

The Influence of Attitude and Subjective Norm on Online Learning Behavior

Yulia Wahyu Villyastuti, Sugiyo, Rusdarti, Tri Joko Raharjo
Graduate School, Universitas Negeri Semarang, Semarang, Indonesia

Abstract

Specialist medical education is closely related to practical aspects to obtain direct learning from patients. In conditions where there are obstacles that can reduce the knowledge of students who take part in specialist medical education programs, it can reduce educational output related to the competence of specialist doctors. In the conditions of the coronavirus pandemic and force majeure conditions can reduce face-to-face activities so that the alternative that emerges is online or online learning. Learning that is not done directly can reduce the potential for achieving an output of specialist doctor education so that learning that is carried out online can reduce motivation to learn. This study aims to examine the effect of intention on behavior based on the theory of planned behavior by involving a research sample of specialist medical education students (PPDS1), Faculty of Medicine, Universitas Diponegoro. This research was conducted using quantitative methods, to obtain data through questionnaires and tested using Smart PLS 3.0. The results showed that attitudes did not affect intention and behavior in learning using online media, intention was not a variable that mediated the relationship between attitude and behavior. Subjective norms influence behavior but not the intention, this indicates that subjective norms directly influence student learning behavior by using online media through their indicators.

Keywords: Attitude, Subjective Norm, Online Learning

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I. Introduction

Education is a process for learning and obtaining new knowledge related to certain disciplines. Education is related to the process of guiding students through instruments in the form of tools for learning science through instructors, teachers, or lecturers (Epstein, 2007). Education is an important process for the transfer of knowledge from educators to students, through education an educator can convey the knowledge they have and guide students to understand a phenomenon or science so that basic education is a process for transferring knowledge from one or several people to a wider group. Education is a process that requires stages, in an educational process students will be taught by easier material first so that they can learn the basics of science. The longer the participants learn, the more difficult the level of difficulty and the level of understanding will be increased, the process of educating is essential in providing understanding to students, the process is an aspect that needs to be emphasized so that students can learn the material presented comprehensively (Mayer, 2010). Education puts forward the process rather than the result because through the process a person will learn in stages. The learning process will provide sufficient experience and knowledge. If education is results-oriented, a student will pursue a learning evaluation so that the assessment gets good results in the form of evaluation. However, good results do not reflect an understanding, or it can be concluded that the test results do not reflect the output of education. Pursuing results rather than processes can reduce the comprehensive understanding of students so that the learning process is a component that is highly emphasized (Heimlich, 2010).

The concept of Bloom's Taxonomy has distinguished learning through three aspects, namely cognitive, affective, and psychomotor (Huitt, 2011). The cognitive process puts forward science so that a student from not understanding to understanding through cognitive aspects. This understanding is achieved through learning in class and independent learning carried out by students. The cognitive process is a basis of learning because students who previously did not understand a science become understood so that in the learning process the cognitive aspect puts forward understanding-oriented education. The cognitive aspect is closely related to the process of thinking to develop the abilities of students rationally, this process includes memorizing the material that has been delivered or studied (Mayer, 2014). The memorization process expects students to be able to recognize the knowledge that is being studied. When a student can memorize the material presented, the knowledge they have will be attached to the thoughts of the students. The ability to memorize can be a basis for understanding the material with other methods, such as analyzing, understanding processes, and methods related to science. The cognitive aspect also studies how to create a synthesis of the material being studied, so that the

material can be summarized into a series that provides meaning and produces a conclusion (Kolb & Kolb, 2009). Cognitive understanding is a foundation in other aspects such as affective and psychomotor.

The learning process is an important element in specialist doctor education. However, there is still a potential that is not optimal because learning experiences certain obstacles, causing the potential that specialist doctor education is unable to produce output following the objectives of the Education program. One of the obstacles that arise is the existence of restrictions on meetings that are conducted in person or face-to-face. These obstacles can reduce the quality of the learning process so that specialist doctors are not sufficient to understand the material that has been taught. The obstacles that cause specialist residents to not be able to do face-to-face learning, one of which is the presence of the coronavirus which causes limitation of face-to-face meetings (Rose, 2020). Besides, there is another potential that causes obstacles, namely force majeure which can occur at any time, thus hindering face-to-face meetings. Barriers that cause a decline in the quality of the learning process can lead to reduced learning effectiveness. The implications that arise when learning is not carried out effectively can reduce the quality of output from specialist doctor education. The output that is not following expectations can reduce the quality of services provided to the community so that this description analyzes the importance of a quality learning process.

Specialist medical education puts forward the existing practices in the field, such as directly knowing the patient's condition, so that it is not only theoretical to be studied but puts forward technical aspects. This means that a specialist is formed based on psychomotor aspects, so that there should be three aspects that shape and support the achievement of specialist medical education output, namely cognitive, affective, and psychomotor. In specialist doctors where education places more emphasis on practice, the psychomotor aspects need to be emphasized in-depth, however, when conditions are not possible so that obstacles that arise can reduce the effectiveness of learning, some challenges need to be resolved by the corona pandemic and force majeure can be an excuse. which resulted in a transition from face-to-face learning to learning using other media such as online. Online learning media is a tool that is used to support ongoing learning; however, the effectiveness of online learning media still needs to be tested (Cheston et al., 2013). When compared with face-to-face meetings, the psychological conditions of students can affect motivation to carry out education online, on the other hand where medical education puts forward practice or psychomotor aspects, online learning is a challenge to be able to maintain graduate output to match their competence (Pelaccia & Viau, 2017).

Maintaining the competence of students, namely prospective specialist doctors to remain following predetermined competencies, is a challenge for both students and educators, namely senior lecturers and specialist doctors. The learning media used varies from e-learning to each university and other alternatives such as Zoom, Webex, and other media can be utilized (Walton et al., 2014). The ability to use existing technology needs to be emphasized to convey the material effectively and efficiently. Educators are not only able to deliver material, but they need to be supported by the ability to operate existing technology to support online learning. Educators, namely lecturers and specialist doctors, need to put forward steps that can motivate prospective specialist doctors to study hard and diligently. The limitation of online learning is that it cannot monitor the condition of students and other limitations, namely related to the motivation of students, need to get the attention of educators (Barry et al., 2016). Learning in the medical field has developed online methods. However, there are still obstacles, namely the readiness of the material provided in this context, namely the educators, namely the lecturers to be ready to operate technology, and the readiness to motivate students to learn online effectively. This research still finds that lecturers are not ready to do online learning. Therefore there is still a need for research that examines the intention and behavior of students to carry out online lectures on specialist doctor education.

II. Literature Review

Based on the theory of planned behavior, every action or activity carried out by humans has three basic or considerations. Belief in an influence or implication for behavior and evaluation of these implications. Belief in the normative values of others and motivation to meet these expectations. Belief in the existence of factors that can facilitate the action of behavior and the abilities of the factors that can control behavior (Ajzen, 1991). Belief in behavior is produced from attitudes towards that behavior. Normative beliefs result from social pressure or social norms that arise from society.

The combination of attitudes toward behavior, subjective norms, and perceived behavior will form an intention to carry out an activity, in the context of online learning to use learning media (Liaw, 2008). The attitude of students can determine the intention to use online learning media so that an attitude and intention can be formed from the attitude of the student. When students believe that online learning media can be used to obtain materials that can support better understanding is a key so that the attitudes of students can affect their intentions. The existence of student intention is an important component and one of them is formed based on a positive attitude towards learning media. When online learning media is considered a tool or means to increase understanding or material, this can encourage an intention to adopt the technology. Online learning when

students have a positive attitude towards online learning can encourage faster adoption. The convenience provided by accessing technology online can encourage students' intention to behave positively towards online learning (Dewberry & Jackson, 2018).

Normative belief arises from the existence of groups in a friendship or social circle who have certain behaviors and become common actions. Therefore groups will influence the behavior of individuals because individuals are part of the group (Ajzen, 2012). When someone has become part of the group, the behavior is carried out so that it has implications for the group and a reciprocal relationship appears. When someone acts it can have implications for activities carried out by individuals, in the context of this research when students in a class carry out an activity, class members will be influenced together to carry out these activities. When online learning media is carried out, all classes will be jointly influenced to carry out learning online, not only students who do online learning, however lecturers participate in providing knowledge through online learning media.

Learning carried out by students and lecturers together will form a communal relationship that learning is not only done face-to-face but an alternative meeting appears via the internet network. Therefore, readiness is needed which will affect the intention to decide on a technology adoption theory of planned behavior which states that the existence of subjective norms will affect the intention to carry out an activity or action based on group togetherness so that an individual will take the same action as the group (Stone & Baker-Eveleth, 2013).

The Influence Attitude to Learning Intention

An action that is done by someone based on certain motivation and has a pattern is called behavior. A behavior arises due to an intention. Therefore, the intention is a major component in shaping a person's behavior. The intention is formed with an attitude, when someone has a positive attitude, it can have a positive effect on the intention to be carried out (Ajzen, 2012). To take an action, attitude is a reflection of the evaluation of the self-concept of an online learning phenomenon which is an alternative needed to provide material understanding to students as a result of face-to-face learning being eliminated. Therefore, students' attitudes toward online learning are a component that can form learning intentions. When the attitudes of students are interested in implementing online learning, this can encourage an intention to study more deeply. The intention is composed of the belief of students to use online learning media (Swaim et al., 2014).

The facilities that can be operated by students can determine the intention to use online tools for learning. Therefore, it is easy to determine the intention of students to adopt an online learning system, if students find it difficult to operate the existing menu in online learning so that the applications that become facilities are not controlled by students in the operating system then this can reduce interest in operating the means to support online learning. When students feel that the online system has benefits to support online learning, this can encourage students to intend to adopt the system, so that the intention of students in learning is determined by the ease and perceived usefulness of the material and online learning system. Previous research has revealed a positive relationship between attitudes towards the intention to take an action (Jailani et al., 2017). In this study, the intention to study online is determined by the ease with which students operate the learning system and the perceived usefulness which forms a student's attitude towards learning online.

H1: Attitude has a positive and significant effect on student intentions in participating in online learning

The Influence Subjective Norm toward Intention

The existence of subjective values is a key component that forms the intention to take a particular action. In this study, subjective value comes from the activities carried out by the group, resulting in an intention to do online learning. These values are based on the activities that have been carried out both in the specialist doctor education environment and in the educational process in Indonesia. The existence of the Coronavirus must limit face-to-face activities specialist doctor education prioritizes psychomotor processes, so that each activity can immediately carry out activities oriented to the success of an action. Specialist medical education is not only related to the theory that can be explained in the online learning process, but it is a very important activity that involves practice so that the knowledge that is owned is not only textual but also contextual. Previous research has proven that there is a positive effect of subjective values in the group on the intention to take an action. This study aims to test that when many students use online learning methods through available applications such as Zoom, Webex and e-learning at each university, it can affect a student's intention to use learning media online. A lecturer is a teacher who aims to provide understanding to students through face-to-face learning media, however, just as with students in the current era some obstacles cause direct education to be not implemented but through online learning media (Sutarmi et al., 2016). Therefore, the readiness of the lecturer to use and the ability to operate online learning media affect the intention to use it (Rusdarti, 2019).

H2: Subjective norms have a positive and significant effect on student intentions in participating in online learning

III. Method

Every study usually uses an approach and method. The approaches and methods used usually to refer to the formulation of the problem, the research objectives, and the research hypothesis. In this research, the approach used is quantitative. This approach relies more on numbers in the form of scores as the basic framework for analysis. The score is obtained by the survey method. This method, according to Hair et al., (2010), is generally used in large and small populations, but the data studied is data from samples taken from that population, so that relative incidents, distributions, and relationships between variables are found. The population in this study were all students who were currently pursuing specialist medical education at the Faculty of Medicine, Diponegoro University. This population describes all students who are suitable following the problems contained in this study.

IV. Result

Hypothesis 1 states that Attitude has a positive and significant effect on student intentions in participating in online learning, the results of the study prove that the T statistic is 0.892 and a significance level of 0.372 indicates that the hypothesis is not supported. Hypothesis 2 states that the Subjective norm has a positive and significant effect on students' intentions in participating in online learning, the results of the study prove that the T statistic is 0.897 and the significance level is 0.370 indicating that the hypothesis is not supported.

The results of this study indicate that attitudes have no positive and significant effect on interest in learning. Attitude consists of several indicators, which are related to student confidence in learning from being easier to understand. The results of this study indicate that students do not believe that online learning systems can provide better understanding when compared to direct learning, namely face-to-face. Online learning has several barriers such as the internet and incomplete understanding. When the lecturer delivers the material, several obstacles can increase the reduced understanding of students, especially for specialist medical students, where sufficient knowledge and skills are needed to be able to take any action, especially taking specific actions according to the competence of graduates, namely specialist doctors. Student understanding can be reduced because online learning activities affect the quality of learning. When direct learning, namely using the face-to-face system, can be done, students can understand more deeply, and trust in the learning system directly is higher (Prior et al., 2016) however, when online learning is carried out, the student's ability to understand both aspects cognitive, affective, and psychomotor can be hindered by the presence of signal disturbances and reduced quality of understanding. Therefore, the level of student confidence does not affect online learning. Online learning can weaken the quality of understanding and the cognitive aspects learned by students can be reduced (Fleming et al., 2017).

Cognitive aspects include the ability to analyze, know, and understand knowledge. Online learning can affect the affective, namely the attitude of students to carry out learning activities. These activities are carried out in front of the monitor screen or front of each student's laptop so that the attitude shown is sometimes not the same when dealing with lecturers so that sometimes there are students who turn off the camera or get around the learning model which implies difficulties in measuring the affective aspects. The presence of students cannot be monitored thoroughly by the lecturer. Students can do activities outside of learning because they are done online so that the teaching and learning process cannot be monitored comprehensively by the lecturer. These activities cannot be carried out using a face-to-face system so the process of online learning activities has many weaknesses because lecturers cannot provide direct directions and input (Radovan & Perdih, 2016). Also, in the psychomotor aspect, students have a weakness, namely, they cannot practice directly.

If there is a face-to-face meeting, the interaction between students and lecturers will be stronger, so that a comprehensive understanding can be obtained, and expertise or practical competence can be directly asked or discussed with the lecturer. However, with online learning, these activities cannot be carried out (practice), so that activities carried out with lectures using the online system are full of limitations, even though there are aspects that are strived to be perfected closer to the face-to-face system.

Based on the research results, it shows that the lecturer supports the learning that is done online. The readiness of lecturers in carrying out online learning activities can be seen in the results of this study which are shown by the perceptions of students in assessing the readiness of lecturers to carry out learning activities online through learning devices. Lecturers who are ready to carry out learning activities can encourage students to keep up with the material that has been studied. This means that when the lecturer is ready with the material to be delivered, the students will be encouraged and motivated to learn. The process is carried out using online media, namely by using third-party applications. In offline or face-to-face learning, the lecturer will prepare the material by conveying it through several methods, one of which is the delivery discussion with lectures and assignments. In lectures that are held online, the process will be shifted by utilizing existing technology. Giving discussions can be done through online-based applications so that interactions can be created between lecturers and students (Kwekkeboom et al., 2005).

When the lecturer wants to give an assignment, it can be done using e-learning on each account owned by the lecturer, so that students can follow the assignment given by working following a predetermined time limit. The readiness of students in carrying out lectures online is also determined by the readiness of the lecturers. The results of this study prove that students trust that lecturers are ready to carry out activities based online. The learning strategy is an attempt to carry out lectures using methods that can increase student understanding of the material. When the learning strategy can be applied, this can help students understand the material presented. A lecturer can choose an effort to improve this understanding through the various options available by using learning strategies. It is hoped that students can easily obtain material and understand it. This means that students can get from the cognitive aspects regarding the material. When the cognitive aspects are absorbed in students, it is hoped that other aspects such as affective, cognitive, and psychomotor can develop. When someone has understood a phenomenon or science, the basic understanding can be used to improve attitudes and skills, especially in specialist doctor education, where a strong psychomotor aspect is needed. The skills of a doctor can determine his competence so that the readiness of a lecturer to provide material has a major effect on the competencies possessed by graduates

V. Conclusion

The results of this study prove that attitudes do not affect intention and behavior in learning using online media. This is due to the need for adaptation to perceive that online learning media can be used in learning media because students still feel that learning is identical to the classroom, especially for anesthesia specialist medical education program students who emphasize more on practice. The results of this study indicate that subjective norms have an influence on behavior but not on intention, this indicates that subjective norms directly influence student learning behavior by using online media.

VI. Suggestion

Based on the research that has been done, it can be concluded that students still need to adapt to using online learning media. Therefore, there is still a need for habituation through frequency and the existence of learning strategies that can help students understand the material presented by the lecturer. There is still a need for support from a stronger environment so that online learning media can be implemented thoroughly and can be easily accepted by students.

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