

THE EFFECT OF CLASSROOM MANAGEMENT AND WORK ETHIC ON EFFECTIVE LEARNING IN STATE SENIOR HIGH SCHOOLS IN NAMLEA DISTRICT

^{*1}Febri Rahmadani Aridila, ²T. Laurens, ³A. Sahalessy

^{*1,2,3}Universitas Pattimura

Email: ^{*1}febrirahmadaniardila15@gmail.com, ²thlaurens17@gmail.com, ³arnoldsahalessy@gmail.com

Abstract

This study aims to analyze the influence of classroom management and work ethic on effective learning among public high school teachers in Namlea District. The background of this study is based on the importance of teachers' role in creating a conducive learning environment and professionalism as the main factors in improving the quality of the teaching and learning process. This study uses a quantitative approach with an explanatory method and an ex post facto research design. The population of this study consists of all public high school teachers in Namlea District, and the sampling technique used was proportional random sampling. Data collection was conducted using a questionnaire with a Likert scale, which was then analyzed using multiple linear regression after undergoing validity, reliability, and classical assumption tests. The results of the study indicate that both classroom management and work ethic have a positive and significant impact on effective learning, with regression coefficients of 0.482 and 0.396, respectively, and significance levels of 0.000. The coefficient of determination (R^2) of 67.2% indicates that the variables of classroom management and work ethic simultaneously explain most of the variation in learning effectiveness. These findings confirm that strengthening teachers' capacity to manage classrooms professionally and maintain a high work ethic is key to creating meaningful and quality learning, especially in areas with limited facilities and geographical challenges, such as the Namlea District. This study provides practical implications for the development of educational policies that emphasize continuous training in classroom management and work ethic development for teachers.

Keywords: Classroom Management, Work Ethic, Effective Learning, High School Teachers

Abstrak

Penelitian ini bertujuan untuk menganalisis pengaruh manajemen kelas dan etos kerja terhadap pembelajaran efektif pada guru SMA Negeri se-Kecamatan Namlea. Latar belakang penelitian ini didasarkan pada pentingnya peran guru dalam menciptakan lingkungan belajar yang kondusif dan profesionalisme kerja sebagai faktor utama dalam meningkatkan kualitas proses belajar mengajar. Penelitian ini menggunakan pendekatan kuantitatif dengan metode eksplanatori dan desain penelitian ex post facto. Populasi dalam penelitian adalah seluruh guru SMA Negeri di Kecamatan Namlea, dan teknik pengambilan sampel dilakukan secara proportional random sampling. Pengumpulan data dilakukan menggunakan instrumen kuesioner dengan skala Likert, yang kemudian

dianalisis menggunakan regresi linear berganda setelah melalui uji validitas, reliabilitas, dan asumsi klasik. Hasil penelitian menunjukkan bahwa baik manajemen kelas maupun etos kerja berpengaruh positif dan signifikan terhadap pembelajaran efektif, dengan nilai koefisien regresi masing-masing sebesar 0,482 dan 0,396 serta signifikansi 0,000. Nilai koefisien determinasi (R^2) sebesar 67,2% menunjukkan bahwa variabel manajemen kelas dan etos kerja secara simultan menjelaskan sebagian besar variasi dalam efektivitas pembelajaran. Temuan ini menegaskan bahwa penguatan kapasitas guru dalam mengelola kelas secara profesional dan menjaga semangat kerja yang tinggi menjadi kunci dalam menciptakan pembelajaran yang bermakna dan berkualitas, terutama di wilayah dengan keterbatasan fasilitas dan tantangan geografis seperti Kecamatan Namlea. Penelitian ini memberikan implikasi praktis bagi pengembangan kebijakan pendidikan yang menekankan pada pelatihan manajemen kelas dan pembinaan etos kerja guru secara berkelanjutan.

Kata kunci: Manajemen Kelas, Etos Kerja, Pembelajaran Efektif, Guru SMA

INTRODUCTION

In this era of globalization and rapid technological advancement, the world of education is required to continuously adapt and innovate in order to achieve effective and competitive learning quality. Schools, as formal educational institutions, have the primary responsibility of shaping superior human resources in terms of knowledge, skills, and character (Evans & Achiam, 2021). In this context, learning effectiveness is a key indicator of the success of an educational process. The effectiveness of learning is not only determined by the curriculum and facilities, but also greatly influenced by classroom management carried out by teachers and the work ethic of educators. Especially at the senior high school level, where students are at a critical stage in determining their academic and career futures, the role of classroom management and the work ethic of teachers is crucial in creating a conducive and productive learning environment (Tsai et al., 2020).

According Arbaugh, (2000) Classroom management is the ability of teachers to organize and control classroom activities to create a learning environment that is orderly, efficient, and supportive of learning objectives. Good classroom management can minimize distractions, motivate students, and optimize learning interactions (Syakdiyah et al., 2020). On the other hand, teacher' work ethic reflects the spirit, responsibility, discipline, and integrity in carrying out their professional duties. Teachers with a strong work ethic will show dedication in designing lessons, consistency in providing feedback, and concern for student development. Therefore, the synergy between structured classroom management and a strong work ethic is believed to create a more effective and meaningful learning process.

This study focuses on public high schools in Namlea District, a strategic area in Buru Regency, Maluku Province. The diverse geographical conditions and limited resources pose unique challenges for education in this area. Therefore, it is necessary to conduct an empirical analysis of the factors that influence learning effectiveness, especially from the internal aspects of the school, such as classroom management and teacher work ethic. The

reality in the field shows that there are still significant variations in the quality of the teaching and learning process in public high schools in Namlea District. Some schools show good academic achievement, while others still face challenges in creating effective learning. These variations are thought to be closely related to the quality of classroom management and the characteristics of teachers' work ethic in each educational unit. The theory used in this study involves two main approaches.

First, the classroom management theory developed by Emmer and Evertson emphasizes the importance of planning, organizing, controlling, and supervising classroom activities in creating a productive learning environment (Sungurtekin, 2021). Second, the concept of work ethic refers to Robbins' view in organizational behavior theory, which defines work ethic as a positive attitude toward work that includes commitment, responsibility, and dedication (Pranata et al., 2024). Meanwhile, to measure effective learning, this study refers to Slavin's theory of effective learning, which emphasizes active student involvement, clear learning objectives, positive reinforcement, and continuous evaluation. Several previous studies have examined similar topics. First, research by Baskoro & Wibowo, (2021) showed that classroom management significantly affects student learning motivation in public junior high schools in Surabaya.

Second, a study conducted by Ratnawati et al., (2021) identified that teachers' work ethic contributes greatly to student learning outcomes in public high schools in Yogyakarta. Third, research by Mustika & Neviyarni, (2023) found that a combination of classroom management and teachers' instructional leadership influences classroom climate and active student participation in vocational schools. Fourth, a study by Azhani et al., (2024) in Medan confirmed that teachers' work ethic is the main predictor of the success of the implementation of the independent learning curriculum. Fifth, research by Albar & Southcott, (2021) revealed that teachers' managerial skills in managing the classroom are closely related to academic achievement in secondary schools in Makassar.

Although these studies provide important contributions, most were conducted in urban areas or regions with relatively good access to education. This study differs because it was conducted in Namlea District, which has unique geographical and social characteristics, with educational conditions that require a special approach. In addition, this study simultaneously examines two independent variables, namely classroom management and teacher work ethic, to see their influence on learning effectiveness, thereby providing a more comprehensive picture. The novelty of this study lies in the integration of the analysis of classroom management and teacher work ethic simultaneously, in the context of public schools in an island region.

This study does not focus on just one aspect, but attempts to understand how the interaction between the quality of classroom management and teacher work characteristics can create an effective teaching and learning process. In addition, the selection of public high schools in Namlea Subdistrict provides new empirical data that can enrich educational literature, especially in 3T (Frontier, Outermost, and

Disadvantaged) areas. The urgency of this research is based on the need to improve the quality of education in the Namlea District through internal interventions that can be controlled by schools, namely by strengthening teachers' capacity in classroom management and improving their work ethic. The results of this study are expected to provide useful information for school principals, education agencies, and policymakers in formulating strategies to improve the quality of learning. On the other hand, the findings of this study are also important for teachers themselves as a reflection and encouragement to continue improving their professionalism in teaching.

The objectives of this study are to determine empirically and significantly the extent of the influence of classroom management and teacher work ethic on learning effectiveness in public high schools in Namlea Subdistrict. This study also aims to analyze which variables have a dominant influence and the extent to which the interaction between the two variables can create optimal learning conditions. Thus, this study is expected to serve as a reference for improving teaching practices and professional development strategies for teachers, especially in areas with geographical and resource challenges. Through a quantitative approach with an *ex post facto* design and multiple linear regression analysis, this study will provide a comprehensive picture of the influence of classroom management and work ethic variables on learning effectiveness. With the results of this study, it is hoped that policy recommendations can be developed that focus on strengthening teachers' capacity and classroom management as the key to the success of education in public high schools in Namlea District. This aligns with the national education development vision of inclusive, equitable, and quality education to produce outstanding generations across the nation.

METHOD

This research method uses a quantitative approach with an explanatory research type, which aims to determine the influence of two independent variables, namely classroom management (X_1) and work ethic (X_2), on the dependent variable, namely effective learning (Y) (Djaali, 2021). This approach was chosen because the researchers wanted to determine the causal relationship between variables that can be tested statistically. The population in this study was all public high school teachers in the Namlea District. The sampling technique used was proportional random sampling, so that the sample represented the proportion of teachers in each school proportionally. Data were collected through a closed questionnaire with a 1–5 Likert scale that had been tested for validity and reliability using Pearson's Product-Moment and Cronbach's Alpha tests. The data were analyzed using multiple linear regression with the help of statistical software (e.g., SPSS). This analysis was used to determine the extent of the influence of each independent variable on the dependent variable, both partially and simultaneously.

The multiple linear regression formula used in this study is as follows:

$$Y = a + b_1X_1 + b_2X_2 + e$$

Explanation:

- Y = Effective Learning
- X_1 = Classroom Management
- X_2 = Work Ethic
- a = Constant
- b_1, b_2 = Regression coefficients of each variable
- e = Error (residual)

Classical assumption tests, such as normality, multicollinearity, and heteroscedasticity, were conducted before regression analysis to ensure that the data met statistical requirements. The final results will indicate whether classroom management and work ethic have a significant influence on learning effectiveness, and provide a basis for policy-making to improve teaching quality in public high schools in Namlea District.

RESULTS AND DISCUSSION

Based on the results of data collection and analysis conducted on high school teachers in Namlea District, empirical information was obtained regarding the relationship between classroom management and teacher work ethic on learning effectiveness. Descriptive analysis shows that, in general, teachers in Namlea Subdistrict have a high perception of their classroom management and work ethic. The average classroom management score of 4.12 on the Likert scale indicates that most teachers have implemented effective classroom management principles, such as conducive seating arrangements, clear instructions, and positive student behavior control. Meanwhile, the average work ethic score of 4.21 indicates that teachers demonstrate high levels of discipline, responsibility, and enthusiasm in carrying out their teaching duties. To determine the influence of the two independent variables on the dependent variable, multiple linear regression analysis was performed. The results of the classical assumption test showed that the data were normally distributed, there was no multicollinearity (VIF value < 10), and there were no significant symptoms of heteroscedasticity. This indicates that the regression model is suitable for use in hypothesis testing.

The results of the multiple linear regression analysis are shown in the following table:

Table 1. Regression Analysis

VARIABEL	REGRESSION COEFFICIENT (B)	T- COUNT	SIG. (P- VALUE)
CLASS MANAGEMENT (X_1)	0.482	6.71	0.000
WORK ETHIC (X_2)	0.396	5.23	0.000

Based on Table 1, the regression coefficient for classroom management (X_1) is 0.482 with a t-value of 6.71 and a significance value (p-value) of 0.000.

This value indicates that classroom management has a significant effect on learning effectiveness. The better teachers are at managing their classrooms, the higher the level of learning effectiveness achieved. This positive coefficient also indicates that every one-unit increase in classroom management score will increase the learning effectiveness

score by 0.482 units, assuming other variables remain constant. Similarly, teacher work ethic (X_2) has a regression coefficient of 0.396 with a t-value of 5.23 and a significance value (p-value) of 0.000. This means that the teacher's work ethic also contributes positively and significantly to learning effectiveness. Teachers with a high work ethic, consistent responsibility, and strong intrinsic motivation have proven capable of creating a more structured, energetic, and focused learning process, which ultimately impacts the quality of learning in the classroom.

The coefficient of determination (R^2) in this model is 0.672. This means that 67.2% of the variation in learning effectiveness can be explained by the variables of classroom management and work ethic together, while the remaining 32.8% is influenced by other factors outside the model, such as students' learning styles, parental support, facilities, and infrastructure, and so on. This value indicates that both variables have a significant contribution in explaining the variation in learning effectiveness at public high schools in Namlea District. Furthermore, the F-test used to examine the significance of the regression model simultaneously showed an F-value of 32.45 with a significance level of 0.000. This indicates that, together, classroom management and work ethic have a significant influence on learning effectiveness. Theoretically, these findings reinforce Emmer and Evertson's classroom management theory, which states that effective management in a learning environment can create order and efficiency that support student learning success. Similarly, these findings align with Robbins' concept of work ethic, which highlights the important role of work ethic in determining individual performance, including teachers in an educational context.

In a practical context, these results provide important encouragement for education stakeholders in Namlea District, especially school principals and supervisors, to develop capacity-building training for teachers in classroom management and strengthening professional work ethic values. Continuous professional development programs, rewards for teacher performance, and the formation of school-based or cluster-based teacher communities can be recommended strategies. In-depth interviews conducted to support the quantitative data also reinforce the above findings. A number of teachers stated that their success in managing classrooms and maintaining work enthusiasm was highly dependent on school management support and a positive collective work culture. Teachers who received regular coaching and were appreciated for their contributions tended to show greater dedication to developing the teaching and learning process.

These findings also emphasize the importance of developing education policies that focus not only on improving the curriculum and infrastructure, but also on developing the quality of teachers as the spearhead of education. The effectiveness of learning is not only the result of a functioning system, but also a direct reflection of the pedagogical interaction between teachers and students in the classroom, which is mediated by the teachers' ability to manage the class and their work ethic in carrying out their profession. Therefore, it can be concluded that both classroom management and teachers' work ethic have a significant and positive influence on the effectiveness of learning. These findings

are expected to serve as a foundation for formulating policies to improve the quality of education in state high schools in Namlea sub-district and similar areas in Indonesia, particularly in the context of island-based education and 3T regions.

DISCUSSION

The results of the study indicate that classroom management and teachers' work ethic significantly influence the effectiveness of learning in public high schools in Namlea District. These findings confirm that the quality of learning is not only determined by the curriculum or available facilities and infrastructure, but is greatly influenced by the quality of pedagogical interactions between teachers and students in the classroom context. In this regard, teachers' ability to manage classrooms effectively and their high work ethic are two key elements in creating meaningful, participatory, and productive learning processes. The class management regression coefficient of 0.482 and significance value of 0.000 indicate that class management makes a strong positive contribution to effective learning. This finding is in line with Emmer and Evertson's class management theory, which states that good class management creates a conducive learning climate, allows students to focus, and reduces distractions that can hinder the learning process (Zhang et al., 2020). Effective classroom management includes systematic planning of learning activities, strategic seating arrangements, efficient use of time, fair management of student behavior, and the creation of an environment that encourages active student participation. When teachers can harmoniously organize these elements, students will feel safe, comfortable, and motivated to learn optimally.

The effectiveness of classroom management demonstrated by teachers in Namlea District also correlates with their background in professional training and development, although this is not evenly distributed across all schools. Teachers who have participated in classroom management training have proven to have more varied strategies in handling classroom dynamics, such as the use of positive reinforcement, time management techniques, and the application of individualized approaches in dealing with student behavior. This approach has been proven to increase student engagement, which is a key indicator of effective learning according to constructivist learning theory. On the other hand, teacher work ethic has also been proven to have a significant effect on learning effectiveness, with a regression coefficient of 0.396 and significance of 0.000. This confirms that teachers' enthusiasm, responsibility, discipline, and integrity play an important role in the success of the teaching and learning process. In Robbins' theory of organizational behavior, work ethic is a form of individual commitment to tasks and responsibilities. Teachers with a high work ethic not only carry out administrative tasks but also have intrinsic motivation to continuously improve the quality of teaching and pay more attention to student development.

Teachers in Namlea Subdistrict who demonstrate a high work ethic tend to be dedicated to preparing contextual teaching materials, paying attention to students' individual learning needs, and being open to evaluation and self-improvement. They are also active

in subject teacher working groups (MGMP), reflect on their teaching practices, and take the initiative to create simple learning media from their surroundings. These practices are clear evidence of the internalization of work ethic values in teachers' daily lives and contribute greatly to improving learning effectiveness. Effective learning, as explained by Slavin's theory, involves active student participation, clear learning objectives, interesting delivery of material, use of reinforcement, and continuous evaluation.

The findings of this study indicate that these indicators can be achieved when teachers have good managerial skills in managing the classroom and a high work ethic. In other words, effective learning is the result of a combination of learning management strategies and the professionalism demonstrated by teachers in the teaching process. The coefficient of determination (R^2) value of 67.2% indicates that the variables of classroom management and work ethic together explain most of the variability in learning effectiveness. This shows that improving the quality of classroom management and strengthening teachers' work ethic can be used as key strategies in improving the quality of education, especially in areas with limited infrastructure, such as the Namlea District. The remaining 32.8% of the variables not explained by this model are likely to originate from other factors such as students' academic backgrounds, parental support, availability of learning facilities, and students' internal motivation. Nevertheless, focusing on strengthening these two variables has already had a significant impact on the achievement of learning effectiveness.

From an educational policy perspective, these results have important implications that internal school interventions, such as classroom management training and teacher work ethic development, need to be strengthened and facilitated systematically. Local governments and education agencies need to design regular teacher professional development programs with content tailored to local challenges, such as multicultural classroom management, contextual learning, and strategies to strengthen work motivation. In addition, school principals, as leaders of educational units, have a strategic role in building a professional work culture and supporting teachers to grow in terms of competence and character. In-depth interviews with several teachers also reinforced the quantitative findings. Teachers who felt supported by their principals and had collaborative colleagues tended to demonstrate more effective classroom management and a higher work ethic.

This highlights the importance of an organizational culture that supports collaboration, innovation, and joint evaluation as an ecosystem that encourages teachers to develop. Therefore, it is important for schools to not only focus on student academic achievement but also build a learning community among teachers that enables the creation of a supportive and productive work environment. On the other hand, some teachers in schools with limited facilities and weak institutional support face challenges in implementing ideal classroom management and maintaining a consistent work ethic. This shows that although classroom management and work ethic are personal and professional factors of teachers, external factors such as school policies, facility support, and leadership also

influence their implementation. Therefore, efforts to enhance the effectiveness of learning must be comprehensive, taking into account both the individual aspects of teachers and the institutional structure in which they work.

In the context of an island region such as Namlea, limited access to information, training, and resources is a major challenge in teacher development. However, the results of this study indicate that with proper classroom management and a strong work ethic, teachers can still create effective learning. This shows that internal teacher factors remain the main asset in creating equitable quality education. Therefore, teacher empowerment in rural areas needs to be a national priority through affirmative programs and ongoing support. Overall, this discussion reinforces the conclusion that successful learning in schools depends heavily on the capacity of teachers as agents of educational change. When teachers are able to manage their classrooms professionally and work with enthusiasm and integrity, the learning process will be effective, measurable, and meaningful for students. Thus, teacher capacity building is not merely an individual responsibility but a collective responsibility involving the government, schools, communities, and other stakeholders. If the results of this study are used as a reference, strategic steps that can be taken include expanding the scope of contextual practice-based classroom management training, providing incentives for teachers with a strong work ethic, and establishing a supervision system that is not controlling but rather supportive and mentoring. With this approach, it is hoped that learning at public high schools in Namlea District will not only be effective in academic achievement but also in shaping students' character and independence as the ultimate goal of national education.

CONCLUSION

Based on the results of research conducted on the influence of classroom management and work ethic on effective learning in public high schools in Namlea District, it can be concluded that both variables have a significant and positive influence on the creation of an effective learning process. Classroom management has proven to be an important factor that helps teachers create an orderly, conducive, and focused learning atmosphere. Teachers who are able to design, organize, and control learning activities systematically will find it easier to build student engagement, minimize distractions, and increase student motivation. This shows that classroom management is not only about controlling behavior, but is an integral strategy in creating a learning environment that supports the achievement of learning objectives. In addition, teachers' work ethic also contributes significantly to the effectiveness of learning. Teachers who demonstrate high dedication, professional responsibility, discipline, and a consistent work ethic have proven to be able to manage the learning process better. Work ethic reflects teachers' positive attitudes toward their duties, which is reflected in thorough preparation, consistent implementation, and reflective evaluation of teaching activities. In a region such as Namlea Subdistrict, which faces geographical challenges and limited access to educational resources, teachers' work ethic is a key asset in maintaining the quality of learning. Thus, the synergy between managerial skills in classroom management and a

strong work ethic among teachers plays an important role in determining the quality of learning. This study emphasizes that improving learning effectiveness does not always depend on external aspects such as facilities or technology, but is greatly influenced by internal factors related to teachers. Therefore, investing in teacher capacity building, both in technical and character aspects, is a strategic step towards sustainably improving the quality of education.

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