

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

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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 (Novak, 1998). 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. LITERATURE REVIEW

2.1 COVID-19's Impact on Traditional Classrooms

COVID-19 has shifted people's learning styles worldwide, forcing them to switch from traditional classroom learning to online learning (Saleh & Almekhlafy, 2020). Open-Distance Learning (ODL) has become more accessible as technology has advanced (Dhawan, 2020).

Virtual learning, e-learning, blended learning, and interactive learning are all terms for online platforms used to communicate and help students.

2.2 What is Open-Distance Learning (ODL)?

Open-Distance Learning (ODL), sometimes known as online learning, is a technique that can make the teaching and learning process more student-centered, innovative, and efficient. Dhawan (2020) defines online learning as "experiences in learning with internet access in web-based environments through the use of gadgets such as cellphones, computers, and tablets." In these settings, students can learn and communicate with teachers and other classmates from anywhere. Learning can take place in a systematic or non-systematic manner. Systematic learning is structured due to real-time interactions between educators and students during live lectures, and there are opportunities for immediate feedback during live sessions. Unsystematic learning settings, on the other hand, are not well-structured. This is due to the lack of live lectures or lessons available through various learning platforms and forums. Because it is not live learning, the method also lowers the possibility of pupils' instant feedback and immediate response (Littlefield, 2018). According to McBrien et al. (2009), systematic learning can provide many opportunities for social connection.

2.3 ODL's Beneficial Effect

Substantial research reveals strong statistically relevant effects on student learning performance in the online or hybrid format compared to the traditional face-to-face format. Positive learning outcomes include increased test scores, student participation with class content, a higher understanding of learning and the online format, a stronger sense of community among students, and decreased withdrawal or failure (Nguyen, 2015). Hence, ODL has the effect of making students more self-aware and independent (Nursyahidah et al., 2020). This demonstrates the tremendous influence of ODL on pupils since they become active rather than passive learners. As a result, the purpose of this study was to determine whether or not the student had unpleasant experiences while learning online.

2.4 Comparing Traditional and Online Learning

There are numerous disputes about the differences between online and conventional schooling. Traditional classroom learning shapes significant teacher-student interactions. They can communicate with one another, engage in direct negotiation, and hold discussions. The teacher can also determine the pupils' comprehension by observing their reactions and emotions in class. It is not like the tactics used on the internet (Nayar & Koul, 2020). According to the experts, digital learning platforms do not have the same impact as traditional classroom learning. This is because the learning process must include emotional and social learning elements, and it is most effective when the presenter and the audience interact. Traditional approaches are only practical when instructors can determine the learner's level of comprehension and establish a learning environment to gain knowledge. The most efficient technique is to create a learning delivery that effectively satisfies the course outcomes by combining traditional and online instruments (Nayar & Koul, 2020). On the other hand, learning online has an impact on a student's potential to build soft skills such as personal characteristics, communication, and collaborative abilities. This is since the platform will reduce social contacts and impact students' emotions and learning processes.

3. METHODOLOGY

This study adopts the qualitative approach, in which it explores related literature that is relevant to understand the factors influencing students' motivations. To achieve the objectives, 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 recommendations for the study. The researchers also drew the conclusion for this study based on the findings.

4. FINDINGS

4.1 Objective 1: To Identify the Factors Influencing the Motivational Level of Students

In the first objective, the researchers have identified the factors influencing the motivational level of students by using the MARS model. The factors such as social support from families and facilities can influence a student during online classes. The factors such as social support received by students during online learning from parents, families, and friends can influence their motivational level. Furthermore, the desire to be successful in studies derived from the students themselves can also influence their motivational level. The way of conducting evaluation also influences students' motivation. During physical evaluations, students are more determined and motivated to understand and memorize the facts for the examinations. However, the students reduce their efforts during online evaluations as they can find answers using assistants such as discussing with their friends and searching from Google. The student is also influenced by the facilities in terms of internet connection and conducive place to study. Bad internet connection and inconducive place to study will decrease the students' motivation.

4.2 Objective 2: To Determine the Problems and Challenges faced by the Students during Online Learning

The studies also showed that when the students have a stable connection, they will be distracted by online gaming. The responsibilities as a son or daughter are also considered a

challenge as they could not focus on the classes and tasks given. The work and responsibilities increase as students stay at home, which affects their time management as a student. Sometimes the students that live in a rural area having a problem with the internet connection. Other challenges in online learning are the unpleasant environment, responsibilities and duties of the students, and time management. Hence, the students need to have a stable internet connection to get access to classes, even if they need to find other places from home to find a more stable connection. It is difficult for the students, especially in rural areas.

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.

6. REFERENCES

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