

REFERENCES

- Ando, J. (1992). The Effects of Two EFL (English as a Foreign Language) Teaching Approaches Studied by the Cotwin Control Method: A Comparative Study of the Communicative and the Grammatical Approaches. *Acta Geneticae Medicae Et Gemellologiae: Twin Research*, 41(4), 335-352.
doi:10.1017/s000156600000218x
- Ayçiçek, B., & Yelken, T. Y. (2018). The Effect of Flipped Classroom Model on Students' Classroom Engagement in Teaching English. *International Journal of Instruction*, 11(2), 385-398. doi:10.12973/iji.2018.11226a
- Bell, F. (2011). Connectivism: Its place in theory-informed research and innovation in technology-enabled learning. *The International Review of Research in Open and Distributed Learning*, 12(3), 98. doi:10.19173/irrodl.v12i3.902
- Caram, C. A., & Davis, P. B. (2005). Inviting Student Engagement with Questioning. *Kappa Delta Pi Record*, 42(1), 19-23.
doi:10.1080/00228958.2005.10532080
- Chachage, K. (2004). Making Communicative Language Teaching Happen. *Studies in Second Language Acquisition*, 26(04).
doi:10.1017/s0272263104230042
- Chun-hong, Z. (2010). A Review of Foreign Researches on Influential Factors Affecting Students' Engagement in English Classroom. *English Teaching and Second Language Acquisition*, 7(12), 84th ser., 18-22. Retrieved on September 22, 2021.
- Cooper, H., & Valentine, J. C. (2001). Using Research to Answer Practical Questions About Homework. *Educational Psychologist*, 36(3), 143-153.
doi:10.1207/s15326985ep3603_1
- Dixson, M. D. (2010). Creating effective student engagement in online courses: What do students find engaging? *Journal of the Scholarship of Teaching and Learning*, 2(10), 1-13. Retrieved September 26, 2021, from [https://eric.ed.gov/?id=EJ890707\(ISSN\)1527-9316](https://eric.ed.gov/?id=EJ890707(ISSN)1527-9316).
- Falcone, John P. "Training Lay People to 'Practice' Scripture Rhetorically: A Pedagogical Model with Biblical Precedent and Warrant from the Gospel of Matthew." *Journal of Adult Theological Education*, vol. 13, no. 1, 2016, pp. 4–17., <https://doi.org/10.1080/17407141.2016.1158496>.
- Hannel, L. (2002). *Highly effective questioning: Developing the seven steps of critical thinking*. Phoenix, AZ (1131 W. Palm Ln., Phoenix, 85007): G. Ivan Hannel.
- ILO (International Labor Organization). (2020, June 15). *COVID-19 and The Education Sector*. Retrieved from

https://www.ilo.org/sector/Resources/publications/WCMS_742025/lang--en/index.htm

Jung, Y., & Lee, J. (2018). Learning Engagement and Persistence in Massive Open Online Courses (MOOCs). *Computers & Education*, 122, 9-22. doi:10.1016/j.compedu.2018.02.013

Kehrwald, B. (2008). Understanding Social Presence in Text-Based Online Learning Environments. *Distance Education*, 29(1), 89-106. doi:10.1080/01587910802004860

Luetz, J. M., Dowden, T., & Norsworthy, B. (2019). *Reimagining Christian Education: Cultivating Transformative Approaches*. doi:<https://doi.org/10.1007/978-981-13-0851-2>

Martin, F., & Bolliger, D. U. (2018). Engagement Matters: Student Perceptions on the Importance of Engagement Strategies in the Online Learning Environment. *Online Learning*, 22(1). doi:10.24059/olj.v22i1.1092

McTighe, J., & Wiggins, G. P. (2013). *Essential questions: Opening doors to student understanding*. Alexandria, Virginia USA: ASCD.

Moore, M. G. (1989). Editorial: Three types of interaction. *American Journal of Distance Education*, 3(2), 1-7. doi:10.1080/08923648909526659

Richards, J. C. (2006). *Communicative Language Teaching Today*. New York: Cambridge University Press.

Pazmiño, R. W. (2008). *Foundational issues in Christian education an introduction in evangelical perspective*. Grand Rapids, Mich: Baker Academic.

Petrova, L., Prikhodko, V., & Solovyev, A. (2015). Integration of the Study Programmes Quality Assurance to the internal quality management system in Russian Universities. *2015 International Conference on Interactive Collaborative Learning (ICL)*. doi:10.1109/icl.2015.7318068

Raslim, C. (2019). Studi Pengalaman Mahasiswa Calon Guru Dalam Mempraktekkan Filsafat Pendidikan Kristen [A Field Experience Study Of Pre-Service Teachers In Putting The Christian Education Philosophy Into Practice]. *Polyglot: Jurnal Ilmiah*, 15(1), 36. doi:10.19166/pji.v15i1.1075

Roen, D. (2004). Enriching Esol Pedagogy: Readings And Activities For Engagement, Reflection, And Inquiry. *Studies in Second Language Acquisition*, 26(04). doi:10.1017/s027226310421004x

Savickaitė, A. (2013). Critical Points in Distance Learning System. *Social Technologies*, 3(1), 221-230. doi:10.13165/st-13-3-1-15

Soffer, T., & Cohen, A. (2019). Students engagement characteristics predict success and completion of online courses. *Journal of Computer Assisted Learning*, 35(3), 378-389. doi:10.1111/jcal.12340

UNESCO. (2021, September 07). *Education: From Disruption to Recovery*. Retrieved September 12, 2021, from <https://en.unesco.org/covid19/educationresponse>

Van Brummelen, H. W. (2002). *Steppingstones to curriculum : A Biblical path*. Colorado Springs, Colo.: Purposeful Design Publications.

Yede, F. S. (2020). A Comparative Analysis of Traditional Methods and Communicative Language Teaching in Relation to Students' Academic and Communicative Achievement. *European Scientific Journal ESJ*, 16(13). doi:10.19044/esj.2020.v16n13p134

Zanjani, N. (2016). The important elements of LMS design that affect user engagement with e-learning tools within LMSs in the higher education sector. *Australasian Journal of Educational Technology*. doi:10.14742/ajet.293