A STUDY OF STUDENTS' PERCEPTION OF ONLINE LEARNING CLASSES BASED ON MARS MODEL IN UITM SEREMBAN 3 CAMPUS

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ABSTRACT

Based on the MARS Model of individual behavior and performance, this study examines students' perceptions of online learning classes at UiTM Seremban 3 Campus. Due to the COVID-19 pandemic, many educational institutions have adopted the online learning approach to replace traditional face-to-face classes. The research design for this study was qualitative research. Respondents from three faculties at UiTM Seremban 3 were interviewed via online video interviews: Faculty of Administrative Science and Policy Studies (FSPPP), Faculty of Science Computer and Mathematics (FSKM), and Faculty of Sports Science and Recreations. This study aims to find out what factors influenced students' motivation, challenges, and problems throughout online and face-to-face classes. In conclusion, students are motivated by a variety of variables, including facilities, social support, and the environment. Students experienced numerous obstacles during online learning, including their obligations, time management, and internet connection. According to the students, online learning involves issues such as difficulty understanding, integrity, and bad communication. Moreover, based on the findings of this study, the researchers offer two guidelines for students and the university to implement online learning based on the issues.

Keywords: Behavior, Face-to-face, MARS Model, Online Learning, Performance, University students

1. INTRODUCTION

Online learning is a type of learning that uses Internet tools while avoiding face-to-face interaction with lecturers (Allam et al., 2020). Online learning is often referred to as e-learning, blended learning, virtual learning, and distance learning (Allam et al., 2020). Online learning is defined as having access to learning activities via technology (Moore et al., 2011). Online learning has recently grown in popularity to deliver education and information to students (Dash, 2019). The growth of the Internet enables online learning and teaching, which substantially impacts the quality of teaching and learning (Zhao, 2003). It also has an impact on the rise of online learning (Willett et al., 2019). According to Zhao (2003), there are several advantages to online learning and teaching, including the ability for students to have more flexibility in terms of time, place, and pace.

Furthermore, online learning lowers the cost of education while also encouraging students and teachers to learn more and faster. However, online learning may fall short of specific colleges' quality standards (Zhao, 2003). A face-to-face class is a learning environment where students receive direct instruction from their teachers. According to a study by Bali and Liu (2018), online learning is preferable since it saves money and gives students more flexibility in terms of time and space. On the other hand, face-to-face classes provide pupils with a higher level of satisfaction than online learning. When it comes to professors, they prefer face-to-face sessions since students are more engaged than online learning (Ali et al., 2020).

Following the closure of numerous buildings, including schools and colleges, due to the Coronavirus illness (COVID-19) pandemic, online learning and teaching became the primary mode of instruction (Carter et al., 2020). Universiti Teknologi Mara (UiTM) used several technologies such as I-learn, Google Classroom, and Skype to perform blended learning (Allam et al., 2020). Microsoft

Teams and U-Future are two other platforms used by UiTM (a platform made by the university). Students at UiTM must learn, study, and complete the lecture session without physically being present in the classroom. Students and lecturers may not be able to prepare for the shift from face-to-face classrooms to online learning and teaching methods because lecturers lack expertise and abilities in delivering education online (Ali et al., 2020).

2. MATERIALS AND METHODS

This study adopts the qualitative approach, in which it explores related literature that is relevant to understand the factors influencing students' motivations. To develop the guidelines, the researchers used a qualitative method in collecting data. The research methodology workflow is divided into 5 phases in the research.

Phase 1 focuses on identifying the research scope. Therefore, the researchers identified the problem and made a problem statement. Based on the problem, the researchers identified the research objectives and aim of the research. Next, to achieve the objectives, the researchers develop research questions that are used in making interview questions. Lastly, the researchers state the significance of the study towards the affected groups. Next, phase 2 focuses on the literature review. The researchers collect past studies that were used in identifying all information regarding the research problems. Phase 3 consists of the research methodology and the data collected by the researchers. The researchers interviewed six (6) respondents face-to-face in collecting the data for the study. Two respondents from the Faculty of Administrative Science and Policy Studies, two respondents from the Faculty of Science Computer and Mathematics, and lastly, two respondents from the Faculty of Sports Science and Recreations. Furthermore, the researchers used the snowball technique as the sampling technique for this study. Snowball technique is a chain referral sampling and a non-probability sampling technique. The respondents chosen for the interview will provide information of other respondents for the interview sessions. Following the data collected from the interview sessions with the respondents will be analyzed. The interview sessions were recorded and transcript by the researchers to gain the data. The transcript is analyzed, and the theme of each interview question will be identified. Lastly, the data collected in phase 4 are used to discuss the data and provide a guideline for the study.

3. RESULTS AND DISCUSSION

Objective: To suggest a guideline on the implementation of ODL for students and faculty

A guideline on the implementation of online learning is created based on the analysis, findings, and recommendations from the interview conducted by the researchers. The researchers have come out with suitable guidelines for students and the faculty as shown in Figures 1 and 2.

GUIDELINE FOR STUDENTS IN PREPARING FOR ONLINE LEARNING

✔ Students need to have a stable internet connection. The internet is essential for the students to download learning materials, attend classes, find additional information and upload files to the platforms.
✔ Students need to have a conducive place for learning. The environment of the place needs to be quiet to ensure students can focus on their learning sessions.
✔ Prepare a schedule for daily work.
✔ Informing parents and other family members about class sessions during the day to avoid being distracted during learning sessions.

Figure 1. A Guideline for Students in Preparing for Online Learning.
Developed by Akif and Hakim (2021)

GUIDELINE FOR FACULTY IN PREPARING ONLINE LEARNING

✔ The platform needs to be fixed: U-Future encountered many problems such as errors and crashes.
✔ Reduce the live session for the lecture as it consumes more internet, use the live session for tutorial or engagement with students.
✔ The recorded lecture can help those who have internet problems as it can be accessed anytime.
✔ Tutorials and assignments need to have appropriate time to be completed, such as at least one week.
✔ Morale support needs to be given by the lecturers to the students to learn and study.
✔ An alternative platform such as Telegram, email in submitting for assignments, quiz, test, and final examination for those who did not have a stable internet connection.

Figure 2. A Guideline for The Faculty in Preparing for Online Learning.
Developed by Akif and Hakim (2021)

4. CONTRIBUTION AND USEFULNESS/COMMERCIALISATION

This thesis's findings can also be used for all the universities as additional information in implementing online learning. Nowadays, universities are using online learning as their primary teaching method; therefore, the guideline can be used to develop a suitable and comprehensive training plan for educators in using online learning methods. Students from higher education or other levels using ODL can also use this guideline to manage their studies better in the future.

5. CONCLUSION

Based on this research, many motivational factors influence the students during online learning such as supportive friends, family and parents, the environment, facilities, and the internet connection. The

factors may differ from one respondent to another due to the students' location during the learning process. Furthermore, due to the availability of facilities such as a conducive place with power supply, internet connection availability, students may react differently towards the learning method. As for online learning, students are more motivated if the environment is free from distractions and other facilities are provided to help the learning process. In addition, based on the analysis, students in UiTM Seremban 3 find that platforms for online learning are easy to adapt and use. However, some respondents find that the features of the platforms used are hard to navigate. Also, the use of different platforms by the lecturers is affecting their online learning process. However, the shifting to fully online learning due to the current situation of COVID-19, students in UiTM Seremban 3 face many challenges and problems. The significant challenges in online learning are the availability of the internet and other responsibilities when staying at home. These will not only affect the student's motivation but the learning processes will also be affected as students could not focus and commit to learning. Furthermore, the problems of interaction with friends during online learning affected the learning process of students. Due to being at home, students have never met other students face-to-face. Therefore, the relationships cannot develop and cause the students to have problems communicating with others. Hence, with the development of these guidelines, it is hoped to bring light to the students and the university.

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