Counselling Students' Perception of Online Learning during COVID-19 in Malaysia

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Abstract: The COVID-19 pandemic is of global proportions affecting Higher Education Institutions (HEIs), with online learning becoming a prominent approach to students' learning during the pandemic. However, minimal attention has been paid to researching online learning in Malaysia during COVID-19. This cross-sectional study examines students' perceptions of online learning during the pandemic. A sample of 457 counselling students has been chosen using purposive sampling. Online questionnaires in Google Forms with an appended consent form were distributed to the respondents via WhatsApp with 184 respondents and a response rate of 40.3 per cent. The online questionnaire comprised demographic, students' perception towards online learning (a closed-ended question), reasons for liking and disliking online learning (two closed-ended questions), their preferable online teaching material and delivery (a closed-ended question), and suggestions to overcome online learning constraints (an open-ended question). Data collection was carried out in approximately two weeks and analysed using descriptive statistics. The results showed that the majority of respondents (84.8%) decided that the online learning approach was essential during the pandemic. Most students liked online learning because learning can continue even during the pandemic (75.7%), it was safer to study at home than to go to campus (63.0%), and it facilitated meeting the requirements to graduate on time (44.5%). Most disliked online learning because doing group assignments online was difficult (60.3%), attending online classes was challenging (59.8%), and taking an online test was challenging (55.3%). The respondents (50.0%) also acknowledged that the most effective teaching material and delivery tool for online learning was a PowerPoint with audio (asynchronous method). The respondents recommended internet stability and speed improvements, and a convenient space for studying online at home. This study contributes to the theory and evidence necessary for future research, programmes, and interventions to promote a fully digitally connected and informed society.

1. Introduction

The 2030 Agenda for Sustainable Development (SDGs) aims to achieve peace and prosperity for people and the planet now and in the future. The SDGs recognise that information and communication technology (ICTs) is vital in driving progress towards achieving the 17 SDGs. The spread of ICTs and global interconnectedness has great potential to accelerate human progress and develop knowledge societies (United Nations, 2021). In Malaysia, the vision and mission of SDGs and ICTs are embedded in The Eleventh Malaysia Plan (11MP) (Abdul Razak, 2015). In education, online learning has translated the SDGs vision and mission by using ICTs as teaching and learning tools.

To date, ICTs have become a life necessity, particularly during the Acute Respiratory Syndrome of Coronavirus Disease 2019 (COVID-19) pandemic. The World Health Organisation (2020) declared COVID-19 a global pandemic. The pandemic has affected all aspects of life; administration, business, education, and so forth. The worsening situation is nerve-racking. ICTs have become the most important approach in dealing with all aspects of life, including education during the pandemic (Güner, Hasanoğlu and Aktaş, 2020). In the education sector, it is vital to implement online learning during the pandemic to mitigate its risks, particularly in the early phase of the pandemic when knowledge of the Coronavirus is limited and a vaccine yet to be developed. Thankfully, online learning in Malaysian education was established before the COVID-19 pandemic and has become a significant approach during the deadly pandemic. In Malaysia, National e-Learning Policy (DePAN) has been operationalised since 2015 and will end by 2025. There are three phases of its implementation; phase-1 was in 2015, phase-2 was from 2016–2020, and phase-3 is in 2021-2025 (Ministry of Higher Education Malaysia, n.d.). Surprisingly, research on online learning in Malaysia during COVID-19 has received little attention, and most studies were in foreign settings (Ali, 2020; Allo, 2020; Baloran, 2020; Demuyakor, 2020; Dhawan, 2020; Lall and Singh, 2020; Zhang et al., 2020). Thus, this study examines students' perception of online learning during COVID-19, their reasons for liking and not liking online learning, the supplied online teaching material and delivery preferences, as well as their views on how to overcome their online learning constraints.

2. Literature Review

The Malaysia Education Development Plan for Higher education 2015-2025 outlines ten targets to empower Malaysian higher education. Recognising the importance of technology-based education and Malaysia's position in online course development, the ninth target of the plan includes a Globalised Online Learning (GOL) strategy, which focuses on expanding access to education, improving the quality of teaching and learning while allowing learning to be tailored to the current needs of students. This strategy outlines several initiatives to improve GOL, namely improving the quality of course delivery, reduce cost delivery, introduce Malaysian experts globally, enhancing the branding and prominence of local HEIs and fostering lifelong learning among Malaysians. GOL is a platform to expand access to courses offered by HEIs and liberalise higher education to become more accessible to all levels of society. Malaysia aspires to be the premier hub of education through GOL. This strategy will increase accessibility to quality education for the Malaysian people and the global community, provide efficient course delivery, constructive Malaysian education and enhance the excellence of HEIs, especially in niche areas. Thus, the National e-Learning Policy (DePAN) has been reviewed accordingly to incorporate agendas related to improving the quality of teaching and learning, promoting the Malaysian education brand, and establishing and enhancing the prominence of local HEIs in the global education landscape through their respective niche areas.

COVID-19 has led to massive global medical, pharmaceutical and public health actions and campaigns to cure or prevent the spread of the virus. Science and behavioural science play a vital role to mitigate COVID-19 (Bavel, 2020). Researchers have suggested preventive actions as the most effective weapon against COVID-19 (Güner, 2020; McAleer, 2020). During the pandemic, online learning is a constructive educational method. It has been the foundation on which learning and teaching continue to move forward, even in the most unprecedented times during the pandemic. Online learning has become a prominent approach in the time of the pandemic.

In line with global changes, studying students' perception of online learning during COVID-19 is vital because their perception will explain their attitude towards online learning. The terminology of 'attitude' refers to evaluating aspects of the social world (Baron and Branscombe, 2012). It is an element of behaviour change. The planned behaviour theory has explained how attitudes influence behaviour (Holdsworth et al., 2020; Tiwari, 2020). The theory states that individual's decision to engage in a certain behaviour result from a rational process in which they consider all of their options and evaluate the consequences of their behaviour. One's decision is reflected in intentions, which then influence his actual behaviour. Intentions are determined by attitudes, subjective norms and perceived behaviour control. Attitudes towards behaviour refer to whether positive or negative attitudes are based on predictions of positive versus negative outcomes. Subjective norms refer to one's perception of whether or not other people will approve of his behaviour. Perceived behaviour control refers to an individual's assessment of his ability to carry out the behaviour. This study focuses on the element of attitudes as one of the important factors in determining the students' behavioural intentions towards online learning (Tiwari, 2020).

Itmeizeh and Farrah (2021) noted that most of the available research employs the community of inquiry model developed by Garrison, Anderson and Archer (2000). The model focuses on the three distinct concepts of presences for learning experience; cognitive presence, social presence and teaching presence. Another well-known theory is Connectivism, coined by George Siemens (2004). The model acknowledges the way knowledge and information flows and grows because of the power of networks. Linda Harasim (2012) has proposed online collaborative learning (OCL). The theory focuses on internet facilities to provide learning environments that foster collaboration and knowledge-building.

COVID-19 has greatly impacted students' lives because they can no longer communicate face-to-face with their instructors and lecturers. This shift in education from traditional classroom learning to computer-based learning might be one of the largest educational experiments to date (Baloran, 2020; Dhawan, 2020; Lall and Singh, 2020; Tiwari, 2020). As the online teaching-learning process has become more prevalent worldwide due to COVID 19, it becomes essential to know its growth and whether it is helping the students achieve what they expect out of college or university.

Current studies show that students perceive online learning during COVID-19 positively. Both students and instructors admit that online learning is the best alternative to continue teaching and learning during the pandemic. Among them, flexibility is the main benefit that students and instructors gain from this learning

method. The other pros of online learning include its efficient accessibility of learning materials. Students also state that there are constraints that can affect the quality of their online learning. However, they seem to accept the cons of this kind of learning because they get more benefits than drawbacks. Overall, a small number of students' dissatisfaction concerns the weaknesses of online learning in terms of infrastructure, governance, online pedagogy, e-content, e-design and professional development. These problems inhibit effective online learning to take place. Online education theories have mentioned these important elements for online learning effects. Thus, the implementation of these theories matters very much. The current studies highlight the readiness of institutions, instructors and students to practice online learning. The details of the above-mentioned explanations can be seen in the following findings.

Lall and Singh (2020) examined the student's perspective, attitudes, and readiness about online classes being conducted at the university level in India. The data were collected using a questionnaire among 200 college students. The majority of students favoured studying through online classes, but they feel that there was a lack of co-curricular activities. The most important online learning motivation factors were time and place flexibility. Most students were pleased with the online teaching material and implementation and prefer their lecture being delivered through a PowerPoint with an audio recording, an asynchronous online learning delivery method.

Another recent study conducted by Allo (2020) investigated the learners' perception of online learning during the COVID-19 event among learners of the English study programme of UKI Toraja. The study showed that most learners were very positive about online learning in the midst of the COVID-19 pandemic. They considered online learning as very beneficial and motivating. This study concludes that online learning is developing during the pandemic, it also highlights the quality of internet connectivity, financial concerns, and implementation recommendations of online learning. In terms of financial problems, learners hope that lecturers can use facilities such as free messenger applications in the online learning framework. Despite the availability of internet connectivity, they said that individual tasks are best at maintaining the gap physically. They also need more group tasks to support friends who do not have internet access. They also mentioned that online learning must include a clear explanation together with the supplied material and assignment. They suggested that voice notes need to be used effectively when providing instructions. It also implied that the material and instruction implemented by the lecturer in online learning were not student friendly as they were not easy to use.

The young learners of today's generation must perceive the valuable opportunities of e-learning and participate actively in learning online during the pandemic. In this respect, Agarwal and Kaushik (2020) discovered that out of 77 respondents, the majority perceived the online learning sessions as engaging and significant to their learning needs during the pandemic. Most were very positive and seemed generally enthusiastic about the sessions, were custom-fitted to their degree of learning and found the sessions fascinating and enjoyable. All of the respondents indicated that online classes should be made as part of their curriculum. In the open comments, they clarified that these online sessions broke their dull learning routine, offered a better interaction platform and the course learning material was easy to access. They felt motivated to learn, as it is an effective way to learn safely and it helped them avoid being anxious during the global COVID-19 outbreak. Accordingly, online learning systems have been an important support to learners during the current pandemic (Itemised and Farrah, 2021). Online learning usually involved two distinct modes. Firstly, asynchronous threaded communication has been associated with delayed time to enable learning anytime. Next, synchronous (real-time) communication that allow users to communicate in real-time. Synchronous-communication technologies include instant messaging, instant messaging (IM), video-conferencing and the webinar. Whereas asynchronous-communication technologies rely mainly on e-mails and blogs (Itmeizeh and Farrah, 2021).

Baloran (2020) suggested that research concentrating on online learning technology and innovation in training is increasing due to the current deadly pandemic. They must discover potential choices that can work for learners and instructors to have a new educational approach due the closure of schools. Baloran's (2020) cross-sectional study has examined learners' knowledge, attitudes, anxiety and coping strategies during the pandemic. Results indicated that most learners had satisfactory information and high-risk perceptions. Non-clinical anticipation measures were seen as exceptionally successful.

On the other hand, an unwillingness with the virtual-blended learning approach was discovered due to technological and financial constraints. The students utilised various approaches to adapt to emotional wellness challenges. Thus, it is necessary to address students' mental health and learning attitudes towards their online learning during the pandemic. Further, this study has confirmed that the psychological well-being of young

learners, levels of tension and stress, and academic achievement are influenced by the absence of enthusiastic help and communication, family factors such as aggressive behaviour at home or troubles they experience in their personal relationship.

Notwithstanding, Rohman et al. (2020) found that the lack of readiness knowledge in the implementation of online learning is another source of online learning drawback. This study examined the perceived benefits and constraints of online learning from the perspective of students. The data were collected through an online survey that involved 128 students from the Faculty of Science and Technology in Unira Malang as respondents. The result of the study discovered that most of the students had negative perceptions of online learning, despite considering themselves physically and mentally capable of engaging in online learning. Barriers identified include online learning that was implemented without proper planning, resulting in the absence of easiness, involvement, and effectiveness of online learning. The majority of respondents encountered difficulty in adjusting learning styles, having to perform household tasks and weak communication between instructors and learners. Most of them also criticised the online learning processes which were burdened by assignments, as well as the poor internet connection. Therefore, careful planning of university management, policymakers and lecturers is needed to play a significant role in addressing these issues during the pandemic.

Zhang et al. (2020) highlighted that in China, the government has announced an emergency policy initiative "Suspending Classes Without Stopping Learning" which meant to continue teaching activities as schools in the country were closed to control the deadly pandemic. The research found uncertainty and inconsistency about what to teach, how to educate, the burden of instructors and students, the new learning nature and the recommendations for learning equity. Potential challenges of the new policy are the shortcoming of the e-learning equipment, the inexperience of teachers (namely, unsatisfactory learning outcomes due to instructors' diverse knowledge), the information gap, the unreliable background at home and so forth. To overcome these issues, researchers propose that the government needs to advance the development of online learning, consider furnishing instructors and students home-based online learning infrastructures, offer online instructor's courses, including the improvement of standard online training for the national strategic plan and strengthen academic engagement into interactive virtual learning, particularly education to help learners with e-learning challenges during the pandemic.

3. Research Questions

The present study investigated counselling students' perception towards online learning during the pandemic. A survey of perceptions towards online learning among counselling students received little attention and should be given priority because the nature of the counselling programme focuses more on traditional face-to-face learning. Individual or group counselling depends very much on interaction between a trainee counsellor with his or her clients. Relationship, cohesiveness, verbal as well as non-verbal cues are salient in the counselling process. Thus, a survey of their perceptions towards online learning is indispensable for further actions particularly during the drastic change to a full online teaching-learning method during the pandemic. Hence, the following research questions led this article:
1. What are counselling students' perception of online learning approaches during the pandemic?
2. Why do they like and dislike online learning during the pandemic?
3. What is the preferable online teaching material and delivery (synchronous versus asynchronous) during the pandemic from the students' perspective?
4. What can we learn from the students' views in order to help improve the future online learning experience?

4. Research Methodology

A cross-sectional study has been conducted using purposive sampling. This study aimed to include counselling university students and those in complete online learning at home during the early phase of COVID-19 in Malaysia. Online questionnaires in Google Forms with an appended consent form have been distributed to 457 counselling students via the group *WhatsApp* because this tool was widely used to communicate with students at ease and almost all of students have mobile phones facility. Out of 457, 184 respondents submitted the forms, constituting 40.3% of the respondents' response rate. The online questionnaire comprised of demographic (gender, age and year of study), a closed-ended question of students' perception towards online learning, and two closed-ended questions of reasons for liking and disliking online learning which cover respondents' agreement on online teaching, learning and assessment methods. A closed-ended question of their preferable

online teaching material and delivery (synchronous versus asynchronous) and an open-ended question of their suggestions to overcome online learning constraints. (See appendix I). This study intended to survey five questions only because of the respondents' immediate response for prompt actions caused by the drastic change in teaching and learning methods.

In addition, researchers want to minimise the time taken and burden to the respondents to complete the survey. Particularly during that time, many surveys have been conducted by other related institutions. Most of the questions were adapted from Lall and Singh (2020) and some were developed by the researchers based on interviews with several counselling students. The open-ended questionnaires were added to capture students' perspective to overcome online learning constraints. A pre-test was performed to recheck the reliability of the questionnaires. The operational definition of perception towards online learning in this study refers to counselling students' perception towards online teaching, learning, assessment method and online teaching material and delivery used at the beginning and for the first time of a full online learning (non-face-to-face traditional method) in HEIs during the emergence of COVID-19 pandemic in Malaysia. The data collection has taken place approximately two weeks from July 15 to July 28, 2020. Data were analysed using descriptive statistics. Out of the 184 respondents, 82.1 per cent were females and 17.9 per cent were males. The respondents' ages were ranging from 20 to 29 years. Most of them from year 3 (39.1%), followed by the year 2 (38.0%), year 1 (20.7%) and year 4 (2.2%).

5. Results

The result indicated that the majority of students (84.8%) agreed with the online learning approach during the pandemic (Figure 1). Most students liked online learning because they were still able to continue learning even during the pandemic (75.7%), it was safer to study at home than studying on campus (63.0%), and it facilitated meeting the requirements to graduate on time (44.5%). However, learning online was more practical (15.6%), reduced face-to-face interaction (21.4%) and its flexibility (24.9%) did not attract their attention (Figure II). The results in Figure II were derived from a closed-ended question. Most students disliked online learning due to difficulties in completing group assignments online (60.3%), attending online classes was challenging (59.8%) and taking an online test was challenging (55.3%) (Figure III). The results shown in Figure III were derived from a closed-ended question.

The majority of students suggest some improvements to overcome online learning constraints, which were derived from an open-ended question. They suggested improving internet problems, especially its coverage, stability and speed. Due to these constraints, teaching and learning delivery via synchronous approach (webinar and video-conferencing) were incompatible, resulting from the home environment not being comfortable for study. The majority also acknowledged that they did not have a convenient space at home to study. A closed-ended question was asked to the respondents and half of them acknowledged that the most effective material and teaching delivery was a PowerPoint with audio (Figure IV). This result is consistent with the constraints that they faced.
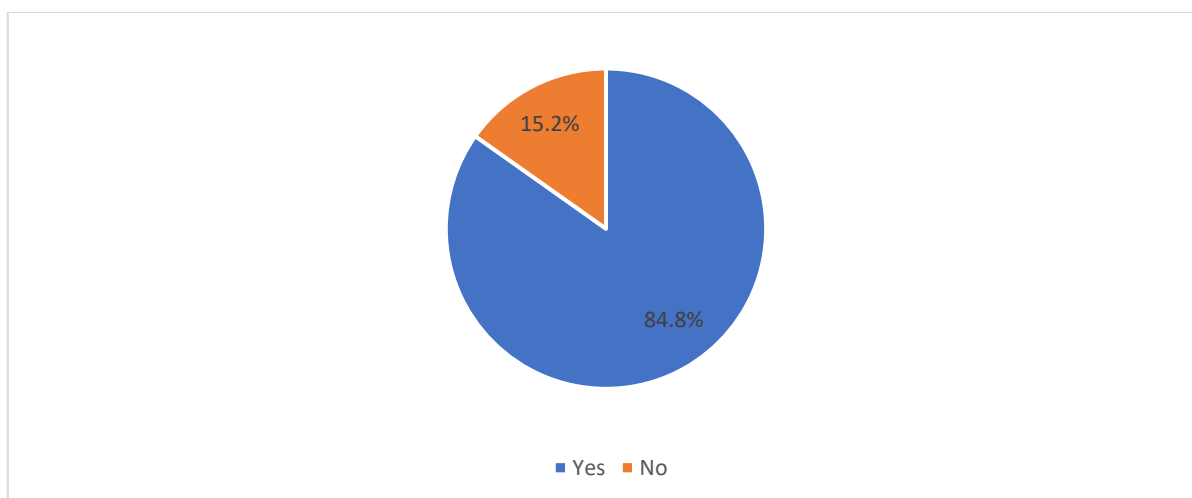

Figure I: Students' acknowledgement of the online learning approach during the pandemic
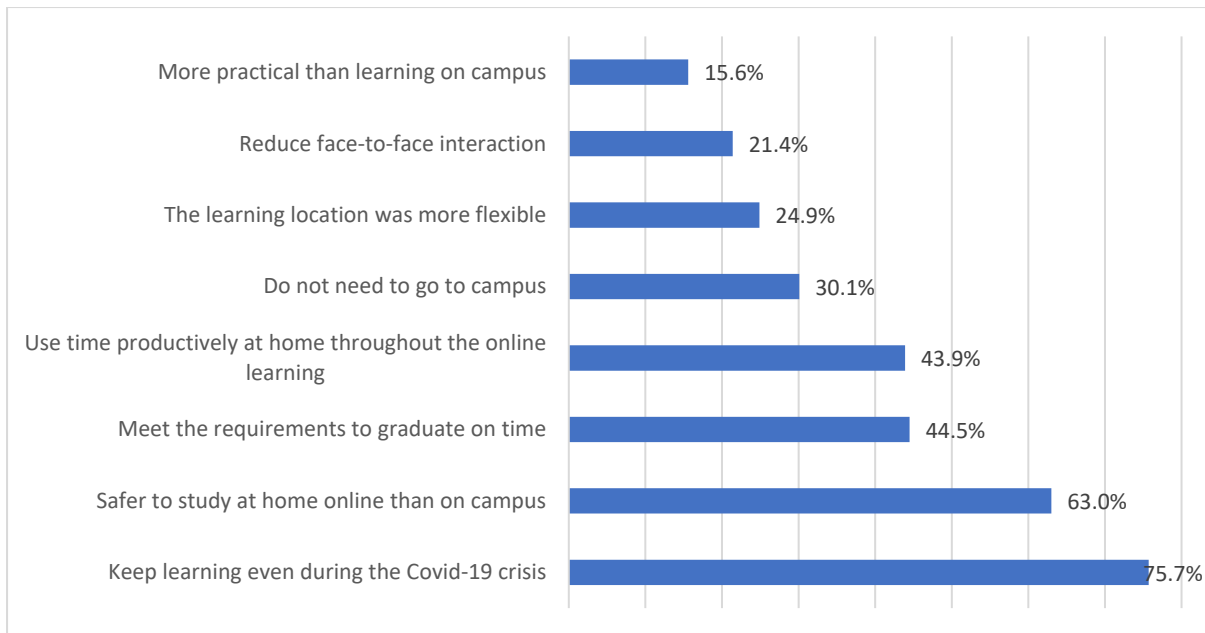
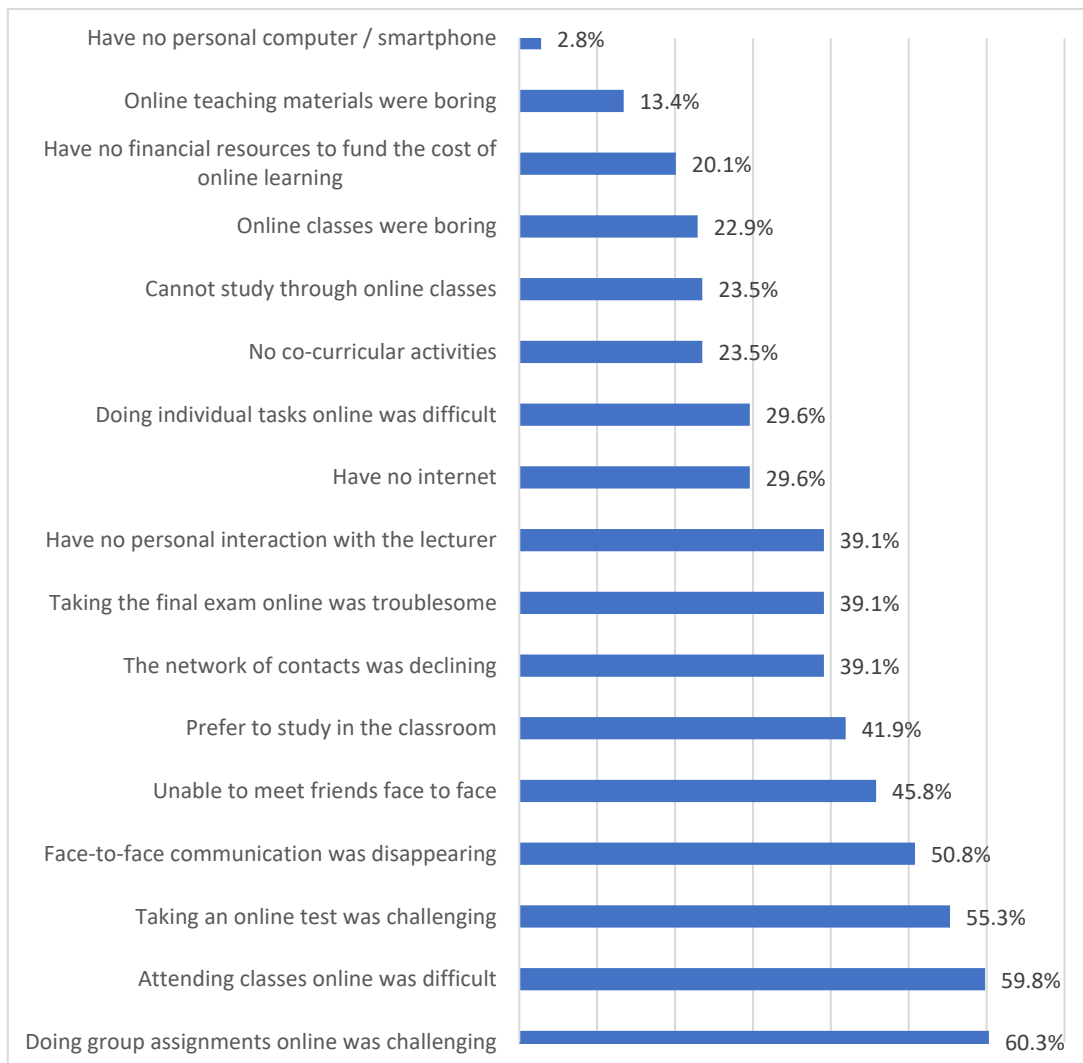**Figure II:** Reasons why students liked online learning during the pandemic

Figure III: Reasons why students disliked online learning during the pandemic
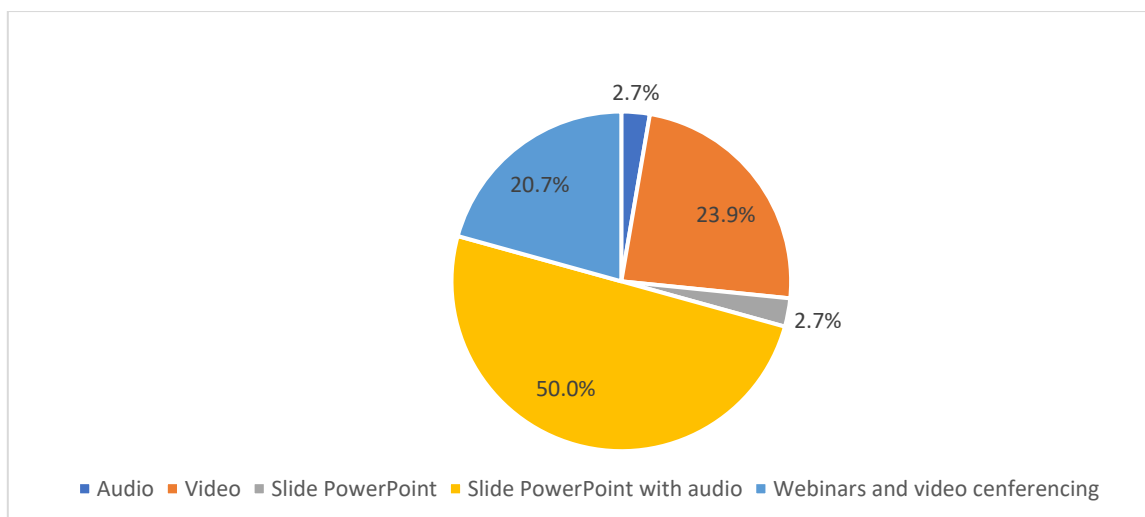
Figure IV: Online teaching material and delivery during the pandemic

6. Discussion

During the pandemic, online learning environments are characterised by place and time independence, their integrated presentation and communication facilities, and opportunities to reuse learning technologies in the form of learning objects. Many researchers claim that technological resources will enhance the quality of learning. Thus, understanding users' perception of online learning benefits and constraints of asynchronous and synchronous learning enables students to make learning more effective, efficient and appealing. When implementing online learning for learners during the pandemic, it is necessary to examine learners' perception of online learning. Essentially, understanding their views towards online learning is a crucial issue for enhancing both teaching performance and learning effects. The results of this study are compatible with other studies that support online learning during the pandemic (Ali, 2020; Allo, 2020; Agarwal and Kaushik, 2020; Baloran, 2020; Demuyakor, 2020; Dhawan, 2020; Lall and Singh, 2020; Zhang et al., 2020). However, the result is inconsistent with a study done by Rohman et al. (2020). The main reason for negative perception towards online learning was due to improper planning from learners and instructors.

This study also confirms that learners are responding positively to online learning environments to complete their learning activities during the pandemic. In other words, students perceive online learning as an alternative to achieve their learning targets. Surprisingly, flexibility in terms of time and space that online learning offers is not perceived favourably, inconsistent with Lall and Singh (2020). Future research should identify why counselling students do not favour online learning in terms of its flexibility and were more concerned with their learning goals. They prefer face-to-face instruction. The nature of the programme itself requires a combination of theoretical and practical teaching and learning methods. Besides, personality proneness should be addressed to identify online learning preferences based on personality, as a counselling programme is a social-based career. Those who were registered with this programme were prone to face-to-face social interaction. Social isolation and physical distance might have a negative impact on their psychological development. Therefore, it is important to innovate hands-on online teaching and learning methods and online practical assessment and reduce social barriers of online learning. The gap between face-to-face and online learning benefits should be minimised as much as possible. In order to promote and enculturate online learning, it is important to address home learning spaces and environments. Related government or private agencies also play important roles in setting up learning centres for each district to support convenient learning.

Given the students' internet instability and accessibility issues, asynchronous methods of a PowerPoint with audio for teaching and learning activities might be the best alternative to sustain online learning. Visual notes and audio could offer better learning effects to students and in Lall and Singh (2020). Therefore, for the time being, as internet accessibility is still unstable, asynchronous methods or synchronous methods together with recordings are important to meet students' learning needs. Besides, the assessment method becomes troublesome due to a poor internet connection. Whereas, personal computers or smartphones and financial resources are not critical issues, as supported by other studies (Allo, 2020; Baloran, 2020). The Malaysian government has subsidised the internet lines for students during the pandemic as immediate action taken to

facilitate distance online learning, where most students study online from their home. In addition, computers or smartphones have become life necessities, and most students in Malaysia possess such tools.

7. Conclusion

This study of students' perception of online learning is relevant to the 'Dasar e-Pembelajaran Negara' (DePAN) or National e-Learning Policy of Malaysia, particularly the enculturation aspects during a pandemic. Perception is a subset of human attitude. Attitude is a basic element of behaviour change that contributes to the enculturation of the lifelong learning process and implementation. Students in higher education are very important, as they are role models and future leaders for societal changes. This study contributes to the National Policy objective to promote a civil society where information-based services will provide the basis of continuing enhancements to the quality of work and life, which is significant to networked media, content, industry, regulatory or policy perspectives. This study discovers students' views, preferences, challenges, and obstacles facing the enculturation process towards civil society. The Malaysian Counselling Board and those institutions offered counselling programmes could benefit from these initial findings. The researchers suggest expanding this study to a larger population with more samples for a greater impact. This study also suggests that several improvements have to be made to improve the quality of online learning in Malaysia. It is in line with implementing e-learning policy in Malaysia which focuses on six major domains of infrastructure, governance, online pedagogy, e-content, professional development and enculturation. In particular, to upgrade internet coverage and speed, to minimise the gap between traditional face-to-face and online learning, to facilitate learning space and environment and to innovate audio and visual tools.

The anywhere-anytime aspect of online learning offers meaningful and robust solutions during times of crisis to help higher education learners communicate and learn virtually without the need for face-to-face interaction. Such learning needs to be established in HEIs to ensure that no student is being impaired because of their location, social class and financial constraint. Malaysia is currently in the third phase (2021-2025) of e-learning implementation. Hopefully, these findings uncover the current reality of e-learning in Malaysia partially and could boost or redirect its implementation for better achievements. The findings contribute to theoretical and evidence-based practical implications during the pandemic. This will, in turn, inform the related institutions or agencies, programmes and interventions with regard to online learning in the time of crisis. Consequently, it will sustain the efforts promoting a fully digitally connected and informed society.

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Appendices

Survei Pembelajaran atas Talian (Online Learning) ketika Pandemik Covid-19 dalam kalangan Mahasiswa Program Kaunseling

Assalamualaikum & Salam Sejahtera,

Saudara/saudari yang dikasihi,

Kami sedang menjalankan survei tentang PEMBELAJARAN ATAS TALIAN (ONLINE LEARNING) KETIKA PANDEMIK COVID-19 DALAM KALANGAN MAHASISWA PROGRAM KAUNSELING. Penyertaan saudara/saudari AMAT DIHARGAI agar MAKLUMAT YANG TEPAT dapat diperoleh. Seterusnya membantu untuk membentuk polisi pembelajaran di sektor pengajian tinggi.

JUTAAN TERIMA KASIH di atas SOKONGAN saudara/saudari meluangkan masa 5-10 minit untuk berkongsi PENGALAMAN saudara/saudari secara JUJUR dan IKHLAS.😄

Identiti saudara/saudari tidak perlu dinyatakan dan maklumat yang diperoleh akan dikendalikan secara rahsia dan sulit.

Jika saudara-saudari bersetuju untuk menyertai tinjauan ini, sila ke bahagian seterusnya. Saudara-saudari pada bila-bila masa boleh menarik diri daripada penyertaan dalam survei ini.

Jika ada pertanyaan, samada sebelum atau selepas penyertaan dalam survei ini, boleh hubungi/wasap (Dr. Nazilah), Tel: 019-9539808/Email: nazilah@umt.edu.my, Fakulti Perniagaan, Ekonomi & Pembagunan Sosial, Universiti Malaysia Terengganu (UMT)

SEKIAN, TERIMA KASIH

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Survei Pembelajaran atas Talian (Online Learning) ketika Pandemik Covid-19 dalam kalangan Mahasiswa Program Kaunseling

Demografi

1. Jantina

○ Perempuan

○ Lelaki

2. Umur

Your answer

3. Tahun Pengajian

○ Tahun 1

○ Tahun 2

○ Tahun 3

○ Tahun 4

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Survei terhadap Pembelajaran atas Talian (Online Learning) ketika Pandemik Covid-19

Soalan berikut adalah berkaitan pandangan anda tentang PEMBELAJARAN SECARA ATAS TALIAN (ONLINE LEARNING) ketika COVID-19

1. Adakah anda bersetuju dengan pendekatan pembelajaran dalam talian (online learning) semasa penularan Covid-19?

○ Ya

○ Tidak

2. Sebab-sebab saya suka pembelajaran dalam talian (online learning).

☐ Lokasi belajar lebih fleksibel

☐ Tidak perlu pergi ke kampus

☐ Mudah untuk melakukan ulangkaji

☐ Dapat kurangkan interaksi bersemuka

☐ Lebih praktikal daripada pergi ke kampus

☐ Lebih selamat belajar di rumah daripada pergi ke kampus

☐ Kaedah pembelajaran yang sesuai semasa krisis penularan Covid-19

☐ Keperluan untuk bergraduat dapat diselesaikan seperti yang dirancang

☐ Pembelajaran dapat diteruskan walaupun ketika krisis penularan Covid-19

☐ Masa dapat diisi dengan baik ketika di rumah apabila pembelajaran diteruskan secara dalam talian

3. Sebab-sebab saya tidak suka pembelajaran dalam talian (online learning).

- [ ] Tidak mempunyai internet
- [ ] Tiada aktiviti ko-kurikulum
- [ ] Komunikasi semakin kurang
- [ ] Kawasan tiada liputan internet
- [ ] Tidak dapat jumpa kawan-kawan
- [ ] Lebih suka belajar di dalam kelas
- [ ] Akses internet tidak laju/perlahan
- [ ] Kelas dalam talian membosankan
- [ ] Jaringan hubungan semakin kurang
- [ ] Suasana di rumah tidak selesa untuk belajar
- [ ] Akses internet kerap tergendala/tidak stabil
- [ ] Bahan pengajaran dalam talian membosankan
- [ ] Mengikuti kelas dalam talian adalah mencabar
- [ ] Mengambil ujian dalam talian adalah mencabar
- [ ] Saya tidak dapat belajar melalui kelas dalam talian
- [ ] Tidak mempunyai komputer peribadi/telefon pintar
- [ ] Tiada ruang yang sesuai/selesa untuk belajar di rumah
- [ ] Tidak mempunyai interaksi peribadi dengan pensyarah
- [ ] Melakukan tugasan individu dalam talian adalah mencabar
- [ ] Mengambil peperiksaan akhir dalam talian adalah mencabar
- [ ] Melakukan tugasan berkumpulan dalam talian adalah mencabar
- [ ] Tidak mempunyai sumber kewangan untuk membiayai kos pembelajaran dalam talian

4. Apakah kaedah pembelajaran (bahan pembelajaran & penyampaian pengajaran) dalam talian (online learning) yang paling berkesan?

○ Slide Powerpoint (PPT)

○ Audio

○ Slide Powerpoint (PPT) berserta Audio

○ Video

○ Webinars dan Video Conferencing

5. Apakah cadangan anda untuk menambahbaik pembelajaran atas talian (online learning) agar lebih berkesan.

Your answer

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