Agility of Male and Female Students through Online Learning during Covid-19

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Agility of Male and Female Students through Online Learning during Covid-19

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ABSTRACT

The aim of the research is to analyze male or female students are more agile in Online English Learning during Covid-19 using Gravett and Caldwell (2016) theory. Therefore, male and female can be analyzed by using questionnaire especially using theory of Gracett and Caldwell (2016) about agility analyzed. This study was conducted by using descriptive quantitative method. The data which used agility male and female. The result of this research showed that the four types of agility using Gravett and Caldwell (2016) such as mental agility, people agility, change agility and result agility. The male students score for all types of agility is 6798. The female students score for all types of agility is 6831. The total score of male students is lower than female students. The percentage of male students (27, 33%) who had high level agility is higher than female students (26%). Mental agility is referred to individuals who are comfortable with complexity, examine problems carefully, and make connections between different things. People agility is referred to individuals who know themselves well and can readily deal with diverse people and tough situations. Change agility it refers to individuals who like to experiment and can cope effectively with the discomfort of rapid change. Result agility it refers to those resourceful individuals who can deliver results in first-time situations by inspiring others and having significant impact.
Keywords: agility, male, female, covid-19, online learning

I. Introduction

Since March 2020, teaching and learning at schools have come to a new reality that both teachers and students should be able to utilize any model of online learning due to the outbreak of Coronavirus Disease (Covid-19). This pandemic does not select any specific victims. Anyone, from different age, gender, social life, country or ethnic, can be infected. This situation has hardly pushed the government to establish rules related to stay at home, work from home, and learn from home. This policy is expected to reduce the spread of Covid-19.

In order to achieve the goals of online teaching methods in this situation, Google Classroom is implemented through the daily life of teaching methods. Google Classroom is a free web service in internet which is creating by Google Company for schools that aim to simplify distributing, creating and grading assignments in a paperless way. The goal of the Google Classroom service is to streamline the process of sharing teaching files or assignments between teachers and students. It is as a new approach to encounter the needs of creativity, simplicity and technology in teaching learning. Google Classroom combines Google drive for

assignments creation and distribution such as Google Docs, Sheet and Slides for writing, Gmail for communication and Google Calendar for scheduling. Students can be invited to join a class through a private code, or automatically imported from a school domain.

As educators, we are charged with preparing children to live in a world populated by these pressures and technologies, and with helping them to integrate and adjust to exponential change. The hard truth is that not everyone is born an agile learner. In fact, many people do not ever become agile learners. But it is different for each person especially when talking about males and females. So, while the competencies of learning agility can be taught, someone first needs to know which of those competencies are missing in the first place.

An agile mind that has values oriented towards the common good is an essential part of that preparation to help both male and female students in learning. Varol & Yilmaz (2010) argued that it is not absolute that all learners will develop autonomy in the same way and to the same degree. He asserts that there are degrees of autonomy, and to what extent learners develop it depends on many factors like the personality of the learner, the goals of language learning, the philosophy of the institution and the cultural context where learning takes place. Moreover, Benson (2001) claimed that although we cannot observe learners' capacity to control their learning, we can observe the exercise of it. A researcher can, for instance, observe whether students participate in classroom decisions, reflect upon learning or initiate exchanges in the target language.

Historically, the terms "sex" and "gender" have been used interchangeably, but their uses are becoming increasingly distinct, and it is important to understand the differences between the two. Although traditionally females and males are assumed to have different abilities regarding language, language learning and different analytical and mathematical skills, recent research studies have begun to refute this mainstream thinking. For instance, in relation to girls' and boys' self-conceptualization, Varol & Yilmas (2010) claimed that girls had a high self-concept of verbal skills and high achievement in terms of verbal skills, while boys had only a high self-concept of mathematical skills but low achievement. Nevertheless, the mainstream research focusing on the relationship between genders and second language learning has proved some differences between sexes. In their study of females' and males' attitudes toward second language learning, Varol & Yilmaz (2010) stated that not only females had more positive attitudes toward the speakers of a second language but also they were more motivated toward learning a second language than males were.

Through an in-class survey, information was gathered to explore the differences of classroom interactions between males and females, particularly in a social science classroom setting. On the other hand, the factors in turn-taking or quick response in classrooms or else are essential to discover. It is possible to reveal some issues in communication through examining patterns of interaction and communication from gendered perspective. In addition, gender is unavoidable; it is part of the way in which societies are ordered around us, with each society doing that ordering differently (Wardhaugh, 2005). Besides, power relations differences between speakers in conversation, such as boss and employee, are often reflected in how often and when speakers claim the floor (Finnegan, 2004).

One issue that has been debated many times in the educational and linguistic field is whether gender difference may affect an individual's response and process in learning. Since the past few years, there has been a renewed interest in studies related to gender differences among students in higher learning institutions in Indonesia.

The urgency of doing this research is that the researchers have noticed the process of teaching and learning using Google Classroom in students learning influences their agility especially since the outbreak of Covid-19. Teaching English for some classes by using technology Google classroom may stimulate the students' eagerness and motivation to learn. It is looked from their agility between male and female students that there is an impact of using

Google classroom technology in teaching as well as figure out which one of the genders who is more agile in responding, answering, and giving suggestion during the study. Thus, the researchers are interested to observe that case and conduct a research entitled Agility of Male and Female Students through Online Learning during Covid-19.

THEORETICAL REVIEW
A. Learning Agility
1. Definition of Agility

Hoff & Burke (2017) defined agility as the ability to continually and rapidly learn, unlearn, and relearn mental models and practices from a variety of experiences, people, and sources, and to apply that learning in new and changing contexts to achieve desired results.

Learning agility looks at both current performance and long-term potential. The concept of learning agility has been used to describe individuals who possess skills such as openness, willingness to learn, and flexibility. In addition, a learning-agile person is curious about the world and has high tolerance for ambiguity, good people skills, vision, and innovation (Eichinger & Lombardo, 2004).

Measuring learning agility is usually done by interviewers during job interview. The thought is that past performance is a predictor of future behavior, so they structure their interview questions to assess whether or not a candidate has the potential to transfer what they've done or learned previously to a new and/or different situation (Gravett & Caldwell, 2016).

In general, learning agility relates to adaptability and willingness to confront the new situation. Specifically, learning agility attempts to predict an individual's potential performance in new tasks.

2. Types of Learning Agility

Based on Gravett and Caldwell (2016: 2), there are 4 types of learning agility, namely: mental agility, people agility, change agility, and result agility.

a) Mental agility. It refers to individuals who are comfortable with complexity, examine problems carefully, and make connections between different things.
For example, Ira can solve math problems in her head. She breaks down the equation into smaller parts and then puts the pieces back together with ease. This is called as mental agility.

b) People agility. It refers to individuals who know themselves well and can readily deal with diverse people and tough situations.
For example, Ira could handle conflict without a lot of noise. She understands the value of different perspectives and background. She can work with a diverse group work instead of surrounding herself with others just like her.

c) Change agility. It refers to individuals who like to experiment and can cope effectively with the discomfort of rapid change.
For example, Ira had revised her thesis for 10 times before she finally completed it successfully. She did not complain for the failure she did for 9 times. Rather she took it as experience to enrich her knowledge on scientific writing. This is an example of someone who is high in change agility.

d) Result agility. It refers to those resourceful individuals who can deliver results in first-time situations by inspiring others and having significant impact. While many individuals may consistently deliver strong results in situations similar to those they have faced before, the key differentiator is their ability to repeatedly deliver top results in new and challenging situations—in other words, being results agile.

For example, Ira had a young student who did not collect his homework. When Ira called him into the office, the student was so afraid of getting blamed for what he had done. Instead of blaming the student, Ira just asked him the reason for not completing the task and gave another additional time for him to finish it.

3. The Importance of Agility

There are 2 reasons why learning agility has become more important than ever before (Mitchinson & Morris, 2014). The first is rapid developments in technology make ongoing personal advancement imperative and place serious demands on learning agility. In today's world, people are forced to improve themselves if they wish to keep up. People, who cannot keep developing themselves, are now becoming incompetent within their current role and will lose the struggle for survival in life.

Another reason is globalization. More stakeholders are expanding their institutions internationally, leading to more information and complexity. Education are now operating in a context with different cultures, interacting with a wider variety of foreign languages and broader ranges of legislation and trade agreements. International and cultural differences and the implications of these developments require training on the part of educators. Obviously, fast learners have a better chance of beating their competition. In other words: the pace of learning is well on its way to overtaking knowledge itself in terms of importance.

Our students must be self-motivated and able to learn something new at any moment. They must attack new challenges instead of shying away from them. Our students must be agile learners or have learning agility. The good news is that developing learning agility is like building a muscle--the more you use it, the stronger and better you become.

Hoff & Burke (2017) suggested how to help students become more learning agile:

a) Encourage observation – the more students observe things and are able to ask "why?" the more curious they become. We must foster curiosity.
b) Reading across subject areas – read things you normally would not read. If students love reading fiction, then we need to encourage them to read a biography or current events publication. We want our students to learn to love whatever they are reading.
c) Try new things – our students need lots of new experiences. Seeing new places, meeting new people, trying new foods, hearing new languages, or trying a new sport, are just a few of examples. New experiences are so important for growth.
d) Praise failure – many people shy away from new experiences due to the fear of failure, but when we fail we learn. We should praise our students any time they take a risk or try something new no matter what the outcome is. Most of the learning comes from the experience itself.

As educators, the best way we can teach our students to become learning agile is to become more learning agile ourselves – lead by example. When our students see us excited about new challenges, trying new things, or hunting for new experiences they are much more likely to do the same. So as we become more learning agile, so our students and their future will depend on it.

B. Gender
1. Definition

Gender is one of common terms that we often learn in daily life. But sometimes we consider that gender is same with sex. Actually, both of the terms are different things. So, what is gender?

According to Holmes (2010), in Sociology, gender is socially produced differences between being feminine and being masculine. It is different from sex. Sex is biological differences between males and females. As Carole Brugeilles and Sylvie Cromer state, sex refers

to the biological differences between males and females. It relates to the observable difference between their genitals and to their physiological functions in procreation." So, sex in not gender. It is biological difference of a. Definition of Gender is one of common terms that we often learn in daily life. But sometimes we consider that gender is same with sex. Actually, both of the terms are different things. So, what is gender? According to Holmes (2010), in Sociology, gender is socially produced differences between being feminine and being masculine. It is different from sex. Sex is biological differences between males and females. As Carole Brugeilles and Sylvie Cromer state, sex refers to the biological differences between males and females. It relates to the observable difference between their genitals and to their physiological functions in procreation." So, sex in not gender. It is biological difference of human that involves genitals and physiological functions in procreation. While gender is related to culture and the social division into "masculine" and feminine. Gender therefore pertains to the qualities, tastes, aptitudes, roles and responsibilities associated with men and women in a society."

2. Gender Stereotypes

Stereotype is perception toward person generally based on a group of people which he can be categorized. According to Talbot (2017), "stereotype is often used to refer to prescriptions or unstated expectations of behavior, rather than specifically to representational practices." Stereotype is referred to perception about individuals in a group generally have particular behaviour. The behaviour can cover ethnicity, race, occupation, or gender. Gender stereotype is perception about different characteristics of women and men. Generally, people assume that men are dominance that women are subordination. As Talbot stated that Gender stereotype linked to gender ideology reproduce naturalized gender differences. In doing so, they function to sustain hegemonic male dominance and female subordination. For example, men are dominance in talk while ideally women should be saying nothing at all. Based on the theories, it can be concluded that gender stereotype is assumption about different characteristics of women and men that men are more dominant than women in talk.

3. Male and Female Students' Learning Attitude

The most obvious difference between male and females is biological difference. They are also different in many other factors such as ability, interest and personality traits. The difference also can be caused by a tending of using a dominant brain. All the human brain works for the same purpose. But, this is a difference in the way of working between the male's brain and female's has. It is because there is a difference on the density of cells of nerve or the neuron between the male's and female's brain.

Moreover, female speaks clever, reads and occasionally has interference experience on learn than male. The fact is guessed by the scientist relating to female's ability in using both of her hemispheres, left and right, in reading and doing verbal activity. Meanwhile, male only uses his one of his hemisphere that is usually the left. Men and woman are different because their brains function in different ways and they have different strengths and weakness. As Conneland Gunzelmann (2004:4) have said on the previous page that male is better in Science, Math and Geography because they tend to use their right-hemisphere strength. While, female are better in speaking, reading and writing because they tend to use their left-hemisphere strength. Therefore, they have their own advantage in their ability.

At school, generally, the students are taught in sex-mixed classroom. The male and female students study in the same class. However, there is no sex segregation in the treatment. There is no special consideration of the sex backgrounds. There is no certain consideration whether the text belongs to certain sex groups such as the character of one sex group in the text. Therefore, being in the sex-mixed classroom causes different success in learning achievement of the sex groups.

4. Gender Differences in Learning Achievement

The definition of gender is a trait inherent in men and woman which are socially and culturally constructed. The way we see ourselves and the way we interact are affected by our internalization of values and assumptions about gender. Gender differences in education can occur in the acquisition learning achievement. According to Depdiknas (2008:204), learning achievement is the mastery of knowledge or skills developed by the subject, usually indicated by test scores or score number given by the teacher. Based on the description, it can be concluded that learning achievement is the level of success achieved from an activity or effort that can provide emotional satisfaction, and measurable with a specific tool or text.

Male and female have their own difference characteristic in learning languages and linguistics. Woman in the learning process basically has right and equal opportunities to be active in the learning process. Women are more likely to participate in different fields of study with the men. Several extant studies have demonstrated that females and males learn differently as Keri (2002:98) has demonstrated. In general, the studies on males' and females' learning difference have concluded that more females are relational learners, whereas more males are independent learners. "Male and female have difference in learning style." For instance, female students usually learn strategies more than character. Most males have more difficulties than females in reading and writing. It happened because the outside factor such as socialization, social impression. Sex, carrier and teacher. It means that males and females have their own superiorities, for instance, males do better in mathematics and females do better in verbal task like spelling, speaking, etc. According to Smith and Wilhelm (2002:2), girls read more and learn to read sooner than boys. Girls also tend to comprehend expository and narrative text better than boys, while boys tend to more adapt at retrieving information and literacy task that are work related. They also add that, attitudinally, girls have higher estimates of their reading abilities than boys, value reading as an activity more than boys are more interested in leisure reading than boys, are less likely to declare themselves as non-readers than boys and more likely to express enthusiasm for reading than boys.

C. English Learning

Studying English as a second language must be well known and understandable what the language itself really means. Learning English is what people do when they want to use the English language. The language skills include: speaking, listening, reading, writing. A lot of people learn English at school, where English is a common subject. Many people also want to spend their own personal time to learn English. Some of these people may not know any English, where others will have learned some English in school, and will want to advance their knowledge of it.

Language is a system of arbitrary conventionalized vocal, written, or gestural symbol that enable members of a given community to communicate intelligibly with one another (Brown, 2000:5). Language English is what people do when they want to use the English language. The meaning that Brown wanted to convey is that language is considered as a system consisting of symbols or sound symbols that can be used to communicate. The definition of language (Brown, 2000: 5) further says that a consolidation of a number of possible definition of language is explained as following: language is systematic, language is a set of separate symbols, the symbol is mainly vocal, but it is also possible visual, the meaning of the symbol has been adjusted to its reference, language is used as a means of communication, language is used in public or cultural speech, essentially, language is for humans, although the possibilities are not limited to humans, and language used by humans mostly have the same way.

Another source that provides a definition of language is obtained from the Development Agency (2001:7) who said that language is a tool to express meaning (ideas, thoughts, opinions

and feelings). In other words, the meaning to be conveyed to others or understood by other is contained in the language used. Based on this view, English can be said as a tool to express ideas, thoughts, opinions, and feelings, both verbally and in writing. In Indonesia, English is a tool to absorb and develop science, technology and cultural arts internationally.

D. E-Learning in Education Perception

Based on Agarwal & Pandey (2012), E-learning is focused on the use of technology in the process of teaching learning. It means that in e-learning the technology present totally to support all activities of teaching. Guri-Rosenblit (2005), E-learning is the use of electronic media in the variety of learning purposes. Stockley (1996-2017), E-learning may be defined as the use of electronic devices such as computer, Laptop, Tape Recorder and Smartphone in some ways to provide educational purpose or learning target.

E. Google Classroom
1. Definition

Google Classroom is a tool which facilitates students and teacher collaboration; also teacher can create and distribute assignments for students in an online classroom for free (Beal, 2017). It makes teachers simply build groups to share assignments and announcements. Google Classroom can be a tool that makes learners become active participants. Nagele (2017) said, teachers can create active lessons which are student-centered, collaborative, and unforgettable just through Google Classroom, because it provides easy-to-use learning features with students of all categories able to cooperate. Google Classroom is helpful to all of learner categories and including adult learners. It also has some benefits such as paperless, can be accessed anywhere and everywhere as long as there is internet connection and from any devices, to communicate between teachers and students, to give feedback to students, and personalized learning. It has a learning feature that makes teachers create and handle assignments actively and also provide feedback to students. Google Classroom makes it easier for teachers to handle students work. It is really beneficial for both teachers and students, because it is easy and simple to use.

2. Benefits and Limitation

Google Classroom has copious facilities which are beneficial for its users. A few of them are user friendly, cost free, cell phone friendly, and time saving. Using Google Classroom is really easy. Based on Janzen (2014), "Google Classrooms design purposefully simplifies the instructional interface and options used for delivering and tracking assignments; communication with the entire course or individuals is also simplified through announcements, email, and push notifications". Using Google Classroom does not need any cost. It is free for anyone. Although users have institutional Google Account, they still can use it for free. Anyone can use Google classroom on any mobile device as long as there is internet connection, because it designs to be fast respond. Janzen (2014) also states that "mobile access to learning materials that are attractive and easy to interact with is critical in today's web connected learning environments". By using Google Classroom both teacher and student can save their time. According to Iftakhar (2016), it integrates other Google apps, like, Docs, Slides, Drive and Spreadsheets. Nevertheless, the whole process of administering assignments, grading, formative assessment, and feedback is simplified and streamlined. In spite of various benefits, Google Classroom also has some limitations. Some of them as mentioned by Pappas (2015) are limited integration option, too googlish, no automated updates, difficult learner sharing and editing problems. It is difficult for teacher to manage teaching materials and to set deadline for assignments because Google Classroom is not synchronized with Google Calendar or any other calendar. Some of Google Classrooms' buttons are only familiar for 11 Google users. It can make new user feeling confused or needing more time to deal with it. That is why Pappas define Google Classroom as too "googlish". There is no

auto-update feature in Google Classroom; it makes learners miss an important announcement because they should refresh it regularly. Also, students cannot share their documents to others without permission from teacher. Learners can only edit assignment after they create and distribute to Google Classroom. They can keep and delete any part of the assignments. In spite of some drawbacks, we can conclude that Google Classroom is a good thing for students and teachers because it is easy to use, efficient, effective, better for the environment, and enable collaboration between teacher and student becomes easier. With Google Classroom, learning process can be effective and efficient because students and teachers can access Google Classroom anytime and anywhere in electronic devices with internet network.

III. RESEARCH METHODOLOGY
A. Design of the Research

This research is a survey study which occupies descriptive statistics in analyzing the data. According to Ary, Jacobs, and Sorensen (2010: 371), in survey research, investigators ask questions about peoples' beliefs, opinions, characteristics, and behavior. A survey researcher may want to investigate associations between respondents' characteristics such as age, education, social class, race, and their current attitudes toward some issue. Survey research typically does not make causal inferences but rather, describes the distributions of variables in a specified group. The purpose of survey is to get imagine that represent a good region. The use of survey methods will allow researchers to obtain data to process with the aim of solving the problem that became the ultimate goal of a study (Silalahi, 2018: 994).

This research is categorized as cross-sectional survey since it collected information from a sample that has been determined from a population at a single point in time although the time it takes to collect all of the data may take anywhere from a day to a few weeks or more.

B. Population and Sample

A population is defined as all members of any well-defined class of people, events, or objects, while a sample is a portion of a population (Ary, Jacobs, and Sorensen, 2010: 148). The population of this research was 339 students of Grade 9 at SMP Negeri 2 Tanah Jawa. The detail can be seen in table 1 below:

Table 1. Population of Grade 9 at SMP Negeri 2 Tanah Jawa

Class	Number of Students		
	Male	Female	Total
IX-1	4	28	32
IX -2	8	24	32
IX -3	9	23	32
IX -4	10	22	32
IX -5	12	18	30
IX -6	13	19	32
IX -7	21	9	30
IX -8	18	11	29
IX -9	17	13	30
IX -10	21	9	30
IX -11	19	11	30
Total	152	187	339

Purposive sampling is used to determine the sample of this research. Ary, Jacobs, and Sorensen (2010: 156) explained that purposive sampling is often used in occasion, based on previous knowledge of a population and the specific purpose of the research, researchers use personal judgment to select a sample. Based on informal interview between researcher and English teachers at SMP Negeri 2 Tanah Jawa, not all of them used Google Classroom as media of online learning. As it has been determined before in chapter I that the scope of online learning is the use of Google Classroom, then the researcher took class IX-2, IX-4, XI-9, IX-10, and IX-11 as the sample of this research because they used Google Classroom as learning media. The detail sample of this research is in table 2 below:

Table 2. Sample of Grade 9 at SMP Negeri 2 Tanah Jawa

Class	Number of Students		
	Male	Female	Total
IX -2	8	23	31
IX -4	10	22	32
IX -9	17	12	29
IX -10	21	8	29
IX -11	19	10	29
TOTAL	**75**	**75**	**150**

C. Techniques of Data Collection

The data of this research was collected through closed-ended questionnaires. Ary, Jacobs, and Sorensen (2010: 391) argued that closed-ended questions are used when all the possible, relevant responses to a question can be specified, and the number of possible responses is limited.   The questionnaire contained 25 questions with 5 scaled items (1 = never, 2 = rarely, 3 = sometimes, 4 = usually, 5 =always).

There were some steps in collecting the data, namely:
1. Giving the list of questionnaire
2. Asking the students to give checklist
3. Collecting the questionnaire

The specification of questionnaires item and its description is shown table 3 below:

Table 3. Spedifications of Questionnaires Item

Statements	Description	Type of Agility
1, 2, 3, 4, 5, 6	Exploring a person's curiosity when faced with unfamiliar circumstances or events and how well they retain new information when faced with a similar circumstance in the future.	Mental
7, 8, 9, 10, 11, 12	Exploring the interaction capability a person has and whether they learn how to adapt to different perspectives and personalities. The items focus on how much a person is interested in others' ideas and feedback and willing to learn from that feedback.	People
13, 14, 15, 16, 17, 18	Exploring how well a person accepts and adapts to change.	Change

Statements	Description	Type of Agility
19, 20, 21, 22, 23, 24, 25	Exploring whether a person is willing to admit that they don't know the answer to a question that must be addressed before completing a project. When faced with obstacles while a project is under way, the results-agile person can hit the pause button and address the obstacles before moving forward.	Result

The example of the questionnaires is:

Instruction: Please give mark (√) in the right column for each statement.

Table 4. Frequency Range of Statements

Statements	Frequency Range				
	Never (1)	Rarely (2)	Somet-imes (3)	Usually (4)	Always (5)
If I found an unfamiliar word in a text, I look up the meaning in dictionary.					
I enjoy working with others to try to solve problems.					
If I don't know the answer to something, I am comfortable asking.					

To avoid misunderstanding while the respondents (students) filling the questionnaires, the researcher designs the questionnaires in Indonesian language. The complete questionnaires will be attached in the appendix section. The researcher will distribute the questionnaire through Google Doc application. The respondents will fill it online.

D. Techniques of Data Analysis

The data was analyzed by adopting procedures of Gravett & Caldwell (2016). They were as follows:

1. Scoring the questionnaire

Each type of agility in the questionnaire was scored as in table 5 below:

Table 5. Scoring Questionnaire for Types of Agility

Mental	People	Change	Results
Statement 1	Statement 2	Statement 4	Statement 3
Statement 6	Statement 14	Statement 5	Statement 10
Statement 8	Statement 19	Statement 7	Statement 15
Statement 9	Statement 22	Statement 11	Statement 17
Statement 12	Statement 23	Statement 13	Statement 18
Statement 20	Statement 25	Statement 16	Statement 21
-	-	-	Statement 24

Total	Total	Total	Total

The score for each statement is:

Table 6. Scoring Frquency

Score	Frequency
1	Never
2	Rarely
3	Sometimes
4	Usually
5	Always

2. Interpreting the score

The score of each student was interpreted as follows:

Table 7. Scoring Interpretation

Score	Agility Level	Interpretation
0 – 45	Low	Tend to avoid activities that promote learning agility. Gaining competency in this area will take effort and patience.
46 – 90	Moderate	Tend to be comfortable with activities that promote learning agility, although you don't always go out of your way to use this competency. With some effort you could build learning agility, and the experience would be very satisfying.
91 – 125	High	This is your comfort zone, where you show a high level of confidence and learning agility. You are encouraged to coach others on achieving higher levels of learning agility.

3. Finding the percentage of the agility of female and male students

After all the data were classified, the researcher finally calculated the percentage in order to know the comparison of learning agility between male and female students. Finding the number of students who had low, moderate, or high level of agility is as follows:

Table 8. Level of Agility for Each Gender

Gender	LEVEL OF AGILITY		
	Low (0 - 45)	Moderate (46 - 90)	High (91 - 125)
Male	...	...	...
Female	...	...	...

To find the percentage, this formula below was used:

$$P = \frac{r}{n} x\ 100$$

P= Percentage
r= number of students
n= sample of research

E. Validity and Reliability

Items in questionnaire used in this research are based on Gravett & Caldwell (2016: 31-32). There are 25 items which can help individuals understand their thinking and behaviors about learning in four dimensions: mental, people, change, and results agility. Those items had been used since 2012 by many prestigious companies in order to recruit their potential workers. This means the questionnaire used is valid and reliable.

IV. RESEARCH FINDING AND DISCUSSION

A. Research Findings

After analyzing the data, the researchers found that:

1. The male students score for all types of agility is 6798.
2. The female students score for all types of agility is 6831.
3. The total score of male students is lower than female students.
4. The percentage of male students (27,33%) who had high level agility is higher than female students (26%).
5. The comparisons of male and female students based on types of agility are:
    a. In mental agility, female students are more comfortable with complexity, examine problems carefully, and make connections between different things than male students.
    b. In people agility, male students are more cooperative, able to accept diversity, and survival in tough situation than female students.
    c. In change agility, male students are eager to do an experiment and effectively adaptable to a rapid and discomfort change than female students.
    d. In result agility, female students are more resourceful, inspiring, and impactful than male students.

B. Discussion

Studies on comparison of gender (between female and male) had been discussed even since long time ago. It is truly necessary to dig deeper the gender case in all aspects. This research seeks information related to the agility from two perspectives: the achievement and superiority.

Related to the score of questionnaire filled by students, female students' score was higher than male students. In fact, the agility level of male students was proven higher than the female students. This means when it comes to general calculation of score, the female students had higher score. While when it is seen individually, the number of male students who had high level is more than the female students.

From perspective of types of agility male students are superior to female in some aspects such as: people agility (i.e. being cooperative, appreciating differences, survival in any situation) and change agility (i.e. being experimenter and adaptable to a change). On the other hand, female students are more excellent than male students in some other aspects, such as: mental agility (i.e. being comfortable with complexity, examine problems carefully, and make connections between different things) and result agility (being resourceful, inspiring, and impactful).

V. Conclusions

Based on the research findings in the previous point above, the researchers would like to give some conclusions, they are:

1. The total score of female students of grade 9 at SMP Negeri 2 Tanah Jawa is higher than male students.
2. The number of male students who had high level of agility is more than the female students.
3. The female students are superior to male students in mental and result agility.
4. The male students are superior to female students in people and change agility.

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