

Perception of Economics Instruction on Technology Instruments to Face the Pandemics Covid-19

Phousith Phongsavath¹, Rika Andriani², Zuhri Saputra Hutabarat³

¹National University of Laos, Laos

²Universitas Negeri Malang, Indonesia

³Universitas Batanghari Jambi, Indonesia

Correspondence Email: ¹phousith1050@gmail.com, ²rikaandriani12@gmail.com, ³zuhri2saputra1hutabarat9@gmail.com,

Abstrak This study aims to analyze the readiness of the economics lecturers and students at the Faculty of Economics and Business Management, National University of Laos, Laos in providing an economics education via the online application to face the pandemics Covid-19. The approach in this research uses a qualitative descriptive approach with the type of case study research. The informants of this study were economics lecturers and students, who were selected through the purposive sampling technique. This study indicates that the process of economics students consists of understanding, preparation, instrument tools, and online application relevant cases. This study aims to improve and find the solution to the quality of economics students in facing the pandemics Covid-19. The finding shows that most of the economics lecturers and learners are readiness, well understand and familiar utilizing with the online application.

Keywords: Technology instrument, Economics instruction, Online application

Abstrak Penelitian ini bertujuan untuk menganalisis kesiapan dosen dan mahasiswa ekonomi Fakultas Ekonomi dan Manajemen Bisnis, National University of Laos, Laos dalam memberikan pendidikan ekonomi melalui aplikasi online untuk menghadapi pandemi Covid-19. Pendekatan dalam penelitian ini menggunakan pendekatan deskriptif kualitatif dengan jenis penelitian studi kasus. Informan penelitian ini adalah dosen dan mahasiswa ekonomi yang dipilih melalui teknik purposive sampling. Studi ini menunjukkan bahwa proses mahasiswa ekonomi terdiri dari pemahaman, persiapan, alat instrumen, dan kasus-kasus yang relevan aplikasi online. Penelitian ini bertujuan untuk meningkatkan dan mencari solusi terhadap kualitas mahasiswa ekonomi dalam menghadapi pandemi Covid-19. Temuan menunjukkan bahwa sebagian besar dosen dan mahasiswa ekonomi sudah siap, paham dan terbiasa menggunakan aplikasi online.

Kata Kunci: Instrumen teknologi, Instruksi ekonomi, Aplikasi online

INTRODUCTION

Laos was the latest country of ASEAN region reported of Covid-19 patients, the outbreak of Pandemics Covid-19 in Laos, it can control in the first and continues control for a long year by the strict measures from the local authority, for example: lockdown, wear masker, hand sanitizer, etc. Before the Lao New Festival in April 2021, Laos almost became a country with free Covid-19 patients in the ASEAN region. On 10 April 2021, Laos is remaining Covid-19 patients (Facilities & International, 2020) who are still in treatment for only 2 cases since the Covid-19 epidemic outbreak in March 2020. Until 10 April 2021, Laos has (Disease & Report, 2021) only 49 cumulative cases, 47 have been cured, no deaths. Before 10 April 2021, Laos had no new confirmed cases for 28 days in a row. Only one new case previously detected on 13 March 2021 was a returnee from overseas and found in a state detention facility. According to a report of media (Union, 2020), giving a reason is that because the 50th patient was diagnosed with Covid-19 in the Vientiane capital area.

The patient has a wide range of movements, many places, and at that time, the people of the Vientiane capital are preparing to celebrate the merit of the Lao new year. Visitors are expected to travel from Vientiane to travel to all provinces across the country and there will be internal tourists from all over the country come to travel to the capital of Vientiane. On 13 April 2021, the Lao Prime Minister's Office (Facilities & International, 2020) issued a letter No. 368/PM, for a response to lockdown Vientiane capital. Apart from that, referring to the results of the 50th patient history investigation and the risk assessment of the National Operation Center for Covid-19 committee found saw that the situation at that time was becoming

too serious and terrible situation. The Government of Lao PDR (Education, 2021) has put in place policies and measures to address these economic, social, and environmental impacts, particularly on the agricultural sector and nutritional insecurity. However, after April 2021, (April et al., 2021) the outbreak of epidemics is over control of the government by increasing of Covid-19 patients daily hundred-thousand cases. Regarding the Ministry of Education and Sports ordered (Analysis, 2015), many universities were closed the economics education at the National University of Laos have to postpone for semester opening, and later change the way to implementation by applying for IT instruments, internet, and online application instead.

From the background and problems as mentioned in the detail above, because the economics instruction is not the same as passage time that the new coronavirus disease (COVID-19) has become a global pandemic with an effect on economics education (Head & Education, 2020). Therefore, the researcher also needs to explore the readiness of economics students on understanding, preparation, instrument tools, and online application with the lecture's circumstance to face the pandemic of COVID-19

Literacy.

Technology instrument: If we look back into (Kuhn et al., 2018) how we were all traditionally taught computer programming, software development, and interface design, we find that four assumptions permeate the understanding of how software is supposed to work: (1) a single user, (2) who controls the machine and data being used, (3) inputting data (4) to be automatically processed by the machine in order to produce some desired information output. In other words, we were taught to see software as a tool owned by the user to be employed when needed. However, in the last 15 years, since the 2000s with the advent of the www. and pervasive computing, a fundamental departure from this tool model of software has happened. In particular, one of the fundamental changes was the emergence of online applications, for example: networked computer-based systems (Grantz et al., 2020)

The motivation behind these online modules (Khan et al., 2021) is to assemble the limit of instructors working in elementary schools to help students with incapacities in the study hall during the episode of pandemics Covid-19. The preparation is intended (Muthuprasad et al., 2021) to present standards and upsides of comprehensive instruction, how to foster individualized schooling plans and objectives, data about scholarly incapacities, data about mental imbalance, and explicit techniques to change and adjust homeroom exercises, produce and use showing helps produced using nearby materials to help the full support and compelling learning of students in not ordinary condition. While these showing techniques are focusing on students with pandemics, the vast majority of the strategies can be utilized with all students in the class to work on the nature of educating and work with powerful, comprehensive learning for all (Iivari et al., 2020).

Many things are not understood about distance education (Roman & Plopeanu, 2021) despite its popularity and growth in institutions of higher education (IHEs). That is why it is important to recognize faculty and students' attitudes, perceptions, and experiences to help faculty design and prepare an online course during the pandemics Covid-19, to provide educators with recruitment information, to assist students so they can achieve meaningful and positive learning, and possibly, to establish a successful distance education program. This is studying (Vuth et al., 2007) the attitudes, perceptions, and experiences of lecturers and students about teaching and learning in a distance learning environment using a web-based course delivery both lecturers and students are from the university of economics education in Lao PDR.

Economics instruction: new development theory argues that (อินทสนธิ, 2021) learning economics and technology instruments is the key variables to advance the quality of economics instruction. There are a few exact examinations on causality between learning economics and technology instruments in developed and non-industrial nations. These studies used several approaches to investigate the readiness and perception during the pandemics Covid-19. Nonetheless, the observational consequence of learning economics and technology instruments are mixed. The majority of the discovering shows that the technology instruments stimulate the quality of learning economics. Nonetheless, some exact investigation tracks down (Vuth et al., 2007) that the relationship between learning economics and technology instruments is weak. Some scholars also argue that there is no causality running from technology instruments to economics instruction. Despite

increasing school enrollment, the percentage of enrollment is still low compared to neighboring countries in Laos. Further, the quality of education is relatively low. Therefore, economics instruction in Laos is a relevant topic for several reasons. Moreover, there is no study related to the issue (สุพิศรา รุ่งรัตน์, 2020).

Lao education is still low at all levels (Action, 2021), the promotion of education development could improve labor productivity in the economic sector. As the quality of education is low in Laos, and it faces various challenges. One of the most challenges in education development is the lack of funding, facilities, and qualified teachers and lecturers. Therefore, policymakers should invest more in education at all levels to improve education quality to promote long-term economic development. In addition, many economists have pointed out that education is an investment. As Alfred Marshall (Marshall, 2011) has said, "Education is an investment. This investment will have a high return than other investments" Adam Smith also commented (Wong, 2015) that education is an investment because it makes assets of the nation (The Wealth of Nations) can increase. After all, workers have used the skills they have learned, or is it a sought-after investment. Likewise, Benson (1978) commented that "the economic progress of country resulting from investment in human resource development, but human beings have the skills and are the ones who can produce things. Those that can come will have to come from the education system for this reason progress the economy, therefore, depends mainly on investment in education".

Online Learning with Pandemics Covid-19: The urgent measures taken by many governments (Sudarsana et al., 2019) to prevent the spread of the virus are social distancing and semi-closed city (semi-lockdown) that defines some places must be closed-open according to the specified date and time. In addition, many countries around the world including Laos have measures to close schools for the safety of students and using online teaching methods instead like Google Meet, Zoom, skype, etc. Although there is anecdotal evidence pointing to the negative effects of school closures, and evidence shows that schools are not the primary place of a transmission. But countries still choose to close schools and educational establishments and some of which have been closed for almost a year.

The current showing framework through the web organization (Picciano, 2017), otherwise called e-Learning, is extremely famous in both public and private associations instructive foundation during the episode of pandemics Covid-19 in many countries which learners can adapt anyplace, whenever There is no limit on hardware, date, time and location of study, which is by narrowing the training hole, everybody can get to rise to learn 24 hours per day on web-based educating. E-learning is a congenial development helpful for students has a decent plan accept the learners as the middle is intended to communicate with students and have a learning climate that permits all students to have the option to concentrate anyplace.

Online teaching is the students and teachers (Radha et al., 2020) are in different areas, learners can enter learning through the internet network system, which is presented in text format, still image, animation, sound, and interaction between learners and teachers. The advantages of online learning are 1). being able to choose study time as needed which the original learning system, there must be a fixed time to attend which the learner must attend to meet the deadline, but online learning can come to study anytime and anywhere; 2). wherever you are, you can study online just have a device connected to the internet, whether mobile phones, notebooks, tablets, computers, etc. 3). able to come back and review the study at a time that they do not understand; 4). cost-saving both in terms of books, travel expenses food cost

METHOD

1. Type of analyzed

This study uses a qualitative approach which is the type of research is the case study. The research was carried out from Sep to Dec 2021. The determination of this research subject (Palmer & Bolderston, 2006) with the Snowball Sampling technique and the data collection techniques with in-depth observation, interview, and documentation. The data validity techniques are used triangulation of sources and methods

2. Sources of Data

Sources of research data (Noble & Heale, 2019) include primary and secondary data. Primary data were obtained from observation, and interviews with lecturers and students at the Faculty of Economics and Business Management, National University of Laos, Laos, especially the comprehension and preparation for economics instruction (teaching-learning) during the pandemics covid-19. The number of informants who were interviewed to obtain data was economics lecturers and students.

Table 1: Informants of research

No.	Coding	Full Name	Name	Information Detail
01	Inf_1/PP	Assis. Phokam Phommavong	Prof.	Economics lecturer
02	Inf_2/AP	Dr. Phommahaxay	Anita	Economics lecturer
03	Inf_3/VT	Mr. Viengsavang Thipphavong		Economics' master student
04	Inf_4/OV	Ms. Vongvilay	Oiychai	Economics' bachelor student
05	Inf_5/VT	Ms. Thammachack	Vannisa	Economics' bachelor student
06	Inf_6/AV	Mr. Vorlabouth	Anousone	Economics' bachelor student

Source: Faculty of Economics and Business Management, National University OF Laos

In the process of analyzing the data, a researcher will study the whole result of the interview and documentation gained from any informants. Researcher interviews economics students about the preparation, process, and result of the learning. The documentation is field data in the form of photos and videos of interviews and the learning process in the classroom and campus

FINDINGS AND DISCUSSION

According to the observation and interview of the field data findings, several points answer the focus of research on economics lecturers and students at the Faculty of Economics and Business Management, National University of Laos, Laos. The perception of learning economics on technology instruments to face the covid-19, it is revealed that the economics instruction during the pandemics covid-19 explained as follows:

Instrument tools assistance: in Laos since the outbreak of pandemics Covid-19 spread in Laos, the Ministry of Education and Sport of Lao PDR was played to develop education as advance one stage before. Technology is the key point of economics instruction; the faculty play and focuses on the comprehensive of economics lecturers and learners by the schedule of training and seminars of using the information technology tools for example: register, using, the application process, etc.

The economics lecturers and learners: The faculty of Economics and Business Management has training and seminar for the lecturers to face with the new normal economics teaching and living, consequently faculty is well prepared and ready to implement our economics instruction during the outbreak of pandemics Covid-19 by practice and evaluate the quality result with target sample students as many times before launch implemented the economics lecture.

Online application: as we know online learning is very popular and implemented in many countries. In Laos, after the outbreak of pandemics Covid-19 reported, the National University of Laos as Faculty of Economics and Business Management has approved the online application such as: Zoom, Google Meet, Skype conference, etc. to support economics learning and move forward non-stop during the outbreak of epidemic.

Table 2: Perception of Informants on Online application

No.	Online Application	Using comprehensive result	Perception
01	Google Meet	90%	90%
02	Zoom	90%	95%
03	WhatsApp	100%	100%
04	Facebook Message's	95%	90%
05	Others	10%	N/A

Source: Results Interview Faculty of Economics and Business Management, National University OF Laos

Instrument tools economics (Okubo, 2020) lecturers and learners with pandemics Covid-19: the global are currently living with the modern technology, computer, smartphone, and internet networking. Most of many countries are an attempt to adopt education learning style to the good quality on the way of developing human resources. Educational technology is one point to connect on E-learning of educators and learners together.

The Information and Technology Centre under the National University of Laos (Nisa et al., 2020) has had success cooperating with partner countries on researching the efficacy of E-learning. Their eventual goal is to develop a database for education quality management at every level of learning and teaching at each faculty of NUOL. According to Prof. Dr. Hounghphet said after opening the quality education database and implementing E-learning into the university's teaching methodology that they will begin training teachers to use the software soon. To help students, this middle gives fundamental data about the utilization of innovation in web-upgraded courses. The mission is to give the college's workforce, staff, and students with assets to work with an effective web-based learning experience, he proceeded. The focal point of the E-Learning group (Chaturvedi et al., 2021) is to help with the coordination of innovation into on the web, mixture, and study hall-based courses. Administrations for the workforce and staff incorporate the educational plan, preparation, and support. The point of online correspondence is equivalent to that of face-to-face interchanges: holding; trading data; being heard and being perceived. Cultivating a feeling of the local area in online classes will make the students' learning experience more significant and it can help them stay associated during the course life. At the point when educators speak with students, regardless of

whether in a face-to-face class or an online class, they convey to offer information or have data to acquire understanding and foster connections.

Speaking with students (Bahasoan et al., 2020) in an online climate requires somewhat more idea and arranging than communicating in the customary climate in light of the fact that the online climate needs non-verbal communication. Teachers enjoy the benefit of utilizing non-verbal communication and look in an up-close and personal class to assist them with associating and make themselves clear to their students. While interfacing in an online class, educators don't enjoy the benefit of utilizing non-verbal communication to assist their students with imparting. Information on correspondence shortcomings inside online conditions can assist them with concluding how to set up ideal and fitting interchanges, and how to interface viably with their online students (Fernandes et al., 2020).

Economics lecturers and learners with pandemics Covid-19: at the first of the outbreak of pandemics Covid-19 in Laos (Phongsavath et al., 2021) which begin in the early of the year 2020, as the reported of the first case on 24 March 2020, Laos became the final country in Southeast Asia region (ASEAN) to report its confirmed case of the virus. As of 10 July 2021, Laos was accumulated with the infected cases of 2630 patients and 3 of them are dead. In Laos, lecturers and learners in the university particularly the National University of Laos have to follow the order of government as the Ministry of Education and Sports issued during the outbreak of this pandemics Covid-19. The National University of Laos held a conference in early May 2021 called the 2nd Dissemination Workshop on E-learning at the National University of Laos (NUOL) in order to increase teachers' and professors' understanding of new electronic learning (E-learning) methods.

The impact of data innovation (Adedoyin & Soykan, 2020) on human existence is colossal and its job in instruction also can't be died down. In the current situation of the Covid-19 pandemic in Laos, the commitment to data innovation has acquired force because of the conclusion of instructive foundations that raises difficulties for economics students' learning. During this isolated time, data innovation is filling in as the answer for the continuous learning measure through creative and learning the board frameworks

Educational institutions and students in Laos (National University of Laos, 2020) have across the world have acknowledged and liked the online foundation of learning. The purposes behind this adequacy are usability, learning adaptability, and a controllable climate. Nonetheless, in spite of its various benefits, there are many limits of e-learning like social isolation, face-to-face interaction among educators and understudy, network issues, and so on.

Online application for economics lecturers and learners with pandemics Covid-19: online application is implemented instead of face to face in the class because the infected patients of Covid-19 are more and more serious situation in Laos especially among April-July 2021, thousands of Covid-19 cases were reported. Therefore, the National University of Laos has to adapt to E-learning and study at home instead of face-to-face learning in the class. For a long April-July 2021, the campus of the National University of Laos was closed, the assignment and study from home via Google Meet and Zoom are required of E-learning. Even the educational technology is modern to communicate to each other, but it has some students are not understanding as cannot access online learning; these cases because of the background and condition of families; students to support for example: smartphones, internet charge, fees, and some facilitation.

Conditions of online learning (Alawamleh et al., 2020) examined comprised of implementation of learning, applications utilized during online lectures, your level of fulfillment in going to online lectures, constraints which are often found during online lectures, the material presented can be understood, how respondents feel about online lectures, and what applications are suitable for directing online lectures

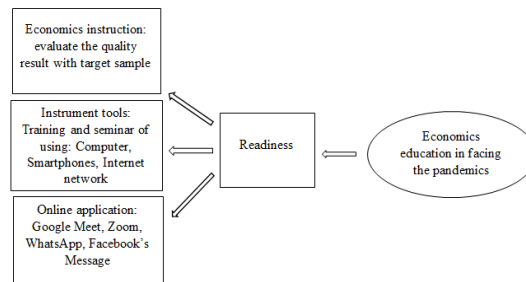


Figure 1: Flow chart of finding research
Source: Primary data processed, 2022

CONCLUSION

National University of Laos or Faculty of Economics and Business Management is readiness on the term of E-learning perception during the circumstance of pandemics Covid-19 in Laos. The normal class on the campus was interrupt (face to face) economics learning. As the findings result from the display that almost of lecturers and learners are well understand and familiar with: information technology, instrument tools, and online application. Another way, there are a few students who don't have instrument tools for support, this is because of the students' family condition, for example: internet cost, laptop, and smartphone. Some are not well understood because it is a new application for them, and online learning is the new way to study that some are not ready to join the class whether no control from the teachers. It is because the epidemics are a more serious situation in Laos and the faculty have followed the order of the Ministry of Education and Sports and the declaration from the National Operation Center for Covid-19 (NOCC) to implement E-learning class with no other choice.

In the next study, the analysis about the perception of economics instruction on technology instruments to face the Pandemics Covid-19, it has to take more time and the data collection it should be more sources support, and data information collection should have more informant for validity data at the university.

REFERENCES

- Action, A. E. T. (2021). *Report : The Covid-19 Impact On Education In Lao Pdr Aide Et Action. January.*
- Adedoyin, O. B., & Soykan, E. (2020). Covid-19 pandemic and online learning: the challenges and opportunities. *Interactive Learning Environments*, 0(0), 1–13. <https://doi.org/10.1080/10494820.2020.1813180>
- Alawamleh, M., Al-Twait, L. M., & Al-Saht, G. R. (2020). The effect of online learning on communication between instructors and students during Covid-19 pandemic. *Asian Education and Development Studies, August.* <https://doi.org/10.1108/AEDS-06-2020-0131>
- Analysis, S. (2015). *Student Learning Outcomes in Primary Education in Lao PDR Ministry of Education and Sports. September.*
- April, O., Pdr, L., May, O., & May, O. (2021). *Lao People 's Democratic Republic. March, 6–9.*
- Bahasoan, A. N., Wulan Ayuandiani, Muhammad Mukhram, & Aswar Rahmat. (2020). Effectiveness of Online Learning In Pandemic Covid-19. *International Journal of Science, Technology & Management*, 1(2), 100–106. <https://doi.org/10.46729/ijstm.v1i2.30>
- Chaturvedi, K., Vishwakarma, D. K., & Singh, N. (2021). COVID-19 and its impact on education, social life and mental health of students: A survey. *Children and Youth Services Review*, 121(December 2020), 105866. <https://doi.org/10.1016/j.childyouth.2020.105866>
- Disease, C., & Report, S. (2021). *Lao PDR Situation Summary Lao PDR. 2019(April), 1–10.*
- Education, M. O. F. (2021). *Lao Pdr Education Covid-19 Response Plan. May.*

- Facilities, G. H., & International, P. (2020). Lao PDR. *Trade Impacts of LDC Graduation, 2019*(November), 39–46. <https://doi.org/10.30875/3a0602a9-en>
- Fernandes, B., Biswas, U. N., Tan-mansukhani, R., Vallejo, A., & Essau, C. A. (2020). *The impact of COVID-19 lockdown on internet use and escapism in adolescents*. 7, 59–65. <https://doi.org/10.21134/rpcna.2020.mon.2056>
- Grantz, K. H., Meredith, H. R., Cummings, D. A. T., Metcalf, C. J. E., Grenfell, B. T., Giles, J. R., Mehta, S., Solomon, S., Labrique, A., Kishore, N., Buckee, C. O., & Wesolowski, A. (2020). of COVID-19 pandemic epidemiology. *Nature Communications*, 1–8. <https://doi.org/10.1038/s41467-020-18190-5>
- Head, S. V., & Education, H. (2020). *The Impact on Higher Education in Lao PDR During the Covid-19 Pandemic*.
- Iivari, N., Sharma, S., & Ventä-olkkonen, L. (2020). International Journal of Information Management Digital transformation of everyday life – How COVID-19 pandemic transformed the basic education of the young generation and why information management research should care? *International Journal of Information Management*, 55(June), 102183. <https://doi.org/10.1016/j.ijinfomgt.2020.102183>
- Khan, M. A., Vivek, Nabi, M. K., Khojah, M., & Tahir, M. (2021). Students' perception towards e-learning during covid-19 pandemic in India: An empirical study. *Sustainability (Switzerland)*, 13(1), 1–14. <https://doi.org/10.3390/su13010057>
- Kuhn, C., Zlatkin-Troitschanskaia, O., Brückner, S., & Saas, H. (2018). A new video-based tool to enhance teaching economics. *International Review of Economics Education*, 27(January), 24–33. <https://doi.org/10.1016/j.iree.2018.01.007>
- Marshall, L. (2011). The Principles of Economics from the Online Library of Liberty. *Library*, 1936, 1–15.
- Muthuprasad, T., Aiswarya, S., Aditya, K. S., & Jha, G. K. (2021). Students' perception and preference for online education in India during COVID -19 pandemic. *Social Sciences & Humanities Open*, 3(1), 100101. <https://doi.org/10.1016/j.ssaho.2020.100101>
- National University of Laos, N. (2020). *National University guideline*.
- Nisa, A. C., Rhasintya, M., & Pangestu, Z. A. (2020). *Analysis of Lao PDR 's Policy The Successful Policy of Lao PDR 's Policy on Responding COVID-19 Universitas Sebelas Maret Article Information*. 107–116.
- Noble, H., & Heale, R. (2019). Triangulation in research, with examples. *Evidence-Based Nursing*, 22(3), 67–68. <https://doi.org/10.1136/ebnurs-2019-103145>
- Okubo, N. (2020). *The computer comeback PCs surge due to COVID-19*.
- Palmer, C., & Bolderston, A. (2006). A Brief Introduction to Qualitative Research. *Canadian Journal of Medical Radiation Technology*, 37(1), 16–19. [https://doi.org/10.1016/s0820-5930\(09\)60112-2](https://doi.org/10.1016/s0820-5930(09)60112-2)
- Phongsavath, P., Hermawan, A., & Mukhlis, I. (2021). *The Fact Of Learning Economics At National University Of Laos*. 24(2), 155–161.
- Picciano, A. G. (2017). Theories and frameworks for online education: Seeking an integrated model. *Online Learning Journal*, 21(3), 166–190. <https://doi.org/10.24059/olj.v21i3.1225>
- Radha, R., Mahalakshmi, K., Kumar, V. S., & Saravanakumar, A. R. (2020). E-Learning during Lockdown of Covid-19 Pandemic: A Global Perspective. *International Journal of Control and Automation*, 13(4), 1088–1099.
- Roman, M., & Plopeanu, A. P. (2021). The effectiveness of the emergency eLearning during COVID-19 pandemic. The case of higher education in economics in Romania. *International Review of Economics Education*, 37(54), 100218. <https://doi.org/10.1016/j.iree.2021.100218>
- Sudarsana, I. K., Nakayanti, A. R., Saptia, A., Haimah, Satria, E., Saddhono, K., Achmad Daengs, G. S., Putut, E., Helda, T., & Mursalin, M. (2019). Technology Application in Education and Learning Process. *Journal of Physics: Conference Series*, 1363(1). <https://doi.org/10.1088/1742-6596/1363/1/012061>
- Union, E. (2020). *COVID-19 Risks and Vulnerabilities in Lao PDR*.
- Vuth, D., Than, C. C., Phanousith, S., Phissamay, P., & Tai, T. T. (2007). Distance education policy and
-

public awareness in Cambodia, Laos, and Viet Nam. *Distance Education*, 28(2), 163–177.
<https://doi.org/10.1080/01587910701439225>

Wong, S. (2015). the Wealth of Nations. *London Business School Review*, 26(3), 46–49.
<https://doi.org/10.1111/2057-1615.12058>

สุพัตรา รุ่งรัตน์. (2020). ผลกระทบทางเศรษฐกิจ และสังคมจากสถานการณ์ ้ โคว ี ด-19 ของประชาชนในเขตเทศบาลเม ็ องยะลา จ ังหว ัดยะลา *Impacts of Economic and Social Matters from the COVID -19 Pandemic among the People in Yala City Municipality.*

อินทสนธ, ส. (2021). โควิด - 19 : กัับการเรียนการสอนออนไลน์ กรณีศึกษา รายวิชาการเขียนโปรแกรมเว็บ. *วารสารวิทยาการจัดการปริทัศน์*, 22(2), 203–214.