

CHAPTER 2

LITERATURE REVIEW

This chapter presents a brief explanation of some theories that support the study. The theories are related to students' identities and online learning.

2.1 Students' Identities

Self-identity refers to the individual's self-concept, encompassing their beliefs, values, experiences, and social roles that define who they are. Erik Identity is a sense of sameness and continuity in a person's life, which is evidenced by the meanings and feelings the person attributes to his own existence (Erikson, 1968). Identity is described as the set of features, beliefs, values, and experiences that shape an individual's sense of self and how they view themselves in relation to the world around them. It includes both personal identification (unique characteristics that set an individual apart) and social identity (how people identify with and are viewed within broader social groupings or categories). Identity is a dynamically constructed aspect that emerges through discourse and social behavior. Identity is created by social contact (Huges, 2007). But also, an individual's identity depends on a conception someone has of his life in narrative form, as a development from someone's past towards his future prospects, ending with death. (Davenport, 2012). It is how someone's being portrayed and perceived by himself and the community.

Identity shows someone's self. It is created by an idea that a person constructs; it is not an underlying substance to be discovered, it is developed in an ongoing effort that involves the synthesis of many different ideas about someone and its multiple facets into a single idea of someone (James, Burkhardt, Bowers & Skrupskelis, 1890). Selfhood is that you are able to give content to someone's sense of self by giving an account of who that person is (Atkins, 2008). It is developed to create the idea of someone and to tell the individuality.

Declaring someone's identity is done independently yet, without being able to completely control how others perceived it. Each individual is an agent as at once out of time and thus far formed by the events in the passage of time making identity a product of interactions with the social order (Scheibe, 2005). The self-stories about life are inevitably co-authored, most often unwittingly composed during dialogical interchanges, standpoint is necessarily a part of the social context and ultimately enters into the formation of identities (Sarbin, 2005). Identity is dynamic, it is not created by other people only but also individually within ourselves.

Identity shows someone's morals and values. Practical identity is where an individual value and find the worth of living and for actions to be worth undertaking (Korsgaard, 2009). Someone's foundation and principles are reflected in his identity. It covers many aspects of life. Identity includes roles and relationships, citizenship, professions, etc, it directs the choice of actions, for valuing

a certain role or under a certain description to find it meaningful to do certain acts (Korsgaard, 2009).

Someone has many meanings- personality, character, an individual's central character traits, the way(s) one carries himself in the world, the way he represents himself to him and to others, the dynamic collective system of thoughts, emotions, lived events, and so on (Flanagan, 1996). Establishing one's self- identity is harmonizing with establishing the identity of the other, which implies that identities are dialogical, and by implication, context-dependent (Sarbin, 2005).

Identity is the integration of parts of life. It is not always something that is fixed on the contrary, unsettled. Identity is not complete; identity is not stable; identity is not outside of representation; and therefore, identity depends on recognition (Holler & Klepper, 2013). It is a continuing process that changes throughout time.

Identity is how one's being portrayed and perceived by oneself and the community. It is created by an idea of a person and to tell the individuality. It develops progressively as an ongoing process. Someone's foundation and principles are reflected in one's identity. Identity is the integration of parts of life.

Establishing identity is difficult, especially during the transition from high school to university. The shift of feeling of as a university student and not as a school student anymore. Student identity refers to the self-concept and sense of belonging that individuals develop as learners within an educational context. It encompasses how students

perceive themselves in relation to their academic abilities, goals, and roles within the learning community. Field and Morgan-Klein (2010) emphasize the importance of developing a sense of oneself as a 'student' and present what we would expect retention rates to be higher among those students who have a strong feeling of themselves as particularly accustomed to the role of student. In addition, Field and Morgan-Klein (2010) stated that student-hood is the level to which the learner develops a sense of self as a student, including how they conceive of themselves as a student. Feeling like a student, having a sense of responsibility, acknowledging their identity as a student are extremely vital for their growth as an individual.

Identity does not develop rapidly. However, students will build their sense of student-hood over time, in the knowledge that it has arranged progressive limitations (Field & Morgan-Klein, 2010). Also, students' identities will be conveyed through, and also molded by, diverse ways of comprehending the future self (Field & Morgan-Klein, 2010). It forms gradually in which considering the outcomes of their journey.

Student identity is important. Students' experiences influence what the students expect and are motivated to learn (Peters, 2014). To verify, increased awareness of identity development has been found important to address matters of preservation, but it can also be a factor to improve support for learning (Peters, 2014). Student identity is the set of features, attitudes, and experiences that influence how a student identifies themselves in an educational setting. It includes their sense of belonging,

academic self-concept, values, aspirations, and responsibilities in the learning community. This identity emerges via interactions with classmates, instructors, and the learning environment, impacting motivation, engagement, and academic performance. Understanding student identity is critical for educators and institutions to provide effective assistance and promote good learning experiences that address students' different needs and backgrounds.

Students have distinct identities. Feeling like a student, feeling a sense of duty, and accepting their identity as a student are all incredibly important for their personal development. The importance of developing a sense of self as a 'student' stem from the expectation that students who have a well-developed sense of themselves as students will have a higher survival rate. It emerges gradually as a result of their journey's consequences. Furthermore, students' identities and experiences have an impact on their learning process.

2.2 Online Learning

There are several definitions of online learning. Online learning is when the learner is at a distance from the instructor that uses some form of technology to access the learning materials, and to interact with the instructor or other learners, and that some form of support is provided to learners acquire knowledge, to construct personal meaning, and to grow from the learning experience (Ally, 2008). It is a type of distance education that incorporates electronic and internet-based technology, or ICT, into the learning process (Efriana, 2021). The usage of internet-based technological characteristics, which are primarily dependent on the availability of information technology, is referred to as online learning (Efriana, 2021). It largely focuses on the use of technology as a learning tool.

Students' development is the purpose of online learning. The use of the Internet to access learning resources, engage with the content, teacher, and other learners, and seek assistance during the learning process in order to gain information, develop personal meaning, and grow from the experience (Anderson & Elloumi, 2004). A method for organizing online learning classes to reach a large and diverse set of students is known as online learning (Efriana, 2021). Online learning achieves learning objectives by utilizing technological connections.

Online learning causes issues. The tools and possibilities for discovering students' assumptions and cultural views are frequently constrained by bandwidth limits, which limit the users' perception of body language and paralinguistic signals, resulting in poor communication effectiveness (Anderson, 2008). Moreover, students are increasingly coming to online learning with preconceptions gleaned from both formally and informally engagement in virtual settings, practicing mastery of communication norms and technologies, some of which are inappropriate for an instructional online setting (Anderson, 2008). Poor communication in online learning which is adapted feels unfamiliar for them.

The lack of interactions is the main issue. Online learning that makes students communicate through gadget intermediaries' results in the interaction between one individual and other individuals lacking the meaning of non-verbal communication (Irawan, Dwisona & Lestari, 2020). Furthermore, the absence of these interactions, coupled with restrictions on physical meetings, makes students bored affects students negatively (Irawan, Dwisona & Lestari, 2020). The limit of non-verbal communication leads to undesirable consequences for the students.

Online learning relies heavily on the use of technology as a medium of learning. Online learning obtains the goals of learning by achieving them through technology interactions. Poor communication in online learning which is adapted feels unfamiliar for them. The limit of non-verbal communication leads to undesirable consequences for the students.

2.2.1 Students' Identities in Online Learning

In university level, first year student's experience is extremely crucial since it shapes their attitudes toward their study in the upcoming years. The transition from high school to university can be stressful and difficult for them since they are different (Krause, Hartley, James, & McInnis, 2005). The offline transition, these circumstances have left them without choice but to attend university online. Online environments undeniably contribute a lot to how they shape their identity as a student.

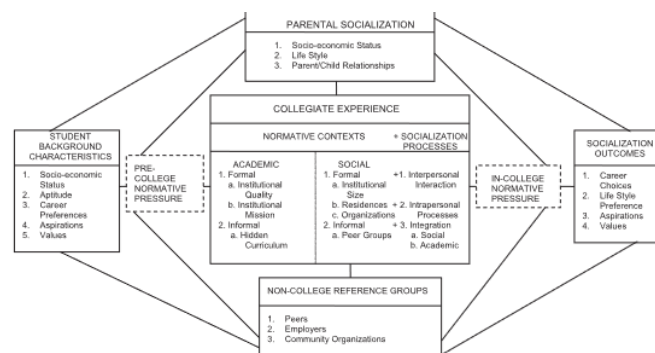
Students will feel included in a community if there is congruence between their social identities and the identities implicitly reinforced by interactions in that society (Phirangee & Malec, 2017). Engberg's (2007) study also found that the largest effect on intergroup learning was student participation in cocurricular diversity programming, an additional normative context. The learning environment contributes to their adaptation to university. Attitudes of academic environment have such an

impact on learning outcomes and as a result, changes in academic environment will have an effect on students' learning results. (Lizzio, Wilson & Simons, 2002). The shift to the full use of technology may be difficult, as Minna Vuorela & Lauri Nummenmaa (2003) claimed that in the learning environment, attitudes are frequently conservative, and students are more at ease with old teaching approaches which makes change regularly faced resistance. Students are custom to conventional learning and the shift of environment influences and affects them.

Online learning can spark some problems in forming students' identities. Students exist as expressed identities in virtual place rather than as physical beings in online learning environments, which has assumed upsurge to the critical role of identity presence in the online learning process (Ke, Chávez, Causarano, & Causarano, 2011). This fast changing and interconnected global world, researchers in a variety of areas have come to see identity as an important analytic tool for understanding schools and society (Gee, 2000). Therefore, the technology, the design, norms, and practices of online learning environments are implicated in the production of the identities of the students. The way students construct their identities in educational contexts is increasingly significant and it becomes vital for the learning process.

Forming an identity in a non-physical environment can be difficult. Establishing one's identity in online learning environments might be hard because of limited transactional distance and communication networks (Moore, 2007). Online learning heavily relies on text-based communication, giving learners to establish identity in the non-existence of significant visual and auditory clues (Patrick R. Lowenthal & Vanessa P. Dennen, 2017). In addition, Ke, Chávez, Causarano, & Causarano (2011) stated that, the lack of identity presence disrupted learning in an online environment. Thus, limited transactional distance, communication networks, text-based communication, non-existence of significant visual and auditory clues may disrupt the learning process.

Table 2.2.1. Table Weidman Socialization Process



Source: Weidman (1989). Reprinted with kind permission from Springer Science+Business Media B.V.

The framework for examining identities is based on Weidman's (1989) model of undergraduate socialization

(Weidman, DeAngelo & Bethea, 2014). The framework represents an underlying understanding of undergraduate socialization as a set of events and processes that occur as the student:

- a. joins university as a freshman with specific views, objectives, and other personal goals;
- b. is exposed to many socializing factors while at university, including normative pressure applied through social contacts with university instructors and classmates;
- c. assesses the significance of various normative pressures
- d. modifies or maintains the values, aims, and personal ambitions in place at the time of university admissions.

The Weidman (1989) model of the undergraduate experience correctly views the university as a set of normative contexts (academic and social) in which socialization processes (interpersonal, intrapersonal, and integration) happen and affect important outcomes (affective and cognitive) associated with student identity development.

Online surroundings, without a doubt, have a significant impact on how they build their identity as a student. Students, on the other hand, are accustomed to traditional learning, and the change in environment influences and affects them. The way

students develop their identities in educational situations is becoming increasingly important and critical to the learning process. As a result, restricted transactional distance, communication networks, text-based communication, and the absence of major visual and aural cues can all disrupt the learning process.

2.3 Study of the Relevant Research

This part will review some related studies in the same field, that is, student's identity. There are many studies conducted that focus on student's identity using socialization perspective on online learning or conventional learning. A study conducted by Karri A. Holley and Barrett J. Taylor in 2009 investigated the impact of online degree programs on undergraduate student socialization and learning using data collected from a qualitative case study of an online baccalaureate nursing program. The students never attend a class, extracurricular activity, or social event on campus and elating learning and development ideas from the vast literature on the undergraduate student experience is insufficient.

In addition, Krystle Phirangee and Alesia Malec in 2017 conducted research focused on how social presence, identity, and sense of community as factors to high dropout rates in online learning. The sense of being distant and isolated as a result of the physical separation of students from one another and from the teacher. The result indicated that whilst a student's identity mismatch with the group, then the individual is likely to experience

inconsistency. Students will feel included in a community if there is congruence between their social identities and the identities implicitly reinforced by interactions in that society (Phirangee & Malec, 2017).

Another study conducted in 2018 by Karen MacFarlane found that student identity is positively related to both the academic and social environment of learning, as well as ideas of engagement and a sense of belonging in higher education. Evidence of the creation of a transformative higher education learner identity, facilitated by an immersive university experience prior to enrolment, is among the findings. The impact of these 6 key factors (academic skills; independent learning; social relations; personal skills; engaged learning and a sense of belonging) is a transformational intellectual transition from school pupil to university student.

Juliette Sweeney, Qin Liu & Greg Evans conducted research in a big Canadian engineering school polled its undergraduate students in December 2020 to review their learning experiences in the pandemic's wholly online environment. It examined how the online environment influenced engineering students' socialization processes and perceptions of learning to a better understanding of the individual and especially environmental factors that have influenced engineering students' socialization processes while learning online during the pandemic, as well as the importance of social interactions to student learning in engineering education, by using Weidman's model of socialization. Moreover, lack of integration presented by many students' struggles to adjust to the new standard for socialising in the online environment, while the new norm was co-created by instructors and students and continued to change.

2.4 Conceptual Framework

Identity refers to how one is presented and perceived by oneself and others. It is inspired by a person's concept and tells the story of their uniqueness. It evolves gradually as a continuous process. One's identity reflects one's basis and ideals. Identity is the integration of elements in life that flows in consciousness throughout one's life.

Student identity is the set of features, attitudes, and experiences that influence how a student identifies themselves in an educational setting. It includes their sense of belonging, academic self-concept, values, aspirations, and responsibilities in the learning community. This identity emerges via interactions with classmates, instructors, and the learning environment, impacting motivation, engagement, and academic performance. Understanding student identity is critical for educators and institutions to provide effective assistance and promote good learning experiences that address students' different needs and backgrounds.

The level at which a learner develops a sense of self is referred to as the student's identity. As students, this is how they persuade themselves. It evolves throughout the course of time. The significance of having a sense of self as a "student" stem from the assumption that kids who have a strong sense of themselves as students would do well in school. It finally emerges as a result of their experiences. Furthermore, students' identities and life experiences have an impact on their learning.

Their beliefs matter because they shape how they view themselves and the world around them. They may provide a feeling of purpose, direct

decision-making, and influence behavior. Beliefs are frequently strongly established and may become an integral part of 'their identity, particularly when they are essential to how people define themselves.

Online environments have a significant impact on how students create their identity as students. Students, on the other hand, are accustomed to established methods of instruction, and changes in their surroundings impact and affect them. The way students establish identities in educational contexts is becoming increasingly important and fundamental to the learning process. As a result, the learning process might be hampered by restricted transactional distance, communication networks, text-based communication, and a lack of substantial visual and audio signals.

Undergraduate students' identities can be assessed with their experience. They include normative contexts (academic and social) in which socialization processes (interpersonal, intrapersonal, and integration) happen and affect important outcomes (affective and cognitive) associated with student identity development. It is used to enrich our understanding of identity formation in university and help educators establish programs and activities to help students acquire a strong sense of self.

