

The Influence of Learning Culture Learning Environment and Learning Style on the Self-Efficacy of Students in Senior High and Vocational School in Online Learning

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ABSTRACT

Online learning has become the main solution during the pandemic, although for some teachers it is still relatively new. There are many obstacles in the process, including the lack of technology skills of some teachers, as well as the role that parents have to play in accompanying their children during online learning. There are emotional changes in students due to the transition process of online learning and the lack of coordination between teachers and parents in overcoming this. Research on the influence of the use of Learning Management System (LMS) and social media on students, especially at the SMA/SMK level, is important to evaluate the extent to which students are able to utilize the system and improve policies and develop a better system in accordance with their social environment. This research was conducted over three years with a focus on high school students in Buleleng district. It aimed to investigate the influence of LMS and social media on students' characteristics during online learning. The study concluded that there is a significant influence between learning environment, learning style, and learning culture on self-efficacy.

Keywords: Learning culture, Learning environment, Learning style, Self-efficacy, Online learning

INTRODUCTION

Online learning is one of the solutions in the learning process during the pandemic which may be new to some teachers (Dharma & Sudewiputri, 2021). Before the pandemic, online learning had been widely implemented in schools, but during the pandemic online learning began to be massively used in schools (Jogezai et al., 2021; Ummidlatu Salamah. Fashi Hatul Lisaniyah, 2022). The implementation of online learning requires a stable internet connection and the utilization of various available applications, both through laptop and smartphone devices (Suyadi et al., 2023). Thus, students and teachers can access learning materials, interact virtually, and conduct other learning activities through online platforms more flexibly and effectively (Cahyani et al., 2020; Rahayu & Wirza, 2020). Online learning activities are not new to teachers in Indonesia, but many teachers are not too familiar with online learning because in learning in general teachers are more dominant in using face-to-face learning than online. So it is necessary for teachers to approach online learning that is currently being implemented in schools.

Kartinah stated that there are several obstacles in the online learning process, one of which is that teachers are not accustomed to doing online learning so they are required to master the technology that supports the online learning process (Kartinah & Prasetyowati, 2022). Putro in his research said that in the online learning process, all elements of education are asked to be able to provide facilities for learners to remain active even though it is done without face-to-face meetings (Putro et al., 2020). Another issue is the role of parents in guiding their children to replace teachers at school during online learning, so parents play an important role in achieving online learning targets and guiding children during learning at home is very important (Asrul & Hardianto, 2020; Pratiwi & Harahap, 2022). Teachers cannot monitor students directly, causing parents to replace teachers to participate in monitoring the development of their children's learning process.

Learning that used to be done face-to-face with little task intensity, now becomes long-distance with a lot of task intensity. This learning system causes emotional changes in students, even some children who experience character changes (Rohman et al., 2021). Problems are also faced by parents in replacing teachers where parents sometimes have difficulty providing an understanding of the subject matter, even in online learning conditions not a few parents experience stress and depression (Alfaris et al., 2021;

Purnomo et al., 2022). Various kinds of problems arise in the online learning process ranging from problems using learning media, online learning access problems, internet quota problems, and many more non-technical problems that occur (Munastiwi, 2021; Wibisono & Hartono, 2021).

This needs to be investigated in a research incorporated in the Social Informatics research group. Research on the organizational or social environment in the use of ICT, so that the gap between the ideal environment for ICT implementation and the maturity level of the organization, for example the school where the ICT is used. Especially during the pandemic, the use of social media and LMS (Learning Management System) has been used even from the pre-school level, elementary school, junior high school, high school / vocational school, to the university level. Through this research, it is hoped that there will be mutual interaction between ICT and the environment. This research aims to get an overview of student characteristics in terms of learning culture, learning environment, learning style and self-efficacy carried out by students during online learning. So that the environment with all its components and aspects is an object that is studied, observed, and manipulated for the purpose of optimal alignment with ICT so as to produce better improvements both technically and in policies that adopt from both sides, both from the ICT side and the social environment (Darmawati, 2023).

Therefore, it is necessary to conduct research to determine the effect of LMS and social media on students, especially at the SMA / SMK level to find out the extent to which students can use and empower the system properly so that they know the direction of policy and the direction of system development that is better adapted to their social environment because technology is created for the benefit of the people, not to complicate but on the contrary to make it easier. Learning Management System is a software that has a wide range of functions, including administration, documentation, tracking, reporting, and delivery of e-learning-based education programs or training programs (Furqon et al., 2023; Lwande et al., 2021). In other words, an LMS is not only an administrative tool, but also a platform that provides various facilities to support the entire education or training process digitally. With an LMS, users can manage all aspects of an education or training program, including setup, monitoring, and evaluation, efficiently and integrated in one centralized system. Management is the science and art of managing the process of effectively utilizing human resources (HR), supported by other resources in an organization to achieve certain goals (Mathis & Jackson, 2019). LMS has been widely used in the educational environment, LMS helps the learning process where the teacher exchanges information with students in the form of text, audio, or video. Then with the existence of social media, it can facilitate teaching in providing teaching materials and communicating with students in the online learning process.

There is some research conducted related to LMS as Mulyadi stated that the use of Blended Learning model is more effective in improving learning outcomes (Mulyadi et al., 2021). In distance education, blended learning is very necessary to increase the reinforcement of subject matter obtained through online media, besides that by combining online and face-to-face learning methods using blended learning can also form a social environment for students to communicate, interact, and build relationships directly with other students. LMS development should also be multi-access, for example, it can be accessed based on smartphones for certain learning. This research has been conducted by Putra in developing mathematics learning media which resulted in very good testing categories from the media side, and mathematics experts (Putra et al., 2020). Then seen from the effectiveness of users, both students and teachers, the results obtained are in the very good category for both respondents.

Then, the effectiveness of web programming subject learning at SMK Negeri 8 Semarang is proven to be effective based on the research conducted (Hamid, 2015). In this context, it is important to create innovations in learning media that can be used in the classroom in the form of online media. The purpose of this innovation is to ensure that the essence of the material delivered in face-to-face learning is maintained, but by utilizing technology to improve learning effectiveness. By using innovative online learning media, learners' learning pace can be significantly improved. Learners can study the material in greater depth without having to rely on direct assistance from the teacher. This provides greater flexibility for learners to learn according to their own rhythm and learning style. In addition, the use of innovative online learning media can also increase learners' interest in learning, as it presents the material in a more interesting and interactive way (Muntaza & Dhiyaa, 2022; Widayawati et al., 2022). Thus, students will be more motivated to learn and their learning outcomes can improve maximally.

Of course, in implementing a Learning Management System (LMS), the readiness of the school concerned is very important because it involves several aspects that require in-depth attention. This can be seen from the results of research conducted by Rohmah at SMA N 1 Kutowinangun, which aims to identify strong factors that need to be maintained and weak factors that need improvement in the implementation of the LMS (Rohmah, 2016). The result of the study shows that there are six factors that need to be considered, including teacher readiness factor, learner readiness factor, infrastructure factor, school culture factor, and face-to-face learning tendency factor. By considering these factors, schools can

strengthen the foundation of LMS implementation and increase its effectiveness in supporting the learning process.

Related to the research on student interaction patterns conducted by Limbong which aims to analyze students' emotional behavior before and during online learning, as well as the interaction patterns of parents and teachers in controlling students' emotions in online learning (Limbong et al., 2020). Obstacles faced during online implementation in controlling student emotions during a pandemic which shows that the pattern of teacher and parent interactions in controlling student emotions is difficult to establish well because of one of the rules that requires social distancing during a pandemic. The lack of coordination between teachers and parents in discussing strategies to control student emotions during the pandemic has made it difficult to control student emotions. Then the research conducted by Putro and Khamim revealed the effectiveness of the implementation of learning from home, and the pattern of interaction between parents and children during home learning (Putro et al., 2020). Good interaction patterns must be carried out by parents to their children in order to determine the success of a child in undergoing learning at home.

METHOD

The type of research used is quantitative research with a descriptive approach. This research method is based on the philosophy of positivism, where to examine certain populations or samples of data collection using research instruments. Data analysis is quantitative / statistical with the aim of testing the hypothesis that has been applied. According to Sugiyono, the measuring instrument in quantitative research is a questionnaire, the data obtained is in the form of answers from participants to the questions or items submitted (Sugiyono, 2016). Good items are as follows: Items must be relevant or tied to what is being measured, Items must be concise, Items are not confusing, Good items must contain one thought.

This study uses multiple linear regression analysis methods because the independent variable consists of more than one. The variable that affects is called the Independent Variable and the variable that is affected is called the Dependent Variable. This study consists of three independent variables, namely learning environment (X1), learning style (X2), and learning culture (X3), while the dependent variable is self-efficacy (Y). The subjects of this study were high school / vocational high school students in the Bali area. Cooperation related to this research process is carried out through a Memorandum of Agreement (MOA) or Cooperation Agreement (PKS) between researchers and related parties, such as schools and other related parties. This research not only includes strong quantitative aspects, but also demonstrates a commitment to the quality and relevance of the research results in the context of education at the district level.

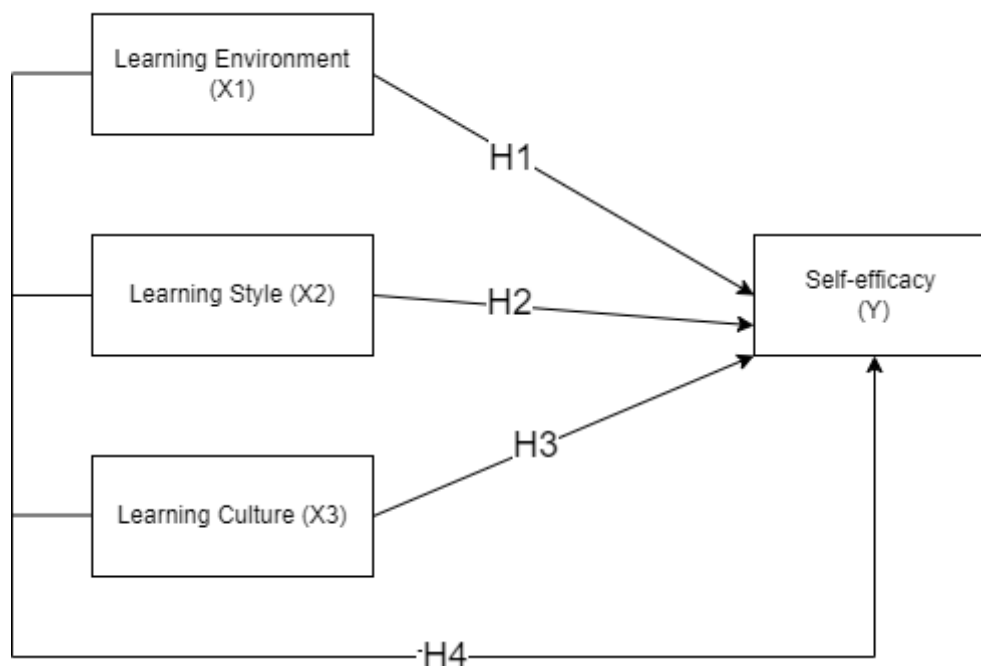


Figure 1. Research framework

Based on Figure 1. The research hypothesis is as follows.

H1 : Learning Environment (X1) has a significant effect on Self-Efficacy (Y)

H2 : Learning Style (X2) has a significant effect on Self-Efficacy (Y)

H3 : Learning Culture (X3) has a significant effect on Self-Efficacy (Y)

H4: Learning Environment (X1), Learning Style (X2) and Learning Culture (X3) have a significant effect on Self-Efficacy (Y)

In this study, data was collected using three different techniques, namely interviews, observation, and documentation. Interviews were conducted by communicating directly and asking open-ended questions, so that the information obtained becomes more comprehensive, in-depth, and closely related to the problem being studied. Observation aims to provide a realistic picture of behavior or events, help answer questions, gain an understanding of human behavior, and make evaluations by measuring certain aspects and providing feedback on these measurements. Meanwhile, the documentation method is used to complement the data needed in this research, serving as an auxiliary and supporting tool.

Data validity is also carried out to show that what the researcher observes is in accordance with what actually exists at the research location and the explanation of the problem description is in accordance with the actual situation. Data validation in this study was carried out using a triangulation approach, which combines data triangulation and method triangulation. The triangulation approach allows researchers to obtain a more comprehensive and in-depth understanding of the phenomenon under study by collecting data from various sources and using various research methods. Thus, the research results are reliable and have a higher level of confidence because they have gone through a comprehensive and careful validation process. Data triangulation is used to collect similar data using a variety of different data sources. Meanwhile, method triangulation is used to compare data from interviews, namely comparing what is in the documents with the results of observations and comparing the results of interviews with the contents of related documents.

The instrument in this study used a questionnaire method. The questionnaire used consists of 40 items using a score range of Strongly Agree (SS), Agree (S), Disagree (KS), Disagree (TS), and Strongly Disagree (STS). The results of this questionnaire will generate data about students related to the learning process that has been carried out. This data will be analyzed using special calculation formulas to determine the dependent variable that has been categorized, whether it is included in the classification of strongly agree, agree, disagree, disagree, or strongly disagree. Before this instrument is used, first test the level of validity, reliability, item difficulty index (IKB), and item differentiation index (IDB).

In this research, data analysis techniques include statistical analysis and non-statistical analysis to process data, given that the data generated are quantitative and qualitative. Quantitative data will be processed through descriptive statistical analysis, while qualitative data will be interpreted to give meaning to the data description. Statistical analysis aims to generalize the results of the study, which includes regression analysis, statistical assumption testing such as normality test, linearity test, multicollinearity test, and autocorrelation test. Multiple linear regression analysis is linear regression to analyze the magnitude of the relationship and influence of independent variables whose number is more than two (Sugiyono, 2017).

The multiple regression model equation is as follows. (Sugiyono, 2016).

$$Y = a + b_1X_1 + b_2X_2 + b_3X_3 \dots + b_kX_k \dots \dots \dots (1)$$

Based on equation (1) where Y is the predicted value of Self-Efficacy; a is a constant number; b_1, b_2, \dots, b_k is the coefficient of the independent variable; x_1, x_2, \dots is an independent variable; X_1 constitutes the Learning Environment; X_2 is a Learning Style and X_3 is a Learning Culture.

The regression model in this study is expressed as follows.

$$P(Y) = a + b_1(BO) + b_2(LO) \dots \dots \dots (2)$$

Based on equation (2), where P is Productivity; b_1, b_2 is the regression coefficient; and "a" is a constant.

Detect the X and Y variables that will be included in the regression analysis above with the help of SPSS software. The results of the analysis obtained must be interpreted (interpreting), in the interpretation the first thing to look at is the F-count value because the F-count shows the test simultaneously (together), in the sense that the variable X_1, X_2, \dots, X_n jointly influence the variable Y.

FINDINGS AND DISCUSSION

Findings

The data analysis that has been carried out involves several stages of testing to ensure the quality and proper interpretation of the research results. The stages that must be passed are first necessary to describe the data of the research results that have been carried out, the next step is to test the data analysis prerequisites. Then enter the stage in analyzing the data, namely the selection of analysis methods, namely choosing an analysis method that is in accordance with the research objectives. In this

case, the analysis method chosen is regression because it aims to determine the effect of learning environment, learning style, and learning culture on self-efficacy; the next stage is data preparation where the data that has been collected from the questionnaire must be prepared before analysis. Data preparation includes cleaning the data from missing or invalid values, coding if needed, and changing the data format if needed. The next stage is testing statistical assumptions using the SPSS 27.0 application, where before conducting regression analysis, statistical assumption tests such as normality test, linearity test, multicollinearity test, and autocorrelation test are carried out.

The purpose of this test is to ensure that the data meets the assumptions required for accurate regression analysis. The next stage is regression model building where after ensuring that the data meets the assumptions of regression analysis, regression model building is carried out by identifying the independent variables (learning environment, learning style, and learning culture) and the dependent variable (self-efficacy); Entering the regression analysis stage after model building, regression analysis is carried out to evaluate the relationship between the independent and dependent variables. This involves calculating the regression coefficients, testing for significance, and interpreting the results; The final stage of the analysis is model evaluation which is the stage to evaluate how well the model explains the variability in the dependent variable. This involves the use of measures such as R Square, F Change, and significance values to assess the fit of the model.

Table 1. Data Description of Research Results

		Learning Environment	Learning Style	Learning Culture	Self-efficacy
N	Valid	152	152	152	152
	Missing	0	0	0	0
Mean		53.0921	64.2434	82.4013	77.5526
Median		53.0000	65.0000	83.0000	77.0000
Mode		53.00	76.00	88.00	84.00 ^a
Std. Deviation		8.19494	9.12605	7.84811	11.18170
Variance		67.157	83.285	61.593	125.030
Range		31.00	32.00	30.00	42.00
Minimum		36.00	46.00	69.00	55.00
Maximum		67.00	78.00	99.00	97.00
Sum		8070.00	9765.00	12525.00	11788.00
a. Multiple modes exist. The smallest value is shown					

The research was conducted in 3 high schools, namely SMK Triatma Jaya Singaraja, SMKN 1 Mas Ubud, SMAN 1 Petang. There are 152 data taken from the distribution of questionnaires to respondents. The analysis will be carried out using the regression method which aims to determine the effect of learning environment, learning style, and learning culture on self-efficacy. From table 1 there are 152 valid data, 0 missing data. Mean, median, mode, standard deviation, variance, range, minimum, maximum, and total values for each variable have been calculated then these data will be used in regression analysis. Prerequisite testing of the analysis in detail is shown in Table 2. Normality Test of Data Distribution.

Table 2. Normality Test of Data Distribution

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Efikasi Diri	0.099	152	0.201	0.967	152	0.071
Lingkungan Belajar	0.105	152	0.060	0.966	152	0.101
Gaya Belajar	0.094	152	0.102	0.948	152	0.120
Budaya Belajar	0.084	152	0.081	0.967	152	0.106
a. Lilliefors Significance Correction						

There are two methods used to test the normality of data distribution, namely Kolmogorov-Smirnov and Shapiro-Wilk. Overall, based on the p values generated from both normality tests, there is not enough evidence to reject the assumption that the data on all variables (Self-Efficacy, Learning Environment, Learning Style, and Learning Culture) are not normally distributed. Therefore, it can be concluded that the data fulfill the assumption of normality, so that the statistical analysis carried out is reliable and the interpretation becomes more precise.

Table 3. ANOVA Table Linearity Test of Self-Efficacy and Learning Environment Variables

			Sum of Squares	df	Mean Square	F	Sig.
Self-efficacy * Learning Environment	Between Groups	(Combined)	9970.813	25	398.833	5.641	0.000
		Linearity	4234.936	1	4234.936	59.896	0.000
		Deviation from Linearity	5735.877	24	238.995	1.380	0.080
	Within Groups		8908.766	126	70.704		
	Total		18879.579	151			

Table 4. ANOVA Table Linearity Test of Self-Efficacy and Learning Style Variables

			Sum of Squares	df	Mean Square	F	Sig.
Self-efficacy * Learning Style	Between Groups	(Combined)	11582.190	26	445.469	7.631	0.000
		Linearity	7083.836	1	7083.836	121.342	0.000
		Deviation from Linearity	4498.354	25	179.934	1.082	0.105
	Within Groups		7297.389	125	58.379		
	Total		18879.579	151			

Table 5. ANOVA Table Linearity Test of Self-Efficacy and Learning Culture Variables

			Sum of Squares	df	Mean Square	F	Sig.
Self-efficacy * Learning Culture	Between Groups	(Combined)	9360.889	27	346.700	4.516	0.000
		Linearity	6372.081	1	6372.081	83.009	0.000
		Deviation from Linearity	2988.808	26	114.954	1.498	0.075
	Within Groups		9518.690	124	76.764		
	Total		18879.579	151			

Based on Table 3, Table 4, and Table 5, the relationship between the variables of self-efficacy and learning environment, learning style, and learning culture each show a statistically significant linear pattern ($p < 0.05$) based on the p value in the linearity test. The relationship between self-efficacy and the variables of learning environment, learning style, and learning culture showed linear nature and statistical significance, as evident from the results of the linearity test conducted on each of the related tables. Thus, this finding indicates that there is a strong correlation between self-efficacy and the variables of learning environment, learning style, and learning culture, which can be mathematically explained in a linear relationship and has high statistical significance. This illustrates the importance of these variables in influencing one's level of self-efficacy in the context of learning.

Table 6. Multicollinearity Test

Model		Collinearity Statistics	
		Tolerance	VIF
1	(Constant)		
	Learning Environment	0.944	1.244
	Learning Style	0.899	1.370
	Learning Culture	0.912	1.205

Based on Table 6. multicollinearity test results, it is found that each variable (learning environment, learning style, and learning culture) has a high tolerance value, which exceeds 0.1, and a low Variance Inflation Factor (VIF) value, which is below 10. This indicates that there is no significant multicollinearity problem among the variables in the regression model. Thus, the regression estimation results can be relied upon with greater confidence, as there is no indication of any serious disturbance caused by multicollinearity among the variables.

Table 7. Autocorrelation Test

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	0.703	0.494	0.484	8.03430	1.645

The relationship between the independent and dependent variables (R) has a value of about 0.703, indicating a fairly strong positive relationship between the independent and dependent variables. The coefficient of determination (R Square) is 0.494, which means that about 49.4% of the variability in the dependent variable can be explained by the independent variables in the model. The standard error of the estimate is about 8.03430, which indicates how close the observed data points on the dependent variable are to the regression line. The lower the value, the better the model is at predicting the dependent variable. So this linear regression model has the power to explain the relationship between the independent variables (Learning Environment, Learning Style, and Learning Culture) and the dependent (Self-Efficacy).

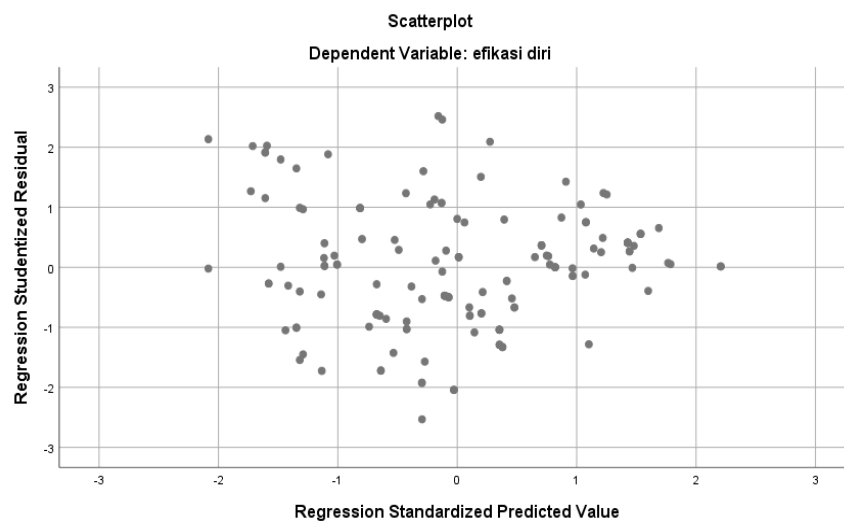


Figure 2. Heteroscedasticity Test

Hypothesis Test I (X1Y): The Effect of Learning Environment on Self-Efficacy

Table 8. Summary of Hypothesis Test Model I(X1Y)

Model Summary ^b										
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	0.474 ^a	0.224	0.219	9.88084	0.224	43.377	1	150	0.000	1.771

a. Predictors: (Constant), learning environment
 b. Dependent Variable: Self-efficacy

Table 9. ANOVA Hypothesis Test I (X1Y)

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4234.936	1	4234.936	43.377	0.000 ^b
	Residual	14644.643	150	97.631		
	Total	18879.579	151			

a. Dependent Variable: Self-efficacy
 b. Predictors: (Constant), learning environment

Table 10. Regression Coefficient of Hypothesis Test I (X1Y)

Coefficients ^a											
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	43.243	5.271		8.204	0.000					
	Learning Environment	0.646	0.098	0.474	6.586	0.000	0.474	0.474	0.474	1.000	1.000

a. Dependent Variable: Self-efficacy

The regression model shows that the Learning Environment variable significantly affects Self-Efficacy, with an R Square (Table 8) of 0.224, indicating that approximately 22.4% of the variability in Self-Efficacy can be explained by Learning Environment. The addition of the Learning Environment variable significantly increases the model's ability to explain variability in Self-Efficacy, indicated by the significant F Change value (Table 9) (43.377). In addition, in Table 10 the Learning Environment regression coefficient (B) value of 0.646 with a significance value (Sig.) of less than 0.05 indicates that there is a positive and significant influence between Learning Environment and Self-Efficacy. Therefore, the Learning Environment has a significant influence on Self-Efficacy in the research subjects.

Hypothesis Test II (X2Y): The Effect of Learning Style on Self-Efficacy

Table 11. Summary of Hypothesis Test Model II (X2Y)

Model Summary ^b										
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	0.613 ^a	0.375	0.371	8.86782	0.375	90.081	1	150	0.000	1.786

a. Predictors: (Constant), Learning Style
b. Dependent Variable: Self-efficacy

Table 12. ANOVA Hypothesis Test II (X2Y)

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	7083.836	1	7083.836	90.081	0.000 ^b
	Residual	11795.743	150	78.638		
	Total	18879.579	151			

a. Dependent Variable: Self-efficacy
b. Predictors: (Constant), Learning Style

Table 13. Regression Coefficient of Hypothesis Test II (X2Y)

Coefficients ^a											
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	29.337	5.131		5.718	0.000					
	Learning Style	0.751	0.079	0.613	9.491	0.000	0.613	0.613	0.613	1.000	1.000

a. Dependent Variable: Self-efficacy

The regression model shows that the Learning Style variable significantly affects Self-Efficacy, with an R Square (Table 8) of 0.375, indicating that approximately 37.5% of the variability in Self-Efficacy can be explained by Learning Style. The addition of the Learning Style variable significantly increases the model's ability to explain the variability of Self-Efficacy, indicated by the significant F Change value (90.081) in Table 12. In addition, in Table 13, the Learning Style regression coefficient (B) value of 0.751 with a significance value (Sig.) of less than 0.05 indicates that there is a positive and significant influence between Learning Style and Self-Efficacy. Thus, Learning Style has a significant influence on Self-Efficacy in the research subjects.

Hypothesis Test III (X3Y): The Effect of Learning Culture on Self-Efficacy

Table 14. Summary of Hypothesis Test Model III (X3Y)

Model Summary ^b										
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. Change	
1	0.581 ^a	0.338	0.333	9.13145	0.338	76.419	1	150	0.000	1.779
a. Predictors: (Constant), Learning Culture										
b. Dependent Variable: Self-efficacy										

Table 15. ANOVA Hypothesis Test III (X3Y)

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	6372.081	1	6372.081	76.419	0.000 ^b
	Residual	12507.498	150	83.383		
	Total	18879.579	151			
a. Dependent Variable: Self-efficacy						
b. Predictors: (Constant), Learning Culture						

Table 16. Regression Coefficient of Hypothesis III Test (X3Y)

Coefficients ^a											
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	9.347	7.837		1.193	0.235					
	Learning Culture	0.828	0.095	0.581	8.742	0.000	0.581	0.581	0.581	1.000	1.000
a. Dependent Variable: Self-efficacy											

The regression model shows that the Learning Culture variable significantly affects Self-Efficacy, with an R Square (Table 14) of 0.338, indicating that approximately 33.8% of the variability in Self-Efficacy can be explained by Learning Culture. The addition of the Learning Culture variable significantly increases the model's ability to explain the variability of Self-Efficacy, shown in Table 15 with a significant F Change value (76.419). In addition, in Table 16, the regression coefficient (B) value of Learning Culture is 0.828 with a significance value (Sig.) of less than 0.05, indicating that there is a positive and significant influence between Learning Culture and Self-Efficacy. Thus, Learning Culture has a significant influence on Self-Efficacy in the research subjects.

Hypothesis Test IV (X123Y): The Effect of Learning Environment, Learning Style and Learning Culture on Self-Efficacy

Table 17. Summary of Hypothesis IV Test Model (X123Y)

Model Summary ^b										
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. Change	
1	0.703 ^a	0.494	0.484	8.03430	0.494	48.160	3	148	0.000	1.645

a. Predictors: (Constant), learning culture, learning environment, learning style
b. Dependent Variable: Self-efficacy

Table 18. ANOVA Hypothesis Test IV (X123Y)

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	9326.188	3	3108.729	48.160	0.000 ^b
	Residual	9553.391	148	64.550		
	Total	18879.579	151			

a. Dependent Variable: Self-efficacy
b. Predictors: (Constant), learning culture, learning environment, learning style

Table 19. Regression Coefficient of Hypothesis Test IV (X123Y)

Coefficients ^a											
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	2.641	7.211		0.366	0.715					
	Learning Environment	0.265	0.093	0.194	2.861	0.005	0.474	0.229	0.167	0.944	1.244
	Learning Style	0.411	0.093	0.335	4.439	0.000	0.613	0.343	0.260	0.899	1.370
	Learning Culture	0.482	0.099	0.338	4.883	0.000	0.581	0.373	0.286	0.912	1.205

a. Dependent Variable: Self-efficacy

The regression model shows that the combined variables of Learning Culture, Learning Environment, and Learning Style significantly affect Self-Efficacy, with an R Square (Table 17) of 0.494. This indicates that approximately 49.4% of the variability in Self-Efficacy can be explained by the combination of the three variables. The addition of the three variables together significantly increases the model's ability to explain the variability in Self-Efficacy, as shown by Table 18 with a significant F Change value (48.160). In addition, from the regression coefficients, it can be seen that all independent variables (Learning Environment, Learning Style, and Learning Culture) have a significant influence on Self-Efficacy, with a significance value (Sig.) of less than 0.05 in Table 19. This indicates that each of these variables makes a significant contribution to the explanation of variation in Self-Efficacy. Thus, Learning Culture, Learning Environment, and Learning Style together have a significant influence on Self-Efficacy in the research subjects.

DISCUSSION

Learning has been extremely challenging following the transition from the Covid 19 pandemic. Students often face the emotional difficulties of being separated from their peers and usual classroom routines. Teachers must also quickly adapt to technology to deliver online learning, presenting additional challenges. In addition, the role of parents is becoming increasingly important in educating their children at home, helping them navigate distance learning and providing the necessary emotional support. This study was conducted in three secondary schools in Bali, namely SMK Triatma Jaya Singaraja, SMK 1 Mas Ubud, and SMAN 1 Petang, with the main objective to investigate the influence of learning environment, learning style, and learning culture on students' self-efficacy. Through the data collection and analysis conducted, it is expected that the results of this study will be able to provide a more in-depth and comprehensive understanding of what factors influence students' self-efficacy during the pandemic. With this better understanding, it is hoped that it can provide more effective guidance and recommendations in

an effort to improve student self-efficacy and optimize the learning process amid the challenges faced during the pandemic.

The analysis confirmed that learning environment, learning style, and learning culture have a significant influence on students' self-efficacy. The significance value (Sig.) of the three variables shows that the relationship between the independent variable and the dependent variable does not occur by chance, but is the result of a real interaction between these factors. Therefore, it can be concluded that learning environment, learning style, and learning culture play an important role in shaping students' self-efficacy levels, especially in the context of a challenging pandemic. This finding reinforces the conclusion that these factors have a significant impact in dealing with learning challenges during the pandemic, as illustrated in the tables of research results presented below.

CONCLUSION

Based on the results of statistical analysis research, it can be concluded with confidence that there is a non-negligible influence between learning environment (X1), learning style (X2), and learning culture (X3) on self-efficacy (Y). With the significance value of the three variables being less than 0.05, the results of the analysis confirm the rejection of the null hypothesis (H_0) and the acceptance of the alternative hypothesis (H_a). In other words, the analysis shows that the independent variables have a significant influence on the dependent variable, indicating the importance of considering these factors in understanding and improving individual self-efficacy. This finding underscores the urgency of paying attention to learning environment, learning style and learning culture as key elements that play an important role in shaping and strengthening students' self-efficacy. As such, awareness of these factors can serve as a foundation for more targeted efforts to support the development of individual self-efficacy, especially during the current pandemic.

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