EXPLORING STUDENTS PERCEPTION AND BELIEF TOWARD THE INTERNET USAGE IN ENGLISH LEARNING

Eksplorasi Persepsi dan Kepercyaan Siswa terhadap Penggunaan Internet di dalam Pembelajaran Bahasa Inggris

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ABSTRACT:

Since the spread of Covid 19 pandemic around the world, the utilization of internet as online media is a must. The use of internet in the education field stresses on students to hugely adapt their learning process. Therefore, this study aimed at finding to explore of students' perception and belief toward the internet usage in terms of what their perception and belief toward the internet usage, how correlation between their perception and belief toward the internet usage and what differences between male and female students on the perception and belief toward the internet usage. This study recruited 25 junior high school students. The data was gathered via questionnaire. The findings highlighted three points. The first point was that students gained positive perception and belief toward the internet usage in learning. The second point was that the existence of correlations between the perception and belief (significance two tailed at .044). However, the correlation

was at the moderate level (r-value at .551). The third point was that there were no differences between male and female students in their perception (significance two tailed at .623) and belief (significance two tailed at .891) toward the internet usage. The suggestions are offered pedagogics and future researches.

ABSTRAK:

Sejak merebaknya pandemi Covid 19 di seluruh dunia, penggunaan internet sebagai media daring adalah suatu keharusan. Penggunaan internet di dunia pendidikan menekankan kepada para siswa secara massif untuk beradaptasi selama proses pembelajaran. Oleh karena itu, penelitian ini bertujuan untuk mengeksplorasi persepsi para siswa dan juga keyakinan mereka terhadap penggunaan internet dalam hal bagaiamana persepsi para siswa dan keyakinan mereka terhadap penggunaan internet untuk media pembelajaran, bagaiamana korelasi antara persepsi dan keyakinan mereka terhadap penggunaan internet, dan apa perbedaan antara persepsi dan keyakinan siswa laki – laki dan perempuan terhadap penggunaan internet. Penelitian ini merekrut 25 siswa sekolah menengah pertama. Data dikumpulkan melalui angket. Hasil penelitian ini teridir dari tiga poin. Poin pertama bahwa para siswa mempunyai perspei dan keyakinan yang baik terhadap penggunaan internet untuk media pembelajran mereka. Poin kedua bahwa adanya korelasi antara persepsi dengan keyakinan terkait penggunaan internet untuk media pembelajaran (nilai signifikan pada 0.044). Tetapi, korelasi tersebut ada pada level menengah (nilai R pada 0.551). poin ketiga bahwa tidak ada perbedaan antara para sisqa laki laki dan perempuan terkait persepsi (nilai signifikan 0.623) dan keyakinan (nilai signifikan 0.891) mereka di dalam penggunaan internet. Saran – saran diberikan dalam kontek pedagogik and penelitain kedepannya.

INTRODUCTION

The internet plays exceedingly foremost roles in English learning. It affects students' perceptions and their beliefs toward the utilization of internet in their

English learning. Some researches have ever been conducted to examine students' perception of internet for their English learning (Bana, 2020; de Juana-Espinosa& Luján-Mora, 2013; Nurhasanah et al., 2020; Pow & Li, 2015; Sudiran, 2015)**.** Bana (2020) observed students perceptions toward the employing of internet for reading skill. The participants were 43 undergraduate students who majored in English. The data were gathered through 20 questionnaires. The findings underlined that 43% of students were has positive perceptions toward the use internet in order to foster their reading habits up. They added that reading was daily an activity in school to complete their tasks. They also argued that the internet as the main resources to search information as their needs to handle their learning problems up. One fifth of the students preferred paper reading. Thus, they did not ignore printed book resources.

de Juana-Espinosa & Luján-Mora (2013) explored students perception for their education fields and their daily life. They recruited 332 students across nations from Poland, Mexico, Spain and US. They were across age and study grade. Twenty multiple questionnaire was distributed. The result indicated that students' perception were bias according to the daily internet utilizations. Commonly they gained positive attitudes for the use of internet in the education fields. They added that all students agreed to use internet in the education as prominently crucial. In the daily life, majorities of respondents showed responds that the internet fabricated the daily life much easier and comfortable. Yet, men respondents tended to shoe stronger positive attitudes than women. Nurhasanah et al, (2020) diagnosed students' perception of internet for learning reading media. They, firstly, included 79 as respondents. Then, the rest was 54 students as respondents after applying purposive sampling. Twenty items of questionnaires were disseminated to participants. Each item utilized liket scale/ the results pinned that most of students faced the internet in the positive perception as learning a reading media. They asserted that the internet facilitated them to enhance their reading proficiency.

Further, it upgraded their English competence and made them much fun, interactive and interesting within the learning process. Pow & Li (2015) analyzed of students' perception on the use of internet information quality for students during inquiry-based learning. They included 299 undergraduate students. The study used structured

equation modeling. The results pointed out that perceived usefulness (PU) and perceived ease of use (PE) gained direct effects to actual usefulness (AU) and actual ease of use (AE). It meant that if university lecturers stressed on the students perception toward the quality of information within the internet access, it went ahead to change and booster their ways of internet utilization for their inquiry projects. Sudiran (2015) explored students' perception toward the internet usage for reading skill. A hundred twenty participants were employed within the research. The study exerted questionnaire which consisted of 20 items to gather the data of their perceptions toward the internet usage for learning reading. The results proved three points. Firstly, majorities of students revealed that they prominently gained positive perception. Secondly, students who accessed internet for learning reading were excessively foremost. Thirdly, students accessed internet frequently to assist their learning reading. It can be summed up that perception refers to the students' point of views toward the internet for learning.

Students beliefs for the internet determine their learning processes and outputs. Some researches ever had been conducted to prove students' belief toward the use of internet (Alhamami, 2019; Koraneekij & Khlaisang, 2019; Ozsoy-gunes, Gunes, & Kirbaslar, 2014; Stahl, Sormunen, & Makinen, 2021). Alhamami (2019) studied on the learners belief toward language learning abilities in face to face and online setting. The setting of study were in the two context face to face (n=684) and online learning (n=289). The results pinned some importants points. First, certain variable beliefs predicted on students self efficacy in both contexts. Second, students more tended to showpositive self efficay in face to face context rather than online learning. Koraneekij & Khlaisang (2019) used quantitative study to investigate ICT usage for undergraduate students in terms of their belief of e-portofolio for the Blended Learning Environment (BLE). The samples of respondents were 360 undergraduate students. The data was gathered via questionnaire which was gauged through statistical analysis and f-test. The findings were that students showed positive beliefs about the utilization of e-portfolios within BLE, enhanced their learning by creating a works, increased their creativities, solved learning problems, developed critical thinking, and fostered up their authentic assessment. E-portfolio increased their cognitive skill at average

level. Meanwhile, their needs of learning increased at high level.

Ozsoy-gunes, Gunes, & Kirbaslar (2014) studied on the relationship between students self-efficacy belief toward the internet usage and their self-regulatory learning skill. The participants were from cross departments (n=355). The study measured Educational Internet Use Self-efficacy Beliefs Scale (EIUSBS) and Self-regulatory Learning Skills Scale (SRLSS). The results found that there was correlation between two variables. However, inexistences of significant differences occurred between gender and graduated secondary school with EIUSBS. Due to the departments, Computer Engineering department exhibited significant differences. Meanwhile, the significant differences were not found between department and graduated secondary school with SRLSS. According to the gender, girls had significant differences in SRLSS. Stahl, Sormunen, & Makinen (2021) observed on ICT practices, internet reliance, and knowledge in terms of epistemic beliefs and interactions of each other. The data was through survey-based. They asserted that the more undergraduate students relied on the internet for learning, the more they increased their epistemic beliefs toward the internet for learning. It referred that the knowledge was as a certain and authorizations.

Many previous researches discussed about students perceptions and beliefs on the internet usage. However, there were still excessively rare researches undertaking the study to discuss the internet usage for Junior High School students in Indonesia context. Therefore, this research aimed at finding on Junior High School students' perceptions and beliefs toward the internet usage, correlations among two variables, and significant differences between two genders toward those two variables. This study composed three research questions, as follows:

a. What are students' perception and belief toward the utilization of internet for their English learning?
b. Is there any correlation between students' perception and their belief of the internet usage for their English learning?
c. Is there any difference between male and female students' perception as well as their belief of internet usage for their English learning?

Short overviews of Internet - assisted in learning

The deployment of internet for learning spreads around the world, moreover in the Covid 19 pandemic. This is to enhance and support the learning (Zhang, et al., 2019) and exert the distance learning easier (McBrien et al., 2009) therefore, students can access the online learning material and process everywhere to interact among them and discuss to instructors or teachers (Singh & Thurman, 2019)**.** This hugely difference with the face to face interaction where the students in the online platforms have big chances to give a feedback and receive feedback. Between students and teachers or among students can interact and receive feedback immediately within the online environments (Littlefield, 2018). The online environments provide academic benefits in terms of seeking a help to other or discussion (Mäkitalo-Siegl, Kohnle, & Fischer, 2011; Puustinen, Bernicot, & Bert-Erboul, 2011). Cheng and Tsai (2011) classified three types of seeking helps for academic scopes. The first is information searching. It can be searched in Google or other websites to solve their academic problems. The second is formal query to handle academic problems up with other instructors or teachers. The third is informal query to find a help from others peers or unknown experts related with the courses. Basilaia et al (2020) asserted some possibilities requirements of online platforms such as video conferencing contents of 40 – 50 students, more live discussion, good internet connection, mobile phones and laptop access for lectures, possibilities to watch recording lecturing versions, and direct feedbacks

METHOD

This study recruited 25 Junior High School students in East Java who consisted of 12 male students and 13 female students. In exploring students' perceptions and beliefs toward the utilization of internet for their learning, the study applied correlational analysis, regression analysis and Man Whitney analysis. The correlational study was to gauge the interconnections between two variables. Regression analysis was to measure the effects of two variables. Man Whitney analysis was to investigate significant differences among two genders, regarding two variables. The data was gathered via questionnaire which implemented Likert scale from 1 to 6 point. Those referred to strongly disagree, disagree, slightly disagree, slightly agree, agree and strongly agree. The researcher did not neutral to elude bias answer. The researcher adapted questionnaire from Shin & Son (2007) with some modifications which it

explored on three aspects namely perception, belief, and attitudes of students toward the utilization of internet for their learning. Yet, the researcher only stressed on two aspects namely perception and belief in this study.

Table 1 - Indicators of students' perception and belief toward internet

Variable	Indicators	Items	Code
Students perspectives of internet	Perception	I motivated to learn English via Internet.	P1
		I improved English skills via the Internet.	P2
		Internet gave me more chances to be autonomous.	P3
		I improved my communication skills via internet	P4
		I was more attentive in learning via internet	P5
	Belief	Internet gave a rich learning environment.	B1
		Internet assisted me to achieve my future goals.	B2
		Internet replaced textbooks.	B3
		Easily found English materials via internet	B4
		English websites were useful for learning	B5

The data measured through Ms excel and SPSS 25. Ms excel was used to convert the data from scale to ordinal. SPSS 25 was utilized to measure correlation, differences of variables as well as participants. Because of the data in form of the scale, the analysis of the data employed non parametric statistic which was not required normality test (Nahm, 2015).

Results and Discussion

Results

This research results analyzed some categories. The first category was about students' perception and belief toward the internet utilization for their learning. The second category observed the correlation between students' perception and belief toward their internet utilization. The last category diagnosed about two gender differences between two variables.

Students' perception and belief toward the internet usage for English learning

Table 2. Students perceptions toward the internet usage for English learning

items	Scale

	1	2	3	4	5	6
P1		2(8%)	4(16%)	4(16%)	3(12%)	12(48%)
P2		1(4%)	5(20%)	5(20%)	2(8%)	12(48%)
P3	2(8%)	1(4%)	2(8%)	9(36%)	4(16%)	7(28%)
P4		1(4%)	2(8%)	4(16%)	7(28%)	11(44%)
P5	3(12%)		5(20%)	5(20%)	8(32%)	4(16%)

Table 2 depicted the results of students' perception for internet usage. Majorities of students (48%) were motivated in learning English which was assisted via internet. However, there were only 2 students who disagreed on it. Excitingly 4 students were spread from slightly disagree until slightly disagree. One student proved that he did not agree that the internet could not assist him in improving their English. However, 20% of students implicitly asserted that they slightly disagreed and slightly agreed where the internet could foster their English up. Less than 4 students, two students agreed that the internet as an useful tool in learning English. Nine students slightly agreed that the internet helped them as autonomous learners. However, twenty eight percent of students strongly agreed that they were being autonomous in learning English via internet. On the other hand, only four percent strongly disagreed that the internet developed their English communication.

There existed 44% students who strongly agreed that the internet could assist them to improve their English communication. Twenty percent of students slightly agreed that the internet could be attentive on them. However, twenty percent of students slightly agreed and slightly disagreed that the internet made them be more attentive. Those could be assumed that mostly students gained positive perception toward the internet usage for their English learning.

Table 3. Students belief toward the internet usage for English learning

items	Scale					
	1	2	3	4	5	6
B1	3(12%)	1(4%)	4(16%)	3(12%)	9(36%)	5(20%)
B2	1(4%)	2(8%)	2(8%)	7(28%)	6(24%)	7(28%)
B3	13(52%)		2(8%)	3(12%)	3(12%)	4(16%)
B4	1(4%)		2(8%)	3(12%)	5(20%)	14(56%)
B5			2(8%)	6(24%)	5(20%)	12(48%)

Students' belief toward the usage of internet for English learning showed positive responds, due to some views. Majorities of students, around thirty six percent, agreed that the internet extended a rich learning environment. However, twenty percent of students strongly agreed and 12% slightly agreed on it. Twenty eight percent of students agreed and slightly agreed that the internet conferred them to achieve their learning goals. Twenty eight percent of students strongly agreed that they could achieve future learning goals via internet. Mostly of student, fifty two percent argued that they strongly disagreed where the internet could replace printed-books. However, sixteen percent of students did strongly agree that the internet could replace printed book. Most of students, fifty six percent, also reported that they easily found English learning materials via the internet. Twenty percent of students also agreed that the internet could be accessed easily to search any English materials within. Majorities of students, forty eight percent, strongly agreed that

the websites could be prominently beneficial for English learning.

The correlation between students' perception and belief toward the internet usage for English learning

In order to measure the correlation between students perception and belief toward the internet usage for their English learning, the researcher asserted in maximizing Spearman Rho. The result would be depicted on the table 5 below. The finding assumptions emerged where if the significance value of Spearman Rho were lower than .05, thus both variables gained positive the correlation, vice versa. To measure further how strong correlation, the researcher adapted Salkind' correlation coefficient ranges (2000), as follows:

R ranging from 0 to 0.20 as no or very weak correlation;
R ranging from 0.21 to 0.40 as weak correlation;
R ranging from 0.41 to 0.60 as moderate;
R ranging from 0.61 to 0.80 as strong;
R ranging from 0.81 to 1.00 as very strong or perfect.

Table 4. Descriptive of statistic

	Mean	Std. Deviation	N
perception	76.4000	16.71991	25
belief	71.7333	17.05438	25

Table 4 represented the findings of descriptive statistic between two variables. For perception values, those depicted mean at 76.40 and standard deviation at 16.71. For belief values, it showed that the mean was at 71.73 and standard deviation was at 17.05.

Table 5. Spearman Rho correlation between two variables

			perception	belief
Spearman's rho	perception	Correlation Coefficient	1.000	.551**
		Sig. (2-tailed)	.	.004
		N	25	25
	belief	Correlation Coefficient	.551**	1.000
		Sig. (2-tailed)	.004	.
		N	25	25

The table 5 pointed out the correlation of perception and belief. It showed that the significance value correlation between perception and belief configured out at .004. It supported with the correlation coefficient was at .551. Those meant that there was a positive correlation between two variables because of significance two tailed at .004, however, the correlation was at moderate range which was depicted with r-value at .551.

The differences of male and female students toward their perception and belief toward the internet usage for English learning

Due to the measurements of differences between male and female students on their perception and belief, the researcher employed Mann-Whitney analysis. The assumption of the results was that if the significance two tailed was lower than .05, it was meant that the existence of significant differences between male and female students toward their perception as well as belief. Otherwise, if the significance two tailed was higher than .05, thus there was no significant difference between male and female students toward their perception and belief for the internet usage in English learning.

Table 6. Descriptive statistic of students' perception differences

Variables	Gender	N	Mean Rank	Sum of Ranks
Perception	Male	12	12.25	147.00
	Female	13	13.69	178.00
	Total	25		

Table 6 represented the results that mean rank for male perception was at 12.25. It was supported with sum rank at 147.00. Otherwise, females mean rank was at 13.69and their sum of rank was at 178.00.

Table 7. Male and female perception differences

	Results
Mann-Whitney U	69.000
Wilcoxon W	147.000
Z	-.492
Asymp. Sig. (2-tailed)	.623
Exact Sig. [2*(1-tailed Sig.)]	.650[b]

Table 7 figured out that the significance two tailed was at .623. Meanwhile, Z value was -.492. Man Whitney value exhibited at 69.00. Due to the value of significance two tailed under higher than .05, it can be concluded that there were no significant differences between male and female student toward their perception of internet for English learning.

Table 8. Descriptive statistic of students' belief differences

Variables	Gender	N	Mean Rank	Sum of Ranks
Belief	Male	12	12.79	153.50
	Female	13	13.19	171.50
	Total	25		

Table 8 showed the finding males mean rank was at 12.79. Meanwhile, their sum of rank was at 153.50. The higher values were gathered by females' belief value with mean rank at 13.19. Their sum ranks were at 171.50.

Table 9. Belief differences between male and female students

	Results
Mann-Whitney U	75.500
Wilcoxon W	153.500
Z	-.137
Asymp. Sig. (2-tailed)	.891
Exact Sig. [2*(1-tailed Sig.)]	.894[b]

Table 9 pinned some results. Man Whitney value for male and female students belief toward their internet usage for English learning was at 75.50. In addition, Z value was -.137. It was supported by significance two tailed was at .891. According to significance two tailed value was higher than .05, it can be assumed that there were no significance differences between male and female students toward their belief for the internet usage in their English learning.

Discussion

Regarding the first research question which diagnosed about students' perception and belief toward the utilization of internet for their English learning, the results pointed out that majorities of students were in positive perceptions in terms of motivated to learn English via internet, improved their English skill via internet, asserted in providing bunch of chances as autonomous learners, inclining their communication skills via internet, and more concerned be attentive within the learning of English via internet. Those results of students' positive perception were in line with some study which analyzed about the internet for English learning (Elkins et al, 2021; Prasetyo, 2021a; Prasojo & Srisudarso, 2016; Tristiana & Rosyida, 2016;

Wahyuningsih, 2021; Wright, 2017; Yanti, 2016). Elkins et al (2021) surveyed on students' perceptions toward their satisfaction of online learning during Covid 19 pandemic. They distributed questionnaire to participants who enrolled in accredited university. They luckily gathered 16.212 students the participants. They reported that female students tended to gain higher level of satisfaction toward the online learning during Covid 19 pandemic than male students. Students mostly satisfied of online learning rather than face-to face or hybrid programs. They also underlined the foremost point that students' satisfaction toward the online learning program was affected by instructional design elements, course structure (methods, sequence, and content), sociology and compassion.

Prasojo & Srisudarso, (2016) investigated students' perception toward the online learning. They exerted qualitative analysis via observation, interview, and documentation to accumulate and formulate the results. The findings asserted that students preferred Whatsapp to communicate, discuss and share of learning among them as well as with the teachers. They also chose online video which could be downloaded and repeated to comprehend further the video content,

due to teachers' instruction. Students hoped that teaching and learning process could be done effectively and interactively to assists and improve their English competence.

Tristiana & Rosyida (2016) observed on the integration and communication technology. The participants were 30 undergraduate students who were at the fifth semester. The data was gained via questionnaire, depth interview, and observation. Thus, triangulation data analysis was occurred. The findings were that students mostly had positive perception toward the ICT usage for TEFL methodology class. They also had positive attitude in learning and ICT integration in TEFL either in strengths or weaknesses.

Wahyuningsih (2021) used Google documents in their study for online collaborative writing. They used qualitative case study, and gathered data through questionnaire as well as interview. The respondents were 62 students. Due to the probe, the findings were that students mostly had positive perception toward Google documents for collaborative writing. They argued that it was supported with features in order to fabricate writing process and goals more simple and efficient in terms of group work, collaboration and

accessibility. Students' participation determined the success of online collaborative writing. Wright (2017) probed students' perception of blended learning between face to face and online learning. A hundred twelve undergraduate students as participants were exposed. The data was gathered via questionnaire (Likert sacale) and open-ended questions. The results compounded that the more students integrated in class lesson in higher motivation and interest, the more valuable classroom interaction between lecturer and peer and the more valuable input from lecturers. Students cited in preferring the online class because of time more efficient, convenient study, and flexible place study choices. The online learning motivated the students (Prasetyo, 2021b). Yanti (2016) observed 60 undergraduate students who were concerned to analyze their perception of online learning. The online survey was applied. The attended results pinned that majorities of students positively responded the online learning as new system. However, they found some difficulties in forms of application problem and connection.

They also gained positive belief toward the use of internet for their English learning. It was in terms of bestowing a rich learning environment,

more assisting to achieve future learning goals, replacing printed books, easily finding bunch of English learning materials via internet and offering varies English learning websites which were useful for learning. Those results of students positive belief were in the same vein with some researches (Chiu, Liang, & Tsai, 2016; Havelka, 2003; Kavitha & Aravind, 2020; Menzah & Nizam, 2016; Shahibi & Rusli, 2017; Slim & Hafedh, 2019). Chiu, Liang, & Tsai (2016) explored the role of education and internet search experience in students' internet epistemic beliefs. They employed 1070 students across level from high school until undergraduate students. They highlighted the foremost constructed of students' internet epistemic beliefs in their learning.

Havelka (2003) investigated students' beliefs for the usage of internet in learning. The results underlined that students have positive belief toward the information technology for their learning. Kavitha & Aravind (2020) analyzed on students' beliefs toward the internet in learning. They surveyed and spread 180 questionnaires. It, nevertheless, returned 172 questionnaires. The findings proved three points. Firstly, majorities of students were in good basic knowledge in how utilized internet. Secondly, they

had positive belief toward the use of internet in learning. Thirdly, they opined that internet access and services factors stinted their study. Menzah & Nizam (2016) gauged the impact of social media for academic performance. They engaged 102 students to participate within. The research maximized a survey with 42 items in questionnaire. The findings corroborated that majorities of students believed which the social media impacted to an academic performance. Specifically, Time managements and health conditions ruled stronger effects on students' academic performance. Shahibi & Rusli (2017) examined the influence of internet toward academic achievement. Two hundred ten of students were engaged in their survey study while the data was gauged quantitatively. The results obtained that the utilization of Facebook, the internet, online media for an education as well as for non-education and students interest affected students' academic achievement. In short, they gained positive belief on the internet for learning. Slim & Hafedh (2019) led the research to gauge the effect of social media in learning. The study employed 64 undergraduate students. Pre and post-test were conducted. The results for the whole students corroborated that they gathered positive beliefs toward the

social media usage for learning. However, nonexistence of differences between Facebook tutor group and traditional classroom where both group were delivered the same vocabulary lesson.

The second research question dealt with the correlation between students' perception and belief toward the internet utilization in their learning. The result asserted that the existence of correlation between their belief and perception.

Nevertheless, its correlation was at the moderate level. Those were similar with some researches findings (Alkhanak & Azmi, 2011; Najjari & Abbasian, 2015; Orgaz et al, 2018; Ramirez et al, 2012). Alkhanak & Azmi (2011) gauged the students' attitude toward the online learning resources and the technology information usage. They employed 515 undergraduate students to complete a questionnaire. Their study diagnosed the results some points. Firstly students tended to collect positive perspectives toward the online learning resources as well as the information availability. Students preferred to take online courses which collaborated with the information technology. Those implicitly exhibited that the existences of

correlation between students perception and belief with the online learning.

Najjari & Abbasian (2015) led the study to gauge EFL teachers' perception and attitude toward the internet for EFL instruction. They exerted mix method. The results underlined that the internet could facilitate the teaching and learning process as an authentic source. The possibilities of interaction between teachers- students acquired learning process and output be more efficient and faster. This research indicated that the existence of teacher perception toward the internet increased their belief that the learning could be more efficient and faster in the process and output.

Orgaz et al, (2018) explored on the students attitudes and perception toward the internet usage for their learning. The data was gathered via questionnaire. The results exhibited that student' attitude affected on their perception of technology usage and comprehensively influenced the use of technology. Ramirez et al., (2012) observed the teachers attitudes and belief toward internet learning resources. They distributed questionnaire to gather the data. The study utilized the correlational analysis. The results pinned that teachers' perception toward the digital competency conferred the

possibilities in utilizing the internet for learning resources. The main point underlined that the internet training for teachers has positive effect on teacher perception toward the digital competencies. Those implied the existence of correlation between teachers' perception and their beliefs about the internet competencies.

Third research question discussed on the students gender differences between their perception and belief toward the internet for the learning. The results corroborated that nonexistence of differences between male and female students on their perceptions and beliefs in the utilization of internet for learning. This was in line with some study (Esther & Emeka, 2017; Golub et al, 2007; Sultana & Imtiaz, 2018; Sun et al, 2020). Esther & Emeka (2017) explored gender differences for ICT usage. The participants were 200 teachers. The results showed that there were no significant differences between male and female teachers toward the utilization of ICT, according to the mean score. There also were no significance differences among female model primary school teacher in the use of ICT. Golub et al (2007) examined the gender differences in the internet usage and correlations. The findings surprisingly reported that men spent more time for online activities

than women. Nevertheless, there were no significant differences between male and female in the online experiences.

Sultana & Imtiaz (2018) investigated gender differences on the internet usage and explored their potential different reasons which emerged. The participants were 176 undergraduate students. The findings underlined that, except purposing in gaming and commercial transaction, there were no significant differences between two genders in the use of internet. Men and women were also no significant difference in the level of ICT self-efficacy. Respectively, the existence of correlation between parental support and ICT for both genders occurred.

Sun et al (2020) investigated male and female users of online technology communities. The findings corroborated that male and female users tended have positive emotions during the online activities. It seemed that there were no significant differences in the online activities in expressing emotions. The more results added that male users tended to provide information help, then female users preferred to join in making friend and advertising, and different emotional tendencies among users have different effects in their activities within the community. The internet gained

positive impact for students in learning (Prasetyo, 2021b)

CONCLUSION

The spread of technology in this era rapidly exerts in the all life fields, including in the education field. The use of internet cannot be separated during Covid 19 pandemic. This research paper explored in how students reacted on the online activities in terms of their perception and beliefs, the correlation between their perception and belief, and male and female students differences between their perception and belief. The results underlined three points. The first point, majorities of students have positive perceptions and beliefs toward the use of internet for their learning. The second point, there were correlation between their perception and belief toward the internet usage. However, the correlation was at moderate correlation level. It was showed by coefficient correlation at .551. The third point, it asserted that there were no significant differences between male and female students in their perception and beliefs toward the use of internet. The suggestion offers pedagogically and future researches. For pedagogic, this research asserts all of education doers, i.e. teachers, students, syllabus composers, and governments, so forth, discuss together to exert the fruitful education lessons with better processes and outputs, such as identifying students' needs toward the online learning, composing online education indicators, developing comprehensive syllabus and so forth. For future researches, these research findings can be further explored more with other study fields.

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