



UNIVERSITI
TEKNOLOGI
MARA

Cawangan Johor
Kampus Pasir Gudang

Akademi
Pengajian Bahasa

VIRTUAL SYMPOSIUM ON TEACHING & LEARNING (VSTL) 2020

Redefining the Practice of Teaching and Learning

E-PROCEEDING

Copyright © 2020 Virtual Symposium on Teaching and Learning (VSTL2020) e-proceeding.

All rights reserved. No part of this Publication may be reproduced in any form or by electronic or mechanical means, including information storage and retrieval systems, or transmitted in any Form or by any means, without the prior Permission in writing from the Course Coordinator, Academy of Language Studies, Universiti Teknologi MARA Cawangan Johor, Kampus Pasir Gudang.

eISBN: 978-967-2354-12-3

First published, October 2020

EDITORIAL BOARD

Maisarah Noorezam

Nurul Hijah Jasman

Nur Alyani Khairol Anuar

Muhammad Irfan Mokhtar

Siti Aishah Taib

Fairuz Husna Mohd Yusof

Diana Othman

Dia Widyawati Amat

Haniza Sarijari

Zuraidah Sumery

Siti Zariikh Sofiah Abu Bakar

PUBLISHED BY:

Akademi Pengajian Bahasa,

Universiti Teknologi MARA Cawangan Johor,

Kampus Pasir Gudang

CONTENTS

Introduction	iii
Foreword by Assistant Rector	iv
Foreword by Course Coordinator	vi
List of Title & Participants	vii

INTRODUCTION

The very first Virtual Symposium on Teaching and Learning 2020 has been organised by the Academy of Language Studies, UiTM Cawangan Johor Kampus Pasir Gudang in collaboration with Unit Penulisan dan Penerbitan, BPJIA UiTM Cawangan Johor Kampus Pasir Gudang.

This symposium has provided an opportunity for researchers and educators to share their ideas and insights in the name of education. This symposium has also provided a platform for the exchange of knowledge and expertise in relevant fields and promoted exploration of potential collaboration for future research.

This event has the goal to bring academicians and researchers in education together from across the globe.

Researchers and authors have been invited to submit original high-quality extended abstracts. Papers are solicited on, but not limited to:

- a. E-Learning
- b. Innovation and Creativity in Teaching and Learning
- c. Assessment and Evaluation in Teaching and Learning
- d. Best Practices in Teaching and Learning
- e. Others (related to Teaching and Learning)

All accepted extended abstracts have been presented by participants on the symposium day via Google Meet.

All accepted, registered and presented extended abstracts have been published in this e-proceeding with e-ISBN. Authors of selected extended abstracts will be invited after the symposium to submit a full paper for Scopus-indexed Journals/ a special issue in the Insight Journal UiTM Cawangan Johor. Best Papers and Best Presentations have also been awarded in this event.

FOREWORD BY ASSISTANT RECTOR



Dr. Haryana binti Mohd Hairi

Assistant Rector, UiTM Pasir Gudang

Assalamualaikum wbt and good day everyone.

I am pleased to welcome all of you to the Virtual Symposium on Teaching and Learning, VSTL, 2020. Congratulations for your participation, fruitful sharing session and discussion for the symposium.

Today, we have witnessed educators across institutions, disciplines and expertise, coming together to share the insights, experience, and practices in teaching and learning. I bet that everyone has had your fair share of not only getting inputs and ideas from others, but also share your own perspectives in the field of teaching and learning.

Ladies and gentlemen,

VSTL 2020 is one of the many virtual academic get-togethers, which could have been organized in the conventional way, with face-to-face meetings and sessions. However, considering the many aspects in our current situation, with the seemingly unending COVID-19 fiasco, this symposium is successfully done on a virtual platform today without neglecting the ultimate purpose of such programs. I believe that all of us today have gained so many positive inputs for various aspects in teaching and learning even without physically meeting each other, which is no less than if the program is done conventionally.

It is high time that such an event took place to highlight the remarkable contribution, in which “the new norm” of teaching and learning took place in our current education situation. I am proud to know that, through a glance at the list of presentations planned for today, reveals the amazing diversity of these areas. Congratulations to all of you.

COVID-19 pandemic has not only changed our way of teaching and learning, but also forced us to become more creative and innovative. In some cases, we could not meet our students face to face, and had to use virtual methods, as how we met today to carry out our duty as teachers and educators. This can be easy for some of us, but a mounting task for others. However, the responsibility of educating our learners still needs to be carried out, in one way or the other, no matter how challenging it is. Thus, the purpose of this symposium is for us to

not only share the traditional practices but also new methods and techniques in online or distance learning.

I hope that VSTL 2020 has been a good platform to inspire us, the educators to try out new teaching techniques and the experts to share their insight and valuable knowledge in this area. This could also be the route to a unique opportunity to share and exchange with counterparts from different specialties the advancements in your field. I also hope that our meeting will not stop today and can promote exploration of potential collaboration for future research.

Ladies and gentlemen,

On behalf of the committees and UiTM Cawangan Johor, I would like to thank all of you for your support and I hope that you have had fruitful and rewarding exchanges from this program. I would like to also congratulate the Academy of Language Studies, UiTM Cawangan Johor, Kampus Pasir Gudang for organizing the symposium, together with Unit Penulisan dan Penerbitan of BPJIA, UiTM Cawangan Johor Kampus Pasir Gudang. It is my hope to see more programs such as this in the future.

Before I end my speech, I would like to share a quote by Phil Collins;

“In learning you will teach, and in teaching you will learn”. May all of us here never stop learning, and continue inspiring the learners, and each other in our jihad to share and value the knowledge that we have.

I hereby officiate the closing ceremony and announcement of awards of Virtual Symposium on Teaching and Learning 2020.

All the best to everyone, and may all our effort be blessed. Thank you.

Covid-19 Pandemic: The Challenges that Malaysian Secondary School Students Faced with Online Learning

Nur Azlina Abd Aziz¹, Jamilah Mohd Mahyideen², Angeline Ranjethamoney Vijayarajoo³, Rossidah Abd Aziz¹, Nur Hidayah Mohd Razali¹

¹*Faculty of Computer and Mathematical Sciences, UiTM Negeri Sembilan, Seremban Campus.*

²*Faculty of Business Management, UiTM Negeri Sembilan, Seremban Campus*

³*Academy of Language Studies*

*nurazlinaaziz@ns.uitm.edu.my

Abstract

Most schools in Malaysia had been temporarily shut down as a consequence of the Covid-19 pandemic. This has changed the norm of education in schools dramatically whereby most teaching and learning were done on digital platforms. With this unplanned and sudden transition from traditional classroom settings to online learning, some are wondering whether these students could adapt to this transition. Therefore, this study focuses on challenges faced by Malaysian secondary school students with online learning.

Keywords. Online learning, Covid -19 pandemic, secondary school students

Introduction

Covid-19 outbreak has spread all over the world including Malaysia. The Movement control order (MCO) and Conditional Movement Control Order (CMCO) were implemented by the Malaysian government to curb Covid-19 in this country. As a result of that, most schools in Malaysia were temporarily shut down for almost 4 months. Teachers, concerned about completing the syllabus, transitioned from face-to-face learning to online learning via digital platforms. Singh and Thurman (2019) defined online learning as education being delivered in an online environment through the use of the internet for learning and teaching. In other words, internet connectivity is used to enhance the learning environment in online learning. However, online learning had been challenging. Fully online learning during MCO and CMCO was Malaysia's first experience involving a nationwide learning on such platform. Therefore, it is more likely that many challenges were encountered by Malaysian secondary school students. This study was conducted to identify the challenges that Malaysian secondary school students faced with online learning.

Methodology

An online survey was conducted to identify the challenges faced by secondary school learners in online learning. The survey comprised questionnaires which were distributed to secondary schools' students in Malaysia from March 15 to May 25, 2020 that was almost two months after schools were forced to close due to Covid-19 pandemic. The survey form was organized into several sections that include socio-demographic information of respondents, information related to internet connectivity for online learning, identification of problems faced by respondents in online learning and respondents' acceptance and readiness of online learning. The information obtained and data collected were processed and analysed using descriptive statistics such tables and percentages.

Results and Discussion

The survey was conducted among 3,584 secondary school students throughout the country. Respondents were from various locations where 66.52 per cent were from urban sites, 27.34 per cent from rural sites and 6.14 per cent, from remote areas. This composition was reflective of a fair

representation of the population. The respondents who participated in the survey represented 54.21 per cent of the low-income earners (B40), 31.03 per cent medium income earners (M40) and 14.76 per cent high income earners (T20). In term of racial breakdown, the sample consisted of 78.13 per cent Malays, 9.04 per cent Indians, 7.81 per cent Chinese while the remaining 5.02 percent included other races.

A total of 92.80 per cent of the respondents stated that their schools conducted online learning while 7.20 per cent said that their schools did not conduct online classes. In terms of accessing the online learning platform, one needs stable internet connection. However, the survey showed that 12.05 per cent of the respondents did not have access to the internet while the majority (85.30 per cent) came from B40 families followed by 13.10 per cent from M40 families and 1.60 per cent from T40 families. The findings suggest that not all students were able to participate in online learning conducted by their schools especially those who came from low income families because they had no internet access. Among respondents who had internet access, 9.2 percent of the respondents said their access was slow while 63.6 percent reported that they had moderate internet speed. Only 27.2 percent said that they had a strong internet connection.

Student feedback on Online Learning Enjoyment

Students were also asked to respond whether they enjoyed their online classes. A slim majority of respondents (50.60 percent) stated they did so. The factors stated are displayed in Table 1. From the students' responses, the main contributing factor (21.12 per cent) is they experienced a new learning environment. For most students, this is their first-hand experience as online students and the findings show that many of them had positive experiences with online learning.

Another reason that led to this enjoyment was the flexible learning time and space (17.47 per cent). This was mostly due to the fact that with online learning, they were not bounded by time and space. Also, online learning allowed for students to learn at their own learning pace, set their own schedule and participated in classes from anywhere. This finding is consistent with the argument made by Poole (2000) that online learning provides flexible ways to learn without time and place constraints. Moreover, Petrides (2002) asserted that flexible learning environment is the strength of online learning.

Another factor that made students enjoyed learning online was that they could repeat the lesson if necessary, to get a better understanding (16.46 percent). With online learning, the students were able to review and repeat the notes or exercises as many times as needed. Other factors included easy access to information (16.29 percent), conducive learning environment (12.49 percent), no school-presence requirement (8.59 percent), and finally eased in asking the teacher questions without embarrassment or fear (7.58 percent).

Table 1
Student feedback on Online Learning Enjoyment

Reasons for students' enjoyment over online learning	Per cent
Experience new learning environment	21.12
Flexible learning time and space	17.47
Possibility repetition if necessary	16.46
Easy access to information	16.29
Conducive learning environment	12.49
No school presence requirement	8.59
Ease in asking the teacher questions without embarrassment or fear	7.58

Student Feedback on the Lack of Enjoyment in Online Learning

While a slim majority of the respondents enjoyed online classes, 49.40 per cent said that they did not. As shown in Table 2, the main reason was they were not being able to have direct interaction with their teachers (27.96 per cent). These findings suggested that most students were more comfortable learning in a physical classroom setting where face-to-face interaction with their teachers was possible. The lack of direct interaction with friends (18.48 per cent) was another factor that contributed to not enjoying studying online learning. These findings suggested that most students viewed that interaction among friends in the classroom as vital to the learning process. Stodel et al. (2006) reported that students felt that the bond with other students in online classes was not as strong as that of face-to-face classes. The results obtained concur with the previous work carried out by Pozgaj & Kneevic

(2007) where the lack of direct interaction was seen by students as the biggest disadvantage with online learning. Moreover, Howland & Moore (2002) stressed that the communication between instructor and students and between students was an important issue. The students felt unconfident with supervision and guidance when the feedback from instructions was delayed. Next, 16.86 per cent said that another reason was they took longer time to complete assignments. This was probably due to the fact that they took extra time to study and understand online lessons on their own. Other reasons included having poor internet connectivity (15.33 per cent), working long hours on the computer (13.88 per cent) and sharing digital devices with other family members (7.49 per cent).

Table 2
Student Feedback on the Lack of Enjoyment in Online Learning

Reasons causing students not to enjoy over online learning	Per cent
No direct interaction with teachers	27.96
No direct interaction with friends	18.48
Taking longer time to complete assignments	16.86
Poor internet connectivity	15.33
Working long hours on the computers	13.88
Need to share digital devices with other family members.	7.49

Student feedback on Online Learning-Stress

Another critical finding of the survey was that almost half of the respondents (44.50 per cent) reported being stressed when studying online. The reasons causing them stressed in studying online are presented in Table 3. The survey showed that the main factor attributed to this was difficulties in understanding lessons (26.37 per cent). Other factors included being overburdened with work (22.14 per cent), poor internet connectivity (16.62 per cent), unconducive learning environment (14.54 per cent), working long hours on the computer (13.39 per cent) and the need to share digital devices with other family members (6.94 per cent). These responses were similar to the reasons given for not enjoying online classes, thus contributing to their stress levels.

Table 3
Student feedback on Online Learning-Stress

Reasons causing students stress over online learning	Per cent
Difficulties in understanding lessons	26.37
Overburdened with work	22.14
Poor internet connectivity	16.62
Unconducive learning environment	14.54
Working long hours on the computers	13.39
Need to share digital devices with other family members.	6.94

In assessing the students' readiness to accept online learning as another form of learning, the survey found that majority of the students (71.60 per cent) were ready to learn online as a new norm in the current times. However, 28.40 per cent said they were not ready for online learning. This is a significant finding because Dangol and Shrestha (2019) emphasized that there is a positive relationship between students' readiness and educational achievement among school students. They stressed that the absence of learning readiness spoils the teaching learning process.

Future Research

This research focused on the challenges that Malaysian students faced with online learning during the pandemic. Future research should look at the challenges that Malaysian school teachers faced with online learning during the pandemic. The findings of the teacher feedback would be useful for improving online teaching for the teachers, and invariably, online learning for the students. Such a research is very much needed at this point in time.

Conclusion

The findings of this study show that many Malaysian secondary school students struggle with online learning. They face some difficulties in adapting to this new normal of learning. Teachers also play an important role in online learning. Teachers must be creative enough to put online lessons in an effective way to get students engaged with their learning progress. Yengin et al. (2010) emphasized that active learning, continuous motivation and feedback are some learning and teaching strategies that can be implemented to make sure active involvement and participation of students during and after online classes.

Despite the challenges that Malaysian secondary school students face with online classes, a substantial number of them are ready to accept online learning as another form of learning. This is a key factor in ensuring the effectiveness of online learning. As highlighted by Dangol and Shrestha (2019), students' learning readiness contributes highly to students' learning achievement.

References

- Dangol, R., & Shrestha, M. (2019). Learning Readiness and Educational Achievement among School Students. *The International Journal of Indian Psychology*, 7(2), 467-476.
- Howland, J. L., & Moore, J. L. (2002). Student perceptions as distance learners in Internet-based courses. *Distance education*, 23(2), 183-195.
- Petrides, L. A. (2002). Web-based technologies for distributed (or distance) learning: Creating learning-centered educational experiences in the higher education classroom. *International journal of instructional media*, 29(1), 69.
- Poole, D.M. (2002). Student participation in a discussion-oriented online course: A case study. *Journal of Research on Computing in Education*, 33(2), 162-177.
- Pozgaj, Z., & Knezevic, B. (2007, June). E-Learning: Survey on students' opinions. In *2007 29th International Conference on Information Technology Interfaces* (pp. 381-386). IEEE.
- Singh, V., & Thurman, A. (2019). How many ways can we define online learning? A systematic literature review of definitions of online learning (1988-2018). *American Journal of Distance Education*, 33(4), 289-306.
- Stodel, E. J., Thompson, T. L., & MacDonald, C. J. (2006). Learners' perspectives on what is missing from online learning: Interpretations through the community of inquiry framework. *The International Review of Research in Open and Distributed Learning*, 7(3).
- Yengin, İ., Karahoca, D., Karahoca, A., & Yücel, A. (2010). Roles of teachers in e-learning: How to engage students & how to get free e-learning and the future. *Procedia-Social and Behavioral Sciences*, 2(2), 5775-5787.