A Descriptive Study on the Challenges and Interventions of Traditional vs. Online Learning during the Covid-19 Pandemic

Arnel G. Perez, Gracia T. Canlas and Glen S. Nolasco

Abstract

Classroom was the keystone of the formal education system and the success of the learning-teaching activity relied on efficient classroom management. As COVID-19 affects the educational system in the Philippines, a paradigm-shifting approach from traditional to online learning modalities started to normalize. With this, several problems were now inevitable in the different online learning strategies for both students and faculty. Therefore, the goal of this study is to assess the challenges and interventions of traditional and online learning modalities amidst the COVID-19 pandemic. This study used a phenomenological research design and purposive sampling method to obtain qualitative data from the respondents. A total of 8 respondents out of 30 full-time faculty of the IASTE were subjects of this study. The finding affirmed that the challenges encountered by the faculty during pre-pandemic were expression of courtesy, tardiness, horseplaying, classroom management, and truancy. Interventions used to alleviate the challenges were verbal reprimand, escalation of the concerns to the authorities, attendance tracking, and recapitulation. During the pandemic period, challenges recorded in this study were coping mechanisms, internet connectivity, power interruption, and low specificity of E-device. The interventions that the faculty utilized to address the problems were providing workshops/training and webinars, reproduction of modules, and installation of DigiHubs. The results of this study could contribute not limited to the creation of an online classroom policy but also to enhance the learning competencies and knowledge acquisition of the student

Keywords: COVID-19, DigiHubs, IASTE, Pandemic, Pre-pandemic

Introduction

In a conventional classroom, teachers play various roles in the learning of the students, and classroom management. A mismanaged classroom due to ineffective teaching leads to students and teachers suffering in a disorderly and disrespectful class with no rules and procedures to guide students` behavior (Marzano, 2003 p.1). Classroom management may be defined as "the act of supervising relationships, behaviors, and instructional settings and lessons for communities of learners" (Iverson, 2003, p. 4). Iverson explains that classroom management is a preventive activity that results in decreased discipline problems (2003, p.4). Taking the preventive nature of classroom management a step further, Arends asserts that "preventive management is the perspective that many classroom problems can be solved through good planning, interesting and relevant lessons, and effective teaching" (2007, p. 173). This paper shall examine the special challenges faced in the

Arnel G. Perez, Mabalacat City College, Mabalacat City Pampanga, Philippines, Holy Angel University, Angeles City, Pampanga, Philippines

Gracia T. Canlas, Mabalacat City College, Mabalacat City Pampanga, Philippines, Angeles University Foundation, Angeles City, Pampanga, Philippines

Glen S. Nolasco (Corresponding Author), Mabalacat City College, Mabalacat City Pampanga, Philippines, Pampanga State Agricultural University, Magalang, Pampanga, Philippines

implementation of classroom management in the college online environment. Particular emphasis shall be given to the unique challenges faced by the online college faculty concerning student learning and knowledge acquisition.

Classroom management is the process by which teachers encourage and maintain appropriate behavior of students in classroom settings (Kratochwill, DeRoos, & Blair, 2018). Effective classroom management strategies are implemented to enhance the pro-social behavior of students and increase academic engagement across all subject areas and grade levels (Emmer & Sabornie, 2015; Everston & Weinstein, 2006; Marzano, 2003). According to Brophy (2006), well-run classroom management systems create a learning environment that enhances both the academic skills and social-emotional development of students, ultimately increasing student success in school.

The recent pandemic, Coronavirus affected the teaching-learning process by separating time and distance of the student-teacher interaction. Acknowledging the situation, in the 3rd week of March, several Institutions decided on a study-from-home policy. This policy means to stop the transmission of COVID by closing schools to promote physical distancing and secure the health of the faculty and students. By the middle of March, all schools in the Philippines started to follow the study-from-home policy mandated by the CHEd - DOH. This policy drastically changed the educational system in the Philippines from traditional to remote learning.

In addition, remote learning, gives new perceptions in managing classes, especially in primary schools. Some research regarding education in COVID time is as follows. The education is managed using an online platform i.e. Google Meet platform fully implemented in a large number of schools in Georgia (Butcher, 2020). Xie & Yang (2020), mentioned that teachers in secondary elementary schools that apply distance learning must provide some instruction before the lesson, upload the materials related to the lesson, upload a micro-video used for the explanation, and give a small amount of tasks. Furthermore, Gupta (2021) explains the different impacts of the pandemic on classroom teaching with respective solutions. The researcher elaborated that time management in online classes was more complicated than face-to-face. He also stipulated that discussion in online platforms requires various solutions such as utilizing Zoom, and online classroom software such as Udemy, RCampus, and Learnopia. Also, other focal points of his paper were the technical issues during the Pandemic were inevitable. These include interruption of internet connection, compatibility of classroom software, and technological proficiency were worth mentioning. These postulations of Gupta, supported the theory of Edmund O`Sullivan *et al.,* known as transformative learning theory (Mezirow, 2018). This theory explores the ideas of the learners which could adjust based on the new information acquired in the Pandemic (Mezirow, 2003). Bao (2020), proposed five impact principles for online education in higher education. The five principles are (1) having relevance in designing both online and student learning; (2) effectively informing the instruction; (3) providing satisfactory support to students; (4) best participating in class; and (5) Preparing errors that come from the platforms.

Nonetheless, in the Philippines, scarcity of research related to best practices, challenges, and intervention during the Pandemic was lacking. Hence, this study focuses on exploring the challenges and interventions used by the faculty of the Institute of Arts, Sciences, and Teacher Education, Mabalacat City College.

Research Objectives

Generally, this paper aims to assess the challenges and interventions of the Faculty of Institute of Arts, Sciences, and Teacher Education (IASTE), Mabalacat City College on the traditional and online learning during the Covid-19 pandemic.

Methods

Research Design

This study employs a phenomenological research design to assess the challenges and interventions of the IASTE Faculty of Mabalcat City College. A narrative approach was utilized to fully understand the actual experiences of the respondents in their respective online classes. Similarly, this approach was employed to describe and understand the human subjective experience of college instructors as the central focus of the study (Garvis, 2015). All the responses in this study were coded and described following the steps in thematic analysis (Moules et al., 2017).

Respondents

The respondents in this study were full-time college instructors of the Institute of Arts, Sciences, and Teacher Education (IASTE) at the Mabalacat City College. The convenience sampling method was utilized in this study to maximize the available respondents in the IASTE. Since some instructors did not have an internet connection and health protocol prohibits face-to-face interviews or printed survey questionnaires, this sampling method provides the safest approach. Also, the researchers considered the availability of the instructors, and willingness of the respondents to be part of this research. There were eight (26.67%) out of 30 full-time faculty of IASTE voluntarily participated in the study. The primary concern of the study was to assess the challenges and interventions of the faculty. Hence, variables such as age, gender, ethnicity, economic status, religion, and other variables were not included in this study.

Data Collection

The construction of open-ended questions as well as the validation of questionnaires was executed by the Research Office of Mabalacat City College. Furthermore, the researchers wrote a letter to the Head of the Academic Department, requesting permission to perform the research at Mabalacat City College. After all the questions were confirmed and validated, the researchers distributed the survey form to the instructors of Mabalacat City College via Google Forms. The Researchers asked permission to get the list of the Facebook accounts of the participants to make the data collection robust.

Ethical Consideration

The obtained data in this research were encapsulated by the RA 10183 - Data Privacy Act of 2012, and the survey questionnaire used in this study was evaluated and validated by Mabalacat City College's research office. In the actual conduction of the research, the researchers adhered to ethical standards. Informed consent was adequately communicated to the concerned respondents involved. Therefore, the researchers respect the right of the critical informant to withdraw during the study process. Furthermore, the names of the participant were kept anonymous, and their responses were treated with the utmost confidentiality. Lastly,

the researchers observed complete objectivity in interpreting the data to surface the unknown information relative to the contemporary work. (Arifin, 2018; Cacciattolo, 2015; Horstkötter and Wert, 2020; Green, 2019). Responses obtained from the respondents were converted into PDF files with a generated password before deletion.

Results and Discussion

Challenges and Intervention during the Pre-Pandemic

In March 2020, the COVID-19 pandemic was declared by the World Health Organization to enforce safety for the public (Almazova et al., 2020; Balakrishnan, 2020; Bozkurt et al., 2020; Ghazi-Saidi et al., 2020; Goncalves, 2020; Habaragoda, 2020; Karademir et al., 2020; Mukherjee & Hasan, 2020; & Refaat El Said, 2020). Nonetheless, the new mode of instruction (online discussion) encountered many issues including how the students and teachers cope with the new approach (Almazova et al., 2020; Habaragoda, 2020), availability of electronic gadgets used in online/remote learning (Almazova et al., 2020; Bozkurt et al., 2020; & Habaragoda, 2020), the problem about the internet connectivity, and being at the remote area (Habaragoda, 2020; Refaat El Said, 2020). As shown in Table 1, the answers of the participants revealed the challenges and interventions encountered during the pre-pandemic. These include the expression of courtesy such as horseplaying, "po" and "opo" which are words utilized to express respect in the Philippines and were not properly used during the pre-pandemic. Nevertheless, since the pandemic hit the educational system, these courtesy words were neglected most of the time. These politeness terms are pivotal in the Philippines as they are used when engaging in speech with older/administrators, and promote respect as Filipinos converse in a discussion (Agna et al., 2022; Rañosa-Madrunio, 2014). Also, tardiness was one of the challenges of the faculty during the pre-pandemic. This challenge is not new in the Philippines. According to Esperanzaabc (2015); Arbiol and Billiones (2013), tardiness and absenteeism were some of the problems of the students that could affect their learning competencies and knowledge acquisition. Relatively, this statement is similar to the challenges of the IASTE faculty members as tardiness in their classrooms increases, the learning capability of the students is affected.

To address the "expression of courtesy" and "tardiness" during the pre-pandemic, faculty members obtruded verbal reprimand with the assistance of the program head/dean of the Institution to settle the issues in a virtuous way. These interventions (Table 1) might be old-school approaches but found to be practical during the pre-pandemic. In addition, Curram et al., (2019) and Mumthas et al., (2014) provided robust statements and promising results concerning the effect of verbal reprimands and one-on-one counseling on the students subjected to misbehavior.

More challenges were also recorded in this study (Table 1) such as "Classroom management" and "Truancy/ Absenteeism". These two were the most dominant challenges in the pre-pandemic situation at Mabalacat City College. As mentioned by the faculty members of IASTE, "Some students of this Institution were working students which contributed to their absences". To concretize, Sahin et al., (2016) reported that students who have full-time jobs and are under heavy working loads could increase and affect the truancies of the students. Furthermore, exhausted students might choose to ditch school or not attend their classes. Therefore, to alleviate the situation, faculty members provide interventions to address the problems. Some focal points include "Attendance Tracking" and "Recapitulation of the previous discussions". These two were some of

the generic methods used in the classroom to manage their learning competency and knowledge acquisition (Deugo, 2013). Also, recapitulating the previous discussion provides a positive impact on the students as they continue to the next topic (Oyzon and Olmos, 2009).

Table 1 Summary of Challenges and Interventions

Period	Challenges	Interventions
Pre-pandemic	Expression of courtesy (po and opo)	Verbal reprimand but proactive and composed Escalating to the school`s program head/dean
	Tardiness	
	Horseplaying	
	Classroom Management	Attendance tracking Recapitulation
	Truancy/absenteeism	
Pandemic	Coping mechanisms of students and faculty	Online workshop and webinar about online learning
	Internet connectivity	Remedial class Reproduction of Students' Modules
	Power Interruption	
	Low specificity of electronic device	
	Household disturbances	Installation of DigiHubs

Challenges and Intervention during the Pandemic

As previously mentioned, the physical schools were closed to mitigate the spreading of the coronavirus (COVID-19). Hence, the face-to-face learning approach shifted to a distance or remote learning approach in which the readiness of the students and teachers was considered premature. Before the COVID-19 pandemic, majority of the HEIs all over the world practiced the traditional face-to-face learning approach which included the usual methods in classroom management.

As revealed in Table 1, one of the challenges of the faculty occurred post-pandemic was "Coping mechanisms of students and faculty". As mentioned by De Villa and Manalo (2020); Veerabhadrappa and Yadav (2021) as students and faculty adapt to the new normal, coping mechanisms are some of the teaching strategies they take into account. Since traditional teachers prefer face-to-face, the integration of technology into the educational system (Wahid et al., 2021) made them suffer (Fabro et al., 2023) and struggle (Phillips, 2021). To impede this challenge, Mabalacat City College, provided various webinars and workshops related to Learning Management Systems, and online classroom platforms such as Google Scholar, Zoom, and MS Teams which make educational management easier and bring order. As instructors utilized these online management systems this paved the way for the instructors and students to cope with the ongoing Pandemic (Garcia et al., 2021) and to equip the students and instructors as the educational system in the said Institution was undergoing a paradigm shift due to Covid pandemic. These results were also supported by Jena (2020), Gopal and Singh (2021), and Herguner et al., (2021) that the utilization of these innovative approaches enhances the learning materials of the students and teachers, introduces digital literacy in both students and teachers, facile time management, and open for distance or remote learning. However, there are also Farooq et al., (2020), Lelisho et al., (2023), and Magableh and Alia reiterate the negative impacts of the online

learning approach which encapsulates educational activity hampered since some students do not have access to the internet, and some students and teachers were unprepared for online education.

Some conventional problems were also reported in this study (Table 1). These include "Fluctuation/absence of the internet connectivity" and "Power interruption". Unsurprisingly, the inaccessibility of an internet connection is not new in some developing countries like Indonesia (Sparrow et al., 2020) and the Philippines (Briones, 2021). As reported by Boholano et al., (2021) and Briones (2021) internet connectivity was one of the issues that the Philippines encountered. Moreover, internet connection and low-end specs of electronic devices were some of the challenges of the Philippines as the new normal arrived in the educational system (Ancheta and Ancheta, 2020). On the other hand, power interruptions in the Philippines have sporadic experiences that affect the learning modality of the students (Arciaga, 2023). This challenge is a profound issue that is beyond the control of the Institution. Henceforth, to mitigate the situation, "Remedial online classes – if the power is up" or "Reproduction of Students` modules – could be used by the students regardless of the power interruption" were some of the interventions of the Mabalacat City College. Incorporating remedial classes during no internet connection/electricity is very useful and effective amidst of the pandemic (Santos, 2023; Sriadhi et al., 2019). In addition, several researchers supported the effectiveness of printed distance learning modalities such as modules. They provide the acquisition of better self-study (Gatus and Vargas, 2022), enhance reading drills (Munoz, 2023), and utilize other learning platforms like YouTube links specified in the modules (Irfan et al., 2023).

Lastly, Household disturbances such as noise and household chores are some of the problematic scenarios occurring in the pandemic. Interestingly, Mamolo et al., (2020); Tanucan and Uytico (2021) mentioned that the most common challenge in online class are household disturbances. Further, Ortega et al., (2022) explicitly discussed the negative effects of household disturbances on the learning capability and concentration of the students. Thus, to address this problem, the Mabalacat City College installed DigiHubs in different Places in Mabalacat City, Pampanga where the students can do their online class/tasks. These hubs contain a bandwidth of 300mbps, desktop computers, printed modules, and tablets that were used during online classes. These online learning materials cater the students in remote areas or when they do not have internet connectivity.

Implication of the Study

This study determined the challenges of the faculty under the Institute of Arts, Sciences, and Teacher Education (IASTE) of Mabalacat City College during the new normal and their interventions. The findings revealed that the challenges and interventions used in the new normal were very distinct in the pre-pandemic and pandemic scenarios. In addition, specific intervention was needed relative to the challenges of the faculty member. Hence, the research suggests the following statements to improve the online learning modalities:

1. Revisit or create institutional policy in the implementation of the online classes;
2. Get feedback from the college instructors of the institutes (IASTE, IBE, ICS, and IHTM) about their experiences in online learning specific to classroom management;
3. Benchmark the best-practiced classroom management of the other HEIs; and
4. Conduct a series of webinars related to classroom management.

Conclusion

The findings in this study affirmed how the faculty of IASTE faced the challenges during the pre-pandemic and pandemic. Collectively, the challenges in the normal include expression of courtesy, tardiness, horse playing, classroom management, and truancy. During the pandemic, coping mechanisms, internet connectivity, power interruption, low specificity of the E-device, and household disturbances were some of the prominent challenges that faculty of IASTE encountered. The researchers reported the interventions used by the faculty of IASTE during pre-pandemic were verbal reprimand, escalation of the concerns to the authorities, attendance tracking, and recapitulation of the previous topic before continuation. In brief, the interventions applied during the pandemic were the administration of online workshops/training and webinars for the faculty and students, reproduction of modules, and installation of DigiHubs for less fortunate students that provide ideal solutions to the impacts of the Covid-19 pandemic on the educational system of the Philippines. These preliminary data of pre-pandemic and pandemic challenges/interventions could provide information and an ideal solution as the educational system in the World started to embrace blended learning.

Acknowledgment

The authors would like to acknowledge the efforts of the IASTE full-time faculty who have compassionately shared their knowledge in this endeavor.

Conflict of Interest

The authors of this article hereby declare that there is no conflict of interest whatsoever with respect to the publication of this paper

Funding

None

References

Agna, A., Molina, C., Pontillas, M., & Ignacio, J. (2022). Exploring Codeswitching Occurrences in an Online English Language Learning in a State College, Philippines. *Journal of Education, Management and Development Studies*, *2*(3), 37-46. https://doi.org/10.52631/jemds.v2i3.123

Almazova, N., Krylova, E., Odinokaya, M. & Rubtsova, A. (2020). Challenges and opportunities for Russian Higher Education amid COVID-19: Teachers' perspectives. Education Science. http://dx.doi.org/10.3390/educsci10120368

Ancheta, R., & Ancheta, H. (2020). The new normal in education: A challenge to the private basic education institutions in the Philippines. *International Journal of Educational Management and Development Studies*, *1*(1).

Arbiol, J. M., & Billiones, H. S. (2013). The Role of Personality and Agencies of Socialization in Tardiness, Absenteeism and Academic Performance. *Southeast Asian Interdisciplinary Research Journal*, *1*(1), 77-86.

Arciaga, K. (2023). A glimpse of the "new normal" in online language learning and teaching. *JOALL (Journal of Applied Linguistics and Literature)*, *8*(2), 510-527. https://doi.org/10.33369/joall.v8i2.29859

Arends, R.I. (2007). Learning to teach (7th ed.). New York: Random House.

Arifin, S. R. M. (2018). Ethical considerations in qualitative study. *International Journal of Care Scholars*, *1*(2), 30-33. https://doi.org/10.31436/ijcs.v1i2.82

Balakrishnan, P. (2020). Education in the age of COVID-19: Educational responses from four Southeast Asian countries. International Studies in Educational Administration, Vol.48(3). http://web.a.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=14&sid=392c76a7-0751-4ec1-9900-467c69a537cc%40sdc-v-sessmgr02

Bao, W. (2020) "COVID-19 and online teaching in higher education: A case study of Peking University," Hum. Behav. Emerg. Technol., Vol. 2(2); p. 113–115, https://doi: 10.1002/hbe2.191.

Bozkurt, A., Jung, I., Xiao, J., Vladimirschi, V., Schuwer, R., Egorov, G., Lambert, S., Al-Freih, M., Pete, J., Olcott, Jr., D., Rodes, V., Aranciaga, I., Bali, M., Alvarez, Jr., A., Roberts, J., Pazurek, A., Raffaghelli, J., Panagiotou, N., de Coëtlogon, P., Sadik Shahadu, S. et al. (2020). A global outlook to the interruption of education due to COVID-19 pandemic: Navigating in a time of uncertainty and crisis. *Asian Journal of Distance Education,* Vol. 15(1), p. 1-126. https://eric.ed.gov/?id=EJ1290039

Butcher, J. (2020). "Public-Private Virtual-School Partnerships and Federal Flexibility for Schools during COVID-19," SSRN Electron. J., (2020), https://doi: 10.2139/ssrn.3564504.

Cacciattolo, M. (2015). Ethical considerations in research. In *The Praxis of English Language Teaching and Learning (PELT)* (pp. 55-73). Brill.

Commission on Higher Education (2020). Guideline on the implementation of flexible learning, CMO No. 4, Series of 2020. https://ched.gov.ph/wp-content/uploads/CMO-No.-4-s.-2020-Guidelines-on-the-Implementation-of-Flexible-Learning.pdf

Curran, F. C., Fisher, B. W., Viano, S., & Kupchik, A. (2019). Why and when do school resource officers engage in school discipline? The role of context in shaping disciplinary involvement. *American Journal of Education*, *126*(1), 33-63. https://doi.org/10.1086/705499

Deugo, D. (2013). Attendance Tracking. In *Proceedings of the International Conference on Frontiers in Education: Computer Science and Computer Engineering (FECS)* (p. 1). The Steering Committee of The World Congress in Computer Science, Computer Engineering and Applied Computing (WorldComp).

De Villa, J. A., & Manalo, F. K. B. (2020). Secondary teachers' preparation, challenges, and coping mechanism in the pre-implementation of distance learning in the new normal. *IOER International Multidisciplinary Research Journal*, *2*(3), 144-154.

Dulock, H.L. (1993). Research design: Descriptive research. *Journal of Pediatric Oncology Nursing, 10(4); 154-157*. https://doi.org/10.1177/104345429301000406_

Emmer, E. T., & Sabornie, E. J. (2015). Introduction to the second edition. In E.T. Emmer & E.J. Sabornie (Eds.), Handbook of classroom management (2nd ed., pp. 3-12). New York, NY: Routledge.

Esperanzaabc, J. C. (2015). Instructor-Related Problems of Junior Teacher Education Students of University of Rizal System Angono, Philippines. *International Journal of Scientific and Research Publications*, *49*, 83-1.

Evertson, C. M., & Weinstein, C. (2006). Classroom management as a field of inquiry. In C. M. Evertson & C. S. Weinstein (Eds.), Handbook of classroom management: Research, practice, and contemporary issues (pp. 3-15). Mahwah, NJ: Lawrence Erlbaum Associates.

Fabro, Regie Boy B., Eba Christie C. Rivera, Janet C. Rivera, Niña Theresa Grace S. Rabang, Alma C. Asuncion, and Mark R. Limon. "Struggling, Coping, and Persisting in New Normal Education: Pre-Service Teachers in Field Study Courses." *TEM Journal* 12, no. 1 (2023).

Farooq, A., Laato, S., & Islam, A. N. (2020). Impact of online information on self-isolation intention during the COVID-19 pandemic: cross-sectional study. *Journal of medical Internet research*, *22*(5), e19128.

García, N. O., Velásquez, M. D., Romero, C. T., Monedero, J. O., & Khalaf, O. (2021). Remote academic platforms in times of a pandemic. *International Journal of Emerging Technologies in Learning (iJET)*, *16*(21), 121-131.

Garvis, S. (2015). *Narrative Constellations: Exploring Lived Experience in Education*. Sense Publishers. http://web.a.ebscohost.com/ehost/ebookviewer/ebook/ZTAwMHh3d19fMTA1NzI3MF9fQU41?sid=48956bfa-6dd4-426d-af0d-74927b806e71@sessionmgr4007&vid=6&format=EB&rid=4

Gatus, L. C., & Vargas, D. S. (2022). Teachers' And Students' Experiences In Using Printed Modules In Distance Learning Under The New Normal: A Documentation Study. *Journal of Positive School Psychology*, *6*(10), 2594-2601.

Gopal, R., Singh, V., & Aggarwal, A. (2021). Impact of online classes on the satisfaction and performance of students during the pandemic period of COVID 19. *Education and Information Technologies*, *26*(6), 6923-6947.

Gupta, M. M. (2021). Impact of Coronavirus Disease (COVID-19) pandemic on classroom teaching: Challenges of online classes and solutions. *Journal of education and health promotion*, *10*.

Harabaragoda, B.S. (2020). Challenges of implementing online teaching in universities during COVID-19 global pandemic: A Developing country's perspective. International Journal of management, Accounting and Economics, Vol.7(11). http://web.a.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=9&sid=392c76a7-0751-4ec1-9900-467c69a537cc%40sdc-v-sessmgr02

Hergüner, G., Yaman, Ç., Çaglak Sari, S., Yaman, M. S., & Dönmez, A. (2021). The effect of online learning attitudes of sports sciences students on their learning readiness to learn online in the era of the new coronavirus pandemic (COVID-19). *Turkish Online Journal of Educational Technology-TOJET*, *20*(1), 68-77.

Horstkötter, D., & Wert, G. D. (2020). Ethical considerations. In *Fundamentals and clinics of deep brain stimulation* (pp. 145-159). Springer, Cham.

Irfan, A., Darwel, D., Suksmerri, S., Delima, D., & Arlinda, S. (2023). Effectiveness of the Covid-19 Module in Preventing and Reducing the Positive Rate of Covid-19 during the New Normal Period in the City of Padang. *Jurnal Aisyah: Jurnal Ilmu Kesehatan*, *8*(2). https://doi.org/10.30604/jika.v8i2.1851

Iverson, A.M. (2003). Building competence in classroom management and discipline (4th ed.). Upper Saddle River, N.J.: Merrill.

Jena, P. K. (2020). Impact of pandemic COVID-19 on education in India. *International journal of current research (IJCR)*, *12*.

Karademir, A., Saatcioglu, O. & Yaman, F. (2020). Challenges of higher education institutions against COVID-19: The case of Turkey. *Journal of Pedagogical Research,* Vol. 4(4). http://dx.doi.org/10.33902/JPR.2020063574

Koza, W. (2004). Managing an effective early childhood classroom. Huntington Beach, CA: Shell Education, (2004).

Kratochwill, T. R., DeRoos, R., & Blair, S. (2018). Classroom Management. Teachers' Modules. Retrieved from https://www.apa.org/education/k12/modules-classroom-management

Leinhardt, G., Weidman, C., & Hammond, K. (1987). Introduction and Integration of Classroom Routines by Expert Teachers. Curriculum Inquiry, 17(2), 135-176. doi:10.2307/1179622

Lelisho, M. E., Pandey, D., Alemu, B. D., Pandey, B. K., & Tareke, S. A. (2023). The negative impact of social media during COVID-19 pandemic. *Trends in Psychology*, *31*(1), 123-142.

Mamolo, L. A. (2022). Online learning and students' mathematics motivation, self-efficacy, and anxiety in the "New Normal". *Education Research International*, *2022*, 1-10. https://doi.org/10.1155/2022/9439634

Maqableh, M., & Alia, M. (2021). Evaluation online learning of undergraduate students under lockdown amidst COVID-19 Pandemic: The online learning experience and students' satisfaction. *Children and Youth Services Review*, *128*, 106160.

Marzano, R. J. (2003). Classroom management that works. Alexandria, VA: Association for Supervision and Curriculum Development

Mezirow, J. (2003). Transformative learning as discourse. *Journal of transformative education*, *1*(1), 58-63.

Mezirow, J. (2018). Transformative learning theory. In *Contemporary theories of learning* (pp. 114-128). Routledge.

Moules, N., Norris, J., Nowell, L., & White, D. (2017). Thematic analysis: Striving to meet the trustworthiness criteria. *International Journal of Qualitative Methods,* 16; 1-13. https://journals.sagepub.com/doi/10.1177/1609406917733847

Mukherjee, D. & Hasan, K. (2020). Challenges in learning continuity during the COVID-19 Pandemic: A Methodological and thematic review. South Asian Journal Management, Vol. 27 (3). http://web.b.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=32&sid=a8f5aae0-b201-4459-a6f3-df0a9a050412%40sessionmgr103

Mumthas, N. S., Munavvir, J., & Abdul Gafoor, K. (2014). Student and Teacher Perception of Disciplinary Practices: Types, Reasons, Consequences and Alternatives. *Online Submission*, *2*(4), 301-308.

Munoz, A. (2023). READ@ HOME: A Tool for Upgrading the Reading Performance of Grade V Learners in The New Normal. *Herculean Journal*, *1*(1). https://doi.org/10.17605/4j3e6b90

Newley, R.J. (Ed.) (2011). *Classrooms: Management, Effectiveness and Challenges. Education in a Competitive and Globalizing World*. Nova Science Publisher, Inc. New York. http://web.a.ebscohost.com/ehost/ebookviewer/ebook/ZTAwMHh3d19fNDQwODA0X19BTg2?sid=860d721f-c5c4-4605-a3b9-07802ef75ac7@sessionmgr4007&vid=5&format=EB&rid=10

Ortega, H. C., Castro, R., Tolentino, J. C., Pusung, D. S., & Abad, R. (2022). The hidden curriculum in a Filipino pre-service physical educators' virtual ecology. *Edu Sportivo: Indonesian Journal of Physical Education*, *3*(1), 25-40.

Oyzon, M. V. L., & Olmos, O. L. (2009). Students' notes and their relation to comprehension and recall of lecture information. *Alipato: A Journal of Basic Education*, *3*(3).

Phillips, H. N. (2021). Re-imagining higher education: A cohort of teachers' experiences to face the 'new normal'during COVID19. *International Journal of Educational Research Open*, *2*, 100069. https://doi.org/10.1016/j.ijedro.2021.100069

Ps, M. (2005). How effective is school discipline in preparing students to become responsible citizens? Slovenian teachers' and students' views. *Teaching and teacher education*, *21*(3), 273-286. https://doi.org/10.1016/j.tate.2005.01.005

Rañosa-Madrunio, M. (2014). Power and control in Philippine courtroom discourse. *International Journal of Legal English*, *2*(1), 4-30.

Refaat El Said, G. (2020). How did the COVID-19 pandemic affect higher educational learning experience? An Empirical investigation of learners' academic performance at a university in a developing country. Advances in Human-Computer Interaction. https://doi.org/10.1155/2021/6649524

Sahin, S., Arseven, Z., & Kiliç, A. (2016). Causes of Student Absenteeism and School Dropouts. *International Journal of Instruction*, *9*(1), 195-210.

Santos, E. W. (2023). An Evaluation of the Training Program on Online Remedial Instruction in the New Normal. https://doi.org/10.47750/jett.2023.14.02.030

Sparrow, R., Dartanto, T., & Hartwig, R. (2020). Indonesia under the new normal: Challenges and the way ahead. *Bulletin of Indonesian Economic Studies*, *56*(3), 269-299. https://doi.org/10.1080/00074918.2020.1854079

Sriadhi, S., Restu, R., Sitompul, H., & Manurung, J. (2019, December). Development of web-virtual laboratory to improve the effectiveness and efficiency of remedial learning. In *Journal of Physics: Conference Series* (Vol. 1402, No. 7, p. 077059). IOP Publishing. https://doi.org/10.1088/1742-6596/1402/7/077059

Tanucan, J. C. M., & Uytico, B. J. (2021). Webinar-Based Capacity Building for Teachers:" Lifeblood in Facing the New Normal of Education". *Pertanika Journal of Social Sciences & Humanities*, *29*(2). https://doi.org/10.47836/pjssh.29.2.16

Veerabhadrappa, S. K., & Yadav, S. (2021). Adapting the new Normal teaching strategies as a coping mechanism for dental students. *J Coll Physicians Surg Pak*, *30*(5), 608-609. https://doi.org/10.29271/jcpsp.2021.05.608

Wahid, R., Farooq, O., & Aziz, A. (2021). The new normal: Online classes and assessments during the Covid-19 outbreak. *Journal of e-Learning and Knowledge Society*, *17*(2), 85-96. https://doi.org/10.20368/1971-8829/1135346

Xie, Z. & Yang, J. (2020). "Autonomous Learning of Elementary Students at Home During the COVID-19 Epidemic: A Case Study of the Second Elementary School in Daxie, Ningbo, Zhejiang Province, China," Best Evid. Chinese Educ., vol. 4 (2); p. 535–541. https://www.doi: 10.15354/bece.20.rp009