



The Trend of “Independent Learning Independent Campus”: Teaching Model of Islamic Education through bibliometrics mapping in 2021-2022

Elihami Elihami^{1*}, Mohd. Melbourne²

¹Muhammadiyah University of Enrekang, Enrekang, Indonesia

²Philippine S University, Philippine

*Correspondence to: elihamid72@gmail.com

Abstract: This research explained of the trend of “Independent Learning Independent Campus” by using bibliometrics’ mapping in 2010-2021. This study aims to analyze students’ perception of the technical, process and evaluation learning of the Independent Learning-Independent Campus. This study is a descriptive with a quantitative approach. The research method used qualitative research. The research method is qualitative approach through VOS viewer. The object of the research were students of Universitas Muhammadiyah Enrekang who participated. The instrument used is in the form of a questionnaire distributed via website. The results obtained from this study are: 1) Students’ perception of technical indicators in MBKM learning are positive; they don’t experience signal problems and can access MBKM learning easily; 2) Students’ perception of learning process indicators in MBKM learning on average are positive; students can understand MBKM learning materials through discussions and communication between lecturers and students goes well; 3) Students’ perception of evaluation indicators in MBKM learning on average are positive; students can do midterm and final exam well independently and students are satisfied with the implementation of MBKM learning so they are interested in following it again in the next semester, but students feel that MBKM learning is not optimal because it is done online.

Keywords: education; teachers; teaching; Independent Learning Independent Campus

Recommended citation: Elihami, E., & Melbourne, M. (2022). The Trend of “Independent Learning Independent Campus”: Teaching Model of Islamic Education through bibliometrics mapping in 2021-2022. *Journal of Innovation in Educational and Cultural Research*, 3(2), 86-96. <https://doi.org/10.46843/jiecrr.v3i2.70>

INTRODUCTION

The COVID-19 pandemic has forced a shift to online teaching and learning (OTL) in colleges and universities around the world, requiring teachers to adapt their teaching in very short periods of time—regardless of readiness, (Scherer et al., 2021). Creative teaching is important in the era of challenges towards a complex Society 5.0 for overall learning to apply philosophical practices such as: conceptual analysis, dialogue, and reflection in action during training and practicum, (Levanon, 2021). Therefore, teaching quality is a key factor in student academic success, but few studies have investigated how teaching quality changes at the beginning of secondary education and how such changes are predicted by dimensions of teacher motivation (Lazarides et al, 2021). Learning environments have a particularly strong impact on teaching practices. Its impact is both directly and indirectly, as it is transmitted through teacher learning. (Luyten & Bazo, 2019). The accuracy with which teachers monitor their educators' text comprehension was evaluated, (van de Pol et al., 2021). So, Early on in childhood, children's morphological processing is operational. However, morphological processing appears to be dependent on the morpheme in question, with some morphemes favoring morphological processing more than others (Saiegh-Haddad, 2013). Many individuals still believe that literacy merely means knowing how to read and write a specific script, as it was once widely accepted. As a result, we classify people as literates or illiterates, and we worry about how to teach the latter a skill that will enable them to join the former group. When we try to understand the dilemma of the relationship between literacy in a standard or sacred language and literacy practices in the vernacular variety, we need to consider this complexity. We will address the difficulties of growing literacy in a diglossic situation in this paper. Then, in the context of diglossic, we'll outline a project that aimed to address some of these issues (Saiegh-Haddad & Spolsky, 2014. Eviatar & Ibrahim, 2000; Saiegh-Haddad, 2005).

Science and technology are currently advancing at a breakneck pace. The passage of time has also resulted in the creation of numerous new jobs as well as the elimination of jobs that are no longer viable in the current era. As a result, university graduates are expected to be the driving force behind the success of the next

generation. The government has also attempted to lower the unemployment rate by attempting to find a common thread between students for the world of factory activities, so that university graduates will be prepared to work with competencies in their field of expertise in accordance with the needs of the workplace. As a result, universities must develop to generate superior graduates as required by producing graduates who are creative, imaginative, and responsive to changing times that are very dynamic.

In order for the Ministry of Education and Culture to establish the Independent Learning-Independent Campus initiative, or what is often known as Merdeka Belajar-Kampus Merdeka, coordination between numerous stakeholders is currently required to respond to the dynamic changing times in independent Learning Independent Campus. With the Independent Learning Independent Campus program, courses offered at every institution in Indonesia must adapt their curriculums to determine which courses can be completed, student quotas, and the number of credits that can be taken in Independent Learning Independent Campus. Students can take learning in the same study course at various universities, learning in different study initiatives at different universities, and/or learning outside colleges through the Independent Learning-Independent Campus program for one semester, which is comparable to 20 (twenty) credits of trying to study outside the study program at the same university, and a maximum of 2 (two) semesters, which is comparable to 40 (the forth) credits of learning in same study program at different universities, learning in separate study programs at various universities, and/or learning. So because MBKM come up with new ideas is much more industrial that tends to be practical in fulfilling the demands of the current day, the objective of the Independent Learning-Independent Campus program is to equip students to have the hard and soft skills needed in the workplace. Furthermore, the goal of the Independent Learning-Independence Campus is to give students the opportunity to select courses based on their interests so that they can graduate and be ready to work. According to research, implementing autonomous learning is particularly helpful for enhancing cognitive skills (creativity and critical thinking), metacognitive (reflecting on the process of learning), and affective skills (motivation to adapt).

Research conducted by ([Harden et al., 1999](#)) show that students are well-prepared for self-directed learning. Self-directed learning training is an important aspect of the university's teaching and learning process. Use growing freedom in learning to increase self-directed learning training. For the government, free learning translates to independence in the sense of fostering the growth of sovereignty and student responsibility in the learning process ([Lam, 2009](#)). The independent campus can be thought of as a vehicle for self-directed learning that can be done without any outside pressure ([Akir et al., 2012](#)). For kids with LDs, it is critical to recognize the importance of curriculum, teaching methods, and assessment methods, as well as the school and home environment, and students should be aware of these elements and their roles ([Khasawneh, 2022](#)). On a separate campus, independent learning will take place. Independent learning and independent campus, according to the author, must be examined from an ontological perspective in order to guide progressive educational methods that would improve the quality of Indonesia's human resources in the future. Student exchange is a research gap in one of the Independent Learning-Independence Campus (MBKM) programs. By participating in a student exchange, each student might voluntarily give up the right to learn about their chosen passion.

Aside from the well-established and extensive literature, no genuinely complete bibliometric research of flipped classrooms has been discovered in the previous 11 years, particularly for bibliometric studies that employ Google Scholar as a single database. The researchers feel that bibliometric research is important for mapping bibliographical information on a certain topic. As a result, the purpose of this article is to supplement other crucial components of the teacher and emotion study map to achieve a more thorough mapping. Unlike previous studies, this study focuses on a bibliometric of the flipped classroom schooling system by referring to eight aspects, namely publication trends, the most influential journals, citation patterns, author keywords, creator collaboration, collaborative institutions, and country statistics from authors who publish flipped learning articles. As a result, the research is characterized by the following formulation of the problem. There are questions as follows what is the trend of publication in 2020-2021 in independent Learning Independent Campus articles? Which journals have published the most articles about independent Learning Independent Campus in 2020-2021? What is the citation pattern for 2020-2021 independent Learning Independent Campus? What are the author keyword trends in 2020-2021 Independent Learning Independent Campus articles?

METHODS

This study uses a qualitative approach to conduct a descriptive investigation. Descriptive research is conducted by gathering data from the study object's supporting components, which are then examined to determine their significance ([Glaser et al., 1968](#)). This research employs a bibliographic design of studies using systematic and explicit mapping methods. This research used a qualitative case study to approach the research to understand how they Exploring teachers and emotion, especially in memos, the case study is an object to be studied, not a methodological option, the researcher can use some variety of research tools to research that object. In this study, the instrument used a semi-structured interview to collect the data. Furthermore, four

stages of bibliographical studies are used in the research, which include search processes, bibliographic filters, a comprehensive bibliography, and content analysis.

The researcher employed a qualitative research approach in this study. To collect data, a semi-structured interview is used as a tool. The participant is gathered in a WhatsApp group by the researcher, who gives them some instructions as a guideline. you must understand the data to the extent that you are familiar with the depth and breadth of the interview and keep re-checking the original audio recordings to keep the authenticity. The process of transcription would be time-consuming, frustrating, and progressive; therefore, this is the only good way to start acquainting yourself with the data. Following analysis, the researcher clustered the data into themes to understand the pattern. This step decreases some of the ineffectual data to highlight the data into the theme. All through the data translation and analysis procedures, keep an eye out for clusters or groups of items used together. At this stage, the researcher must re-focus on the examination at the wider level of themes. Instead focus on codes, a wider level of themes will deliver sorting the different codes into potential themes, and ordering all the important coded data extracts below the scope of identified themes.

The several early codes may form as main themes, while others may form sub-themes, and others still may be unused. The codes classify a characteristic of the data (semantic content or latent) that looks appealing for examination. Coding is how the most essential element of the raw data, or information that can be assessed in a meaningful way about the phenomenon. The analysis will be taking time to make the data more informative and insightful. Irrespective of how much time you spend on your research, it is critical to create the habit of including chances for reflection all through the details available and the interpreting process. The last is to describe the data. it is essential to consider how it fits into the wider overall story, concerning your research question or questions, to ensure there is not too much overlap between themes. It is important to provide a concise, coherent, logical, nonrepetitive, and interesting account of the story the data tell – within and across themes. Qualitative research involves collecting primarily textual data and inspecting it using interpretive analysis.

The primary goal of the education is to determine the foundation-wise delivery of the study's E-learning research output. (1). To investigate the Authorship Pattern of Publication in the field of education literacy; (2). To investigate the degree of collaboration in research output and publication distribution; (3). To investigate the proportional growth rate and time required for doubling in the field of digital literacy; (4). Determine the document-by-document distribution of publications and research publications and (5). To investigate the keywords of education literacy.

The current study's focus is confined to the articles available in the Google Scholar collection. The Keyword used for the study is education literacy and equality: A Bibliometric analysis of Publication Output during 2020-2021. There are five stages to do in this study, namely the determination of the word key, data search, article selection, data validation, and data analysis. Determination keywords are done according to the purpose of this research, namely education literacy and equality. To avoid daily update bias as the database continuously collects and updates data. The results of searching data in international publications are then selected and validated so that the data can be read and analyzed. Both selection and validation are carried out in the form of diagrams and data tables which are categorized into several types, namely the development of publications per year, types of publications, core journals, most productive researchers, number of publications based on affiliation, and the country as well as the distribution of themes that are the focus of the study on education literacy and equality. The categorization is then analyzed according to the importance of this article.

The bibliometric analysis offers a summary of research trends in education literacy and equality in publications and contexts. It can help stakeholders to see the opportunities presented in the collection of information in the domain of education literacy and equality. This study offers insight into scientific research education literacy and equality and provides evidence of its use by stakeholders in the observer community and education literacy and equality. this study introduces the main themes of the research community by using the research taxonomy of education literacy and equality.

This study's technique is defined as the process of gathering and filtering data until the final collection of information was firm and ready to be examined. Initially, the topic and scope of the study must be specified, which is dependent on the study's purpose; we want to concentrate on all studies linked to the flipped classroom that really is available in the Scopus database. Scopus was picked because it is known for having the "biggest single summary and indexing database ever developed." A systematic approach to teaching is an endeavor to build an effective teaching and learning system in the classroom. The four factors taken into account for its execution are as follows:

The use of a systematic method in the classroom is intended to achieve the goal of teaching and studying education (Adeyemi et al., 2012). These eight phases of systematic approach activities are useful for practicing in the teaching and learning process. At that point, the aim and objective of the classroom teaching and learning process may be evaluated for defining optimal sheet dispensation conditions, at which absence of edge waves and satisfactory smoothness quality of the steel sheets can be skillful, (Sukic et al., 2013). Exercises

in the classroom, such as group discussions and presentations, are among the most important techniques in teaching and learning. Typically, as part of the learning process, students were assigned homework to assist them in revising the previous lesson that they had learned in class. Some of the activities' goals include preparing kids to solve difficulties. On the other hand, several approaches may be employed in teaching and learning activities (Septiani, 2021). One technique is to include multimedia activities in the necessary phases of teaching and learning in the classroom. By using courseware and audiovisual software in 8 appropriate stages for activities in the classroom, lecturers or teachers will pique students' interest in education-learning.

The eight correct phases in teaching and learning satisfied pedagogical aspects, and teachers were able to determine whether or not the teaching outcome was fully attained, as well as the percentage of achievement. Before entering the classroom, the first phase in the teaching and learning process will offer the instructor a more well-prepared lesson. The second phase will make the learner pleased and make the session more exciting by transmitting the interested set induction. Steps three and four urge teachers to comprehend and grasp the subject as well as potential causes, and it will be taught using a question and response approach while describing the lesson. Steps five and six will encourage students to be more creative, cooperative, and responsible during subject discussion and presentation. Step seven will involve measuring and evaluating the teaching and learning outcomes or objectives. Step eight will allow students to grasp the crucial conclusion and prepare for homework. This technique will also be more successful if each student has a creative, thoughtful, cooperative, and responsible drive to attain the instructional goals.

RESULT AND DISCUSSION

The result of Publish or Perish of the term of the Independent Learning Independent Campus. The trend of publication in 2020-2021 about the phases of the systematic process in Independent Learning Independent Campus.

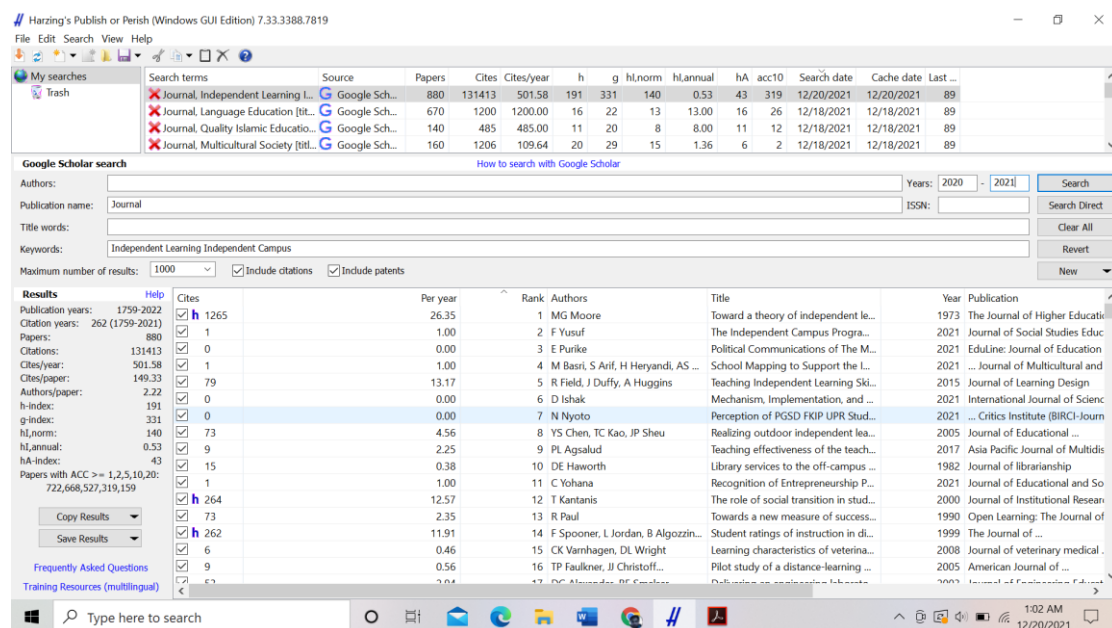


Figure 1. Publish or Perish (Independent Learning Independent Campus)

The original search results generated 880 bibliographies, which were filtered into 580 chosen bibliographies using the publish or perish tool. 280 bibliographies were not chosen because they did not match the set criteria. Figure 1 shows the total number of bibliographies generated by the publishing or perish application for each year. Citation 131413, h-index 191, g-index 331, hI, annual 0.53, hI, norm 140 and hA index 43.

Table 1. Bibliographic Selection Results

Year Publication	Inclusion	Exclusion	Total
2021	539	239	300
2020	341	141	200
	880	380	500

According to Table 1, there were no papers published in 2020-2021. Meanwhile, one manuscript was published, but it was not included since it did not fit the criterion. Table 1 illustrates that the number of articles

published increases in a tiered fashion. There will be 539 articles published in 2021, with 331 papers published up to 2020. The most publication occurred in 2021 about the phases of the systematic process of the term of the "Independent Learning Independent Campus".

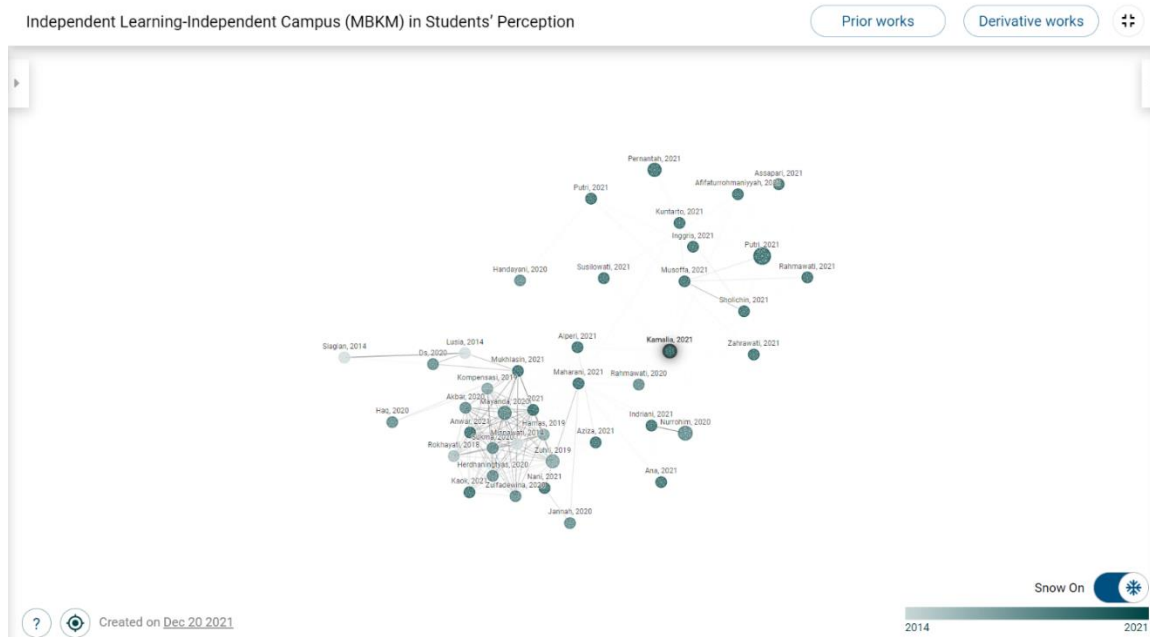


Figure 2. The Most Widely Published Journal Article of the term of "the term of the phases of the systematic process in building a successful partnership between Education 4.0 and the Learning Method of Society 5.0"

Top Ten Most Cited Articles

Figure 2 depicts the most frequently referenced publications on Teaching and Teacher Education in 2020-2021. The writings of J Allen, L Rowan, P Singh, which was published in 2020, received the most citations in the first sequence, with 115 citations, and the second place was J Allen, L Rowan, P Singh, with 115 citations. The third and fourth sequences had a significant amount of citations since they were greater than 100 and less than 200, respectively. Meanwhile, the fifth through tenth places also had citations that were high enough by being greater than 70 and less than 120.

Table 2. The Top Ten Most Cited Articles of the term of the phases of the systematic process in building a successful partnership between Education 4.0 and the Learning Method of Society 5.0"

No	Author(s)	Article Title	Year of Publication	Number of Citation
1	J Allen, L Rowan, P Singh	Teaching and teacher education in the time of COVID-19	2020	115
2	L Orland-Barak, J Wang	Teacher mentoring in service of preservice teachers' learning to teach: Conceptual bases, characteristics, and challenges for teacher education reform	2021	26

Table 2 shows that 2 papers with significant impact were published in 2010-2021, which in 2020-2021 (one paper every year as a sample).

Author Keyword-based Analysis

The author keyword analysis was performed using the VOS viewer program for the phases of the systematic process in establishing a successful relationship between Education 4.0 and the Learning Method of Society 5.0. The 319 author keywords were grouped into 12 clusters, each with a distinct hue. Cluster 1 (red) consists of 27 items, cluster 2 (green) consists of 15 items, cluster 3 (blue) consists of 12 items, cluster 4 (yellow) consists of 16 items, cluster 5 (purple) consists of 18 items, cluster 6 (aqua) consists of 17 items, cluster 7 (orange) consists of 14 items, cluster 8 (brown) consists of 17 items, cluster 9 (pink) consists of 12

items, cluster 13 (salmon) consists of 15 items, cluster 11 (lime) consists of 15 item, and cluster 10 (gray) consists of 8 items.

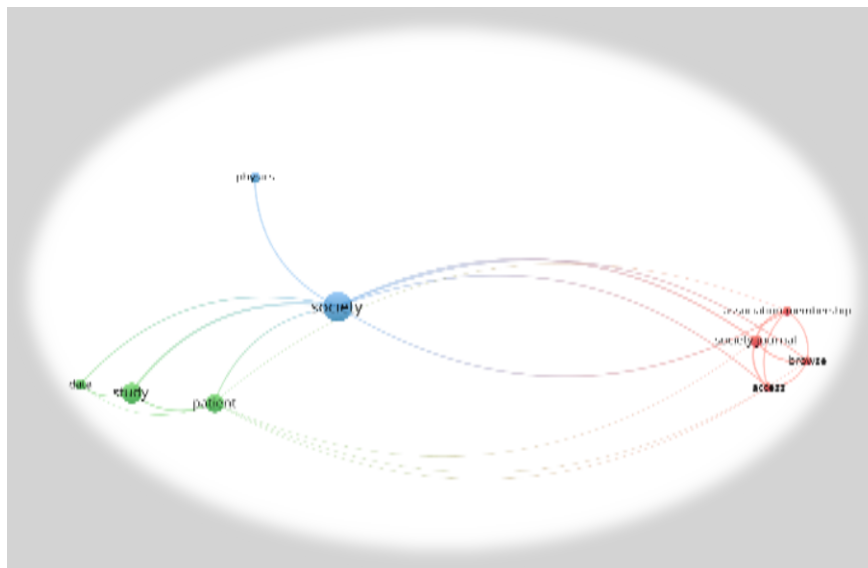


Figure 3. Author Keyword-based Analysis

Author Collaboration-based Analysis

The findings of an author cooperation study utilizing VOSViewer with the number of instances of at least one document from 925 writers yielded 5 authors who were significantly related. Each contributor was given five links and one document. Author cooperation was only organized into one cluster (red) of five entries. [Figure 4](#) depicts the author's collaboration pattern.

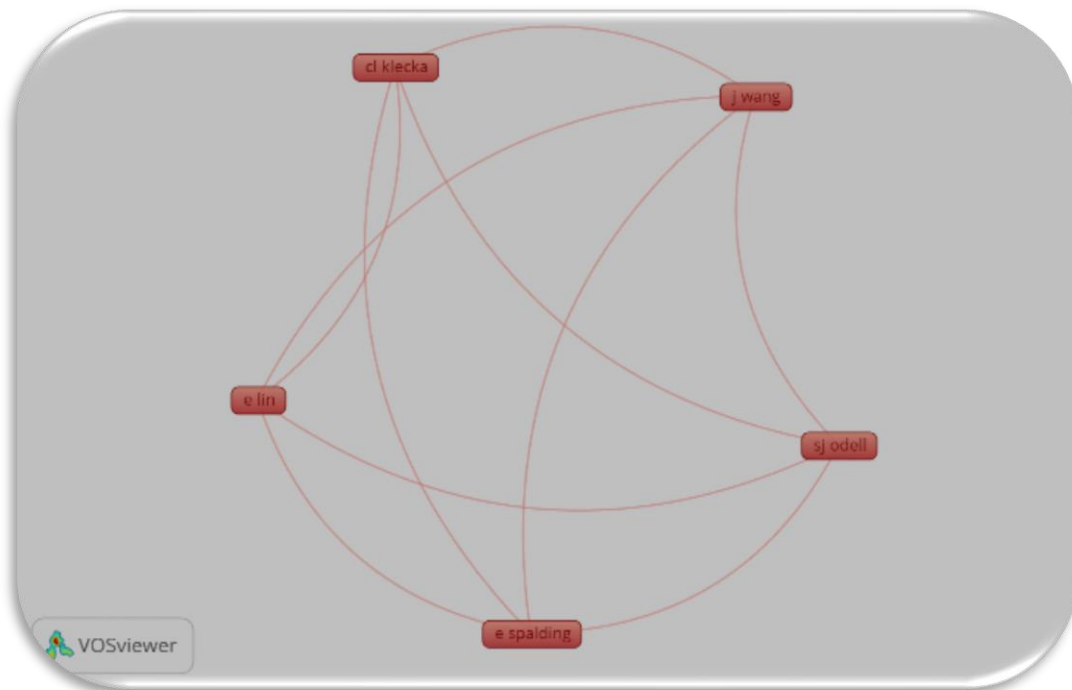


Figure 4. Author Collaboration-based Analysis

Education 4.0

In one's article titled "Quo Vadis, Education 4.0?" they stated that the term Education 4.0 is one of the "cool" concepts that lack a more precise and widely accepted definition. Besides that, Maria et al¹³ stated that many people frequently discuss it, but they have no idea what it is all about. This could be because education 4.0 is a relatively new topic. The term "e-teaching" then refers to any applications of information and communication technology in the educational process. Computer laboratories and virtual learning environments

are examples of this. With the advancement of e-teaching technology, it is becoming increasingly common at most colleges. (Osborne, 2003). The education system is a growing discipline that aims to improve students' ethical behavior. Good teaching has always resulted in encouraging, solid, and consistent preparation of tomorrow's leaders. The promotion of moral education should not be merely lip service but should be accompanied by a plan of action for implementation. To put it another way, education policy should take the lead in implementing moral education., (Agboola et al., 2012).

The Quality Teacher (QT) framework focuses teachers' attention on three dimensions of pedagogy: intellectual Quality, and Quality namely.

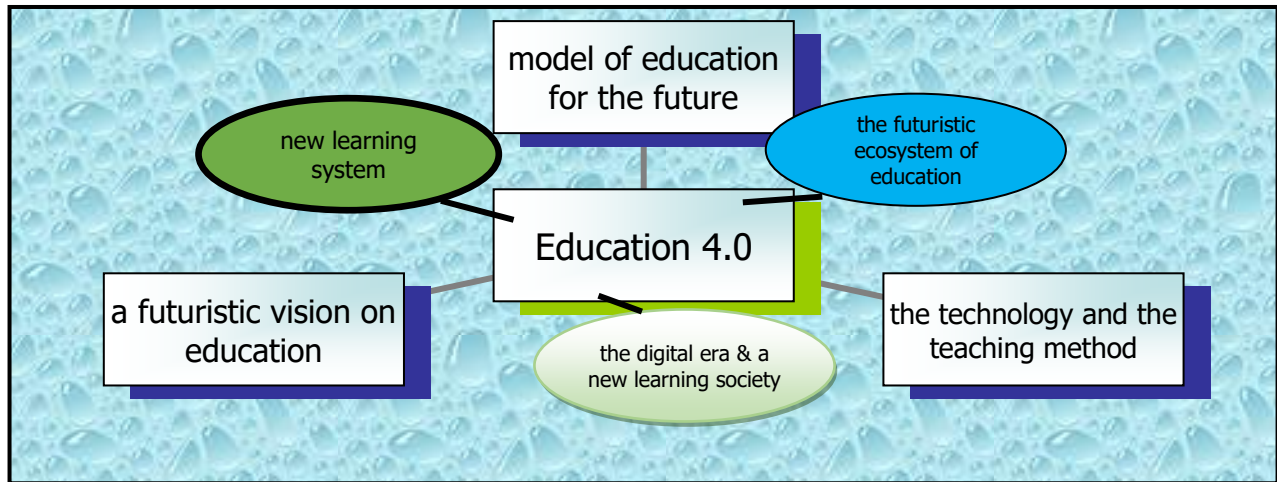


Figure 5. The concept of the term Education 4.0

The initiative to keep improving teaching and learning outcomes consists of two primary parts: a pedagogy prototype with clearly defined principles to guide classroom and study skills, and a set of resources that seeks to stimulate teachers in reflective thinking and dialogue as they refine classroom and study skills. Each of the initiative's components is described in detail below. It should be noted that a study is being performed concurrently with the initiative, to test the model's efficacy. Early analyses show that it has the potential to improve both the quality of pedagogy and the quality of student outcomes.

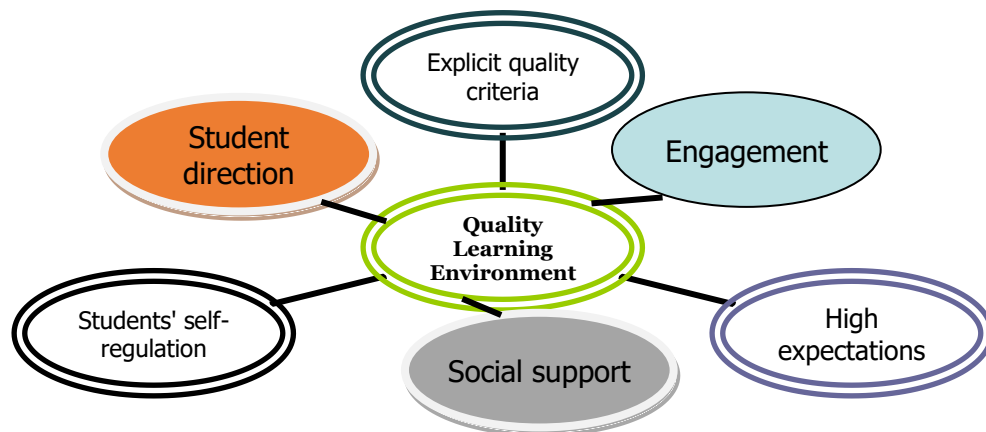


Figure 6. Dimensions and Elements of the quality teaching framework (Quality Learning Environment)

The quality of learning environment in learning outcomes, as well as perceptions/evaluations of the learning environment Perceptions/evaluations of the learning environment and approach to study, as well as the relationship between the approach to study and the quality of learning outcomes Environments that encourage deep approaches are more likely to foster higher quality learning than environments that do not.

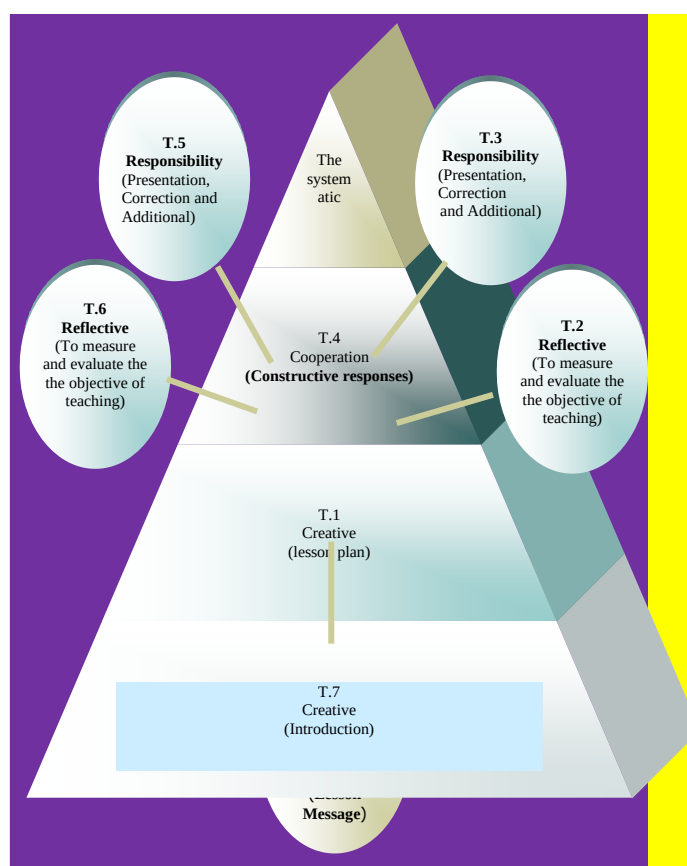


Figure 7. The steps of teaching

In recent years, some teacher educators have experienced reforms to enhance teacher quality of education, which in many cases suffers from a gap between principles and practice. A comparative study of teacher education in industrialized countries with well-functioning systems discovered that teacher educators seek to integrate theory with practice by planning reflective work and adding effective diagnostic work. (Sagala et al., 2019).

A typology of three different types of educators: enquiring teacher educators, well-read classroom teachers, and teacher educator-researchers the research scientist disposition of each type is presented based on the proposed description of a teacher educator's researcher disposition. Finally, future research directions and programs focusing on teacher educators' expert development are discussed (Corbett, 2003).

These publications were organized into seven major themes: emotional responses in professionalism and professional learning, emotional torment in educators, teachers' emotions and interconnection, teachers' emotions in historical, political, and societal contexts and academic reforms, teachers' influence on pupils' emotions, educators' emotional stability, skills, and expert knowledge, as well as prospective teachers' emotions and emotional control. (Menon, 2021). A systemic need for educators to participate in professional development activities that are linked to their practices, organized as long-term sustainable career development paths, and formally recognized Finally, a career development schedule for research, policy, and procedures related to the professional teachers' professional educators is discussed.

The Library and information science content analysis revealed that the five most commonly used words to answer phrases were: effective teaching, teaching professional, teacher aspirant, classroom instruction, teaching education program, and initial teacher preparation. (see Figure 4).

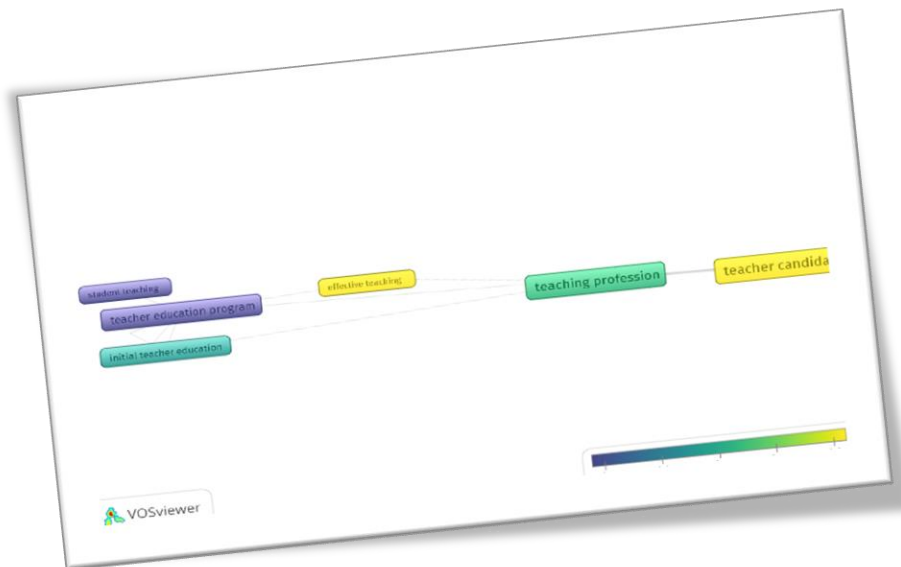


Figure 8. The content analysis of the responses

Figure 8 showed that the publication years 2020-2021, citation years 1 (2020-2021), papers 470, cites/paper (4716.00), authors (2.70), h-index (27), g-index (55), hI, annual (22.00), hA-index (27), hI norm (27), papers.

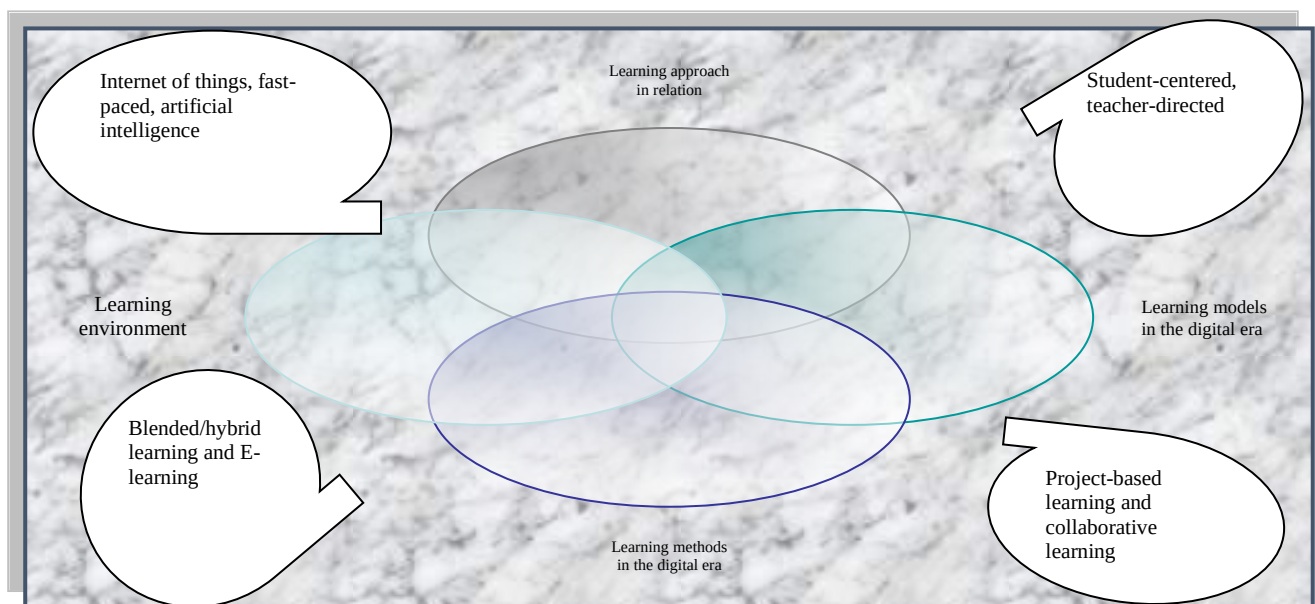


Figure 9. Learning Method

Figure 9 showed that the purpose of information about learning method is essentially to connect a person with personal, social, work, and educational goals. The learning environment and atmosphere in the digital era towards society 5.0 is changing very quickly towards a 4.0 education pattern. One of the biggest changes is the use of the internet in life which affects the learning process. Almost all education sectors use the internet every day, every time through various Internet devices they have. Lecturers and students use the internet to obtain new information as a learning resource. The learning process is used very variedly, for example using Google, Bing, Google Scholar, and others and learning systems via video conferencing and others such as Zoom, Google meet, Youtube, WA, LMS, Google Classroom, One Note, Moodle, and so on. This encourages students to interact quickly and efficiently. Students can obtain information quickly, exchange information. Another thing driving the change towards society 5.0 is artificial intelligence. Artificial intelligence is personalized so that it can support individual needs in the 5.0 learning process. Artificial intelligence is used to help students in the learning process. In addition, artificial intelligence can be used to assist in carrying out administrative activities in learning. Artificial intelligence is highly adaptive and knows our habits. When students use Google

or YouTube to search for educational content, artificial intelligence will provide recommendations according to specific habits and needs. This is certainly very easy for students and lecturers to get relevant and fast information.

Concerning social activities, the review of literature through information about teaching and teacher education can facilitate the attachment of individuals to their social environment. In other words, someone with Information literacy skills will demonstrate understanding and ability to convey, use, manage, synthesize and produce ethical information and data and will have the skills to do these abilities effectively and can become individuals who have a role in society. So, Society 5.0 is a society in which all activities are carried out using digital technology. The COVID-19 pandemic compels people to use digital technology in all aspects of their lives, including education. Indonesia is currently in the process of transitioning to a new normal time in history. During this period of transition, the use of technologies for learning has been rapidly increasing, with the implementation of online learning.

The negative impact of the world's linguistic situation, which is characterized by the phenomena of diglossia, on language education students' capacity to learn Arabic reading and writing abilities, and thus on their academic achievement in general. The attitudes of parents and teachers toward colloquial and conventional kinds of literacy are considered as specific challenges provided by modern to the acquisition of literacy. There are several suggestions for treatment. Modification of the script is one of them, as is strengthening its status as a language of teaching in schools, where it is frequently changed. Above all, the study emphasizes the need of exposing young children to literature through activities such as story reading to preschoolers, so that it does not become a second language that they must master as soon as they join school.

CONCLUSION

The lesson taught applying of systematic process in building a successful partnership between Education 4.0. The phases of the systematic process in building a successful partnership between Education 4.0. Additionally, the use of eight methodical and proper processes in teaching and learning in the classroom would allow optimal access to the objectives. For example, after the instructor reaches step seven, monitoring and evaluation, the effectiveness of teaching and learning may be easily and methodically recognized in developing a successful relationship between Education 4.0 and the Learning Method of Society 5.0.

ACKNOWLEDGMENT

We thank the professionals for their substantial contributions to the instrument's programming development and design. We also want to thank everyone who helped make the study a success.

REFERENCES

- Adeyemi, S. B. (2012). Developing Critical Thinking Skills in Students: A Mandate for Higher Education in Nigeria. *European Journal of Educational Research*, 1(2), 155-161.
- Agboola, A., & Tsai, K. C. (2012). Bring Character Education into Classroom. *European journal of educational research*, 1(2), 163-170.
- Akir, O., Eng, T. H., & Malie, S. (2012). Teaching and Learning Enhancement Through Outcome-Based Education Structure and Technology e-Learning Support. *Procedia - Social and Behavioral Sciences*, 62, 87-92.
- Balta, N., & Sarac, H. (2016). The Effect of 7E Learning Cycle on Learning in Science Teaching: A Meta-Analysis Study. *European Journal of Educational Research*, 5(2), 61-72.
- Corbett, A. (2003). Ideas, Institutions and Policy Entrepreneurs: towards a new history of higher education in the European Community. *European Journal of Education*, 38(3), 315-330.
- Eviatar, Z., & Ibrahim, R. (2000). Bilingual is as bilingual does: Metalinguistic abilities of Arabic-speaking children. *Applied Psycholinguistics*, 21, 451-471.
- Glaser, B., Strauss, A., & Strutzel, E. (1968). The Discovery of Grounded Theory: Strategies for Qualitative Research. *Nursing Research*, 17, 364.
- Harden, R., Crosby, J., & Davis, M. (1999). AMEE Guide No. 14: Outcome-based education: Part 1-An introduction to outcome-based education. *Medical Teacher*, 21, 7-14.
- Khasawneh, M. (2022). The Relationship of Curriculum, Teaching Methods, Assessment Methods, and School and Home Environment with Learning Difficulties in English Language from the Students' Perspectives. *Journal of Innovation in Educational and Cultural Research*, 3(1), 41-48.

- Lam, S. (2009). *Outcome-Based Approach to Teaching, Learning and Assessment in Geomatics Higher Education: The Hong Kong Experience*.
- Lazarides, R., Fauth, B., Gaspard, H., & Göllner, R. (2021). Teacher self-efficacy and enthusiasm: Relations to changes in student-perceived teaching quality at the beginning of secondary education. *Learning and Instruction*, 73, 101435.
- Levanon, M. (2021). "The possibility to be creative is the reason I want to teach": Pre-service teachers' perceptions of creative teaching and philosophical education. *Social Sciences & Humanities Open*, 4(1), 100190.
- Luyten, H., & Bazo, M. (2019). Transformational leadership, professional learning communities, teacher learning and learner-centered teaching practices; Evidence on their interrelations in Mozambican primary education. *Studies in educational evaluation*, 60, 14-31.
- Matsumoto-Royo, K., & Ramírez-Montoya, M. S. (2021). Core practices in practice-based teacher education: A systematic literature review of its teaching and assessment process. *Studies in Educational Evaluation*, 70, 101047.
- Menon, M. E. (2021). European Journal of Educational Management. *European Journal of Educational Management*, 4(1), 1-11.
- Núñez, J. C., Derluyn, I., & Valcke, M. (2019). Student teachers' cognitions to integrate comprehensive sexuality education into their future teaching practices in Ecuador. *Teaching and Teacher Education*, 79, 38-47.
- Osborne, M. (2003). Increasing or widening participation in higher education?: A European overview. *European journal of education*, 38(1), 5-24.
- Sagala, S., Lubis, W., & Sagala, G. H. (2019). Canonical correlation between principal leadership and school capacity. *International Journal of Management in Education*, 13(3), 256-280.
- Saiegh-Haddad, E. (2005). Correlates of Reading Fluency in Arabic: Diglossic and Orthographic Factors. *Reading and Writing*, 18, 559-582.
- Saiegh-Haddad, E. (2013). A tale of one letter: Morphological processing in early Arabic spelling. *Writing Systems Research*, 5, 169-188.
- Saiegh-Haddad, E., & Spolsky, B. (2014). *Acquiring Literacy in a Diglossic Context: Problems and Prospects*.
- Scanlon, D., & Connolly, C. (2021). Teacher agency and learner agency in teaching and learning a new school subject, Leaving Certificate Computer Science, in Ireland: Considerations for teacher education. *Computers & Education*, 174, 104291.
- Scherer, R., Howard, S. K., Tondeur, J., & Siddiq, F. (2021). Profiling teachers' readiness for online teaching and learning in higher education: Who's ready? *Computers in Human Behavior*, 118, 106675.
- Septiani, A. N. N. S. I., & Rejekiingsih, T. (2020). Development of Interactive Multimedia Learning Courseware to Strengthen Students' Character. *European Journal of Educational Research*, 9(3), 1267-1280.
- Sukic, C., Halilovic, I., Kaneko, K., Buracas, A., Tochtermann, K., Patel, D., ... & Milosevic, D. Tem Journal. *TEM Journal – Volume 2 / Number 2/ 2013*. 165
- van de Pol, J., van Gog, T., & Thiede, K. (2021). The relationship between teachers' cue-utilization and their monitoring accuracy of students' text comprehension. *Teaching and Teacher Education*, 104, 103386.
- Winarti, A., Saadi, P., & Rajiani, I. (2021). European Journal of Educational Research. *European Journal of Educational Research*, 10(2), 975-987.
- Yin, H., & Huang, S. (2021). Applying structural equation modeling to research on teaching and teacher education: Looking back and forward. *Teaching and Teacher Education*, 103438.