

The effect of the interaction between timing of provide learning support and cognitive style for students in e-learning environment based on Web 2.0 on academic achievement and learning efficiency

Although the large number of studies that have confirmed that there is a relationship between design of learning support and characteristics of students, there is still a paucity of research investigating the effect of timing of provide learning support and cognitive style for students on learning outcomes such as academic achievement and efficiency. Accordingly, the primary purpose of this study was to explore the main effect to both the timing provide learning support (immediate - delayed) and cognitive style for students (Impulsivity - Reflectivity). And to explore the relationship between the two variables on academic achievement, efficiency of learning in terms of learning time, and the efficiency of learning in terms of learning time and the number of support requests. The participants of this study were 72 undergraduate students. Through the study of e-learning module based on web 2.0. Learning support was provided through the social networking Facebook. The results revealed there was main effect of timing of provide learning support and cognitive style for students on all dependent variables. While the research did not prove there is an interaction between both variables on academic achievement, efficiency of learning in terms of learning time, and the efficiency of learning in terms of learning time and the number of support requests