REFERENCES

- Adams, W. C. (2015). Conducting semi-structured interviews. *Handbook of practical program evaluation*, *4*, 492-505.
- Anderson, T., & Elloumi, F. (Eds.). (2004). Theory and Practice of Online Learning (Ebook).
- Anderson, T. (Ed.). (2008). *The theory and practice of online learning*. Athabasca University Press.
- Atkins, K. (2008). *Narrative identity and moral identity: A practical perspective*. Routledge.
- Baxter, P., & Jack, S. (2008). Qualitative case study methodology: Study design and implementation for novice researchers. *The qualitative report*, 13(4), 544-559. <u>https://doi.org/10.46743/2160-3715/2008.1573</u>
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative research in psychology*, *3*(2), 77-101. https://doi.org/10.1191/1478088706qp063oa
- Davenport, J. J. (2012). Narrative identity, autonomy, and mortality: From Frankfurt and MacIntyre to Kierkegaard. Routledge.
- Efriana, L. (2021). Problems of online learning during covid-19 pandemic in EFL classroom and the solution. *JELITA*, 38-47. Retrieved from https://jurnal.stkipmb.ac.id/index.php/jelita/article/view/74
- Field, J., & Morgan-Klein, N. (2010). Studenthood and identification: higher education as a liminal transitional space. In 40th Annual SCUTREA Conference. University of Warwick. Retrieved from <u>http://hdl.handle.net/1893/3221</u>
- Flanagan, O. (1996). Self Expressions: Mind, Morals, and the Meaning of Life.Oxford: O xford University Press.
- Gee, J. P. (2000). Chapter 3: Identity as an analytic lens for research in education. *Review of research in education*, 25(1), 99-125. <u>https://doi.org/10.3102/0091732X025001099</u>
- Hughes, G. (2007). Diversity, identity and belonging in e-learning communities:
 Some theories and paradoxes. *Teaching in higher education*, 12(5-6), 709-720. https://doi.org/10.1080/13562510701596315

- Holler, C., & Klepper, M. (Eds.). (2013). *Rethinking narrative identity: Persona* and perspective (Vol. 17). John Benjamins Publishing.
- Holley, K. A., & Taylor, B. J. (2009). Undergraduate student socialization and learning in an online professional curriculum. *Innovative Higher Education*, 33(4), 257-269. <u>https://doi.org/10.1007/s10755-008-9083-y</u>
- Irawan, A. W., Dwisona, D., & Lestari, M. (2020). Psychological impacts of students on online learning during the pandemic COVID-19. KONSELI: Jurnal Bimbingan dan Konseling (E-Journal), 7(1), 53-60. <u>https://doi.org/10.24042/kons.v7i1.6389</u>
- James, W., Burkhardt, F., Bowers, F., & Skrupskelis, I. K. (1890). *The principles* of psychology (Vol. 1, No. 2). London: Macmillan.
- Korsgaard, C. M. (2009). *Self-constitution: Agency, identity, and integrity*. OUP Oxford.
- Krause, K. L., Hartley, R., James, R., & McInnis, C. (2005). The first year experience in Australian universities: Findings from a decade of national studies.
- Ke, F., Chávez, A. F., Causarano, P. N. L., & Causarano, A. (2011). Identity presence and knowledge building: Joint emergence in online learning environments?. *International Journal of Computer-Supported Collaborative Learning*, 6(3), 349-370. http://www.doi.org/10.1007/s11412-011-9114-z
- Lizzio, A., Wilson, K., & Simons, R. (2002). University students' perceptions of the learning environment and academic outcomes: implications for theory and practice. *Studies in Higher education*, 27(1), 27-52. <u>https://doi.org/10.1080/03075070120099359</u>
- Lowenthal, P. R., & Dennen, V. P. (2017). Social presence, identity, and online learning: Research development and needs. *Distance Education*, 38(2), 137-140 <u>https://doi.org/10.1080/01587919.2017.1335172</u>
- MacFarlane, K. (2018). Higher education learner identity for successful student transitions. *Higher Education Research & Development*, 37(6), 1201-1215. <u>https://doi.org/10.1080/07294360.2018.1477742</u>
- Moore, M. G., & Kearsley, G. (2005). Distance education: A systems view. Belmont, CA: Thomson Wadsworth.

- Moore, M. G. (2007). Web 2.0: Does it really matter? https://doi.org/10.1080/08923640701595183
- Peters, A. K. (2014). *The role of students' identity development in higher education in computing* (Doctoral dissertation, Uppsala University).
- Phirangee, K., & Malec, A. (2017). Othering in online learning: An examination of social presence, identity, and sense of community. *Distance Education*, 38(2), 160-172. <u>https://doi.org/10.1080/01587919.2017.1322457</u>
- Sung, E., & Mayer, R. E. (2012). Five facets of social presence in online distance education. *Computers in Human Behavior*, 28(5), 1738-1747. <u>http://dx.doi.org/10.1016/j.chb.2012.04.014</u>
- Sarbin, T. R. (2005). The poetics of my identities. *Narrative identities: Psychologists engaged in self construction*, 13-35
- Scheibe, K. E. (2005). Lessons from Relics about Self and Identity. *Narrative Identities: Psychologists Engaged in Self-Construction*, 36.
- Sweeney, J., Liu, Q., & Evans, G. (2021). Investigating the impact of online learning one engineering students' socialization experiences during the pandemic. *Proceedings of the Canadian Engineering Education Association (CEEA)*. https://doi.org/10.24908/pceea.vi0.14864
- Toquero, C. M. (2020). Challenges and opportunities for higher education amid the COVID-19 pandemic: The Philippine context. *Pedagogical Research*, 5(4). Retrieved from <u>https://eric.ed.gov/?id=EJ1263557</u>
- Vuorela, M., & Nummenmaa, L. (2004). How undergraduate students meet a new learning environment?. *Computers in Human Behavior*, 20(6), 763-777. <u>https://doi.org/10.1016/j.chb.2003.11.006</u>
- Weidman, J. C., DeAngelo, L., & Bethea, K. A. (2014). Understanding student identity from a socialization perspective. New Directions for Higher Education, 2014(166), 43-51. <u>https://doi.org/10.1002/he.20094</u>
- Yin, R. K. (2011). Applications of case study research. sage.