

Learners' Study Habits and Digital Literacy as Essential Learning Skills in Time of Pandemic

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Abstract— Success of learners in the school and academic journey has been the goal of the school personnel, parents, and the learners. These educational stakeholders associated the significant learners' school achievement to several factors which include the quality of instructions, variety of educational media provided to learners, the learning engagement and learners' motivation and habits.

Meanwhile, the scenario of 21st century learning atmosphere acknowledges the role of digitalization in the academic journey and success of every learner, thus this study; "Learners' Study Habits and Digital Literacy as Essential Learning Skills in Time of Pandemic" was conducted.

Keywords— Academic Success, Digital Literacy, Pandemic, and Study Habits.

I. INTRODUCTION

The COVID -19 pandemic has drastically changed the way people live, work, and learn. For several months each day has been veiled with a sense of uncertainty, fear, and isolation. They have been confronted with an invisible enemy. Maintaining positivity amid all these is a big challenge. More than ever, how they can recover and positively adapt to this new normal of their lives.

As the world becomes increasingly interconnected, so do the risks the people faced. COVID- 19 pandemic has left no aspect of life untouched. One of the aspects of society which is greatly affected is education. As to the data of UNICEF, there are more than 1.6 billion children and youth affected by the worldwide school closure. 1

However, as to the emerging needs of the time, Education must continue as the Department of Education's tagline. Necessary changes are made to meet the standard of dealing with education nowadays. The essence of resilience is critically important.

Stakeholders need to support the learners in developing capacities such as resilience for them to emerge stronger and better after the crisis. Since success of learners in the school and academic journey has been the goal of the school personnel, parents, and the learners. These educational stakeholders associated the significant learners' school achievement to several factors which include the quality of instructions, variety of educational media provided to learners and the learning engagement by which these learners are expected to.

Nevertheless, this culture of learning has been interrupted and altered because of the pandemic.

The birth of different learning modalities paved the way to adapt in the New Normal set up of society. From the traditional face to face mode of learning come the other forms namely, distance learning, blended learning, and homeschooling.

Distance learning is a modality where learning takes place between the teacher and the learners who are geographically remote from each other during instruction.

This modality has three types, namely: Modular Distance Learning, Online Distance Learning, and Television/Radio-Based Instruction. 2 This is most viable for independent learners, and learners supported by periodic supervision of parents or guardians.

Another is blended learning, a learning delivery that combines face-to-face with any, or a mix of, Modular Distance Learning, Online Distance Learning, and Television/Radio-Based Instruction. Blended learning will enable the schools to limit face-to-face learning, ensure social distancing, and decrease the volume of people outside the home at any given time. 3

Then, homeschooling the modality that aims to provide learners with quality basic education that is facilitated by qualified parents, guardians, or tutors who have undergone relevant training in a home-based environment. However, this modality will be the subject

of a later DepEd issuance since there remain several issues in its implementation, including the supervision of licensed teachers and alignments with the standard curriculum. 4

These modalities are adapted by the school to continue the present education despite the COVID-19. Schools are given freedom to choose what modality to use based on the capabilities of the learners and teachers.

As the new normal education takes over the traditional face to face classes, several issues are raised as to the implementation of different learning modalities and the several skills affecting the learning of the students.

These modalities greatly need the skills that will enhance and engage students to fully participate in the educational arena in times of pandemic. Alongside the 21st century skills are digital literacy which is highly evident nowadays.

Digital literacy means having the skills you need to live, learn, and work in a society where communication and access to information is increasingly through digital technologies like internet platforms, social media, and mobile devices. 5 Possessing this skill today is a great help to fully participate in the academe. The simple usage of social media and internet as a platform of communication in today's educational set up is an example.

Moreover, being a digital literate move beyond finding, evaluating, and consuming digital content to creating it, including both writing in digital formats and creating other forms of media such as tweets, podcasts, videos, emails, and blogs

Confronted with the present type of education, learners also made lots of adjustment to adapt on the said changes. Their ability to grasp lesson alone is already a big challenge for them as they indulge in the new learning modalities. Unavailability and unstable of internet connection is also a main issue as majority of the school resorted to online learning. Digital skills of both teachers and students are tested in this modality knowing the fact that one of the thrusts of DepEd is to have learners who are fully equipped with 21st century skills specifically the skills on information, media and Technology. On the other hand, patience and discipline among learners are compelled as they deal with modular types of learning. Employing study habits that will help

them to facilitate learning is also taken into consideration. Study habits as define as habitual practices one uses to help them study and learn. It is said that good study habits can help students achieve and/or maintain good grades. 6

Learners' success in school depends on how well they study. Studying lessons in the right way gives them a satisfying learning outcome. As they developed certain routines to enhance their learning engagement may pertains to study habits.

It is believed that study habits play a vital role to students of any age, it helps them determine success in their educational career. Literally, study habits are a combination of two words, namely study and habits. When taking it separately, study means the application of the mind to the acquirement of knowledge. The main purposes of the study were: to acquire knowledge that will be useful in meeting new situations, interpreting ideas, making judgments creating new ideas, and perfecting skills. 7

In addition, with Verma argued that a habit was something that is done on a scheduled, regular, planned basis and that was not relegated to a second-place or optional place in one's life. Nagaraju 8 informed that the characteristics of habits are (1) habits are not innate and inherited, (2) they are performed every time in the same way, (3) habitual actions are performed with great ease and facility, (4) habit brings accuracy to the action, (5) Habitual acts are performed with least attention or no attention, and (6) nervous system is the principal factor in the formation of habits. Yazdani & Camp; Godbel 9 said that study habits are the behaviors of an individual related to studies. Kaur & Pathania 10 also said that study habits are well-planned and deliberate pattern of study that has attained a form of consistency on the part of the students toward understanding academic subjects and passing examinations. In addition, study habits can be defined as the total of all habits, determined purposes, and enforced practices that the individual has in order to learn.

As the world face this pandemic, the total revamped of education greatly affected our learners. There were some learners who have difficulty adopting the new modality of education as to the adjustment of learning engagement as well. They are equally faced with a lack of motivational factors of learning such as contact or competition with other students. Online learning

learners, especially beginners, may have some difficulty determining what the demands of a university study are because they do not have the support of an immediate peer group, lecturers, or familiarity with the technology being used for the delivery of online and offline learning materials.

Moreover, the researcher as currently teaching in the present modality has profoundly experienced the far difference of the impact of remote learning to the learners. Several factors have been seen and observed by the researcher that affect the learning engagement of the learners during her home visitation.

In this connection, the researcher wants to find out the influence of study habits and digital literacy as essential lifelong skills of learner in dealing with learning engagement before and in time of pandemic.

Statement of the problem

This study aimed to answer the following questions:

1. What is the level of practice of study habits of the learners?
2. What is the level of digital literacy of the learners?
3. Is there a significant relationship between the level of practice of study habits and level of digital literacy of learners?
4. What are the perceptions of learners regarding the impact of study habits and digital literacy of learners to learning engagement?
5. What development plan maybe proposed to enhance the practice of study habits and digital literacy thereby improve their learning engagement?

Hypothesis

This study adopted the null hypothesis, "There is no significant relationship between the Level of Practice of Study Habits and Digital Literacy of Learners."

Scope and Delimitation of the Study

This study focused on significant influence of learners' study habits and digital literacy in learning engagement in times of pandemic. The study focused on six Grade 10 sections of Sta. Magdalena National High School for S.Y. 2021-2022. They were identified based on their study habits and digital literacy. The researcher intentionally selected learners and sections due to access issues for the collection of data. It involved 46 learners, 16 more than the minimally acceptable sample size which is 30.

Significance of the study

This study would be useful and relevant to the following:

- **Learners.** This will equip learners with motivation to improve their study habits and digital literacy to help them out with school academics in time of pandemic.
- **Teachers.** This study will increase the responsiveness of the teachers in dealing with the students as to what approach is needed to encourage them more to create useful study habits guide to help learners in dealing with academics in time of pandemic.
- **Parents.** They will be conversant of the current situation of their children as to their study habits and digital literacy and its importance to school academics in time of pandemic.
- **School Administrators.** The result of this study may serve as their basis for designing program that will enhance the study habits and digital literacy among the students.
- **Stakeholders and Local Government Units.** This study will serve as data in identifying the needed intervention of the school in relation to the improvement of learners' study habit and digital literacy.
- **Future Researchers.** The ideas presented may be used as a future reference data in conducting new research or in testing validity of other related findings.

II. METHODOLOGY

This study is descriptive correlational research. It describes the two variables that are involved in this undertaking, the learners' study habits and their digital literacy. Likewise, the relationship that exists between these variables is investigated.

According to Creswell¹¹, descriptive correlational design is used by the researcher to describe and measure the degree of relationship between the two or more variables. This design enables the researchers to find out the magnitude of relationship of the variables being investigated. Also, predicting outcome has been investigated by the said design.

Meanwhile, the research methods that were employed by the researcher included the rating scale, interview, and observation. The rating scale elicited information from the respondents relative to their qualities along study habits and digital literacy. The use of interview

and observation allowed the researcher to verify issues that concerned the learners' study habits and their digital literacy.

The Respondents

The respondents to this study were Grade 10 students at Sta. Magdalena National High School for S.Y. 2021-2022. They were identified based on their study habits and digital literacy. Since in this study, the researcher used a purposive sampling method. According to Gay, Mills and Airasian, purposive sampling, also referred to as judgement sampling, the process of selecting sample that is believed to be representative of a given population sample.

Thus, the researcher purposively selected learners and sections due to access issues for the collection of data. Finally, it involved 46 learners, 16 more than the minimally acceptable sample size which is 30.

Research Instrument

Guided by the existing rating scales that proliferate the internet as well as in the print literature about study habits and digital literacy of students, the researcher was able to devise a set of research instruments that fits to

Sample of Study Habit Indicators and their Category

Study Habit Indicators	Categories
Set schedule intended for engagement with the self-learning modules	Time Management
Take down important notes from self-learning modules	Note-taking
Involve oneself in group study by dealing with peers or family members in accomplishing learning tasks	Attendance and Participation
Read many different reference books and other learning materials	General Study Strategy
Organize and process ideas or concepts learned	Examination Preparation

Digital literacy as a variable of this research work, was assessed by the indicators which were crafted through the guidance of the 21st century skills expected to be possessed by the K to 12 learners and graduates specifically the skills on information, media and technology³ Likewise, the specific indicators that determined the learners' digital literacy level were those competencies expected of them to have while engaging in virtual delivery of lessons. Items included in the rating scale were skills on basic utilization of computer, internet, digital educational application, communication platform and the performance of basic troubleshooting if needed.

the nature of the study. Likewise, the context and the locale of the research sampled respondents were considered in crafting the rating scale.

The research instrument consisted of three (3) parts. The first part is focused on assessing the study habits of the learners. The second part investigated the digital literacy while the third part determined the perceptions of learners regarding the impact of study habits and digital literacy to learning engagement.

The formulation of indicators on learners' study habits was anchored on the research tool of Angkarini¹² which he utilized in his thesis, Study Habits of Undergraduate Students During Pandemic of COVID -19. The present researcher adopted the five (5) indicators of study habits that Angkarini considered in his study. These five (5) indicators of study habits included Time Management, Attendance and Participation, General Study Strategies, Examination Preparations and Note-taking. Table B showed samples of study habit indicators and their category as used in the present study. The researcher was able to formulate ten (10) study habit indicators. A copy of such was appended in this study. A self-rating process was employed by the respondents to determine their level of practice of study habits.

In determining the perceptions of the learners regarding the impact of study habits and the digital literacy of their learning engagement, the researcher was aided by the literature and studies that she dealt with in the review. She was able to craft seven (7) indicators on how these two variables created impact on their learning engagement. The sample respondents underwent self-appraisal in determining their perceptions.

The Likert rating scale type was adopted by the researcher. A Likert scale is a rating scale used to assess opinions, attitudes and behaviors⁴. Adopting this scale allowed the researcher to easily operationalize the learners' study habits, digital literacy, and their

perception regarding the impact of these two (2) variables to learning engagement. The 10-point Likert scale is essential in increasing accuracy. Also, the said scale facilitated the conduct of correlation of the two variables. The 5-point Likert scale was utilized in determining the perceptions of the learners on the impact of study habits and digital literacy to learning engagement.

III. RESULTS AND DISCUSSION

1. Level of Practice of Study Habits of the Learners

The success of learners in the school has been normally associated by their study habits. Learning experience of the students are said to be comfortable and enjoyable because of their good study habits. Oftentimes the learners' academic skills improvement has been linked to having good study habits.

When the COVID-19 pandemic engulfed the world, the learning engagement has been altered. Most of the learners have their home as the learning milieu, and

oftentimes with parents or household members as their learning facilitators.

Study habits of the learners must conform to the new normal set-up, doing such will pave the way towards successful learning experience among learners in time of pandemic.

Table 1 shows the Level of Practice of Study Habits of Grade 10 students at Sta. Magdalena National High School. As the data show, with the highest weighted mean of 7.33, the common study habits employed by the students is using varied resources to research and collect data for studies. It is followed by setting schedule intended for engagement with the self-learning module with a weighted mean of 7.00. Spending more time answering difficult and challenging subjects and lessons ranked third while having a regular time for studying every day ranked fourth. These results imply the strength of learners' study habits in general study strategy and time management.

Table 1.0: Level of Practice of Study Habits of Learners

INDICATORS	Weighted Mean	Description
Set schedule intended for engagement with the self-learning modules.	7.00	Satisfactorily Evident
Has regular time for studying every day.	6.80	Satisfactorily Evident
Take down important notes from self-learning modules.	6.02	Moderately Evident
Religiously follow subject schedule indicated in the Home Learning Plan given by my adviser.	5.57	Moderately Evident
Spend more time answering difficult and challenging subjects or lessons.	6.91	Satisfactorily Evident
Read many different reference books and other learning materials.	5.85	Moderately Evident
Organize and process ideas or concept learned	6.32	Moderately Evident
Apply different methods in solving problems or in accomplishing learning tasks.	6.20	Moderately Evident
Use varied resources to research and collect information and data for study.	7.33	Satisfactorily Evident
Involve oneself in group study by dealing with peers or family members in accomplishing learning task.	6.04	Moderately Evident
AVERAGE	6.40	Satisfactorily Evident

Fifth in rank with a weighted mean of 6.32 is organizing and processing ideas as part of the technique in studying. Then, having 6.04 mean shows that learners involve

themselves in study group with peers or family member in accomplishing learning task. Disclosed by these

findings are the remarkable attributes of learners along note taking attendance and participation.

As a whole, the level of practice of study habits of the learners is satisfactorily evident having a weighted mean of 6.40. It also shows that based on the figures above the practice of study habits varies among learners. This indicates that in time of pandemic study habits are useful skills to cope with the new normal education. Most likely, it is still present among the learners.

2. Level of Digital Literacy of Learners

The acquisition of 21st century skills among Filipino learners has been one of the goals of Philippine Basic Education. In fact, it has been expected that through the K to 12 Basic Education Program, every learner is

equipped with information, media, and technology skills.

Aware of this cited thrust, the Department of Education, through the Computerization Program has been providing the schools, learners, and the teachers with appropriate technologies to enhance the teaching-learning process. Likewise, the Department believes that through the said program, the 21st century skills development among schools and learner is highly attainable.

The adaptation of online learning as one of the learning delivery modalities in time of pandemic puts digitally literate learners in the advantage. Distance learning through online schemes has been easily dealt with by them.

Table 2.0: Level of Digital Literacy of Learners

INDICATORS	Weighted Mean	Description
Acquainted of the digital educational applications that are of help in engaging with the self-learning modules.	6.09	Practitioner
Utilized internet with focus on information that is related to the subjects being studied.	7.17	Proficient
Aware of the different search engine that are of help in the contents/lesson being studied.	6.46	Proficient
Have knowledge in using computer and the functions of its parts.	6.13	Practitioner
Use the different communication platform such as Google meet, zoom, messenger, SMS etc...	6.48	Proficient
Can upload / download files from different communication platforms.	6.61	Proficient
Can use MS applications such as Word, spread sheets, PowerPoint presentation and publisher.	6.02	Practitioner
Familiar with the different online and offline applications that can be used for learning engagement.	7.17	Proficient
Perform troubleshooting or repair in the event that computer glitches occur.	4.26	Apprentice
Prepare simple educational outputs through the use of ICT and share them to others.	5.26	Practitioner
AVERAGE	6.17	Practitioner

This table 2.0 shows the Level of Digital Literacy of Grade 10 students of Sta. Magdalena National High School. As the data show, learners are proficient in the following digital literacy skills as follows: (1) utilizing internet with focus on information related to the subjects being studied and being familiar with different online and offline applications used for learning engagement; (2) ability to upload / download files from different communication platforms;(3) using the different

communication platform such as Google meet, zoom, messenger, SMS etc; (4) awareness of the different search engine that are of help in the contents/ lesson being studied.

On the other hand, learners fall into practitioner on the following indicators: (1) have knowledge in using computer and the functions of its parts; (2) acquainted of the digital educational applications that are of help in

engaging with the self-learning modules; (3) ability to use MS applications such as Word, spread sheets, PowerPoint presentation and publisher; and (4) can prepare simple educational outputs through the use of ICT and share them to others. However, learners are apprentices in performing troubleshooting or repair if computer glitches occur.

It also indicates that the level of digital literacy among learners falls as practitioner with its average weighted mean of 6.17. It also shows that the level of digital literacy varies among learners. There are skills which are mastered by some students and others do not.

Learners' varied levels of competency in the digital world are associated to their exposure to the available technology within their proximity. Those learners with gadgets in their home usually displayed better proficiency in engaging with digital tools.

3. On Significant Relationship between the Level of Practice of Study habits and the Level of Digital Literacy of Learners

Despite the COVID-19 Pandemic which caused the temporary disengagement of learners from their school as a learning environment, the foregoing finding disclosed a noteworthy scenario that the learners have a gratifying level of practice of study habits in their home, being the learning milieu in time of pandemic. Likewise, these learner respondents have been manifesting satisfactorily adeptness along digital literacy. It has been a universal truth in the school setting that the study habits of the learners have impact on their academic success. The occurrence of COVID-19 pandemic alters in a certain extent, the study habits of the learners. Further, the recognition accorded to virtual world as a potent channel of learning delivery modality gives a breakthrough to ICT as an indispensable component of learning in 21st century. Thus, possessing both study habits and digital literacy is a must to 21st century learners.

Table 3.0: On Significant Relationship between the Level of Practice of Study habits and the Level of Digital Literacy of Learners

Number of Cases	46
Computed Pearson Correlation Coefficient r Value	.65
Magnitude of Relationship	Substantial
Degree of Freedom	44
Level of Significance	.05
t critical value	2.01
t computed value	5.70
Decision	Reject H ₀
Interpretation	Significant at .05

Table 3.0 shows the data on determining the significant relationships between the level of practice of study habits and the digital literacy of learners. Knowing initially the magnitude of relationships of these two variables through Pearson r formula, a value of .65 is revealed and known as the computed r value. This r value which derived from the 46 number of cases showed substantial relationship between the level of practice of study habits and the level of digital literacy of learners.

The substantial relationship of the two variables as reflected in Table 3.0 manifests strong relationships between the level of practice of study habits and digital literacy of learners. This finding implies the idea that learners who have better study habits possess remarkable competencies in ICT.

Truly the activities of learners relative to their study habits normally require digital literacy, specifically this 21st century setting. Also, the adoption of remote way of learning modality ignited the need for learners to

possess digital literacy skills for them to sustain their study habits.

Data found in Table 3.0 further lead in determining the significant relationship between the level of practice study habits and the digital literacy of learners. The t-computed value 5.70, exceeded the t critical value 2.01 where the degree of freedom is 44 at .05 level of significance. These results pave the way to the rejection of null hypothesis, “There is no significant relationship between the Level of Practice of Study habits and the Digital Literacy of Learners.” With these, a significant relationship of the variables being investigated is noted.

The said findings exposed the remarkable relationship between the level of practice of study habits and the digital literacy of learners. These learners can engage in valuable activities of their study habits once they are equipped with relevant competencies along the virtual world.

Similarly, the acquired learnings of the learners in the field of digitalization become their assets as they engage in academic related activities. Digital literacy becomes an edge on the part of the learners in their learning journey with distance learning as the modality.

4. Perception of Learners of the Impact of Study Habits on Digital Literacy to Learning Engagement

The exposure of the learners in the New Normal set up of Education allows them to gain coping techniques on how to sustain their study habits. Such situation becomes an opportune time for the learners to acquire adeptness to digital world, for them to engage in the learning modality implemented by the school.

In connection with this, the researcher tried to get the personal perception of the learners as to the impact of study habits on digital literacy to learning engagement, its role and importance.

Table 4.0: Perception of Learners of the Impact of Study Habits on Digital Literacy to Learning Engagement

Indicators	Weighted Mean (x̄)	Description
Learners who set regular schedule intended for the engagement with SLMs have satisfying learning outcome experience.	4.34	Agree
Learners who possessed digital skills are more likely to experience meaningful learning engagement.	4.17	Agree
The developed study habits and digital literacy enable learners cope with the demands of distance learning engagement.	4.39	Agree
Learners who have to use internet are more likely to learn well in time of pandemic.	4.11	Agree
Having skills in the use of educational applications is advantageous in the learning engagement of the students.	4.13	Agree
Possessing digital devices and knowing how to use it is a great help to facilitate learning.	4.26	Agree
Learners' computer literacy is more likely to have successful and meaningful learning engagement.	4.28	Agree
AVERAGE	4.24	Agree

This table 4.0 shows the Perception of the Grade 10 learners of Sta. Magdalena National High School on the Impact of Study Habits and Digital Literacy to Learning Engagement. As the table shows, learner respondents have a perception that those who have significantly developed study habits and digital literacy can easily cope with the demands of distance learning engagement by which it has 4.39 weighted mean values and a manifestation that they agreed on the concept. Other learners' perceptions which they likewise “agree” are

students who set schedule intended for their engagement with SLMs have satisfying learning outcomes, 4.34 students who possess desirable study habits and computer literacy are more likely to have successful learning engagement.

Clearly, learners who have sound study habits as embedded in their educational journey, oftentimes experience success in school related engagements. Furthermore, their digital fluency becomes valued hard

skill which is essential in their endeavor in the realm of education.

FINDINGS

The following are the salient findings of the study:

1. An average of 6.40 was the obtained level of practice of study habits which is described as “satisfactorily evident.”
2. An average of 6.17 was the obtained level of digital literacy of learners which labeled them as “practitioner”.
3. The r value of .65 was achieved when the level of practice of study habits and the digital literacy of learners were correlated which found to be substantial. Testing its significance, the computed t , 5.70 exceeded the t critical 2.01 when the degree of freedom was 44 at .05 level of significance which led to the rejection of the H_0 , “There is no significant relationship between the level of practice of study habits and the digital literacy of learners.”
4. Learner respondents had a perception that those who have significantly developed study habits and digital literacy can easily cope with the demands of distance learning engagement by which it had 4.39 weighted mean values and a manifestation that they agreed on the concept. Other learners’ perceptions which they likewise “agree” were students who set schedule intended for their engagement with SLMs have satisfying learning outcomes, 4.34 students who possess desirable study habits and computer literacy are more likely to have successful learning engagement.
5. A development plan focused on enhancing learners’ study habits and digital literacy thereby improve their learning engagement was proposed.

CONCLUSIONS

Based on the foregoing findings, the following are the formulated conclusions:

1. The level of practice of learners’ study habits is satisfactory.
2. Learners are at practitioner level in terms of digital literacy.
3. There is a significant relationship between the level of practice of study habits and digital literacy of learners.
4. Learners perceive the positive impact of remarkable study habits and digital literacy on their learning engagement.

5. A development plan which focuses on enhancing learners’ study habits and digital literacy be proposed thereby improve learning engagement.

RECOMMENDATIONS

Based on the foregoing findings, the following are the possible recommendations:

1. Achieving an excellent level of study habits be inculcated and be given among learners through constant follow-up and reminders.
2. Uplifting the digital literacy of learners through DepED computerization programs and partnership with ICT community be given priority of the school and learning community.
3. Both the development of learners’ study habits and digital literacy be a thrust of the school, home and community.
4. The contribution of remarkable study habits and the digital acquisition of better digital literacy to learning engagement be an eye opener to education stakeholders to safeguard the value of study habits and promote ICT education to achieve quality learning.
5. The proposed development plan be adopted.
6. Future researchers are encouraged to conduct investigation on the following topics:
 - a) Status of DepED Computerization Program: Basis for Strategic Adjustment
 - b) Best Practices in Promotion of Remarkable Learners’ Study Habits
 - c) Digital Literacy Readiness of Teachers and Learners: Basis in Designing Learning Delivery Modality in the New Normal Education.

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