



European Journal of Educational Research

Volume 12, Issue 3, 1393 - 1405.

ISSN: 2165-8714

<http://www.eu-jer.com/>

Drivers of Primary School Students' Achievement in Indonesia During Pandemic

Maisyaroh* 

Universitas Negeri Malang,
INDONESIA

Juharyanto 

Universitas Negeri Malang,
INDONESIA

Ibrahim Bafadal 

Universitas Negeri Malang,
INDONESIA

Bambang Budi Wiyono 

Universitas Negeri Malang,
INDONESIA

Maulana Amirul Adha 

Universitas Negeri Jakarta,
INDONESIA

Johari Surif 

Universiti Teknologi Malaysia,
MALAYSIA

Received: December 5, 2022 ▪ Revised: March 4, 2023 ▪ Accepted: April 13, 2023

Abstract: Political context, community participation, principals' supports, and the implementation of e-learning, refer to the orientation of efforts in overcoming the pandemic pressures, where these factors must ensure that all school programs can run effectively and efficiently. This study aims to identify the relationship between political context, community participation, principals' supports, implementation of online learning and student achievement. Respondent in this research was the principal and elementary school teacher in East Java, Indonesia, 300 teachers and principals were respondents in this research. The Structural Equation Modeling method with the help of AMOS 24.0, is used in this study, while, mediation hypothesis testing is done with the Sobel Test. Based on the results of political context can significantly improve the achievement of students through community participation, principals' support and implementation of e-learning. Research contributions show that with an ideal political context, high community participation, adequate principal support, and implementation of quality e-learning can improve the achievement of students even in crisis conditions in this case under the pandemic pressures.

Keywords: *Community participation, implementation of online learning, political context, principals' support, student achievement.*

To cite this article: Maisyaroh, Juharyanto, Bafadal, I., Wiyono, B. B., Adha, M. A., & Surif, J. (2023). Drivers of primary school students' achievement in Indonesia during pandemic. *European Journal of Educational Research*, 12(3), 1393-1405. <https://doi.org/10.12973/eu-jer.12.3.1393>

Introduction

Amid physical distancing policies, as announced by World Health Organization, it has forced schools ranging from primary education levels to higher education have been forced to close their doors, as an effort to overcome the pandemic, and this has certainly changed the implementation of education in schools (Hoffman & Miller, 2020; Viner et al., 2020). In Indonesia, the rise in people infected with certain status increases to thousands of people per day. Especially in the context of education, the increase has an impact on the imposition of creativity of the government, educators, and all educational people to ensure educational practices continue to take place effectively and efficiently. It takes political intervention from the government as a policy maker, to ensure students get a decent education.

There is enough evidence to show that, compared to an unreliable political contexts, a political contexts that supports stimulating the community participation in education for their children, strengthening principals leadership, and implementing more qualified learning can improve student achievement academically which certainly also affects school excellence (Eccles & Roeser, 2011; Gao et al., 2020; Hall & Chapman, 2018; Khalifa, 2012; Pellegrino & Hilton, 2013). The political context describes the complexity that shapes the governments ability to strive for quality education. The implementation of quality education, and the improvement of student achievement, are characterized by the government (political context) whose decision-making is driven by excellence based on the elements of each region, community participation, support from school principals, and teachers ability to implement quality learning (Diem et al., 2015; Ulfatin et al., 2022). The results also show that countries that have quality education consider the needs of various stakeholders at different levels of government and society (Singh & Lewa, 2014). Some research

* Corresponding author:

Maisyaroh, Department of Educational Administration, Faculty of Education, Universitas Negeri Malang, Indonesia. ✉ maisyaroh.fip@um.ac.id

results clearly show that political context can directly affect student achievement (Akkary, 2014; Wales et al., 2016). The education system requires the support and protection of the political system, the community and the support of the principal in carrying out quality learning, to improve student achievement (Viennet & Pont, 2017; Wales et al., 2016). No education system can survive without the support of political contexts (e.g., finance and protection from governments). Therefore, the political context can directly affect the students' achievements.

Community participation is a strong predictor that determines student achievement, and factors that are most closely related to improving school quality (Gershenson & Langbein, 2015; Mahuro & Hungi, 2016). The contribution of community participation to improving the quality of education, especially in schools, has been studied by many researchers (Kahane et al., 2013; Maier et al., 2017; Taniguchi & Hirakawa, 2016). The relationships established as part of parental and community engagement also largely define students' culture, pedagogy, and overall perception. These findings are supported by Sanfo (2020) who shows that community participation, especially families, brings benefits to students, including an increase in student achievement. A longitudinal study of school improvement found that schools whose teachers were "active" in face-to-face meetings and calling parents, to reinforce home learning, had a greater advantage in student achievement (Jäppinen et al., 2016; Mehmood et al., 2016). Most importantly, for family involvement to support the improvement of the entire school, the school must draw up important decisions to include community participation (Carpenter, 2015; Stynes et al., 2018), school must consider the involvement of family and community as a whole.

The use of social media and ICT has grown rapidly as learning were moved to virtual engagement (König et al., 2020; Mishra et al., 2020). As an instructional leader, the principal is in charge for supporting effective pedagogical practice and successful student learning (Juharyanto et al., 2021; Musadad et al., 2022; Nurabadi et al., 2022). Various research results have shown that principal support, which consists primarily of interactive communication, flexibility and rigor, significantly predicts student achievement (Kaleem et al., 2021; Liebowitz & Porter, 2019). The shift from conventional teaching to distance teaching requires the support of effective principals. As a leader in educational institutions, principals must have flexibility and adaptive to all changes that exist to promote the quality improvement of educational services in schools and provide excellent service for school stakeholders (Fernandez & Shaw, 2020; Nurabadi et al., 2021). The principal is responsible for the effective implementation of teaching to assist students in achieving achievement (Garza et al., 2014; Loose, 2014). The principal is understood to be an important actor in improving teaching and learning conditions. The latest policy developments in education have raised hopes for principals to improve learning practices, and student achievement. Principals are responsible for a series of responsibilities such as ensuring the implementation of distraction-free learning, community participation involved in school improvement strategies, and students demonstrating mastery of complex academic and non-academic skills.

Research over the past few years, especially in the pandemic period, shows the results that the implementation of quality online-based learning has a direct effect on student achievement (König et al., 2020; Schneider & Council, 2021). The impact of the implementation of online-based learning on student achievement is inseparable from the availability of ICT infrastructure (Arifin et al., 2022; Shuja et al., 2019). In today's highly globalized world, the use and application of ICT in learning has brought outstanding achievements in improving student performance (Gopal et al., 2021). Furthermore, the increasing use of various sophisticated multi-media in the learning process clearly shows the effectiveness of ICT in supporting the learning process (Mishra et al., 2020; Shuja et al., 2019).

Existing literature shows that political context, community participation, principals' support and implementation of online learning are strong predictive factors of student achievement (Liebowitz & Porter, 2019; Mahuro & Hungi, 2016; Wales et al., 2016). The implementation of education during the pandemic requires good collaboration between schools and the community. Research by Ulfatin et al. (2022) shows that important factors in increasing student achievement is community participation. Material and non-material support from parents and the community is certainly very beneficial for schools (Maisyarah, Juharyanto et al., 2021; Marciano et al., 2020). Especially in pandemic times like today, in providing education at the elementary school level teachers and parents must collaborate to strive for learning success for students, which will certainly improve student achievement. Thus, political context can affect student achievement through community participation.

There is no doubt that the principal has significant role in realizing the excellent school. Effective schools are characterized by quality learning activities and excellent graduates, where this can be known through student achievement (academic as well as non-academic) (Everard et al., 2004; Juharyanto et al., 2021). In realizing outstanding students, the support of the principal is needed to communicate interactively, has flexibility and is able to be a role model (Garza et al., 2014; Loose, 2014; Musadad & Adha, 2022). Principals' support is also important in building good relationships between stakeholders and building community trust. Principals must have flexible properties that have an adaptive capacity to learn and thrive amid the pandemic pressures (Fernandez & Shaw, 2020; Harris et al., 2017). Thus, through commitment to strengthening their role in the school, the principal can become a key player in seeking school excellence, especially the improvement of student achievement (Ghasemy et al., 2018; Harris et al., 2017; Nguyen et al., 2022). Therefore, it is predicted that political context can activate principal support, allowing students to achieve more.

The digital transformation that occurs in schools is a result of the current pandemic (Kang, 2021; Pollock, 2020). No matter how hard the challenges faced, learning must still run to fulfill the right of students to get proper learning. One solution in fulfilling students' right to get proper educational services is through the implementation of e-learning. Adequate implementation of online-based learning seen from learning techniques by utilizing ICT, ease in the utilization of ICT, interaction in learning groups, students' learning skills and active student participation, are considered to affect student achievement (Hammond, 2014; Schneider & Council, 2021). Research by Kirkwood and Price (2014) shows that online-based learning outcomes promote student engagement, support skill acquisition, collaboration (teamwork), and problem solving. Online-based learning can use various learning management system (LMS) platforms including social media. In addition, digital media also provides space to work in a team. Therefore, it is predicted that the implementation of e-learning has a mediation effect between political context and student achievement.

Ulfatin et al. (2022) proposing in their interactive model student achievement is also influenced by community participation and principal leadership support influenced by environmental and psychological factors. Furthermore, many research results show the implementation of e-learning is important factors in increasing student achievement amid the pandemic pressures (Gopal et al., 2021; König et al., 2020). However, little is known about how political context, community participation, principal support and the implementation of online learning affect student achievement (not only academic, but also non-academic). Most previous research narrowly focused on factors that influence students' academic achievement, and is less known whether these factors relevant to academic achievement are also related to student achievement academically and non-academically (Mahuro & Hungi, 2016; Nurabadi et al., 2022; Taniguchi & Hirakawa, 2016). Due to the importance of academic and non-academic student achievement, current studies will concentrate student achievement as a whole, not just academic achievement alone. As a consequence, the study addresses the relationship between political context and student achievement, community participation, principal support, and learning-based implementation, and efforts to establish pathways through which these factors can influence student achievement as a whole.

Several studies in at least the past decade have been dedicated to explaining how political context, parental and community participation, principal support, and quality learning can affect student achievement (Loose, 2014; Maisyaroh, Juharyanto et al., 2021; Ulfatin et al., 2022). Based on the previous research results, four factors, namely political context, parental and community participation, principal support, and quality learning, show predictability related to student achievement. During the school closure period due to the pandemic pressures, many studies make the implementation of online-based learning as one of the factors that can affect students (König et al., 2020; Schneider & Council, 2021). Previous research has shown that encouraging students to excel both academically and non-academically can increase opportunities to have a bright future. This is because there is the ability to hone the advantages so that it gives rise to high creativity power. During the Covid 19 pandemic, several research have explained how the school environment has changed, the need for a supportive political context, active community and parent participation, principal support, and the implementation of quality e-learning, so as to affect student achievement in elementary school students. Researchers aim to identify the relationship between political context, community participation, principals' support, implementation of online learning and elementary school student achievement. The following hypotheses are established based on those explanations.

H1: Political context has a direct effect on student achievement

H2: Political context has an indirect effect on student achievement through principals' support

H3: Political context has an indirect effect on student achievement through principals' support and community participation

H4: Political context has an indirect effect on student achievement through implementation of online learning

H5: Political context has an indirect effect on student achievement through implementation of online learning and community participation

H6: Political context has an indirect effect on student achievement through community participation

Methodology

Research Design

Attempts to achieve the research objectives are achieved using a quantitative approach with the Structural Equation Modeling (SEM) assisted by the AMOS 24 program. There are five variables in this study, the exogenous variable namely political context (PC), and the endogenous variable in this study is student achievement (SA), while the variables principals' support (PS), community participation (CP) and implementation of online learning (IOL) is a mediating variable.

Measures

The questionnaire is specifically designed to measure the impact of the political context on primary school students' learning achievement through the mediating role of community participation, principals' support and implementation of online learning. The political context questionnaire was developed based on three indicators (14 items), namely (1) vision, (2) policies, and (3) improvement and development (Diem et al., 2015; Ulfatin et al., 2022). Meanwhile, the community participation questionnaire was developed based on six indicators (44 items), namely (1) curriculum and learning, (2) human resources, (3) financing, (4) school infrastructure and facilities, (5) student management, and (6) culture and school environment (Aref, 2010; Jäppinen et al., 2016). The principals' support questionnaire was developed based on three indicators (6 items), namely (1) interactive communication, (2) flexibility, and (3) exemplary (Khalifa, 2012; Nurabadi et al., 2022). The implementation of online learning questionnaire was developed based on five indicators (11 items), namely (1) interaction in learning groups, (2) ICT utilization, (3) student participation, (4) ease of use of ICT, and (5) student learning skills (König et al., 2020; Maisyarah, Ulfatin et al., 2022). Student achievement questionnaire, measured through two indicators (21 items), namely (1) academic, and (2) non-academic (Heck, 2009; Nurabadi et al., 2021; Polly et al., 2015). Table 1 provides some examples of items in the research questionnaire.

Table 1. Items Examples

Factor	Item Code	Item
Political Context	PC7	All interventions implemented for school improvement are outlined in the form of government policies
	PC9	The policies regarding the schooling system from the local government are in sync with the central policies
Community Participation	CP2	Parents/community are involved in the development of the school curriculum
	CP32	Parents/community supervise the management of school facilities and infrastructure
Principals' support	PS2	The principal conducts an interactive dialogue with the teacher discussing the results of performance assessment to improve the quality of student learning
	PS6	The principal provides an example to the teacher regarding a positive attitude towards students, as long as students do learning at home
Implementation of Online Learning	IOL6	Students are active in the online learning process
	IOL10	Students take advantage of the surrounding environment as a learning resource
Student Achievement	SA6	In the past year, students have exceeded the cut score in the implementation of Daily Assessment of Foreign Language (English) subjects by ...%
	SA18	The achievements of student members/participants in extracurricular activities in the field of Sports in the last three years are classified as

All items in the questionnaire were measured using a four-point scale ranging from 1 ("never") to 4 ("always"). After seeing the item's normal distribution (Kurtosis and Skewness coefficients are between ±2) and the total correlation of indicators (r), the validity of the instrument determined by Exploratory Factor Analysis (EFA), then used KMO (Kaiser-Meyer-Olkin) and BTS (Bartlett's Test of Sphericity) to see the adequacy of sampling and suitability of the data set (Uslu & Arslan, 2018). Furthermore, the reliability of the instrument was checked using Cronbach Alpha (α). Based on the recommendation by Hair et al. (2010) the Cronbach alpha value should be > 0.70.

Table 2. Validity and Reliability of Research Instrument

Factor	r	KMO	BTS (p)	α
Political Context	0.683 – 0.786	0.882	296.502 (0.000)	0.862
Community Participation	0.706 – 0.831	0.894	412.780 (0.000)	0.914
Principals' support	0.641 – 0.752	0.857	342.866 (0.000)	0.895
Implementation of Online Learning	0.724 – 0.857	0.822	261.890 (0.000)	0.902
Student Achievement	0.613 – 0.772	0.837	316.490 (0.000)	0.830

Participants and Procedure

Population in this research is the principals and primary school teachers in East Java, Indonesia. There was a total of 300 people who participated in the survey as respondents. Respondents in this research were randomly selected from 30 schools located in 3 regencies/cities, namely Malang City, Bondowoso Regency and Nganjuk Regency. Respondents demographically described as follows, (1) Age, 8% aged less than 25 years, 38% aged 26-35 years, 29% aged 36-45

years, and 25% aged over 45 years; (2) Gender, 39% male and 61% female; and (3) Educational qualifications, 3% high school graduate, 5% diploma, 67% bachelor, 19% master's degree, and 6% postgraduate (PhD).

The procedure performed is to examine the basic concept and consider the condition of the field. The dissemination of questionnaires in the form of google-form to 30 pre-determined schools, assisted by local education officials. 30 schools were selected based on the criteria of superior elementary schools (10 schools per district/ city), which were determined based on school achievement over the past three years. Spread of questionnaires using google form, this was done because it limited the spread of pandemic, where the government imposed a policy of Imposing Restrictions on Community Activities, so researchers cannot directly access the research site. Data collection is carried out for 4 months, namely from April to July 2021. Before starting the questionnaire filling, researchers briefed principals and teachers on the aim of the research, filling instructions and ensure data confidentiality.

Data Analysis

Refers to aim of the research, during this study, researchers used the help of SPSS 24.0 for EFA and AMOS 24.0 for CFA and path analysis in SEM. The aim of the research was to test the effect of political context on the achievement of elementary school students, with mediation variables namely community participation, principals' support and implementation of online learning. In building a complex model, the researcher uses the Structural Equation Modeling method. In this study, three stages of data analysis were carried out, namely testing data assumptions (normality and outliers), evaluating the measurement model and evaluating the structural model for hypothesis testing. Meanwhile, mediation hypothesis testing was conducted with the Sobel Test (Kline, 2016).

Findings / Results

Test Assumptions

Refers to Table 3 the value of critical ratio (c.r.) for kurtosis and skewness of each item ($< \pm 2.58$), while in the multivariate row kurtosis shows the value of c.r. is 2.291 ($< \pm 2.58$), as recommended by Byrne (2016) when the c.r. value is $< \pm 2.58$, data is normally distributed.

Table 3. Assessment of Normality

Variable	Min.	Max.	Skew.	c.r.	Kurtosis	c.r.
PS3	2	8	0.144	0.378	0.02	0.072
PS2	2	8	-0.542	-1.379	-0.185	-0.654
PS1	2	8	0.309	0.786	-0.005	-0.017
SA2	9	36	0.588	1.46	0.502	2.108
SA1	18	48	0.071	0.193	0.344	1.216
IOL1	2	8	0.068	0.181	-0.241	-0.851
IOL2	2	8	-0.419	-0.764	-0.125	-0.441
IOL3	2	8	0.192	0.48	0.032	0.114
IOL4	2	8	0.424	0.802	0.398	1.408
IOL5	2	8	0.18	0.402	0.461	1.628
CP6	8	32	0.386	0.906	0.422	1.491
CP5	3	12	0.767	2.317	0.482	1.77
CP4	8	32	0.423	0.801	0.116	0.411
CP3	6	24	-0.644	-1.713	-0.283	-1.001
CP2	9	36	0.368	0.904	0.082	0.289
CP1	12	40	0.366	0.902	-0.19	-0.673
PC1	8	24	0.047	0.16	0.016	0.056
PC2	5	20	-0.418	-0.763	-0.391	-1.382
PC3	3	12	0.244	0.477	0.401	1.418
Multivariate					19.231	2.291

As recommended by Ghazali (2011) there is a multivariate outlier problem if the Mahalanobis Distance (M.D) value ($>$ chi-square). In this study, there was no multivariate outlier problem because the chi-square value of this research was 338.371, while based on Table 4, the largest value at the M.D is 88.816.

Table 4. Outlier Test

Observation Number	M.D.	p1	p2
200	88.816	0.003	0.006
83	64.437	0.005	0.009
82	62.693	0.006	0.011
.....
.....
.....
.....
270	21.24	0.324	0.429
39	21.118	0.33	0.478

Evaluation Measurement Model and Interpretation Structural Model

Evaluation of measurement models and structural models is done using SEM AMOS 24. The results of the analysis of the goodness of fit indices for the measurement model, refers to Table 5, all indices are within the criteria recommended by Kline (2016) and Hu and Bentler (1999), namely SRMR = 0.045; RMSEA = 0.056; GFI= 0.918; CMIN/df = 2.366; TLI = 0.952; and CFI = 0.959.

Table 5. Fit Indices of Model Measurement

No.	Goodness of Fit Indices	Result	Cut-Off Value	Decision
1	Probability	0.055	> 0.050	Good
2	CFI	0.959	> 0.900	Good
3	TLI	0.952	> 0.900	Good
4	CMIN/df	2.366	< 3.000	Good
5	GFI	0.918	> 0.900	Good
6	RMSEA	0.056	< 0.080	Good
7	SRMR	0.045	< 0.080	Good

Furthermore, an analysis of discriminant and convergent validity is carried out. Refers to Table 6, the factor loading value ranges from 0.66 to 0.95. Results shown in accordance with the recommendations Hair et al. (2010) that loading factor can be considered very significant if (>0.50). By examining the composite reliability (CR) value, it aims to illustrate the extent to which the construct indicator shows latent constructs. The CR value for each factor also exceeds (>0.70), this is in accordance with the recommendations Hair et al. (2010) that the CR value can be considered significant if (>0.70). Average Variance Extracted (AVE) analysis, aims to test the overall number of variances in indicators taken into account by latent constructs; Based on Table 6, AVE values range from 0.55 to 0.75. This is in accordance with the recommendations Bagozzi and Yi (1988) The AVE value > 0.50.

Table 6. Results of Convergent Validity

Factor	Item Code	Loading	AVE	CR
Political Context (PC)	PC1	0.896	0.751	0.9
	PC2	0.887		
	PC3	0.815		
Community Participation (CP)	CP1	0.891	0.643	0.914
	CP2	0.869		
	CP3	0.865		
	CP4	0.826		
	CP5	0.648		
	CP6	0.677		
Principals' support (PS)	PS1	0.888	0.739	0.895
	PS2	0.858		
	PS3	0.832		
Implementation of Online Learning (IOL)	IOL1	0.776	0.546	0.856
	IOL2	0.677		
	IOL3	0.658		
	IOL4	0.894		
	IOL5	0.663		
Student Achievement (SA)	SA1	0.946	0.671	0.799
	SA2	0.669		

Through comparison of the squared correlations between constructs and extracted variances for a construct, discriminant validity can be checked (Fornell & Larcker, 1981; Hair et al., 2010). Based on the criteria for assessing discriminant validity using the criteria of Fornell and Larcker (1981), Table 7 shows that the AVE square root value for each construct is greater than the correlation value between constructs. The results showed that the measurement model had adequate discriminant validity.

Table 7. Discriminant Validity of Construct

Factor	1	2	3	4	5
1. Political Context	0.867				
2. Community Participation	0.369	0.802			
3. Principals' support	0.176	0.044	0.86		
4. Implementation of Online Learning	0.094	0.386	0.226	0.739	
5. Student Achievement	0.295	0.184	0.073	0.158	0.819

The results of the SEM test are shown in Figure 1. To investigating the effect of mediator variables, namely community participation, principals' support and implementation of e-learning, in mediating the influence of political context on student achievement among elementary school students, Sobel (1982) test is used. Table 8 shows a summary of the total effects of political context on students' achievements and indirect effects through community participation, principals' support and implementation of online learning. The total influence of political context on the students' achievements showed significant results. The influence was also significant when community participation, principals' support and implementation of online learning were added to the model as mediators. The total effect of political context mediation on the student achievement is 0.531; when combined with direct influence, the total influence of political context on the student achievement is 0.950. The indirect influence of political context on student achievement through principals' support was 0.150, which accounted for 15.79% of the total effect. Meanwhile, the measure of the effect of political context mediation on the student achievement through principals' support and community participation was 0.056, which is 5.89% of the total effect.

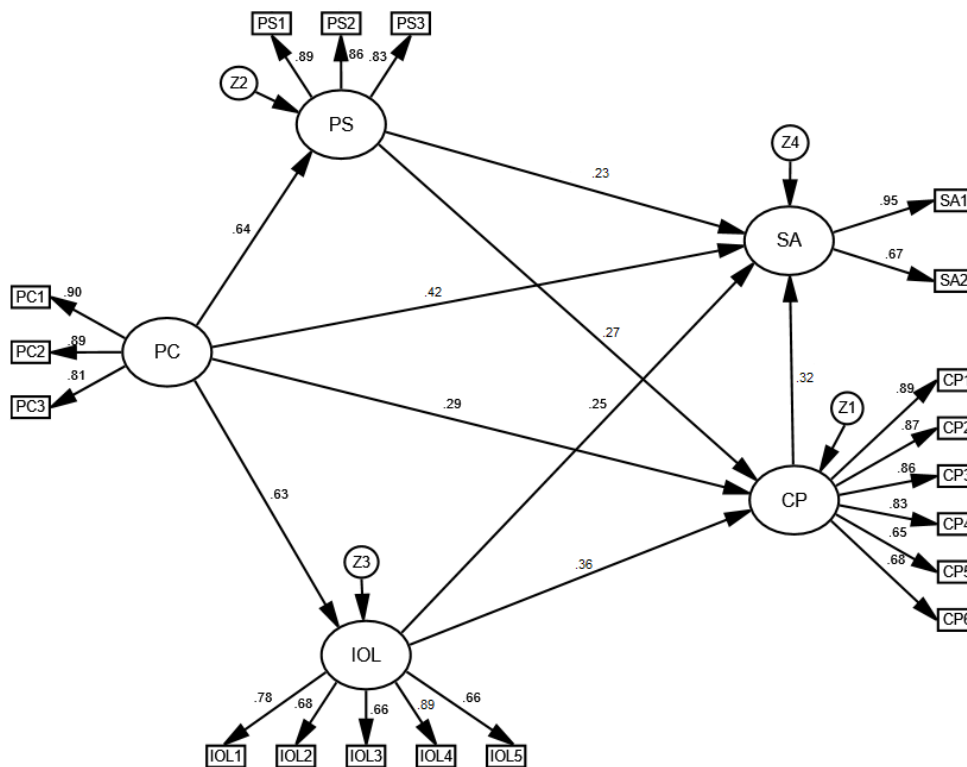


Figure 1. SEM Results

In addition, the indirect influence of political context on the student achievement through the implementation of online learning was 0.158, which accounted for 16.63% of the total effect. The measure of the effect of political context mediation on the student achievement through the implementation of online learning and community participation was 0.073, which is 7.68% of the total effect. Meanwhile, the measure of the effect of political context mediation on the student achievement through community participation was 0.068, which is 9.89% of the total effect. In short, the effects

of mediation accounted for 55.89% of the total effects, meaning that political context can significantly improve students' achievement through community participation, principals' support and implementation of online learning.

Table 8. Summary of Hypothesis Testing and Size of Effect

Hypothesis	β	p	Cut of Value	Decision
PC → SA	0.419	0	0.05	H1 Confirmed
PC → PS → SA	0.15	0	0.05	H2 Confirmed
PC → PS → CP → SA	0.056	0.003	0.05	H3 Confirmed
PC → IOL → SA	0.158	0	0.05	H4 Confirmed
PC → IOL → CP → SA	0.073	0.001	0.05	H5 Confirmed
PC → CP → SA	0.094	0	0.05	H6 Confirmed

* Total indirect effect PC → SA, $\beta = 0.531$

* Total effect of PC → SA, $\beta = 0.950$

Discussion

Ensuring quality education is one of the most important tasks, intervention tools, policies, and programs aimed at achieving this goal (Himmetoglu et al., 2018; Wales et al., 2016). The political context is expected in accordance with the condition of the country concerned regarding the needs in various aspects of education reform, as well as the excellence or characteristics of each region. Several previous studies have identified that political context is a driver of national progress observed in educational outcomes (Viennet & Pont, 2017; Wales et al., 2016; Williamson, 2016).

The results of this study are in line with the results of previous studies, for example research by (Gopal et al., 2021; Loose, 2014; Maisyarah, Juharyanto et al., 2021; Ulfatin et al., 2022) which explains that the political context is the main factor in encouraging student achievement. However, the results of this study also show the importance of community participation in mediating student achievement improvements, with the political context, principal support and the implementation of online learning as predictor variables. Another interesting point is that this research is closely related to the context of Indonesia as a developing country, how to create a political context that can improve student achievement.

Based on the results of political context research can significantly improve the student achievement through community participation, principals' support and implementation of online learning. Community participation by schools must be adapted to the context of the environment around the school, connecting schools with like-minded community-based organizations, such as social service institutions, health clinics, libraries, and more (Maisyarah, Juharyanto et al., 2021; Sanfo, 2020). Some schools supplement the provision of their services to students, families, and communities with practices that bring the voice of the community and family into the management of the school, treating the family as partners rather than as customers (Aref, 2010; McAlister, 2013).

Maier et al. (2017) in their research on community schools identified there are four pillars in the implementation of community schools, namely (1) family and community involvement; (2) integrated student support; (3) collaborative leadership and practice; and (4) expansion of time and learning opportunities. It is through the synergies between these pillars that make schools with high community participation an identifiable approach to school quality improvement. These pillars support school and community elements to create effective schools.

The management and leadership of principal learning in the context of the pressures of the pandemic is carried out by the principal on the basis of the principal's commitment to ensure that all school programs can run effectively and efficiently, through the use of ICT tools that can be done anytime and anywhere (Harris & Jones, 2020; Pham et al., 2022; Pollock, 2020). The principal must be dynamic, because it must learn and adapt quickly to changes, where technological development and transformation affect learning programs run under the pressure of the pandemic (Fernandez & Shaw, 2020; Harris & Jones, 2020). Distance learning requires the dedication of leaders who must work closely with many individuals, especially teachers and staff to ensure that learning, and all services to students are developed, planned, and delivered effectively and efficiently (Hoffman & Miller, 2020; Shuja et al., 2019). Thus, an effective learning leader should make time to hone collaboration skills (Alam & Ahmad, 2017; Sebastian et al., 2018). Learning leaders must understand the external environment and adapt quickly to change and competition.

Of course, these two things are a challenge for the principal. The existence of an effectively functioning principal is a critical factor (Intxausti et al., 2016; Juharyanto et al., 2020), in controlling efforts to improve the performance of students. The presence of an effective principal can ensure that quality education and schooling services can run optimally according to community's expectations (Alam & Ahmad, 2017; Malakolunthu et al., 2014). Disruption of the learning process caused by school closures, it is necessary to implement online-based learning to help students continue learning, and prevent them from losing their knowledge and skills academically. König et al. (2020) highlighting that in an effort to ensure that there is no learning loss for students, digital technology plays an important

role. Building a quality online education environment requires not only the role of principals and teachers, but also the contribution of community involvement.

The e-learning platform also allows these students to learn at their own pace and this gives them more flexibility (Garad et al., 2021; Shuja et al., 2019). In addition, important factor in the implementation of online-based learning is the readiness and positive attitude of the teacher (Edelhauser & Lipu-Dima, 2020; Gopal et al., 2021). Teachers must be able to overcome the problem of lack of physical presence by preparing excellent online-based learning needs, which make students comfortable in learning and actively participate in learning. In the midst of the Covid 19 pandemic, several companies have opened the availability of learning management system platforms and provided assistance to teachers and students on how to use them (Gopal et al., 2021; Sokal et al., 2020). However, schools that use e-learning platforms before emergencies have an important advantage over others because teachers and their students are better equipped to switch faster to fully online learning.

Conclusion

Striving for students to remain outstanding during the pandemic, it takes several factors that need to be ensured to stay in its ideal condition. The role of the political context in relation to student achievement, by combining direct and indirect examinations of the effects of community participation, school principal support and implementation of online learning, it contributes to increasing understanding of how the political context can significantly improve student achievement through community participation, principal support and implementation of online learning. Practical research contributions show that with an ideal political context, high community participation, adequate support from school principals, and the implementation of quality e-learning can improve student achievement even in crisis conditions in this case under the pressure of a pandemic. This research also contributes to complementing the existing literature, by including community participation as a mediating variable, factors that affect student achievement (academic and non-academic) especially in the context of a pandemic.

Recommendations

Practically, this research recommends new scenarios for encouraging student achievement during a pandemic, by seeking an ideal political context, by ensuring support from school principals, providing active community participation, and guaranteeing the implementation of quality online learning. For future researchers, this research can be used as a springboard for future researchers to conduct research by focusing on their studies qualitatively to describe an ideal political context, explain forms of support for community participation and support for school principals, and describe the advantages and disadvantages of e-learning in developing countries, such as Indonesia, in an effort to realize outstanding students. Future researchers can also add local context variables as one of the factors that can influence student achievement. Future research is also expected to take a larger population to obtain a broader generalization of findings. It is hoped that the results of further research can enrich research findings both theoretically and practically.

Limitations

However, the research that has been carried out still has several limitations, first, the research that has been conducted only examines the political context by adding community participation, school principal support and the implementation of online learning as mediating variables, as factors that influence student achievement during the pandemic in Indonesia, where there are still other factors that can affect student achievement. Second, school principals and teachers who were research respondents only focused on elementary schools in the province of East Java. The last limitation is that there is no further investigation of how the conditions of different political contexts can affect student achievement based on the characteristics of the respective regional contexts and leadership.

Acknowledgements

We thank Prof. Dr. Markus Diantoro, M.Si., the chairman of Research and Community Service Institute (LP2M) of Universitas Negeri Malang, Indonesia, for giving us opportunity to involve in the university research program. The Authors also like to show our gratitude to all teachers, principals, Educational Department's officers, and also all people who had been participated and supported in this research.

Funding

This work was supported by the Research and Community Service Institute (LP2M) of Universitas Negeri Malang, Indonesia, under Grant number 4.3.13/UN32/KP/2021.

Authorship Contribution Statement

Maisyaroh: Conceptualization, drafting manuscript, editing/reviewing, final approval. Juharyanto: Conceptualization, design, editing/reviewing, final approval. Bafadal: Design, statistical analysis, drafting manuscript. Wiyono: Data Collection, statistical analysis, editing/reviewing, final approval. Adha: Data collection, drafting manuscript, statistical analysis. Surif: Statistical analysis, editing/reviewing, final approval.

References

- Akkary, R. K. (2014). The role and role context of the Lebanese School Principal: Toward a culturally grounded understanding of the principalship. *Educational Management Administration & Leadership*, 42(5), 718–742. <https://doi.org/10.1177/1741143213510503>
- Alam, A., & Ahmad, M. (2017). The impact of instructional leadership, professional communities and extra responsibilities for teachers on student achievement. *International Journal of Educational Management*, 31(3), 383–395. <https://doi.org/10.1108/IJEM-09-2015-0126>
- Aref, A. (2010). Community participation for educational planning and development. *Nature and Science*, 8(9), 1–4. <https://bit.ly/3YsOCxZ>
- Arifin, I., Juharyanto, Adha, M. A., Shofa, A. M. A., Rahmania, L. A., & Mokhtar, M. (2022). Antecedents of leadership strength toward teacher self-efficacy for online learning quality based on Covid-19 pandemic. In *Proceedings of 2nd International Conference on Information Technology and Education (ICIT&E)* (pp. 5–11). Universitas Negeri Malang. <https://doi.org/10.1109/ICITE54466.2022.9759896>
- Bagozzi, R. P., & Yi, Y. (1988). On the evaluation of structural equation models. *Journal of the Academy of Marketing Science*, 16, 74–94. <https://doi.org/10.1007/BF02723327>
- Byrne, B. M. (2016). *Structural equation modeling with AMOS: Basic concepts, applications, and programming* (3rd ed.). Routledge. <https://doi.org/10.4324/9781315757421>
- Carpenter, D. (2015). School culture and leadership of professional learning communities. *International Journal of Educational Management*, 29(5), 682–694. <https://doi.org/10.1108/IJEM-04-2014-0046>
- Diem, S., Frankenberg, E., & Cleary, C. (2015). School board policy making : The political context of student diversity in urban-suburban districts. *Educational Administration Quarterly*, 51(5), 712–752. <https://doi.org/10.1177/0013161X15589367>
- Eccles, J. S., & Roeser, R. W. (2011). Schools as developmental contexts during adolescence. *Journal of Research on Adolescence*, 21(1), 225–241. <https://doi.org/10.1111/j.1532-7795.2010.00725.x>
- Edelhauser, E., & Lipu-Dima, L. (2020). Is Romania prepared for e-learning during the Covid-19 pandemic? *Sustainability*, 12(13), Article 5438. <https://doi.org/10.3390/su12135438>
- Everard, K. B., Morris, G., & Wilson, I. (2004). *Effective school management*. Sage. <https://doi.org/10.4135/9781446211427>
- Fernandez, A. A., & Shaw, G. P. (2020). Academic leadership in a time of crisis: The coronavirus and Covid-19. *Journal of Leadership Studies*, 14(1), 39–45. <https://doi.org/10.1002/jls.21684>
- Fornell, C., & Larcker, D. F. (1981). Evaluating structural equation models with unobservable variables and measurement error. *Journal of Marketing Research*, 18(1), 39–50. <https://doi.org/10.2307/3151312>
- Gao, Q., Chen, P., Zhou, Z., & Jiang, J. (2020). The impact of school climate on trait creativity in primary school students: The mediating role of achievement motivation and proactive personality. *Asia Pacific Journal of Education*, 40(3), 330–343. <https://doi.org/10.1080/02188791.2019.1707644>
- Garad, A., Al-Ansi, A. M., & Qamari, I. N. (2021). The role of e-learning infrastructure and cognitive competence in distance learning effectiveness during the Covid-19 pandemic. *Cakrawala Pendidikan*, 40(1), 81–91. <https://doi.org/10.21831/cp.v40i1.33474>
- Garza, E., Drysdale, L., Gurr, D., Jacobson, S., & Merchant, B. (2014). Leadership for school success: Lessons from effective principals. *International Journal of Educational Management*, 28(7), 798–811. <https://doi.org/10.1108/IJEM-08-2013-0125>
- Gershenson, S., & Langbein, L. (2015). The effect of primary school size on academic achievement. *Educational Evaluation and Policy Analysis*, 37(1), 135s–155s. <https://doi.org/10.3102/0162373715576075>
- Ghasemy, M., Hussin, S. B., Razak, A. Z. B., Maah, M. J. B., & Ghavifekr, S. (2018). Determining the key capacities of effective leaders in Malaysian public and private focused universities. *SAGE Open*, 8(4), 1–12. <https://doi.org/10.1177/2158244018807620>
- Ghazali, I. (2011). *Model persamaan struktural konsep & aplikasi dengan program AMOS 19.0* [Concept & application structural equation model with the AMOS 19.0 program]. Universitas Diponegoro.
- 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, 6923–6947. <https://doi.org/10.1007/s10639-021-10523-1>

- Hair, J. F., Black, W. C., Babin, B. J., & Anderson, R. E. (2010). *Multivariate data analysis* (7th ed.). Pearson Prentice Hall.
- Hall, W. J., & Chapman, M. V. (2018). The role of school context in implementing a statewide anti-bullying policy and protecting students. *Educational Policy*, 32(4), 507–539. <https://doi.org/10.1177/0895904816637689>
- Hammond, M. (2014). Introducing ICT in schools in England: Rationale and consequences. *British Journal of Educational Technology*, 45(2), 191–201. <https://doi.org/10.1111/bjet.12033>
- Harris, A., & Jones, M. (2020). Covid 19 - school leadership in disruptive times. *School Leadership and Management*, 40(4), 243–247. <https://doi.org/10.1080/13632434.2020.1811479>
- Harris, A., Jones, M., Cheah, K. S. L., Devadason, E., & Adams, D. (2017). Exploring principals' instructional leadership practices in Malaysia: Insights and implications. *Journal of Educational Administration*, 55(2), 207–221. <https://doi.org/10.1108/JEA-05-2016-0051>
- Heck, R. H. (2009). Teacher effectiveness and student achievement: Investigating a multilevel cross-classified model. *Journal of Educational Administration*, 47(2), 227–249. <https://doi.org/10.1108/09578230910941066>
- Himmetoglu, B., Aydug, D., & Terzi, C. (2018). Relationships between political behaviors of school principals and perceived coworkers' social loafing among teachers. *Eurasian Journal of Educational Research*, 18(76), 1–20. <http://bit.ly/42jYQUl>
- Hoffman, J. A., & Miller, E. A. (2020). Addressing the consequences of school closure due to Covid-19 on children's physical and mental well-being. *World Medical and Health Policy*, 12(3), 300–310. <https://doi.org/10.1002/wmh3.365>
- Hu, L., & Bentler, P. M. (1999). Cutoff criteria for fit indexes in covariance structure analysis: Conventional criteria versus new alternatives. *Structural Equation Modeling: A Multidisciplinary Journal*, 6(1), 1–55. <https://doi.org/10.1080/10705519909540118>
- Intxausti, N., Joaristi, L., & Lizasoain, L. (2016). Educational leadership as best practice in highly effective schools in the autonomous region of the Basque County (Spain). *Educational Management Administration and Leadership*, 44(3), 397–419. <https://doi.org/10.1177/1741143214558570>
- Jäppinen, A.-K., Leclerc, M., & Tubin, D. (2016). Collaborativeness as the core of professional learning communities beyond culture and context: Evidence from Canada, Finland, and Israel. *School Effectiveness and School Improvement*, 27(3), 315–332. <https://doi.org/10.1080/09243453.2015.1067235>
- Juharyanto, Arifin, I., Sultoni, & Adha, M. A. (2021). Dominance one-roof schools principal excellent leadership in the digital age in Indonesia. *Eurasian Journal of Educational Research*, (93), 199–218.
- Juharyanto, J., Bafadal, I., Arifin, I., Saputra, B. R., & Adha, M. A. (2020). The use of conventional communication technology as an effective principal leadership strategy in strengthening the role of multi-stakeholder's forum for school quality improvement. *Elementary Education Online*, 19(4), 1963–1973. <https://bit.ly/3M2mAF5>
- Kahane, D., Loptson, K., Herriman, J., & Hardy, M. (2013). Stakeholder and citizen roles in public deliberation. *Journal of Public Deliberation*, 9(2), Article 2. <https://doi.org/10.16997/jdd.164>
- Kaleem, S., Din, M. U., & Rehman, A. U. (2021). Impact of principals' leadership style on schools' climate, teachers' performance and academic achievement of the students in Southern Districts of Khyber Pakhtunkhwa. *Elementary Education Online*, 20(6), 518–527. <https://bit.ly/3lYu6PS>
- Kang, B. (2021). How the Covid-19 pandemic is reshaping the education service. *The Future of Service Post-COVID-19 Pandemic*, 1, 15–36. https://doi.org/10.1007/978-981-33-4126-5_2
- Khalifa, M. (2012). A re-new-ed paradigm in successful urban school leadership: Principal as community leader. *Educational Administration Quarterly*, 48(3), 424–467. <https://doi.org/10.1177/0013161X11432922>
- Kirkwood, A., & Price, L. (2014). Technology-enhanced learning and teaching in higher education: What is 'enhanced' and how do we know? a critical literature review. *Learning, Media and Technology*, 39(1), 6–36. <https://doi.org/10.1080/17439884.2013.770404>
- Kline, R. B. (2016). *Principles and practice of structural equation modeling* (4th ed.). Guilford Press.
- König, J., Jäger-Biela, D. J., & Glutsch, N. (2020). Adapting to online teaching during COVID-19 school closure: Teacher education and teacher competence effects among early career teachers in Germany. *European Journal of Teacher Education*, 43(4), 608–622. <https://doi.org/10.1080/02619768.2020.1809650>
- Liebowitz, D. D., & Porter, L. (2019). The effect of principal behaviors on student, teacher, and school outcomes: A systematic review and meta-analysis of the empirical literature. *Review of Educational Research*, 89(5), 785–827. <https://doi.org/10.3102/0034654319866133>

- Loose, W. (2014). The principal: Three keys to maximizing impact. *Journal of Catholic Education*, 18(1), 208–211. <https://doi.org/10.15365/joce.1801152014>
- Mahuro, G. M., & Hungi, N. (2016). Parental participation improves student academic achievement: A case of Iganga and Mayuge districts in Uganda. *Cogent Education*, 3(1), Article 1264170. <https://doi.org/10.1080/2331186X.2016.1264170>
- Maier, A., Daniel, J., Oakes, J., & Lam, L. (2017). *Community schools as an effective school improvement strategy: A review of the evidence*. Learning Policy Institute. <https://bit.ly/3ZNg2Qj>
- Maisyaroh, M., Juharyanto, J., Bafadal, I., Wiyono, B. B., Ariyanti, N. S., Adha, M. A., & Qureshi, M. I. (2021). The principals' efforts in facilitating the freedom to learn by enhancing community participation in Indonesia. *Cakrawala Pendidikan*, 40(1), 196–207. <https://doi.org/10.21831/cp.v40i1.36119>
- Maisyaroh, Ulfatin, N., Juharyanto, Prestiadi, D., Adha, M. A., Ariyanti, N. S., Saputra, B. R., & Sjaifullah, F. W. (2021). Mentoring teachers in the utilization of moodle e-learning application to optimize learning success. In *Proceedings of 7th International Conference on Education and Technology (ICET)* (pp. 19–23). Universitas Negeri Malang. <https://doi.org/10.1109/ICET53279.2021.9575083>
- Malakolunthu, S., McBeath, J., & Swaffield, S. (2014). Improving the quality of teaching and learning through leadership for learning: Changing scenarios in basic schools of Ghana. *Educational Management Administration & Leadership*, 42(5), 701–717. <https://doi.org/10.1177/1741143213510510>
- Marciano, J. E., Peralta, L. M., Lee, J. S., Rosemurgy, H., Holloway, L., & Bass, J. (2020). Centering community: Enacting culturally responsive-sustaining YPAR during COVID-19. *Journal for Multicultural Education*, 14(2), 163–175. <https://doi.org/10.1108/JME-04-2020-0026>
- McAlister, S. (2013). Why community engagement matters in school turnaround. *Voices in Urban Education*, 36, 35–42. <https://bit.ly/3ZC20ki>
- Mehmood, T., Hussain, A. C., & Saeed, A. (2016). Community development through open learning and distance education. *Bulletin of Education and Research*, 38(1), 183–196. <https://bit.ly/3lkG6wK>
- Mishra, L., Gupta, T., & Shree, A. (2020). Online teaching-learning in higher education during lockdown period of Covid-19 pandemic. *International Journal of Educational Research Open*, 1, Article 1000012. <https://doi.org/10.1016/j.ijedro.2020.100012>
- Musadad, A. A., & Adha, M. A. (2022). Does multicultural school leadership foster a multicultural teacher culture?: The mediating role of multicultural inspiration, personality, and attitude. *European Journal of Educational Research*, 11(4), 2387–2399. <https://doi.org/10.12973/eu-jer.11.4.2387>
- Musadad, A. A., Sumarsono, R. B., Adha, M. A., Ariyanti, N. S., Abidin, N. F., & Kurniawan, D. A. (2022). Principal transformational leadership and teacher readiness to teach : Mediating role of self-efficacy. *International Journal of Evaluation and Research in Education*, 11(4), 1798–1807. <https://doi.org/10.11591/ijere.v11i4.23259>
- Nguyen, H. H., Tuong, H. A., Hoang-Thi, M., & Nguyen, T. V. (2022). Factors influencing online learner performance during coronavirus disease pandemic: A case study in Vietnamese universities. *European Journal of Educational Research*, 11(3), 1509–1522. <https://doi.org/10.12973/eu-jer.11.3.1509>
- Nurabadi, A., Irianto, J., Bafadal, I., Juharyanto, Gunawan, I., & Adha, M. A. (2021). The effect of instructional, transformational and spiritual leadership on elementary school teacher's performance and student's achievement. *Cakrawala Pendidikan*, 40(1), 17–31. <https://doi.org/10.21831/cp.v40i1.35641>
- Nurabadi, A., Suhariadi, F., Mardiyanta, A., Triwiyanto, T., & Adha, M. A. (2022). Digital principal instructional leadership in new normal era. *International Journal of Evaluation and Research in Education*, 11(3), 1090–1098. <https://doi.org/10.11591/ijere.v11i3.22483>
- Pellegrino, J. W., & Hilton, M. L. (2013). *Education for life and work: Developing transferable knowledge and skills in the 21st century*. The National Academies Press. <https://doi.org/10.17226/13398>
- Pham, P.-T., Lien, D. T. H., Kien, H. C., Chi, N. H., Tinh, P. T., Do, T., Nguyen, L. C., & Nguyen, T.-T. (2022). Learning management system in developing countries: A bibliometric analysis between 2005 and 2020. *European Journal of Educational Research*, 11(3), 1363–1377. <https://doi.org/10.12973/eu-jer.11.3.1363>
- Pollock, K. (2020). School leaders' work during the COVID-19 pandemic : A two-pronged approach. *International Studies in Educational Administration*, 48(3), 38–45. <https://bit.ly/3ZpfOyY>
- Polly, D., McGee, J., Wang, C., Martin, C., Lambert, R., & Pugalee, D. K. (2015). Linking professional development, teacher outcomes, and student achievement: The case of a learner-centered mathematics program for elementary school teachers. *International Journal of Educational Research*, 72, 26–37. <https://doi.org/10.1016/j.ijer.2015.04.002>

- Sanfo, M. B. J.-B. (2020). Leaving no place behind: Community participation and primary school students' learning achievements in Burkina Faso's small-scale gold mining communities. *International Journal of Educational Research Open*, 1, Article 100010. <https://doi.org/10.1016/j.ijedro.2020.100010>
- Schneider, S. L., & Council, M. L. (2021). Distance learning in the era of Covid-19. *Archives of Dermatological Research*, 313, 389–390. <https://doi.org/10.1007/s00403-020-02088-9>
- Sebastian, J., Camburn, E. M., & Spillane, J. P. (2018). Portraits of principal practice: Time allocation and school principal work. *Educational Administration Quarterly*, 54(1), 47–84. <https://doi.org/10.1177/0013161X17720978>
- Shuja, A., Qureshi, I. A., Schaeffer, D. M., & Zareen, M. (2019). Effect of m-learning on students' academic performance mediated by facilitation discourse and flexibility. *Knowledge Management and E-Learning*, 11(2), 158–200. <https://doi.org/10.34105/j.kmel.2019.11.009>
- Singh, S., & Lewa, P. M. (2014). Impact of political and cultural factors on online education in Africa: The strategies to build capabilities. *Organizations and Markets in Emerging Economies*, 5(1), 7–15. <https://doi.org/10.15388/omee.2014.5.1.14238>
- Sobel, M. E. (1982). Asymptotic confidence intervals for indirect effects in structural equation models. *Sociological Methodology*, 13, 290–312. <https://doi.org/10.2307/270723>
- Sokal, L., Trudel, L. E., & Babb, J. (2020). Canadian teachers' attitudes toward change, efficacy, and burnout during the Covid-19 pandemic. *International Journal of Educational Research Open*, 1, Article 100016. <https://doi.org/10.1016/j.ijedro.2020.100016>
- Stynes, M., Mcnamara, G., & O'Hara, J. (2018). An analysis of day to day activities of a sample of primary school principals in Ireland. *Eurasian Journal of Educational Research*, (76), 93–112. <https://bit.ly/3pAq2zr>
- Taniguchi, K., & Hirakawa, Y. (2016). Dynamics of community participation, student achievement and school management: The case of primary schools in a rural area of Malawi. *Compare: A Journal of Comparative and International Education*, 46(3), 479–502. <https://doi.org/10.1080/03057925.2015.1038500>
- Ulfatin, N., Mustiningsih, Sumarsono, R. B., & Yunus, J. N. (2022). School-based management in marginal areas: Satisfying the political context and student needs. *Management in Education*, 36(3), 124–134. <https://doi.org/10.1177/0892020620959739>
- Uslu, B., & Arslan, H. (2018). Faculty's academic intellectual leadership: The intermediary relations with universities' organizational components. *International Journal of Leadership in Education*, 21(4), 399–411. <https://doi.org/10.1080/13603124.2016.1278044>
- Viennet, R., & Pont, B. (2017). *Education policy implementation: A literature review and proposed framework* (OECD Education Working Papers, No 162). OECD Publishing. <https://doi.org/10.1787/fc467a64-en>
- Viner, R. M., Russell, S. J., Croker, H., Packer, J., Ward, J., Stansfield, C., Mytton, O., Bonell, C., & Booy, R. (2020). School closure and management practices during coronavirus outbreaks including COVID-19: A rapid systematic review. *The Lancet Child and Adolescent Health*, 4(5), 397–404. [https://doi.org/10.1016/S2352-4642\(20\)30095-X](https://doi.org/10.1016/S2352-4642(20)30095-X)
- Wales, J., Magee, A., & Nicolai, S. (2016). *How does political context shape education reforms and their success?* Overseas Development Institute. <https://odi.org/documents/5314/10808.pdf>
- Williamson, B. (2016). Digital education governance: An introduction. *European Educational Research Journal*, 15(1), 3–13. <https://doi.org/10.1177/1474904115616630>