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OPPORTUNITIES AND CHALLENGES OF ENGLISH EDUCATION INDUSTRY IN  
POST COVID-19 PANDEMIC

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Abstract:

*The language education industry sector has undergone significant transformations due to the Covid-19 pandemic, prompting a need for businesses to adapt to uncertain circumstances. This research aims to explore the opportunities and challenges encountered by entities in the English language education sector after these dynamic times. Employing a qualitative descriptive design, the study focuses on managers of English language courses and training institutions in the South Sulawesi region who volunteered as informants. The selection process utilized a snowball sampling technique, allowing for the inclusion of additional informants when necessary. Data collection involved interviews conducted through both zoom and in-person meetings. Analysis of the gathered data employed techniques from Miles and Huberman. The study's findings reveal interconnected opportunities and challenges faced by post-pandemic course managers, particularly concerning the implementation of distance learning. Consequently, strategies of affirmation are crucial to ensure the continued viability of businesses in the English language education industry.*

Abstrak:

Sektor industri pendidikan bahasa telah mengalami transformasi yang cukup signifikan pasca pandemi Covid-19 melanda. Peristiwa tersebut mendorong para pelaku usaha untuk segera beradaptasi dengan keadaan yang tidak menentu. Penelitian ini bertujuan untuk mengeksplorasi peluang dan tantangan yang dihadapi oleh entitas di sektor industri pendidikan bahasa Inggris setelah masa dinamis ini. Dengan menggunakan desain deskriptif kualitatif, penelitian ini melibatkan para pengelola lembaga kursus dan pelatihan bahasa Inggris di wilayah Sulawesi Selatan yang berkenan menjadi sukarelawan sebagai informan. Proses seleksi menggunakan teknik snowball sampling, yang memungkinkan penambahan informan jika diperlukan. Pengumpulan data dilakukan melalui wawancara yang dilakukan melalui zoom dan tatap muka. Analisis data yang dikumpulkan menggunakan teknik Miles dan Huberman. Temuan penelitian ini mengungkapkan peluang dan tantangan yang saling terkait yang dihadapi oleh para pengelola kursus Bahasa Inggris pasca pandemi, khususnya terkait penerapan pembelajaran jarak jauh. Oleh karena itu, strategi afirmasi sangat penting untuk menjamin kelangsungan hidup usaha di industri pendidikan bahasa Inggris.

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## INTRODUCTION

Many individuals throughout the world use English to convey their requirements. Historically, English was required for political communication between British Commonwealth countries. However, English is now essential for worldwide communication within the global community, such as conducting business (Ilyosovna, 2020). Furthermore, English language abilities are increasingly required for worldwide interactions in a variety of industries, including research, technology, education, travel, and tourism (Rao, 2019). As a result, the number of English learners continues to increase (Cho et al, 2021). This demonstrates that English has evolved into a vital communication tool for people throughout the world to meet a variety of needs.

The various motivations that drive people to learn English present several opportunities for providers in the English language education sector or the greater English language education industry to address this expanding demand into business activities (Pham, 2020). They can offer diverse programs such as personalized programs and materials that target the learners' individual needs and goals. Whether it is strengthening professional skills, preparing for standardized language exams, or simply fostering better communication in a global setting, the English language education industry is crucial in enabling people to achieve their linguistic objectives. As a result, companies and educational institutions in this area have the ability to make significant

contributions to the educational environment and the increased global connection made possible by English proficiency.

The data obtained from the Directorate of Courses and Training, Ministry of Education and Culture, as of April 2017, reveals a substantial presence of English Language Course and Training Institutions (LKP) in Indonesia, totaling 4,728 institutions. These include both registered establishments and those in the process of registration. Notably, this figure places English Language Course and Training Institutions as the second-highest in number, surpassed only by computer training centers (Cited in Purnamasari, 2017). This data shows that the popularity of English training programs and institutions is not only a phenomenon in education, but also a significant commercial possibility. Investing in English language education in Indonesia seems to be in line with the community's goals and the possibility of an improving economic environment, particularly as the relevance of English grows on a worldwide scale.

The education industry stands out as a highly promising sector, attracting significant interest from investors, as demonstrated by the study of Fromm & Kern (2020) and Andersson et al. (2010). Education is a continuous need that is not limited to any particular age group. From children to adults and professionals, there is always a demand for relevant educational services. Moreover, many people realize that education plays an important role in improving their quality of life and career opportunities. This drives the demand for different types of educational courses and programs. Not only that, rapid changes in technology and the evolving demands of the job market demand continuous education. Educational institutions that are able to provide a curriculum that is



relevant to the needs of the industry have great potential. This unceasing demand creates a stable and predictable market, making the education industry an attractive investment option.

Education is often viewed as a long-term investment. Education has intrinsic worth that goes beyond the simple acquisition of knowledge; it also includes the growth of skills, competencies, and proficiency that are developed throughout the course of the educational process. From an integrated standpoint, which sees human resources as an essential component of capital, education is positioned as a strategic investment. Cohn (1979) argue that the value associated with the expenses invested in education should be assessed in terms of the benefits or profits derived from the skills and knowledge acquired. This forward-looking approach emphasizes the anticipation of future benefits, recognizing education not merely as an immediate expense but as a strategic investment in one's future success. The multifaceted impact of education on personal and professional growth underscores its significance as a transformative force with enduring implications for individual prosperity and societal advancement.

Many people believe that having an education contributes to one's success in both the social and economic spheres (Yusuf, 2014). Thus, for the sake of the future, forward-thinking parents and individuals place a high priority on education. They invest money without hesitation to further their children and their own studies. The education sector controls this desire to persuade investors that the sector is reasonably stable. Investors who look for assets with long-

term, sustainable value will find this long-term outlook appealing. Putting money into education pays off both monetarily and socially. Supporting education is consistent with larger corporate social responsibility objectives, since investors are increasingly thinking about the societal effects of their investments.

Based on the Central Statistics Agency's (BPS) 2016 Economic Census, there are a lot of educational companies in Indonesia, according to Purnamasari's (2017) article on the rising interest in the education business. The recorded amount is remarkable: 619,947 enterprises, or roughly 2.32 percent of all businesses in the nation, are included in the total. It demonstrates that more individuals are seeing this field's potential and attraction. The huge number of educational enterprises indicates an organized effort and financial commitment to fulfilling the population's need for education across an extensive range of professions and at all educational levels.

Many investors are drawn to Kediri, East Java, because of the growing education industry, especially in the area of English language classes. The increasing number of course institutions opening each year in Kampung Inggris Pare is indicative of the education sector's increasing investment trend (Melati, 2013). The growing number of these establishments is indicative of investors' confidence, which is fueled by the region's English language education sector's attractive business environment. Investors' readiness to commit funds and resources in this area demonstrates their belief in the long-term need for English language instruction as well as the possibility for significant profits in Kampung Inggris Pare's booming educational environment.

The Covid-19 pandemic has caused a radical change in the way English language learning is taught, moving away from face-to-



face to online learning (Bi et al, 2023). This change has affected schools, universities, as well as English training institutions. As a result, these educational institutions have made an effort to adjust by utilizing online distance learning (Herawati, 2022). Despite the challenges, the continued use of online instruction has brought positive results. Even after the peak of the pandemic, many people saw the advantages of online learning (Lockee, 2021). This change not only ensured ongoing education but also opened up a more inclusive and flexible approach to learning English.

Technological innovation and the worldwide Covid-19 pandemic have combined to create a powerful force that has affected many industries, including the education industry. To maintain the human workforce's dominant position in the business environment, a careful analysis of this impact is necessary. With backing from McKinsey (2016) research findings, the study explores the forthcoming consequences of digital technology's progression into the fourth industrial revolution over the course of the next five years. A significant change in the nature of work is predicted, with an estimated 52.6 million employment responsibilities changing as computers take the place of human labor.

This hypothetical situation highlights how crucial it is that industry participants navigate the conflicting possibilities and difficulties brought by these revolutionary shifts. This environment presents a strategic challenge for the education sector in particular, which must balance addressing the possible effects of job displacement with utilizing technology improvements to improve educational

offerings. The education industry must be innovative and participate proactively in this dynamic environment to guarantee that it not only adapts but flourishes in the face of these extraordinary changes in the business ecosystem.

Following the Covid-19 pandemic, students' usage of technology has expanded, and they have a favorable perspective concerning its use (Habók & Nguyen, 2024). This demonstrates students' enthusiasm in English language learning technologies that have evolved after the outbreak. Some of these technologies support independent language learning using online platforms, which reduces the need for students to rely on teachers. Its presence can either be beneficial or detrimental to the English language education industry. As a result, the purpose of this study is to explore the perspectives of two English course manager with at least two years of experience in the business about opportunities and challenges they found in post Covid 19 pandemic.

## RESEARCH METHOD

In order to examine the opportunities and challenges faced by English language courses and training institutions in the aftermath of the Covid-19 pandemic, this research employed a descriptive qualitative approach. The study engaged with three managers of English language courses and training institutions located in South Sulawesi, who willingly participated as informants for the research, they were IY from ML English course, IL from M English Course, and AA from EM English course. The selection of informants was conducted using the snowball technique, allowing for the inclusion of additional informants if the data provided by the initial participants were deemed insufficient. Firstly, there were two informants involved, then to gain more data, the researchers added one more



informant. Data collection from informants took place through semi-structured interviews conducted via Zoom and in-person interviews. The collected data underwent analysis following Miles and Huberman's methodology, involving three stages: data reduction, data presentation, and drawing conclusions.

Firstly, the researchers involve simplifying, organizing, and selecting the most relevant data to focus on key elements. They sift through the raw data obtained from interviews to identify patterns, themes, and key information. Reducing the data involves condensing and categorizing, making it more manageable for in-depth analysis. After that, the condensed data is organized and presented in a comprehensible manner, using summaries. This presentation enhances the clarity of the findings, making it easier for researchers and readers to grasp the patterns and relationships within the data. The last, the researchers synthesize the analyzed data to draw overarching conclusions and insights. Researchers interpret the organized data, identifying trends, patterns, and relationships. Conclusions are drawn based on these interpretations, providing answers to the research questions or objectives. This stage is crucial for deriving meaningful implications and recommendations

## RESULTS AND DISCUSSION

### Results

#### A. Opportunities for English Education Industry in Post Covid 19 Pandemic

After the pandemic, several prospects are emerging in the sector of English language industry. Some of these prospects include:

Firstly, increased demand for distance learning. Post-pandemic, many individuals still choose to continue their learning online. Opening up distance learning options or online programs can attract those who want to learn English without having to be physically present at the course location.

*“During the pandemic, there was a dramatic change in the educational scene as everything moved completely online. After the pandemic, face-to-face classroom settings reopened originally on the assumption that fewer people would require online education. However, it soon became clear that some students had become accustomed to learning online, so both online and in-person sessions were made available to accommodate a range of learning styles.” (In-1)*

Secondly, expanded market reach. The introduction of online classes broadens the scope of the target market, encompassing individuals beyond those residing in proximity to the physical institution location.

*“Since the start of the online classes, students have enrolled from areas outside our local area. These people seem to have found our high-quality English instruction interesting, which has enabled them to get beyond the challenge of distance and sign up for the online courses. This implies that our English language learning programs are both genuinely accessible and effective, meaning that students from a wide range of geographical regions may participate.” (In-2)*

The last, reduced course operational costs. With the expansion of learning to the online classes, English education industry can reduce the cost burden associated with physical operations, such as electricity costs, room



cleaning, and maintenance of environmental aesthetics. Without the need for physical space, courses can become more frugal and optimize revenue by allocating resources to enhance the online learning experience.

*“The online classes implemented after the pandemic resulted in reduced operational expenses for the institution, particularly in terms of electricity consumption. The necessity for air conditioning and LCD usage has diminished, eliminating the need for excessive electricity usage. Additionally, expenses related to room cleaning services and room aesthetics have been eliminated. The institution now relies on minimal electricity for instructor laptops and internet packages. Furthermore, instructors can enjoy savings on transportation costs in this setup.”* (In-3)

The English language education sector is currently undergoing significant transformations as it adapts to the evolving landscape shaped by the post-pandemic era. The traditional modes of education have given way to innovative approaches, with a notable surge in online learning. This shift has opened up new possibilities.

## **B. Challenges for English Education Industry in Post Covid 19 Pandemic**

Post-pandemic, English education industries are faced with a number of challenges that need to be overcome for the business to remain sustainable and thrive. Some of the key challenges include:

First and foremost, challenges of intense competition. The increased interest in English language learning after

the pandemic may create a more competitive business environment among English education industry. Therefore, managers need to design innovative and effective marketing strategies to differentiate their courses from other competitors. Emphasizing unique advantages, offering additional programs, or providing a more satisfying learning experience can be strategies to win the competition.

*“Following the pandemic, the English language education industry has witnessed an expansion in its market. However, with this growth comes increased competition, posing a challenge for the industry. In response, our focus is on developing more interesting and market-driven programs. The key lies in creating offerings that not only stand out in a competitive setting but also provide to the evolving needs of the market. This strategic approach is essential for staying relevant and ensuring the continued success of the English language education business in this dynamic post-pandemic environment.”* (In-1)

The next is learning model adaptation challenge. Learning model adaptation has become a significant challenge after the pandemic, especially in expanding learning options to be more online or hybrid. If previously focused on face-to-face learning, managers need to creatively integrate technology into the learning process and strategize to meet the needs of participants who want flexibility. Providing training for staff, upgrading technology infrastructure and developing learning content suitable for online formats can help address this challenge.

*“The altered patterns of interaction post-pandemic pose challenges for learning adaptation. Educators need to be proficient in both online and offline teaching methodologies to effectively navigate this shift. If educators*



*are not equipped with the necessary skills, several consequences may arise. For instance, students might disengage from learning if the teaching methods do not align with their preferences or if the delivery lacks innovation and effectiveness.” (In-2)*

*“Since students have become accustomed to technology during the pandemic, we must invest in modern technological resources in order to deliver effective, efficient, and engaging learning experiences in both face-to-face and online settings. This is especially important for this class held in the aftermath of the pandemic. Consequently, we must set aside a certain budget for this purpose.” (In-3)*

The post-pandemic landscape poses notable challenges for the English education industry, requiring strategic measures for sustainability and success.

## **Discussion**

### **A. Opportunities for English Education Industry in Post Covid 19 Pandemi**

The alterations in learning interactions witnessed both before and during the pandemic continue to exert an influence on post-pandemic learning dynamics. While some students express a longing for face-to-face learning that was disrupted during the pandemic, it does not imply a universal desire to forsake online learning in the post-pandemic period. Certain students exhibit a distinct preference for engaging in online learning even in the midst of the pandemic. As the findings from a study conducted by Asgari et al. (2022), their

preliminary exploratory analysis revealed that, in most instances, students were not entirely satisfied with the quality of online education, and a significant proportion reported a decline in productivity. Despite these challenges, approximately 61% of the participants expressed a inclination to participate in online programs more frequently in the future (relative to pre-pandemic normal conditions). This indicates a noteworthy shift in the learning preferences of the majority of students, and this shift in preference is perceived as a chance for stakeholders in the English education industry to introduce online classes that were seldom or never offered before the pandemic.

Online classes play a significant role in promoting distance learning. As highlighted by Sadeghi (2019), the future prospects for distance education are virtually limitless. Under certain circumstances, its effectiveness can rival that of traditional classroom learning. The greatest advantage of distance education lies in its unparalleled accessibility. Individuals have the flexibility to learn from anywhere and at any time. Geographical location is no longer a barrier; people residing in any part of the country can enroll in courses and commence their learning journey. Moreover, even if the courses are offered by international schools, individuals from different countries can effortlessly access the course materials (Nagrle, 2013). This underscores that the availability of distance learning through online classes empowers participants in the English language course industry to tap into distant markets, leading to a significant expansion of their market share.

Moreover, within course management, a critical consideration for any industry, including education, is cost efficiency. Every company endeavors to minimize costs and maximize profits. E-learning, a component of online learning, plays a significant role in cost



reduction (Ilić & Jovanović, 2012). Online classes contribute to lowering operational costs for managers of English language courses and training institutions. Traditional classrooms require physical infrastructure, including buildings, classrooms, and maintenance. With online classes, there is no need for dedicated physical spaces, which significantly lowers infrastructure costs. Online classes eliminate also the need for utilities such as electricity, heating, and cooling in physical classrooms. This reduction in utility usage leads to lower operational costs for English language courses. Furthermore, traditional classrooms require ongoing maintenance, repairs, and upgrades. Online classes, being virtual, have fewer physical components that need maintenance, leading to reduced maintenance costs.

## **B. Challenges for English Education Industry in Post Covid 19 Pandemic**

Post-pandemic, the management of English language courses encounters tough competitive challenges, as the rivalry extends beyond local entrepreneurs to encompass competitors from diverse regions. This shift is driven by the advent of online classes, enlarging competition within the education industry. The growing competitiveness is notably influenced by the prevalence of distance education and open education models, as highlighted by Cunha et al. (2020). These models facilitate broader and more flexible access to learning. Consequently, learners now have the flexibility to choose from a diverse array of educational programs and institutions,

unrestricted by geographical constraints. This heightened accessibility intensifies the competition among educational institutions, compelling them to strive for the attention and accommodate to the needs of an increasingly diverse learner base. Moreover, advancements in technology empower educational establishments to engage with a global audience, a feat that was previously challenging without the integration of open and distance learning models. Therefore, effective strategies must be implemented to maintain competitiveness and secure a prominent position in the market.

An additional issue for English language course supervisors is adapting to new learning models. It is necessary to improve the abilities of instructors in order to adjust to the preferences of modern students. Bumay et al. (2023) assert that a key factor in the effectiveness of the learning process is the performance of the instructors. As the main facilitators, instructors are in charge of giving students their course materials and assisting them as they progress through their education. The way they teach has a big influence on how well students understand and absorb the material. As such, it becomes necessary for instructors to continuously improve their expertise, particularly when it comes to putting distance learning into practice. Their continued professional growth guarantees that they will always be able to adapt to changing educational environments and satisfy the varied demands of their students.

## **CONCLUSION**

Stakeholders in the English language education industry are confronted with various opportunities and challenges following the Covid-19 pandemic. As revealed in interviews with them, there are several opportunities that can be utilized by course managers including



increased demand for distance learning, expanded market reach, and reduced course operational costs. Meanwhile, the challenges that must be anticipated are the challenges of intense competition and learning model adaptation challenges. In order to obtain an advantage and grow in the market, the English language education industry may open its mind to new potentials that may not have been seen previously by seizing these chances. Additionally, by being aware of potential obstacles, the English educational industry could reduce the possibility of failure and financial loss by taking proactive measures or developing risk-reduction plans.

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