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Dr. Hadion Wijoyo:

Thank you for completing the review of the submission, "Leveraging Measuring
the Effectiveness of Parental Assistance-Based Online Learning Model on
Self-Efficacy," for International Journal of Evaluation and Research in
Education (IJERE). We appreciate your contribution to the quality of the
work that we publish.

Septian Dwi Cahyo
IAES
septian@iaescore.com

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From: **Dr. Lina Handayani** <ijere@iaesjournal.com>
Date: Fri, Mar 24, 2023 at 8:33 AM
Subject: [IJERE] Article Review Acknowledgement
To: Dr. Hadion Wijoyo <agozpor@gmail.com>

The following message is being delivered on behalf of International Journal of Evaluation and Research in Education (IJERE).

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Dr. Hadion Wijoyo:

Thank you for completing the review of the submission, "Impact of modular instruction on the academic achievement in statistics and probability: a propensity-score matching approach," for International Journal of Evaluation and Research in Education (IJERE). We appreciate your contribution to the quality of the work that we publish.

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#26585 Review

Submission To Be Reviewed

Title	Impact of modular instruction on the academic achievement in statistics and probability: a propensity-score matching approach
Journal Section	General Education Concepts

Abstract

This paper illustrates the use of propensity score matching (PSM) to measure the effect of COVID-19 on educational outcomes. In particular, the impact of using of modular instruction during the COVID-19 pandemic on the academic achievement of senior high school students in statistics and probability was evauated using PSM. A total of 163 Grade 11 students participated in the study; 85 students from the control group and 78 students from treatment group. Impact was measured in terms of the Average Treatment on the Treated (ATT) using Nearest Neighbor Algorithm. Binary logistic regression was used to identify covariates that could affect the matching of students in the control and treatment groups. These covaraites include sex, age, senior high school strand, number of siblings attending school, family size, family monthly income, and occupation of the mother and father. Balance test showed the improvement of the standardized mean difference between the control and treated groups across significant covariates. On average, the grades of students in the treatment group are significantly lower by 2.5% than the control group. This shows the negative effect of using modular instruction in statistics and probability.

Submission Editor	Jonathan deHaan, Ph.D. (Review) Yeo Jiar (Review) Sagini Keengwe (Review) Elina Maslo (Review)
Submission Metadata	VIEW METADATA

Review Schedule

Editor's Request	2023-01-16
Your Response	2023-03-21
Review Submitted	2023-03-21
Review Due	2023-02-13

Review Steps

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2. Click on file names to download and review (on screen or by printing) the files associated with this submission.

Submission Manuscript   26585-53145-1-RV.DOCX   2023-01-13

Supplementary File(s)   26585-53144-1-SP.PNG

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Recommendation   **Revisions Required**   2023-03-21

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#27006 Review

Submission To Be Reviewed

Title	Leveraging Measuring the Effectiveness of Parental Assistance-Based Online Learning Model on Self-Efficacy
Journal Section	Pedagogy
Abstract	

The obstacles experienced during online learning are inevitable circumstances. Hence, students need to have motivational beliefs that they have the ability to thrive in online learning despite its difficulties. Applying parental-based online learning is expected to help students increase their self-efficacy. This study examines the effect of using an online learning model based on parental assistance on students' self-efficacy with a quantitative approach. This type of research is quasi-experimental, with a pre and post-test control group design by studying seventh-grade students in several public junior high schools in Kisaran. We found that applying an online learning model based on parental assistance improved students' self-efficacy more than a conventional online learning model. Consequently, parental assistance will make a practical contribution to the implementation of learning, especially in the implementation of online learning in the era of the pandemic and after the Covid-19 pandemic.

Submission Editor	Ulf Brinkkjar ✉ (Review) Ramadan Elaiess ✉ (Review) Alain Takam ✉ (Review)
Submission Metadata	VIEW METADATA

Review Schedule

Editor's Request	2023-03-13
Your Response	2023-03-21
Review Submitted	2023-03-21
Review Due	2023-04-10

Review Steps

1. Notify the submission's editor as to whether you will undertake the review.
   Response   Accepted

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Submission Manuscript	27006-54119-1-RV.DOCX	2023-03-07
Supplementary File(s)	None	

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Recommendation   **Revisions Required**   2023-03-21

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