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## The Effectiveness of ICARE Model on Micro Teaching Subjects through Hybrid Learning Class

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### Abstract

*This research was started with a simple research question to find out the effectiveness of ICARE model implemented on teaching Micro Teaching subject whereas it was embedded in online and offline as a lesson plan in Hybrid learning class. In this research, the researcher used a descriptive qualitative research. It meant the researcher joined both the online class and an offline class to observe the real learning activity and for gaining the learners' score for measuring the effectiveness of ICARE on Micro Teaching subject in a hybrid learning class. The researcher used two instruments they were observation field note and evaluation sheets. Field note observation was held to observe the learning activities in online in 10 while 4 meetings in offline were held through conducting test. Researcher prepared 20 items indicators which were used to obtain the learners' score based on performance teaching test. The researcher used likert scale for determining the point gained by learners. The result from observation in online learning showed that mostly learners really enjoyed and were enthusiastic in joining online learning activity in 10 meetings. Meanwhile through the test in offline learning in 4 meetings, there were 7 Learners got more that 90 (excellence) and 8 learners got under 90 (satisfied). So, it was concluded that ICARE model was effective to be implemented altogether in teaching and learning activity in hybrid learning (online and offline) for gaining effective teaching and learning and fabulous fruitful.*

**Keywords:** *Educational field, ICARE, Hybrid learning*

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## INTRODUCTION

Pandemic Covid-19 urges not only Education ministry to transform all bureaucracies in educational field, but also all ministries must do this transformation. The consequences of this transformation make all people aware that everything should be granted seriously. Otherwise, the result of this transformation cannot be contentment.

In educational field, a learning environment is said as a place where Lecturers transfer, construct and do other learning activities to the learners with the up to date knowledge. It means it is not only learning new material which they have not known yet but also how to relate it with its prior knowledge for gaining wellbeing and behaving well to others. Indeed, learning environment should occur as well as possible to make the learners' achievement can be obtained well. Nowadays, the role of school as one of learning environment is questionable since the learning activity is lockdown. All learners must learn from home with the boundaries faced. It is not only from learners but also lecturers and parents actually. No matter how, Learning environment in this case is school is still needed. Moreover, there has to be an alternative to overcome the learning problems occur in society. The solution which is proposed is by conducting learning activity through the use of technology. Both lecturers and learners altogether must be able to have knowledge on using technology. Otherwise, there will be an obstacle on teaching and learning activity. Arifani et al. and Koehler et al. (Arifani et al., 2019;

Koehler et al., 2013) state that fulfilling learners' technological needs and their need to use practical online technology are crucial to the effectiveness of the learning process.

An online learning is a learning environment where the place, space and time can be arranged conditionally. It does not occur in the permanent room. Lecturers can do negotiation with learners to hold learning activity. As long as the agreement is already dealt on, the learning activity can be started anytime. There are many online learning media nowadays which can be used, such as; Google classroom, Google meet, Zoom, Telegram and etc. As media on online learning system, lecturers should be able to use the media well in the pandemic era in educational field. The problems arise when the media already prepared but the function of the media cannot be managed well. There has to be a model of framework which must be implemented in creating the effectiveness of online learning for gaining the successfulness of learning activity.

An online learning activity firstly was introduced by Bob Hoffman in 1997 at San Diego State University. He introduced the model framework of an online learning which is popular with the name ICARE model. The elongation of ICARE model is introduction, connection, application, reflection and extension. As stated previously, ICARE Learning model is designed for learning online system firstly. Since the wind blew in 2006, the model of ICARE started to be implemented as a model of offline learning in the classroom. The most interesting thing from the ICARE learning model is its flexibility. ICARE learning model provides an opportunity for lecturers to alter learners' learning experience through the accentuation of its phases. The phases of ICARE models should be done in orders because it is a systematic instructional design, for instance, 1) introduction, in this first step, the lecturers should introduce the material which must be delivered. It consists of the content of the lesson to the learners. Also, it includes some explanations of the objectives, purposes and goals which are going to be achieved during the learning activity conducted. Besides that, lecturers should never forget to motivate the learners at this phase in order to arise learners' interested in learning material which will be implemented in the online learning activity. 2) Connection, in this second phase, lecturer should be able to connect the learners' prior knowledge with the new knowledge which will be given to learners. In connecting of it, lecturers should provide the learners with the opportunity of questions. Lecturer must be able to provide the answer of learners' questions. In other words, there has to be a feedback among them. 3) Application, in this third phase, application has an important role. It is because after the learners gain new material and knowledge, they should have an opportunity to practice the material given by lecturer. 4) Reflection, in this phase, both between lecturer and learners should reflect what already done in online learning activity. 5) Extension, in this phase, the lecturer presents other activities which can be conducted by learners after having learning activity in online class. This activity is held to reinforce and extend the learning. In this case, the lecturer can give home assignment and ask them to have supplementary reading (national and international journal) as additional knowledge.

Hybrid learning is one of the solution learning activities which can be conducted nowadays. Hybrid learning is not similar with blended learning. Hybrid learning is the combination learning activities whereas learning activities can be conducted both offline as the conventional and online through e Learning. Based on Indarto et al (2018) E learning is educational system which uses electronic application to foster teaching and learning activity through internet, and computer web. Recently, PGRI Wiranegara University has already implemented E learning with the name of Learning Management System (LMS). In this LMS, there are many features can be operated and implemented to support learning activity. Lecturers can place all the things which are needed both by learners and lecturers, such as syllabus, lesson plan, material, media, evaluation sheets and other more and when there will be

a communication among learners and lecturers, chat room can be used or Google meet or zoom also can be applied. Indeed, this LMS is really useful for fostering learning activities. As a matter of fact, the use of technology cannot change the role of traditional learning. As stated by Mc Vay, Snyder, & Graetz (2005) in Rayanto and Rusmawan (2020) Technology has made E-Learning an attractive option, but technology does not insure successful implementation of coursework. Thus, there has to be other solution that is by providing the lack of E learning (LMS) through offline learning (conventional). Therefore, it encourages the researcher to do a research through this model of framework by combining the model through online and offline which is called hybrid learning. As Aisyah et al. (2021) and Niess (2007) state that prior knowledge and beliefs by the teacher regarding a selected topic and how technology supports teaching are vital for student learning.

This research is undertaken during Pandemic Covid-19 era. The researcher did a research on Micro teaching subject whereas this course is designed to provide the students with knowledge of teaching and learning, design framework and practice, approaches, models, strategies, method, and techniques/skill, and the basic principles of teaching and learning processes relevant to their future job as teachers; various and current methods in; current teaching approaches; communicative language teaching; learning-teaching strategies; as well as procedures and techniques of teaching language skills.

Stating from previous explanation above, moreover, the researcher is interested and proposed a research question ' How effective is ICARE model implemented to Micro Teaching Subject through Hybrid learning?. It is hoped through this research the students of university, practitioners, and other relevant researchers can do similar research with the different subjects.

## RESEARCH METHODS

This research is a descriptive qualitative research. In this research, the researcher describes the result of learners' activity in online class through observation and teaching performance test through 20 items which consist of pre-activity, main activity and post activity. In pre activity, there are three aspects, they are: the ability on motivating students, doing brainstorming, and delivering the objectives, goal, competence, indicator, duration of learning and scenario of learning activity. In main activity, there are fifteen aspects, they are: mastering material of learning, presenting material of learning systematically, able to control the class, doing learning activity based on the duration of time prepared, able to get involved of learners in learning activity, able to respond positively of participants of learning, Able to arise of learners' happiness and enthusiasm in learning activity, skillful on the use of media of learning, skillful on the use of source of learning, skillful on involving participants to use media of learning, doing affective/behavior assessment, doing knowledge assessment, doing psychomotor/skill assessment, using spoken and written language clearly, and in the post activity, there are two aspects, they are: facilitating participants by summing up material of learning, and doing reflection of process and material of learning.

The result of learners' performance is described qualitatively for gaining the effectiveness of ICARE Model through Hybrid learning. This research is taken from learners of PGRI Wiranegara University in the sixth semester. The numbers of the learners are 14 females and 1 male learners.

The instruments of gaining the learners' teaching performance score is by holding teaching performance test whereas the duration from each learners' performance are 30 minutes include Pre activity, Main activity and Post activity. Here, the researchers observed all the things occurred during teaching performance test from all learners.

Each items of indicators from assessment is calculated by using Likert. Below are some steps on calculating the score obtained from learners' teaching performance test;

1. Scoring learners' achievement teaching performance (1-5) from each items of indicators assessments
2. Calculating the score and determining percentage category by using the pattern below:

$$\text{Achievement level} = \frac{\text{score from each items of indicators}}{\text{Total score}} \times 100\%$$

Total score

Criteria:

90 – 100% = excellent

80 – 89% = satisfying

70 – 79% = satisfying enough

< 70% = low

In this case, learners can be said master by defining learners' competence level category as follow:

- a) if  $\geq 80\%$  from total learners have satisfied, it can be categorized "success"
- b) if  $< 80\%$  from total learners have satisfied, it can be categorized "not success"

## RESULTS AND DISCUSSION

The result of this research is taken through 10 meetings in online and 4 meetings in offline learning. Based on the syllabus and lesson plan which are already arranged, it is found that the duration of teaching and learning activity is conducted in 100 minutes. It means for 1 system credit cumulative, the duration is 50 minutes multiply 2. It can be stated that all learning activities both online and offline spend 2 system credits cumulative. In online learning activity, the teaching and learning activity is conducted based on the lesson plan arranged and prepared. Meanwhile, offline learning activity especially for implementing the real teaching and learning spends 400 minutes for practicing teaching and learning performance test and the rest for giving reflection to all learners who participated on teaching performance test that is 50 minutes. It is gained from the learners who join the teaching performance test whereas the duration 30 minutes multiplied 15 learners.

As it has been stated earlier, ICARE Model is embedded in a lesson plan made in hybrid learning approach. It is used to have its effectiveness on Micro teaching subjects. The accentuation of micro teaching subject is on the learners' ability on implementing the theory in holding a teaching performance in offline learning activities. It is as one of learners' compulsory after all learners obtained the relevant theory of and knowledge from ten meetings through online learning activities through learning management system. Below is the result of learners' learning activities gained from instruments used, they are; observation in online learning activities and offline learning activities which are derived from learners' teaching performance test.

Result from online learning

Based on the result of an observation in 10 meetings, from first observation as the first meeting, the researcher found that lecturer in the first phase (**introduction**) did an overview for gaining and explore learner's opinion about what already placed in the learning management system. In this case, all instruments of teaching and learning already placed by lecturer; they are syllabus, lesson plan, media, material, and evaluation sheets. Through placing all instruments of teaching and learning, researcher assumes that learners can read all the things they want to learn from what already exist in LMS.

During the teaching and learning activity in the first meeting, the researcher found from lecturer's question to the learners in chat room about all the things which already prepared and

placed in the learning management system, the learners in this first observation (**introduction**) stated that they are able to read, and know what the lecturer intends to do in each meetings during 14 meetings. It is because the lesson plan, media, material and evaluation sheets already clearly exist in a lesson plan in the learning management system (LMS).

In the second until sixth meeting based on the lesson plan, lecturer and learners do a **connection**. They keep in touch through chat room for discussing the material as already stated in the lesson plan. Still, the questions and answers are written in the chat room in second and third meeting. Based on the result of observation taken, the researcher found that lecturer patiently answers the questions from all learners not only the theory but also the real example of teaching practice. In this phase, the example of teaching, the lecturer starts from Pre-activity only. It seems the lecturer does not want to give fully on teaching until post activity. Here, lecturer already prepares the example of teaching practice from other sources. The lecturer takes the example of teaching from internet. The example of teaching is coming from teacher of junior high school. It is taken by lecturer in order for learners are able to know how other teachers or practitioners on delivering material in teaching activities. In this activity, lecturer uses chat-room and google meet. After all, in the fourth meeting, lecturer continues connected all learners on how to practice the learning activity in Main and Post activity after having Pre activity example in the previous meeting. In the fifth and sixth meeting, firstly, lecturer says hello and do brainstorming as the icebreaking before starting the real teaching and learning activity. In this case, lecturer still uses similar junior high school teacher and media that is google meet. All seem so well because question and answer occur and all learners really enjoy watching the example of teaching performance from similar sources. The researcher found that lecturer on giving example of bestpractice in teaching and learning activity takes example not only from junior but also from Senior High School teacher. Based on the question delivered by one of the learners, the lecturer said that it is shown for gaining learners' opinion and comparing between junior high school and senior high school. In this activity, the lecturer also lectures learners to do the step of teaching starting from per until post activity as in junior high school. Besides that, the lecturer asks learners to grasp the model, strategy, method and the techniques implemented by both teachers. Seemingly, questions and answer in chat-room occur nicely.

In the meeting 7 to 8, as third phase (**application**), after all discussion theoretically and practically occur in the second until fifth meeting(question and answer) about the material of learning already conducted, learners are given chance to practice how to teach material in online. In this activity, lecturer uses google meet. The researcher found that the lecturer asks learners to start practicing teaching and learning as the example already shown and discussed in second until sixth meeting. Lecturer also explains that learners can take junior or senior high school as the material which will be implemented. The teaching activity which must be implemented by learner should be started from pre activity, main activity and post activity. The researcher found that in this practicing activity, the duration is not 30 minutes. Lecturer asks learners to be able to practice on how and what to do in each activity in 15 minutes. Lecturer explains to learners that they have to spend the time 2 minutes in Pre, 10 minutes in Main and the rest is for Post activity. All learners are taking turn on practicing on teaching performance in this learning activity.

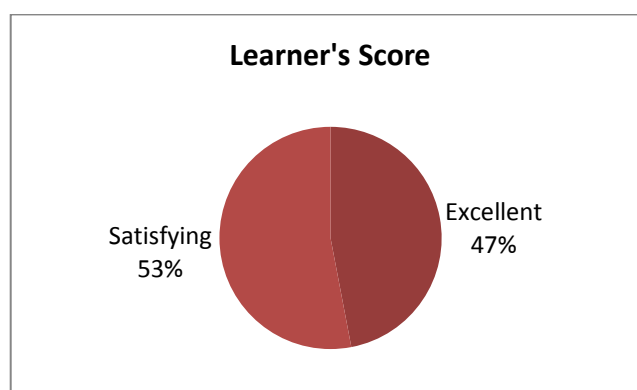
In the ninth meeting, after having trial practicing in teaching and learning through googlemet, researcher found that lecturer also gives feedback (**reflection**) at the end of learners practice on to what learners have already been done. In this case, the researcher found that the lecturer give a big chance to learners to have their own problem and weakness on their teaching. One by one, the learners are asked by lecturer to give opinion and input during the teaching practice of their friends. All this occasion can be seen from chatroom in learning

management system (LMS). Even though the learning activity looks so fine but sometimes some learners have to get out from the learning management system abruptly. It seems the signal of google meet or the internet get troubles from the learners themselves.

Last phase (**extension**) in tenth meeting, as the additional knowledge, lecturer at the end of online meeting sums up and resumes the material. The researcher found that lecturer motivates learner to deepen the materials which are already explained and practiced. Lecturer asks learners to drill themselves in practicing teaching in their home. Besides that, the lecturer asks learner to read more the theory not only from what lecturer already conveyed but also from other sources. As the **extension**, the lecturer gives assignment to the learners to work together with their friends to search and discuss the syllabus based on what they are going to be presented and make lesson plan, material and media. The researcher found that the lecturer tells to the learners that teaching practice performance test will be conducted in offline within 4 meeting and the learners have to submit the instruments of teaching before presenting material as teaching performance test. Besides that, the duration of teaching performance test is not 15 minutes but 30 minutes. Moreover, the lecturer suggests the learners to manage the time well. After conveying all preparation which must be held by learners, lecturer closes the meeting.

### **Result from offline learning**

Pandemic is not over yet, still, the protocol of Covid-19 must be followed for conducting an offline learning activity. As stated earlier, based on the lesson plan arranged, the offline learning is undertaken in 4 meetings. In this activity, learners have to practice teaching and learning in front of the class as the test. The researcher found that this activity can be said as application as the third step of **ICARE**. The learners who join the teaching performance test are the learners themselves. They are as classmate in the classroom. The researcher found that the lecturer randomly asks learners to present their material and asks to other learners who are not performing the test yet to help the presenter by acting as learners in junior or senior depends on the presenter's teaching performance test. However, learners have to submit the instrument of teaching before conducting the teaching performance test to lecturer. Based on the result of teaching performance test, it is found that all learners can be stated mastered and success on micro teaching subjects that is  $\geq 80\%$  from total learners have satisfied, they are excellent score 47% and meanwhile 53% satisfying score a below:



In detail, below is the result calculation from each indicator from each meeting of learners in performing micro teaching subjects:

**Table 1. Result Calculation in Performing Micro Teaching Subjects**

Aspects of observation (indicator)	Meeting															
	1 – 4															
	Students number and score															
	1	2	3	4	5	6	7	8	9	10	11	1	1	1	1	1
	2	3	4	5	6	7	8	9	10	11	2	3	4	5	5	
Pre-Activity																
1	4	4	4	3	2	4	5	5	5	5	5	3	3	5	5	
2	4	4	5	5	3	3	5	5	5	5	4	3	4	5	5	
3	3	3	4	4	3	3	5	4	4	5	4	3	3	4	4	
Main-Activity																
4	5	4	5	5	5	4	5	5	5	4	5	5	5	5	5	
5	5	4	5	4	5	4	5	5	5	4	4	4	5	5	5	
6	5	4	4	5	4	4	5	4	4	4	5	4	4	4	4	
7	5	3	4	5	4	4	5	5	5	4	4	4	4	5	5	
8	4	4	5	5	5	5	5	5	5	5	5	5	5	5	5	
9	4	4	4	4	4	4	4	4	4	4	4	4	5	4	4	
10	4	4	4	5	4	5	5	4	4	4	4	4	4	4	4	
11	4	4	5	4	4	5	5	5	4	5	5	5	5	5	4	
12	4	4	4	4	4	5	4	5	4	4	4	4	4	5	4	
13	5	5	5	5	4	5	5	4	4	4	4	5	5	4	4	
14	4	4	4	5	4	4	5	5	4	5	5	4	4	5	4	
15	5	4	5	5	5	4	4	5	5	5	5	4	5	5	5	
16	5	4	5	5	4	4	5	4	4	4	4	4	4	4	4	
17	4	5	5	5	5	5	5	5	5	4	5	5	5	5	5	
18	4	4	5	5	5	5	5	5	5	4	4	4	4	5	5	
Post-activity																
19	3	5	4	5	4	3	5	4	4	4	3	3	5	4	4	
20	4	4	4	4	4	4	5	5	5	4	3	3	5	5	5	
Total score																
	8	8	9	92	82	8	9	93	9	87	86	8	8	9	9	
	4	1	0			4	7		0			0	8	3	0	
Final Score																
FS	B	B	A	A	B	B	A	A	A	B	B	B	B	A	A	

Based on the result of the calculation, it is found that from Pre-activity, first indicator there are 7 learners got point 5, 4 learners got 4, 3 learners got 3 and there is only 1 learner got 2. It seems from indicator number 1 can be said success although there is 1 learner got 2. She started the pre activity with the nervous condition. Second indicator, there are 8 learners got 5, 4 learners got 4, 3 Learners got 3. Seemingly, the learners are able to do brainstorming. Third indicator, There are 2 learners got 5, 7 learners got 4 and the rest got 3. Unluckily, in delivering the purpose and others, learners are not able to do the best way on convincing the participants about the material of learning they are going to be learned. Even though, there are 2 learners got 5 but it does not mean the learners failed on this indicator. It is because there are 7 learners got 4 and the rest got 3. There are not learners got under 3.

Data calculation from Main Activity found that from indicator number 4, 12 learners got 5 and the rest got 4. It indicates that 80% learners have ability or master in material

delivered to participants. Indicator number 5 shows that learners have ability on presenting the material of learning in the classroom. It is proven by 9 learners got 9 and the rest got 4. Indicator number 6 shows that 11 learners got point 4 in controlling the class and the rest got 5. It shows average learners are able to control the participants. Indicator number 7 indicates that there are 7 learners got the highest point on managing the time of learning, and there is only one learner got point 3, and the rest got 4. Indicator number 8 shows that learners have a great capacity on involving participants on joining the classroom. It is proven by 87% learners got the highest point that is 5, and there are 2 learners got point 4. Indicator number 9 shows that there is only one learner got the highest point 5, the rest 4. It looks that the learner who got point 5 is so serious on responding participants. Indicator number 10 shows that 12 learners got point 4 and the rest got 5 on arousing the joyfulness of learning. The 3 learners who got point 5 are really able to make other participants feel happy on joining the learning activity. Indicator number 11 shows that 9 learners have greatest ability on using media of learning, and others got point 4. Indicator number 12 shows that 3 learners got point 5 on using source of media. They really prepared all material with the supporting source of media. Indicator number 13 shows that 8 learners are success by gaining the highest point on involving the participant on joining the learning activity through the use of media. Indicator number 14, 15 and 16 show that on assessing the participant, the learners got point 4 and 5. There is not learner got point under 3. It indicates that learners have ability on giving score to participants in three domains, they are behavior, knowledge and psychomotor/skill. Indicator number 17 and 18 shows that learners tend to use spoken language that written. Learners are having great ability on delivering material through spoken. It is shown from the point gained by learners that there are 13 learners got point 5 in indicator 17 and from indicator 18 there are 9 learners got point 5. Lastly, indicator number 19 and 20 show that 4 learners got point 3 on giving summary to the material already learned the rest got point 5 for 4 learners and other got 4, and 2 learners got point 3 on doing kinds of reflection on the material given to participants and there are 6 learners got point 5 meanwhile the rest got 4. It seems that only some learners must take careful on closing/post activity.

### **Discussion**

Transformation in Educational field in Pandemic era is unavoidable. All lecturers must do this transformation wisely, especially for the policy makers. Lecturers do not have to insist themselves to keep still teaching with their conventional way. Lecturers have to open their mind for welcoming technology as supporting educational system and media in learning environment. Thus, lecturers cannot run away from the spreading of the use of fabulous technology in every field to make something goes effectively and efficiently.

Undeniable that changing a habit of conventional learning is hard indeed, however lecturers have to be able to receive the phenomena of Pandemic which must be accepted as the alternation of educational system in educational field. Lecturers have to be brave to encourage themselves to make other alternative solution in teaching. It should be done because the implementation of conventional educational teaching cannot still proceed fully when pandemic still occurs. There has to be other solution for breaking down the stagnancy of educational system. Hybrid learning can be said as one of other alternative in teaching approach. As stated by Makarim (2020) hybrid learning is the only way out in teaching approach when children cannot learn 100% through online learning. In some cases, Hybrid learning is not the only one of learning system which can be conducted but at least it is a supporting system model to make easier of lecturers on delivering material of learning activity. There are many advantages of the use of hybrid learning in teaching and learning activity, such as learners can learn in flexible condition with the time, space and time which can be arranged, learners can independently learn to construct their knowledge, learners can use unlimited technology in this case internet

to browse or search the additional material easily and still learners can keep in touch with their friends and lecturers although through online.

Practically, lecturers can combine the conventional (offline) and technology (online/e learning/LMS). In other words, lecturers can use half in technology and half in conventional. Still, preparing instructional design is a must for all lecturers for gaining and achieving proper result from teaching and learning activities. As Smith and Ragan (2012) said that instructional design is the systematic and reflective process of translating principles of learning and instruction into plans for instructional material, activities, information resources, and evaluation. Moreover, ICARE model as systematic instructional design can be implemented as the phases of teaching activities not only in conventional teaching (offline learning) but also in online learning (virtual learning).

## CONCLUSION

It can be deduced that based on the result of learning activities already conducted, it is found that all learners really enjoy and enthusiastic in joining the learning activities through implementing ICARE model in hybrid learning approach that is through online and offline learning. In online learning, learning management system (e learning) is used as media on teaching and learning and meanwhile offline learning as traditional or conventional learning is still used for making the practical teaching becomes vividly real. The effectiveness of ICARE in hybrid learning approach can be real seen from the learners' participation in online learning whereas mostly learners are still consistent joining the LMS or online class learning until last meetings. Besides that the result of teaching performance test from offline learning in 4 meetings found that the calculation of score gained 100%, learners have satisfied score that is 7 get excellence score and the rests are satisfied. It means this research can be categorized success on conducting teaching and learning activities through ICARE model in hybrid learning in teaching learning activities

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