

**LAPORAN AKHIR PENELITIAN  
DANA PERGURUAN TINGGI**



**STUDENTS' PERPSPECTIVES TOWARDS COLLABORATIVE  
LEARNING WITH ICTS THROUGH E-LEARNING DURING  
COVID-19: A COMPARATIVE STUDY BETWEEN FEMALES AND  
MALES**

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*Dibiayai oleh Universitas Bumigora tahun anggaran (2020) dengan surat penjanjian pelaksanaan penelitian nomor: 006/KPT/LPPM/UBG/X/2020*

**LEMBAGA PENELITIAN DAN PENGABDIAN KEPADA MASYARAKAT  
UNIVERSITAS BUMIGORA  
MATARAM  
2020**

# RATIFICATION

## Identitas Peneliti

Judul Penelitian : Students' Perspectives Toward Collaborative Learning with ICTs through E-Learning during Covid-19: A Comparative Study between Females and Males  
Bidang/Riset Fokus Penelitian : Sosial dan Humaniora  
Rumpun Ilmu : Bahasa Inggris  
Tahun Pelaksanaan : 2020  
Biaya Pelaksanaan : 5.000.000,00  
Institusi Mitra (jika ada) :-

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## SUMMARY

The regulation and policy in running teaching and learning process are changing during this pandemic (Covid-19). Face-to-face learning process is altered by online learning. This evolution faces numerous obstacles, particularly for young learners and Generation Z (Gen Z). This generation's styles of learning are more visual, learner-centric, and try and see so that teachers need to modify and use new method, media, and approach in order to motivate to learn. ICTs through e-learning have a big role in supporting materials and media for tutors or teachers in learning English because teachers can provide videos, music, and any other materials in e-learning that can be accessed everywhere and anytime. E-learning can elicit the students to make a collaborative project and boost students to learn English to be more interesting, easier, and interactive. The aims of this research are to identify students' attitudes towards collaborative learning through e-learning and to compare women and men's attitudes towards collaborative learning through the media. This research takes quantitative research with 5-point Likert scale using a questionnaire. The research results show that most of the students agree that collaborative learning through Information and Technologies (ICTs) have a positive impact to their attitudes during the pandemic. Then, females have higher percentage than males in most of items. It is expected that government should provides some training to educators (teashers and lecturers) not only how to use the technology but also how to utilize the technology to gain appropriate materials and fully online learning is not really effective both for children and lecturers in establishing good communication and interaction during teaching and learning.

## **CHAPTER I INTRODUCTION**

Learning second or foreign languages has many obstacles, particularly during this pandemic. Interaction face to face between the students and the teachers are absolutely crucial. Interaction becomes one of the major factors in achieving the success in education; Mohamad Nasri et al. (2020) state that student-content interaction and student-lectures interaction have been a primary components and crucial principles in teaching and learning process. However, during this pandemic many schools and universities close and learn from home. Consequently, it affects on the situation and condition of teaching and learning.

Teaching English becomes more challenging for teachers. Nowadays young people are more creative and up to date by utilizing technology, internet, and social media. de Sutter et al., (2020) state that social media is used not only to share emotions and feelings but also to take an action. If the teachers apply and use the traditional method, it will be boring. Teachers need to create scenarios and methods, set certain input and output tasks, provide updated materials and assist the pupils to reach the objectives of the learning by completing a series of task (Yuanyuan, 2019).

Learning second or foreign languages has many obstacles, particularly during this pandemic. Interaction face to face between the students and the teachers are absolutely crucial. Interaction becomes one of the major factors in achieving the success in education; Mohamad Nasri et al. (2020) state that student-content interaction and student-lectures interaction have been a primary components and crucial principles in teaching and learning process. Teachers need to create scenarios and methods, set certain input and output tasks, provide updated materials and assist the pupils to reach the objectives of the learning by completing a series of task (Yuanyuan, 2019).

This research provides understanding to students and lecturers the benefits of using ICTs in the classroom that can improve students' abilities, motivation, and give positive attitudes to students to learn English. Students can learn to when they want to learn in anywhere and everywhere. Other lecturers can use ICTs to make teaching and learning more meaningful and enjoyable and also more interactive and communicative.

## **CHAPTER II**

### **RESEARCH RESULTS**

English as a foreign language has a big role because English is an international language used for communication in global situation and areas in which it is used to deliver information and feeling and ideas internationally (Dewi, Wibawa, et al., 2020). English is as a media to play the trade, politics, business, and many other aspects. Therefore, most countries in the worldwide learn the language including in Indonesia and Universitas Bumigora put the subject on the curriculum in two semesters (the first and the second semester).

Teachers need to modify and find out new methods and media in teaching and learning process because today's generation (Gen Z) is different from the older generation (Baby Boomer). They are more enjoyable in watching YouTube rather than listening to their teachers in the classroom. Therefore, teachers or lecturers need to create classroom is as interesting as YouTube in order to motivate the students to learn. Students prefer to learn outside the classroom or they prefer to learn from the internet, YouTube, and other resources so that they can learn anytime and everywhere. Therefore, teachers need to identify and find out other ways to elicit the students' motivation and interaction in the classroom. ICTs become one of the solutions to attract and motivate young learners.

One of the effective solutions is using Information and Communication Technologies (ICTs) in the teaching and learning process. Most children enjoy the internet, television, radio, YouTube, or another mobile learning, particularly for learning English. ICTs can play a crucial role in the development of learning a second or foreign language, in regards to young people. ICTs can be applied in teaching and learning the language to support the classroom to be more enjoyable.

Teachers or lecturers also need to create the classroom to be more innovative, creative, and interactive in order to the students are able to be excellent leaders, creators and innovators. Many obstacles faced by teachers learning including lack of interaction between the teachers and the students during this pandemic because the teaching and learning process are conducted by online. Hill et al. (2020) and Kalloo et al. (2020) mention a personal crisis

that the students face because they lose of learning time and interaction with the teachers in which it created challenging for teachers to identify students' voice and for teachers knowledge to be illuminated; and online learning reduced the chance for social interaction and engagement between learners and educators. Osmans' research results showed that the students digital seem to be far exceeding most of their instructors' proficiency but the learners' readiness on online learning requires a mastery level motivation and self-regulation skills (Osman, 2020).

Collaborative learning by dividing the students into some groups is one of viable solution. Every group has a leader who has good English and the leader leads and assists them to boost theirs skill in English. Collaborative learning and activities including a cooperative mind set, team leadership and negotiation affects cognitive skills and collaboration skills (Häkkinen et al., 2020). The article explains that a cooperative mind set refers to general attitude on working in collaboration; team leadership concerns on taking responsibility to guide the members; and negotiation is seen as a core in teamwork because individuals need to negotiate and discuss of their perspectives with other people.

Hill et al. (2020) add state that collaboration and establishing communication are crucial aspects of the pedagogical experience. The relationship between pupils and teachers called "pedagogical relationship" (Maaranen & Stenberg, 2020) is one of the main aspects in teaching and learning process. Laurillard (2012) cited in Arifin & As'Ad (2019) state that collaborative learning is a powerful type of learning because it involves both experiential learning (learning through experience) and social constructivism (learning through sharing and discussion) so that Arjulayana & Srikandi (2019) note that learning as active engagement between teachers and students or among students (p.81).

Collaborative learning encourages the students to learn together and share to classmates so that it made possible to develop a common base of knowledge that continuously growing and enhance updated information (García-gil & Andreu, 2017) and collaboration boost the students' motivation particularly in speaking skill (Dewi, Yuliatin, et al., 2020). Through collaboration students have more opportunities to establish communication and interaction with their friends and teachers. Nambi (2019) argue that extended collaboration through exploratory dialogues leads to learners' ability to reason,



communicate, learn, and think critically.

Numerous tools and media for assisting the students available in internet and android; knowing of using the technologies is not enough (Prata- Linhares et al., 2020) but the teachers also need to guide the effective contents should be learnt. Utilizing ICTs wisely and using collaborative learning would probably support students to understand and master the materials. Boosting the students' motivation has a pivotal role in teaching and learning language because it assists the students to develop their language skills and to acquire the language more deeply and naturally (Angelianawati, 2019). Online learning encourages the students to learn more by themselves by provided some materials in e-learning by teachers. Al-amri (2020) mention that self-study is defined as learning by oneself.

The limitation of this research is the sample focused on Computer Science students at Bumigora University. This research aims to identify collaborative learning with ICTs effect on positive attitudes of the students in learning English at *Bumigora University* and to compare the differences between men and women attitudes in learning English with ICTs at *Bumigora University*.

This research provides understanding to students and lecturers the benefits of using ICTs in the classroom that can improve students' abilities, motivation, and give positive attitudes to students to learn English. Students can learn to when they want to learn in anywhere and everywhere. Other lecturers can use ICTs to make teaching and learning more meaningful and enjoyable and also more interactive and communicative.

Teaching and learning process was conducted by e-learning (Moodle). Various media and learning strategies used to motivate the students. Collaborative learning with ICTs becomes one of learning strategies used in teaching and learning English for computer science students. Based on the research results show that collaboration and ICTs have a pivotal role in shaping students' attitude. Five points were asked to the students, namely, prior experience of ICTs usage, prior experience of the subject area study, motivational learning strategies, attitudes towards ICTs use, attitudes towards online learning and subject area study.

## **2.1 Prior Experiences of ICT Usage and the Subject Area Study**

Based on the data show that 45% of male students and 25% of female students rarely use ICT in their previous experiences and males' students (25%) access ICT some days in a week and female (20%). It is merely 20% of males and a few female students (3%) use ICTs in their experiences. Related to students' prior experiences in learning English, it is about 35% of male and almost 50% of female students report that they use ICT in learning English some days a week. Afterwards, about 25% of men and 15% of women use it every day and the trend are the same for choosing hardly ever access it.

## **2.2 Motivational Learning Strategies (Collaborative Learning)**

The data show that most of the students strongly agree that collaborative learning has positive effect on their attitudes. Related to duration in learning, almost fifty-percent of males' students and above thirty percent of females' students agree that collaborative learning add their time to learn; approximately 10% of males' students and 20% of females said that strongly agree. It is about 25% of the students (both males and females) choose "fair". In terms of comprehending the materials, it is around 65% for females and 50% for males stated that they got easier to understand the materials after collaborating with their friends in groups. While, referring to motivation in searching the materials, there are approximately 52% of males' students and about 60% of females' students state that they believe that collaboration boost them to identify and search other relevant materials in internet and there are about 25% of men and women note "fair". Afterwards, collaborative learning motivates the students in learning (53% males) and (58% females). The relationship between learning and engagement or collaboration has been discussed in educational relationship; Hew (2016) notes that engagement has a positive vibes in teaching and learning process such as active learning (Başal & Eryılmaz, 2020).

## **2.3 Attitudes towards ICT Use**

Most of the students (36% for men) and (65% for women) agree the using of ICTs help the students to understand the materials. Over than fifty percent of males' students and forty percent of females' students agree that ICTs boost their motivation in learning. It is

about 25% (males) and 15% of the students stated that fair. Most of the students (males 53% and female 60%) agree that ICTs encourage them to search other relevant materials in internet and about 30% of males and a quarter of the females students said fair to the statement. In terms of duration in learning, a half of the females' students and almost fifty percent of males agree that ICTs encourage them to learn longer through internet. It is about 35% of males and 30% females' students fair to the notion.

#### **2.4 Attitudes towards Online Learning and Subject Area**

Both men (40%) and women (45%) agree that online learning provide a big opportunity to them to learn English. Online learning also encourages them to enjoy learning the materials (35% males and only 25% females); females tend to choose fair (50%). It is the same as motivation in finding the partner in learning, only 30% of female agree that online learning support them to search partner in learning and 40% of males agree. Most of female (almost 50%) fair to the statement. Afterwards, almost a half of the students (either males or females) agree that e-learning help them to understand the materials easier.

There are about 35% of men and women agree that online learning pursues them to ask to their teachers or family. Most of women (over than 50%) said that fair and men only 25%. In terms of curiosity, more than fifty percent of males and almost fifty percent of females agree that e-learning create curiosity to the students in searching the relevant materials in the internet.

A half of women agree that online learning encourage them to discuss with their friends, while a few of men (30%) discuss with their classmates when e-learning. Most of the students both males and females (over 50%) agree that e-learning support them to searching materials in internet such as Google and few of the students disagree. Online learning motivates them to learn their subject and materials (40% males and 50% for females) and a very few of students strongly disagree. Based on the duration in learning, Female have higher percentage in the length of learning in which almost 50% of females agree that online learning increase their duration in learning and about 35% of males agree. It is about 20% males disagree e-learning enhance their time in learning and almost no females students disagree with the notion.

Based on the previous experiences of using Information Technology (utilization of internet), mostly males students state that they seldom to use internet in their prior experiences and most of females note that they use ICTs some days in a week. Then, about twenty of the males used internet for everyday and a few of females' students (two percent) used it every day. Related to prior experience of learning the subject area, women prefer to learn English some days a week (almost fifty percent) and men (about thirty percent). Then, it is about a quarter of the males' students argue that they learn the subject every day and about fifteen percent of females.

Most of the students either men or women agree that collaborative learning provide a positive impact to their attitudes related to the duration in learning, motivation, and assist them in comprehending the materials. Chiou (2019) notes that interaction between students with their counterparts and group work is encouraged and it is believed that it could encourage intrinsic motivation. Between two sexes, females' students have higher percentage of all items except the duration in learning. Men has longer time to learn when the do collaboration than women.

Almost fifty percent of both males and females' students agree ICTs have a pivotal role in shaping their positive attitude in learning. Females tend to have higher percentage than male in three items including easier in understanding the materials, motivation in searching other relevant materials, and increasing the length of learning time. However, men tend to get higher number than women in which men are motivated learning through ICTs.

Based on the data show that students' attitude on online learning most of the students agree that online learning boost their motivation, the length of learning, and like the subject. The students believe that online learning provides many opportunities to learn at home and encourage them to search many relevant materials in internet. one of cases study explains that "motivation enhancement of student teachers as the priority (Lin et al., 2019, p.3). Female students tend to have higher percentage in motivating their self to learn through online learning. However males students are higher in curiosity feeling and they search what materials that they don't really understand in internet. It is relevant to research results of one of the universities in Australia reported that students' perception on online learning was either "high" or "very high" which means that online learning has a positive attitudes on students (Scull et al., 2020).

Related to the cognitive aspect, almost a half of the students (both males and females students) agree that they are easier to understand the materials when learning via e-learning because they can read many times. They have the same numbers for two sexes. In terms of the effect of online learning on group discussion, most of the students tend to learn by themselves rather than search their friends to discuss or family to talk about the materials learnt. (interview the students) The students tend to find out the answer in internet rather than asking their teachers because the delay of the respond and lack of equipment and access in remote area. Al-amri (2020) reports that some obstacles faced in sharing self-study with teachers namely time constraints, unawareness, or psychological disconnection. Based in some articles mention that among teachers and pupils strengthen their participation and collaboration and supporting students' access (Scull et al., 2020) and (Flores & Gago, 2020); therefore teaching and learning process becomes more effective and efficient. It is about quarter of the students (males and females) search their friend to discuss with. Based on the sexes, males students have higher number in searching their friends to discuss when learning through e-learning and they are equal (the same number) in asking teachers and family to discuss their materials.

## **CHAPTER III**

### **OUTCOME STATUS**

This article has been submitted in (name of journal). The confirmation has been waited for several weeks. The submission datum can be seen in the following picture.

(attach the picture)

## **CHAPTER IV PARTNERSHIP ROLES**

There is no partnership in this research.

## **CHAPTER V**

### **OBSTACLES IN CONDUCTING RESEARCH**

Several obstacles faced during this research. Firstly, during this pandemic a lot of tasks burden the students so that probably it has effect on the research results. Secondly, Some of the students are not directly fill the questionnaire because of their networks and quota.



## **CHAPTER VI CONCLUSION AND SUGGESTION**

### **6.1 Conclusion**

Online learning is a tool to implement teaching and learning process throughout the world during pandemic including at Universitas Bumigora (Indonesia). Based on data illustrate that most of students agree that collaborative learning with ICTs through e-learning affects on positive attitudes to the students. However, in terms of the effect of online learning on asking some difficult materials to their teachers and parents, most of the students tend to learn by themselves rather than contact their teachers or family to discuss about the materials learnt. The students tend to find out the answer in internet rather than asking their teachers or parents. Generally, students have positive respond on the online learning by implementing collaborative learning and by utilizing ICTs in teaching and learning process.

### **6.2 Suggestion**

Findings of this research have some implications in terms of practice, understanding, theories, and even policy as follows:

1. For Bumigora University (institution), this research results give contributions for the institution for better teaching and learning process.
2. For the researchers, the results of this research are to motivate the researcher to conduct other researches related to collaborative learning with ICTs through e-learning during this pandemic and analyze the differences perspectives between males and females.

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## ATTACHMENTS

### Lampiran 1 : Biodata Ketua dan Anggota Tim Peneliti

#### 1. Ketua

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- c. Jabatan Fungsional : Lektor
- d. Bidang Keahlian : Pendidikan Bahasa Inggris
- e. Fakultas : Teknik dan Desain
- f. Alamat Rumah dan No. Telp. : Jalan Ester Raya, Blok E, No.21

g. Riwayat penelitian (minimal 2) yang paling relevan dengan penelitian yang diusulkan (sebutkan sebagai Ketua atau Anggota)

No	Tahun	Judul	Peran
1.	2019	Group discussion and ICTs in teaching and learning English in Large Classes	Ketua
2.	2020	Drama in inhancing motivation of Non-English Department students: Cimputer Science Students	Ketua

h. Publikasi (2) yang paling relevan (dalam bentuk makalah atau buku)

No	Tahun	Judul	Jenis Publikasi
1	2019	Group discussion and ICTs in teaching and learning English in Large Classes	Jurnal Nasional Terakreditasi SINTA
2	2020	Drama in inhancing motivation of Non-English Department students: Cimputer Science Students	Jurnal Nasional Terakreditasi SINTA

i. Skripsi (2 terakhir yang paling relevan) yang sudah selesai dibimbing.

No	Tahun	Judul	Peran

#### 2. Anggota I

- a. Nama Lengkap : Dr. Abdul Muhid, M.Pd
- b. NIP/NIDN : 0831128303
- c. Jabatan Fungsional : Lektor
- d. Bidang Keahlian : Pendidikan Bahasa Inggris

- e. Fakultas : Sosial dan Humaniora  
 f. Alamat Rumah dan No. Telp. : Lombok Tengah

g. Riwayat penelitian (minimal 2) yang paling relevan dengan penelitian yang diusulkan (sebutkan sebagai Ketua atau Anggota)

No	Tahun	Judul	Peran
2.	2019	-	-
2.	2020	-	-

h. Publikasi (2) yang paling relevan (dalam bentuk makalah atau buku)

No	Tahun	Judul	Jenis Publikasi
1	2019	-	-
2	2020	-	-

i. Skripsi (2 terakhir yang paling relevan) yang sudah selesai dibimbing.

No	Tahun	Judul	Peran
		-	-
		-	-

)

3. Anggota 2 (Mahasiswa)

No	NIM	Nama	Prodi	Peran
	1700620016	Nindy Yunita Familia	Sastra Inggris	Anggota

## Lampiran 2 Surat Pernyataan Keaslian Naskah

### SURAT PERNYATAAN KEASLIAN

Yang bertanda tangan di bawah ini:

Nama : Puspita Dewi, M.Pd

NIDN : 0801019101

Pangkat/Golongan : Penata Gol.III/c dan Penata TK I, Gol.III/d

Jabatan Fungsional : Lektor

Dengan ini menyatakan bahwa Proposal Penelitian saya dengan judul: **“Students’ Perspectives toward Collaborative Learning with ICTs through E-Learning During Covid-19: A Comparative Study between Females and Males”** yang diajukan dalam skema **Penelitian Perguruan Tinggi/Mandiri/Kerjasama** untuk tahun anggaran **(2020)** bersifat **original dan belum pernah dibiayai oleh lembaga/sumber dana lain.**

Bilamana di kemudian hari ditemukan ketidaksesuaian dengan pernyataan ini, maka saya bersedia dituntut dan diproses sesuai dengan ketentuan yang berlaku dan mengembalikan seluruh biaya penelitian yang sudah diterima ke lembaga perguruan tinggi.

Demikian pernyataan ini dibuat dengan sesungguhnya dan dengan sebenar-benarnya.

Mengetahui,  
Kepala LPPM,

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### Lampiran 3 Tabel Luaran Penelitian

#### TABEL DAFTAR LUARAN

Program : Hibah Penelitian Internal  
Nama Ketua Tim : Puspita Dewi, M.Pd  
Judul : Students' perspectives toward collaborative learning with ICTs through e-learning during Covid-19: A comparative study between females and males

##### 1. Artikel Jurnal Terakreditasi

No	Judul Artikel	Nama Jurnal	URL	Status Kemajuan*)
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# **STUDENTS' ATTITUDES TOWARDS COLLABORATIVE LEARNING WITH ICTS THROUGH E-LEARNING DURING COVID-19: A COMPARATIVE STUDY BETWEEN FEMALES AND MALES**

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***Abstract:***

*The regulation and policy in teaching and learning process are changing during this pandemic (Covid-19). Face-to-face learning process is altered by online learning. This evolution faces numerous obstacles throughout the world including in Indonesia. Information Communication and Technologies (ICTs) have a pivotal role in supporting materials and media for tutors or teachers in learning English because teachers can provide videos, music, and any other materials in e-learning that can be accessed everywhere and anytime by pupils. Collaborative learning could boost students' motivation to learn English so that learning can be more interesting, easier, and interactive. The aims of this research are to identify students' attitudes towards collaborative learning with ICTs*

*through e-learning and to compare women and men's attitudes towards collaborative learning with ICTs through online learning. This research is mix research namely quantitative research with 5-point Likert scale using a questionnaire and qualitative by interviewing the students. The research results show that most of the students agree that collaborative learning through ICTs have a positive impact to learners' attitudes during the pandemic. Then, females have higher percentage than males in most of items. It is expected that should government provides some training to educators (teachers and lecturers) not only how to use the technology but also how to utilize the technology to gain appropriate materials; then fully online learning is not really effective both for children and lecturers in establishing good communication and interaction during teaching and learning.*

**Keywords:** *collaborative learning, ICTs, e-learning*

## **1. Introduction**

Teachers or lecturers need to create the classroom to be more innovative, creative, and interactive in order to be more interesting and communicative so that the students are motivated to learn more of the topic. Teaching and learning process are different in online and offline. In offline learning, between teachers and students meet and interact directly so that instruction and confirmation are clearer but it is different from the counterpart. Many obstacles faced by teachers and learners including lack of interaction between the teachers and the students during this pandemic because the teaching and learning process are conducted by online. Hill et al. (2020) and Kalloo et al. (2020) mention a personal crisis that the students face because they lose of learning time and interaction with the teachers in which it created challenging for teachers to identify students' voice and for teachers knowledge to be illuminated; and online learning reduced the chance for social interaction and engagement between learners and educators. Osmans' research results showed that the students digital seem to be far exceeding most of their instructors' proficiency but the learners' readiness on online learning requires a mastery level motivation and self-regulation skills (Osman, 2020).

In collaborative learning, dividing the students into some groups is one of viable solutions. Every group has a leader who has better English proficiency. The leader leads and assists other students to boost their English skill. Collaborative learning activities including a cooperative mind set, team leadership and negotiation affects cognitive skills and collaboration skills (Häkkinen et al., 2020). The article explains that a cooperative mind set refers to general attitude on working in collaboration; team leadership concerns on taking responsibility to guide the members; and negotiation is seen as a core in teamwork because individuals need to negotiate and discuss of their perspectives with other people.

The relationship between pupils and teachers called "pedagogical relationship" (Maaranen & Stenberg, 2020) is one of the main aspects in teaching and learning process. Hill et al. (2020) add that collaboration and establishing communication are crucial aspects of the pedagogical experience. Laurillard (2012) cited in Arifin & As'Ad (2019) state that collaborative learning is a powerful type of learning because it involves both experiential learning (learning through experience) and social constructivism (learning through sharing

and discussion) so that Arjulayana & Srikandi (2019) note that learning as active engagement between teachers and students or among students (p.81).

Collaborative learning encourages the students to learn together and share new knowledge and information to classmates so that it made possible to develop a common base of knowledge that continuously growing and enhance updated information (García-gil & Andreu, 2017) and collaboration boost the students' motivation particularly in speaking skill (Dewi, Yuliatin, et al., 2020). Through collaboration students have more opportunities to establish communication and interaction with their friends and teachers. Nambi (2019) argues that extended collaboration through exploratory dialogues leads to learners' ability to reason, communicate, learn, and think critically.

Numerous tools and media for assisting the students available in internet and android; knowing of using the technologies is not enough (Prata- Linhares et al., 2020) but the teachers also need to guide the effective contents should be learnt. Utilizing ICTs wisely and using collaborative learning would probably support students to understand and master the materials. Boosting the students' motivation has a pivotal role in teaching and learning language because it assists the students to develop their language skills and to acquire the language more deeply and naturally (Angelianawati, 2019).

Online learning encourages the students to learn more by themselves by provided some materials in e-learning by teachers. Al-amri (2020) mention that self-study is defined as learning by oneself.

The limitation of this research is the sample focused on Computer Science students at Bumigora University. This research aims to identify collaborative learning with ICTs effect on positive attitudes of the students in learning English at *Bumigora University* and to compare the differences between men and women attitudes in learning English with ICTs at *Bumigora University*.

This research provides understanding to students and lecturers the benefits of using ICTs in the classroom that can improve students' abilities, motivation, and give positive attitudes to students to learn English. Students can learn to when they want to learn in anywhere and everywhere. Other lecturers can use ICTs to make teaching and learning more meaningful and enjoyable and also more interactive and communicative.

## **2. Literature Review**

### **2.1 Collaborative Learning**

Collaborative learning is one of effective methods used in teaching and learning second or foreign language because teachers who implement collaborative learning allow interacting each other and learning actively in the class room (Maharani et al., 2020) and according to Baeten at.al (2012) collaborative learning is 'motivational beliefs' (Bahari, p.4, 2020) . The articles discuss that collaborative learning not only learning in groups but also learn how to

support each other, solve problems and elaborate various tasks through exploration and sharing ideas in a group work.

In collaborative language learning (CLL), it concerns on communication practice (social conversational) with partners of adult learners (Engwall & Lopes, 2020). Related to applying collaborative learning on technologies, Su & Zou (2020) state that mobile-assisted collaborative language learning has positive affective influences on pupils to boost their motivation, engagement and enjoyment, and reduced embarrassment and nervousness. It is relevant to Troussas et al. (2020) mention that collaborative learning activities with the purpose of positively interfering the learning experience. Collaborative learning not only elicits students to learn in group but individual learning also occur because when learners work together, they develop a stronger understanding both of the topic and the knowledge building process (Manegre et al., 2020).

## **2.2 Information and Communication Technologies (ICTs)**

English as a foreign language has a big role because English is an international language used for communication in global situation and areas in which it is used to deliver information and feeling and ideas internationally (Dewi, Wibawa, et al., 2020). English is as a media to play the trade, politics, business, and many other aspects. Therefore, most countries in the worldwide learn the language including in Indonesia and Universitas Bumigora put the subject on the curriculum in two semesters (the first and the second semester).

Learning second or foreign languages has many obstacles, particularly during this pandemic. Interaction face to face between the students and the teachers are absolutely crucial. Interaction becomes one of the major factors in achieving the success in education; Mohamad Nasri et al. (2020) state that student-content interaction and student-lectures interaction have been a primary components and crucial principles in teaching and learning process. However, during this pandemic many schools and universities close and learn from home. Consequently, it affects on the situation and condition of teaching and learning.

Teaching English becomes more challenging for teachers. Nowadays young people are more creative and up to date by utilizing technology, internet, and social media. de Sutter et al., (2020) state that social media is used not only to share emotions and feelings but also to take an action. If the teachers apply and use the traditional method, it will be boring. Teachers need to create scenarios and methods, set certain input and output tasks, provide updated materials and assist the pupils to reach the objectives of the learning by completing a series of task (Yuanyuan, 2019).

Teachers need to modify and find out new methods and media in teaching and learning process because today's generation (Gen Z) is different from the older generation (Baby Boomer). They are more enjoyable in watching YouTube rather than listening to their teachers in the classroom. Therefore, teachers or lecturers need to create classroom is as interesting as YouTube in order to motivate the students to learn. Students prefer to learn outside the classroom or they prefer to learn from the internet, YouTube, and other

resources so that they can learn anytime and everywhere. Therefore, teachers need to identify and find out other ways to elicit the students' motivation and interaction in the classroom. ICTs become one of the solutions to attract and motivate young learners.

One of the effective solutions is using Information and Communication Technologies (ICTs) in the teaching and learning process. Most children enjoy the internet, television, radio, YouTube, or another mobile learning, particularly for learning English. ICTs can play a crucial role in the development of learning a second or foreign language, in regards to young people. ICTs can be applied in teaching and learning the language to support the classroom to be more enjoyable.

### **3. Research Methodology**

This research is classified into a Mix Research study as proposed by Creswell. This research is based on mix research using a questionnaire as a quantitative method and interview as a qualitative method. The questionnaire was distributed to students to gain information of students' perspectives on collaborative learning with ICTs through e-learning during pandemic.

#### **3.1 Participants**

This research was conducted in Universitas Bumigora in the first semester who gain English subject. There were 6 classes that were taken as population of this research and there were 114 students as samples.

#### **3.2 Instruments**

##### *a. The Questionnaire*

The questionnaire was distributed to students to gain information about their perception on using e-learning in learning English during covid-19. The questionnaire was developed from some theories that related to collaborative learning, Information and Communication Technologies (ICTs) and online learning.

##### *b. Interview Guidelines*

Not only the questionnaire was be distributed to the students as the instruments to gain information but also interview is one of the pivotal ways to obtain data. The interview is one of the main instruments needed in this research to investigate and gain specific information. Semi-structure interview was be used in conducting interview with the students. The interview guide contains some questions related to the questionnaire that are relevant to collaborative learning, Information and Communication Technologies (ICTs) and online learning.

#### **3.2 Data Analysis Procedures**

The data analysis is a process of organizing, sifting, summarizing, and synthesizing of the data collected until obtaining the data and driving conclusions of the research. The data collected will be analyzed in different ways that are quantitative and qualitative. The

qualitative data were obtained from interview the students based on the interview guideline, while the quantitative data were gained from the questionnaire. This research is a quantitative approach that uses a questionnaire with ranging a 5-point Likert scale. The ranging from 1 (strongly disagree), 2 (disagree), 3 (fair), 4 (agree), and 5 (strongly disagree) with 20 items created by Google form. The questionnaire items are taken from the literature review of ICTs and students' attitudes. The questionnaire was administered to 114 students in the first semester during the 2020-2021 academic years at Bumigora University. The data collected were analyzed quantitatively. After distributing the questionnaire to the students via Google form, the data were analyzed with statistic descriptive and to analyze data in comparing women and men's attitude were used Google data studio.

### **3. Findings**

Teaching and learning process was conducted by e-learning (Moodle). Various media and learning strategies used to motivate the students. Collaborative learning with ICTs becomes one of learning strategies used in teaching and learning English for computer science students. Based on the research results show that collaboration and ICTs have a pivotal role in shaping students' attitude. Five points were asked to the students, namely, prior experience of ICTs usage, prior experience of the subject area study, motivational learning strategies, attitudes towards ICTs use, attitudes towards online learning and subject area study.

#### **4.1. Prior Experiences of ICT Usage and the Subject Area Study**

Based on the data show that 45% of male students and 25% of female students rarely use ICT in their previous experiences and males' students (25%) access ICT some days in a week and female (20%). It is merely 20% of males and a few female students (3%) use ICTs in their experiences. Related to students' prior experiences in learning English, it is about 35% of male and almost 50% of female students report that they use ICT in learning English some days a week. Afterwards, about 25% of men and 15% of women use it every day and the trends are the same that some of students are hardly ever access it.

#### **4.2. Motivational Learning Strategies (Collaborative Learning)**

The data show that most of the students strongly agree that collaborative learning has positive effect on their attitudes. Related to duration in learning, almost fifty-percent of males' students and above thirty percent of females' students agree that collaborative learning add their time to learn; approximately 10% of males' students and 20% of females said that strongly agree. It is about 25% of the students (both males and females) choose "fair". In terms of comprehending the materials, it is around 65% for females and 50% for males stated that they got easier to understand the materials after collaborating with their friends in groups. While, referring to motivation in searching the materials, there are approximately 52% of males' students and about 60% of females' students state that they believe that collaboration boost them to identify and search other relevant materials in

internet and there are about 25% of men and women note “fair”. Afterwards, collaborative learning motivates the students in learning (53% males) and (58% females). The relationship between learning and engagement or collaboration has been discussed in educational relationship; Hew (2016) notes that engagement has a positive vibes in teaching and learning process such as active learning (Başal & Eryılmaz, 2020).

#### **4.3. Attitudes towards ICT Use**

Most of the students (36% for men) and (65% for women) agree the using of ICTs help the students to understand the materials. Over than fifty percent of males' students and forty percent of females' students agree that ICTs boost their motivation in learning. It is about 25% (males) and 15% of the students stated that fair. Most of the students (males 53% and female 60%) agree that ICTs encourage them to search other relevant materials in internet and about 30% of males and a quarter of the females students said fair to the statement. In terms of duration in learning, a half of the females' students and almost fifty percent of males agree that ICTs encourage them to learn longer through internet. It is about 35% of males and 30% females' students fair to the notion.

#### **4.4. Attitudes towards Online Learning and Subject Area**

Both men (40%) and women (45%) agree that online learning provide a big opportunity to them to learn English. Online learning also encourages them to enjoy learning the materials (35% males and only 25% females); females tend to choose fair (50%). It is the same as motivation in finding the partner in learning, only 30% of female agree that online learning support them to search partner in learning and 40% of males agree. Most of female (almost 50%) fair to the statement. Afterwards, almost a half of the students (either males or females) agree that e-learning help them to understand the materials easier.

There are about 35% of men and women agree that online learning pursues them to ask to their teachers or family. Most of women (over than 50%) said that fair and men only 25%. In terms of curiosity, more than fifty percent of males and almost fifty percent of females agree that e-learning create curiosity to the students in searching the relevant materials in the internet.

A half of women agree that online learning encourage them to discuss with their friends, while a few of men (30%) discuss with their classmates when e-learning. Most of the students both males and females (over 50%) agree that e-learning support them to searching materials in internet such as Google and few of the students disagree. Online learning motivates them to learn their subject and materials (40% males and 50% for females) and a very few of students strongly disagree. Based on the duration in learning, Female have higher percentage in the length of learning in which almost 50% of females agree that online learning increase their duration in learning and about 35% of males agree. It is about

20% males disagree e-learning enhance their time in learning and almost no females students disagree with the notion.

## **5. Discussion**

Based on the previous experiences of using Information Technology (utilization of internet), mostly males students state that they seldom to use internet in their prior experiences and most of females note that they use ICTs some days in a week. Then, about twenty of the males used internet for everyday and a few of females' students (two percent) used it every day. Related to prior experience of learning the subject area, women prefer to learn English some days a week (almost fifty percent) and men (about thirty percent). Then, it is about a quarter of the males' students argue that they learn the subject every day and about fifteen percent of females.

Most of the students either men or women agree that collaborative learning provide a positive impact to their attitudes related to the duration in learning, motivation, and assist them in comprehending the materials. Chiou (2019) notes that interaction between students with their counterparts and group work is encouraged and it is believed that it could encourage intrinsic motivation. Between two sexes, females' students have higher percentage of all items except the duration in learning. Men has longer time to learn when the do collaboration than women.

Almost fifty percent of both males and females' students agree ICTs have a pivotal role in shaping their positive attitude in learning. Females tend to have higher percentage than male in three items including easier in understanding the materials, motivation in searching other relevant materials, and increasing the length of learning time. However, men tend to get higher number than women in which men are motivated learning through ICTs.

Based on the data show that students' attitude on online learning most of the students agree that online learning boost their motivation, the length of learning, and like the subject. The students believe that online learning provides many opportunities to learn at home and encourage them to search many relevant materials in internet. one of cases study explains that "motivation enhancement of student teachers as the priority (Lin et al., 2019, p.3). Female students tend to have higher percentage in motivating their self to learn through online learning. However males' students have higher in curiosity feeling and they search what materials that they don't really understand in internet. It is relevant to research results of one of the universities in Australia reported that students' perception on online learning was either "high" or "very high" which means that online learning has a positive attitudes on students (Scull et al., 2020).

Related to the cognitive aspect, almost a half of the students (both males and females students) agree that they are easier to understand the materials when learning via e-learning because they can read many times. They have the same numbers for two sexes. In terms of the effect of online learning on group discussion, most of the students tend to learn by themselves rather than search their friends to discuss or family to talk about the materials learnt. The students tend to find out the answer in internet rather than asking their teachers



because the delay of the respond and lack of equipment and access in remote area. Al-amri (2020) reports that some obstacles faced in sharing self-study with teachers namely time constraints, unawareness, or psychological disconnection. Based in some articles mention that among teachers and pupils strengthen their participation and collaboration and supporting students' access (Scull et al., 2020) and (Flores & Gago, 2020); therefore teaching and learning process becomes more effective and efficient.

It is about quarter of the students (males and females) search their friend to discuss with. Based on the sexes, males students have higher number in searching their friends to discuss when learning through e-learning and they are equal (the same number) in asking teachers and family to discuss their materials.

## **6. Conclusion**

Online learning is a tool to implement teaching and learning process throughout the world during pandemic including at Universitas Bumigora (Indonesia). Based on data illustrate that most of students agree that collaborative learning with ICTs through e-learning affects on positive attitudes to the students. However, in terms of the effect of online learning on asking some difficult materials to their teachers and parents, most of the students tend to learn by themselves rather than contact their teachers or family to discuss about the materials learnt. The students tend to find out the answer in internet rather than asking their teachers or parents. Generally, students have positive respond on the online learning by implementing collaborative learning and by utilizing ICTs in teaching and learning process.

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