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Perception of tourism vocational high school teachers in the learning environment survey on the implementation of national assessment in 2021

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ABSTRACT

This article describes the perception of tourism Vocational High School Teachers in Bengkulu City, Bengkulu Province in the Learning Environment Survey on the implementation of the 2021 National Assessment. The purpose of this study is to describe the level of teacher preparation and the level of teacher implementation in the Learning Environment Survey activities in schools; also describing the impression and/or message, supporting factors and inhibiting factors; and solutions or efforts to overcome the inhibiting factors of the Learning Environment Survey activities in schools in the 2021 National Assessment activities. This research is a Qualitative Descriptive Study on Tourism-based Vocational High School Teachers in Bengkulu City, Bengkulu Province. In this research, the researcher uses Miles and Huberman's theory in analyzing the data consists of three concurrent flows of activity: data reduction, data display, and conclusion drawing/verification. Based on the results of the study, it can be concluded that the perception of tourism-based Vocational High School Teachers in the Learning Environment Survey on the implementation of Assessment National in 2021 is really positive and hopes that the implementation of the Learning Environment Survey next year can run even better along with the improvement in the quality of the learning climate in an effort to create a conducive learning system and atmosphere in schools so that it has a very good and significant impact in achieving improvement. student achievement and learning outcomes.



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Introduction

The Ministry of Education and Culture, Research and Technology (Kemendikbudristek) has officially replaced the National Examination (UN) with the AN (National Assessment) starting in 2021. Broadly speaking, there are three main components that are an important part of implementing the AN this year (Birbaum, 2021), namely the Minimum Competency Assessment (AKM), Character Survey (SK), and Learning Environment Survey (SLB) which have different but interrelated roles. The National Assessment is a program for assessing the quality of each school, madrasa, and program of events at the primary (Albar et al., 2021) and secondary levels carried out by the Ministry of Education and Culture (Shaturaev, 2021). The quality of the education unit is assessed based on the basic student learning outcomes (Sonmez et al., 2021), namely the components of

literacy, numeracy, and character as well as the quality of the teaching (Megawati & Sutarto, 2021) and learning process in teaching and learning activities and the climate of the educational unit that supports learning (Tohara, 2021). All this information was obtained from three main instruments, namely the Minimum Competency Assessment, Character Survey, and Learning Environment Survey (Zou et al., 2021).

As explained above, the National Assessment has three main components, namely the Minimum Competency Assessment, the Character Survey, and the Learning Environment Survey (Handayani et al., 2021). The Minimum Competency Assessment focuses more on reading literacy and numerization. Reading literacy is a form of understanding various types of texts to solve problems. The character survey focuses more on the profiles of Pancasila students, for example devoted to God Almighty, independent, creative, critical reasoning, global diversity, and others (Nasir et al., 2021), while the Learning Environment Survey focuses on the learning climate and educational unit, which includes security, diversity, socio-economic index, learning quality, and teacher development (Shohel et al., 2021).

This study focuses on the Learning Environment Survey component which is an important part of the National Assessment, especially that which is attended by teachers at tourism-based Vocational High Schools (*SMK*) in Bengkulu City, Bengkulu Province. As it is known that the Learning Environment Survey aims to capture various aspects related to the learning environment in the classroom and at the education unit level (Jia et al., 2021), so that the results of the national assessment comprehensively provide a profile of the education unit from its input, process, and output (Dyson et al., 2021). It is hoped that each teacher's response can reflect the actual condition of the education unit and become reflective information.

Therefore; honesty, activeness, and completeness in filling out the learning environment survey are the keys to the quality of information that will be received by the education unit. The implementation of the Learning Environment Survey is in accordance with the schedule for the implementation of the National Assessment at each level of education. The Learning Environment Survey must be filled out by school principals and teachers who are recorded in the Basic Education Data (Dapodik) as well as the Education Management Information System (EMIS), which is an Islamic education data management system that plays a role in supporting the planning and policy making process of Islamic education programs at the Ministry of Religion. to collect information about inputs, processes and learning environments.

There are 5 (five) aspects measured in the Learning Environment Survey, including: (1) School safety climate, consisting of the safety and welfare of students, teacher attitudes and beliefs, school policies and programs; (2) School diversity climate consisting of multicultural practices in the classroom, attitudes and beliefs of teachers and principals, school policies and programs; (3) Socio-economic index which includes parents' education, parents' profession, and learning facilities at home; (4) the quality of learning which consists of class management, affective support, and connecting activities; and (5) teacher development, including reflection and learning development as well as support for teacher reflection.

There are so many components in the Learning Environment Survey activity, for example when teachers build a conducive learning environment, the physical facilities in the school environment that should be considered are classrooms and their facilities and infrastructure, air, learning tools or media, lighting, coloring, and displays to their arrangement. Likewise, to foster interest or motivate students in carrying out learning activities, the learning environment should be facilitated to reflect high expectations in achieving individual student success, so that conducive learning conditions or environments must be applied to maximize teaching and learning activities.

The way teachers create a conducive environment for example by arranging classrooms, a pleasant learning and teaching atmosphere, a conducive outdoor environment, harmonious communication and social relations between students and teachers, being a fun teacher, letting students create and play according to their imaginations, and agree on common rules. It is very important for the teacher to be able to provide rules that are agreed upon by the students so that if the students cannot make a fuss in class, it will make the learning atmosphere not conducive because they have made the agreed rules together. Each student is given space to be creative and play according to their imagination. Some things that teachers can do, for example by acting as facilitators, mediators, motivators and catalysts that support student learning, are not authoritarian and master learning, but teachers should dare to give second chances for students to continue to be creative and teachers give appreciation to students who been creative.

The purpose of this study is to describe the level of teacher preparation in the Learning Environment Survey activities in schools, describe the level of teacher implementation in the Learning Environment Survey activities in schools, describe the impression and/or message of the teacher in the post-participation activities of the Learning Environment Survey at school, describe the supporting factors and inhibiting factors of the Learning Environment Survey activities in schools, describe solutions or efforts to overcome the inhibiting

factors for the Learning Environment Survey activities in schools in the 2021 National Assessment activities. Theoretical benefits, can provide information to the world of education in Bengkulu City in particular and throughout the country in general regarding the Learning Environment Survey activities carried out by teachers in Tourism-based Vocational Schools and about whether there is a significant influence and input between the learning environment on improving the quality of learning in schools. Practical benefits, it is hoped that it can provide information and an overview of teacher perceptions of Tourism-based Vocational Schools in Bengkulu City in particular and throughout the country in general, the level of preparation and implementation of teacher activities in participating in the Learning Environment Survey as well as messages and/or impressions of teachers after participating in these activities and how to identify inhibiting factors and supporting factors in the Teacher Learning Environment Survey activities through perceptions of the level of preparation, implementation and messages and/or impressions of teachers after participating in these activities and provide solutions on how to overcome obstacles to these inhibiting factors which lead to benchmarks for the success of the implementation of learning so that it can take action related to improving the quality of learning in schools.

Method

The method used to examine the problem is a qualitative descriptive method. The research design developed in this study is a qualitative research with an interactive model analysis from Miles and Huberman (2017) as shown in Picture 1 below.

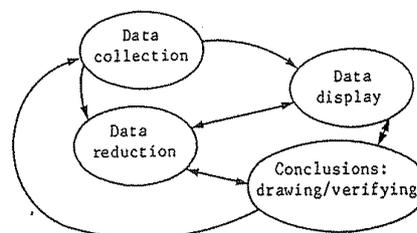


Figure 1. Components of Data Analysis: Miles & Huberman's Interactive Model.

The research locations are tourism-based vocational schools in Bengkulu City, namely State Vocational High School 1 Bengkulu City, Bengkulu City State Vocational High School 3 and Bengkulu City 7 Vocational School. In this study, the subjects studied were 10 teachers at SMK Negeri 1 Bengkulu City, 11 teachers at SMK Negeri 3 Bengkulu City and 11 teachers at SMK Negeri 7 Bengkulu City, all of whom were active teachers and registered in the DapodikKemendikbudristek in 2021.

The techniques used for data collection in this study were teacher testimonials in the preparation, implementation, as well as messages and/or impressions on the implementation of the National Assessment on the Learning Environment Survey component and in-depth interviews of key information, and documentation techniques. In this research, writing instruments were also used in filling out free sheets regarding teacher testimonials in preparation, implementation, and messages and/or impressions after participating in the Learning Environment Survey. Considering and considering consciously that the main tool is the researcher himself, the researcher will make periodic and repeated visits to the field or research location.

Results and Discussions

Based on the results of research for each of the components examined on teacher perceptions in the Learning Environment Survey are as follows.

Preparation for the Study Environment Survey

The preparations made by the teacher are maintaining health protocols, opening environmental surveys on Google, understanding the educational environment in which they work, preparing for learning surveys must prepare computers and strong signals and be given a link from the school. Filling in personal data, preparing the computer, the link to be opened and appropriate from Dapodik, the teacher must add insight into the learning environment, there is no special preparation for taking the assessment, all the tools have been prepared by the school. The teacher only came to take the exam, there was no special preparation from the participants. Everything has been prepared by the school, turning on the device that will be used to fill out a study environment survey, following a predetermined schedule, opening/looking for information about survey assessments, the preparation includes being given a username and password by the operator, the preparation is that the operator provides a link via whatsapp, survey preparation learning environment, the operator provides

a link, prepares data for surveys and communication tools in the form of a computer, the operator provides an SLB link and a password to enter the link.

Based on the results of teacher testimonies in the preparation of the Learning Environment Survey, it was found that teachers in tourism-based vocational schools in Bengkulu City in general had made preparations to take part in the Learning Environment Survey with good preparation because they had been facilitated by the school in the form of assistance from Dapodik operators in schools and preparation of facilities and infrastructure such as internet and PC networks as indicated by the statement: “Teachers only come to take the exam, there is no special preparation from the participants. Everything has been prepared by the school, turning on the device that will be used to fill out a study environment survey, following a predetermined schedule, opening/looking for information about survey assessments, the preparation includes being given a username and password by the operator, the preparation is that the operator provides a link via whatsapp, survey preparation learning environment, the operator provides a link, prepares data for surveys and communication tools in the form of a computer, the operator provides an SLB link and a password to enter the link.

The results of the semantic network in the Preparation of the Learning Environment Survey can be illustrated in the following picture 2.

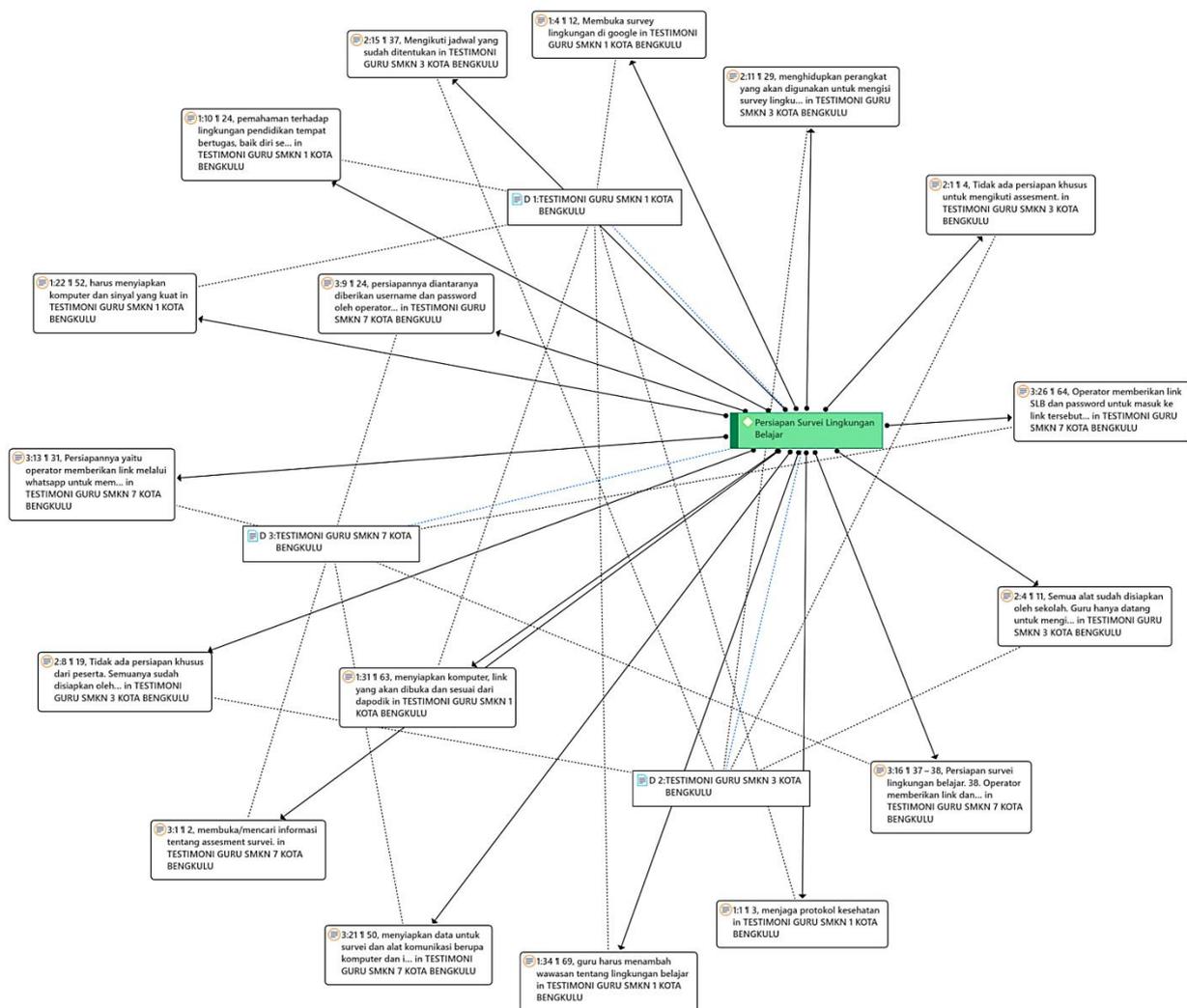


Figure 2. Semantic Networks in the Preparation of the Learning Environment Survey.

In the aspect of implementing the Learning Environment Survey, it is shown by the support from teaching and learning process (PBM), from parents, schools, teachers, and the community, filling out environmental surveys during free time/outside teaching hours/in between teaching time, because there are many questions, which are filled in recently. half, then closed again because I wanted to teach, wanted to work again, the questions that had been filled out disappeared, then repeated the contents from the beginning, the filling could not be completed in one sitting because of the many points being asked, The age factor was also tired eyes

from reading very long statements, Implemented on the time may not be right because at that time we were filling out the My Online Personal Service Application System (MYSAPK), the implementation of the survey on the learning environment asked too many questions, there were several categories of questions that were being worked on and covered almost all learning environments in schools, filling out the environmental survey we only saw the reality/conditions that existed about the environment that occurred during this COVID.

This survey contains elements of availability of school facilities so that filling it out is very easy, well conveyed and answered, in general it runs smoothly and there are no significant obstacles, it is carried out in the teacher's computer room only filling out the questionnaires that have been provided online, everything goes smoothly, all question items are in accordance with the facts in the field, fill in all the questions according to the facts, the questions that are done need understanding, the signal conditions are safe and under control, thank God it went smoothly, we were able to go through the assessment activities smoothly and on time, read the questions then understand the questions and then answer, working on a laptop, there are so many questions to answer and solve. The network is disrupted even though 40 questions have been done. Forced to have to start over again from the beginning and that's amazing, often interrupted by problematic networks so that answering questions has not been completed but comes out again. The implementation uses Android and personal quota, fills out surveys yourself without assistance, uses Android itself, Internet network is smooth when filling out surveys, reads questions carefully. Understand the meaning of the questions, answer questions according to the reality, and the teacher fills in each question based on the actual situation.

Based on the results of teacher testimonials in the preparation of the Learning Environment Survey, it was found that teachers in tourism-based Vocational Schools in Bengkulu City in general had carried out the Learning Environment Survey well, which was indicated by statements in the testimonies of most of the teachers stating that: "This survey contains elements of availability. school facilities so that filling it out was very easy, well conveyed and answered, in general it went smoothly and there were no significant obstacles, it was carried out in the teacher's computer room only filling out the questionnaires that had been provided online, everything went smoothly, all question items were in accordance with the facts in the field, fill in all the questions according to the facts, the questions that need understanding, the signal conditions are safe and under control, thank God it went smoothly, we were able to go through the assessment activities smoothly and on time, read the questions and then understand the questions then answer, work on in 1 atop, filling out surveys without help, using their own android, smooth internet network when filling out surveys, reading questions carefully. Understand the meaning of the questions, answer questions according to the reality, and the teacher fills in each question based on the actual situation. The results of the semantic network in the Implementation of the Learning Environment Survey can be illustrated in the following Figure 3.

In the aspect of content or content of the Learning Environment Survey, it is shown by the statement of teacher testimonials that the survey is related to student discipline, teacher teaching methods, class management to the performance of school principals, and the contents of the survey contain teaching methods, classroom management to the principal's performance. There are only two teacher statements that allude to the content or content of the Learning Environment Survey but have represented others and it can be said that the teacher has understood the content or content of the Learning Environment Survey that he has carried out well.

In the aspect of inhibiting factors for the implementation of the Learning Environment Survey, it is shown by the teacher's testimony statement that other obstacles are the internet connection which is not always stable, the study environment survey has too many points to fill out, the questions in the learning environment survey are too long, making it difficult for us. to fill it and make us bored to read and do it, make the teacher fill it carelessly, the important thing is to finish because it is saturated with questions that are too long, there are still some obstacles in the learning process in the midst of a pandemic, in general regarding applications in learning become obstacles, and not to mention external problems such as the use of quotas and the specifications of the HP (devices) that you have are still not supported.

Based on the results of teacher testimonials in the preparation of the Learning Environment Survey, it was found that a small number of teachers in tourism-based vocational schools in Bengkulu City in particular still encounter obstacles in the implementation of the Learning Environment Survey which is indicated by several statements in the form of: "Internet connection is not always stable, the survey of the learning environment has too many points that must be filled in, the questions in the survey of the learning environment are too long so that it is difficult for us to fill in and makes us bored to read and work on it, making the teacher fill in carelessly, which is important because it is finished because it is saturated. with questions that are too long, the generality regarding applications in learning becomes an obstacle, and not to mention external problems such as the use of quotas and the specs of their cellphones (devices) are still not supported".

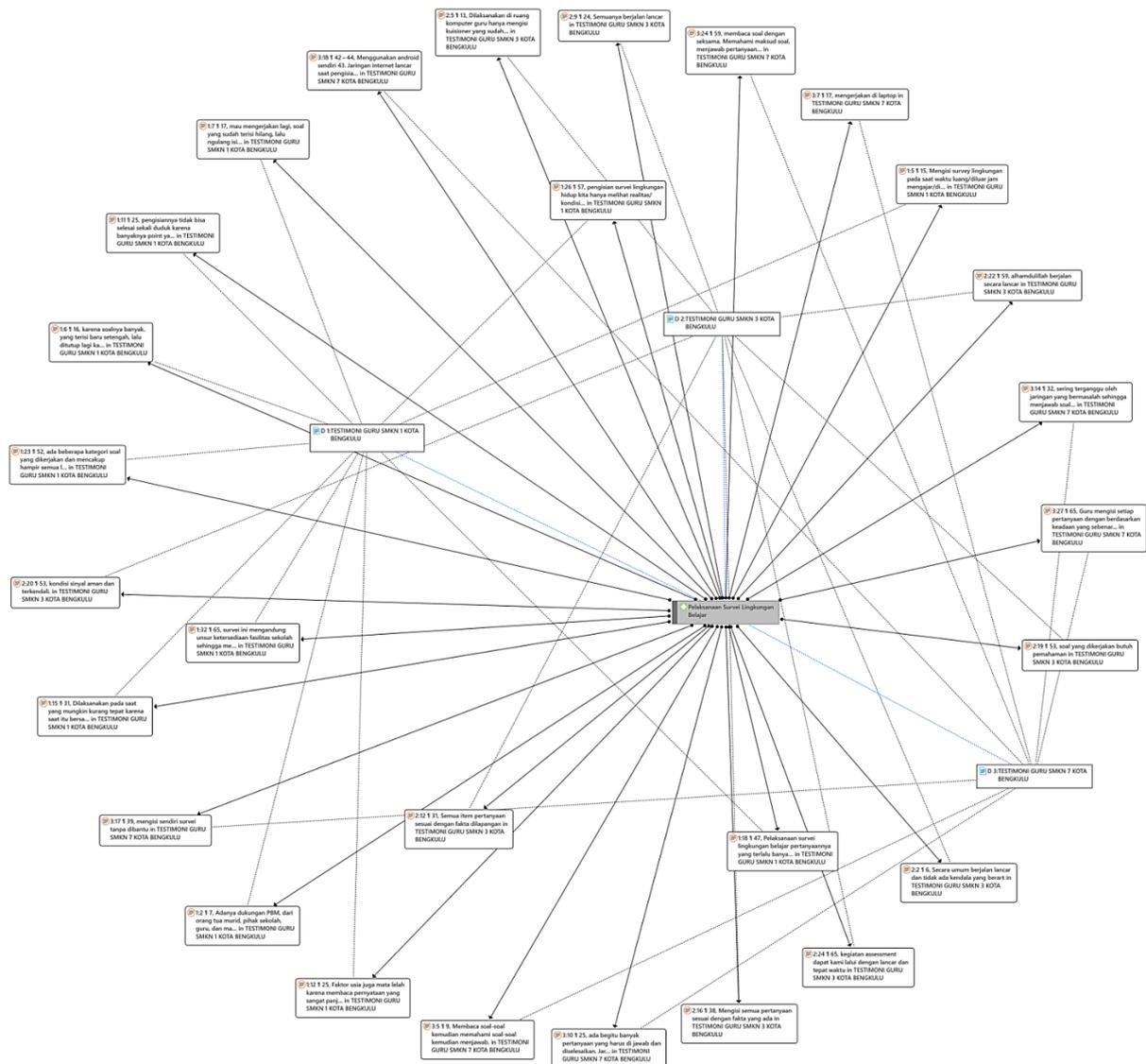


Figure 3. Semantic Networks in the Implementation of the Learning Environment Survey.

In the aspect of the solution to the inhibiting factors for the implementation of the Learning Environment Survey, it is shown by the teacher's testimony statement that it is better if the survey is carried out in stages dividing the indicators into several surveys in the near future, the survey can be carried out in the form of a poll in a group, only respondents can respond to questions with their respective tools. -respectively, the point is to think about better methods of collecting data, surveying the learning environment to be made more concise and easier to analyze, it is better to record answers periodically (every few minutes) so that if there is trouble, you don't repeat from the beginning. For solutions to other inhibiting factors, the researchers conducted in-depth interviews with the school again and conducted FGDs and triangulation discussions with school principals and school supervisors, especially on internet connection items that were not always stable, the generality of applications in learning became an obstacle, and not to mention External problems such as the use of quotas and specifications for cellphones (devices) that are owned are still not supported which results in information that for signals that are not always stable the school has provided such facilitation so that teachers who have these obstacles can be facilitated by schools and successfully complete the Study Environment Survey properly.

Meanwhile, the barriers to using quotas and specifications for cellphones (devices) that are owned are still not supported, the school has also facilitated by optimizing the internet access network in the form of school WiFi and providing borrowing facilities to use laptops and the use of school PCs to teachers so that this problem can also be handled properly. . Thus, all the inhibiting factors in point 4 above can generally be overcome properly so that the implementation of the Learning Environment Survey in tourism-based vocational schools in Bengkulu City is successful in carrying out the Learning Environment Survey well.

In the aspect of the impression of participating in the Learning Environment Survey, it is shown by the teacher's testimony statement that filling out an environmental survey is the first experience but it is fun, filling out this environmental survey is the first experience although it is tiring but fun to discuss with friends, this survey really covers all aspects of the school environment as a whole. In detail, this survey is very interesting to be used as material to measure the completeness of the facilities at the school, the questions are few but the answers are too many, eventually it becomes dizzy (because there are more questions in the question), all the questions given through the questionnaire have covered all the teacher activities that must be done. This is done, the problem is that it is a bit difficult to answer because the answers are doubtful and the answers are long, dizzy in answering the questions, the questions are too many, so reading it requires concentration, the questions are many and many are doubtful, but thank God it can be done, adding insight into what to study. prepare the school so that the school has a good learning environment, knows the points that must be owned by the school, the questions are many and require a little more attention, the questions are too many and long, too many questions and require a little accuracy.

Based on the impression aspect of participating in the Teacher Learning Environment Survey, it can be said that some teachers consider the implementation of the Learning Environment Survey to be an exciting first experience and feel something new, although there are a small number of impressions stating that the questions are still too many and long, but the teacher deals with it by giving pay more attention and remain thorough in doing it so that they successfully complete the questions on the Learning Environment Survey well.

In the aspect of the message of participating in the Learning Environment Survey, it is indicated by the teacher's testimony statement that hopefully this educational environmental survey can bring changes (Jones, 2021), especially to the world of education, hopefully with the learning environment survey it can make changes to the world of education for the better (Fawns & Sinclair, 2021), from the information obtained it should be used to take positive policies that support the implementation of learning and create a more conducive sense of comfort for teachers among students, teachers, parents, government, positive support from various parties for the implementation of the learning environment survey, hopefully in the future the survey results can be evaluated properly and there are improvements and more attention to schools, teachers must have an empathetic spirit towards all aspects related to the world of education, because try to comply with the concept of the learning environment, before conducting a guided survey first, it is better for an assessment between the teacher and the principal.

At schools, we as teachers do not understand the performance of the principal, it is better if the assessment carried out for teachers is only related to the preparation and implementation of teaching, not to be confused with the performance assessment of the principal, which we do not understand, especially about the performance of the National Education Office, so that it makes us more confused. there should be improvements to the SLB system so that the answers or questions that have been answered can be recorded by the system. So when there is a network disturbance, you don't repeat the question, don't ask questions too long, in filling out it is not automatically saved (Choppin et al., 2021), the answers we have written should be recorded immediately when you leave the network so you don't have to start all over again, it's better if the survey notification doesn't take place suddenly so that more focused during learning, notifications for filling out surveys should not be made suddenly so that the expected results can be achieved.

Based on the message aspect of participating in the Teacher Learning Environment Survey, it can be said that most teachers consider the implementation of the Learning Environment Survey to have provided good satisfaction with some positive expectations and messages for the successful implementation of the next Learning Environment Survey.

Based on the results of the discussion on each component that is the focus of the tourism-based vocational teacher perception research in Bengkulu City, Bengkulu Province: (1) Preparation of the Learning Environment Survey, (2) Implementation of the Learning Environment Survey, (3) Content or Content of the Learning Environment Survey, (4) Inhibiting Factors in the Implementation of the Learning Environment Survey, (5) Solutions for Inhibiting Factors in the Implementation of the Learning Environment Survey, (6) Impressions of Participating in the Learning Environment Survey, and (7) Messages for Participating in the Learning Environment Survey. the implementation of the 2021 National Assessment in general can go well, the teachers have good satisfaction in its implementation, it contains a positive message with the hope that the implementation of the National Assessment next year will be better, especially in the Learning Environment Survey component so that it gives meaning and has a positive impact on quality student learning climate so that a conducive learning environment can be realized.

Conclusions

Based on the results of the study, it can be concluded that the perception of tourism-based Vocational High School Teachers in the Learning Environment Survey on the implementation of Assessment National in 2021 is really positive and hopes that the implementation of the Learning Environment Survey next year can run even better along with the improvement in the quality of the learning climate in an effort to create a conducive learning system and atmosphere in schools so that it has a very good and significant impact in achieving improvement. student achievement and learning outcomes.

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