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Mengapa Pelaburan Emas Menjadi Pilihan?

Telur Mana Telur?

*You
are
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matters*

An Affair of Online Learning and Covid-19

Pembasmian Kemiskinan Dalam RMK Ke-12

Bukit Harimau Menangis

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An Affair of Online

The outbreak of Covid-19 began in Wuhan, China in December 2019. It then started to spread widely and furiously, causing a shock to the whole world. It was soon declared as the Public Health Emergency of International Concern by the World Health Organization (WHO) on the 30th of January, 2020. WHO labelled the Covid-19 outbreak a global pandemic on March 11, 2020 whilst Malaysia confirmed its first case earlier on, with a 41-year-old man infected with Covid-19, on February 4, 2020 (Elengoe, 2020).

The pandemic has changed the world in so many levels. It affects people physically, mentally and psychologically. Industries, Social and Education sectors are deeply affected. Education was then enforced to engage e-learning, whereby teaching is undertaken remotely on digital platforms. During the COVID-19 pandemic, a temporary shift to distance teaching and learning occurred. This resulted in instructional methods such as emergency remote teaching. (Hodges et al., 2020) or modifications of existing concepts such as online inverted classrooms (Tolks et al., 2020). Under these conditions, and with the COVID-19, institutions of higher learning have been put to the test in terms of their preparations and readiness for teaching and learning with digital technology: Higher education

teachers and instructors need to successfully plan and implement digital teaching; students need to successfully make use of digital learning opportunities; and both teachers and students need an infrastructural, institutional, and organizational environment that is conducive to digital teaching and learning (Liu et al., 2020).

“During the COVID-19 pandemic, a temporary shift to distance teaching and learning occurred. This resulted in instructional methods such as emergency remote teaching.”

This means that the incorporation of technology provides additional factors for consideration in terms of teaching pedagogy and construction of learning experiences. Consequently, online platforms are needed where video conferencing with at least 40 to 50 students is possible, discussions with students can be done to keep classes organic, internet connections are good, lectures are accessible in mobile phones also and not just laptops, possibility of watching already recorded lectures, and instant feedback from students can be achieved and assignments

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Learning and COVID-19

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can be taken (Basilaiia et al., 2020). These are among the criteria to be considered while engaging in online learning.

The campus closure and movement restriction order had an impact on formal learning, thus online learning has been chosen as the best alternative to continue with the learning process. The Malaysian government has ordered the students to return home and continue their studies via online learning beginning in April 2020 (Berita Harian Online, 2020). In response to

the government's actions and the self-initiatives of the country's university management, the education sector has to resort to the most efficient and flexible alternative. We have no other choice but to accept that technology is the only path ahead. Despite the difficulties brought on by Covid-19, learners' academic interests are not

overlooked, as most academicians work hard to deliver teaching and learning activities using all accessible methods, tools, and means (Chung et al., 2020). Both teachers and students are forced to use Online and Distance Learning as a replacement for the traditional face-to-face



method (Chung et al., 2020). ODL or other term to be called as Online learning is defined as "learning that takes place via the internet," either in a synchronous or asynchronous environment, in which students interact with lecturers and other students at their leisure (Singh & Thurman, 2019).

Although online learning is an effective alternative learning method for both students and lecturers, some issues must be addressed, for example the problems of limited internet access. According to reports, approximately 52 percent of students in Sabah, Malaysia, do not have access to the internet due to inadequate infrastructure (Chang & Fang, 2020). Moreover, insufficient online learning infrastructures and limited internet access make online learning more difficult for students, particularly in Malaysia's more rural and isolated areas (Berita Harian Online, 2020). Apart from the limited internet access, the students have difficulty communicating with their lecturers, interacting with their peers, and gaining access to laboratories, all of which have an impact on their studies. In view of these, the Malaysian government has played an important role in trying to mitigate the situations as well as helping by providing internet allowance to the B40 family and students for

them to access the internet and continue with their online learning (Esther, 2020). This allowance entitles students for free internet access for online learning.

Students, educators, and the institution all benefit from online learning. During this difficult period, all learning institutions should implement online learning, and research on how to improve the learning process should be conducted. Though online learning has various challenges, such as a lack of student feedback and the right technology to conduct online learning efficiently and successfully, these challenges may be solved by upgrading available online learning systems and system readiness, particularly during the Covid-19 emergency crisis.

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