

School Learning Management Influencing the Students' Satisfaction on Online Learning in a University in Jiangsu Province

Meizhen Ji*

Graduate School, Adamson University, CO 1000, Philippines

* Corresponding author: Meizhen Ji (Email:) 158653293@qq.com

Abstract: This study intends to determine the school learning management influencing the satisfaction of students in the online learning in China. Now that the world is continuously healing and being under control from the virus, many schools initiated the return to the face-to-face encounter of teachers and students. However, students are still finding themselves more familiar with learning through live streams or videos. Educators are also looking for ways to engage their students online with the new digital shift in traditional classes, thus driving the fundamental mind shift to e-Learning. This study focuses on how the school is managing the online learning. Specifically, this study will determine if there is a significant difference in the assessment of teachers on the status of school learning management on online learning in terms: online materials, online assessment and feedbacks, online interactions and related online supports. The study will also describe the satisfaction of students on online learning in terms of: perceived ease of use, perceived usefulness, computer self-efficacy, and satisfaction. The findings of the study will serve as the basis for proposing school management program to improve the delivery of online learning.

Keywords: Online Learning, School Learning Management, Students' Satisfaction.

1. Introduction

The abrupt shift away from the traditional classroom in many parts of the globe, the academe is facing the now the reality whether the adoption of online learning will continue to persist post-pandemic. Two years ago, as COVID-19 caused campuses to close, some institutions were able to shift their students to already robust online learning programs. But many other colleges and universities scrambled to build online education curricula from scratch. Students and faculty often found themselves logging onto Voov, We Chat or other platforms for the first time, with little knowledge of how to navigate a new world of virtual learning (Fitzgerald, M., 2022).

At the country level, the US topped the standings with more than 17 million people getting enrolled in online learning, followed by India with 13.6 million. A sizable gap separated these two nations from Mexico with almost 5 million, with Brazil and China completing the top five list (Wood, J., 2022). With the fact that online learning is here to stay, the researcher would like to explore the different aspects of school management on online learning to offer ways and solutions on how schools can better manage the new platform in delivering instruction and at the same time, investigate the satisfaction level of students in online learning.

2. Significance, Scope and Delimitation of the Study

2.1. Significance of the Study

This study is designed to benefit the following:

Academic Administrators. The results of the study will guide the academic administrators on the specific and detailed concerns of teachers and students on school management on online learning.

Faculty. The results of the study could better assist the teachers in reviewing learning resources, online teaching strategies, and technical support they needed to ensure that they can provide quality instruction to the students.

Future Researchers. The results of the study could be a basis for future researchers to replicate the investigation in a different setting with a bigger scope and a larger number of respondents.

Information Technology Services Department. The inputs of the students and teachers will serve as a guide in crafting their plans on how to improve their service and technical assistance in online learning.

Jiangsu Vocational College of Electronics and Information (JSEI). The results of the study would lead the school management in addressing the concerns of teachers and students in using online resources and platforms.

Students. The findings of the study will directly benefit the students as they will be given the chance to share their thought on how the school management can better improve their services and assistance to teachers and students.

2.2. Scope and Delimitation of the Study

The study will be conducted at Jiangsu Vocational College of Electronics and Information (JSEI). This study focuses on how the school is managing the online learning. Specifically, this study will determine if there is a significant difference in the assessment of teachers on the status of school learning management on online learning in terms: online materials, online assessment and feedbacks, online interactions and related online supports. The study will also describe the satisfaction of students on online learning in terms of: perceived ease of use, perceived usefulness, computer self-efficacy, and satisfaction. The findings of the study will serve as the basis for proposing school management program to improve the delivery of online learning.

The study is descriptive comparative in nature. The study will be conducted in Jiangsu Vocational College of Electronics and Information (JSEI). The researcher will use random sampling at 95% confidence level using the 5% margin of error with the aid of Qualtrics calculator for Sample Size. The researcher will request the participation at least 201 teachers from the total of 420, and 375 students from the total of 15,000. The study will adapt and the modify the instrument from the Investigating Teachers' and Students' Perceptions of Online English Learning in a Maritime Context in China by Shi, J., et al (2021). The survey instrument will measure the status of school management in the online learning. The instrument is a 4-point Likert scale with a total of 30 items. The instrument to measure the satisfaction of students in online learning is the tool adapted and modified on the study Online learning satisfaction in higher education during the COVID-19 pandemic: A regional comparison between Eastern and Western Chinese Universities by Jiang, H. et al (2021). The survey instrument will measure the level of satisfaction of students in the online learning. The instrument is a 4-point Likert scale with a total of 20 items.

2.3. Definition of Terms

The following terms are defined operationally in this study to give the reader an idea of its context based on this study.

School learning management of online learning – this refers to the school management support in different aspects to the teachers and students related to online materials, online assessment and feedbacks, online interactions and related online supports.

Online materials – this refers to the online resources that is use by the teachers in the delivery of instruction.

Online assessment and feedbacks - this refers to the evaluation of teachers to students' learning and giving of feedbacks on students' strength and weaknesses using online platform.

Online interactions - it pertains to the virtual interaction of students and teachers, either real time or synchronous and asynchronous.

Related online supports – the services offered by the school, colleagues, and management to support the delivering of teaching and learning.

Perceived ease of use – this means that students find it easy to use and navigate the online platforms and technological tools.

Perceived usefulness – the benefits and importance of using online learning platforms for the students.

Computer self- efficacy - this refers on the skills and ability of the students to use and navigate the computer and gadgets in communicating with teachers and classmates.

Satisfaction – it pertains to the students' contentment and fulfillment in using online platform to participate, complete tasks, and attend online classes.

School learning management program – this refers to the output of the study based on the status of school learning management and satisfaction of students on online learning.

3. Literature References

The sudden shift of the educational platform, from the traditional face – to- face classes to online learning were never been easy to the teaching and non- teaching force of

educational institution. The burden was not limited to the teachers. The responsibility to continue the teaching and learning process is a shared duty of the school administration, the teacher, the students, and the parents. Each played a unique role in the aim to provide and attain quality instruction.

According to Yang (2020), with the prevalence of online learning, online programs are rapidly expanding. Higher education administrators are facing the challenges of increasing student enrollments, growing global opportunities, implementing new technologies, responding to workplace demands, and at the same time, maintaining affordability. Yet how to ensure the quality of online programs has been a major concern for educators and policy makers. Administrators should be motivators in ensuring the quality of online programs. They should motivate faculty to teach online and students to learn online. Administrators can motivate faculty, especially senior faculty, to teach online courses in many ways. Administrators should provide and arrange administrative and technical support for both faculty and students in order to offer quality online programs. Many researchers suggested that providing support, such as training, administrative, monetary, and promotional, is essential for administrators to ensure the quality of online education.

The purposes of the research conducted by Mahdum, H (2021) analyzed online learning management activities conducted by the principals of junior high schools in Indonesia in facing COVID-19 as well as to discuss their perspective and expectations towards online learning activities when facing COVID-19 and after COVID-19 has passed. Due to the rapid spread of the COVID-19 pandemic, the Indonesian Minister of Education and Culture instructed that teaching and learning activities for all levels of education in Indonesia must be carried out online from home. There have been comprehensive reports about the various forms of online learning, its effects on students, the challenges, the learning transition from offline to online, and teachers' views on this new approach. Very few, if any, focus on how principals act upon the transition during this COVID-19 pandemic. Therefore, this research focuses on how principals overcome various problems that arise in the implementation of online learning activities. As many as 309 principals of junior high school from twelve districts in Indonesia were asked to give their responses to a set of questionnaires. The data analysis showed that the constructs of organizing and monitoring evaluation were found to play an important role as a mediator between the variables of planning with implementation of principal management in online learning. Path analysis demonstrated that the implementation variable was significantly influenced by the variables of planning, organizing and monitoring evaluation, with a contribution value of 78.20%. Thus, it indicated that the planning, organizing and monitoring-evaluation variables contributed directly or indirectly to the implementation of principal management in online learning. Generally, the online learning management activities conducted by the principals of junior high schools in Indonesia have been carried out well, especially in the Implementing aspect. However, the aspects of Planning, as well as Monitoring and Evaluation, still need to be improved.

The study of Elfrianto, et al (2020) aims to analyze the principal's competence towards teachers implementing online learning to save the vital role of education itself, especially the opportunity for the principal as a leader in the school

environment to give influence to the teacher in the distance learning process (online), as well as providing safety for many people, especially for students to avoid Covid-19. The study used a literature review method that is where the authors make observations and reviews as well as analyzing the results of previous writings that will become a reference in this writing. The results of this study are: 1) the role of the principal is vital in term of the competencies that must be possessed by a leader in the school environment not only during the COVID-19 pandemic but also during ordinary situations; 2) and during such regular activities, the role and Principal competence must be able to provide positive space for teachers to improve competence in term of teaching and learning.

In the study conducted by Atmojo, et al (2020), many problems emerge from the students, the teachers, and the students' parents along with the valid reasons. The online learning does not run well since it lacks of preparation and planning. Planning and preparation should inevitably be done for better online learning in the future since online learning requires more time than face-to-face class to be well-prepared and ready. The teachers must be trained and prepared with sufficient knowledge and skill to maximize their practices in carrying out the online learning. The students have to be familiarized with online learning to enhance their digital literacy and refine their misperceptions about online learning. The students' parents must also be notified to monitor and maintain their children participation and engagement in the online learning. However, the students' lack of facilities on smartphones, internet quota, and stable internet connection are still critical due to the financial condition of the students' families.

The study conducted by Wakhidah, et al (2020) aims to reflect online learning when Covid-19 spread include what happened, how obstacles, teacher readiness, solutions, and teacher innovations to improving learning. The mixed-method research was conducted on 30 SD/MI and SMP/MTs teachers in various fields. Data collection was carried out by survey using google form and interviews. Teacher readiness data is calculated quantitatively using percentages. Qualitative data (constraints, solutions, and innovations) were analyzed qualitatively. The results showed barriers to online learning came from teachers, schools, students, and material content; The percentage in new normal teacher readiness to do online learning is 73,49 (moderate category); Solutions in form of improving online learning infrastructure, providing quotas, teachers not only assigning tasks but activities, improving teacher skills in the field of IT. Teacher innovation is planning blended learning in the new normal and designing learning using internet applications, and empowering teacher working groups. The results of reflection show that online learning which is done suddenly produces many obstacles. Online learning planning needs to be done by improving teacher skills in the internet technology field, providing online learning facilities and infrastructure, understanding the characteristics of the material, and familiarizing students with technology following global demands. For this reason, it is necessary to initiate blended learning, namely a combination of online and face-to-face in facing global challenges.

The results of the study conducted by Munjiat (2020) described how is the implementation of PAI learning in higher education institutions during the COVID-19 pandemic. These includes: 1) online PAI learning planning should look at the condition of lecturers and students regarding the ability to

conduct online lectures. Lecturers are given the freedom to conduct online lectures using any media as long as it is useful and learning outcomes can be maximized. 2) the implementation of PAI learning is carried out online through lecture and discussion methods. 3) Evaluation of PAI learning in Higher Education includes: a) student activity and discipline in carrying out learning b) assignments to students in the form of presentations, working on papers, c) midterm examinations d) written examinations, and assignments at the end of the semester.

The main purpose of the action research of Darminto, et al (2021) is to determine the effect of continuous supervision on improving the pedagogic competence of teachers in Planning and Implementing Online Learning at SDN Wonokusumo VI/45 Surabaya. The researchers convey that the implementation of continuous supervision is very effective in improving the pedagogic competence of teachers in Planning and Implementing Online Learning at SDN Wonokusumo VI/45 Surabaya. The increase in pedagogic competence is only limited to aspects of planning and implementing online learning and several other factors that influence besides continuous supervision are the quality of online learning plans, the existence of supporting school infrastructure and training.

In the research conducted in Indonesia, teachers and students agreed on the effectiveness of online learning training programs and activities to improve competency and academic progress even though there are some barriers to technology usage. The primary objective in the research of Tarigan, et al (2021) was to investigate the problems, the solutions, and the impact of macro level (policies, strategy, and official curricula from Indonesian government), meso level (Indonesian teachers in K12 schools), and micro level (Indonesian students K12 schools) during COVID-19 pandemic and Indonesian online learning policy by comparing K12 Indonesian schools. This research also revealed the importance of planning the activities in online set-up.

The results of the study that described the Online Learning Management during the Covid-19 period at SMAN 2 Palangka Raya conducted by Sagita, et al (2021) indicate that: (1) Online learning planning includes: recording student conditions, conducting IHT, socialization of learning tools, socialization of the use of learning applications and socialization to parents of students, as well as planning for the preparation of learning tools, (2) The implementation of online learning has been running properly using various online learning applications, (3) Supervision of online learning is carried out by the school and supervisory supervisors from the Central Kalimantan Provincial Education Office, (4) Evaluation of online learning is carried out by the principal as the person in charge by monitoring every ongoing activity and conducting supervision so that it is in accordance with the plan, and (5) supporting factors include: the availability of facilities such as: laptops, gadgets, computers, internet networks, and quotas that can support online learning; while the inhibiting factor is the unstable internet network.

Understanding the environment is a beginning point for any planning activity including the development or enhancement of online education applications. Participants at any level can be of assistance in this aspect of planning. Governing boards and trustees, for example, are appointed specifically from outside the university or college to provide guidance on

matters of mission, policy, and future directions. College administrators can consult with and seek guidance from trustees in identifying external developments that might affect the university. Administrators should also seek assistance from those within the university (institutional research, external affairs, faculty) in identifying developments in the community, region, and beyond that might be of importance. The ubiquity of the Internet has facilitated environmental scanning at all levels. At the same time, because of its dynamic nature, technology itself should be monitored on a regular basis especially in an area such as online education. (Picciano, A., 2015).

4. Methodology

4.1. Research Design

The study is descriptive – comparative in nature. It will be conducted at Jiangsu Vocational College of Electronics and Information (JSEI). This study focuses on how the school is managing the online learning. Specifically, this study will determine if there is a significant difference in the assessment of teachers on the school learning management on online learning in terms online materials, online assessment and feedbacks, online interactions and related online supports. The study will also describe the satisfaction of students on online learning in terms of: perceived ease of use, perceived usefulness, computer self- efficacy, and satisfaction. The difference in the assessment of teacher respondents on the status of school learning management and students’ satisfaction on online learning and will also be tested. The relationship between the status of school learning management and satisfaction on online learning will also be described in this study. The findings of the study will be used as basis in developing the school management program on online learning.

4.2. Research Locale

The study will be conducted in Jiangsu Vocational College of Electronics and Information (JSEI). JSEI as a provincial government public full-time college, is one of the ten demonstrative higher vocational colleges in Jiangsu province. JSEI is “Personnel cultivation and Training base for nation designated shortage of skills”, “national training base for highly skilled talents in electronics and information industry”, “national cultural quality education base for higher vocational colleges”, “member unit of industrial culture research center of national vocational colleges”, and “1 + X certificate pilot College of the Ministry of education”. JSEI has been awarded the "national advanced collective of information industry system". JSEI has an HSK test center set up by the China National Leading Group Office for the international promotion of Chinese and Confucius Institute Headquarters. There are over 14,000 students on campus, among whom over 120 are international students from Asia, Africa and Europe. At present, there are 8 schools (departments) which have 47 specialties and one undergraduate program, that is, School of Electronic Network, School of Digital Equipment, School of Computer and Communication, School of Intelligent Manufacturing, Business School, School of Intelligent Transportation, School of Architectural Decoration and Art Design, School of International Education, and School Innovation and Entrepreneurship, cultivating more than 60,000 high-quality technical personnel for the development of the industry, regional economy and society.

4.3. Sample and Sampling Technique

Jiangsu Vocational College of Electronics and Information currently has 420 faculty member and 15,000 students. The researcher will use random sampling at 95% confidence level using the 5% margin of error with the aid of Qualtrics calculator for Sample Size. The researcher will request the participation at least 201 teachers from the total of 420, and 375 students from the total of 15,000.

Below is the breakdown of participants in the study:

Table 1. the breakdown of participants in the study

Respondents	Population	Sample
Teacher	420	201
Student		
Department	Population	Sample
Electronic Network	3300	65
School of Computer	1700	55
Business School	2500	52
Digital Equipment	1800	55
Intelligent Manufacturing	1600	48
Intelligent Transportation	1200	30
School of Architectural	2850	58
Institute of International	50	12
TOTAL	15,000	375

4.4. Research Instrument

The study will adapt and the modify the instrument from the Investigating Teachers’ and Students’ Perceptions of Online English Learning in a Maritime Context in China by Shi,J., et al (2021). The survey instrument will measure the status of school management in the online learning. The instrument is a 4-point Likert scale with a total of 30 items. The internal reliability of the instrument was explored through Cronbach’s Alpha values, which is acceptable if its value is greater than .7 (Wessmann et al., 2014). The Alpha value for related online support is .842, for online interactions is .836, for online feedback and materials is .749 and for online assessment is .726. All the results were above .70, which indicates good internal reliability of the measurement for the questionnaire.

The instrument to measure the satisfaction of students in online learning is the tool adapted and modified on the study Online learning satisfaction in higher education during the COVID-19 pandemic: A regional comparison between Eastern and Western Chinese Universities by Jiang, H.et al (2021). The survey instrument will measure the level of satisfaction of students in the online learning. The instrument is a 4-point Likert scale with a total of 20 items. The Alpha value for perceived ease of use is .893, for perceived usefulness is .919, for computer self- efficacy .931 and for satisfaction is .908. All the results were above .70, which indicates good internal reliability of the measurement for the questionnaire.

4.5. Data Gathering Procedure

For the data gathering procedure, an approval from the school head of the Jiangsu Vocational College of Electronics and Information will be requested. The researcher will visit the academic administrators to explain the objectives of the research paper.

The researcher will explain to the teachers and student

respondents the important contributions they will have for the success conduct of the research and the benefits it will give in the delivery of instruction and school management.

Data gathering will commence from June 2022 to August 2022. Researcher will explain the purpose and significance of the research to the relevant departments of the university to understand the possibility of potential participation in the survey. Basically, the heads of relevant departments will be told that this research is to understand the development status and influencing factors of school management on online learning.

With the approval and support from the relevant leaders of Jiangsu Vocational College of Electronics and Information, the researcher will distribute the questionnaires which will be conducted online (questionnaires will be made using The Questionnaire star and will be distributed through WeChat or QQ) and if possible face – to- face meeting with the respondents. The questionnaire will be distributed to the faculty of the university through the different faculty administrators, who oriented the participants on the study, including the requirements for them, at the time of distribution.

4.6. Statistical Treatment of Data

This study will use the SPSS and Excel 2007 to collect and process the data and text data used in the composition dimension of teacher leadership and school management.

Frequency and percentage. The research method will use this to determine the basic information of the respondents.

Weighted average. This study will use the average estimate to determine the respondents' evaluation of the influencing factors on school management.

Standard deviation. It will be used for the dispersion degree of each variable in this study, and is used to measure the difference between variables.

ANOVA. This will be utilized to determine the significant difference in assumptions. The purpose of this study is to examine whether there are significant differences in different dimensions of school management when respondents are grouped according to profile.

Pearson correlation coefficient. This tool will be used to find out if there are relationship between the school learning management and students' satisfaction on online learning.

5. Ethical Considerations

For this study, the researcher will request the consent of all respondents who will participate in the study. The aims and objectives of the study will be explained to the respondents. Adequate level of privacy for participants and research data shall also be ensured. Personal information of all respondents will not be made public.

The researcher will follow the rules and guidelines in International Data Privacy Law for confidentiality consideration. Names of the teachers and academic administrators will be hid in the process of analyzing the data. All papers that will be gathered will be systematically shredded after data analysis or soft copy will be deleted for confidentiality purposes. The data gathered will be used only according to the objectives of the study and utmost confidentiality will be taken during the data gathering.

5.1. Legality

The research was conducted with the knowledge of the Jiangsu Vocational College of Electronics and Information. The method used in the research is mainly based on the questionnaire survey method, which can well investigate the actual situation of students and the practical problems in school learning management and online learning. The research also provides a theoretical basis for improving students' classroom participation and creative thinking development.

5.2. Voluntary Participation and Consent

Before the survey was conducted, the study was first unified by the Academic Committee of Adamson University. Prior to studying the relevant teachers and students of Jiangsu Vocational College of Electronics and Information, subjects were explained about the study, enabling them to comprehend the primary content of the research and participate voluntarily. There was no persuasion or deception involved to gain trust. Informed consent stipulated that individuals must explicitly agree to participate in the study. Consent can be viewed as a trust agreement between researchers and participants.

5.3. Sampling

The research used a random sampling method, surveying teachers and students from Jiangsu Vocational College of Electronics and Information. As these subjects were all teaching and studying in higher educational institutions, they provided objective indicators in the development and current practices of online teaching and online learning in China. Concurrently, they granted their personal permission for the study.

5.4. Confidentiality

The third ethical principle of the Social Research Committee (ESRC) stated: "Information provided by research subjects must be kept confidential, and the anonymity of respondents must be preserved." However, confidentiality sometimes had limitations. For instance, if participants were at risk of harm, researchers had a duty to protect them. This might require researchers to disclose confidential information. In cases where there's potential harm, researchers should do their utmost to shield participants. To do this, they must consider the risk-benefit ratio. If potential risks outweighed the benefits, researchers should have abandoned or redesigned the study. This risk of harm also necessitated the need for researchers to consider the risk-benefit ratio during their studies.

The Institutional Review Board noted: The significance of ethics in research cannot be understated. Adhering to ethical guidelines ensures the validity of your research and promotes its contribution to science. On a personal level, the integrity of your research will be enhanced, and your chances of securing funding will increase. To address the need for ethical considerations, most institutions have their Institutional Review Board (IRB). International Ethics Committees ensure the safety of human participants and guarantee that human rights are not violated. Their mission was to review the objectives and methods of research to ensure ethical standards are upheld. If a research design did not conform to recognized ethical guidelines, then researchers were required to modify their research plans.

5.5. Application for Ethics Approval

Applications for ethics approval varied by institution. Regardless of the method, they focused on the benefits of the study and the risk-reward concerning participants. Therefore, addressing these two concerns effectively was essential for gaining approval.

5.6. Participants

It is important that individuals be clearly and sufficiently informed so that they can make an informed decision about participation. In addition, the ethical issues involved, the risk of harm and related confidentiality need to be explained.

5.7. Benefits Brought by the Research

Before the formal launch of this study, the expert group affirmed that the research could enhance the development of school learning management and online learning in China. The results of the study have the potential to enrich and promote the advancement of both the developmental and practical outcomes of Chinese online education. The research will be conducted in a manner that ensures the quality of the results and ethical integrity. The findings will be published in a reasonable manner. The objectives of the study are clear, and the methodology is appropriate.

5.8. Moral Integrity

Ethical integrity and transparency are essential to the research we conduct. Throughout the course of the work, the research has been free from any actual or potential conflicts of interest. In addition, throughout the approval process and research process, my research and I will always abide by the principles of ethical integrity and transparency.

6. Conclusion

The role of school leaders in online learning is very crucial. They are responsible in planning to ensure quality, meaningful, and intentional implementation of online and blended learning. It is also their tasks provide venues for administrators, teachers, and student to share their experience and describe what they have learned and what they would do differently. Include internal and external stakeholders in the strategic planning for the online and blended options or program.

Deans, associate deans, and department chairs in higher education institutions manage not only their departments' course offerings but also faculty and students who teach and learn both in person and online. Possessing a good understanding of how to plan, supervise, and evaluate online degree programs for maximum efficiency, optimum student learning, and optimum faculty support is imperative for these professionals. Current and former administrators were invited to participate in individual in-depth interviews that were transcribed and analyzed for emerging themes. Results indicated that administrators need multiple levels of support, including supervisor's support as well as instructional and technology support, among others. It is concluded that administrators find themselves in "a continuum" in terms of the need for different types of support.

For many years now, the Internet has opened up many exciting new educational possibilities which was fully realized when everyone was force to shift to online learning. However, along with the affordances of the medium, there are also challenges to overcome in realizing the potential of

online learning for both the faculty and students. Also, course development that truly takes advantage of the Internet's strengths is time and resource-intensive.

Findings show that Chinese university students' satisfaction with online learning platforms is directly and indirectly impacted by their computer self-efficacy and the perceived ease of use and usefulness of the platforms. Findings also show that regional differences moderate the associations among these components. The current study adds to theoretical, methodical and practical understanding of university students' satisfaction with using online learning platforms, which have been recognized as irreplaceable emergency educational tools.

References

- [1] Acquaro, P. (2020). Structuring and Scaffolding the Online Course. *International Journal of Online Graduate Education*, 3(1), 1–16.
- [2] Ajzen I, Fishbein M. Understanding attitudes and predicting social behavior. Prentice Hall; 1980.
- [3] Al-Fraihat D, Joy M, Masa'Deh R, Sinclair J. Evaluating e-learning systems success: An empirical study. *Computers in Human Behavior*. 2020;102:67–86.
- [4] Al – Karaki, et al (2021). Evaluating the Effectiveness of Distance Learning in Higher Education during COVID-19 Global Crisis: UAE Educators' Perspectives. *Contemporary Educational Technology*, 2021, 13(3), ep311.
- [5] Alrefaie, Z. (2020). Monitoring Online Learning During COVID-19 Pandemic; Suggested Online Learning Portfolio (COVID-19 OLP). *MedEdPublish* (2020).
- [6] Alshara and Alsharo. E-learning and the Educational Organizations Structure Reengineering (EOSR). *iJET International Journal of Emerging Technologies in Learning – www.i-jet.org*.
- [7] Amtu, O. (2013). Manajemen pendidikan di era otonomi daerah [Educational management in the era of decentralization]. Alfabeta.
- [8] Atmojo, a. et al. (2020). EFL Classes Must Go Online! Teaching Activities and Challenges during COVID-19 Pandemic in Indonesia. *Register Journal* (2020).
- [9] Bandura A. Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review*. 1977;84(2):191–215 Bandura A. Self-efficacy: The exercise of control. Freeman; 1997.
- [10] Barclay C, Donalds C, Osei-Bryson K. Investigating critical success factors in online learning environments in higher education systems in the Caribbean. *Information Technology for Development*. 2018;24(3):582–611.
- [11] Bauermaster, Z. (2021). A mixed methods study: Exploring school administrators' perceived role in preparing teachers for online course instruction *Dissertation Abstracts International Section A: Humanities and Social Sciences* (2021).
- [12] Billingsley, B., DeMatthews, D., Connally, K., & McLeskey, J. (2018). Leadership for effective inclusive schools: Considerations for preparation and reform. *Australasian Journal of Special and Inclusive Education*, 42 (1), 65-81.
- [13] Carter, S., & Abawi, L-A. (2018). Leadership, inclusion, and quality education for all. *Australasian Journal of Special and Inclusive Education*, 42(1), 49-64.
- [14] Dai HM, Teo T, Rappa NA, Huang F. Explaining Chinese university students' continuance learning intention in the MOOC setting: A modified expectation confirmation model perspective. *Computers & Education*. 2020;150:1–16.

- [15] Darminto, R. (2021). Upaya Meningkatkan Kompetensi Pedagogik Guru dalam Merencanakan dan Melaksanakan Pembelajaran Daring Melalui Supervisi Berkelanjutan. *Journal on Education* (2021).
- [16] Fatimah, D., Chan, F., & Sofwan, M. (2021). Analisis pelaksanaan pembelajaran Daring pada masa pandemi Covid-19 di sekolah dasar (Doctoral dissertation, UNIVERSITAS JAMBI).
- [17] Fitzgerald, M. (2022). How Online Learning Is Reshaping Higher Education. *U.S News and World Report*.
- [18] Gritsova, et al. (2021). Quality assessment of online learning in regional higher education systems. *Economy of Region* (2021).
- [19] Gocotano, T. (2021). Higher education students' challenges on flexible online learning implementation in the rural areas: A Philippine case. *International Journal of Learning, Teaching and Educational Research* (2021).
- [20] Islam AYMA, Sheikh A. A study of the determinants of postgraduate students' satisfaction of using online research databases. *Journal of Information Science*. 2020;46(2):273–287.
- [21] Jiang Z, Zhao C. Learner satisfaction: The ultimate destination of teacher support behavior in online learning. *Modern Distance Education*. 2018;35(6):51–59.
- [22] Mahdum, H. (2021). Online Learning management in the Era of Covid – 19 Pandemic at Junior High School in Indonesia. *Journal of Information Technology Education: Research* (2021).
- [23] Milla, H., et al.(2021). Analysis of the Implementation of Online Learning During Covid-19. *International Journal of Multicultural and Multireligious Understanding* (2021).
- [24] Rahman, A., et al (2021). The leadership Role of School Principals in Online Learning during the Covid- 19 Pandemic. *Jurnal Manajemen Pendidikan Islam*(2021).
- [25] Rasmitadila.(2020). The perceptions of primary school teachers of online learning during the covid-19 pandemic period: A case study in Indonesia *Journal of Ethnic and Cultural Studies* (2020).
- [26] Schwanenberger,M.; Dereshiwsy, M.; Sujo-Montes, L. Administrative Perceptions Regarding Supervision of Online Teaching and Learning. *Educ. Sci.* 2021,11,674. <https://doi.org/10.3390/educsci11110674>.
- [27] Tawfik, A. (2021). First and Second Order Barriers to Teaching in K-12 Online Learning. *Association for Educational Communications & Technology* 2021.
- [28] Wang, Z. et al (2021). Process evaluation of E-learning in continuing medical education: evidence from the China-Gates Foundation Tuberculosis Control Program. *Infectious Diseases of Poverty* (2021).
- [29] Yi, X. (2022). Shanghai schools pivot to e-learning following COVID-19 outbreak chinadaily.com.cn | Updated: 2022-03-11 16:59.