REFERENCES

- Abdellatif, Z. (2015). Exploring students' perceptions of using PowerPoint in enhancing their active participation in the EFL classroom action research study. *Journal of Literature, Languages and Linguistics*, 5, 36–39.
- Adedoyin, O. B., & Soykan, E. (2020). Covid-19 pandemic and online learning: The challenges and opportunities. *Interactive Learning Environments*, 0(0), 1–13. https://doi.org/10.1080/10494820.2020.1813180
- Almpanis, T., Miller, E., Ross, M., Price, D., & James, R. (2011). Evaluating the use of web conferencing software to enhance flexible curriculum delivery. *Ireland International Conference on Education*, 317–322. Retrieved from http://ssudl.solent.ac.uk/1832/
- Almurashi, W. A. (2016). The effective use of YouTube videos for teaching English language in classrooms as supplementary material at Taibah University in Alula. *International Journal of English Language and Linguistics Research*, 4(3), 32–47.
- Alwehaibi, H. O. (2015). The impact of using YouTube in EFL classroom on enhancing EFL students' content learning. *Journal of College Teaching & Learning (TLC)*, 12(2), 121–126. https://doi.org/10.19030/tlc.v12i2.9182
- Atmojo, A. E. P., & Nugroho, A. (2020). EFL classes must go online! Teaching activities and challenges during COVID-19 pandemic in Indonesia. *Register Journal*, 13(1), 49–76. https://doi.org/10.18326/rgt.v13i1.49-76
- Ayu, L. P. (2016). YouTube videos in teaching listening: The benefits in experts' views. *Research in English and Education (READ)*, 1(2), 152–160.
- Berkhof, L. (1932). Systematic theology. USA: Wm. B. Eerdmans Publishing.
- Chaiyo, Y., & Nokham, R. (2017). The effect of Kahoot, Quizizz and Google Forms on the student's perception in the classrooms response system. 2017 *International Conference on Digital Arts, Media and Technology (ICDAMT)*, 178-182.
- Chhabra, P. (2012). Use of E-Learning tools in teaching English. *International Journal of Computing & Business Research*, 1–7.
- Chou, Y. (2014). Actionable gamification: Beyond points, badges, and leaderboards. California: Independent Publishing Platforms.
- Covid-19 Pandemic: Tracking the Global Coronavirus Outbreak. (2020, October 27). Retrieved October 28, 2020, from https://www.bbc.com/news/world-51235105

- Deterding, S., Dixon, D., Khaled, R., & Nacke, L. (2011). From game design elements to gamefulness: Defining "Gamification." *Proceedings of the 15th International Academic MindTrek Conference: Envisioning Future Media Environments, MindTrek 2011*, 9–15. https://doi.org/10.1145/2181037.2181040
- Dhawan, S. (2020). Online learning: A panacea in the time of COVID-19 crisis. *Journal of Educational Technology Systems*, 49(1), 5–22. https://doi.org/10.1177/0047239520934018
- Dicheva, D., Dichev, C., Agre, G., & Angelova, G. (2015). Gamification in education: A systematic mapping study. *Educational Technology and Society*, 18(3), 75–88.
- Florence, M., & Parker, M. A. (2014). Use of synchronous virtual classrooms: Why, who and how? MERLOT Journal of Use of Synchronous Virtual Classrooms: Why, Who, and How? 10(2), 192–210.
- Flores, J. F. F. (2015). Using gamification to enhance second language learning. *Digital Education Review*, 27, 32-54.
- Frame, J. M. (1987). *The doctrine of the knowledge of God*. New Jersey: P&R Publishing.
- Gafni, R., Biran Achituv, D., Eidelman, S., & Chatsky, T. (2018). The effects of gamification elements in e-learning platforms. *Online Journal of Applied Knowledge Management*, 6(2), 37–53. https://doi.org/10.36965/ojakm.2018.6(2)37-53
- Graham, D. L. (2009). *Teaching redemptively: Bringing grace and truth into your classroom.* Colorado Springs: Purposeful Design Publication.
- Grudem, W. (1994). *Systematic theology: An introduction to Bible doctrine*. USA: Inter-Varsity Press.
- Hanus, M. D., & Fox, J. (2015). Assessing the effects of gamification in the classroom: A longitudinal study on intrinsic motivation, social comparison, satisfaction, effort, and academic performance. *Computers & Education*, 80, 152-161.
- Hill, D., & Brunvan, S. (2018). Gaming the system: Helping students level up their learning. *International Journal of Teaching and Learning in Higher Education*, 30(1), 70–79.
- Hrastinski, S. (2008). Asynchronous and synchronous E-learning. *Educause Quarterly*, 31(4), 51–55.
- Kim, B. (2015a). Gamification in education and libraries. *Library Technology Reports*, 51(2), 20–28.

- Kim, B. (2015b). Understanding gamification. In P. Hogan (Ed.), *Understanding Gamification*. American Library Association.
- Lari, F. S. (2014). The impact of using PowerPoint presentations on students' learning and motivation in secondary schools. *Social and Behavioral Sciences*, 98, 1672–1677. https://doi.org/10.1016/j.sbspro.2014.03.592
- Martin, F., & Bolliger, D. U. (2018). Engagement matters: Student perceptions on the importance of engagement strategies in the online learning environment. *Online Learning Journal*, 22(1), 205–222. https://doi.org/10.24059/olj.v22i1.1092
- Mekler, E. D., Tuch, A. N., Brühlmann, F., & Opwis, K. (2013). Disassembling gamification: The effects of points and meaning on user motivation and performance. *CHI'13 Extended Abstracts on Human Factors in Computing Systems*, 1137–1142. https://doi.org/10.1145/2468356.2468559
- Nasution, A. K. R. (2019). YouTube as a media in English language teaching (ELT) context: Teaching procedure text. *Utamax: Journal of Ultimate Research and Trends in Education*, 1(1), 29–33. https://doi.org/10.31849/utamax.v1i1.2788
- Nieuwoudt, J. E. (2020). Investigating synchronous and asynchronous class attendance as predictors of academic success in online education. Australasian Journal of Educational Technology, 36(3), 15–25. https://doi.org/10.14742/AJET.5137
- Oommen, A. (2012). Teaching English as a global language in smart classrooms with Powerpoint presentation. *English Language Teaching*, 5(12), 54–61. https://doi.org/10.5539/elt.v5n12p54
- Ouariachi, T., Li, C. Y., & Elving, W. J. L. (2020). Gamification approaches for education and engagement on pro-environmental behaviors: Searching for best practices. *Sustainability* (*Switzerland*), 12(11), 1–14. https://doi.org/10.3390/su12114565
- Ozaslan, E. N., & Maden, Z. (2013). The use of PowerPoint presentations in the Department of Foreign Language Education at Middle East Technical. *Middle Eastern & African Journal of Educational Research*, (2), 38–45.
- Park, Y. J. (2007). Synchronous learning experiences: Distance and residential learners' perspectives in a blended graduate course. *Journal of Interactive Online Learning*, 6(3), 245–264.
- Permana, P., & Permatawati, I. (2020). Using Quizizz as a formative assessment tool in German classrooms. Advances in Social Science, Education and

- Humanities Research, 424, 155–159. https://doi.org/10.2991/assehr.k.200325.073
- Pluck, G., & Johnson, H. (2011). Stimulating curiosity to enhance learning. *Education Sciences and Psychology (GESJ)*, (2), 24–31.
- Priyatna, N. (2017). "Peran guru kristen sebagai agen restorasi dan rekonsiliasi dalam mengembangkan karakter Kristus pada diri remaja sebagai bagian dari proses pengudusan. *Jurnal Polyglot*, 13(1):1-7.
- Rahayu, I. S. D., & Purnawarman, P. (2018). The Use of Quizizz in improving students' grammar understanding through Self-assessment. *Advances in Social Science, Education and HUmanities Research*, 254, 102–106. https://doi.org/10.2991/conaplin-18.2019.235
- Roughton, C., Martin, F., Warren, J., & Gritmon, C. (2011). Challenges in synchronous virtual classrooms adoption by faculty. *International Journal of Instructional Technology and Distance Learning*, 8(2).
- SE Mendikbud: Pelaksanaan Kebijakan Pendidikan dalam Masa Darurat Penyebaran Covid-19. (2020, March 24). Retrieved September 09, 2020, from https://www.kemdikbud.go.id/main/blog/2020/03/se-mendikbud-pelaksanaan-kebijakan-pendidikan-dalam-masa-darurat-penyebaran-covid19
- Simamora, R. M. (2020). The Challenges of Online Learning during the COVID-19 Pandemic: An Essay Analysis of Performing Arts Education Students. *Studies in Learning and Teaching*, *1*(2), 86–103.
- Smiderle, R., Rigo, S. J., Marques, L. B., Peçanha de Miranda Coelho, J. A., & Jaques, P. A. (2020). The impact of gamification on students' learning, engagement and behavior based on their personality traits. *Smart Learning Environments*, 7(1), 1–11. https://doi.org/10.1186/s40561-019-0098-x
- Stacy, G. S., & Thiel, S. G. (2017). Use of hyperlinks in PowerPoint presentations as an educational tool. *Academic radiology*, 24(10), 1318–1324. https://doi.org/10.1016/j.acra.2017.03.018
- Tong, S., & Setiawani, M. (2012). Seni membentuk karakter Kristen: Hikmat guru & ayah bunda. Jakarta: Momentum:Lembaga Reformed Injili Indonesia.
- Tong, S. (1990). *Peta dan teladan Allah*. Jakarta: Penerbit Momentum: Reformed Injili Indonesia .
- Tung, K. Y. (2013). Filsafat pendidikan Kristen. Yogyakarta: Penerbit ANDI.
- Welbers, K., Konijn, E. A., Burgers, C., de Vaate, A. B., Eden, A., & Brugman, B. C. (2019). Gamification as a tool for engaging student learning: A field experiment with a gamified app. *E-Learning and Digital Media*, *16*(2), 92–109. https://doi.org/10.1177/2042753018818342

- Zelick, P. R. (2007). Issues in the psychology of motivation. New York: Nova Science Publishers.
- Zhao, F. (2019). Using Quizizz to integrate fun multiplayer activity in the accounting classroom. *International Journal of Higher Education*, 8(1), 37–43. https://doi.org/10.5430/ijhe.v8n1p37
- 1.3 billion learners are still affected by school or university closures, as educational institutions start reopening around the world, says UNESCO. (2020, June 02). Retrieved September 09, 2020, from https://en.unesco.org/news/13-billion-learners-are-still-affected-school-university-closures-educational-institutions

