Cultural and individual characteristics in adopting computer-supported collaborative learning during covid-19 outbreak: Willingness or obligatory to accept technology?

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C H R O N I C L E

A B S T R A C T

With the prevalence of Covid 19, collaborative learning (CL) with the guide of advanced digital learning innovation has become progressively dominant in an assortment of instructional settings making the role of the lecturer more demanding in managing the classroom. In any case, notwithstanding a solid hypothetical and exploration premise, CL has been scrutinized for being excessively applied to all learning circumstances and student types but largely ignored management aspects that lecturers lack guidance and support in dealing with learner behavior. This study investigates the impacts of extroversion/ introversion character qualities and collectivism/individualism convictions on students' collaborative learning preferences. The empirical data consisting of 170 valid datasets were collected from undergraduate students after attending computer-supported collaborative learning of Edmodo and Google Meet. The relationship among construct was assessed with Structural Equation Modeling (SEM). The assessment of information demonstrated that student perceptions of computer-supported collaborative learning have a positive association with students' personality and cultural beliefs. This finding brings the implication that although collaborative learning through a digital platform is compulsory during the pandemic, extroversion/introversion on students' attitudes and students' cultural beliefs should be considered to ensure the effectiveness of instructions.