

THE VIRTUAL LEARNING DURING COVID 19 PANDEMIC: WHAT STUDENTS BELIEF ON IT?

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ABSTRACT There were exceedingly rare researches in analysing students' gender differences of internet beliefs for Indonesia context. Therefore, this study was aimed at describing students' beliefs of the internet usage, and at gauging male and female students' differences on the internet beliefs. This study employed 27 students in East Java (6 male and 21 female). The study data was via questionnaire and gauged in MS Excel and SPSS 25. Hence, this study used quantitative descriptive to explain students beliefs on the internet usage in learning. While measuring differences based on the gender, the researcher used Mann Whitney analysis. Results diagnosed that most of students gained positive beliefs for the internet usage in their learning. However, there were no significant differences because of significance two tailed value upper than .05. It could be assumed both gender students have in similar line beliefs on the internet usage for their learning. Fruitful suggestions are recommended, due to the pedagogic and future research aspect. For pedagogical aspect, the internet should be elaborated and integrated extensively in the learning instruments as well as learning materials to develop better process and outputs. For future research, those findings can be used to explore more for other study fields.

Keywords: The internet, Students' beliefs, learning

A. INTRODUCTION

Students' beliefs on internet usage have pivotal roles to dispose their learning success. Current conditions emphasizes on the educator and students to shift into the virtual learning. This leads huge changes in the education fields. The internet bridges their educational activities easily affect the students in terms of how they learn, how they discuss among them, how they communicate and any educational activities specifically. The internet easily is accessed to gain much information, including in the website, and any others social media. Legutke, Muller-Hartmann, & Ditfurth (2007) bold the point that the internet could facilitate to gather much knowledge in English learning. The internet bestows students to exchange their ideas, thought and be autonomous learners (Blackstone et al., 2007; Eady & Lockyer, 2013). Yunus and Salehi (2012) asserted that social media, of course via the internet, motivate students to perform better and foster their confidence up in the learning. They will easily perform their learning by social media. Thus the time limitation of discussion is unable. The most important point builds critical thinking of students to broader their notions toward the learning materials. Preferring relevant materials and information are benefited also via the internet (Deore, 2012; Mohamed & Ayeche, 2011). Online learning asserts some benefits such as solving learning time limitation, providing online discussion, being autonomous learners, encouraging their academic performance, problem solving,

completing task, easily accessing broader learning materials, fostering learning concentration up, improving linguistic knowledge and so forth (Kassymova, Issaliyeva, & Kosherbayeva, 2019; Xhaferi., & Xhaferi, 2020). In short, benefits of online learning are classified into three categories namely psychological benefits, pedagogical benefits and cognitive benefits. Therefore, the online learning exceedingly is proposed in this era to gain wider perspectives in learning and teaching.

Some study have ever been conducted to examine students' beliefs on the internet (Almahmud, 2011; Alhamami, 2019; Garcia-Umana & Tirado-Morueta, 2018; Lee, 2018; Mensah & Nizam, 2016; Ozsoy-Gunes, Gunes, & Kirbaslar, 2014; Shahibi & Rusli, 2017; Stahl, Sormunen, & Makinen, 2021; Yilmaz, & Çakmak, 2016). Almahmud (2011) studied students' responses toward their usages of the internet. The results showed that students tended to gain positive response in the use of internet for learning tools, conceived the internet as supremely media to level knowledge up, and was an effective training tool. Alhamami (2019) led the study to investigate learner beliefs for language abilities in terms of face – to face and online learning. Their study resulted that certain beliefs variables predicted students' perceived behavioural control (PBC). However due to the comparative result, students gained more positives responds on PBC for face-to-face setting than online setting. Another study was by Lee (2018). He examined epistemic beliefs on the internet via Internet-Based Epistemic Beliefs (IBEB). He involved 478 participants. He highlighted findings as negative and modest beliefs where both beliefs should be foster up to create better constructivist learning progress and outcomes in the e-learning. Garcia-Umana & Tirado-Morueta (2018) observed the digital effect on students' behaviour. They gathered 773 students as their research samples. The results shed light on that students internet utilization behaviour correlated with their academic life. Majorities of students spent more time to use the internet rather than in a real life. Shahibi & Rusli (2017) analyse the internet influence toward students' academic performance. The sample was 210 students. The findings underlined some issues. The first one was that online social media related with the students' academic achievements. The second finding proved that the internet has significant effects on the students' academic achievements. The third point was that the online media impacted positively to the academic achievement. The fourth was that students' interest in the university affected positively to the academic performance. Ozsoy-Gunes, Gunes, & Kirbaslar (2014) gauged on the relationship of educational internet self-efficacy beliefs and self-regulated learning skills. They recruited 355 undergraduate students. The pointed out that there were no significant differences between gender and graduated secondary school through Use Self-efficacy Beliefs Scale (EIUSBS). Due to the departments, there were significant differences with EIUSBS within Computer Engineering departments. Another result was that no existence differences between departments and graduated

secondary school via Self-regulating Learning Skills Scale (SRLSS). There were significant differences in term of girls, based on gender. Stahl, Sormunen, & Makinen (2021) explored epistemic beliefs and internet reliance. They employed survey and quantitative analysis. The study pinned that undergraduate students inclined on knowledge in the internet as unchanging, unambiguous and authorized. Yilmaz, & Çakmak (2016) examined internet epistemology beliefs on internet and online information searching strategies. They involved 203 pre-service teachers. Findings realised the significance differences based on department pre-service teachers study. However, there were no significant differences in strategies to find information in the internet. From those conceptions and findings toward belief in the internet usage, a belief is as students judgements of values on internet usage.

Due to previous studies, there were conducted to examine students' perspectives toward the internet usage for their learning. However, there were rare researches undertaking the study to investigate Senior High School students' belief toward the internet usage in the context of Indonesia. Therefore, this study is aimed at gauging students' beliefs and at diagnosing male and female students' disparities on the internet usage. Hence the research questions are composed as follows?

- a. What are students' beliefs on the internet usage for their learning?
- b. Is there any male and female students' belief differences for the internet usage for their learning?

B. METHOD

The research was participated 27 Senior High School students in East Java, consisted of 6 male and 21 female. The participants were involved because they applied the internet for their learning. The data was gathered through questionnaire with likert scale. It has scale from 6 to 1, as follows, strongly agree, agree, slightly agree, slightly disagree, disagree, and strongly disagree. Neutral answer was not used in eluding the bias answer. Those data analysed through quantitative descriptive and Mann Whitney analysis. Mann Whitney analysis was to observe male and female students differences toward their beliefs of internet for learning. Shin & Son (2007)'s indicators show three variables namely perception, belief and attitudes. Nevertheless, the writer employed one indicator namely belief.

Table 1 Indicators of students' belief toward internet

Variable	Indicators	Items	Code
Students perspectives of internet	Belief	The internet provided a rich learning environments	B1
		The internet assisted me to achieve my future learning purposes.	B2

The internet replaced books	B3
The internet provided many learning resources.	B4
The internet was useful for learning English.	B5

All of the data were measured via Ms Excel and SPSS25. Ms Excel was to convert the data of Liker scale into score. Meanwhile SPSS 25 was to gauged male and female students differences through Mann Whitney.

C. FINDINGS AND DISCUSSION

The finding of the study is categorized into two parts. The first part analysed students' beliefs in the usage of internet for their online learning. The second part was to gauge the differences between male and female students toward their beliefs in the internet usage. At the first step to gauge the validity and reliability, the writer employ Cronbach alpha because the data was ordinal. The second step Mann Whitney was used to analyse those differences.

The finding of students' belief toward the online learning

Table 2. Descriptive Statistic

Code	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
B1	18.2963	9.524	.568	.498	.655
B2	18.5926	10.174	.484	.451	.690
B3	18.5926	10.020	.401	.214	.731
B4	17.8519	10.593	.551	.400	.669
B5	18.5185	11.028	.506	.329	.686

As the provision of reliability and validity, the table 2 corroborated the result of Cronbach alpha. It was to point out those two measurements. Cronbach alpha shed light on the values upper .50. The total number of participants were 27 students, then, DF (27-2) was = 25. Due to the R-table with DF 25 at 5% significance level, it showed a value at .396. The comparison of all cronbach alpha values (upper .50) with R table (.396), thus the findings proved that the data were reliable and valid.

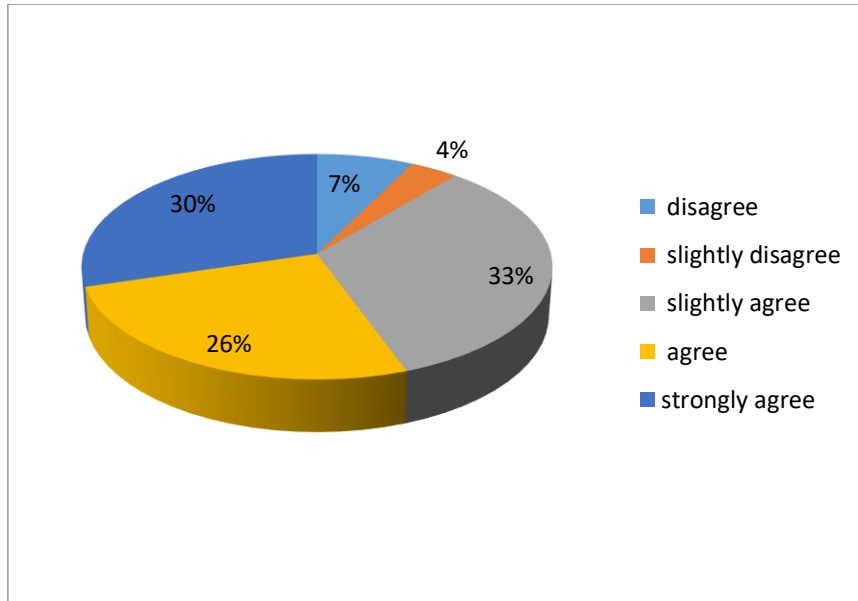


Figure 1. The internet learning provided rich learning environments

Due to the figure 1 which represent of rich learning environment via online, that figure considered out some results. The first result depicted that 7% of students disagreed that the internet gave rich learning environments. Meanwhile, 4% of students slightly disagreed toward the use of internet for providing rich learning environments. 33% of student slightly agreed on its belief. 26% of students agreed that the internet enriched their learning environments. 30% of students strongly agreed toward that the internet access easily them enrich better learning environment.

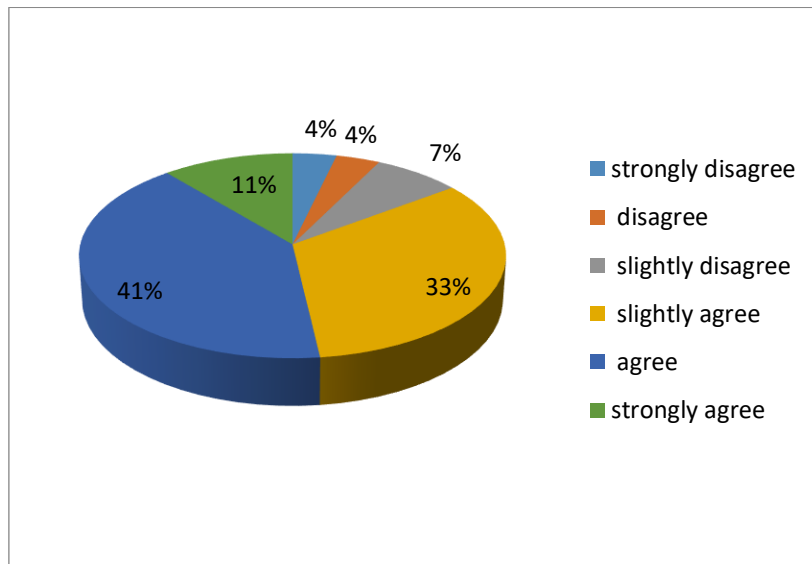


Figure 2. The internet assisted me to achieve my future learning purposes

Figure 2 depicted the findings that one student or 1% strongly disagreed and disagreed which the internet assists for future learning purposes. Two students slightly disagreed on that belief. Meanwhile, 33% of students believed that the internet supports their future learning goals.

Majorities of students (41%) asserted that they agreed toward the employ of internet for supporting their future learning goals. 11% of students also strongly agreed toward the use of internet for future learning goals.

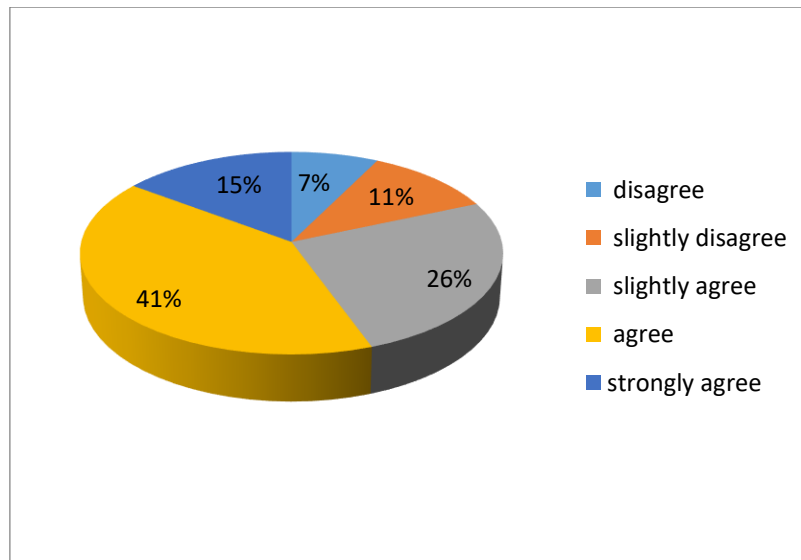


Figure 3. The internet replaced books

Figure 3 showed that seven percent of students disagreed in which the internet could replace a book. Three students or 11% slightly disagreed on it. However, 26% of students were slightly agreeing toward the use of internet for replacing a textbook. Majorities of students (41%) agreed the use of internet which could replace a textbook.

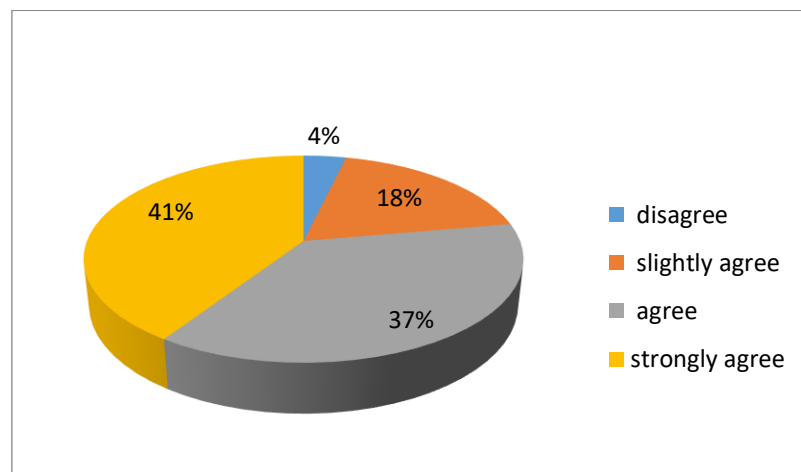


Figure 4. The internet provided many learning resources

Figure 4 proved that 4% of students disagreed in which the internet provided rich learning resources. 9% of students slightly agreed on it. However, 37% agreed that the internet as rich learning resources. Forty percent of students agreed and strongly agreed that the internet facilitated students with varies learning resources.

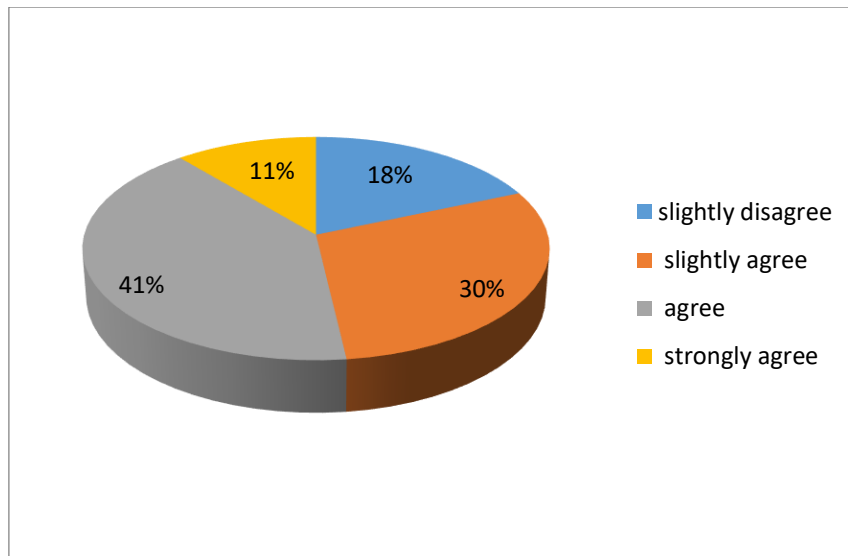


Figure 5. The internet was useful for learning English

Figure 5 highlighted results that 9% of students slightly did not believe that the internet was the useful tool for learning. 30% slightly believed toward the useful of internet for learning. 41% of students believed on it. Meanwhile, 11% of students strongly believed for the engage of internet in the learning as a useful tool. The table bellows delineates students' attitudes toward the use of internet for their learning.

The finding of male and female students' differences on the internet beliefs for learning

The utilization of internet impacts on the students' beliefs. To analyse students' beliefs toward the internet usage, this table below implied results. It configured out male and female students differences on internet beliefs findings.

Table 3. Male and female students' differences among variables

Variables	Gender	N	Mean Rank	Sum of Ranks	Mann-Whitney U	Wilcoxon W	Z	Asymp. Sig. (2-tailed)
Belief	Female	21	14.67	308.00	49.000	70.000	-.823	.411
	Male	6	11.67	70.00				

Table3 showed variable analysis of students' beliefs for the internet assisted usage in learning. Mean rank for female and male beliefs was 14.67 and 11.67. Both resulted Mann Whitney value at 49.00, meanwhile the Wilcoxon value was found at 70.00. It gained Z value at -.823.with Significance two tailed .411. Significance two tailed value was upper than .05. It was meant that there were male and female students' differences on the internet beliefs for learning.

Discussion

The first research question relates to students' beliefs toward internet usage for learning purposes. Majorities of students believed that the internet provided a rich learning environments, assisted their learning future goals, replaced a book, facilitated varies learning resources, and was useful for learning English. They gained positive beliefs toward the internet. It was in the same vein with Cheng, Liang, & Tsai (2013). They measured the role of internet for High School students for online academic. They found that students who advanced in self-regulatory perceptions believed that sources of courses should be verified and evaluated through internet. In others words, the internet affect to students' beliefs. This is in line with the study from Prasetyo (2021) who observed students attitudes toward the usage of internet for their learning. The finding pinned that majorities of student gained positive attitudes toward the usage of internet for their learning. Another study was by Koraneekij & Khlaisang (2019) who studied on students' beliefs of E-portfolio to enhance their cognitive abilities within blended learning environments. They recruited 360 undergraduate students. Their data were collected via questionnaires then gauging through statistical analysis and f-test. They found that e-portfolio with blended learning environment could a learning through works, enhance creativity, solve problems, evolve critical thinking and foster up authentic assessments. In short, they have positive belief toward e-portfolio in their learning. The consideration prefers the internet for assisting the learning is to achieve academic performance better. The academic achievement is related with cultural aspects in term of among students' discussion, and teacher – students' discussion. Thus, the utilization of internet easily bridge to communicate among them. Students with more positive beliefs will develop their efficacy, their interests, their own regulated learning and their goals to achieve high degree at their own academic goals (Akbari & Karimi, 2013; Ulucinar et al., 2012). E-learning could students' social knowledge, solve their learning problems, and elaborate their learning materials and peers (Prasetyo, 2022). Students social knowledge are require to encourage them on discussion. It allows them on how to interact among students as well as to teachers comprehensively and politely. If students face some difficulties in the learning, they also not only discuss with others students and teachers, but also they can also search the learning material through the internet. Therefore, E-learning will impact to their own cognitive and affective inputs during the learning.

The second research questions discussed on differences of male and female students among perceptions, attitudes and beliefs. The results underlined that there were differences of male and female students among perceptions, attitudes and beliefs. The second research questions dealt with male and female students' differences on their internet usage beliefs. The results highlighted that there was no male and female students' differences for the internet usage beliefs in learning. It can

be assumed that male and female students deemed the internet as the pivotal facilitation to support their daily learning. This is in line with the study from Sultana and Imtiaz in 2018. They studied on the gender differences toward the internet usage. Their study employed 176 university students. The results proved that there were no significant differences among students toward the internet usage for commercial and gaming activities. They revealed that male students more preferred game than woman students. However for the commercial transaction, female students were more frequent than male students. In the term of students 'self-efficacy on the internet usage, there were no significant differences between male and female students on it. They found interrelations between parental supports and ICT self-efficacy. Another study which depicted slightly differences views between male and females students in the internet beliefs for their learning was Teso et al., (2018). They examined the shared comments of online book brand community due to the gender perspectives. They found that most of male as well as female participants have similar perspectives. Male tended to like humour books and science fiction, meanwhile female more preferred lifestyle books. Those can be assumed that the internet or online access was important for their daily life including for learning activities. Horvat, Oreski, & Markic (2011) studied on the post graduates students' differences on the internet usage. They gathered the data through questionnaires and applied survey analysis. They found that there slightly differences between male and female students toward the use of internet for their learning. Female students more spent times to gain study knowledge and research information, meanwhile male students tended to spend times for an online game. This implied that both male and female students considered the internet as their supporting tool for their daily life. Rhema., & Miliszewska (2014) revealed the none existence of male and female students differences on the internet usage.

D. CONCLUSION

The usage of internet by male and female students proved two findings. The subjects' limitations of the study were the students of Junior High School. The study covered and concerned on the internet usage that was applied by them. The first finding was that majorities of students tended to gather positive beliefs toward the use of internet for their learning. The second finding proved that there were no significant differences between male and female students toward the use of internet for their learning. It was proved by significance value of variable upper than .05. It signed that most of students tended to deem that the internet assisted them much in the learning. The fruitful suggestions are bestowed, due to the pedagogic and future research. Pedagogical aspects suggest that the integrations of internet and learning instruments as well as materials should be prominently figured out. This is to bridge students and teachers gap during distance learning.

For the future research suggestion, those findings can be elaborated with other study field to examine further.

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