

Evaluation of Online Learning at Public Junior High School 2 Gorontalo

Nuzlan Botutihe¹, Widya Kurniati Mohi¹

¹Public Administration Study Program, Faculty of Social Sciences, University of Muhammadiyah Gorontalo, Indonesia

Abstract. *The purpose of this research is to assess online learning at SMP Negeri 2 Gorontalo due to the COVID-19 pandemic. A research that was exploratory, descriptive, and used a qualitative research design was used for data collection. This study employed the use of interviews, observations and secondary data collection. The study shows that online learning at the school had various problems experienced such as low user engagement, no discipline, poor direct contact between the students and the teachers, improper training techniques, and technical difficulties. From the same factors, the standard of education as well as student performance was affected negatively.*

Keywords: *Online Learning, Student Participation, Educational Evaluation, Technological Barriers*

Received: January 2, 2022

Revised: February 19, 2022

Accepted: March 3, 2022

INTRODUCTION

Currently, the development of science and technology has brought about changes in all aspects of human life. At this time it takes a society that has competitive human resources in the mastery of science and technology in order to be able to face today's competition and challenges. In facing today's competition, one must have one of the basics to form professional and quality human resources who master science and technology and are able to produce output. Quality human resources certainly cannot be separated from the problem of education (Sa'dullah & Hidayatullah, 2020; Rigby & Ryan, 2018). Education is a process in shaping, directing and developing one's personality and abilities (Piiroto, 2021; Morris, 2019). School is a formal institution as a forum for studying, teaching and learning activities and producing superior resources (Ochieng & Gyasi, 2021; Amirudin & Muzaki, 2019). In order for the teaching and learning process to run smoothly, all students must obey the rules with a high sense of discipline. Discipline behavior is very much needed in fostering the development of students towards a better future (Porter, 2020; Welsh & Little, 2018; Zins & Elias, 2007). Because of the importance of discipline, students who have high discipline will show their readiness to take lessons at school. In school institutions are educational institutions that component and systematically carry out guidance, teaching, and training programs in order to help students to be able to develop their potential, both concerning aspects of morals, ways of thinking and social.

According to Aguado & Retolaza (2020) and Friedland & Jain (2022), to be able to learn effectively and efficiently is an awareness of personal responsibility and the belief that learning is for self-interest and organizational development, the management of students is an activity or action in order to provide optimal conditions for the teaching and learning process to take place effectively. In such a learning strategy, teaching and learning interactions occur between teachers and students. Interaction in learning and teaching as a system will be faced with a number of components that are interrelated and cannot be separated without one of these components, so the interaction process will never occur optimally if one of these components does not meet. All aspects of these components are related to online learning systems that involve teachers,

students, parents, infrastructure suggestions and human resource capabilities (Tam et al., 2018; Lawson, 2004). This system makes participants must be able to manage study time and do their work well and understand all the things that are actually done in an online system. In addition to how the strategies or methods used in the teaching and learning process, the role of evaluation is very necessary, because the results of the evaluation, a teacher will know what things must be improved or maintained in achieving the objectives of the learning (Martin et al., 2019; Tai et al., 2018; Irons & Elkington, 2021).

The purpose of the learning evaluation is to determine the effectiveness and efficiency of the learning system, both regarding the objectives, materials, media and methods used in an assessment or measurement (Al-Fraihat et al., 2020; Kintu et al., 2017). While the specific purpose of learning evaluation is adjusted to the type of learning evaluation itself, such as evaluation of planning and development to program evaluation. In the current era of modern technology, the online system is an alternative in the learning process so that the evaluation process becomes effective and efficient. At this time online learning is used to express all activities that use computers, the internet and other media. This is in line with the Decree of the Minister of Education and Culture No. 4 of 2020 concerning the Implementation of Education Policies in the Emergency Period for the Spread of Corona Virus Disease 2019 (COVID-19), which explained that the entire face to face learning process was changed to an online system in order to break the chain of the spread of Covid-19 and the Minister of Education Regulation and Culture No. 109 of 2013 regarding the characteristics of online learning.

Many research studies on online learning have been carried out as comparison material with other research studies including Research by Elisnawati, 2019. With the title of research entitled "Evaluation of E-Learning Implementation in Learning at SMA It Ar-Raihan Bandar Lampung" The similarities in this study is in terms of focus on evaluation, the similarity lies in the method used in previous qualitative research, while the difference in terms of the use of theory and the locus of previous and current research. Research by Fajar Abdul Majid, et al, 2020. The title of the study is Student Learning Discipline in Distance Learning (Study From Home) in the Covid-19 Emergency Period at Muhammadiyah 9 Yogyakarta Middle School in the 2019/2020 Academic Year. The similarities in this study are in terms of the focus on online learning, while the difference lies in the methods used in previous quantitative research, in terms of the use of theory and the locus of previous and current research.

SMP Negeri 2 Gorontalo is currently implementing an online learning system, like other schools in general. Participants are required to be able to plan their learning activities well, control their study time, have the endurance to complete their assignments, and be able to arrange plans to achieve the goals or objectives set by each school organization. In fact, in the field, many students are hindered by the ability to have technological devices, for example not having a laptop or cellphone, limited quotas, and network strength, which often occur obstacles that hinder the online learning process. Furthermore, many human resources lack expertise in the use of communication information technology which is still manual using power point so that monotonous types of teaching often occur during online learning, in research by Vrgović et al. (2022) and Gupta & Jain (2017). Human resources do not have creativity or innovation in learning so that students also do not have development or progress in learning.

This can make students easily feel bored during learning and result in ineffective online learning. Another thing is saturation, which can be felt by both teachers and students during a long period of learning (Bakker et al., 2019; Goodall, 2018; Ten Hove et al., 2017). Saturation can result in the learning process being ineffective or optimal. In understanding online learning methods, misunderstandings often occur as well as obstacles in the learning process. In this case filling out the attendance list or absent online, it takes quite a long time due to poor network conditions. Researchers have the assumption that discipline is very important to be instilled in students because with the cultivation of a disciplined attitude it will make good behavior. Human resources are also the most important component that must have quality knowledge, especially those related to improving the quality of education as well as supporting infrastructure so that

learning is carried out effectively and efficiently (Indrawati & Kuncoro, 2021; Komalasari et al., 2020).

Judging from the interpretation of the evaluation results, the evaluation approach according to Giri (2020) and Somel (2019) is divided into two, namely the traditional approach that is oriented towards evaluation practices that have been running so far in schools which are aimed at the development of the intellectual aspects of students and the System approach is the totality of various components that are interconnected and dependency. If the system approach is related to evaluation, the discussion will focus more on the evaluation component, which includes requirements and feasibility components, input components, process components, and product components. The purpose of this study was to determine the extent of online learning at SMP Negeri 2 Gorontalo.

METHODS

The most appropriate method to use in this study is a qualitative research method with a descriptive approach. This method has been used in research to describe the evaluation of online learning at SMP Negeri 2 Gorontalo. This study focuses on data collection through interviews, observations, and recording secondary data related to the research problem. With a descriptive approach, this study aims to reveal the process and meaning of online learning evaluation, so that it can provide an in depth picture of the effectiveness and challenges in implementing online learning in the school. This method is appropriate to use because it allows researchers to explore complex phenomena such as online learning evaluation comprehensively, from various perspectives, and in a natural context. In addition, this method supports the collection of rich and in depth data needed to understand the factors that influence the success and failure of online learning in this school.

RESULTS AND DISCUSSION

In essence, evaluation is the final report of the learning process, more specifically reports on the progress and development of student learning or students. Therefore, it can be said that evaluation is the responsibility of educators or teachers as well as the school in carrying out the learning process. Evaluation is the most important part of the control part of an instructional or functional system. Evaluation in education is an important factor that is used as a benchmark in the success of the education process by teachers and students, namely students (Agasisti & Zoido, 2018; Van Dinther et al., 2011). Several things related to evaluation make evaluation very important to carry out because in it there is supervision and control of a system and goals to be achieved by an organization.

Judging from the interpretation of the evaluation results, the evaluation approach according to Giri (2020) is divided into two, the traditional approach that is oriented towards evaluation practices that have been running so far in schools which are aimed at the development of the intellectual aspects of students and the System approach is the totality of various components that are interrelated and dependent. If the system approach is related to evaluation, the discussion will focus more on the evaluation component, which includes requirements and feasibility components, input components, process components, and product components. In the implementation of learning to determine the success or failure of a lesson, an evaluation is carried out as a determining step for success in a teaching and learning activity. It is the same with online learning that is carried out at SMP Negeri 2 Gorontalo as a form of determining success carried out by the school. As a form, according to the results of the researcher's interviews with several informants associated with the evaluation indicators, namely:

Traditional Approach

In this approach, it is considered that the evaluation of learning is more emphasized on expertise than process. In this approach, students are focused on their intellectual abilities. Students or students are required to be able to master the subject without paying attention to the components of the process in the learning.

In this case, the traditional approach in evaluating learning is more about quality than student learning outcomes rather than how the student learning process or students are basically. Although the process is important and fundamental, this approach focuses on quality results rather than human resources for both educators and students.

For online learning, it is carried out on the basis of regulations and the Circular of the Minister of Education and Culture Number 4 of 2020 concerning the Implementation of Education Policies in the Emergency Period for the Spread of Corona virus Disease 2019 (Covid-19) explaining that the teaching and learning process at all school levels will be carried out at home through online or distance learning. . School closures are based on evidence that reducing physical and social contact between students can reduce virus to human transmission and reduce the number of health workers caring for patients. This online or distance learning system applies from March 2020 and until now the Ministry of Education and Culture has not allowed schools to carry out face to face learning even though there has been a distribution of safe zones for the spread of COVID-19. The COVID-19 pandemic that has affected the world of education is an unprecedented situation for teachers, parents, and students. Even so, the government continues to strive for the implementation of learning to continue, one of which is through online learning.

Online learning is carried out at SMP Negeri 2 Gorontalo through pre planned stages. Online learning is carried out as an alternative to learning other than face to face. In accordance with the conclusion of interviews with several informants that the quality of online learning cannot be measured, due to several obstacles encountered during learning. For students, innovation and creativity are lacking in doing assignments because they always rely on the help of parents, the media or other people who make students not develop.

Likewise what happened in the field, the researchers observed directly that this online learning did not make students better but made student achievement decline. Where their mindset is only about how to do important tasks and will be assessed by the teacher. They are not serious in doing the task. lack of discipline in the learning process in this case students before the teaching and learning process begins by filling in the absences, what happens is that students are often late and even enter the lesson later the hour is about to end. This makes the teaching and learning process ineffective. The description is based on an unsupported network, because the network access is far from where they live, so students find it difficult to enter at the hours set by the teacher. The most important thing for students is that it is important to attend and do assignments without thinking about the results they get.

This should be a concern for the authorities, to pay more attention and control and supervise the learning process that is currently being carried out effectively or even harming the students themselves and making the school have to play an active role in completing online learning to be maximally in accordance with what is expected.

System Approach

In this approach, evaluation is emphasized on the components that must be the basis for systematic online learning, starting from input, process to output. The learning method is the most important part in carrying out the learning process at SMP Negeri 2 Gorontalo. Learning should be carried out in an interesting way that is able to arouse student interest in carrying out online learning when it is carried out as an alternative to face to face learning. The learning process and objectives are carried out in the form of expectations that are communicated through questions by describing the desired changes in students or students, namely statements about what students want after completing the learning process. A learning strategy is an action taken to use a method that will be applied to the teaching and learning process in accordance with the objectives of online learning. But in reality, the learning process in the network that is presented also has shortcomings in its implementation at SMP Negeri 2 Gorontalo, it is like there are still students who have problems with the implementation of distance learning with the online system, and the emergence of student saturation in participating in learning with the system on line.

The online learning evaluation carried out contained several assessments of the implementation of e-learning that had been implemented, namely the availability that had been designed to facilitate learning so that it could be enjoyed by all parties from the school as the organizer and students as the implementer. However, students have not mastered or understood e-learning. Learning with e-learning requires a strategy in delivering the material. However, in learning that uses e-learning or online methods, not all subjects can be applied and not all chapters in learning materials can also be applied using e-learning methods. So that the implementation of what is done by the teacher has not been maximized.

Learning opportunities are lacking in interaction, students are only absent while teachers or educators also only upload material so that there is no maximum interaction in the e-learning. Human resources in this case still lack the expertise to make learning effective. The implementation of online learning requires an evaluation step to determine the level of achievement of the quality of education. The online learning conditions discussed in this study consist of student participation in online learning, teachers as supporting staff and network or application media used during online learning, network quality, online learning implementation instructions, material quality, discussion time during learning as a component than online learning. The delivery of learning will take place well if the methods applied are appropriate and the strategies or procedures that have been planned by the school. Between educators and students must be able to master technology and also an adequate network so that there is discipline in learning. Learning design has important indicators that must be in it, namely using methods that are applied to learning objectives and evaluation of learning.

Key Findings from the Interviews

Interview with Teachers:

"We have difficulty in creating an interesting learning atmosphere online. Many students are bored because the learning methods used are not varied enough and are only based on static presentations."

"Another obstacle is that the time for interaction with students is very limited. I can only provide materials and assignments, but there is not enough time for in depth discussions or to answer all student questions."

Interview with Students:

"I often have difficulty following lessons because the internet signal at home is unstable. Sometimes I can't log in to online classes on time."

"Online lessons are often boring because we only listen to the teacher talking. I wish there were more interactive activities, but time is always limited."

Interview with Parents:

"My child has difficulty with the assignments given online because there is not enough explanation from the teacher. We also have to divide our time with other household chores, which sometimes makes my child lose focus."

"We do not have adequate devices for online learning. My child can only use a cellphone, which is not enough to follow all classes effectively."

Interviews with various informants at SMP Negeri 2 Gorontalo revealed several important issues related to the implementation of online learning that has been going on during the pandemic. One prominent problem is the lack of student discipline in participating in online learning. Many students are often late to virtual classes and are less serious in doing the assignments given. This may be due to the lack of direct supervision from teachers and the inability of students to adapt to the new learning format. This low discipline results in low student participation in teaching and learning activities and, ultimately, reduces the quality of learning itself. In addition to discipline issues, technological limitations are also a major obstacle in

implementing online learning at this school. Many students do not have adequate devices such as laptops or smartphones needed to access virtual classes effectively. Even when devices are available, unstable and limited internet access often hinders students from attending classes consistently. This uneven access to technology creates a gap in student's learning experiences, where some students can follow lessons smoothly, while others are left behind due to technical problems beyond their control.

In addition, interviews also revealed that the lack of creativity and innovation of teachers in delivering lesson materials online is a challenge in itself. Many teachers still use traditional learning methods that are ineffective in the online format, such as using static, monotonous presentations. This teaching method fails to engage students and makes them more likely to feel bored and less motivated to learn. The lack of variation in online teaching methods suggests the need for further training for teachers in using technology creatively and effectively to increase student engagement. Lastly, interviews revealed that interactions between teachers and students were very limited during online learning sessions. These interactions generally only occurred during formal class sessions, with very little time allocated for additional discussions or individual guidance. This lack of interaction time means that students do not have enough opportunities to ask questions or get clarification on material that is difficult to understand. As a result, students may feel frustrated or less motivated to learn, as they feel they are not getting enough support from their teachers. This lack of interaction can also reduce the opportunity for teachers to understand student's individual needs and adjust their teaching approaches accordingly.

Overall, the findings from these interviews highlight several critical issues that need to be addressed to improve the effectiveness of online learning at SMP Negeri 2 Gorontalo. Addressing student discipline issues, increasing access to technology, adding creativity to teaching methods, and expanding interaction time between teachers and students are important steps to ensure that online learning can be a productive and rewarding experience for all students.

Observation Data and Secondary Recording

Data obtained from observations and secondary data recording in this study provide a deeper picture of the challenges and problems faced in online learning at SMP Negeri 2 Gorontalo. One of the main findings from the observation data is a significant decline in student participation during online learning. The graph measuring student attendance in online class shows that, as the semester progresses, more and more students are absent or do not complete assignments on time. At the beginning of the semester, class attendance and assignment completion were at a relatively high level. However, over time, there was a drastic decline in both indicators. This suggests that students may be starting to lose interest or motivation to actively participate in online classes, which can be triggered by a number of factors including technological limitations, boredom, or fatigue due to distance learning. In addition, the data also shows that the quality of learning materials provided during online learning is often inadequate. The materials presented by teachers are generally less varied and not interactive enough to attract student's attention. Much of the material is presented only in the form of PowerPoint presentations or monotonous written documents, which cannot motivate students to learn enthusiastically. The lack of variety and interactivity in the material made students feel bored and uninterested, thus negatively impacting their participation and understanding of the subject matter. This suggests that effective online learning methods require more than simply adapting traditional learning materials to a digital format a more creative and interactive approach is needed to maintain student interest.

Furthermore, academic performance data showed a decline in student achievement during online learning compared to face to face learning. Students average grades in various subjects declined throughout the semester, reflecting the challenges they faced in adapting to this new learning format. This decline in academic performance may be due to several factors, including lack of discipline, difficulty understanding the material presented online, and lack of direct support from teachers. In face to ace learning, students have the opportunity to ask

questions directly to teachers and get immediate feedback, which is essential for a deep understanding of the material. However, in online learning, this interaction is limited, which can result in students having difficulty understanding more complex concepts.

Overall, the data from these observations and secondary records suggest that online learning at SMP Negeri 2 Gorontalo faces several serious challenges. Declining student participation, poor quality of materials, and declining academic performance all point to the need for improvements in the approach and implementation of online learning. To improve the effectiveness of online learning, greater efforts are needed to develop more engaging and interactive learning materials, improve technology access and skills for students and teachers, and provide more opportunities for interaction and feedback during online classes.

Analysis of Student Discipline and Participation

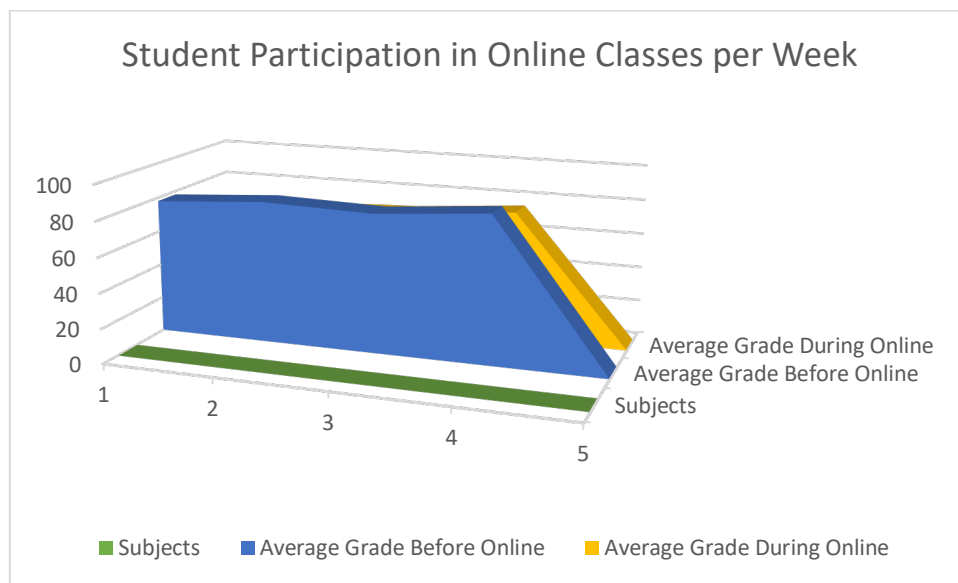


Figure 1. Student Participation in Online Classes per Week

The figure above shows that there are 2 factors that can be linked, namely technological unpreparedness and loss of learning motivation. These factors have a significant impact on student participation and engagement in online classes, which in turn affects their academic achievement.

First, technological unpreparedness is one of the main obstacles that hinders student discipline and participation. Many students do not have adequate access to technological devices such as laptops or smartphones that are needed to effectively participate in online classes. In addition, the problem of limited internet access is also a significant obstacle. Several students complained that the internet signal at their homes was unstable, so they were often late for class or even unable to attend class at all. This shows that technological unpreparedness not only affects student's ability to attend on time but also disrupts their overall learning experience, which ultimately impacts their engagement and motivation.

Second, loss of motivation is another factor that affects student discipline in online learning. Online learning that tends to be monotonous and less interactive causes students to feel bored and less motivated to learn. Based on the results of interviews with several students, many of them felt that the teaching methods used were not interesting enough and only focused on static presentations without any interactive activities that could trigger their interest in learning. As a result, learning motivation decreases, which is reflected in increased absenteeism and decreased participation in online classes. The lack of direct interaction between teachers and students also worsens the situation, as students feel less cared for and lack the guidance needed to understand the learning material well.

Overall, the lack of student discipline and participation in online learning at SMP Negeri 2 Gorontalo is caused by a combination of technological unpreparedness and loss of learning motivation. These two factors are interrelated and exacerbate each other, creating significant challenges for schools in their efforts to improve the effectiveness of online learning. To address this issue, there needs to be increased access to technology and more innovative teaching approaches to maintain student motivation and engagement during online learning.

Impact on Academic Performance

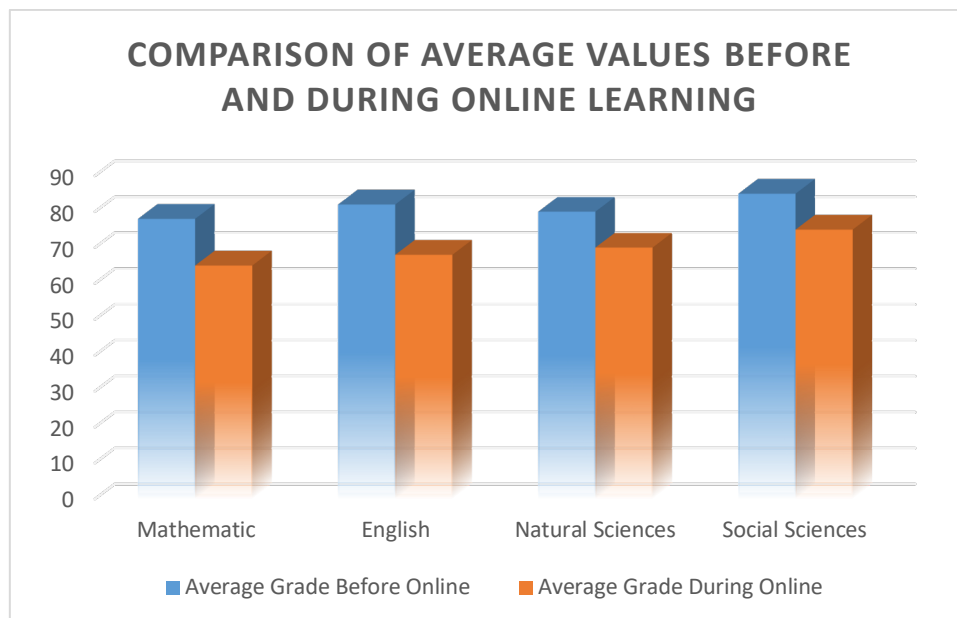


Figure 2. Comparison of Average Values before and During Online Learning

The figure above shows a comparison of the average scores before and during online learning at SMP Negeri 2 Gorontalo showing a significant decline in each main subject. This decline indicates the challenges faced by students in adjusting to the online learning format and also illustrates some weaknesses in the implementation of distance learning methods.

In Mathematics, students average scores decreased from 78 to 65 during online learning. This 13 point decline is an indication that students have difficulty understanding mathematical concepts that may require more in depth explanations and direct interaction with teachers. The lack of in depth interaction during online learning and limited opportunities to ask questions can cause students to have difficulty understanding more complex material, such as that commonly found in Mathematics.

English also showed a decline in average scores from 82 to 68, a decline of 14 points. This decline may be due to the difficulty in understanding language based materials in an online format. English learning often requires more discussion and interaction to develop speaking, listening, reading, and writing skills effectively. These limitations not only affected student's understanding of the material, but also their communication skills, which became more difficult to improve without direct interaction and proper feedback.

In science, students average scores dropped from 80 to 70, representing a 10 point decrease. This subject often requires experimental and demonstration based learning that is difficult to implement effectively in online learning. The lack of a practical component in online learning can make it difficult for students to deeply understand scientific concepts, contributing to their declining scores.

Finally, social studies also saw an average score drop from 85 to 75, representing a 10 point decrease. While this decrease was smaller than other subjects, it is still significant. Social studies learning often requires extensive discussion and a deep understanding of historical or

geographical context, which can be less effectively conveyed through online learning. The limitations in interactive teaching and critical discussion may have hindered students understanding, resulting in the observed decline in scores.

The results of this study indicate that online learning at SMP Negeri 2 Gorontalo faces a number of significant challenges, including lack of student discipline, limitations in technology and access, and lack of creativity in teaching methods. To improve the effectiveness of online learning, efforts are needed to improve access to technology for students, additional training for teachers in the use of more innovative online learning methods, and increase the time and quality of interaction between teachers and students.

CONCLUSION

Based on the findings of the study, the researcher is able to hold that the strategic use of online learning has not been successful at SMP Negeri 2 Gorontalo. Some of them were student's lack of participation and compliance with class rules, restrictions on a teacher's ability to come up with an innovative approach to the subject matter, and problems with technology, like unreliable internet connection. They included a decrease in student performance and little efforts that were being put in to transform the general approach to learning. To solve these problems the technological infrastructure should be enriched to support online learning, teachers should be trained how to conduct online classes effectively, and to provide enough student teacher communication to support the delivery of online classes.

REFERENCES

- Agasisti, T., & Zoido, P. (2018). Comparing the efficiency of schools through international benchmarking: Results from an empirical analysis of OECD PISA 2012 data. *Educational Researcher*, 47(6), 352-362. <https://doi.org/10.3102/0013189X18777495>
- Aguado, R., & Retolaza, J. L. (2020). Humanistic management in the corporation: From self-interest to dignity and well-being. *Virtuous Cycles in Humanistic Management: From the Classroom to the Corporation*, 151-161. https://doi.org/10.1007/978-3-030-29426-7_9
- Al-Fraihat, D., Joy, M., & Sinclair, J. (2020). Evaluating E-learning systems success: An empirical study. *Computers in human behavior*, 102, 67-86. <https://doi.org/10.1016/j.chb.2019.08.004>
- Amirudin, A., & Muzaki, I. A. (2019). Life Skill Education And It's Implementation In Study Programs Islamic Religious Education. *Jurnal Tarbiyah*, 26(2). <http://dx.doi.org/10.30829/tar.v26i2.485>
- Bakker, E. J., Verhaegh, K. J., Kox, J. H., van der Beek, A. J., Boot, C. R., Roelofs, P. D., & Francke, A. L. (2019). Late dropout from nursing education: An interview study of nursing students' experiences and reasons. *Nurse education in practice*, 39, 17-25. <https://doi.org/10.1016/j.nepr.2019.07.005>
- Bhagwat, R., & Sharma, M. K. (2007). Performance measurement of supply chain management: A balanced scorecard approach. *Computers & industrial engineering*, 53(1), 43-62. <https://doi.org/10.1016/j.cie.2007.04.001>
- Friedland, J., & Jain, T. (2022). Reframing the purpose of business education: Crowding-in a culture of moral self-awareness. *Journal of Management Inquiry*, 31(1), 15-29. <https://doi.org/10.1177/1056492620940793>
- Giri, A. K. (2020). Learning the Art of Wholeness: Sri Aurobindo's Philosophy of Education. In *Vision of Education in India* (pp. 55-86). Routledge. <https://doi.org/10.4324/9781003124306>
- Goodall, C. (2018). 'I felt closed in and like I couldn't breathe': A qualitative study exploring the mainstream educational experiences of autistic young people. *Autism & Developmental*

- Gupta, V., & Jain, N. (2017). Harnessing information and communication technologies for effective knowledge creation: Shaping the future of education. *Journal of enterprise information management*, 30(5), 831-855. <https://doi.org/10.1108/JEIM-10-2016-0173>
- Indrawati, S. M., & Kuncoro, A. (2021). Improving competitiveness through vocational and higher education: Indonesia's vision for human capital development in 2019–2024. *Bulletin of Indonesian Economic Studies*, 57(1), 29-59. <https://doi.org/10.1080/00074918.2021.1909692>
- Irons, A., & Elkington, S. (2021). *Enhancing learning through formative assessment and feedback*. Routledge. <https://doi.org/10.4324/9781138610514>
- Kintu, M. J., Zhu, C., & Kagambe, E. (2017). Blended learning effectiveness: the relationship between student characteristics, design features and outcomes. *International Journal of Educational Technology in Higher Education*, 14, 1-20. <https://doi.org/10.1186/s41239-017-0043-4>
- Komalasari, K., Arafat, Y., & Mulyadi, M. (2020). Principal's management competencies in improving the quality of education. *Journal of social work and Science Education*, 1(2), 181-193. <https://doi.org/10.52690/jswse.v1i2.47>
- Lawson, H. A. (2004). The logic of collaboration in education and the human services. *Journal of interprofessional care*, 18(3), 225-237. <https://doi.org/10.1080/13561820410001731278>
- Martin, F., Ritzhaupt, A., Kumar, S., & Budhrani, K. (2019). Award-winning faculty online teaching practices: Course design, assessment and evaluation, and facilitation. *The Internet and Higher Education*, 42, 34-43. <https://doi.org/10.1016/j.iheduc.2019.04.001>
- Morris, T. H. (2019). Self-directed learning: A fundamental competence in a rapidly changing world. *International Review of Education*, 65(4), 633-653. <https://doi.org/10.1007/s11159-019-09793-2>
- Ochieng, V. O., & Gyasi, R. M. (2021). Open educational resources and social justice: Potentials and implications for research productivity in higher educational institutions. *E-Learning and Digital Media*, 18(2), 105-124. <https://doi.org/10.1177/2042753021989467>
- Piirto, J. (2021). *Talented children and adults: Their development and education*. Routledge. <https://doi.org/10.4324/9781003238485>
- Porter, L. (2020). *Student behaviour: Theory and practice for teachers*. Routledge. <https://doi.org/10.4324/9781003117520>
- Rigby, C. S., & Ryan, R. M. (2018). Self-determination theory in human resource development: New directions and practical considerations. *Advances in developing human resources*, 20(2), 133-147. <https://doi.org/10.1177/1523422318756954>
- Sa'dullah, A., & Hidayatullah, M. F. (2020). Design of Improving The Quality of Human Resources Based on Islamic Schools in Anak Saleh Foundation, Malang City. *Nazhruna: Jurnal Pendidikan Islam*, 3(2), 260-272. <https://doi.org/10.31538/nzh.v3i2.740>
- Somel, R. N. (2019). *A relational approach to educational inequality: Theoretical reflections and empirical analysis of a primary education school in Istanbul*. Springer. <https://doi.org/10.1007/978-3-658-26615-8>
- Tai, J., Ajjawi, R., Boud, D., Dawson, P., & Panadero, E. (2018). Developing evaluative judgement: enabling students to make decisions about the quality of work. *Higher education*, 76, 467-481. <https://doi.org/10.1007/s10734-017-0220-3>

- Tam, V. C., Chan, J. W., Li, S. C., & Pow, J. (2018). Developing and managing school human capital for information and communication technology integration: a case study of a school-based e-learning project in Hong Kong. *International Journal of Leadership in Education*, 21(4), 447-461. <https://doi.org/10.1080/13603124.2017.1318958>
- Ten Hoeve, Y., Castelein, S., Jansen, G., & Roodbol, P. (2017). Dreams and disappointments regarding nursing: Student nurses' reasons for attrition and retention. A qualitative study design. *Nurse education today*, 54, 28-36. <https://doi.org/10.1016/j.nedt.2017.04.013>
- Van Dinther, M., Dochy, F., & Segers, M. (2011). Factors affecting students' self-efficacy in higher education. *Educational research review*, 6(2), 95-108. <https://doi.org/10.1016/j.edurev.2010.10.003>
- Vrgović, P., Pekić, J., Mirković, M., Anderla, A., & Leković, B. (2022). Prolonged emergency remote teaching: sustainable e-learning or human capital stuck in online limbo?. *Sustainability*, 14(8), 4584. <https://doi.org/10.3390/su14084584>
- Welsh, R. O., & Little, S. (2018). The school discipline dilemma: A comprehensive review of disparities and alternative approaches. *Review of educational research*, 88(5), 752-794. <https://doi.org/10.3102/0034654318791582>
- Zins, J. E., & Elias, M. J. (2007). Social and emotional learning: Promoting the development of all students. *Journal of Educational and Psychological consultation*, 17(2-3), 233-255. <https://doi.org/10.1080/10474410701413152>