

Submissions

My Queue

Archives

Help

My Assigned




Search




Filters

New Submission


No submissions found.





Tulis


 Kotak Masuk

467


 Berbintang

 Ditunda

 Terkirim

 Draf


59


 Selengkapnya


Label +


Telusuri email


142 dari 3.054

































JHETP <jhetp@nabpress.com>
kepada saya ▾


Jum, 24 Feb, 07.33







 Inggris ▾

 Indonesia ▾

[Terjemahkan pesan](#)

[Nonaktifkan untuk: Inggris](#) x

Jiyu,

This is to inform you that your manuscript has been officially processed with the North American Business Press for review. Your manuscript reference number is JHETP 1.1665. The review process takes around 20 days. We will reach out to you once your manuscript has completed this step. Please email us your manuscript reference number if you have any questions regarding the review.

Best Regards,

Sunila Luitel
MBA for...
Dr. Donald Smith, Editor
Journal of Higher Education Theory and Practice
North American Business Press

Balas

Teruskan

2

(2) WhatsApp

Manuscript Review Update - jitu

PKP

Login | Journal of Higher Education

Akademik - UKI

mail.google.com/mail/u/0/#inbox/FMfcgzGrcrtXbdSRZvzICSQdxJLHBvCR

Gmail

Tulis

Kotak Masuk467

Berbintang

Ditunda

Terkirim

Draf59

Selengkapnya

Label

Telusuri email

97 dari 3.054

Manuscript Review Update

Kotak Masuk

North American Business Press

<customerservice@nabpress.com>

Sen, 6 Mar, 08.17

kepada saya

Inggris

Indonesia

Terjemahkan pesan

Nonaktifkan untuk: Inggris

Dear Jitu Halomoan Lumbantoruan,

I hope you are doing well! I would like to inform you that your manuscript has completed the next phase of the review process. Please see attached for the technical results.

The similarity index of your manuscript is within the threshold, and I would like to inform you that your manuscript will now move forward to the next stage of the review process.

We will update you once your manuscript has completed the review. Should you have any questions, feel free to let me know.

Please let us know if you have any questions. Have a great day!

Best Regards,

Elena Marks

Satu lampiran

Dipindai dengan Gmail

Type here to search

30°C Kabut

9:21

30/05/2023

97 dari 3.054 < >

PDF Jitu Halomoan Lu...

6



Jitu Halomoan

Min. 19 Mar. 07.23

☆

Dear Journal Editor Please permission to ask, what about the results of our article. Is there a Status already? Our paper with ID:JHETP 1.1665. Information please



J

JHETP <jhetp@nabpress.com>
kepada saya ▾

Sen, 20 Mar, 17.58

☆

...

 Inggris ▾
 >
  Indonesia ▾
 [Terjemahkan pesan](#)

Nonaktifkan untuk: Inggris x

Jitu,

Thank you for your email, and I apologize for the delay. We should have a decision regarding your submission this week. We will email you as soon as we hear from the Editor in a day or two.

If you have furt

Best Regards,

Guillermo Luitol

2

(2) WhatsApp

Manuscript Review Update - jitu

PKP

Login | Journal of Higher Educati

A

Akademik - UKI

mail.google.com/mail/u/0/#inbox/FMfcgzGrcrtXbdSRZvzICSQdxJLHBvCR

Gmail

Tulis

Kotak Masuk

467

Berbintang

Ditunda

Terkirim

Draf

59

Selengkapnya

Label

+

Telusuri email

97 dari 3.054

<

>

Dear Jitu Halomoan Lumbantoruan, I hope you are doing well! I would like to inform you that your manuscript has completed the next phase of the review process.

Jitu Halomoan

<jituhalomoan.lumbantoruan@gmail.com>

Sen, 6 Mar, 13.25

kepada jhetp@nabpress.com

Thank information Mis. 🙏

...

--

null

J

JHETP

Sen, 6 Mar, 19.36

Jitu, You are very welcome. Please feel free to contact us for further assistance. Have a great day ahead! Best Regards, Sunila Luitel MBA for... Dr. Donald Smi

Jitu Halomoan

Sen, 6 Mar, 19.46

Good night sir. I have question. Can our article be processed quickly and published in the near future (Inpress). If possible, we hope that our articles are acc

J

JHETP

Sel, 7 Mar, 09.20

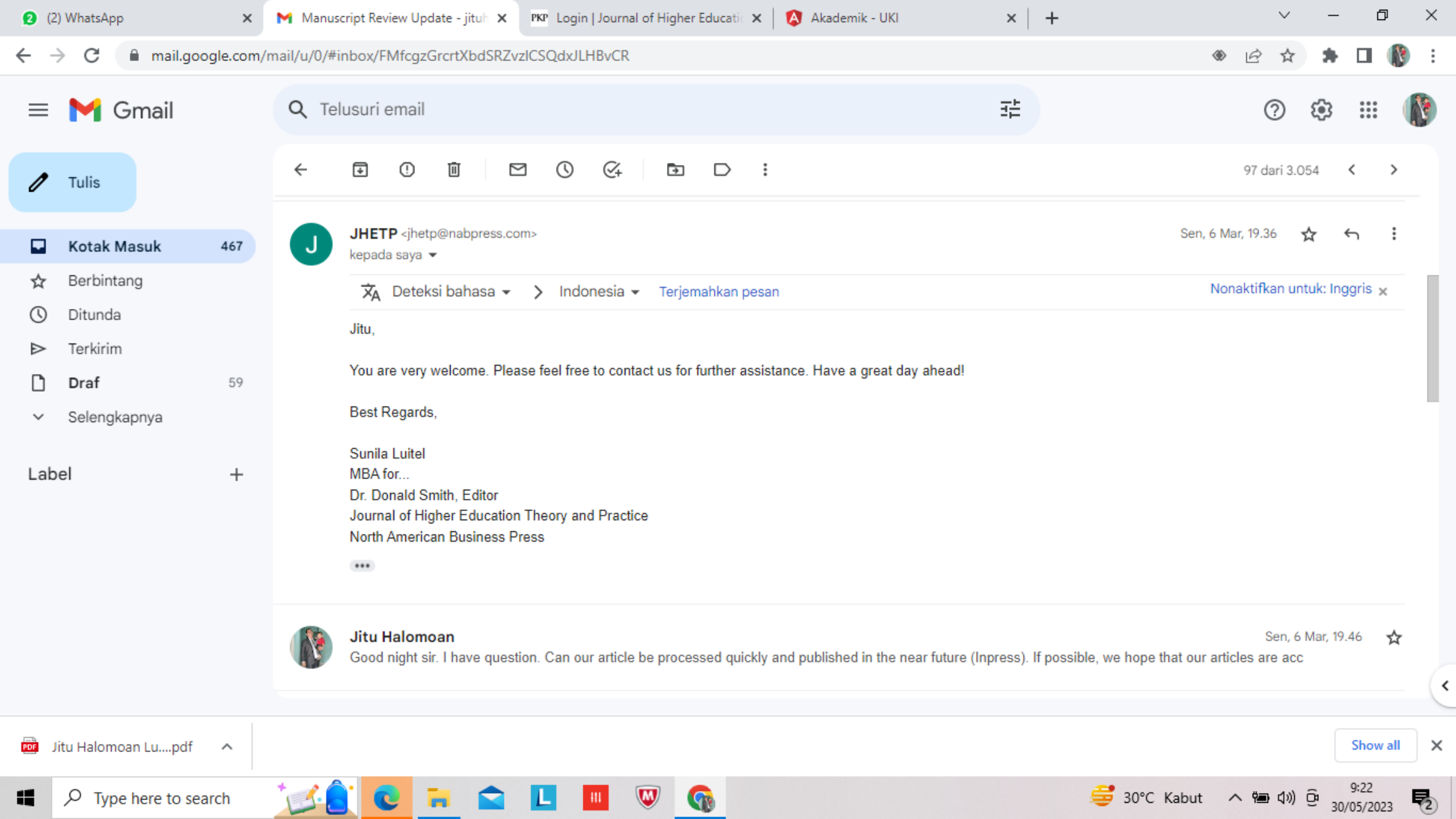
Jitu, We regret to inform you that we do not offer a rush publication. Furthermore, we have acceptances lined up for publication. Thank you for your understandi

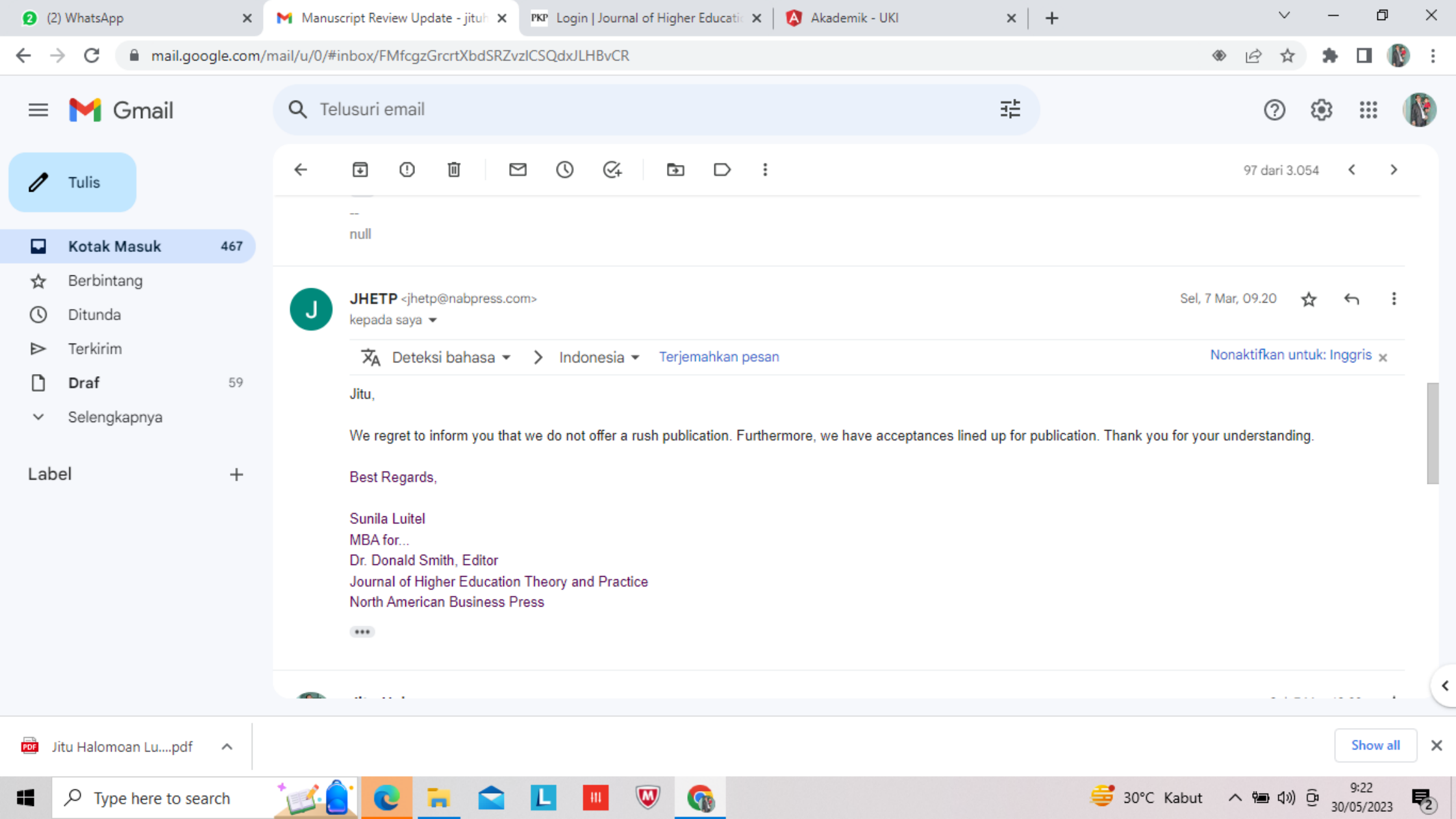
Jitu Halomoan Lu....pdf

9:22

30°C Kabut

30/05/2023





Gmail

Telusuri email

Tulis

Kotak Masuk 467

Berbintang

Ditunda

Terkirim

Draf 59

Selengkapnya

Label +

97 dari 3.054

We regret to inform you that we do not offer a rush publication. Furthermore, we have acceptances lined up for publication. Thank you for your understanding.

Best Regards,

Sunila Luitel

MBA for...

Dr. Donald Smith, Editor

Journal of Higher Education Theory and Practice

North American Business Press

...



Jitu Halomoan <jituhalomooan.lumbantoruan@gmail.com>

kepada JHETP

Sel, 7 Mar, 10.33

Thank you sir for the information. We just follow the procedure. Thank You

Jitu Halomoan Lumbantoruan

...

—
null

Jitu Halomoan Lu....pdf

Show all

Gmail

Telusuri email



97 dari 3.054

--
null



JHETP <jhetp@nabpress.com>
kepada saya ▾

Sel, 7 Mar, 10.44 ☆ ↶ ⋮

🔍 Deteksi bahasa ▾ > Indonesia ▾ [Terjemahkan pesan](#)

[Nonaktifkan untuk: Inggris](#) ✕

...



Jitu Halomoan <jituhalomoan.lumbantoruan@gmail.com>
kepada JHETP ▾

Min, 19 Mar, 07.23 ☆ ↶ ⋮

Dear Journal Editor

Please permission to ask, what about the results of our article. Is there a Status already? Our paper with ID:JHETP 1.1665. Information please Thank you

...

--
null

Jitu Halomoan Lu....pdf

Show all ✕



Show all X

Gmail

Telusuri email



Tulis

Kotak Masuk 467

Berbintang

Ditunda

Terkirim

Draf 59

Selengkapnya

Label +



83 dari 3.054 < >

JHETP Acceptance Kotak Masuk x



JHETP <jhetp@nabpress.com>
kepada saya ▾

Kam, 23 Mar, 09.53 ☆ ↶ ⋮

Inggris > Indonesia Terjemahkan pesan

Nonaktifkan untuk: Inggris x

Jitu,

Congratulations! After rounds of rigorous reviews, we would like to inform you that your manuscript has been accepted for publication in the Journal of Higher Education Theory and Practice. Please see attached acceptance letter which contains all the important information regarding the next steps.

If you have any questions, please feel free to contact us. Thank you.

Best Regards,

Sunila Luitel
MBA for...
Dr. Donald Smith, Editor
Journal of Higher Education Theory and Practice
North American Business Press

Jitu Halomoan Lu....pdf

Show all x

Gmail

Telusuri email

Tulis

Kotak Masuk 467

Berbintang

Ditunda

Ter kirim

Draf 59

Selengkapanya

Label +

83 dari 3.054

Lumbantoruan_A...

13

JHETP <jhetp@nabpress.com>
kepada saya

Kam, 30 Mar, 18.30

Inggris > Indonesia Terjemahkan pesan

Nonaktifkan untuk: Inggris

Jitu,

This is well received. Thank you very much!

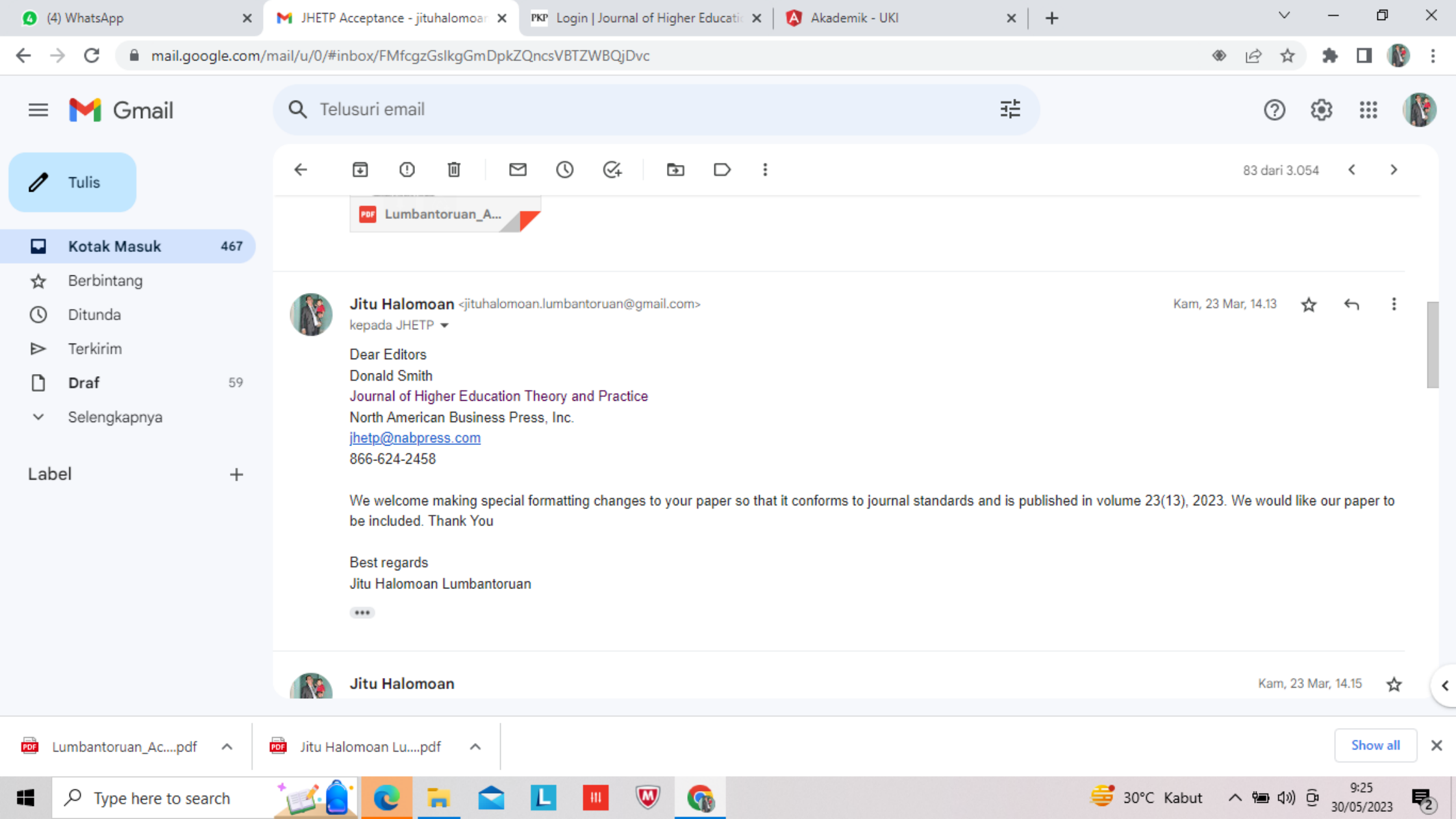
Best Regards,

Sunila Luitel
MBA for...
Dr. Donald Smith, Editor
Journal of Higher Education Theory and Practice
North American Business Press

Lumbantoruan_Ac....pdf

Jitu Halomoan Lu....pdf

Show all



←

→

↺

mail.google.com/mail/u/0/#inbox/FMfcgzGslkgGmDpkZQncsVBTZWbQjDvc

🔍

🔗

☆


⚙️

🗑️

👤

⋮

☰

 Gmail

✍️ Tulis

📁 Kotak Masuk 467

☆ Berbintang

🕒 Ditunda

▶ Terkirim

📄 Draf 59

▼ Selengkapnya

Label +

←

📁

🕒

🗑️

✉️

🕒

✍️

📁

📄

⋮

83 dari 3.054

◀ ▶

Dear Editors
Donald Smith
Journal of Higher Education Theory and Practice
North American Business Press, Inc.
jhetp@nabpress.com
866-624-2458

We welcome making special formatting changes to your paper so that it conforms to journal standards and is published in volume 23(13), 2023. We would like our paper to be included. We also ask for an OJS link if allowed, so we can see the progress and review process of our paper. Thank You

Best regards
Jitu Halomoan Lumbantoruan

...


J

JHETP

Jitu, Thank you for the positive response. We have just emailed you the author agreement contract. Kindly sign it. We will send the invoice to you from authoriz

Jum, 24 Mar, 09.05

☆



Jitu Halomoan

Yours faithfully. Please permission to ask: 1. Will we create a link in the Open Journal System to the Journal of Higher Education Theory and Practice (<https://>

Jum, 24 Mar, 15.26

☆

Lumbantoruan_Ac....pdf

Jitu Halomoan Lu....pdf

Show all

🪟

🔍 Type here to search

📅


📁

📧

📄

📌

🛡️

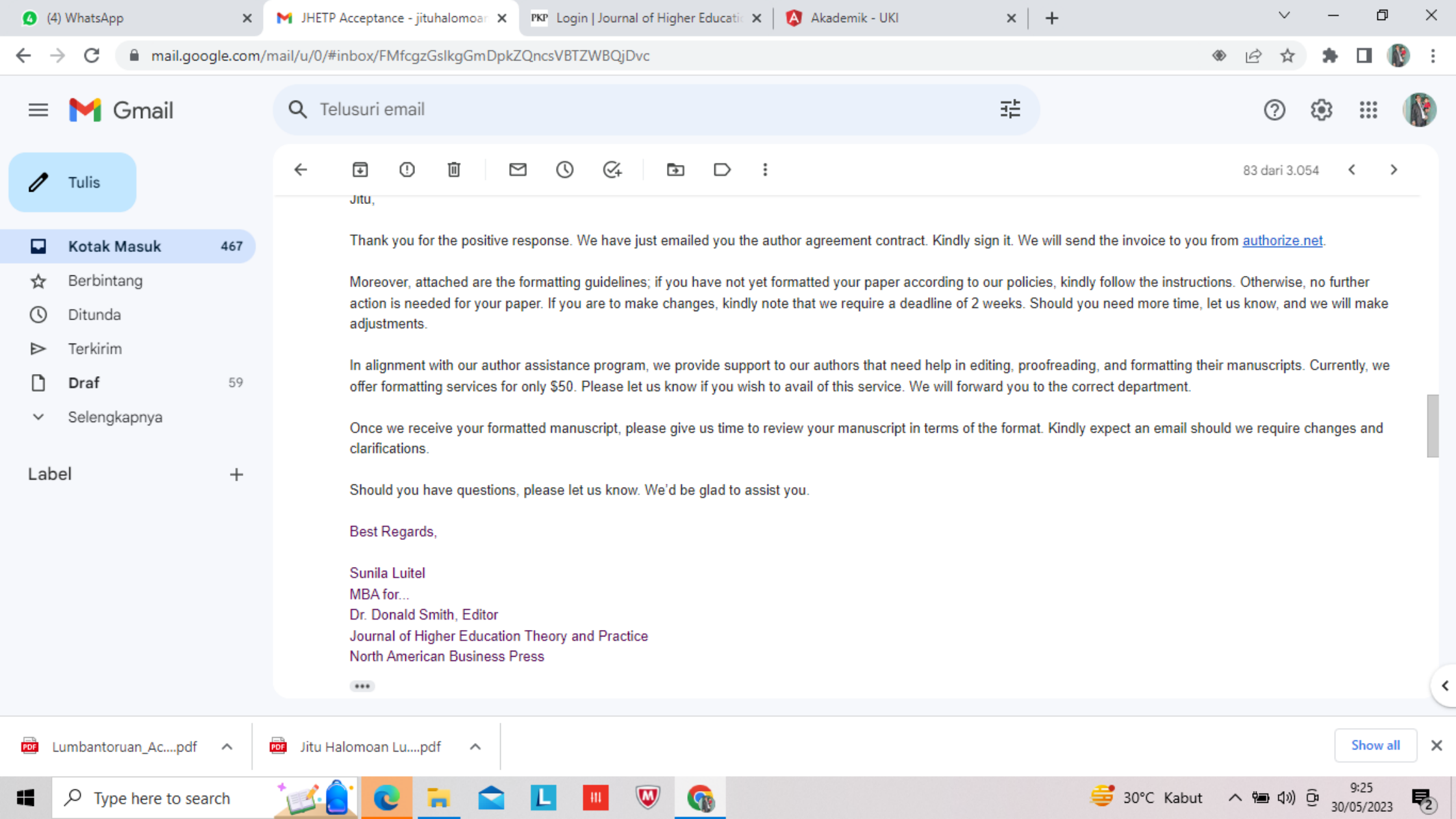


🌤️ 30°C Kabut

⬆️ 🔊 🔌 🔌 🔌

9:25
30/05/2023

🗨️ 2



Gmail

Telusuri email

Tulis

Kotak Masuk 467

Berbintang

Ditunda

Terkirim

Draf 59

Selengkapnya

Label +

83 dari 3.054

JHETP <jhetp@nabpress.com>
kepada saya

Jum, 24 Mar, 17.30

Deteksi bahasa > Indonesia > Terjemahkan pesan

Nonaktifkan untuk: Inggris x

Jitu,

Please direct all correspondence and submissions to this email. Thank you!

Best Regards,

Sunila Luitel
MBA for...
Dr. Donald Smith, Editor
Journal of Higher Education Theory and Practice
North American Business Press

Jitu Halomoan

Sab, 25 Mar, 11.39

Dear editors With respect, we attach two points: (1) Formatted final manuscript (2) Correspondence and authors. (Please provide a username and password for OJS

JHETP

Min, 26 Mar, 19.07

Lumbanturuan_Ac....pdf

Jitu Halomoan Lu....pdf

Show all

Tulis

Kotak Masuk 467

Berbintang

Ditunda

Terkirim

Draf 59

Selengkapnya

Label +

Telusuri email

83 dari 3.054

← →

← [Add] [Info] [Trash] [Envelope] [Clock] [Checkmark] [Folder] [Document] [More]

kepada JHETP

Dear editors

Donald Smith

Journal of Higher Education Theory and Practice

North American Business Press, Inc.

jhetp@nabpress.com

866-624-2458

With respect, we attach two points:

(1) Formatted final manuscript

(2) Correspondence and authors. (Please provide a username and password for OJS Journal)

Please check both of our delivery points. Thank You

WhatsApp

JHETP Acceptance - jituhalomoan

PKP Login | Journal of Higher Education

Akademik - UKI

mail.google.com/mail/u/0/#inbox/FMfcgzGslkgGmDpkZQncsVBTZWbQjDvc

mail.google.com

Telusuri email

83 dari 3.054

Tulis

Kotak Masuk 467

Berbintang

Ditunda

Terkirim

Draf 59

Selengkapnya

Label +

Best regards

Jitu Halomoan Lumbantoruan

2 Lampiran • Dipindai dengan Gmail

Correspondence....

Formatted final m...

JHETP

Jitu, Thank you. We acknowledge receipt of your manuscript. Please give us some time to review if it has met all formatting guidelines. Kindly standby your email

Lumbantoruan_Ac....pdf

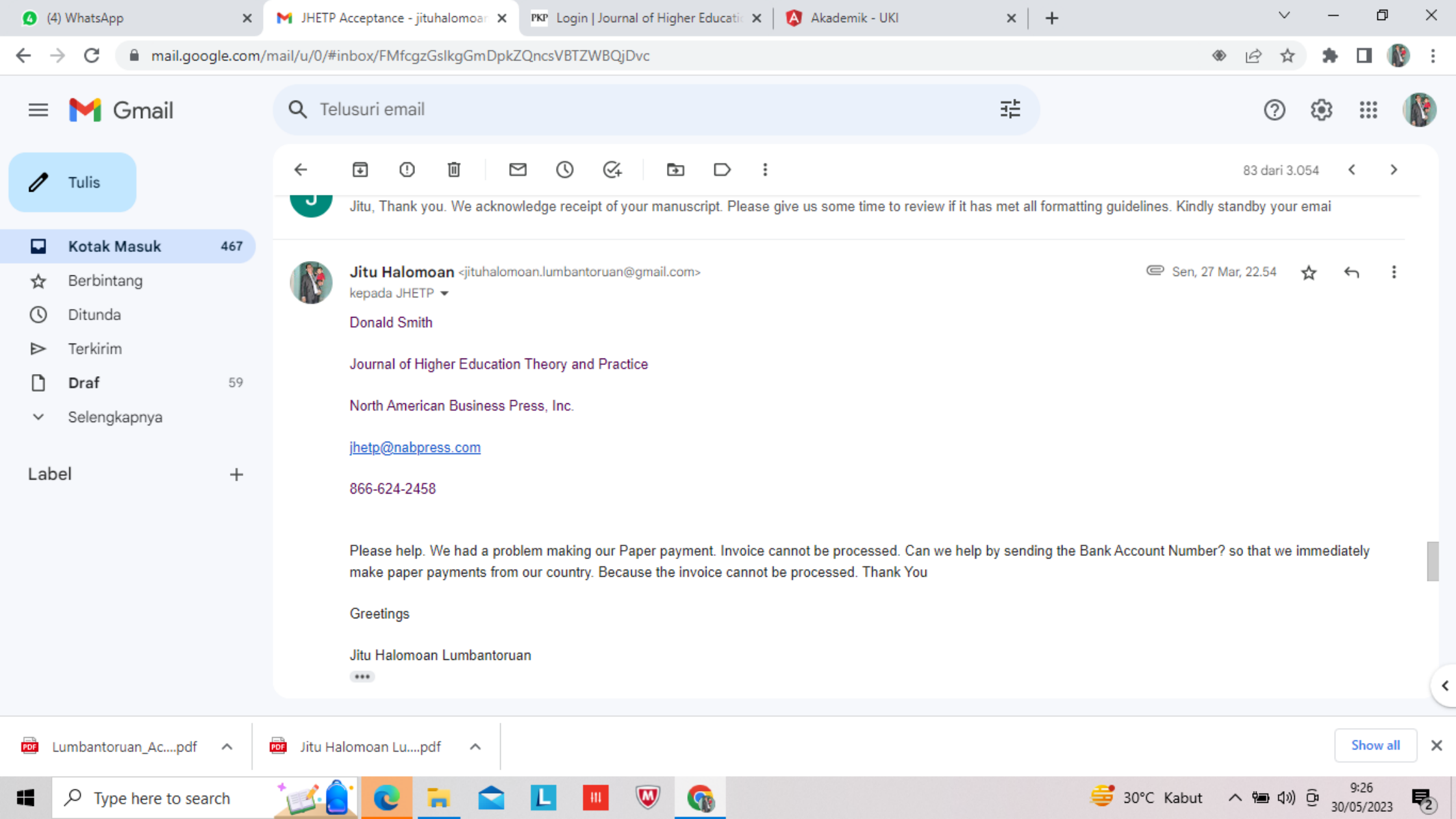
Jitu Halomoan Lu....pdf

Show all

Type here to search

30°C Kabut

9:26 30/05/2023



Gmail

Telusuri email



Tulis



Kotak Masuk

467



Berbintang



Ditunda



Terkirim



Draf

59



Selengkapnya

Label



83 dari 3.054



Journal of Higher Education Theory and Practice

North American Business Press, Inc.

jhetp@nabpress.com

866-624-2458

Please help. We had a problem making our Paper payment. Invoice cannot be processed. Can we help by sending the Bank Account Number? so that we immediately make paper payments from our country. Because the invoice cannot be processed. So, we want to make payments via bank transfer. Please send the destination number, recipient name, bank name, recipient address, city, city code, country and telephone number. Thank you

Greetings

Jitu Halomoan Lumbantoruan

...

--

null

Satu lampiran • Dipindai dengan Gmail ⓘ



13840



Lumbantoruan_Ac....pdf





Jitu Halomoan Lu....pdf









Show all



≡ Gmail


 Telusuri email
 

 Tulis

-  **Kotak Masuk** 467
 -  Berbintang
 -  Ditunda
 -  Terkirim
 -  **Draf** 59
 -  Selengkapnya

Label +

← [Icons: Add, Warning, Delete, Mail, Clock, Checkmark] [Icons: Add, Document, More] 83 dari 3.054 < >

JHETP <jhetp@nabpress.com> Sel, 28 Mar, 11.00 ☆ ↩ ⋮
kepada saya ▾


 Deteksi bahasa ▾ > Indonesia ▾ [Terjemahkan pesan](#)
Nonaktifkan untuk: Inggris x

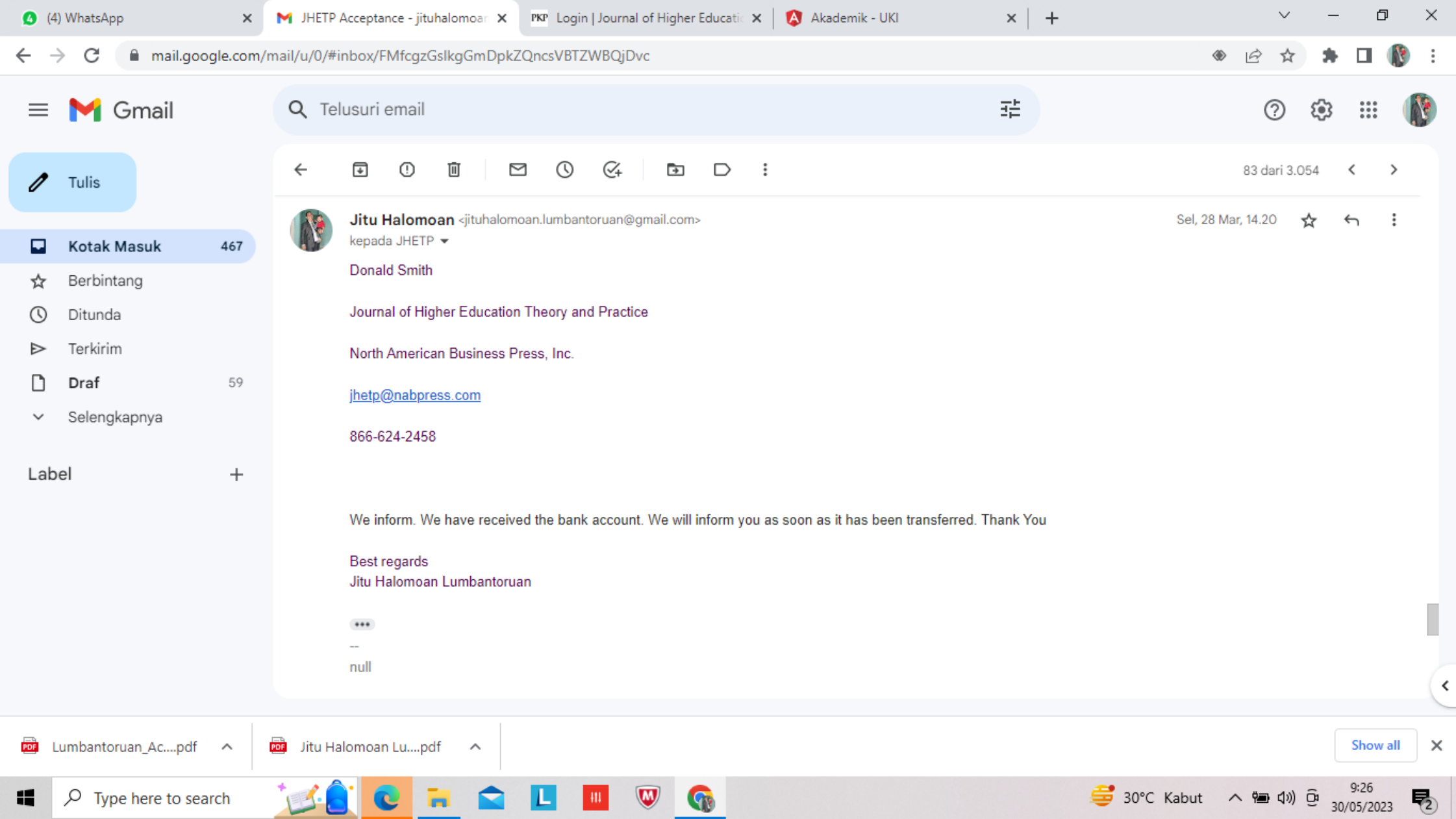
Jitu,

Thank you for your email. We responded to your previous email with the invoice for the bank transfer. Did you receive it?

Best Regards,

Sunila Luitel
MBA for...
Dr. Donald Smith, Editor
Journal of Higher Education Theory and Practice
North American Business Press

Jitu Halomoan 28 Mar 2023, 14.20 ☆
We inform. We have received the bank account. We will inform you as soon as it has been transferred. Thank You



- Tulis
- Kotak Masuk 467
- Berbintang
- Ditunda
- Terakhir
- Draf 59
- Selengkapnya
- Label +

Jitu Halomoan <jituhalomoan.lumbantoruan@gmail.com> kepada JHETP

Donald Smith

Journal of Higher Education Theory and Practice

North American Business Press, Inc.

jhetp@nabpress.com

866-624-2458

We inform. We have received the bank account. We will inform you as soon as it has been transferred. Thank You

Best regards
Jitu Halomoan Lumbantoruan

Telusuri email

83 dari 3.054

Tulis

Kotak Masuk 467

Berbintang

Ditunda

Terkirim

Draf 59

Selengkapnya

Label +

←

📧

🕒

🗑️

✉️

🕒

🔄

📁

📄

⋮

(2) Our Paper payment transfer proof = 595 USD

Please inform us that the funds have been received and received? We thank you very much for your help and attention.

Regards

Jitu Halomoan Lumbantoruan

2 Lampiran • Dipindai dengan Gmail ⓘ

Formatted final m...

Proof of Payment...

JHETP

Jitu, Thank you for the update. Please feel free to contact us for further assistance. Have a great day ahead!

29 Mar 2023, 18.00 ☆

Lumbantoruan_Ac....pdf

Jitu Halomoan Lu....pdf

Show all

Type here to search

30°C Kabut

9:26 30/05/2023

WhatsApp

JHETP Acceptance - jituhalomoan

PKP Login | Journal of Higher Education

Akademik - UKI

mail.google.com/mail/u/0/#inbox/FMfcgzGslkgGmDpkZQncsVBTZWbQjDvc

Telusuri email

83 dari 3.054

Tulis

Kotak Masuk467

Berbintang

Ditunda

Terkirim

Draf59

Selengkapnya

Label+

J

JHETP <jhetp@naabpress.com>
kepada saya

Ingggris > Indonesia

Terjemahkan pesan

Nonaktifkan untuk: Ingggris

Jitu,

This is well received. Thank you very much!

Best Regards,

Sunila Luitel
MBA for...
Dr. Donald Smith, Editor
Journal of Higher Education Theory and Practice
North American Business Press

Jitu Halomoan <jituhalomoan.lumbantoruan@gmail.com>
kepada JHETP

31 Mar 2023, 12.14

Thank you for the information sir.

Lumbantoruan_Ac....pdf

Jitu Halomoan Lu....pdf

Show all

Type here to search

9:27

30/05/2023

Gmail

Telusuri email



Tulis



Kotak Masuk

467



Berbintang



Ditunda



Terkirim



Draf

59



Selengkapnya

Label

+



82 dari 3.054



Jitu Halomoan <jituhalomoan.lumbantoruan@gmail.com>

kepada jhetp

Sab, 1 Apr, 08.46



Dear

Elena Marks

Please give me permission to ask. Do I have to re-submit our paper that has been "accepted" in this OJS? or not necessary? because it seems that our accepted paper has not been included in this OJS. Directions please. Thank You

Best Regards,

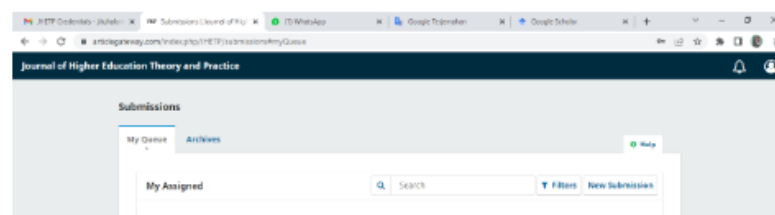
Jitu Halomoan Lumbantoruan



Jitu Halomoan <jituhalomoan.lumbantoruan@gmail.com>

kepada jhetp

Sab, 1 Apr, 08.47



Lumbantoruan_Ac....pdf



Jitu Halomoan Lu....pdf



Show all



Plagiarism Checker - Report

Originality Assessment

2%



Overall Similarity

Date: Mar 3, 2023

Matches: 171 / 7064 words

Sources: 12

Remarks: Low similarity detected, check with your supervisor if changes are required.

Benefits of School Cultural Leadership in Dormitory Life in Student Character Development

Mesta Limbong¹, Jitu Halomoan Lumbantoruan², Asnah MN Limbong³

1, 2 Indonesian Christian University, Jakarta Open University 3

The aim is to determine the influence of Leadership, School Culture and Dormitory Life on Student Character. The research method is a mixed sequential explanatory. Data collection techniques with instruments, surveys and interviews. The subject is vocational high school and the object is students and teachers. The analysis technique was a survey of 120 respondents who were randomly selected and then followed up with interviews with the 17 respondents. At the quantitative stage, information on the influence of leadership, school culture and dormitory life on character is obtained. Research proves that the three variables together have a positive and significant effect on student character. Regression statistical test for the effect of the three variables on the t-count value $X_1 = 2.252$, $X_2 = 4.127$, and $X_3 = 2.074$, at a significance level = 0.05 and degrees of freedom 42, t-table 1.684, then the t-count value is in the acceptance area of H_a and H_o is rejected. The analysis shows that leadership, school culture and dormitory life simultaneously have a significant effect on student character. Leadership, culture and boarding life are the main elements of building methods in vocational high schools.

Keywords: Character, Leadership, School Culture, Boarding Life, Preventive System

INTRODUCTION

The teacher's ability for self-reflection makes students able to choose good and bad and can implement it for themselves and for others. Through reflective abilities, students' characters can be developed and developed into characters that are in everyday life. Education is actually not enough if it is only measured by academic achievement or results (Rascón-Hernán et al., 2019). It must be admitted that one of the indicators of educational success is grades. However, making grades the main key to educational success cannot be measured by final exam scores alone (Q. Li et al., 2020). As in Indonesia, the national exam has become a general standard and sets a minimum standard for educational success (Bogren et al., 2022). This is a setback and has an impact on teaching and learning activities in schools. It will only create students to master, remember, repeat learning in class to achieve the values that have been set. This point of view builds students only as imitative learners or imitators (Vanslambrouck et al., 2019). Students who focus on maximum score results will force themselves to master facts, principles and applications (Ryan & Deci, 2020). Whereas the real learning is to form a positive character and become a human being who can be useful for others (Panwar et al., 2020). Characters that must be avoided are detrimental to the future such as cheating to get good, bullying others, violent behavior, and the nature of studying for corruption (T. M. Li, 2018). In the midst of this crisis, Character Education is considered capable of playing a role as a contributor to building and saving the nation from a multidimensional crisis (Saidek et al., 2016). Character education aims to form effective habits and habits of students that are beneficial to themselves and others (Tan et al., 2018). Character education also seeks to educate students to be able to determine values that are useful for life and develop within students so that they become individuals who are beneficial to society (Valor et al., 2020). Character education is also potential or negative tendencies in students and strengthens positive potential in everyday life (Lavy, 2020).

The program to strengthen Character Education in Vocational High Schools in Indonesia is focused on the government and teachers. One of the regions in Indonesia, namely

Southwest Sumba Regency, in the province of East Nusa Tenggara, is committed to building personality, noble character, and skills to live independently and participate in further vocational education. Schools in West Sumba Regency call it the Preventive Education Method. This system emphasizes full and comprehensive assistance for students to avoid moral problems and strengthen their positive values (Gonsalves, 2016). The application of Character Education in learning is the spirit of the Curriculum which has been developed into the independent learning curriculum (O'Flaherty & Liddy, 2018). From a brief observation with several people at the Don Bosco vocational school location in August 2019. There are several problems related to the quality of education and the character of vocational high school students in Southwest Sumba, the problem of the low quality of education. From the National Education Survey, the Province of East Nusa Tenggara (NTT) Southwest Sumba is one area that has a low quality of education (Hasan et al., 2012). Education in East Nusa Tenggara ranks in the bottom three nationally in Indonesia, after the provinces of Papua and West Papua. In addition, the low quality of education in NTT can also be seen from the large number of dropouts. According to SUSENAS Education data in 2018, the number of students who dropped out of school reached 110,040 people (De Vera et al., 2019). **10 Head of the East Nusa Tenggara Provincial** Education Office, Benyamin Lola said that the factors that influence the low quality of education in NTT are the competence of educators and facilities to support the teaching and learning process (Tokan & Imakulata, 2019).

From interviews conducted by researchers with several educators in the District of Tambora, Southwest Sumba, it was revealed that the low quality of education is often caused by factors; 1) Corruption; the practice of corruption, collusion, and nepotism seems to have become a culture in the community and government in the area. 2) Another factor is the low awareness of the need for education. This is indicated by: low time discipline; Discipline in terms of timing of teaching and learning activities is a common problem in schools in Southwest Sumba. 3) Environmental factors, where students live, rented houses or boarding houses that are not conducive to learning; as in general students who study in

secondary vocational schools located in the City area. This requires students to rent a place to live. The factor of residence can also cause the concentration and character of students to be not good. As in general, many are also found in one residence, there are students who are male and male. This kind of environment becomes very vulnerable to juvenile delinquency and free sex behavior which is the beginning of the student's character to become negative. (Xiang et al., 2018).

From the problems above, researchers need to assume that character educators in vocational high schools in Southwest Sumba Regency need to be strengthened immediately. There are three variables that are measured, namely: 1) leadership is carried out in the form of the presence of an educator who provides motivation and attention. 2) Preventive systems or methods also emphasize a school culture that protects and is also conducive to the development of student character. 3) Dormitory Life, to support the consistency of character education, one of which is a boarding-based education system that helps and facilitates the process of internalizing the character development of students. For example, Don Bosco School has dormitories that accommodate 60% male students. The hostel implements the strengthening of character education that already exists in the school culture so that it is more programmed and integrated.

From the above background, this study aims to: 1) find out the character of students developed by educators at the Sumba Barat Daya Vocational High School, East Nusa Tenggara Indonesia, 2) find out the role of educator leadership in influencing the character of students, 3) find out the role of school culture in influencing the character of students, and 4) knowing the role of the existence of a dormitory in influencing the character of students.

METHODOLOGY

The research method uses a mixed method, namely quantitative and qualitative with an Explanatory Sequential Mixed Method Design approach. Explanatory sequential design is

a mixed research method with a two-phase model, which first collects quantitative data and then collects qualitative data. The purpose of the design or explanatory design is to explain quantitative results with qualitative data (Patel, 2019). The research was conducted at vocational high schools in Wee Pengali Village, Kota Tambo Laka District, Southwest Sumba Regency, and East Nusa Tenggara Province. The subject is the Don Bosco Education Foundation Vocational High School. The object is students who live in dormitories. The mixed methods approach used is the Explanatory Sequential Mixed Method Design. The explanatory sequential design is a mixed research method with a two-phase model, which first collects quantitative data and then collects qualitative data. The purpose of the design or explanatory design is to explain quantitative results with qualitative data.

Figure 1. Research Relationship Model

The population of all vocational high schools in Southwest Sumba, East Nusa Tenggara with a sample of DON BOSCO vocational high schools in Weepangali Village, Kota Tambo Laka District, Southwest Sumba, totaling 147 people consisting of 18 teachers and 139 students. Collecting data by distributing questionnaires. The instruments were distributed to students using the simple random sampling method (Anthony J. Onwuegbuzie, 2021). The questionnaire consists of four indicators that correspond to student character statements, measure teacher leadership, measure school culture, and measure dorm life. To carry out this analysis, data or answers from respondents to the questionnaire are needed. The respondents of this study were mostly students who live in dormitories, teachers who have taught for more than 3 years and the Principal of the Don Bosco School. The qualitative phase carried out studying the results of quantitative research for any unclear or unexpected results that required further explanation by interview. The types of questions used in interviews are open questions, where the answers do not need to be prepared, so that respondents are free to express their opinions (Pinfield et al., 2020). Data analysis techniques are descriptive analysis, data normality test, correlation test, multicollinearities test, and regression analysis. The statistics used to perform this analysis are generally frequency, average, and total, minimum, maximum. In the descriptive analysis of this research, there are 4 steps in data processing which consist

of: a) Descriptive analysis of statement items for each variable is a table describing the frequency value of each item for each question, b) Descriptive analysis of variable dimensions is a recapitulation of the analysis of statement items classified based on dimensions, c) Descriptive analysis of dimension recap for each variable is a recap of all dimension values contained in one particular variable. d) Descriptive analysis of variable recapitulation for one research case is a recapitulation of each variable involved in one particular case. The Normality test aims to determine the distribution of data on the variables used in the study. The normality test is carried out by knowing that the samples taken follow a normal distribution (Drasgow, 2015). The provision for a residual to be said to have a normal distribution is to check the value of the residually in the Asymp section. Sig. (2-tail). If the value is > 0.05 (greater than 5%), then it can be concluded that the residuals are normally distributed. Correlation analysis with the level of significance of the two variables has a relationship with the following conditions. 1) If Sig > 0.05 then H_0 is accepted which means there is no relationship, 2) If Sig < 0.05 then H_0 is rejected which means there is a relationship:

Table 1. Categories of Correlation Values

Number
Correlation Coefficient (r)
Relationship Level
1
0,00-0,20
Considered no relationship
2
0,21-0,40
There but low/weak
3
0,41-0,70
Enough

4

0,71-0,90

High / Strong

5

0,91-1,00

Very high/very strong

Linear Regression Analysis tested: Model 1: Leadership Variable (X1) influences Character Variable (Y), Model 2: School Culture Variable (X2) influences Character Variable (Y), Model 3: Dormitory Life Variable (X3) influences Character Variable (Y), Model 4: Independent Variables, Leadership (X1), School Culture (X2) and Dormitory Life (X3) jointly influence Character Variables (Y). Model form, from the results of the linear regression test using SPSS 24 obtained constant Alpha and regression coefficients with t-test. Hypothesis: $H_0: \beta = 0$ means that the regression coefficient is not significant, H_a : there is β that is not zero, $H_a: \beta \neq 0$ means the coefficient is significant. Terms of decision making If $t_{count} \leq t_{table}$ or probability ≥ 0.05 then H_0 is accepted. If $t_{count} > t_{table}$ or probability < 0.05 then H_0 is rejected with the chosen significance level = 0.05. Statistical Hypothesis. 1) Hypothesis between Leadership and Student Character, H_0 : Leadership has no significant effect on student character, H_1 : Leadership has a significant effect on student character. 2) Hypothesis between School Culture and Student Character, H_0 : School culture has no significant effect on student character, H_1 : School culture has a significant effect on student character. 3) Hypothesis between Dormitory and Student Character, H_0 : Dormitory has no significant effect on student character, H_1 : Dormitory has a significant effect on student character. 4) Hypothesis between Leadership, School Culture and Islamic Boarding School Simultaneously against Character, H_0 : Leadership, School Culture and Islamic Boarding School simultaneously have no significant effect on Student Character, H_1 : Leadership, School Culture and Islamic Boarding School simultaneously have a significant effect on Student Character. Character of students. 2) Hypothesis between School Culture and Student Character, H_0 : School culture has no

significant effect on the character of students, H1: School culture has a significant effect on the character of students. 3) Hypothesis between Dormitory and Student Character, H0: Dormitory has no significant effect on the character of students, H1: Dormitory has a significant effect on the character of students. 4) Hypothesis between Leadership, School Culture and Boarding Simultaneously to Character, H0: Leadership, School Culture and Boarding Schools simultaneously have no significant effect on the Character of Students, H1: Leadership, School Culture and Boarding Schools simultaneously have a significant effect on the Character.

ANALYSIS AND RESULTS

Quantitative Research Phase

The character data produces a mean of 4.65, median of 4.67, mode of 5, variance of 0.274, standard deviation of 0.523, the largest value is 4.89 and the smallest value is 4.36. Cleanliness score means students' awareness of cleanliness and environmental health is 4.87, the lowest mean score is obtained on the quality of achievement dimension which means students' awareness of achievement and quality of learning is a score of 4.51. The results of the Leadership Variable Questionnaire with a mean of 4.68, a median of 4.68, a mode of 5, a variant of 0.24, a standard deviation of 0.49, the largest value is 4.78 and the smallest value is 4.60. The responsibility of the educator in implementing learning according to the task and its competence is 4.77, the ability of educators to provide assistance to students both academically and socially. The results of the School Culture Variable Questionnaire obtained mean 4.58, median 4.61, mode 5, variance 0.29, standard deviation 0.53, and the largest value was 4.84, the smallest value was 4.27. Activities such as joint exams in the hall or using a computer build student honesty by 4.72, the lowest mean score is obtained on the dimensions of reading culture, namely reading habits and reading opportunities. The results of the Dormitory Life Variable Questionnaire yielded a mean of 4.74, a median of 4.76, a mode of 5, a variance of 0.191, a standard deviation of 0.437, the largest value was 4.89 and the smallest value was 4.60. Based on the normality

test of the Kolmogorov-Smirnov test, the Asymp value is obtained. Sig. (2-tailed) is 0.141 greater than 0.05 so the data is normally distributed. From the Correlation Test between leadership and culture variables, a significant value or Sig (2-tailed) of 0.00 is obtained, which means it is less than 0.05, this indicates that the two variables have no relationship. The correlation coefficient is 0.655 which means it is smaller than 0.70. The relationship between the influences of the two variables is not high. From the Correlation Test between the leadership and dormitory variables, a significant Sig value is obtained. (2-tailed) of 0.00 which means it is smaller than 0.05, this shows that the two variables have no relationship. The correlation coefficient is obtained by a value of 0.602 which means it is smaller than 0.70. The relationship between the two variables is moderate and not high. From the Correlation Test between culture and dormitory variables, a significant value or Sig is obtained. (2-tailed) of 0.00 which means it is smaller than 0.05, this shows that the two variables have no relationship. The correlation coefficient is obtained by a value of 0.464 which means it is smaller than 0.70. The VIF value is generated from the three Linear Regression Independent Variables and Character Dependent Variables, the VIF Value of Leadership is 3.101, School Culture is 2.489, and Dormitory Life is 2.136. The regression model $y = \alpha_1 + \beta_1 X_1 + \varepsilon_1$, becomes $y = 0.804 + 0.821 X_1 + \varepsilon_1$. From this equation, it can be seen that the leadership variable has a positive contribution to character, meaning that the greater the influence of leadership, the greater the character built.

From the significance test of the Regression Coefficient or t-test for Constants, a t-count of 1.873 is obtained. The t-table value with degrees of freedom (df) is 44 and a significance level of 0.05 is 1.684. So, t-count is $1.873 > t\text{-table}$ is 1.684. So the t value calculated on acceptance of H_a or H_o is rejected. Meanwhile, on sig. in the table is 0.068 which means the probability is 0.068, then probability > 0.05 then H_o is accepted. From the t test for leadership, a tcount of 8.961 is obtained, in table t with degrees of freedom (df) 44 and a significance level of 0.05, which is 1.684. So, t-count $8.961 > t\text{-table}$ 1.684. So the t value calculated on acceptance of H_a or H_o is rejected. Meanwhile, on sig. in the table is 0.000 which means the probability is $0.000 > 0.05$, then H_o is accepted. From the Model

Feasibility Test or F Test, the calculated F value is 80.304. The F value with the residual degree of freedom (df) is 44 as the denominator df and the Regression df (treatment) is 1 as the quantifier df with a significance level of 0.05, the F table value is 4.062. Because F count $80.304 > F$ table 4.062. So, the calculated F value is the acceptance of H_a or H_o is rejected. The significant value is 0.000 which means probability < 0.05 means H_o is accepted. The coefficient of determination or R-Square is 0.651 which indicates that the proportion of leadership influence is 65.1%. This means that leadership has a proportion of influence on character of 65.1% while the remaining 34.9% is influenced by variables that are not in the linear regression model. School culture regression results affect student character. The regression model $y = \alpha_2 + \beta_2 X_2 + \varepsilon_2$, becomes $y = 1.355 + 0.719 X_2 + \varepsilon_2$. From this equation it can be seen that the school culture variable has a positive contribution to character, meaning that the greater the influence of school culture, the greater the character that is built. From the Regression Coefficient Significance Test or the t-test for constants, a t-count of 4.028 is obtained. T-table value with degrees of freedom (df) 44, t-count, $4.028 > t$ -table 1.684. So the t value calculated on acceptance of H_a or H_o is rejected. Meanwhile, on sig. in the table is 0.000 which means the probability is 0.000, then the probability < 0.05 then H_o is rejected. From the school culture t test, it was obtained tcount of 9.798, in table t with degrees of freedom (df) 44 and a significance level of 0.05 of 1.684. So t count $9.798 > t$ table 1.684. So the t value calculated on acceptance of H_a or H_o is rejected. Meanwhile, on sig. in the table is 0.000 which means the probability is $0.000 > 0.05$, then H_o is accepted. From the Model Feasibility Test or F Test, the calculated F value is 95,997. The F value with the residual degree of freedom (df) is 44 as the denominator df and Regression df (treatment) 1 as the quantifier df with a significance level of 0.05, the F table value is 4.062. Because F count $95.997 > F$ table 4.062. So, the calculated F value is the acceptance of H_a or H_o is rejected. The significant value is 0.000 which means probability < 0.05 means H_o is accepted. The coefficient of determination or R-Square is 0.691 which indicates that the proportion of the influence of school culture is 69.1%. That is, school culture has a proportion of influence on character

of 69.1% while the remaining 30.9% is influenced by variables that are not in the linear regression model.

Dormitory Life Regression Results Affect Student Character. Testing the regression results of the dormitory life variable (X3) on character (Y). The regression model $y = \alpha_3 + \beta_3 X_3 + \epsilon_3$, becomes $y = 0.793 + 0.813 X_3 + \epsilon_3$. From this equation, it can be seen that the variables of dormitory life have a positive contribution to character, meaning that the greater the influence of dormitory life, the greater the character that is built. From the significance test of the Regression Coefficient or t-test for Constants, a t-count of 1.416 is obtained. The t-table value with degrees of freedom (df) is 44 and a significance level of 0.05 is 1.684. So, t-count, $1.416 < t\text{-table } 1.684$. So, the calculated t value on acceptance of H_0 and H_a is rejected. Meanwhile, on sig. in the table is 0.164 which means the probability is 0.164, then probability > 0.05 then H_0 is accepted. From the t test of Dormitory Life, it was obtained t count of 6,890, in table t with degrees of freedom (df) 44 and a significance level of 0.05 of 1,684. So t count $6.890 > t\text{ table } 1.684$. So the t value calculated on acceptance of H_a or H_0 is rejected. Meanwhile, on sig. in the table is 0.000 which means the probability is $0.000 > 0.05$, then H_0 is accepted. From the Model Feasibility Test or F Test, the calculated F value is 47.475. The F value with the residual degree of freedom (df) is 44 as the denominator df and the Regression df (treatment) is 1 as the quantifier df with a significance level of 0.05, the F table value is 4.062. Because F count $47.475 > F\text{ table } 4.062$. So, the calculated F value is the acceptance of H_a or H_0 is rejected. The significant value is 0.000 which means probability < 0.05 means H_0 is accepted. The coefficient of determination or R-Square is 0.525 which indicates that the proportion of influence on dormitory life is 52.5%. This means that dormitory life has a proportion of influence on character of 52.5% while the remaining 47.5% is influenced by variables that are not in the linear regression model.

Multiple Regression Results of Independent Variables Simultaneously Against Student Character. Testing the results of multiple regression variables Leadership (X1), School Culture (X2), Dormitory Life (X3) simultaneously on Character (Y). From the table above,

the regression model $y = \alpha_4 + \beta_{41} X_1 + \beta_{42} X_2 + \beta_{43} X_3 + \epsilon_4$, becomes $y = 0.235 + 0.293X_1 + 0.409X_2 + 0.247X_3 + \epsilon_4$. From these equations it can be seen that the variables of leadership, culture and hostel have a positive contribution. This means that the greater the influence of leadership, culture and hostel, the greater the character development. From the significance test of the regression coefficient or the constant test, a tcount of 0.589 is obtained. The t-table value with degrees of freedom (df) is 42 and a significance level of 0.05 is 1.684. So, t-count, $0.589 < t\text{-table } 1.684$. So, the calculated t value on acceptance of H_0 and H_a is rejected. Meanwhile, on sig. in the table is 0.164 which means the probability is 0.164, then probability > 0.05 then H_0 is accepted. From the t test for leadership, it was obtained t count of 2.252, in table t with degrees of freedom (df) 44 and a significance level of 0.05 of 1.684. So, tcount $2.252 > t\text{table } 1.684$. So the t value calculated on acceptance of H_a or H_0 is rejected. Meanwhile, on sig. in the table is 0.030 which means the probability is $0.030 > 0.05$, then H_0 is accepted. From the school culture t test, a tcount of 4.127 is obtained, in table t with a degree of freedom (df) of 44 and a significance level of 0.05 of 1.684. So, tcount $4.127 > t\text{table } 1.684$. So the t value calculated on acceptance of H_a or H_0 is rejected. Meanwhile, on sig. in the table is 0.000 which means the probability is $0.030 > 0.05$, then H_0 is accepted. From the t test for dormitory life, it was obtained t count of 2.074, in table t with degrees of freedom (df) 44 and a significance level of 0.05 of 1.684. So, tcount $2.074 > t\text{table } 1.684$. So the t value calculated on acceptance of H_a or H_0 is rejected. Meanwhile, on sig. in the table is 0.044 which means the probability is $0.044 > 0.05$, then H_0 is accepted. It can be concluded that it is meaningful and predictable not to pass the point (0.0). Because F count is $49.646 > F\text{ table } 2.872$, so, the calculated F value is the acceptance of H_a or H_0 is rejected. The significant value is 0.000 which means probability < 0.05 H_0 is accepted. The coefficient of determination or R-Square is 0.784 which shows that the proportion of the influence of Leadership, School Culture and Dormitory Life is 78.4%. That is, Dormitory Life has a proportion of influence on character of 78.4% while the remaining 21.6% is influenced by variables that are not in the linear regression model.

Qualitative Research Phase

From the results of the interviews, one of the things that students appreciate at the Don Bosco Vocational High School is the presence of familiar and sociable teachers. Students say "Teachers in vocational high schools act as friends during recess". A good relationship between teachers and students helps motivate students to improve achievement. Aloysius Bili, one of the students said that the closeness between educators and students is an opportunity to share experiences in the learning process. A good teacher is a teacher who teaches seriously, explains and is easy to understand. The preparation and ability of an educator to convey teaching is expected. Students argue, learning is ensured to take place according to plan even though sometimes the teacher in charge of teaching is unable to attend. If a teacher is unable to attend, another teacher usually takes his place. The results of the interviews show that students appreciate the teacher's willingness to replace other teachers who are not present.

DISCUSSION

Results of School Cultural Regression on the Character of Students

Regression model of student leadership and student character: $y = 0.804 + 0.821X_1 + \epsilon$. The straight line equation can be explained as follows: a) The constant of 0.804 above states that if the independent variable (leadership) is considered constant, then the student's character will increase by 0.804 units, b) the regression coefficient of Leadership (X_1) is worth 0.821. This value states that for each addition of the leadership variable by 1 unit, it will increase student character (Y) by 0.821 units, c) is an error or other thing that cannot be explained by the model. If the educator leadership at Don Bosco Vocational School is increased to 10 units, it can be calculated as follows: $y = 0.804 + 0.821(X)$, $y = 0.804 + 0.821(10)$, $y = 0.804 + 8.21$, $y = 9,014$ units. As a result, the student's character increased by 9,014 units. Thus that the educator's leadership has a positive and significant effect on the formation of the character of students. The higher the value of leadership, the more effective it is in building student character (Hu & Broome, 2020).

Based on simple linear regression school culture has a positive and significant effect on

the character of the Don Bosco Sumba Vocational High School students. Based on R^2 of 0.691 as indicated by the correlation coefficient $F_{count} > F_{table}$ ($95,997 > 4,062$) and a significance level of 5% ($0,000 < 0.05$). This shows that the character of students is determined by 69.1% of the Cultural variable at Don Bosco Vocational School, while the character of students can be influenced by other independent variables by 30.9%. From this analysis it can be concluded that the culture at Don Bosco Vocational School has a positive and significant effect on the formation of student character. The higher the school's cultural value, the more effective it is in shaping student character (Zheng et al., 2020).

This value states that each addition of the dormitory life variable by 1 unit, it will increase the character of students (Y) by 0.813, c) is an error or other thing that cannot be explained by the model. If the school culture at SMK Don Bosco is increased to 10 units, it can be calculated as follows: $y = 0,793 + 0,813 (X_3)$, $y = 0,793 + 0,813 (10)$, $y = 0,793 + 8,13$, $y = 8.923$ units. The result is that the character of students will increase by 8,923 units. From the analysis above, it can be concluded that the dormitory life at the Don Bosco vocational high school has a positive and significant effect on building the character of students. The higher the value of dormitory life, the more effective it is to build the character of students (Deng et al., 2021). The regression model for leadership, school culture, dormitory life and student character using a mathematical model can be shown by the following equation:

$$Y = 0.235 + 0.293X_1 + 0.409X_2 + 0.247X_3 + \epsilon$$

The equation of a linear line can be explained as follows: a) The constant which is 0.235 above states that if the independent variables (Leadership, School Culture, and Dormitory Life) are considered constant, then the character of students will increase by 0.235 units, b) 1 is the regression coefficient of Leadership (X_1) which is worth 0.293. This value states that each addition of the Leadership variable by 1 unit, it will increase the character of students (Y) by 0.293 units, c) 2 is the regression coefficient of School Culture (X_2) which is worth 0.409. This value states that each addition of the School Culture variable by 1 unit, it will increase the character of students (Y) by 0.409 units, d) 3 is the regression coefficient of Dormitory Life (X_3) which is worth 0.247. This value states that each addition of the Dormitory Life

variable by 1 unit, it will increase the character of students (Y) by 0.247 units, e) is an error or other thing that cannot be explained by the model. If the Leadership, School Culture, Dormitory Life at Don Bosco Vocational School is increased to 10 units, it can be calculated as follows: $y = 0,235 + 0,239 (X1) + 0,409 (X2) + 0,247 (X3)$, $y = 0,235 + 0,239 (10) + 0,409 (10) + 0,247 (10)$, $y = 0,235 + 2,39 + 4,09 + 2,47$ $y = 9,185$ units. The result is that the character of students will increase by 9.185 units. From the analysis, it can be concluded that leadership, school culture, and dormitory life together at the Don Bosco vocational high school have a positive and significant effect on building the character of students. The higher the value of these three variables, the more effective it is to build the character of students (Al-Azzam et al., 2020).

The Role of School Culture in Building Students' Character

The form of school culture that developed at Don Boscoadaah Vocational School. The key to the success of the preventive system is the existence of the term mentoring. The presence in question is the presence of educators in the lives of students at school. Educators attend and guide students while they are at school. Wherever students are, they can always feel the presence of an educator or mentor. Students in vocational high schools feel the presence or help of educators from the moment they enter the school gate until they leave the gate. The qualifications of a conducive school culture for the formation of student character are as follows: 1) The school culture at Don Bosco Vocational School is effective in motivating students to learn and actively participate in learning, 2) The educational method also develops a disciplined culture of learning activities. 3) The implementation of practical and theoretical learning at Don Bosco Vocational School is balanced. 4) School culture at Don Bosco Vocational High School provides opportunities for students to develop good personality and interpersonal relationships, 5) School culture at vocational high schools is developed using the Don Bosco educational method to train students to respect time and train to develop time management, 6) Examination system and teacher supervision is effective enough to eliminate the habit of cheating students. 7) Students are also made aware of the meaning of honesty. They try to be honest in all their

actions, both inside the classroom and in interactions outside the classroom, 8) The presence of educators outside class activities such as breaks and other non-formal activities is able to create good relations between students and educators, 9) readiness of teachers to replace when the teacher is not present, 10) the morning message opportunity given before the lesson begins is able to effectively build students' awareness of goodness and truth, 11) Mutual respect between students and educators builds a family atmosphere in the school environment, 12) A comfortable and conducive environment helps students to can do learning. This is in line with the theory (Romero & O'Malley, 2020) that a good school cultural environment will produce positive values for students.

The Role of Dormitory Life in Shaping the Character of Students

Don Bosco Vocational School is integrated with the existence of boarding houses in the surrounding environment. Schools that have dormitories, boarding education require a holistic approach, especially in understanding students. Dormitory is not enough just to provide facilities and academic facilities for living. The students feel helped by the existence of the hostel, especially by living in the dormitory. Interviews with students, many of them found that the existence of a hostel helped them develop themselves both in terms of study and life. The following are important points conveyed by students: a) Life in the hostel, especially scheduled study times, encourages students to study, both independently and in groups, b) Life in the hostel trains students to be disciplined. The presence of educators and programs in the dormitory helps students who live in the dormitory to obey and comply with the rules made for the common good, c) Life in the hostel develops the ability to relate between individuals, d) living in the hostel also helps students to organize, respect, and use the allotted time productively. The schedule made in the hostel is a means for students to share their time in a balanced way and also learn to live in an orderly, effective and efficient manner, e) Life in the hostel trains students to work. Students are invited to work both for cleaning the dormitory environment and caring for livestock and boarding gardens with the aim of training them to be productive and accustomed to manual work, f) Life in the dormitory also helps students to develop

themselves, g) Life in the hostel also helps students to develop faith in God Almighty, h) Life in the hostel trains students to live independently. Students are trained to live independently in the sense of not depending on their parents to manage their lives, i) Living in a dormitory trains students to pay attention to the cleanliness of the environment where they live and also themselves. This is in line with the theory (Parry et al., 2021) that students who are trained in dormitories to be independent will be able to solve their own problems and be able to help other.

CONCLUSION

Teacher leadership in schools is effective and significantly develops the character of students and leadership has a positive and significant effect on the character of students. The mean value of students' answers to instrument statements on the leadership variable is 4.68. This was confirmed from the results of interviews that the influence of educator leadership in developing student character such as commitment to duties and responsibilities, teacher familiarity with students builds trust and good relationships, preparation and planning in motivating students to learn, achievement and discipline. Discipline while studying at school has a close relationship between students and teachers, a joint examination system in the hall and supervision that has succeeded in preventing and reducing the habit of cheating, the presence and assistance of teachers creates a kinship in preventing unwanted things from happening. Life in the hostel has a significant effect on student character. The pattern of life in the hostel influences the development of student character such as regular study time and the presence of trainers during study hours who help create a conducive learning atmosphere, scheduled activities that train discipline. These three variables together also have an effective and significant influence on the development of student character. Through statistical tests $t_{\text{arithmetic } X1} = 2.252$, $X2 = 4.127$, and $X3 = 2.074$, at a significance level = 0.05 and degrees of freedom 42, $t_{\text{table}} = 1.684$, this shows that teacher leadership, school culture and dormitory life simultaneously have a significant effect on character student. Students and teachers

appreciate this good and unique educational method in the educational environment to apply.

REFERENCES

Al-Azzam, N., Elsalem, L., & Gombedza, F. (2020). A cross-sectional study to determine factors affecting dental and medical students' preference for virtual learning during the COVID-19 outbreak. *Heliyon*, 6(12), e05704. <https://doi.org/10.1016/j.heliyon.2020.e05704>

Anthony J. Onwuegbuzie, R. B. J. (2021). 7 The routledge reviewer's guide to mixed methods analysis. In *The Routledge Reviewer's Guide to Mixed Methods Analysis*.

<https://doi.org/10.4324/9780203729434>

Bogren, M., Alesö, A., Teklemariam, M., Sjöblom, H., Hammarbäck, L., & Erlandsson, K. (2022). Facilitators of and barriers to providing high-quality midwifery education in South-East Asia—An integrative review. *Women and Birth*, 35(3), e199–e210.

<https://doi.org/10.1016/j.wombi.2021.06.006>

De Vera, J. P., Alawi, M., Backhaus, T., Baqué, M., Billi, D., Böttger, U., Berger, T., Bohmeier, M., Cockell, C., Demets, R., De La Torre Noetzel, R., Edwards, H., Elsaesser, A., Fagliarone, C., Fiedler, A., Foing, B., Foucher, F., Fritz, J., Hanke, F., ... Zucconi, 3 L. (2019). Limits of Life and the Habitability of Mars: The ESA Space Experiment BIOMEX on the ISS. *Astrobiology*, 19(2), 145–157. <https://doi.org/10.1089/ast.2018.1897>

Deng, Y., Gou, Z., Gui, X., & Cheng, B. (2021). Energy consumption characteristics and influential use behaviors in university dormitory buildings in China's hot summer-cold winter climate region. *Journal of Building Engineering*, 33(September 2020), 101870.

<https://doi.org/10.1016/j.jobbe.2020.101870>

Dragow, F. (2015). 8 Technology and testing: Improving educational and psychological measurement. In *Technology and Testing: Improving Educational and Psychological Measurement*. Routledge. <https://doi.org/10.4324/9781315871493>

Gonsalves, P. (2016). Keeping Don Bosco'S Educational Method Alive in India :

1906-2016.

Hasan, M. H., Mahlia, T. M. I., & Nur, H. (2012). A review on energy scenario and sustainable energy in Indonesia. *Renewable and Sustainable Energy Reviews*, 16(4), 2316–2328. <https://doi.org/10.1016/j.rser.2011.12.007>

Hu, Y., & Broome, M. (2020). Leadership characteristics for interprofessional collaboration in China. *Journal of Professional Nursing*, 36(5), 356–363. <https://doi.org/10.1016/j.profnurs.2020.02.008>

Lavy, S. (2020). A Review of Character Strengths Interventions in Twenty-First-Century Schools: their Importance and How they can be Fostered. *Applied Research in Quality of Life*, 15(2), 573–596. <https://doi.org/10.1007/s11482-018-9700-6>

Li, Q., Baker, R., & Warschauer, M. (2020). Using clickstream data to measure, understand, and support self-regulated learning in online courses. *Internet and Higher Education*, 45(July 2019), 100727. <https://doi.org/10.1016/j.iheduc.2020.100727>

Li, T. M. (2018). ⁹ After the land grab: Infrastructural violence and the “Mafia System” in Indonesia’s oil palm plantation zones. *Geoforum*, 96(August), 328–337. <https://doi.org/10.1016/j.geoforum.2017.10.012>

O’Flaherty, J., & Liddy, M. (2018). The ⁴ impact of development education and education for sustainable development interventions: a synthesis of the research. *Environmental Education Research*, 24(7), 1031–1049. <https://doi.org/10.1080/13504622.2017.1392484>

Panwar, H., Gupta, P. K., Siddiqui, M. K., Morales-Menendez, R., & Singh, V. (2020). Application of deep learning for fast detection of COVID-19 in X-Rays using nCOVnet. *Chaos, Solitons and Fractals*, 138, 109944. <https://doi.org/10.1016/j.chaos.2020.109944>

Parry, B. J., Quinton, M. L., Holland, M. J. G., Thompson, J. L., & Cumming, J. (2021). Improving outcomes in young people experiencing homelessness with My Strengths Training for Life™ (MST4Life™): A qualitative realist evaluation. *Children and Youth Services Review*, 121, 105793. <https://doi.org/10.1016/j.childyouth.2020.105793>

Patel. (2019). *Queer Methods and Methodologies*. <https://www.taylorfrancis.com/books/oa-edit/10.4324/9781315603223/queer-methods-methodologies-catherine-nash-kath->

browne?context=ubx&refId=7d72c6ef-e0b6-4b56-add4-5a2181946d4e

Pinfield, S., Wakeling, S., Bawden, D., & Robin, L. (2020). Open Access in Theory and Practice: The theory-practice relationship and openness.

Rascón-Hernán, C., Fullana-Noell, J., Fuentes-Pumarola, C., Romero-Collado, A., Vila-Vidal, D., & Ballester-Ferrando, D. (2019). Measuring self-directed learning readiness in health science undergraduates: A cross-sectional study. *Nurse Education Today*, 83(July), 104201. <https://doi.org/10.1016/j.nedt.2019.08.019>

Romero, L. ² S., & O'Malley, M. D. (2020). An examination of classes of school climate perceptions among Latinx middle school students. *Journal of School Psychology*, 82(September), 70–84. <https://doi.org/10.1016/j.jsp.2020.08.001>

Ryan, R. M., & Deci, E. L. (2020). ⁵ Intrinsic and extrinsic motivation from a self-determination theory perspective: Definitions, theory, practices, and future directions. *Contemporary Educational Psychology*, 61(xxxx), 101860.

<https://doi.org/10.1016/j.cedpsych.2020.101860>

Saidek, A. R., Islami, R., & Abdoludin. (2016). Character Issues: Reality Character Problems and Solutions through Education in Indonesia. *Journal of Education and Practice*, 7(17), 158–165. <https://eric.ed.gov/?id=EJ1108663>

Tan, B. P., Mahadir Naidu, N. B., & Jamil@Osman, Z. (2018). ⁶ Moral values and good citizens in a multi-ethnic society: A content analysis of moral education textbooks in Malaysia. *Journal of Social Studies Research*, 42(2), 119–134.

<https://doi.org/10.1016/j.jssr.2017.05.004>

Tokan, M. K., & Imakulata, M. M. (2019). The effect of motivation and learning behaviour on student achievement. *South African Journal of Education*, 39(1), 1–8.

<https://doi.org/10.15700/saje.v39n1a1510>

Valor, C., Antonetti, P., & Merino, A. (2020). The relationship between moral competences and sustainable consumption among higher education students. *Journal of Cleaner Production*, 248(xxxx), 119161. <https://doi.org/10.1016/j.jclepro.2019.119161>

Vanslambrouck, S., Zhu, C., Pynoo, B., Thomas, V., Lombaerts, K., & Tondeur, J. (2019).

An in-depth analysis of adult students in blended environments: Do they regulate their learning in an 'old school' way? *Computers and Education*, 128, 75–87.

<https://doi.org/10.1016/j.compedu.2018.09.008>

Xiang, L., Stillwell, J., Burns, L., Heppenstall, A., & Norman, P. (2018). A geodemographic classification of sub-districts to identify education inequality in Central Beijing. *Computers, Environment and Urban Systems*, 70(February), 59–70.

<https://doi.org/10.1016/j.compenvurbsys.2018.02.002>

Zheng, F., Khan, N. A., & Hussain, S. (2020). ¹ The COVID 19 pandemic and digital higher education: Exploring the impact of proactive personality on social capital through internet self-efficacy and online interaction quality. *Children and Youth Services Review*,

119, 105694. <https://doi.org/10.1016/j.childyouth.2020.105694>

Sources

1	https://econpapers.repec.org/RePEc:eee:cysrev:v:119:y:2020:i:c:s... INTERNET <1%
2	https://sci-hub.ru/10.1016/j.jsp.2020.08.001 INTERNET <1%
3	https://zenodo.org/record/3830408 INTERNET <1%
4	https://journals.oslomet.no/index.php/nordiccie/libraryFiles/downloadPublic/76 INTERNET <1%
5	https://www.scirp.org/(S(351jmbntvnsjt1aadkozje))/reference/references... INTERNET <1%
6	https://www.researchgate.net/publication/317326322_Moral_values_and_good_citizens_in_a_multi-ethnic_society_A_content_analysis_of_moral_education_textbooks_in_Malaysia INTERNET <1%
7	https://www.routledge.com/The-Routledge-Reviewers-Guide-to-Mixed-Methods-Analysis/Onwuegbuzie-Johnson/p/book/9781138305274 INTERNET <1%
8	https://experts.illinois.edu/en/publications/technology-and-testing-improving... INTERNET <1%
9	https://www.semanticscholar.org/paper/After-the-land-grab:-Infrastructural-violence-and-Li/f0d9d24c9edf27072660a2b5f9d74f2a75c204a0 INTERNET <1%
10	https://en.antaranews.com/news/243293/new-entry-fee-to-komodo-island... INTERNET <1%
11	https://sci-hub.se/10.1016/j.job.2020.101870 INTERNET <1%
12	https://link.springer.com/chapter/10.1007/978-981-19-5292-0_39 INTERNET <1%

EXCLUDE CUSTOM MATCHES OFF

EXCLUDE QUOTES OFF

EXCLUDE BIBLIOGRAPHY OFF