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Student Attitudes to Online Learning in Universitas Negeri Surabaya

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ABSTRACT

This research aims to find out the differences in students' attitudes towards online learning based on initial ability, education level, and gender. The study used a non-experimental quantitative design. The data is collected using a questionnaire through google form and distributed to undergraduate and postgraduate students of Surabaya State University. Data is analyzed using SPSS. The results showed that there were differences in students' attitudes in following online learning judging by their initial abilities. Students who have high initial ability show a better attitude towards on-line learning compared to students who have low initial skills, there are differences in student attitudes in following online learning online reviewed from the level of education. Doctoral students have a better attitude compared to master's and undergraduate students. No difference in student attitudes in following gender-reviewed online learning.

Keywords: *attitude, initial capabilities, online learning*

1. INTRODUCTION

Universitas Negeri Surabaya (Unesa) since 2014 established itself as one of the universities of online learning activists or often known as online national through its active involvement in national activities and especially through the elearning program scheme in Islamic Development Bank (IDB) Project 7 in 1. The signing of the MoA and MoU led by seven universities incorporated in IDB Project 7 in 1 in the first quarter of 2016, while signaling the seriousness of Unesa as one of the leaders and signing of this to ensure the implementation of online lectures that refer to the national standard of education.

The availability of online learning infrastructure and management which is further named elearning that has been developed today has been able to increase the utilization of online learning as supporting lectures to the maximum. Almost all courses already utilize elearning in learning activities. In 2017 the number of educational courses utilizing elearning was 541 courses with a total of 14,332 participants. In 2017 Vi-learn Unesa has been integrated with Indonesia's online learning system, enabling them to receive online lectures from outside Unesa

Before students attend online lectures, they follow the registration stage in order to access online. Students prepare to participate in online learning, at least preparing for their time, energy, mind, and mobility. Unlike face-to-face learning, students are not bound by the time and space to access and follow until the completion of the implementation of this online lecture.

In order for online learning to be more optimal, students need to have a positive attitude about online learning. A positive attitude is a tendency to approach, cheer, accept, and always expect the presence of certain objects. A positive attitude is a tangible embodiment of a mind that pays attention to good things. Positive attitude is a feeling of mood of the soul which is mainly an activity of joy, creative, optimism. A positive attitude is a person's mental state that is always maintained through a conscious effort when something happens to him or her so as not to turn from a person's mental focus to something negative. For someone who always has a positive mind knowing that if he or she is already thinking

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something bad, then it will immediately return him to a good thing.

Positive attitudes can be measured from dimensions, namely attitudes to learning materials, lecturers, learning processes, and norms related to learning materials. First, a positive attitude towards learning materials. Students need to have a positive attitude towards learning materials. With this positive attitude in students will grow their learning interest and it will be easier to be given motivation to facilitate in understanding a learning material. Second, a positive attitude towards lecturers. Students need to have a positive attitude towards lecturers. Students who do not have a positive attitude towards lecturers are more likely to ignore the things described by the lecturer. Therefore, students who have a negative attitude towards learners, will find it difficult to understand the learning materials described by the lecturer. Third, a positive attitude towards the learning process. Students need to have a positive attitude towards the learning process. The learning process includes learning strategies, learning methodologies, learning atmospheres, and learning techniques used. A comfortable, engaging, and enjoyable learning process can increase students' learning motivation. Fourth, a positive attitude towards norms related to learning materials. Students also need to have a clear attitude based on positive grades on certain social issues.

Student attitudes are generally influenced by the student's early abilities. Early abilities have long been considered an important factor influencing student learning and achievement. Trying to learn something without having sufficient prior knowledge can result in learning outcomes at the lowest level or just memorization. Such learning outcomes can occur if students are unable to connect new knowledge with the knowledge framework they previously had[2]

From some literature it is conveyed that there are two types of initial abilities in each individual, declarative knowledge which is the initial ability of students in understanding something, while the second is procedural knowledge which is the initial ability of knowledge how the procedure does things. Referring to Anderson [3] that declarative knowledge can be interpreted by "knowing what" while procedural knowledge can be interpreted by "knowing how". Therefore, taking into account the different nature of this state of knowledge, it can be said that different assessment methods should be used to assess both types of knowledge. As stated in Bloom's taxonomic revision [4] differences are made between different types of knowledge and cognitive processes. Taxonomy presents the desired learning product, which is the type of knowledge that must be learned, and cognitive processes in which knowledge can differ in level.

When starting the learning process, a student does not come in a state without knowledge and ability, but has knowledge and experience of the materials he or she will learn. Previous knowledge of students is stored in existing mental models and subsequently used to interpret and assimilate new knowledge that it will learn[3] Some previous studies have found that the number and quality of initial abilities positively influence knowledge acquisition and have the capacity to apply high-level cognitive problem solving skills. In fact, differences in a student's early abilities also affect differences in learning outcomes[6] and allow them to achieve meaningful learning[7].

The importance of measuring an initial ability in a student should be a consideration for instructors in designing learning strategies before conducting the teaching process. For instructors, one's initial abilities can provide valuable information and predictions to improve and plan effective strategies for the learning process according to learning needs. Pretests are given to students before they begin learning to determine whether they have previously mastered some or all of the materials that will be included in the learning process. Therefore, the initial ability not only to show the results of learning after comparison with the evaluation results at the end of the study, but also useful for student profiles for instructional analysis. As for the benefits for students, early skills tests can provide self-evaluation information that helps realize their prior knowledge and prepare themselves towards new learning materials to mobilize their existing knowledge.

2. METHOD

This research uses cross-sectional quantitative survey methods. There are 2 variables measured namely attitude readiness and initial ability of students in organizing lectures online. The variable attitude of students consists of 3 dimensions, namely attitude towards educators, attitude to learning process, and attitude towards learning materials. The initial capability variable consists of 3 dimensions, namely the skill of using information technology, the use of information technology, and the confidence of computer and internet reliability

The subjects of the study were undergraduate students at Universitas Negeri Surabaya both janjang S1, S2, and S3. Intrusion used to uncover attitude data and initial capabilities in the form of polls with a 4-point Likert scale format ranging from strongly disagreeable (1) to strongly agreeable (4) is given as a response option for all items. To collect and analyze data used SPSS version 25.

3. RESULT AND DISCUSSION

3.1. Students' attitude towards online lectures is reviewed from the initial ability

Based on data analysis using SPSS obtained the following calculated results.

Table 1. Student Attitude Towards Online Lectures

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Model	attitude	4657569,146[a]	5	931513,829	14857,315	,000	,993
initial capabilities	attitude	15151,689	1	15151,689	241,664	,000	,310
Education	attitude	786,336	2	393,168	6,271	,002	,023
Sex	attitude	26,106	1	26,106	,416	,519	,001
Error	attitude	33793,854	539	62,697			
Total	attitude	4691363,000	544				

a. R Squared = ,993 (Adjusted R Squared = ,993)
b. R Squared = ,988 (Adjusted R Squared = ,988)

Table 2. Initial Capabilities

Dependent Variable	initial capabilities	Mean	Std. Error	95% Confidence Interval	
				Lower Bound	*Upper Bound*
attitude	High	101,779	,700	100,405	103,153
	Low	90,291	,713	88,891	91,691

The testing criteria used in this study use the Sig. coefficient, provided that

- If the value sig. Count (probability) < 0.05 then reject Ho.
- If the value sig. Count (probability) > 0.05 then accept Ho.

Based on the results of Tests of Between-Subjects Effects, sig. 0.000 (<0.05) can be concluded that There is a difference in the attitude of Unesa students in attending online lectures reviewed from the initial ability. Students with high early skills showed a better attitude to on-line learning (101,779) compared to those with low initial learning (90,291).

3.2. Students' attitude in attending online lectures is reviewed from the level of education

Table 3. Education and Attitudes

Dependent Variable	Education	Mean	Std. Error	95% Confidence Interval	
				Lower Bound	*Upper Bound*
attitude	S1	93,674	,521	92,651	,521
	S2	96,264	,999	94,301	,999
	S3	98,167	1,415	95,387	1,415

Based on the testing criteria, it shows sig. 0.002 (< 0.05) so that it can be concluded that there are differences in attitudes of Unesa students in attending lectures online reviewed from the level of undergraduate, S2, and S3 education. The difference in attitude of undergraduate students has a better attitude (98,167) compared to undergraduate students (96,264) and S1 (93,674). Undergraduate students have the lowest attitude compared to undergraduate and S3 students.

3.3. Student's attitude in attending online lectures reviewed gender

Table 4. Education and Attitudes

Dependent Variable	Sex	Mean	Std. Error	95% Confidence Interval	
				Lower Bound	*Upper Bound*
attitude	Male	96,328	,841	94,676	97,980
	Female	95,741	,657	94,452	97,031

The results of the calculation were obtained sig. 0.519 (> 0.05), which means Ho is accepted, so it can be concluded that there is no difference in the attitude of Unesa students in attending online lectures reviewed gender.

4. CONCLUSION

Based on the results of the above research is summed up as follows, namely. First, there is a difference in the attitude of Unesa students in attending online lectures reviewed from the initial ability. Students who have high initial skills show a better attitude towards on-line learning compared to students who have low initial level. Second, There are differences in attitudes of Unesa students in attending online lectures reviewed from the level of undergraduate, s2, and s3 education. The difference in attitude of undergraduate students has a better attitude compared to undergraduate and undergraduate students. Undergraduate students have the most redah attitude compared to undergraduate and s3 students. Third, there is no

difference in the attitude of Unesa students in attending online gender reviewed lectures.

Based on the conclusion that it is recommended that in designing online learning, lecturers need to give students enough initial maturity, because the results of the study show that students who have high initial abilities show a better attitude towards on-line learning compared to students who have low initial maturity. In giving lectures online to undergraduate students, lecturers need to establish a better attitude towards students than in post-graduate. Because undergraduate students have the most redah attitude compared to undergraduate and s3 students. In designing online learning, lecturers do not need to consider gender variebel because there is no difference in attitudes of Unesa students in attending online lectures reviewed gender.

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