

Challenges of Distance Teaching Implementation in Developing Content: Reports from A Senior High School Teacher

Wendi Kusriandi*, Januarius Mujiyanto, Dwi Rukmini, Sri Wuli Fitriati

Universitas Negeri Semarang, Indonesia
*Corresponding Author: wendikusriandi@gmail.com

Abstract. Apart from having a long teaching experience, implementing distance teaching is a challenge. Four stages should be developed in developing content: a constructivist approach, a reflective approach, independent learning, and experiential learning. The purpose of this study is to report how teachers develop content in the implementation of distance learning. This research is a qualitative descriptive study. The participant of this study is one of the senior English teachers at one of the favorite high schools in Kuningan district, West Java. The results of this study are 50/60% of students still have difficulty using some applications in developing content.

Key words: Distance learning; Developing content

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INTRODUCTION

In today's era, e-learning has become an essential requirement in learning in schools, in developing e-learning means rebuilding the role of a teacher. They are not just ordinary teachers but are forced to take dual roles as teachers and content experts. However, not all teachers can become e-learning content developers, and each teacher has different challenges. Furthermore, it takes time to activate knowledge properly, and it takes time to get used to and learn something new and exciting so that students' needs for online learning are met. However, in an e-learning environment, teachers must encourage students to give appropriate and appropriate assignments. Therefore, teachers must be able to develop content collectively. Some points involve the development of content that distinguishes traditional e-learning, namely by replacing media with elements that form effective e-learning content so that information channels in using e-learning can run well (Govindasamy, 2002).

In the context of developing e-learning content, several aspects can affect the success of e-learning. Then the role of the teacher can be prioritized, and the teacher must be good at finding innovations so that e-learning becomes attractive to students. For example, in an application, the teacher adds application features in explanations made through videos containing answers with illustrations and explanations. The pedagogical relationship between teachers and

students occurs virtually in this phase. With the explanation feature in an application, the spirit of students' independent learning is indirectly maintained.

Furthermore, it can be developed with a realistic experience. Involving students in learning using an application, of course, requires the ability of teachers to maximize pedagogical (teacher-student) relationships. The teacher's pedagogical relationship can be developed in application features, such as feedback or (feedback) called the pedagogical dimension. Elly and Jansak (2000) identify the following essential roles to ensure the quality of teachers' e-learning experience in developing content.

In this study, researchers found out how a senior English teacher in one of the favourite Senior High Schools in Kuningan District West Java implements E-Learning content development. These findings were developed and adapted through the theory of E-Learning Implementation focuses on the Constructivist Approach, Reflective Approach, Independent Learning and Experiential Learning (Govindasamy, 2002).

The Constructivist Approach (Jonassen, 1995) argues that all student knowledge is built based on previous knowledge and is connected to form a new knowledge base by seeking and obtaining much information, so this affects student activity and how students build their previously acquired knowledge. This theory is in line with the principle of the Constructivist Approach

proposed by (Muijs & Reynolds, 2009), which says learning is always an active process. Learners actively construct their learning from various kinds of inputs they receive. This implies that learners need to be active in order to learn effectively. Jonassen also argues that a teacher can also develop knowledge through the Internet. The Internet can be used to find various information needed. The Internet does not have a clear structure. However, the Internet is an ideal medium for developing problem-based student teaching methods, designing and developing an understanding of problem-relevant knowledge, and finding the information needed by teachers who are actively developing their teaching process.

In Independent Learning, students are encouraged to take responsibility for achieving success in learning. Students are asked to clearly understand what competencies shape learning in the classroom to be successful, where to start so that goal is achieved, and the effectiveness of efforts to obtain targets in carrying out assigned tasks where learning processes and experiences are organized and controlled themselves in terms of conceptualization, design, implementation, and evaluation on their own. However, each student must have different needs in developing the learning process independently, so the teachers must guide the students. This principle aligns with Nangpal (2013), namely, students learn in their way. The internet web environment is ideal and suitable to offer students much-needed information. The Internet provides a specific, clearly defined structure so that students' knowledge needs to index prior learning can be met, and formative assessments that explicitly build target competencies motivate students to take responsibility for their learning.

The world of E-learning must have all the elements of reflection that students need because the primary interaction between students and teachers is the main thing -the principle of the Reflective Approach proposed by McKay (2002), namely as the basis of learning interaction between teachers and students is love. Love is the first basis that must be instilled in teachers and children when carrying out the learning process. In an e-learning situation, the teacher must ensure all the elements of reflection that students need

because the reflective approach in e-learning is not limited to when and where a teacher teaches. After all, this is the basis of the cumulative archive that all learning processes occur in the classroom. The difference is that the learning process is carried out online.

Experiential learning is a teaching and learning process method that allows students to build knowledge, skills and attitudinal values obtained through direct experience. This method will be more meaningful if students will be more prominent if they are actively involved and participate in their learning process and in carrying out an activity -it is related to the principle of Experiential Learning proposed by Malinen (2000), namely as students learn to involve learning experiences.

METHODS

In this study, the researcher employs a qualitative descriptive method to obtain data by interviewing the teacher and asking the teacher to describe the questions about the teacher's challenges in developing E-Learning content (Constructivist Approach, Independent Learning, Experiential Learning, and Reflective Approach). The focus is a senior English teacher's challenges in developing E-Learning content at one of the Senior High Schools in Kuningan District, West Java. This teacher is more experienced and has been teaching for over twenty years and teaches for class XII, where the teaching process was online during the pandemic.

RESULTS AND DISCUSSION

This study will explain teachers' challenges in developing E-Learning content so that online learning runs conducive. The researchers conducted interviews with the teacher. Interview questions were asked about how teachers face challenges in developing E-Learning content. The interview was conducted on June 20, 2021, in the lobby area of the school.

Interviews were conducted face-to-face, and managed to get answers to some of the questions asked. All data from this research are described based on the focus of the research questions as follows:

A. Constructivist Approach

Table 1. Interview Result Constructivist Approach

Point of Developing Content	Principle	Interview Question
Constructivist Approach	Learning is always an active process. Learners actively construct their learning from various kinds of inputs they receive. It implies that learners need to be active in order to learn effectively (Muijs & Reynolds, 2009)	The teacher's way of making students active during online learning.
<p>Interview Result: The school still applies online learning, daily test activities, semester exams, and final assessments using the online system. According to the teacher, 50-60% of students still have difficulty using online learning applications, an important area in online learning activities. So, in building student activity, teachers must try hard to keep students active during online learning; he said as follows:</p> <p><i>“Yang pertama memotivasi siswa dengan memantau siapa yang mengerjakan dan siapa yang tidak mengerjakan kemudian bagi mereka yang belum mengerjakan, kita sampaikan di grup dikasih toleransi waktu untuk mengerjakan dan akan terkontrol dalam sistem penilaian”</i></p> <p>Based on the interview excerpt from him, to keep students active in the online learning process, teachers continue to motivate so that students' desire to be active in online classes is growing. The teacher also monitors students who have not done assignments and provides time tolerance for students who have not done assignments. With time tolerance, it can be concluded that teachers want their students to remain active in online learning by motivating, monitoring student performance, and giving time tolerance to students who have not completed assignments.</p> <p>Student activity in the learning process is a responsibility and a challenge for the teacher in conveying the material and making students understand. So, it can be concluded that student activity affects teacher motivation to continue developing E-Learning content because if students find it challenging to be active in online learning, it is likely that teachers will feel lazy in developing E-Learning content.</p>		
Constructivist Approach	Teaching is as a learner empowerment, and allows the learner to discover and reflect on realistic experiences. (Von Glassersfeld, 1989)	Learning models and techniques used by teachers to develop students' understanding.
<p>Interview Result: In this stage, the teacher admits that he finds it difficult because several aspects hinder the learning process. This situation is a challenge for teachers in building learning models and student understanding, and teachers face two challenges in building learning models and student understanding, according to the teacher. The first he said:</p> <p><i>“ya.. ya itu memang yang agak kesulitan ya.. mungkin kita biasanya memfasilitasi dalam bentuk presentasi atau powerpoint”</i></p> <p>He identifies that offline learning students get a lot of material intake quickly and get affordable facilities, do not require quotas or are hindered by obstacles such as zoning, which is difficult for students to get a stable signal from some home locations; he stated that usually students are facilitated in the form of presentations. Which is brought by students in groups, and PowerPoint contains material. It can be concluded that teachers' challenges in building learning content to develop students' understanding during online learning must be developed and motivated.</p> <p>Then the second challenge is for the teacher to reconsider if the online learning process uses the Zoom application because this application takes up much quota and must be facilitated by adequate electronic goods. He said:</p> <p><i>“tapi ya itu kendalanya kalo kita terlalu sering menggunakan zoom seperti itu kendala di siswa ya.. Agak keberatan karna memang tidak hanya satu pelajaran”</i></p> <p>The school's principal recommends using Zoom as an alternative for interaction with students during online learning, teachers are also encouraged to build models and learning materials or content to make them more attractive. However, some teachers still have difficulty using the Zoom application due to technology mastery factors, and several There are still many students who find it difficult and think using Zoom is a waste. He identifies that not all students can access the internet smoothly in their respective homes, and only about 75% of students have adequate facilities and economic conditions, which can impact students' enthusiasm for</p>		

online learning. As he said, geographical constraints and economic factors of students are also a challenge for teachers because teachers should not view the economic conditions of all students as the same. Instead, he is still looking for ways so that the material intake needs for students are still met by providing other additions in the form of references from books or providing links that provide much additional material so that students can practice freely outside the KBM time. As he said:

“Ya akhirnya selain kita menyampaikan materi secara umum kita juga memberi tambahan referensi lain bisa buku atau mungkin link link yang bisa mereka gunakan untuk berlatih dan mereka bisa berlatih secara bebas diluar waktu KBM”.

However, content development experienced difficulties because teachers did not have the motivation to find alternatives other than using the Zoom application.

B. Independent Learning

Table 2. Interview Result Independent Learning

Point of Principle	Interview Question
Developing Independent Learning	The way students develop their learning process independently.

Interview Result:

In online learning, students are trained to develop their learning process independently because distance is an obstacle to transferring knowledge to students directly. If students can develop their learning process independently, students will likely learn by developing content. However, this cannot be separated from the role of a teacher. Teacher creativity is needed in determining whether or not it successfully develops the learning process of its students independently. Below is the teacher's way so that students can develop their learning process independently, as said by him:

“karna memang, euu.. kalo secara langsung guru mengadakan zoom itu juga sangat terbatas tetap ada keterbatasan berbagai kendala , kemudian kita memberikan dalam bentuk, ya.. tertulis, printed atau mungkin dalam bentuk file yang bisa mereka pelajari tapi di sisi lain mereka mungkin kurang tertarik dengan bahan bahan seperti itu karna tertumpuknya dari berbagai mata pelajaran”

The teacher can only facilitate this stage by providing additional written or printed material or files that can be studied as an alternative. However, the main challenge is that students feel less interested in such a model. The main factor in independently developing the student's learning process is the number of subjects they have to face. He said that in high school, the lessons are very dense. As he said:

“ada semacam latihan atau penugasan ya tetap saja mereka ada titik jenuh karna menumpuknya materi dan tugas dari pelajarn lain karna di SMA itu kan pejarannya sangat padat.. sangat banyak”

It would be nice if cases like this could be handled with teacher motivation because teacher motivation plays an essential role in student development, especially for students' desire to develop their learning process independently. The higher the teacher's motivation, the more likely students will use their metacognition to learn E-Learning content.

Independent Learning	The different needs of each individual student are recognized and are a response that can be made into the specific needs of individual students.	How teachers can fully meet the needs of their students
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Interview Result:

In the implementation of online learning, the need for material intake for students must be met and achieved, but must be provided with adequate electronic facilities, stable internet coverage, large quotas, and much more. Likewise, for teachers, teachers must think extra so that the needs of students are met as a whole. The school's teachers not only meet the needs of students materially, but they meet the needs of students in terms of facilities. The teacher also relieves students who cannot access the school web. In this case, there are no specific questions asked of teachers, but researchers can conclude through the following quote as an assumption that teachers have met the needs of students, especially in terms of facilities. Furthermore, this relates to the question of interaction.

“secara umum juga untuk sekolah bagi mereka yang bermasalah ya kita menyediakan waktu menyediakan tempat khusus untuk jaringan komputer bisa mengerjakan di sekolah dan bagi mereka yang berkendala sinyal

atau tidak mampu beli kuota atau tidak mempunyai HP yang mensupport maka mereka bisa melaksanakan kegiatan KBM atau penialain akhir itu di lab sekolah”

The teacher seeks to meet the student's needs not only in terms of learning materials but in terms of facilities as well. The teachers provide opportunities for students who do not follow the class schedule by postponing the study schedule, and for those who cannot access the school web, the teacher allows students to take the exam in the school lab. It can be concluded that the teacher does not only meet material needs but also facilities, and is a convenience for students who do not have adequate facilities.

C. Experiential Learning

Table 3. Interview Result Experiential Learning

Point of Principle	Interview Question
Developing Experiential Learning	Experiential Learning: (Malinen A, 2000) Student learning involves experiential learning experiences.

Interview Result:

Activities that include experiences like this, it can be used as a reference for other teachers so that students are more interested in developing their learning process. The teacher gives assignments with specific topics and gives students the freedom to determine their respective fields and interests, as he said:

“ya.. salah satu yang bisa digunakan mungkin dalam bentuk penugasan dengan topik tertentu tetapi bidangnya bisa bermacam macam , misalkan kita ambil contoh, biasanya di antara usia anak SMA kan mungkin yang seneng di olahraga yang seneng di musik kemudian mungkin yang senengnya di.. euu.. traveling atau di editing video atau dunia digital seperti itu , ya mereka bisa di arahkan seperti itu , jadi disana di berikan kebebasan kepada siswa dengan tema tertentu dengan jenis kegiatan mereka bisa menyesuaikan dengan bidang minat mereka, otomatis jika diberikan pilihan seperti itu mereka punya pilihan bisa menyesuaikan dengan bidang minatnya masing masing sesuai kemampuan mereka.”

In the model stage of learning activities like this, student experience plays an important role. Because each student has talents and interests, which are built on their experiences, it is intended that students can express their hobbies, interests and talents. By holding an experiential learning model like this, students' motivation to participate in online learning can develop well.

So, it can be concluded that the learning activity model applied based on experience can develop students' metacognitive abilities, interests, talents and abilities. This can affect students' interest and motivation to participate in online learning. In this case, the teacher is creative in developing E-Learning content.

Independent Learning	Students' commitment to learning will be greater if they are involved in their own learning process.	The way teachers increase students' commitment so that they like the learning model they have developed themselves.
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Interview Result:

Online learning is an adaptation faced by students and teachers, but as a teacher who teaches online, one of the teacher's tasks is to increase and maintain students' commitment to liking a lesson so that they can develop in their way. In this stage, the teacher finds it difficult because it is hindered by distance to empower students to increase their commitment.

“yaa.. yang agak sulit untuk ini adalah bagi mereka kelompok bawah yang kegiatan KBM juga agak susah komunikasi juga susah, nah.. ini.. ini.. Kontroling seperti ini yang masih agak susah , bahkan ini di alami umum lah di sekolah kita, ketika.. seperti kemarin di penentuan kelulusan masih ada siswa yang saat ujian saja harus guru yang mengejar mereka”

The big challenge is to control the students' activities and situations. In addition to zoning/geographical and economic factors, it turns out that the factors in students are challenging to develop, especially in establishing a commitment to developing the learning process. Developing is challenging because only 50/60% of students have a strong commitment. Some students were helped by their graduation teachers because of the lack of student interest in increasing commitment. So, it can be concluded that teachers find it challenging to develop student commitment, but teachers still strive to meet the material needs of students but not with good e-learning content. This process can be used as a teacher evaluation material by further developing motivation so that students can increase their commitment to facing challenges—online learning up to 100%.

D. Reflective Approach

Table 4. Interview Result Reflective Approach

Point of Developing	Principle	Interview Question
Reflective Approach	Reflective Approach: (McKay, Sandra-Lee. 2002) The basis of learning interactions between teachers and students is love. Love is the first basis that must be instilled in teachers and children when they will carry out the learning process.	How teacher pays attention and monitors student progress online.
<p>Interview Result:</p> <p>At this stage, the teacher admits that he finds it difficult in such activities, and this is a big challenge for the teacher because the teacher teaches as many as 12 classes, and it is impossible to control the students as a whole, let alone the process of monitoring student progress online has a shallow level of effectiveness.</p> <p><i>“Nah ini ya.. memang di akui ada kesulitan dalam kegiatan seperti itu , karna ya ini.. secara individual memantau. Kadang secara langsung saja kita memang masih kesulitan untuk secara menyeluruh , paling sebagian besar masih bisa kita kontrol , paling kita sebagai guru mamantaunya dari hasil pekerjaan siswa dalam bentuk penugasan , latihan , quiz , dan sebagainya.”</i></p> <p>Due to the limitations of teachers in controlling student development, both online is very difficult to reach, as an alternative teacher makes student performance results in the form of assignments, exercises, quizzes, and final assessments to control student development. So, it can be concluded that teachers find it difficult to monitor student progress and lack teachers to develop e-learning management.</p>		
Reflective Approach	The basis of interaction is the teacher's example.	The way teachers interact with students that underlies the online learning process.
<p>Interview Result:</p> <p>Interaction is vital to establish communication between teachers and students so that students feel cared for because students are developing subjects. In the online learning process, the teacher must continue to pay attention to students, establish communication with students, and monitor student progress; the teachers try to build interaction with students.</p> <p><i>“Kami pihak sekolah , guru mapel , walikelas , guru BP atau pihak sekolah berupaya.. bahkan kita sering semacam home visit atau menjenguk untuk sekedar mengetahui kendala bagi siswa yang bermasalah di sekolah”</i></p> <p>In this stage, the teacher seeks to pay attention to students who have problems at school by holding Home visit activities. Home Visit activities are mandatory and routinely carried out and are a stipulation from the school. Home visit activities are carried out for students who have problems participating in school activities, including absenteeism, assignments, daily exams, and school final exams. The teacher can find out the obstacles experienced by students and is an evaluation material for teachers so that teachers can improve their quality as teachers who can interact better with students.</p>		
Reflective Approach	The teacher's view of students is a subject that is growing and developing whose growth and development is related to the role of the teacher. In this case, the teacher needs to think and feel that whatever conditions are owned and experienced are strong	The activity model used by the teacher is to ensure that students understand the material as a whole.

enough for the growth and development of children's behavior.

Interview Result:

In the stage of building a model of activities carried out by teachers to ensure students understand the material, namely by providing a link containing a discussion of the material, what becomes a challenge for teachers is that the presentation of student motivation is relatively low, so it is difficult to ensure that students understand the material as a whole or no.

“ya tadi saya biasanya memberikan beberapa link tapi saya juga memberikan kebebasan siswa untuk memilih link yang lain dan biasanya mencari kata kunci dengan masuk ke web tersebut kemudian disana ada.. ada pembahasan materi dan biasanya ada kuis dan hasilnya yang diminta darisana kita bisa melihat sejauh mana pemahamannya , kemudian mereka juga bisa mencoba mungkin lebih dari satu kali atau lebih dari satu link untuk berlatih materi tersebut , tapi kecenderungan yang memiliki motivasi seperti ini ya tidak terlalu tinggi presentasinya , mungkin hanya sebagian kecil yang anaknya mempunyai motivasi sekali diberi link ini selanjutnya mereka dengan sendiri bisa belajar dengan menyimpan link link ini paling yang bisa di manfaatkan seperti itu”

As said by Mr. Lukman, it can be interpreted that knowledge transfer interactions that do not occur directly can reduce student interest in learning in general. However, the teacher makes the results of student performance an effort for students to understand the material. The process is a challenge for teachers and as an evaluation material so that teachers can develop creativity to increase students' interest in understanding the material as a whole. So, it can be concluded that the teacher finds it difficult to ensure that students understand the material as a whole, but the teacher tries to meet the material needs of students by providing several links containing the discussion of the material and giving students the freedom to practice. And the teacher ensures that no e-learning application content ensures students understand it in its entirety.

E. Summary of Interview Results

Table 5. Summary of interview results

Interview Question	Interview summary
1. The teacher's way of making students active during online learning takes place.	Student activity affects the online learning process because if students are not active in online learning, it is possible for teachers to be lazy to develop E-Learning content.
2. Learning models and techniques used by teachers to develop students' understanding.	In developing learning models and techniques, teachers need to be more innovative, teachers are considered not active enough in developing e-learning content to develop student understanding, because they are not looking for other alternatives than using the Zoom application.
3. The way students develop their learning process independently. The teacher's way so that the needs of his students are met thoroughly.	Teacher motivation is very important for students, because if teacher motivation is strong, it will be easier for students to use their metacognition to learn E-Learning content independently. In this stage, there are no specific questions that are asked to the teacher, but the researcher can conclude through a quote which states that the teacher does not only meet the needs of students materially, but also in terms of facilities. Because the teacher stated that for students who could not afford a quota or did not have a supporting cell phone, students could carry out the KBM activities or the final assessment in the school lab
5. The teacher pays attention and monitors the progress of their students online.	At this stage the teacher still finds it difficult because the teacher teaches 12 classes with a total of 396 students alone, so there is little opportunity to monitor individual students, instead the

6. The way teachers interact with students underlies the online learning process.	teacher uses exercise content, quizzes and assignments as a means of monitoring student performance results. In this stage, the initiative is to develop interaction with students by holding home visits for students with problems, to find out what obstacles are experienced by students and to persuade students to return to learning activities.
7. The activity model used by the teacher is to ensure that students understand the material as a whole	The teacher makes web link content and keywords containing material as a means of providing students to hone their understanding of learning the learning material as a whole.
8. The activity model used by the teacher to train students based on their experience.	In this activity model, the teacher is considered quite innovative because it makes students' interests and talents the basis for learning content, which is useful for developing students' interest in learning.
9. The way teachers increase students' commitment so that they like the learning model they have developed themselves.	At this stage there is still no content that motivates student commitment to like the learning they like, because the percentage of motivation is quite low, the teacher says that for the final assessment of students there are still some students who are assisted by the teacher, this is due to the low commitment of students.

CONCLUSION

At the end of this research, the researcher will describe some conclusions that can be drawn and suggestions based on the research results. Based on the study results, it can be concluded that (1) The way teachers make students active during online learning is by using innovative learning models and techniques to develop student understanding; (2) The teacher motivates students to develop their independent learning with their metacognition to learn E-Learning content; (3) The teacher pays attention to and monitors the progress of his students online using training content, quizzes and assignments as a means of monitoring student performance. Interacting with home visit students for students with problems is also carried out to find out what obstacles students are experiencing. In addition, the teacher creates web link content and keywords that contain material as a means of equipping students to hone their understanding in studying the learning material as a whole; and (4) The activity model used by the teacher to train students based on their experience is considered quite innovative because it makes students' interests and talents the basis of learning content that is useful for developing students' interest in learning. The teacher's way of increasing student commitment so that they like self-developed learning models is only by motivating them. For all this findings, teachers still have not found applications that all students can access learning content because e-learning content is a means of interaction between

teachers and students during online learning. However, motivation is vital for students to develop e-learning content in this case. It will affect (1) active student performance in developing E-Learning content, (2) student learning process independently, (3) develop student experience, and (4) increase interaction and ensure students understand the material.

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