The role of the educational platform "My School Platform" and its impact on stimulating self-learning and academic excellence of the students at middle and high night schools

Abdulrazak Mohammed Alqoot

College of Education; Imam Abdulrahman Bin Faisal University
(P. O. Box 1982, Dammam, 31441, Saudi Arabia), amalqoot@iau.edu.sa

Abstract:

The current study aimed to identify the impact and role of the educational platform "My School Platform" in stimulating self-learning and academic excellence among students in night schools for the intermediate and secondary stages in Dammam and western Riyadh, where the number of the sample reached (537) students for the second semester of the academic year 2020/2021. The descriptive approach was used and the study tool was applied after verifying the validity and reliability. The results concluded that there is an impact and a role for the educational platform in stimulating self-learning and academic excellence with an arithmetic average of (4.38) that falls within the "strongly agree" response according to the responses of the study sample. The results also showed that there were statistically significant differences for the secondary educational stage variable in motivating self-learning and academic excellence, and there were statistically significant differences for the technical experience variable in dealing with the educational platform "My School Platform" in stimulating self-learning and academic excellence in favor of learners who have high experience in Technical skills. The results showed that there were no statistically significant differences due to the success rate in the first semester in stimulating self-learning and academic excellence. The study recommended the necessity of continuing to use the educational platform "My School Platform: for all educational levels.

Keywords: educational platforms, my school platform, self-learning, academic excellence, adult learners

Introduction:

Most of the educational systems have witnessed great challenges to face the impacts of the Corona pandemic (Covid 19) on the continuity of the study during the 2019/2020 academic year to ensure the delivery of knowledge to all segments and categories of learners.

In the Kingdom of Saudi Arabia, the Ministry of Education decided to continue teaching and learning through electronic educational platforms. Where an educational platform called "My School Platform" was created, which is an e-learning management system that contains many tools that support teaching and learning processes for the purpose of achieving educational goals (https://backtoschool.sa/home/about), and directed to all stages and categories of the educational process. The platform started working in the first week of the beginning of the academic year on August 29, 2020. Among those groups that benefited from the educational platform "My School Platform" is the category of middle and secondary night school students who were able to complete the education process, benefiting from what the platform contains of tools and knowledge resources that suit their needs and support the achievement of their learning goals using the self-learning strategy, which is a key factor to benefit One of the educational platforms and the correlation between them. In confirmation of this, the results of the study of Saienko & Lavrysh (2020) indicated that technologies are a powerful and effective tool for developing the skill of self-learning. Self-learning as indicated by Saienko & Lavrysh (2020) contributes to giving learners

opportunities to learn based on their educational needs and interests, which leads to stimulate learning and innovation. It can also be considered a strategy that enables learners to take responsibility for their own learning process. It also includes strategies for learning needs, defining its objectives, and evaluating e-learning outcomes. Therefore, self-learning contributes to creating a creative and motivating environment for the learner.

The category of students enrolled in middle and secondary night schools is considered adult learners who have educational characteristics that differ from students registered in day schools. Among those characteristics is the subject of motivation for self-learning and the desire to achieve personal goals for the purpose of self-realization by acquiring new knowledge and trying to excel in academic achievement because of its positive impacts that support them in practical life. Malcom Knowles (1973) in (Al-Washahi, 2015) sees that Adult learners have autonomy and can direct their personal learning, and that there are internal motives that push them to the process of self-learning related to job satisfaction and self-esteem. As (Al-Washahi, 2015) indicates that most theories that talk about the characteristics of adult education fall within maturity, self-direction, independence and great experiences, and they have clear goals for learning. The increase in students' motivation to learn comes from an internal source rather than external factors. As mentioned by (Knowles, Holton, & Swanson, 2015) in the study of Al-Juhani (2021) that adult learners prefer self-learning. Self-organized learning and motives affect the learner's performance as they are factors of his educational success, and research and studies have shown the important role of self-organized learning in making the learner more integrated and accomplishing learning activities in e-learning homes (Al-Juhani, 2017). It also - educational platforms - depends on the philosophy of self-learning, which is one of the modern educational trends, which expresses the extent of interest in the learner because he is the focus of the educational process.

(Alqoot, 2021) indicates that educational platforms have the ability to provide electronic content to students in an interesting and effective manner with the possibility of learning at any time with the presence of multiple types of assessment, according to scientific studies. Al-Juhani (2021) indicates that self-learning is one of the modern methods of education and is based on the basis that the learner takes the initiative to obtain knowledge through planning. Also, self-education is an indicator of success when the individual learns through distance education. Self-education also requires a high self-control of the learner in order to achieve success in distance learning environments and for the continuation of lifelong learning.

It is noticeable that when switching to education through educational platforms at all educational and training stages in light of the (Covid 19) crisis, interest increased directly or indirectly with the subject of self-learning, as it became the best way to obtain knowledge, based on learning goals and requirements, as well as the readiness and age stage of the individual The greater the awareness of the importance of learning with the presence of guidance and internal control of the individual, this was an indicator of the success of the learning process through educational platforms. In light of this, Ben Belkacem, (2018) indicates that studies have shown that individuals who learn through self-learning programs have more enthusiasm and interest in learning and are efficient in learning style compared to individuals who learn through traditional group education programs.

Electronic educational platforms are a qualitative move in educational development and an attractive environment for learners in general. Educational platforms work to increase interaction between content and learners and between learners themselves within a framework of electronic social learning, which contributes to the exchange and sharing of knowledge and the transfer of new experiences, as well as can be considered - platforms Educational - an incentive to increase learning because of its attractive and interesting features, as the employment of electronic educational platforms contributed to the development of learning processes and educational environments, but rather became an environment for innovation and educational excellence. Yanhong, S (2018) indicates that educational platforms are an effective tool in teaching and learning in the modern era because of their advantages in terms of providing knowledge content to beneficiaries at the lowest cost.

The problem of the study:

Al Raba'a, (2020) indicates that the sudden shift from traditional education to distance education raised doubts among those interested in educational affairs about the effectiveness of the continuation of the education process due to the lack of direct supervision by the teacher, as well as the extent of the possibility of self-learning for students.

And in light of the continuation of teaching and learning processes through the educational platform "My School Platform" after the end of the first semester of the academic year 2020/2021 AD, the researcher wanted to know the impact of the educational platform on stimulating self-learning and academic excellence among night school students in the middle and secondary schools, and whether there is an impact Positive or negative on self-learning and their academic superiority through their interaction with the educational platform and the relationship of that impact to some variables such as the success rate in the first semester and experience in dealing with the educational platform "My School Platform". The questions crystallized for the researcher through the discussion of many teachers who work in middle and high school night schools, on the one hand, and on the other side, to ascertain the extent to which the results of previous studies that were reviewed about the positive or negative effectiveness and obstacles to the use of educational platforms in stimulating self-learning and academic excellence, which will be He mentioned it later, including for example, but not limited to, what the results of the study Najmuddin, (2021) showed that the educational platform (My School Platform) is effective in teaching and learning according to the responses of the study sample, and that one of its advantages is the development of self-learning, and the results of the study of Sumarni et al (2020) that e-learning increases the effectiveness of learning by 85.5%

In light of this, the problem of the study is determined in identifying "the impact and role of the educational platform (My School Platform) on stimulating self-learning and academic excellence among night school students in the intermediate and secondary levels."

Questions of the study:

The study questions are determined as follows:

Q1: What is the impact of using the educational platform "My School Platform" in stimulating self-learning among middle and secondary night school students?

Q2: What is the impact of using the educational platform "My School Platform" in stimulating academic excellence among middle and high school night school students?

Q3: Are there statistically significant differences between the responses of the study members about the role of the educational platform "My School Platform" in stimulating self-learning and academic excellence according to the variables:

A. Educational stage: (intermediate, secondary)

B. Experience / technical skill in dealing with the platform: (large, medium, weak)

C. The success rate in the first semester: (50 - 59) / (60 - 69) / (70 - 79) / (80 - 89) / (90 - 100)

The aims of the study:

1- Recognizing the role of the educational platform in stimulating self-learning.

2- Recognizing the role of the educational platform in stimulating academic excellence.

3- To make recommendations about the development of distance learning by employing the educational platform.

The importance of the study:

Educational platforms are a developmental stage for employing e-learning tools to improve and sustain education and training processes. In light of this, the importance of the research stems from the following:

1- The idea of discussing the role of the educational platform (My School Platform) in stimulating self-learning and academic excellence is important because of the importance of knowing the effectiveness of the platform for the purpose of development that leads to promoting the optimal use of the educational platform.

2- What the results of the current research might yield from identifying more about the educational needs of learners in night schools.

3- The current research is consistent with the interest of the Ministry of Education in the Kingdom of Saudi Arabia regarding the continuation of the distance education strategy in all educational and training stages and considering distance education as a strategic option.

The limits of the study:

Objective limits: The current study was limited to studying the impact and role of the educational platform "My School Platform" in stimulating self-learning and academic excellence for students in middle and high school night schools.

Human limits: This study was limited to middle and high school night school students.

Spatial limits: The study was applied to night, middle, and secondary schools in Dammam and western Riyadh

Time limits: The current study was applied after the exams of the second semester of the academic year 2020/2021

Terms of the study:

The educational platform: an electronic, participatory, interactive, and distance learning environment that contributes to the knowledge building of the beneficiaries and facilitates access to information, and includes many supportive services for learners while containing many of the advantages of the traditional educational environment. And achieve the objectives of the education policy in the Kingdom of Saudi Arabia.

My school platform: It is an educational platform established by the Ministry of Education in the Kingdom of Saudi Arabia for the purpose of continuing the education process for the educational stages and the target groups of the teaching and learning process to face the impacts of the Corona pandemic. It is also an e-learning management system that includes many tools that support distance learning and education processes for the purpose of achieving

educational goals for all educational levels. https://backtoschool.sa/home/about

Self-learning: It means that the individual's planned personal educational activities for the purpose of completing his distance learning process through the educational platform compatible with his educational stage and learning characteristics.

Academic Excellence: According to the objectives of the current study and the standards of the Ministry of Education, the student is considered to be academically superior if he obtains a grade and a percentage of 90% or more in the exams of courses at the end of the second semester of the academic year 2020/2021.

Night school students for the intermediate and secondary stages: They are the students registered in the middle and secondary levels in night schools for the academic year 2020/2021 AD, in the city of Dammam and west of Riyadh. The conditions for registration in night schools for the intermediate and secondary stages apply to them, and their educational characteristics differ from those of day school students and they learn through the educational platform of "My school platform".

Theoretical literature and previous studies:

Educational platform:

Educational platforms are among the modern educational practices that have brought about a change in the concept of the process of teaching and learning, especially during the process of transition from traditional education to remote emergency learning in light of the impacts of the Corona pandemic. There are many definitions of educational platforms, which in essence agree that e-learning and its tools are the basis for the work of educational platforms. Among the definitions is what was mentioned by Alzboun et al. (2020) that electronic educational platforms are virtual communities that provide services to users that help them exchange information among themselves and that the individual is the basis in the process of benefiting from these virtual environments.

Electronic educational platforms are a qualitative leap in educational development and an attractive environment for learners in general.

They work to increase interaction between the content and the learner and between the learners themselves within a framework of electronic social learning, which contributes to the exchange and sharing of knowledge and the transfer of new experiences, as well as it can be considered - educational platforms - an incentive To increase learning because of its attractive and interesting features. Educational platforms have a number of advantages, as mentioned by Abu Musa (2018, 13) in (Al-Ansari, 2021), including: permanent and continuous updating of educational content, and generalization of access to knowledge through diversifying and enriching sources with different digital forms and multimedia that work on the presence of interaction between The learner, the teacher and his colleagues.

Among the characteristics of educational platforms are what I mentioned (Al-Ansari, 2021, 39), including: teaching that the learner exercises with a degree of self-direction, and that takes place without direct encounters between the teacher and the learner, and that breaks down the barriers of age, and is suitable for the learner by urging him to choose the appropriate time and place for him and his own way of learning. And achieve freedom of learning for the individual and how, when and where to learn. The learner supports himself by himself, and the educational platform is suitable for the needs and aspirations of individuals.

Self- learning:

Self-learning is seen as learning in which the learner bears the primary responsibility for planning, implementing and evaluating the learning process so that the learner is searching for information in order to reach knowledge in accordance with the pre-planned goals (Al-Juhani, 2021). Self-learning is one of the modern educational trends that support the needs of the learner, and the essence of self-learning is compatible with the requirements of modern education, which requires strengthening self-education skills and employing them in knowledge building, personal development, achieving personal desires to reach self-satisfaction and enhance personal status. Also, self-education has internal and external factors that affect the level of learning and the achievement of the goal, where the internal factors are preparedness, desire and ability. As for the external factors, there are many,

including the educational environment, the level of technical means and media, personal skills, the quality of educational design, and the level of educational support that the learner receives from the educational and training institution.

The success of self-learning is related to the individual's motivation to complete learning. Almobeeriek (2021) defined the motivation to learn as the driving force for the learner to perform his academic and educational work with enthusiasm and a greater desire to implement educational tasks. There are a number of self-learning skills that require availability in the learner, including: personal skills such as the skill of taking responsibility, the skill of problem solving and the skill of objective self-evaluation. There are also cognitive skills such as the skill of selecting the required information, choosing the method of learning and observation. There are also technological skills, such as the skill of dealing with digital information, electronic communication, and the skill of searching the Internet (Almoeather, 2018).

Self-learning has multiple characteristics, including what was mentioned by et al. Alzboun (2020), the learner absorbs the educational material, and through self-education, the learner can overcome the problems he faces. Also, self-education takes into account individual differences between learners, and self-education motivates learners by searching for information. Fleet (2015) indicates that adult learners are more able to use and employ their stored experiences. These experiences become the core of the process of self-learning, which requires a person to have knowledge of how to teach himself, how to think for himself, how to develop himself and solve his problems independently, how to analyze, compare, evaluate, decide, plan and implement independently, and how to choose his lifestyle in the future.

There are a number of personal characteristics of the self-learner, including what was mentioned by Al-Rashidi (2020), where the self-learner must be able to distinguish between educational tasks in terms of starting timing. As well as choosing the goals to be achieved and the means and means by which the goal can be achieved. The learner must also be self-confident and have many rich sources of knowledge.

The educational platform and stimulating self-learning and academic excellence:

Learning through the electronic educational platform is based on self-learning, which is linked to a number of learning theories, including the theory of constructivism and the theory of learner-centered learning, as the learner is the center of the educational process by creating an active and effective learning environment.

The presence of high positive motives for self-learning through educational platforms indicates the existence of internal control of the learner to rely on himself in the process of building knowledge and personal education and proof of enhancing personal abilities for learning to reach academic excellence, as the student, regardless of his academic stage or chronological age, obtains degrees High as a factor of personal satisfaction as well as a positive attitude towards learning methods and thus obtaining academic excellence. In self-learning, the learner employs all his skills and abilities to learn, when he has a motive and desire, which contributes to his acquisition of new knowledge and educational excellence. Accordingly (Al-Juhani, 2021) indicates that the studies considered that the self-concept of the learner through distance learning is a major indicator of success and achieves the desired results, and that learners who have high self-control are more successful in the distance learning environment.

The relationship between the educational platform and self-education is clear on the skills and strategies that the learner possesses that support the knowledge-building process through the educational platform, including what was mentioned (Alqatawneh, 2020) represented in cognitive strategies, meta-knowledge strategies, and strategies for managing learning resources. Al-Juhani (2017) indicated that research and studies showed the important role of self-organized learning in making the learner more involved and accomplishing learning activities in e-learning homes. The relationship between the learning platform, self-learning and academic excellence can be summarized in the following points:

• An educational platform designed to suit the characteristics of learners and support their educational needs.

• Positive self-learning for the learner who possesses high strategies and skills for self-learning.

• Compatibility between the advantages of the educational platform and the strength of positive self-motivation leads to academic excellence.

Related Studies:

In a context related to the subject of the current study, the researcher found a number of related studies. Including the study (Najm Al-Din, 2021), where she conducted a study on the reality of the use of the educational platform (Madrasati platform) by female social studies course teachers in the Kingdom of Saudi Arabia. One of its advantages is the development of self-learning. The study (Al-Ansari, 2021) also showed positive attitudes of students towards electronic educational platforms, with a general average of (2.32). Al-Juhani study (2021) concluded that the level of self-learning and distance education among university students was at a high degree, and that there was a positive, statistically significant relationship between self-learning and distance education during the Corona pandemic, and Al-Zubi et al (2021) study showed that there is A statistically significant impact of the use of inverted e-learning in the self-efficacy of learning for university students on the dimensions of self-planning, guidance, self-control and self-evaluation.

The results of the study Sumarni et al (2020) also found that e-learning increases the effectiveness of learning by 85.5%. The results of the study of Saienko & Lavrysh (2020) indicated that the techniques are a powerful and effective tool for developing self-learning skills, and the results of the fourth study (2020) found that there is a positive statistical relationship between self-learning and distance education. Ferri et al (2020) study showed that one of the challenges of distance learning and education in emergency situations during the Corona pandemic is the learners' lack of digital skills, the lack of structured content, as well as the learners' lack of interaction and lack of motivation during their distance learning. The study of Alzboun et al (2020) showed that university students' perceptions about the advantages of the electronic educational platform were high, and that the platform's

obstacles were of a medium degree, and that the effectiveness of the educational platform in developing self-learning skills was at a high degree. Al-Rashidi's study (2020) found that there is a statistically significant impact in improving self-learning skills when using e-learning in teaching university students. Al-Omari (2019) also conducted a study to find out the impact of the educational platform Edomdo on the development of self-organized learning and academic achievement of female students at the university and what their attitudes towards the educational platform are. And the study (Quality, 2019) concluded that the use of the educational platform Edmodo has a teaching effectiveness and the development of innovative cognitive and emotional capabilities and achievement of college students.

The study of (Almoeather, 2018) showed the effectiveness of the two open learning environments (MOOCs) in developing the motivation towards self-learning among female students of the College of Education, and the study (Olivier, 2016) entitled me, showed the impact of direct communication and electronic discussion forums on the academic performance of students of open distance learning, One of its most prominent results was that the students who participated in the electronic discussion forum performed significantly better in the forum.

And previous studies have been benefited from in addressing the topic of research and building the research tool, and most of the studies agreed with the current study in terms of the research method used and differed with the current study in terms of the lack of a study concerned with self-learning and academic excellence. It will

also be used to compare the results with the results of the current study.

Method and procedure:

•   **Research Methodology:**

The current research used the descriptive approach in order to determine the information related to the research problem, which is not limited to describing the phenomenon and collecting data only, but also includes organizing data, interpretation, analysis, comparison and reaching accurate scientific results about the nature of the studied phenomenon and appropriate solutions to it.

• Research community and sample:

The study population consisted of students in the intermediate and secondary stages in night schools in Dammam and western Riyadh for the academic year 2020/2021 for the second semester, and their number is 3425, as the number of students enrolled in the intermediate stage is 1243 representing a percentage of (36.3%), and for the secondary stage there are 2182 students representing a percentage of (63.7%) of the total population of the study.

The research tool distributed the questionnaire to the whole study community using electronic means, where (554) respondents answered it. After examining these questionnaires, (17) responses that were not completed correctly were excluded. Thus, the final sample of the study reached (537) students, constituting 15.67% of the total population of the study. Table (1) shows the proportion of the study sample from the total population.

Table (1): The proportion of the study sample from the total population

Study Level	total community	Study Sample	
	Total Nu.	Nu.	percentage
Middle School	1243	333	62%
High school	2182	204	38 %
Total	3425	**537**	**100%**

The distribution of the sample according to the study variables was as shown in the following table (2):

Table (2); Distribution of the study sample according to its variables

study variable		Nu.	percentage
Experience / technical skill in dealing with the platform	big	276	51.4%
	medium	189	35.2%
	weak	42	7.8%
	Nothing	30	5.6%
	Total	**537**	**100%**
Success rate in the first semester	(59 – 50)	32	6.0%
	(69 – 60)	44	8.2%
	(79 – 70)	61	11.4%
	(89 – 80)	122	22.7%
	(100 – 90)	278	51.8%
	Total	**537**	**100%**

• **Study instrument:**

The achievement of the objectives of the current study required the preparation of: a questionnaire to survey the views of the study sample on: "The impact and role of the educational platform "My School Platform" on stimulating self-learning and stimulating academic excellence among students in night schools in the middle and secondary schools."

Where the dimensions of the questionnaire were determined through: reviewing the frameworks, theoretical trends, and various definitions in the field of study, and benefiting from a set of previous studies and the measures and tools that were used in them. In light of the previous procedures, and in light of the objectives of the research, the dimensions of the questionnaire were determined in two main axes, which included (27) phrases, and were divided into two axes: It contains 14 phrases; While the second axis explores the views of the learners on the "impact of the educational platform "My School Platform" on stimulating academic excellence, and includes a number of 13 phrases. The questionnaire's vocabulary was formulated so that the language of the phrases should be clear and easy to understand, and that the phrases are diverse and comprehensive for the dimension under which they fall And that the number of phrases is equal in each of the axes of the questionnaire.

The researcher used the five-step scaled method, according to Likert scale; to measure the degree of approval of the tool's statements, they would be: Strongly Agree (5), Agree (4), Somewhat Agree (3), Disagree (2), and Strongly Disagree (1).

In order to verify the validity of the questionnaire, the researcher presented its statements in its initial form coupled with the procedural definition of the study's terms to a group of experts, in order to ensure its validity, and to judge its statements in terms of: the extent of clarity and suitability of the questionnaire's instructions, the appropriateness of the linguistic formulation for each of the questionnaire's phrases, and the extent of the questionnaire's validity. The affiliation of each of the questionnaire's phrases to the dimension under which it was included, and the proposal to delete a phrase, reformulate it or add new phrases, and the validity of the questionnaire to achieve the goal.

The researcher also verified the internal validity of the questionnaire - the internal homogeneity - by calculating the matrix of correlation coefficients between the degrees of its statements and the total degree of the dimension under which the statement falls, and the total degree of the axis statement as a whole. The values of the correlation coefficients ranged between (0.177 - 0.798), and all of them are significant values at the levels (0.05) and (0.01).

Also, the stability of the resolution was calculated using Cronbach's Alpha coefficient, and its value was 0.971, which is a high value which indicates a high stability of the resolution, and hence its validity in achieving the goal of the current study.

Statistical methods:

To analyze the research data and information, the researcher used the appropriate statistical methods for the study, including: frequencies and percentage to describe the study population and the sample, and analyze their responses to the questionnaire statements; the arithmetic mean and standard deviation to know the students' responses; and Pearson correlation coefficient to measure the validity of the internal consistency of the questionnaire; And the Cronbach's Alpha coefficient to calculate the stability of the Cronbach's Alpha resolution, the T-Test to find the significance of the differences for the responses of the study sample according to its variables, as well as the One Way ANOVA to find the significance of the differences for the responses of the study sample according to its variables, and the Scheffe test to conduct Multiple comparisons of arithmetic averages.

Discussing results

First: With regard to the answer to the first question: which measures the impact of using the educational platform "My School Platform" in stimulating self-learning among students in night schools for the intermediate and secondary stages.

The arithmetic means, and standard deviations, of the responses of the study sample students were calculated on the study tool, and the results are shown in the following table (3) and Figure (1):

Table (3): Arithmetic means and standard deviations of the responses of the study sample about the impact of using the educational platform "My School Platform" in stimulating self-learning

Level of agreement	Std. Deviation	Mean	Statement
Strongly Agree	0.68	4.45	1. The educational platform contributed to the organization of my study process in a positive way
Strongly Agree	0.76	4.31	2. I was able to assimilate the vocabulary of the study subjects through the educational platform
Strongly Agree	0.88	4.28	3. I was able to actively participate during the class through the educational platform
Strongly Agree	0.72	4.39	4. The educational platform contributed to organizing and developing my study method for the better
Strongly Agree	0.76	4.39	5. In general, the educational platform supported my self-learning
Strongly Agree	0.75	4.42	6. The platform enabled me to think better about analyzing course content and solving problems

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Strongly Agree	0.80	4.36	7. The design and appearance of the platform motivate me more for self-learning
Strongly Agree	0.81	4.30	8. The rich sources available on the platform contributed to the development of my scientific and practical knowledge
Strongly Agree	0.74	4.39	9. The educational platform boosted my self-confidence and self-development
Strongly Agree	0.73	4.37	10. The platform enhanced the freedom of my learning and study
Strongly Agree	0.75	4.35	11. The platform enhanced self-regulatory skills for study and learning
Strongly Agree	0.67	4.45	12. The educational platform enabled me to plan and manage my time for self-learning
Strongly Agree	0.74	4.43	13. Through the educational platform, I was able to assess and track my academic level
Strongly Agree	0.77	4.37	14. The platform motivated me to search for enriching sources of knowledge related to my studies
Strongly Agree	0.60	4.38	**overall mean**
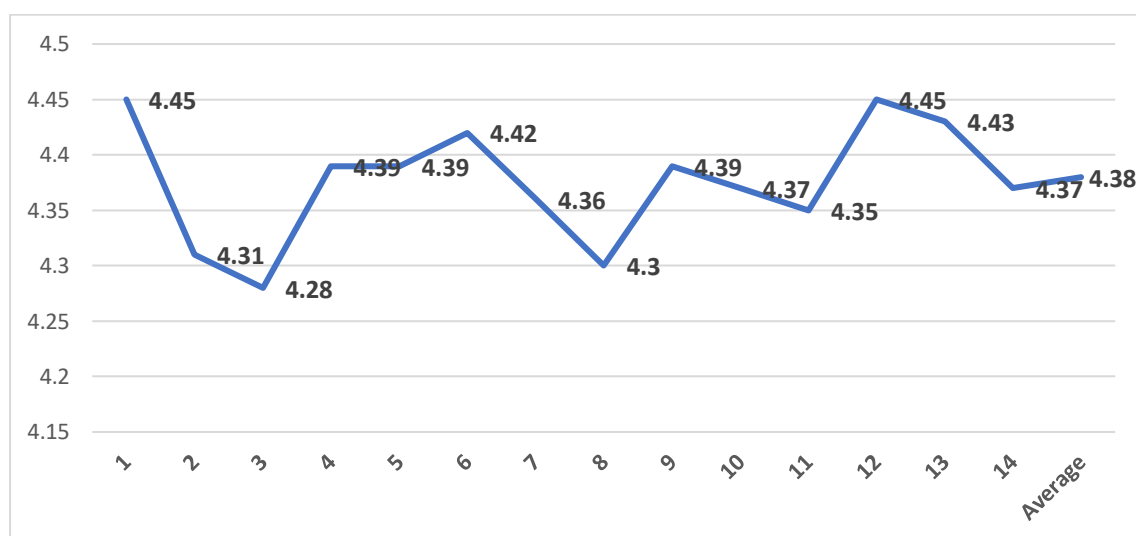
Figure (1): The impact of using the educational platform "My School Platform" in stimulating self-learning

The results presented in Table (1) and Figure (3) revealed that all responses of the study sample about the impact of using the educational platform "My School Platform" in stimulating self-learning from the point of view of the study sample were in the response range strongly agree. The general mean was 4.38 with a standard deviation of 0.60, and this result can be explained in the light of the advantages of this educational platform that push the learner to continue in his knowledge-building process. (Alqoot, 2021) indicated that educational platforms have the ability to present electronic content to students in an interesting and effective

manner, with the possibility of learning at any time and the presence of multiple types of assessment, according to scientific studies. The high learning motivation in this study can also be explained in the light of "Kelleer's ARCS of Motivational Design" model, which explains motivation as it consists of four components: attention, appropriateness, trust and satisfaction (Al-Otaibi, 2012). As these four components explain motivation in terms of the existence of its requirements in e-learning environments that the learner benefits from. These results can be explained in the light of self-efficacy, which is one of the foundations of self-learning and is also one of the concepts of social cognitive theory, where this concept refers to the individual's beliefs about his ability to complete a job, whether positively or negatively, as it is an important factor for educational and academic success Al-Zubi et al (2021). The result can also be explained in light of the implications of the Connectivism Theory, which is one of the modern theories presented by "George Simmons and Stephen Downs" in (2005), where he defines it as a learning theory in the digital age and is more suitable for application in electronic learning environments. Through the application of its principles, the learner can learn, share learners, cooperate with them, and learn continuously in an e-learning environment. Studies have indicated that individuals who learn through self-learning programs have more enthusiasm and interest in learning and are efficient in learning style compared to individuals who learn through traditional group education programs (Ben Belkacem, 2018)

This result is consistent with the findings of the study (Najmuddin, 2021), where one of the advantages of the educational platform (My School Platform) is the development of self-learning. The result also agrees with the results of Al-Juhani study (2021), which concluded that the level of self-learning and distance education among university students was at a high degree, and that there is a positive, statistically significant relationship between self-learning and distance education. The result can also be justified in the light of a positive trend. From the learners towards the educational platform, according to the findings of the study (Al-Ansari, 2021) with the presence of positive attitudes of students towards electronic educational platforms

Second: With regard to the answer to the second question, that measures the impact of using the educational platform "My School Platform" in stimulating academic excellence for students in night schools for the intermediate and secondary stages.

The arithmetic means, and standard deviations, of the responses of the study sample students were calculated on the study tool, and the results are shown in the following table (4) and Figure (2):

Table (4): Arithmetic averages and standard deviations of the responses of the study sample on the impact of using the educational platform "My School" in stimulating academic excellence

Level of agreement	Std. Deviation	Mean	Statement
Strongly Agree	0.85	4.33	1. I find that there is an improvement in my academic level after using the educational platform
Strongly Agree	0.85	4.39	2. The results of my studies during the first semester were better after using the educational platform
Strongly Agree	0.70	4.47	3. The educational platform enhanced my sense of academic excellence

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Strongly Agree	0.70	4.49	4. I could get better grades after using the educational platform
Strongly Agree	0.74	4.42	5. The platform's design and ease of use The platform pushed me to academic excellence
Strongly Agree	0.72	4.41	6. The platform contains more than one educational resource that helped me excel and excel in school
Strongly Agree	0.75	4.44	7. The diversity of assessment methods across the platform helped me improve my academic level and success rate
Strongly Agree	0.75	4.48	8. Designing electronic tests via the platform helped me excel in school
Strongly Agree	0.84	4.42	9. The educational platform enabled me to overcome some of the learning difficulties I encountered at school
Strongly Agree	0.81	4.37	10. I became academically distinguished in all my courses thanks to the use of the educational platform
Strongly Agree	0.89	4.34	11. I hope to continue learning through the educational platform because of the improvement in my academic level
Strongly Agree	1.14	3.95	12. Many technical problems and technical malfunctions of the educational platform affect my academic achievement
Strongly Agree	0.81	4.40	13. Diversity of teaching methods and explanation through the educational platform helped me to excel in school
Strongly Agree	0.65	4.38	**overall Mean**
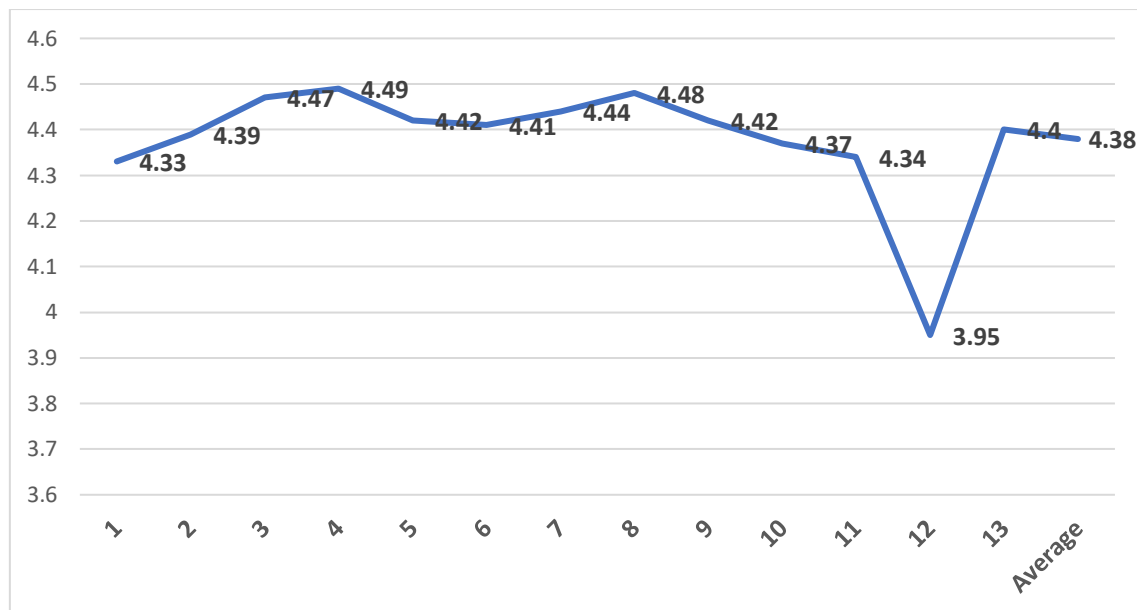
Figure (2): The impact of using the educational platform "My School Platform" in stimulating academic excellence

The results presented in Table (4) and Figure (2) above revealed that all responses of the study sample about the impact of using the educational platform "My School Platform" in stimulating academic excellence from the study sample's point of view were in the response range that was strongly in agreement, where the general mean was 4.38 with a standard deviation Capacity 0.65. The researcher believes that this result is justified and logical, given that there is a high motivation for self-learning due to the educational platform, there will be an impact to stimulate academic excellence, because a high motivation for self-learning cannot be associated with a decrease in academic excellence. Accordingly (Al-Juhani, 2021) indicates that self-organized learning and motivation affect the learner's performance and are also among the factors of his educational success. This result is consistent with the results of the study (quality, 2019), which showed that the use of the educational platform is effectivein teaching and developing innovative cognitive and emotional capabilities and achievement.

Third: With regard to the answer to the third question: which searches for the existence of statistically significant differences between the responses of the study members about the role

of the educational platform "My School Platform" in stimulating self-learning,

It stimulated academic excellence according to the variables: the educational stage, technical experience in dealing with the platform, and the success rate in the first semester.

The researcher used one way ANOVA,

And the T-test to show the significance of the differences in the answers of the study sample individuals on the study axes, which are due to the following variables:

1. Educational stage: (intermediate, secondary)

2. Technical experience in dealing with the platform: (high, medium, weak, none)

3. The success rate in the first semester: (50 - 59), (60 - 69), (70 - 79), (80 - 89), (90 - 100).

(1) The impact of the educational stage variable.

Table (5) shows the statistical description of the responses of the study sample, and the significance of the differences between the responses using the T- Test, as follows:

Table (5): Arithmetic mean, standard deviation, the value of the t-test and the level of significance of the responses of the study sample to each of: (stimulating self-learning), (Academic excellence).

Sig	Sig. (2-tailed)	T	df	High school N=333		Middle School N=204		Study axes
				SD	Mean	SD	Mean	
significant (0.01)	0.000	4.003	535	8.11	62.38	8.50	59.44	**stimulate self-learning**
significant (0.01)	0.000	3.757	535	8.45	57.96	8.14	55.18	**Stimulating academic excellence**

The previous table (5) shows the following results:

- There are statistically significant differences at the level of significance (0.01) in the answers of the study members due to the impact of the educational stage variable on (stimulating self-learning); Where the mean of response for secondary school students was 62.38 with a standard deviation of 8.11, while the average performance of middle school students was 59.44 with a standard deviation of 8.50.

- Also, the results revealed that there were statistically significant differences at the level of significance (0.01) in the answers of the study members due to the impact of the educational stage variable on (motivating academic excellence); Where the mean of response for secondary school students was 57.96 with a

standard deviation of 8.45, while the average performance of middle school students was 55.18 with a standard deviation of 8.14. This result is due to the fact that the secondary educational stage is richer in knowledge and skills, on the one hand, and on the other hand, the level of motivation is greater because students in the secondary stage are closer to completing the educational process of the secondary stage and achieving their educational goal.

(2) The impact of the technical experience variable in dealing with the platform.

Table (6) shows the statistical description of the responses of the study sample,

Table (7) shows the significance of the differences between the responses using the One Way ANOVA test; this is as follows:

Table (6): Arithmetic averages and standard deviations of the responses of the study sample to each of: (Stimulating self-learning), (Academic Excellence) according to the technical experience variable in dealing with the platform.

Nothing 30N=		Weak N=42		Medium N=189		high N=276		
S.D	M	S.D	M	S.D	M	S.D	M	
10.23	58.60	9.96	60.42	8.91	57.60	6.15	64.18	self-learning
10.65	53.46	9.36	57.95	9.24	52.85	5.79	59.89	Academic Excellence

Table (7): Analysis of variance for the responses of the study sample to each of: (Stimulating self-learning), (scholastic excellence) according to the technical experience variable in dealing with the platform

Sig level	Sig	F	Squares mean	DF	Squares sum	Variance source	Axes
(0.01)	0.000	28.01	1707.45	3	5122.36	**between groups**	stimulating self-learning
			60.950	533	32486.08	**inside groups**	
				536	37608.45	**Total**	
(0.01)	0.000	32.94	1989.00	3	5967.00	**between groups**	Stimulating academic excellence
			60.38	533	32181.96	**inside groups**	
				536	38148.96	**Total**	

The results presented in the previous two tables (6) and (7) reveal:

- There are statistically significant differences at the level (0.01) in the answers of the study members due to the variable of technical experience in dealing with the educational platform "My School Platform" to stimulate self-learning among the students, where the value of (F) equals 28.01, which is a function value at the level of (0.01). To find out the direction of these differences, multiple comparisons were made using Scheffe Post Hoc Tests, and it was found that these differences were in favor of students who have high technical skills in dealing with the electronic platform compared to the rest of the other groups that have (medium or weak) skills, as well as those who have high technical skills in dealing with the electronic platform.

- There are statistically significant differences at the level (0.01) in the answers of the study members due to the variable of technical experience in dealing with the educational platform "My School Platform" to stimulate academic excellence among the two students, where the value of (F) equals 32.94, which is a function value at the level of (0.01). In order to find out the direction of these differences, multiple comparisons were made using Scheffe

Post Hoc Tests, and it was found that these differences were in favor of students who have high technical skills in dealing with the electronic platform compared to the rest of the other groups that have skills (medium or weak) as well as those who do not have No technical skills.

- On the other hand, the impact size was calculated to signify the differences between the responses of the study sample, using the "ita square" equation ($\eta 2$), and its value was 0.14, which is a value with a large impact size, which means that there is a significant impact of the technical expertise variable in dealing with the electronic platform to stimulate self-learning among learners; The value of the impact value of the square ($\eta 2$) on stimulating academic excellence reached a value of 0.156, which is a value with a large impact size, which means that there is a significant impact of the technical expertise variable in dealing with the electronic platform on stimulating academic excellence among students.

This result can be attributed to the skillful experiences in the technical field that the learners possess, which contributes to their employment to deal with the tools of the electronic educational platform, where (Al-Felite, 2015) indicates that the adult learners are

more able to use and employ their stored experiences, and this is supported by what is included in the assumptions Andragogy theory, which was presented by Malcom Nowles, which explains adult education, where the second assumption of the theory indicates that adult learners have a large store of experiences and therefore this store is a source of learning (Al-Washahi, 2015). This result contrasts with the results of Ferri et al (2020), which found that one of the challenges of distance learning and education in emergency situations during the Corona pandemic is the lack of learners' digital skills, as well as the learners' lack of interaction and lack of motivation during their distance learning.

(3) The impact of the success rate variable in the first semester:

Table (8) shows the statistical description of the responses of the study sample,

Table (9) shows the significance of the differences between the responses using the One Way ANOVA test; this is as follows:

Table (8): Arithmetic means and standard deviations of the study sample responses to each of: (Stimulating self-learning), (Academic excellence) according to the success rate variable in the first semester

the success rate variable in the first semester										
(100 –90) N=278		(89 –80) N=122		(79 –70) 61N=		(69–60) N=44		(59 –50) 32N=		Scale axes
S.D	Mean	S.D	Mean	S.D	Mean	S.D	Mean	S.D	Mean	
8.14	61.25	8.59	62.32	8.03	61.03	9.60	59.54	8.30	60.09	Stimulating self-learning
8.14	57.27	8.17	57.72	8.04	56.72	10.77	54.45	8.35	54.21	Stimulating academic excellence

The results presented in the previous two tables (8), (9) reveal:

- There are no statistically significant differences in the answers of the study members due to the impact of the success rate variable in the first semester on each of the students who stimulated self-learning, where the value of (F) was equal to 1.124, which is a non-significant value.

- There are no statistically significant differences in the answers of the study members due to the impact of the success rate variable in the first semester on each of the two students who stimulated academic excellence, where the value of (F) was equal to 2.192, which is a non-significant value.

Conclusion:

The results revealed that the educational platform "My School Platform" has a role and impact in stimulating self-learning among learners, where the general average reached (4.38) according to the responses of the study sample and it falls within the response range "strongly agree", and the educational platform "My School platform" also has a role And it had an impact on stimulating academic excellence among the students, as the general average reached (4.38) according to the responses of the study sample, and it falls within the response range of "strongly agree". The results also showed that there were statistically significant differences for the secondary educational stage variable in motivating self-learning and academic excellence. There are statistically significant differences for the technical experience variable in dealing with the educational platform "My School Platform" in stimulating self-learning and academic

excellence in favor of learners who have high experience in skills The results showed that there were no statistically significant differences due to the success rate in the first semester in stimulating self-learning and academic excellence.

Recommendations

In light of the results of the current study, the following is recommended:

• Continuing to use the educational platform "My School Platform" in all educational stages.

• Giving the beneficiaries of the educational platform an opportunity to participate in the development of its services.

• Develop specific and clear procedures to control the quality of learning processes across the platform.

• Encouraging the educational excellence and innovation shown by the students who use the educational platform.

• Aligning the topics and contents of the platform, assessment methods and design with the educational characteristics of the students.

• Conducting research on anticipating the future of educational platforms after crises.

• Conducting a pilot study on the use of the educational platform for other educational methods.

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