COGNITION PROCESS OF THE STUDENTS IN USING INTERNET AS SOURCE OF LEARNING
(study at second semester students of TBI IAIN Bengkulu in academic year 2018/2019)


Abstract

The presence of the internet has changed most of the way of life and activities everyday human being. Students can use the internet as a source of learn alternatives to books to get more information. The goal of this research is to investigate how students search and process information found on the Internet to meet the needs of their academic tasks and how they see that information compared to printed materials. The study was conducted at second semester students of English Tadris. Searching and processing such information is then seen from the eyes of Bloom's taxonomy. Research conducted using qualitative methods using snowballing techniques. Nineteen students from the second semester were randomly selected to be interviewed. The results of the study show that the presence of the internet as a learning resource has not shifted the role of printed textbooks as the main source of information for students while working on their academic assignments. However, information seeking activities on the Internet facilitate students to reach four domains of the Bloom Taxonomy learning process.

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The internet also makes learning practical. Students are empowered by the Net because it enables them to study independently. As for students, their learning is no longer passive because the internet really does offer numerous activities for them to apply what they have been taught. Substantial basis of a mass computerisation of formation is certainly connected by the fact that a modern computer represents effective remedy of optimisation of conditions of brainwork in general and in any of its displays. Two aspects of the use of the Internet in English teaching deserve special attention: student communication and cooperation and on-line language learning research. The degree of activity of students and students in the process of mastering knowledge is an important factor for successful learning. From this point of view, it is important to pay attention to the use of active methods in the teaching of psychology. The method of training can be effective when it is built on methods and techniques that activate the activity of the trainee, first of all, the thinking. The more active the cognitive activity of the learner, the higher the effectiveness of learning. Active methods of training are understood to mean those who implement the installation for high a university students, and college student perceptions of the Internet and a traditional library were presented. This. study showed that when university students have the opportunity to use internet resources, almost all of them. point of the studies is that internet use can have a positive effect on students’ performance if it is properly used. Another important study has been conducted to evaluate the skills of freshmen in universities regarding. educational technology standards, and to examine the factors that influence these skills (Kurt et al, 2008). Even though the Internet is a very important and indispensable source for students, the issue of whether the. referenced source is trustworthy and/or credible, has been raised. This is because there is no control on any. Which technologies do university students use to self-regulate their learning? What self-regulated learning strategies do they develop using technologies?

What profiles could be identified among students based on their use of self-regulation strategies with technology? To answer these questions, the “Survey of Self-regulated Learning with Technology at the University” was designed. Abstract. Analysing the process by which students—whether at university or not—manage and facilitate their own learning has been a recurrent educational research problem. Recently, the question arises about how the development of strategies taking place during the aforementioned process could be made easier by using technologies.