 1) security; and 2) career-related competencies.

No	Competence Area	Indicator Competen	Criteria (%)				
			Strongly Agree	Agree	Fair	Disagree	Strongly Disagree
1.	Fundamentals of hardware and software	a. Physical operation of digital devices	69,70	28,90	1,30	0	0

		b. Software operation on digital devices (operating applications that support the English learning process, such as <i>Zoom, Google Meet, Quizizz, Mentimeters, etc.</i>)	73,70	25,00	1,30	0	0
2.	Information and data literacy	a. Browsing, searching and filtering digital data, information and content (searching for relevant information related to the latest information)	50,00	47,40	1,30	1,30	0
		b. Evaluation of data, information, and digital content to filter digital content that is suitable for learning English.	61,80	36,80	1,30	0	0
3.	Communication and collaboration	a. Interaction through digital technology such as conducting virtual classes using a virtual session platform in teaching English classes.	57,90	39,50	2,60	0	0
		b. Collaborating through digital technology with other academics from other universities for learning English.	27,60	63,20	7,90	1,30	0

		c. Implement netiquette (ethics in communicating using the internet).	60,50	35,30	2,60	1,30	0
4.	Digital content creation	a. Developing digital content (using digital technology creatively in delivering English learning materials).	52,60	42,10	5,30	0	0
		b. Integrate and parse digital content by creating your own creative and interesting content as teaching materials in learning English.	46,10	48,70	5,30	0	0
5.	Problem solving	a. Overcome technical problems with digital devices when there are problems in learning English.	43,40	46,10	9,20	1,30	0
		b. Identify digital competency gaps (gaps in students' ability to master technology).	50,70	42,70	5,30	1,30	0

Table 3.1 The achievement of digital literacy urgency in English learning in five competency areas based on the results of the questionnaire

Discussion

The data collected shows that most of the students were strongly agree that English lecturers at the Bali Tourism Polytechnic and the International Institute of Tourism and Business have been able to implement digital literacy in the English learning process. It was shown by the table above that most of the respondents strongly agree with the statement given about the ability of English lecturers related to the competency indicators from UNESCO.

There was only one respondent answered disagree on some competency indicators such as competency for collaborating through digital technology, implementing netiquette, overcoming technical problems with digital devices, and identifying digital competencies gap. There were small number of respondents have hesitation answer that means they are unsure about the ability or competency of the English lecturers at both universities for each competencies indicator. Over all those results show that the

competence of English lecturers at the two universities in implementing digital literacy according to the competency indicators initiated by UNESCO has been carried out well, therefore the English online learning process during the Covid-19 pandemic has run well and become more interesting with the improvement of materials and online learning methods to achieve the learning objectives.

Open questions applied when the questionnaires were distributed. It was about the importance of applying digital literacy creatively by lecturers in learning English. The findings showed that 100% of respondents stated that it was important to apply it with the most reason being to reduce boredom over the monotonous learning process and to make learning more interesting and easier to understand. English lecturers were expected to be able to apply more creative digital literacy in the learning process and keep up with digitalization developments, as well as create more interesting and interactive learning. Based on the results of interviews, developing and creating digital content was carried out by English lecturers by looking for several sources that are relevant to the topic to be taught. The information was then downloaded and adjusted to the needs and learning objectives to be achieved. Creating a form of learning can usually also be done by integrating the information you want to teach with applications that are appropriate and familiar with the student's condition so that the content that is loaded changes format or in a different form. It was done to make it easier for lecturers to deliver learning materials and create a pleasant learning atmosphere.

As the digital devices are reluctant to get infected by viruses or accessed without the owners' permission, English lecturers tried to manage the security of their digital devices. However, special-based security

programming for the Bali Tourism Polytechnic and the International Institute of Tourism and Business could not be carried out because the universities did not have their own special applications yet that can only be accessed in a limited way within their own environment. Although the Bali Tourism Polytechnic has made a special digital application program limited to the Bali Tourism Polytechnic environment called the Bali Poltekpar e-learning application, the security and owned programs still need to be improved improved, so the use of this application is still not widely used by lecturers. - Lecturer at the Bali Tourism Polytechnic. In addition, the form of security in the form of copyrights and licenses in digital English learning programs that are owned also cannot be implemented due to lack of knowledge and expertise in the application of this field. It takes special skills to be able to make programs and get copyrights for their English learning programs.

Meanwhile, the International Institute of Tourism and Business already has its own Learning Management System (LMS) licensed by Moodle, so that the IT team from the campus can manage management and development. In addition, every lecturer is required to use the Moodle LMS which has been determined as the only digital platform for online-based learning facilities. Before using this platform simultaneously, lecturers and students were given workshops or socialization beforehand either through virtual meetings or offline, especially for lecturers as managers of the platform. The features they have also vary so that they can create and provide varied and attractive sources of learning information.

Implementing digital literacy done successfully in both universities by doing one of the ways; operating digital technology. Specifically for English

learning, it was done by searching for learning materials from the *Youtube* channel, using google translate, able to operate online virtual meetings such as *Zoom*, *Google Meet*, and operate attractive game platforms such as *Kahoot* and *Quizizz*.

CONCLUSION

Digital literacy in learning English during the COVID-19 pandemic is seen as very important to be applied to improve students' English communication skills and improve the online learning process so that material delivery can be achieved properly and is easy to understand. Digital literacy is important to be adapted to the latest digital technology so that it can reduce student boredom in receiving online learning and make learning English more interesting and easy to understand. Besides, it works as a tool to improve thinking skills and generate motivation, students' independence and creativity.

In the field of education, especially in learning English, it is possible to implement competency areas and digital literacy competency indicators developed by UNESCO (Digital Literacy Global Framework) in 2018 for digital communities in Europe. English Lecturers at the Bali Tourism Polytechnic and the International Institute of Tourism and Business have been able to implement digital literacy competencies in the seven digital literacy competency areas, namely: 1) hardware and software; 2) information and data literacy; 3) communication and collaboration; 4) digital content creation; 5) security; 6) problem solving; and 7) career-related competencies. Implementing digital literacy competencies in English learning is currently seen as very urgent, relevant and useful, especially during the Covid-19 pandemic where the learning process is carried out online. However, there are indicators of digital literacy competence that cannot be applied,

namely in the area of security competence, programming indicators and copyrights and licenses caused by the limited knowledge and expertise of English lecturers in the field of digital devices.

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