

Online Learning Management to Improve Student's Cognitive Ability (Case Study at SMA Negeri 3 Seram West)

Sophia. S. Puttileihalat¹, R Kempa², P. Rahabav³

Universitas Pattimura

Abstract

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At the beginning of March 2020, in Indonesia the learning process on the formal route was disrupted and could not take place properly due to the emergence of the corona virus outbreak. Anticipating the wider spread of the virus, the government issued an online. The online learning process at SMA Negeri 3 Seram Barat leaves various problems starting from the planning, implementation and evaluation stages of learning. Based on these problems, the research aims to: 1) analyze the online learning planning process that can improve students' cognitive abilities at SMA Negeri 3 Seram Barat? 2) analyze the process of implementing online learning that can improve students' cognitive abilities at SMA Negeri 3 Seram Barat? 3) analyze the process of evaluating online learning that can improve students' cognitive abilities at SMA Negeri 3 Seram Barat? and 4) What are the supporting and inhibiting factors at the planning, implementation and evaluation stages of online learning?. This research is a qualitative type of research. The research subjects were 8 people. The instruments used were: interview guide, observation, and documentation. The data analysis technique used is descriptive-qualitative. The results of the study show that online learning begins in early March 2020. In 2021, teachers are generally equipped with learning tools, including: a simplified curriculum during the Covid-19 period and lesson plans issued by the Maluku Provincial Education and Culture Office. The planning documents that are owned are the Covid Emergency Curriculum, lesson plans, and teaching materials, to be given to students. At the stage of implementing the teacher's learning using zoom free is limited to only 30 minutes. The learning approach used is the scientific approach. Some teacher barriers are difficult to conduct a comprehensive learning assessment, the accentuation of the assessment is only on cognitive abilities.

Keywords: Management, Online Learning and Students' Cognitive Ability

(*) Corresponding Author: sophiaputtileihalat19@guru.sma.belajar.id

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INTRODUCTION

At the beginning of March 2020, in Indonesia, the formal learning process, especially elementary, junior high, high school and even college was disrupted and could not take place properly due to the emergence of the *Corona Virus Disease* 2019 (Covid-19) outbreak. Related to the very fast spread of the virus, the government made a policy to temporarily eliminate face-to-face learning to be replaced with *online* both at the school level and at the college level (Kompri, 2020: 53). The policy was issued on March 24, 2020 through circular letter No. 4 of 2020 concerning the Implementation of Educational Policies in the Emergency Period for the Spread of Covid-19 which was signed by Nadiem Anwar Makarim as

Minister of Education and Culture of the Republic of Indonesia (Subarto, 2020: 14). Based on the contents of the circular, all learning activities in schools are carried out from home in an effort to break the chain of the spread of Covid-19.

Responding to the circular, the West Seram 3 Public High School carried out an *online* starting in the first semester of the 2020/2021 school year. The sudden change in the online learning process due to the Covid-19 pandemic has resulted in the emergence of various problems and even obstacles for both students and teachers and parents of students. An overview of the real conditions experienced during the online learning process at SMA Negeri 3 Seram The following sections:

1. At the beginning of the 2020/2021 school year, teachers were unable to plan the online learning process systematically, so they seemed to teach as is.
2. Teachers are faced with limited learning time which only lasts for thirty minutes via *zoom free*.
3. Teachers do not master IT with various applications that can support the online learning process.
4. Teachers of science subjects such as mathematics, chemistry and physics are very difficult to apply effective learning methods.
5. Not all students have Android phones.
6. The internet network that is sometimes disrupted makes the learning process not run optimally.
7. The increase in the cost of using internet quotas has resulted in not all participants being able to participate in the learning process properly.
8. Teacher learning evaluation only focuses on cognitive assessment.

Another obstacle faced during the online learning process is that parents do not carry out the mentoring function or control function to children properly. In fact, according to Subarto (2020: 15) with online learning, the role carried out by the school has shifted its function to a family unit (Subarto, 2020: 15). It is undeniable that this also affects the psychological condition of students so that the learning process carried out is not optimal.

The online learning management process that is not optimal and not well organized results in the learning outcomes achieved by students are also not optimal. There are students who are able to maintain their grades after an evaluation, but there are also students who cannot maintain or improve their learning outcomes and even tend to have lower grades than their previous scores.

Based on the various problems described above, the authors are interested in conducting studies and research with the title "Online learning management to improve students' cognitive abilities (case study at SMA Negeri 3 Seram Barat)".

This study aims to conduct a case study on online learning management to improve students' cognitive abilities at SMA Negeri 3 Seram Barat. Theoretically, the results of this study are expected to add information to knowledge to improve online learning management, while practically it is expected to be input for school principals to apply online learning management to make the learning process more effective under certain conditions.

LITERATURE REVIEW

1. Learning management

According to Ardiansyah in Rujakat (2015: 5) management in a broad sense contains the process of managing how to teach the learner with activities starting from planning, organizing, directing or controlling and assessing. While learning management in a narrow sense is defined as activities that need to be managed by the teacher during the process of interaction with students in the implementation of learning.

Learning is a process carried out by individuals to obtain a new behavior change as a whole as a result of the individual's own experience in interacting with his environment. Surya in (Fadlillah, 2017: 28).

Meanwhile, according to Ambarita (Rujakat, 2016: 5), learning management can be interpreted as the ability of teachers (managers) to utilize existing resources, through activities to create and develop cooperation, so that learning is created between them to achieve educational goals in class effectively and efficiently. efficient.

Thus, learning management is the ability of a teacher to design and create meaningful learning so that students gain knowledge, skills and behavior change to become a generation of intelligent and good character.

There are many kinds of management functions and they are always progressing, both in the form of additions and subtractions in accordance with the development of organizational theory from time to time and adapted to the needs of the organization at that time. To achieve its goals, the organization requires management support with various functions that are tailored to the needs of each organization. Some of the management functions are 1) Planning, 2 organizing, 3) implementation, 4) evaluation, 5) evaluation.

2. Online

learning Online learning is the use of the internet to access materials, to interact with materials, instructors and other learners, to get support during the learning process with the aim of gaining knowledge, creating understanding, and to develop from learning understanding (Ally in Sudarsana et al, 2020: 39).

Virtual/*on-line*, is the implementation of a constructivist psychological approach, which stimulates students to gain the ability to conceptualize new knowledge that can be accessed and updated into a very important component. Students can independently manage their learning and teachers can improve their ability to manage learning through collaboration with their colleagues. Students have the opportunity to access material from other environments, not just from their local environment to broaden their horizons. Thus students can study comfortably and communicate straightforwardly with other students and with teachers *on-line*. teacher community *on-line* is in the e-learning frame. E-learning is a translation of the term *e-learning*. The Ministry of National Education has used the term e-learning, among others in its strategic plan (Depdiknas, 2010).

Online learning or e-learning is often called ICT-based learning. Michael, (2013: 27) *E-learning* is learning that is structured with the aim of

using an electronic system or also a computer so that it is able to support a learning process. (Chandrawati, 2010) *E-learning* is a distance learning process by combining principles in a learning process with technology. Therefore, learning that utilizes internet media, CDs, DVDs, *flash drives* or other similar technologies is categorized as *e-learning*. In this study, e-learning is defined as learning that utilizes internet media. Learning materials are presented in the form of dynamic learning webs and learning communication is done via electronic mail (*e-mail*) and *chat*.

Types of E-learning include:

- 1) -based group learning
WhatsApp has also influenced the teaching and learning process and communication patterns in the learning environment. groups *WhatsApp* used to be two-way communication. For example, to provide information related to learning, sending teaching materials or assignments in the form of text, images, documents and even videos, so that receiving information is more complete and it is easier for educators to check student and student learning outcomes.
- 2) Based *Zoom Conference Meeting*
Distance Learning (PJJ) *Zoom video conference*. The use of this application skyrocketed after the Covid-19 virus outbreak hit the world. It turns out that meetings using *Zoom's video conference* are considered very effective. *platform* is also widely used for *online learning*. Although it is considered to suck up quite a lot of quota, many students and students like to study *online* using *Zoom*. To be able to implement *Zoom*, educators must use technology because to be able to activate *Zoom*, steps are needed because educators will act as *host a meeting*. (Muhamad Arifin, et al 2020: 84)
- 3) -based learning *Edmodo*
Edmodo is a secure learning platform for teachers, students and social media-based schools. *Edmodo* provides a safe and easy way for classroom learning to connect and collaborate with parents. Every task and work given by the teacher can be seen by parents so that parents get the progress of their child's learning development. (Arifin M, 2017: 54) *Edmodo* also helps virtual/virtual classroom teachers for assignments, quizzes, and scoring in each lesson, summarizing the material and providing reinforcement
- 4) Based Learning *Google Classroom*
Google Classroom is very helpful because it can save time, keep classes organized, and improve two-way communication between educators and students. The setup process is quite fast and convenient. Users, especially teachers, can easily access and then distribute tasks to their students. Educators must of course share class codes or register students.
- 5) Web-based Learning
According to Muhamad Arifin, et al (2020: 59) The web-based learning he uses is based on providing additional supplements for students or students when studying. This web-based learning was also developed not only for the lecturers themselves, but also for students or students. To

save paper usage, students in collecting their assignments must have their own website. Thus, students or students also become producers of knowledge in today's digital era.

3. Learning outcomes

According to Muhamad Arifin, et al (2020; 28) that learning outcomes are the occurrence of changes in behavior in a person that can be observed and measured in the form of knowledge (cognitive domain), attitudes (affective domain) and skills (psychomotor domain). To measure cognitive mastery can be used oral tests in class, written tests, and portfolios. Affective assessment for assessing students' attitudes and interests towards subjects and the learning process. Although psychomotor assessment is in the form of a written test, the target is the ability of students to display their work, for example: in the form of tool design, graphic design.

If these three assessment domains can be implemented properly, it will bring changes both to students and in the process of implementing learning. These changes can be interpreted as an increase and development that is better than before and those who do not know become aware. Learning outcomes can be interpreted as the maximum results that have been achieved by students after experiencing the teaching and learning process in studying certain subject matter.

Learning outcomes are not absolute in the form of values, but can be in the form of changes or improvements in attitudes, habits, knowledge, tenacity, fortitude, reasoning, discipline, skills and so on that lead to positive change. Learning outcomes show the actual abilities of students who have experienced the process of transferring knowledge from someone who can be said to be mature or have less knowledge. So with the learning outcomes, people can find out how far students can catch, understand, have certain subject matter.

RESEARCH METHOD

This type of research is qualitative. with data collection techniques with interviews, observation, and documentation. Research informants consist of: 8 people with details: Head of Teacher and Education Personnel Department of Education and Culture of Maluku Province 1 person, headmaster of SMA Negeri 3 Seram Barat 1 person, deputy head of curriculum for SMA Negeri 3 Seram Barat 1 person, and teaching staff 5 people. The data was carried out in a qualitative descriptive manner.

RESULTS AND DISCUSSION

Online Learning

Planning Planning in management plays an important role in improving organizational performance, including school organizations. Teachers as implementers of learning operations are at the forefront of implementing various educational policies. In the context of learning management, the ability of teachers to prepare learning planning documents will determine the success of teachers in implementing learning.

Online learning at SMA Negeri 3 Seram Barat will begin in early March 2020. In the period from March to October 2020, teachers teach modestly, without using lesson plans and the syllabus used is a syllabus that has not been simplified. This situation becomes very natural because online learning is carried out suddenly, as a result both schools, teachers and students are not ready to carry out online learning. In 2021, after a workshop held by the Maluku Provincial Education and Culture Office and continued with the socialization carried out by the curriculum team at SMA Negeri 3 Seram Barat, the teachers were provided with knowledge about simplification of the syllabus and lesson plans for covid conditions. After the socialization was carried out, about 60 percent of the teachers had understood the syllabus and lesson plans for the Covid condition. In that context, not all teachers understand well about these two components. It took enough time for them to understand deeply about the components of the RPP, so the socialization of the simplification of the syllabus and RPP for the Covid condition should be followed up in the school MGMP forum. The results showed that teachers did not prepare an effective annual program, semester and week program, they were more focused on preparing the syllabus and lesson plans for COVID-19 conditions because these two items were new things and needed sufficient time for teachers to master them. Meanwhile, the learning materials for IT-skilled teachers are modified by using PTT, *online* and *games* educational. Teachers who do not master IT provide teaching materials in the form of handouts and worksheets. For the standard assessment of the COVID condition, the teacher also did not prepare it because the teacher did not understand the component in question, the curriculum only prepared a student cognitive assessment document. Overall the percentage achieved by teachers in this aspect is 42.8%.

The results of this study provide a clear picture that the aspects of learning planning have not received serious attention from teachers. This condition is a logical consequence of the Covid-19 disaster by conducting online learning suddenly. In previous studies abroad, it was found that Covid-19 had a psychological impact on students, teachers and even humanity. In this regard, learning planning is very important because the Covid-19 pandemic has had a very broad impact. Copeland et al. (2021) and Fawaz et al. (2021) who investigated the impact of COVID-19 on students' mental health and their coping mechanisms. Copeland et al. (2021) reported that the pandemic had adverse effects on students' behavior and emotional functioning, particularly attention and externalization problems (i.e., mood and health behavior), caused by isolation, economic/health effects, and uncertainty.

In the study of Fawaz et al. (2021), students raised their concerns about learning and evaluation methods, excessive workload, technical difficulties, and confinement. To solve this problem, students actively deal with the situation by seeking help from their teachers and relatives and engaging in recreational activities. This active-oriented student coping mechanism is in line with Carter et al. (2020), which explores student self-regulation strategies.

Implementation of Online Learning

Overall, the components of the implementation stages as stated in the framework of this research are: the approach used in PBM, the methods used in PBM, class

management, learning media used during PBM, the suitability of the learning media used with eye characteristics. lessons and the use of covid-19 standards in the learning process if it is presented as a percentage, the teacher's achievement in its implementation is 88.3%. However, even this percentage achievement cannot be disallowed that the approach points, methods, classroom management and learning media used during PBM have significantly shown success. It is true that teachers have implemented these four points, but in their implementation these four points are not optimal because they are faced with various obstacles or technical problems.

The learning method used in online learning according to the teacher's confession is the lecture and question and answer method, but based on the results of observations and documentation it was found that some teachers included in the lesson plans the method used was the *blended learning*. Some teachers explained that due to the limited duration of the zoom time, which was only 30 minutes, they did not fully carry out the steps in the lesson plans. Thus, the lecture and question and answer method is a solution because it is considered easy in learning and effective because it is in accordance with the duration of the zoom time. The approaches and methods used have not stimulated student learning motivation.

Since the shift from classroom learning to distance learning, there has been research focusing on the impact of these changes on students. Garris and Fleck (2020) reported that the evaluation of *online* according to students' perceptions was described as less interesting, and less fun. The results of the study are in line with the findings of this study that some students are serious about participating in learning activities and others are not.

In addition, Gurung and Stone (2020) reported that the transition from face-to-face learning to distance learning added more stress to students because they had to worry about internet access, their living conditions, anxiety and stress from the pandemic, and their mental health and well-being. physical health problems. Students also reported feeling less motivated, more bored, more anxious, more depressed and reported more anxious, more depressed and reported more sleep disturbances (Tasso et al., 2021).

Evaluation of Online Learning

The results show that the test results used to measure the achievement of indicators on certain basic competencies (daily tests), the scores obtained by students are below the KKM, but because cognitive assessments consist of daily assessments in the form of daily tests, assignments and final tests semester, so that students who do not complete the daily test scores can be added to their assignments and end-of-semester test scores. Even though for that students are given a lot of workloads, they also have difficulty accessing because of the limitations of the internet network. Based on this assessment, the results of the assessment of cognitive aspects (knowledge) show that most students achieve the KKM even most of them are even higher than the KKM of subjects, namely 70 and only a few students do not achieve the KKM. This achievement, when compared with students' cognitive learning outcomes before online learning was implemented, did not show an increase. According to the author, this is influenced by various obstacles or technical problems encountered during the implementation of online learning.

Such an assessment will only bring implications for problems and academic burdens for students. Academic problems refer to learning difficulties, lack of attention from teachers, and increased workloads that limit students' ability to concentrate during *online*. Several authors around the world have researched the academic problems of students caused by COVID-19. For example, Realyvásquez-Vargas et al. (2020) found that the switch to *online* affects students' academic performance and causes a lot of intellectual fatigue due to increased workload. Also, challenges include a high risk of students dropping out (Cohen, 2017). The only way to deal with such a phenomenon is individual monitoring, which may be difficult for all teachers (UNESCO, 2020). In addition, many students have not benefited from *online* because they have not received proper guidance from their teachers (Ali, 2020; Sullivan et al., 2018) and have lost interest in attending *online*. In addition, Al-Salman and Haider (2021) stated that the volume of assignments had a negative effect on students' academic achievement. In another study, Aristovnik et al. (2020) analyzed how students perceive the impact of the COVID-19 pandemic with a sample of 30,383 students from 62 countries, their research revealed that students complained about the intensive workload affecting students' academic performance.

Supporting and Inhibiting Factors in Planning, Implementation and Evaluation of Online Learning

In general, several supporting factors were identified, including: awareness among all *stakeholders* about the importance of information technology, innovation and creativity in teaching and learning; there is a change in the way of education. Specifically the supporting factors include: students are very good at IT, students have internet quotas, there is parental support.

At the learning planning stage, several supporting factors include: the teacher is able to make PPT/Power points which are distributed to students, the teacher has an *online learning module*, the teacher masters the *google classroom*. -19 and unable to set the standard of assessment. The inability of teachers to develop assessment standards and not use learning standards during the Covid-19 Pandemic issued by the Maluku Provincial Education and Culture Office as a reference.

At the stage of implementing online learning, several supporting factors were identified: the teacher had a laptop; some teachers use game applications in learning so that students are interested in learning. Availability of cognitive assessment guides set by the curriculum, schools have used the *E-Raport*. Several factors inhibiting the process of implementing online learning: schools do not have *websites*, the network is sometimes disrupted, *free zoom* so that teachers have difficulty managing classes during the learning process, lack of supervision from parents, lack of internet network access, some students do not have androids, some teachers are not fluent in the use of IT.

These findings are in line with research abroad which found that the use of technology and competencies are the most common challenges faced by students during *online* (Rasheed et al., 2020), the case is slightly different in developing countries during the pandemic. As the findings have shown, the learning environment is the biggest challenge that students have to face, especially distractions at home (eg, noise) and limitations of study space and facilities.

Supporting and inhibiting factors at the online learning evaluation stage include: supporting factors: teachers continue to evaluate learning; All students submit assignments on time.

Some of the inhibiting factors in evaluating online learning are that the scope of the evaluation is not comprehensive and focuses more on cognitive assessment. The teacher's focus on cognitive assessment is due to time and practice that cannot be implemented and there is no specific online attitude and practice assessment format. Even if the teacher only conducts an evaluation that leads to the cognitive domain, it doesn't matter because according to the Ministry of Education and Culture, learning during a pandemic is the target: 1) students can learn and 2) the psychosocial condition of students and teachers can be maintained. Specifically, learning evaluation is not used for ranking and grade promotion (Rahabav, 2021).

CONCLUSIONS AND SUGGESTIONS

Conclusion

Based on the results of the analysis and discussion, the following conclusions can be drawn:

1. Online learning begins in early March 2020 and teachers teach modestly without preparing planning documents, which is important for students to learn. In 2021, after the workshop conducted by the Education and Culture Office, teachers generally have been equipped with
- 2 learning tools. The implementation of online learning is mostly through zoom with a duration of 30 minutes with a scientific approach. The learning method *blended learning* but in its implementation the method used is only the lecture and question and answer method, this is influenced by the limited duration of the *zoom*.
3. During the pandemic, it is difficult for teachers to carry out comprehensive learning assessments due to time constraints, practical constraints that cannot be carried out and the problem of the absence of an attitude assessment instrument.
4. Factors that support learning include awareness among all *stakeholders* about the importance of information technology; innovation and creativity occur in teaching and learning; there is a change in the way of education. Specifically, the supporting factors include: implementing learning during a pandemic, students are very good at IT, students have internet quotas, and there is parental support.
5. Inhibiting factors in online learning include not all teachers mastering IT, disruption of the internet network or electricity network at certain locations where students live, the unstable economy of parents so that they cannot facilitate children with Android cellphones or internet quotas.

Implications

Several implications can be drawn from the findings of this study.

- 1). Teachers need to improve their abilities through training in the MGMP forum in order to be able to prepare complete learning planning documents.
- 2). The capacity of teachers should be increased regarding the use of IT so that the implementation of online learning will take place properly.

- 3). Teachers need to improve their understanding of cognitive assessment measuring tools through technical guidance, socialization or similar training. learning contexts *online* can use the findings of this study in developing and improving their individual learning continuity plans to reduce the adverse effects of the pandemic.

Suggestions

Based on the conclusions above, the following are suggested:

1. In the planning aspect so that teachers can prepare planning documents in their entirety, the principal and vice-chairman of the curriculum need to carry out administrative supervision continuously, not just once. If it is found that a teacher has not prepared a complete teacher document, the principal needs to provide guidance according to the applicable rules. Principals need to take firm action for teachers who do not prepare planning documents properly, if in the coaching process the teachers still ignore them.
2. In the aspect of learning implementation, the teacher does not use the *blended learning* as stated in the lesson plans, instead replacing it with the lecture and question and answer method, due to the limited *zoom free*. In response to this, schools need to prepare *website* to make it easier for teachers and students in the learning process.
3. In the evaluation aspect of learning can not only be measured from the cognitive side. Cognitive assessment is a one-sided assessment, therefore in the future, teachers also need to carry out affective and psychomotor assessments so that the assessment carried out is a comprehensive assessment.

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