

Students' Attitudes towards Collaborative Learning through E-Learning during Covid-19: A Male and Female Students

By Puspita Dewi 6

Students' Attitudes towards Collaborative Learning through E-Learning during Covid-19: A Male and Female Students

Puspita Dewi¹, Abdul Muhid¹

¹English Literature Program, Universitas Bumigora, Universitas Bumigora

Article Info

Article history:

Received April 17, 2021

Revised May 21, 2021

Accepted May 22, 2021

Keywords:

Collaborative learning

E-Learning

Males

females

ABSTRACT

The regulation and policy in the teaching and learning process are changing during this pandemic (Covid-19). The 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's and men's attitudes towards collaborative learning with ICTs through online learning. This research is mixed research namely quantitative research with a 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 has a positive impact on learners' attitudes during the pandemic. Then, females have a higher percentage than males in most of the items; however, males have much more interest in using internet for their daily life. It is expected that government should provide some training to students not only on how to use the technology but also how to utilize the technology to gain appropriate materials; then blended learning would be much better to strengthen good communication and interaction between students and educators.

Corresponding Author:

Puspita Dewi,

Departement of English Literature,

Universitas Bumigora,

Jalan Ismail Marzuki, Cilinaya, Cakranegara, Mataram, West Nusa Tenggara

Email: puspitadewi@bumigora.ac.id

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.

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 (Engwal, 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).

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.

2. RESEARCH METHOD

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. This research was conducted at 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.

Instruments

The questionnaire was adapted from an article that has relevant topics without reviewed by experts. Afterwards, it 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. Not only the questionnaire was 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 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.

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 by Google data studio. Afterwards, the interview results analyzed qualitatively to support the quantitative data results

3. RESULTS AND ANALYSIS

3.1 Results

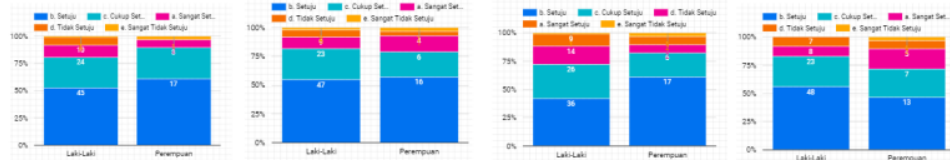
Teaching and learning process was conducted by e-learning (Moodle). Various media and learning strategies used to motivate the students. Collaborative learning with ICTs becomes one of learning strategies used in teaching and learning English for computer science students. Based on the research results 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.

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%) and a quarter of females access ICT some days in a week. It is merely 20% of males and a few female students (3%) use ICTs in the past of Senior High Schools. Related to students' prior experiences in learning English, it is about 35% males and almost a half of females 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. Afterwards, the trends are the same, some of students are hardly ever access it.

Motivational Learning Strategies (Collaborative Learning)

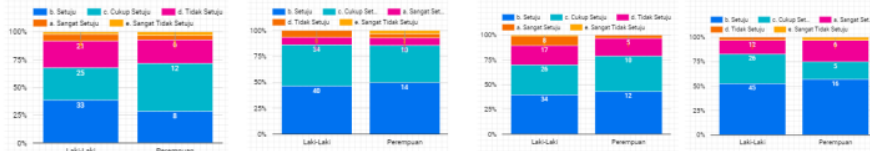
The data show that most of students strongly agree that collaborative learning has positive effect on their attitudes. Related to duration in learning, almost fifty-percent of males' students and above thirty percent of females' students agree that collaborative learning pursue them to learn more. Based on the sexes, females have higher percentage to choose collaborative learning motivate them to learn (10% of males' and 20% females). 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 other materials, there are approximately 52% of males' students and about 60% of females state that they believe that collaboration boost them to identify and search other relevant materials in internet. Afterwards, collaborative learning motivates the students in learning (53% males) and (58% females). Based on the interview concluded that students prefer to learn with collaborative learning because they can share and discuss with their friends.

Attitudes towards ICT Use

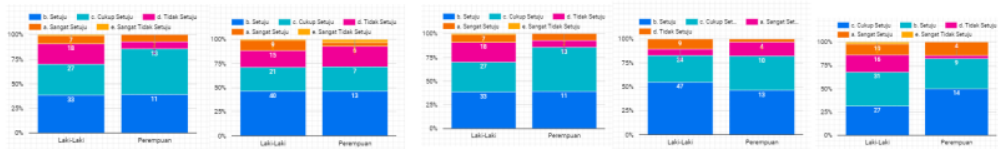
Most of the students (36% for men) and (65% for women) agree that using ICTs help the students to understand the materials. Over than fifty percent of males' and forty percent of females agree ICTs boost their motivation in learning. Most of the students (males 53% and female 60%) agree that ICTs encourage them to search other relevant materials in internet. 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. It is relevant to the interview results gained.



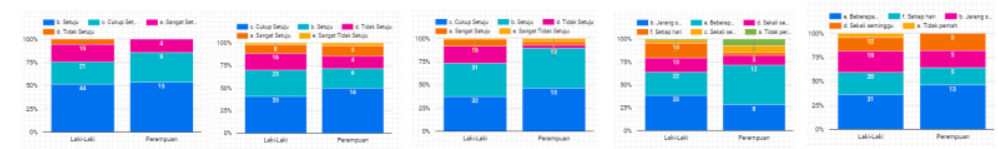
Students' Attitudes towards Collaborative Learning ... (Puspita Dewi)

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). Related to attitudes in searching partners in learning, only 30% of female agree that online learning support them to search partner in learning and 40% of males agree. Afterwards, almost a half of the students (either males or females) agree that e-learning help them to understand the materials easier.



It is merely 35% of men and women agree that online learning pursues them to discuss with teachers or family. Most of women (over than 50%) said that and men 25% mention that e-learning do not encourage them to share about their learning with teachers or family. 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%) prefer to 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 and 35% males agree that online learning increase their duration in learning. It is similar to the interview results show that online learning has positive impact on their attitudes to learn and to search relevant materials.

3.2 Discussion

Based on the previous experiences of using Information Technology (utilization of internet), males used internet mostly in their daily life; however, females used internet weekly. Related to prior experience in learning of the subject area, women prefer to learn English weekly but men tend to learn the subject every day. It means that males use internet for learning mostly than women; males utilize the technology much more in their life. Learning habit and learning style were created by the cutting-edge of technology and the modernization. It is relevant to Berducci’s opinion about Vygotsky theory of developmental continuum (Newman et al., 2020). He writes four stages of Vygostsky;s complete developmental continuum; two of those are sociohistorical (primitive to modern) and micro genetic (less to more capable). Both men and women mostly used internet for whole of activity such as for learning and do interaction; however, men are more intensive in using internet almost for every day. Plenty of benefits using technology, Fu mention that students build new knowledge through accessing information and data through internet.

In terms of learning strategies (collaborative learning), either men or women, most of them 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. Women tend to learn independently so that they have shorter time to learn in cooperation and collaboration. Even though, a few of students mention that collaborative learning support them to learn but most of them agree that by applying collaborative learning, they are motivated to find much more other relevant materials. 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).

Almost fifty percent of both males and females' students agree ICTs have a pivotal role in shaping a positive attitude in learning. Females tend to have higher percentage than males in three items including easier in understanding the materials, motivating for searching other relevant materials, and increasing the duration in learning. Fu (2013) state that ICT encourage students to be more creative solution to different types of learning inquiries such as learners can access all types of texts from all levels (beginners to advanced level). Finally, men tend to get higher number than women in which men are motivated to learn through ICTs. It is relevant to research results of Gajek (2015) show that almost 78% of the respondents use internet of teaching tips.

Based on the students' attitude on online learning, most of the students agree that online learning boost their motivation, learning duration, and subject likeness. 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 themselves to learn through online learning. However males' students have higher curiosity so that they could browse difficult and challenging materials in internet. 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 the materials many times. In terms of the effect of online learning on group discussion, most of the students tend to learn by themselves rather than ask their teachers, friends or family to discuss. 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 approximately quarter of the students (both 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.

4. 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. 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. The recommendation for other researchers is that it is expected to conduct studies in more detail related to teachers or lecturers responds to the challengings in teaching and learning by online learning.

ACKNOWLEDGEMENTS

This research was funded by Universitas Bumigora, grant number "006/KPT/LPPM/UBG/X/2020". I would like to thank you to the rector of Universitas Bumigora and the Dean of computer and design Faculty.

REFERENCES

- Al-amri, M. (2020). Investigating EFL students' perceptions of self-study in the Saudi Arabian context. *Journal of Education for Teaching*, 00(00), 1–14. <https://doi.org/10.1080/02607476.2020.1841552>
- Elanawati, L. (2019). Using Drama in EFL Classroom. *JET: Journal of English Teaching*, 5(June), 9–11. <https://doi.org/http://dx.doi.org/10.33541/jet.v5i2.1066>
- Arifin, M. A., & As'Ad, M. S. (2019). Student engagement, collaborative learning, and flipped classroom as a basis for a

- 34
 5 blended language learning environment. *Asian EFL Journal*, 24(4), 38–44.
- Arjulayana, & Srikandi, C. N. (2019). Early Semester Student Needs in English Mastery to Support Teaching and Learning Process in English Department. *Asian EFL Journal Research Articles*, 24(4.2), 78–97.
- Bahari, 41 (2020). Game-based collaborative vocabulary learning in blended and distance L2 learning. *Open Learning*, 00(00), 1–22. <https://doi.org/10.1080/02680513.2020.1814229>
- 2
 Başal, A., & Eryılmaz, A. (2020). Engagement and affection of pre-service teachers in online learning in the context of COVID 19 : engagement-based instr 39 on with web 2 . 0 technologies vs direct transmission instruction. *Journal of Education for Teaching*, 00(00), 1–3. <https://doi.org/10.1080/02607476.2020.1841555>
- 25
 Chiou, B. (2019). The Application of Problem-based Learning 22 roach in English Grammar Instruction : A Pilot Study. *Journal of Language Teaching and Research*, 10(3), 446–453. <https://doi.org/http://dx.doi.org/10.17507/jltr.1003.01>
- 1
 de Sutter, A., Llor, C., Maier, M., Mallen, C., Tatsioni, A., van Weert, H., Windak, A., & Stoffers, J. (2020). Family medicine in times of ‘COVID-19’: A generalists’ voice. *European Journal of General Practice*, 26(1), 58–60. <https://doi.org/10.1080/13814788.2020.1757312>
- Dewi, P., Wibawa, B. N., & H 30 i, H. (2020). An analysis of refusal strategy of the children at Ketare village: A prag 30 study. *Diglosia: Jurnal Pendidikan, Kebahasaan, Dan Kesustraan Indonesia*, 4(1), 99–109. <http://jurnal.unma.ac.id/index.php/dl/article/view/2003>
- Dewi, P., Yuliatin, R. R., Hastuti, H., & 20 uhid, A. (2020). Drama in Enhancing Motivation of Non-English Department Students : Computer Science Students. *METATHESIS: Journal of English Language Literature and Teaching*, 4(2), 118–127. <https://doi.org/10.31002/metathesis.v4i2.2279>
- 4
 Engwall, O., & Lopes, J. (2020). 14 raction and collaboration in robot-assisted language learning for adults. *Computer Assisted Language Learning*, 0(0), 1–37. <https://doi.org/10.1080/09588221.2020.1799821>
- Flores, M. A., & Gago, M. (2020). Teacher education in times of COVID-19 pandemic in Portugal: national , institutional and pedagogical responses. *Journal of Education for Teaching*, 00(00), 1–10. <https://doi.org/10.1080/02607476.2020.1799709>
- 19
 Fu, J. S. (2013). ICT in Education : A Critical Literature Review and Its Implications. *International Journal of Educational and Development Using Information and Communication Technology (IJEDICT)*, 9(1), 112–125.
- 29
 13 k, E. (2015). Implications from the Use of ICT by Language Teachers – Participants of International Projects. *Universal Journal of Educational Research*, 3(1), 1–7. <https://doi.org/10.13189/ujer.2015.030101>
- 8
 García-gil, D., & Andreu, R. C. (2017). Gender Differences in Music Content Learning Using a Virtual Platf 8 n in Secondary Education. *Procedia - Social and Behavioral Sciences*, 237(June 2016), 57–63. <https://doi.org/10.1016/j.sbspro.2017.02.017>
- Häkkinen, P., Virtanen, T., Virtanen, A., Näykki, P., Pöysä-Tarhonen, J., Niilo-Rämä, M., & Jä 26 ä, S. (2020). Finnish pre-service teachers’ perceptions of their strategic learning skills and collaboration dispositions. *Journal of Education for Teaching*, 46(1), 71–86. <https://doi.org/10.1080/02607476.2019.1708628>
- Hill, C., Rosehart, P., St. Helene, J., & Sadhra, S. (2020). What kind of educator does the world need today? Reimagining 3 cher education in post-pandemic Canada. *Journal of Education for Teaching*, 00(00), 1–11. <https://doi.org/10.1080/02607476.2020.1797439>
- 3
 Kalloo, R. C., Mitchell, B., & Kamalodeen, V. J. (2020). Responding to the COVID-19 pandemic in Trinidad and 15 ago: challenges and opportunities for teacher education. *Journal of Education for Teaching*, 00(00), 1–11. <https://doi.org/10.1080/02607476.2020.1800407>
- Lin, Z., Wu, B., Wang, F., & Yang, D. (2019). Enhancing student teacher motivation through mentor feedback on 9 acticum reports : a case study. *Journal of Education for Teaching*, 00(00), 1–3. <https://doi.org/10.1080/02607476.2019.1675355>
- Maaranen, K., & Stenberg, K. (2020). Making beliefs explicit 9 student teachers ’ identity development through personal practical theories. *Journal of Education for Teaching*, 00(00), 1–15. <https://doi.org/10.1080/02607476.2020.1749994>
- 7
 Maharani, R., Marsigit, M., & Wijaya, A. (2020). Collaborative learning with scientific approach and multiple intelligence: Its impact toward math learning achievement. *Journal of Educational Research*, 113(4), 303–316. <https://doi.org/10.1080/00220671.2020.1806196>
- Manegre, M., Gutiérrez-colón, M., & Manegre, M. (2020). Foreign language learning through collaborative writing in 3 knowledge building forums knowledge building forums. *Interactive Learning Environments*, 0(0), 1–13. <https://doi.org/10.1080/10494820.2020.1836499>
- 10
 Mohamad Nasri, N., Husnin, H., Mahmud, S. N. D., & Halim, L. (2020). Mitigating the COVID-19 pandemic: a snapshot from 6 alaysia into the coping strategies for pre-service teachers’ education. *Journal of Education for Teaching*, 00(00), 1–8. <https://doi.org/10.1080/02607476.2020.1802582>

- 23 Nambi, R. (2019). Secondary School Students' Experiences with Reading Aloud in Uganda: A Case Study. *Journal of Language Teaching and Research*, 10(2), 224–231. <https://doi.org/DOI: http://dx.doi.org/10.17767/jltr.1002.02>
- 36 Newman, S., Latifi, A., & Newman, S. (2020). Vygotsky, education and teacher education. *Journal of Education for Teaching*, 00(00), 1–14. <https://doi.org/10.1080/02607476.2020.1831375>
- 6 Osman, M. E. T. (2020). Global impact of COVID-19 on education systems: the emergency remote teaching at Sultan Qaboos University. *Journal of Education for Teaching*, 00(00), 1–9. <https://doi.org/10.1080/02607476.2020.1802583>
- Prata- Linares, M. M., Cardoso, T., da S. G., Lopes-Jr, D. S., & Zukowsky-Tavares, C. (2020). Social distancing effects on the teaching systems and teacher education programmes in Brazil: reinventing without distorting teaching. *Journal of Education for Teaching*, 00(00), 1–11. <https://doi.org/10.1080/02607476.2020.1800406>
- Scull, J., Phillips, M., Sharma, U., Garnier, K., Scull, J., Phillips, M., & Sharma, U. (2020). Innovations in teacher education at the time of COVID19: an Australian perspective. *Journal of Education for Teaching*, 00(00), 1–10. <https://doi.org/10.1080/02607476.2020.1802701>
- 12 Su, F., & Zou, D. (2020). Technology-enhanced collaborative language learning: theoretical foundations, technologies, and implications. *Computer Assisted Language Learning*, 0(0), 1–35. <https://doi.org/10.1080/09588221.2020.1831545>
- 18 Troussas, C., Giannakas, F., Sgouropoulou, C., Giannakas, F., & Sgouropoulou, C. (2020). Collaborative activities recommendation based on students' collaborative learning styles using ANN and WSM. *Interactive Learning Environments*, 0(0), 1–14. <https://doi.org/10.1080/10494820.2020.1761835>
- 14 Yuanyuan, C. (2019). Enhancing EFL Students' English Competency Through Drama: A Case Study in a Primary School in China. *English Language Teaching*, 12(7), 68. <https://doi.org/10.5539/elt.v12n7p68>

Students' Attitudes towards Collaborative Learning through E-Learning during Covid-19: A Male and Female Students

ORIGINALITY REPORT

19%

SIMILARITY INDEX

PRIMARY SOURCES

- 1 cris.maastrichtuniversity.nl 46 words — 1%
Internet
- 2 Prof. Abid Haleem, Dr Mohd Javaid, Prof Mohd Asim Qadri, Dr Rajiv Suman. "Understanding the Role of Digital Technologies in Education: A review", Sustainable Operations and Computers, 2022 45 words — 1%
Crossref
- 3 Shalva Tabatadze, Ketevan Chachkhiani. "COVID-19 and Emergency Remote Teaching in the Country of Georgia: Catalyst for Educational Change and Reforms in Georgia?", Educational Studies, 2021 42 words — 1%
Crossref
- 4 Xinghua Wang, Qian Liu, Hui Pang, Seng Chee Tan, Jun Lei, Matthew P. Wallace, Linlin Li. "What matters in AI-supported learning: A study of human-AI interactions in language learning using cluster analysis and epistemic network analysis", Computers & Education, 2023 42 words — 1%
Crossref
- 5 journal.uniku.ac.id 41 words — 1%
Internet
- 6 W. K. Joshua. "The Impact of Covid-19 Pandemic on Water-Health-Food-Economy Nexus and Sustainable 39 words — 1%

Development in Developing Countries", European Journal of Engineering Research and Science, 2020

Crossref

-
- 7 Nur Asni Gani, Anita Kusumaningrum, Nurul Kusuma Dewi, Ari Kartiko, Ainun Nisai Anuha. "The Effect of Compensation and Empowerment on Teacher and Staff's Loyalty", AL-ISHLAH: Jurnal Pendidikan, 2022
38 words — 1%
Crossref
-
- 8 link.springer.com
Internet 38 words — 1%
-
- 9 helda.helsinki.fi
Internet 36 words — 1%
-
- 10 Ida Fatimawati Adi Badiozaman, Augustus Raymond Segar, Dorene lah. "Examining faculty's online teaching competence during crisis: one semester on", Journal of Applied Research in Higher Education, 2021
35 words — 1%
Crossref
-
- 11 journal.unimma.ac.id
Internet 35 words — 1%
-
- 12 Ruofei Zhang, Di Zou. "Self-regulated second language learning: a review of types and benefits of strategies, modes of teacher support, and pedagogical implications", Computer Assisted Language Learning, 2022
34 words — 1%
Crossref
-
- 13 e-journal.undikma.ac.id
Internet 33 words — 1%
-
- 14 Kinnoyuke Manabe, Wu-Yuin Hwang, Yan-Wen Chuang. "English learning enhanced by collaborative
32 words — 1%

contextual drama in an authentic context", Interactive Learning Environments, 2021

Crossref

15 Miriam F. Jähne, Mathias Dehne, Susi Klaß, Alexander Gröschner. "Befriedigung von Grundbedürfnissen während des Praxissemesters: Intraindividuelle Perspektiven auf die Motivation von Lehramtsstudierenden und interindividuelle Zusammenhänge zum Mentoring", Zeitschrift für Bildungsforschung, 2022

32 words — 1%

Crossref

16 www.tandfonline.com

Internet

31 words — 1%

17 www.asian-efl-journal.com

Internet

30 words — 1%

18 Tumaini Kabudi, Ilias Pappas, Dag Håkon Olsen. "AI-enabled adaptive learning systems: A systematic mapping of the literature", Computers and Education: Artificial Intelligence, 2021

29 words — 1%

Crossref

19 archives.univ-biskra.dz

Internet

29 words — 1%

20 Muhammad Husin, Ambiyar Ambiyar, Nurhasan Syah. "Information and Service Challenges in the 5.0 Industrial Revolution on Student Satisfaction: Empirical Analysis in the Department of Electronics", EDUKATIF : JURNAL ILMU PENDIDIKAN, 2022

25 words — < 1%

Crossref

21 jallr.ir

Internet

23 words — < 1%

22	www.jurnal.unsyiah.ac.id Internet	23 words — < 1%
23	repository.radenfatah.ac.id Internet	21 words — < 1%
24	Fan Su, Di Zou. "Technology-enhanced collaborative language learning: theoretical foundations, technologies, and implications", <i>Computer Assisted Language Learning</i> , 2020 Crossref	20 words — < 1%
25	www.academypublication.com Internet	20 words — < 1%
26	Stephen Newman, Ashkan Latifi. "Vygotsky, education, and teacher education", <i>Journal of Education for Teaching</i> , 2020 Crossref	19 words — < 1%
27	zambrut.com Internet	18 words — < 1%
28	www.managementjournals.org Internet	17 words — < 1%
29	Elżbieta Gajek. "Curriculum Integration in Distance Learning at Primary and Secondary Educational Levels on the Example of eTwinning Projects", <i>Education Sciences</i> , 2017 Crossref	15 words — < 1%
30	ojs.unm.ac.id Internet	15 words — < 1%
31	Desirée García-Gil, Roberto Cremades Andreu. "Gender Differences in Music Content Learning	13 words — < 1%

using a Virtual Platform in Secondary Education", *Procedia - Social and Behavioral Sciences*, 2017

Crossref

32 Morad Alsaahafi. "A Narrative Discourse Analysis of Poe's Short Story 'The Tell-Tale Heart': Implications for Language Teaching", *English Language Teaching*, 2019

13 words — < 1%

Crossref

33 Olov Engwall, José Lopes. "Interaction and collaboration in robot-assisted language learning for adults", *Computer Assisted Language Learning*, 2020

12 words — < 1%

Crossref

34 ojs.uph.edu

Internet

11 words — < 1%

35 Marlan Marlan, Syaiful Anwar. "PENGUNAAN STRATEGI PEMBELAJARAN AKTIF UNTUK MENINGKATKAN EFEKTIVITAS PEMBELAJARAN", *Manajer Pendidikan: Jurnal Ilmiah Manajemen Pendidikan Program Pascasarjana*, 2021

10 words — < 1%

Crossref

36 Jian Li, Eryong Xue, Kun Li. "Investigating the Education Policy Implementation of Excellent Teacher Plan for Teacher Education Sustainability in China: Challenges and Strategies", *Sustainability*, 2022

9 words — < 1%

Crossref

37 Mohammad Awad Al-Dawoody Abdulaal, Maryumah Heji Alenazi, Azza Jauhar Ahmad Tajuddin, Bahramuddin Hamidi. "Dynamic vs. diagnostic assessment: impacts on EFL learners' speaking fluency and accuracy, learning anxiety, and cognitive load", *Language Testing in Asia*, 2022

9 words — < 1%

Crossref

-
- 38 files.eric.ed.gov
Internet 9 words — < 1%
-
- 39 Ahmet Bařal, Ali Eryılmaz. "Engagement and affection of pre-service teachers in online learning in the context of COVID 19: engagement-based instruction with web 2.0 technologies vs direct transmission instruction", Journal of Education for Teaching, 2020
Crossref 8 words — < 1%
-
- 40 Zhong Lin, Bin Wu, Feng Wang, Dangling Yang. "Enhancing student teacher motivation through mentor feedback on practicum reports: a case study", Journal of Education for Teaching, 2019
Crossref 8 words — < 1%
-
- 41 Erin R. Baker, Cjersti J. Jensen. "Linking Teacher-Versus Child Self-report Discrepancies in Aggression to Demographic and Cognitive Profiles", Early Childhood Education Journal, 2023
Crossref 7 words — < 1%
-
- 42 Rivi Frei-Landau, Orit Avidov-Ungar. "Educational equity amidst COVID-19: Exploring the online learning challenges of Bedouin and Jewish Female Preservice Teachers in Israel", Teaching and Teacher Education, 2021
Crossref 6 words — < 1%
-

EXCLUDE QUOTES OFF

EXCLUDE SOURCES OFF

EXCLUDE BIBLIOGRAPHY OFF

EXCLUDE MATCHES OFF