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Original Article (Quantitative)

The Perceived Contribution of Online Learning Environments to Sustainable Development Goals in Higher Education

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Abstract

The objective of the present study is the perceived contribution of online learning environments to the Sustainable Development Goals (SDGs) in higher education.The research is applied in terms of purpose and descriptive-correlational in terms of method. The research tool is a researcher-made questionnaire. The statistical population of the study is students of higher education institutions. The population size is considered unlimited, which is 384 people based on the Cochran formula. The analysis tool is pls software.The perceived contribution of online learning environments to sustainable development has a significant impact of 76 percent. The perceived contribution of online learning environments to the social component has a significant impact of 78 percent. The perceived contribution of online learning environments to the economy has a significant impact of 59 percent. The perceived contribution of online learning environments to the environment has a significant impact of 68 percent. The T-statistic for all relationships is greater than 1.96 (T_VALUE>1.96).This research has provided suggestions for managers of higher education institutions in economic, social, and environmental dimensions.

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