

STUDENTS SATISFACTION IN USING UiTM MOOC PLATFORM FOR e-LEARNING

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Abstract: Within only a few years, the use of e-Learning has increased rapidly in Universiti Teknologi MARA (UiTM), Malaysia. Following the empowering improvement, Massive Open Online Course (MOOC) using UiTM platform has been introduced in the mid-year of 2019. Nevertheless, which aspects of e-Learning do students consider significant for their learning accomplishments and course fulfillment? This question was addressed by surveying 108 students about their expectations of, and experiences in e-Learning using UiTM MOOC platform. Concerning on their expectations as well as aspects of benefits towards e-Learning, the flexibility of learning places was ranked higher than other aids of e-Learning. With regard to their experience and aspects of easy use of the interface, the UiTM MOOC platform was simply accessible and visually attractive. The results also show that the lack of internet connection can interrupt their concentration and motivation. The findings provide insight into those factors that are likely significant antecedents for planning and implementing an e-Learning system to enhance student learning satisfaction.

Keywords: e-Learning, Universiti Teknologi MARA (UiTM), Massive Open Online Course (MOOC), satisfaction

Introduction

In distinction to conventional teaching pedagogy, e-Learning offers students a further choice of learning style (Hollenbeck, Zinkhan, & French, 2006). E-Learning is no longer restricted to time and place as it can be carried out at home, at work or anywhere else using computers or cell devices connected to the Internet and the e-Learning community of the university (Bhuasiri et al., 2012; Kilburn, Kilburn, & Cates, 2014). E-Learning helps universities become greater digitized and leads to the creation of a digital and knowledgeable society in which mastering and records sharing can be finished with the useful resource of Internet-enabled technology at any time in any vicinity in easier and quicker way.

It is mainly useful for students who at the same time are studying and working (Wisloski, 2011). To add, students can manipulate the tempo and rhythm of their lookup as they are no longer required to attend classes on campus physically (Bhuasiri et al., 2012). The Massive Open Online Course (MOOC) using UiTM platform has been introduced in the mid-year of 2019 by the Institute of Neo Education (iNED), UiTM Shah Alam, Malaysia. UiTM MOOC is an internet-based platform which offers free introductory courses for an incredibly large numbers of students. Figure 1 shows the interface of UiTM MOOC which can be accessed directly using <https://mooc.uitm.edu.my/v3/home/>.



Figure 1: UiTM MOOC interface

UiTM MOOC is a mannequin for delivering studying content online to any individual who desires to take a course, with no limit on attendance. This platform presents introductory courses from some of the professional lecturers to assist students in collecting new expertise and perception as a section of their quest for personal development and enlightenment. In UiTM MOOC platform, three key traits are used: different definitions of openness, barriers to persistence, and an awesome shape that takes the structure as one of two pedagogical approaches.

This study is an effort to explore the satisfaction of students using a web-based interactive learning application developed by iNED, UiTM Shah Alam, Malaysia. This educational tool namely UiTM MOOC, has been developed to train students in using interdisciplinary learning material. In fact, compared to others, tertiary students are greatly exposed to current technologies (computers, chat, email, and the web) therefore it is natural for them to expect the media techniques incorporated in the learning materials.

Materials and Methods

This study involves a dependent variable which is student satisfaction and three independent variables which are easiness, attractiveness, and accessibility of UiTM MOOC platform. It is shown in Figure 2.

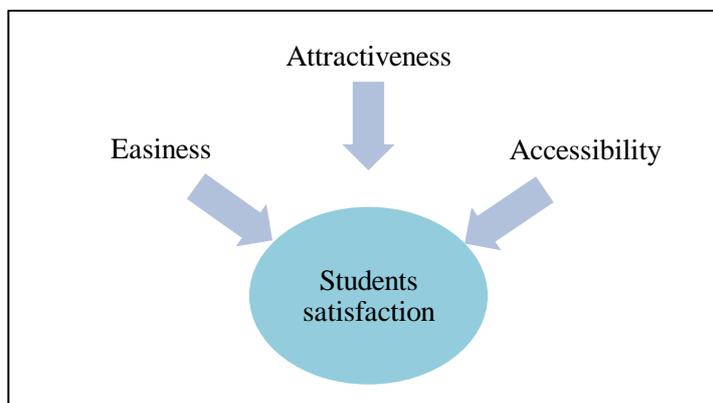


Figure 2: Theoretical framework

A validated online questionnaire was distributed to the 108 selected students. The questionnaire has two sections. Section A consists of Demographic Profile of the respondent and section B consists of questions on independent variables which are accessibility, easiness and attractiveness of UiTM MOOC. All the questions on easiness and attractiveness consisting of Likert scale between 1 is poor and 4 is excellent, while for accessibility, the variety of items was based on the facilities provided. Items for accessibility are shown in Table 1 below.

Table 1: Items for accessibility of UiTM MOOC

Items
Broadband connections
Dial-up connections
Wireless @ Wi-Fi connections
Cable internet connection
Telco cellular provider (i.e. Celcom, Maxis, Digi, etc.)

Result and Discussion

The demographic profile of the respondents towards UiTM MOOC platform usage is shown in Table 2 below.

Table 2: Summary of descriptive statistics

Variable	(%)	
Gender	Male	53
	Female	47
Age	18-21 years old	62.5
	22-23 years old	21.5
	24-25 years old	16
Experience using e-Learning	< 1 year	18.6
	1-2 years	35.7
	2-3 years	25.7
	>3 years	20

According to Table 2, of total respondents, it was found that 53% are male students while the remaining 47% of the respondents are represented by female students. 62.5% of the respondents are from the age group between 18 and 21 years old, 21.5% of the respondents aged between 22 and 23 years old while the lowest percentage is between 24 and 25 years old. In this study, 35.7% of the respondents have experienced the usage of e-Learning for 1 to 2 years, 25.7% have 2 to 3 years of experience, while 20% of the respondents have experienced e-Learning for more than 3 years. The remaining 18.6% of the respondents, on the other hand, have experienced less than 1 year.

Based on the data analysis of the study, most of the respondents found that the UiTM MOOC platform was easy to use with the same percentage at the scale of mediocre and very. The summary analysis in Figure 3 shows that there are less than 5% of the respondents who found that the platform was not user-friendly. Students used the e-Learning system for reading, downloading learning material, and interacting to take part in the discussion, chatting, and emailing. This can enhance their educational performance and allowing them to learn actively (Ibrahim et al., 2019).

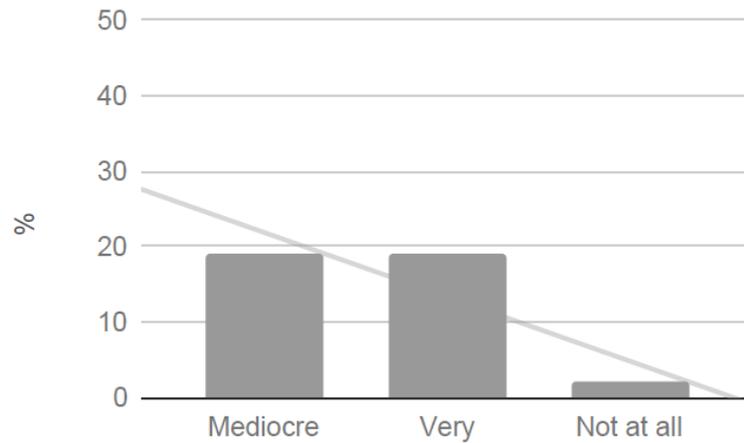


Figure 3: Summary analysis on the easiness of using UiTM MOOC platform

Figure 4 shows that most of the respondents found the interface of UiTM MOOC platform was attractive. There is no denying that visuals are important to interaction design. A good user interface holds the key to good design, and a good design will ensure that users find the website pleasant. It is shown from Figure 4 that there are less than 5% of the respondents who found the platform as less attractive.



Figure 4: Summary analysis on the attractiveness of UiTM MOOC platform

Based on the collected data, most of the respondents accessed the UiTM MOOC platform using wireless connection, followed by Telco cellular provider, broadband connection, and dial-up connection. Results shown in Figure 5 shown indicate that a majority of the respondents was using wireless connection, which also indicates that the provided internet facilities were excellent.

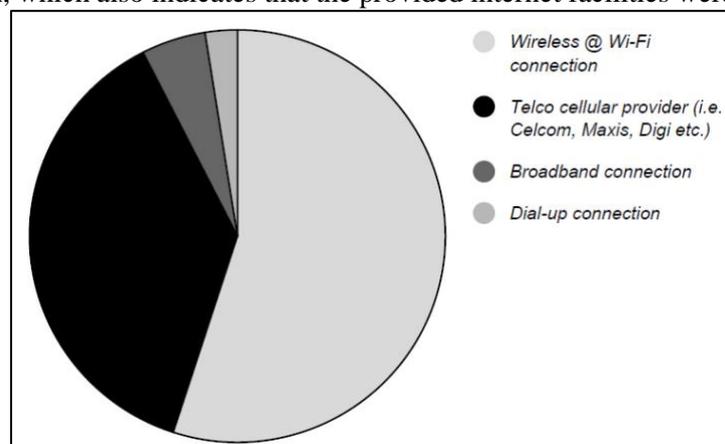


Figure 5: Summary analysis on the accessibility of e-Learning

Conclusion

Based on the results of the study, it is concluded that all the independent variables; easiness, attractiveness, and accessibility are having a positive relationship on measuring students' satisfaction in learning using UiTM MOOC platform. It is also found that respondents are having more than just a moderate level of satisfaction towards all the independent variables of UiTM MOOC platform.

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