MALAY LITERATURE STUDENTS' PERCEPTIONS OF ONLINE LEARNING EXPERIENCES DURING THE COVID-19 PANDEMIC AT A PUBLIC UNIVERSITY

[1]Saravanan P. Veeramuthu, [*2]Malini Ganapathy, [3]Mohamad Luthfi Abdul Rahman, [4]Jelani Harun & [5]Ramganesh E

[1,3,4] School of Humanities, Universiti Sains Malaysia,

11800 Penang, Malaysia.

[2] School of Languages, Literacies and Translation, Universiti Sains Malaysia,

11800 Penang, Malaysia.

[5] Department of Educational Technology, Bharathidasan University,

Palkalaiperur, Tiruchirappalli, Tamil Nadu 620024, India.

*Corresponding author: malinik@usm.my

ABSTRACT

Background and Purpose: The COVID-19 pandemic has altered the landscape of human life all over the world, including the conventional face-to-face teaching method, which has been replaced with online classes. The drastic changes without a holistic planning makes online teaching prone to various shortcomings. Thus, this article aims to address two research objectives. The first objective is to determine Malay Literature students 'online learning experiences, and the second objective is to analyse the demographic factors influencing students' perceptions of online learning during the COVID-19 pandemic.

Methodology: This descriptive study employed a survey questionnaire to gather data. A sample consisting of 67 undergraduate students majoring in Malay Literature at a public university were recruited as respondents in the present study using a simple random sampling method. After following 14 weeks of online lessons, a questionnaire form was distributed to the students. The research instrument is a questionnaire, which has been adapted and modified from a study by Baczek et al. (2020). The questionnaire form consists of two sections. Section A contains eight items related to respondents' demographic background. Section B contains items related to students' perceptions of online learning, in which six items

are related to the benefits of online learning, five items are based on the disadvantages of online learning, and four items on students' general perceptions of online learning. The responses from the questionnaire were analysed using Statistical Package for the Sosial Science 22.0 for descriptive analysis.

Findings: The study found that online learning is perceived by students as being more disadvantageous than beneficial. Respondents concluded that the advantage of online learning is that they could learn from their own homes according to the suitability of their time. They also acknowledged that they could access learning resources better in online classes. One of the factors influencing students' perceptions of online learning is the speed of Internet connection.

Contributions: The study highlights the need for lecturers to be adequately prepared and to consider factors such as quality of Internet access, home location, students' readiness and constraints faced by students.

Keywords: COVID-19, learning, literature, online learning, quality education.

1.0 INTRODUCTION

Online learning is a popular method of delivery for higher education institutions during the COVID-19 outbreak. In the current situation, this method helps in aiding the learning process during this outbreak (Rios, 2019). Heller (2015) stressed that while preparing for online lessons, it is important to understand students' perceptions towards online learning because the performance rate for online courses is generally low. Therefore, some students may prefer other methods of learning which they consider more effective (Fryer, Bovee, & Nakao, 2014).

Among the reasons why students opt for online learning are the flexibility in lesson schedules and the cost benefits. However, some students are dissatisfied and uncomfortable with this learning environment because the academic staff and students are physically separated, communication is asynchronous, and learning is subject to self-regulation (Bonk, Miyong, Xiaojing, Shuya, & Feng-Ru, 2015).

The measures taken to prevent the spread of COVID-19 have affected the implementation of academic and non-academic activities. The move to online learning should be examined to gain insight into students' perspectives, especially regarding how they have adapted to this method of

learning, and whether technology-based teaching could meet their needs. This is important because students face numerous difficulties due to online classes (Mohammed, Rashid, Salih, & Budur, 2020). One of the issues raised is connectivity, which is related to financial implications because not everyone is able to afford electronic devices for Internet access (Rathakrishnan, 2020). Students have had to use mobile phones as an alternative method, and they need to purchase data for Internet access, which adds to their expenditure. Having to stay at home in rural locations also makes it difficult for students to gain access to the Internet service. These are some of the constraints in online teaching and learning.

In the recent decades, the academic staff at higher education institutes have been facing pressure from various sections to integrate technology into the courses offered at their institutes (Stern, 2004). Nevertheless, the COVID-19 pandemic outbreak has brought on a new set of unique challenges for higher education institutes (Zimmerman, 2020). Everyone involved including the students, the academic staff, and the administration staff have had to execute extraordinary measures related to course delivery and learning at an unprecedented scale, which no one has ever experienced before. As such, studies on the effects of changes in teaching methods are necessary to review and improve lesson delivery and learning during this pandemic period. Students' perceptions are a good benchmark for evaluating the effectiveness of online teaching, and stakeholders can improve their programmes based on feedback from students.

The directive to move teaching online has allowed flexibility in teaching and learning, as it can now be conducted anywhere, at any time. However, the move has happened drastically and unexpectedly (Hodges, Moore, Lockee, Trust & Bond, 2020). Although the universities provide assistance for the academic staff to learn and implement online learning with support from campus technical staff and team, the individuals and teams are not able to provide the same level of support for all academic staff due to various limitations. The lecturers have been forced to switch to the new norms and methods of instruction, as they need to find a quick solution in a less than ideal situation, to ensure that the academic schedules are not affected. The rushed measure to implement online teaching did not allow room for lecturers to make a smooth transition. They also did not get to make proper plans to fully leverage on the capacities and possibilities from online teaching.

Feenberg (1998) emphasised that for online teaching to be effective, the lessons should be conducted by teachers who are fully qualified and interested to teach in an online environment. Considering this situation, this paper attempts to address two main issues. Firstly, the paper will investigate students' perceptions of online-based learning in pursuing their Malay Literature study courses. Secondly, the paper will identify the important factors influencing students' acceptance

and perceptions of online learning. It is important for these two issues to be addressed and discussed, to describe the reality of learning during the COVID-19 outbreak for students.

2.0 LITERATURE REVIEW

One of the studies focused on online teaching is by Kim (2020). The descriptive study examined the handling of courses for early education teachers during COVID-19. Meanwhile, a study by Lee (2020) examined the online teaching of Chemistry courses in South Korea. The study found that the teaching staff had limited experience, and there were challenges to maintain academic integrity in the process of moving instruction online, which still needed to be resolved. Another study in India by Giri and Dutta (2020) also examined the teaching of Chemistry. The study reviewed activities carried out in classrooms and concluded that teaching activities could not be executed as efficiently through online teaching and learning platforms. The study also found that the practitioners who were observed placed significant attention towards preserving academic integrity when students were geographically dispersed, and the teaching and assessment roles became disaggregated in the teaching process, but which had been moved to online platforms.

Rapanta, Botturi, Goodyear, Guàrdia, and Koole (2020) also investigated the challenges caused by the COVID-19 pandemic in teaching and learning, as well as knowledge of pedagogical content, especially those related to the planning and management of online learning experience. The study found that the new form of learning activities means new assessment norms are also required post COVID-19.

Meanwhile, a study by Verma, Verma, Garg, and Godara (2020) examined the effects of COVID-19 on learning for undergraduate medical students. The responders listed three issues as the main challenges; the lecturers were not tech-savvy, there was not enough interactive teaching, as well as technical disruptions. While online teaching only served as a temporary solution, the students were concerned that this had affected their chances of getting clinical experiences.

A study by Moralista and Oducado (2020) in the Philippines analysed the perceptions of 27 lecturers towards online teaching during the COVID-19 outbreak. The descriptive study showed that while the lecturers were technologically skilled, they emphasised that they were not trained to conduct lessons online. This was further compounded by unstable Internet services. The lecturers also stated that they found it difficult to choose between traditional teaching methods and online teaching and would be in a dilemma if they were given options in the future. Means, Bakia, and Murphy (2020) in their study concluded that the effectiveness of online learning is influenced by the context of implementation and students' ability to interact with technology. Another study by Dabbagh (2007) identified the characteristics of online learners who successfully followed this

method of learning. The characteristics include good online communication and collaborative skills, strong grasp of self-learning concept, appreciation for the opportunities to learn using technology as well as good self-learning skills.

In Malaysia, Ngadi (2020) emphasises on three main implications from COVID-19 which have posed great challenges for educators to conduct online lessons: first, Internet accessibility and the stability of teaching platforms, second, management of emotions and third, holistic assessments. Meanwhile, a study by Muhammad Faizal, Nur Amalina, Siti Nor Adawiah, and Farahiyah Akmal (2020) investigated the relationship between intent and effective online learning among students from Universiti Teknologi MARA (UiTM). Findings from the study highlighted the importance to emphasise on intrinsic and extrinsic variables in studies on the use of technology.

In a study by Chung, Subramaniam, and Christ (2020) which examined the readiness to learn among 399 students in two different online courses in Malaysia found that the female students are better prepared compared to the male students, and the undergraduate students are better prepared compared to the diploma students. The female students and the undergraduate students also attained greater satisfaction and learning experiences from the online lessons compared to the male students and the diploma students. The study also concludes that more than half of the respondents are not inclined to continue with online learning if options are given in the future.

Based on the studies discussed earlier, there is a clear need to review the introduction to online teaching. This is because most lecturers are forced to accept the reality of the new norms with no other alternatives. The drastic changes without any holistic planning have exposed them to various shortcomings. This should be quickly investigated so that the quality of education is not compromised. Two research objectives were formulated, which are: 1. To identify students' perceptions of online learning for Malay Literature study, and 2. To analyse the demographic factors influencing Malay Literature students' perceptions of online learning method during the COVID-19 pandemic.

3.0 METHODOLOGY

This study is quantitative research. A survey was conducted using a questionnaire to determine the Malay Literature students' online learning experiences during the COVID-19 pandemic. The research population was made of 73 undergraduate students majoring in Malay Literature at a public university. Out of the whole population, only 67 students who answered the questionnaire are included in the research sample. Prior to this, the student sample had experienced attending

face-to-face lessons at least for one semester. The students were involved in online teaching and learning activities carried out over the duration of 14 weeks.

After following 14 weeks of online lessons, a questionnaire form was distributed to the students. The research instrument is a questionnaire, which has been adapted and modified from a study by Baczek, Zaganczyk-Baczek, Szpringer, Jaroszynski, and Wozakowska-Kaplon (2020). The questionnaire form consists of two sections. Section A contains eight items related to respondents' demographic background. Section B contains items related to students' perceptions of online learning, in which six items are related to the benefits of online learning, five items are based on the disadvantages of online learning, and four items on students' general perceptions of online learning. In this section, the respondents specify their level of agreement to the items in five points: Level 1 = Strongly disagree, 2 = Disagree, 3 = Not sure, 4 = Agree, and 5 = Strongly agree.

The Alpha Cronbach value obtained from the pilot study is 0.954. This means the items in the questionnaire are reliable (Streiner, 2003). As such, the questionnaire is fit for conducting the study. The data from the questionnaire is processed using Statistical Package for the Sosial Science (SPSS) 22.0 for descriptive analysis. Descriptive statistics such as frequencies, percentage, means, and standard deviations and statistical techniques such as ANOVA were used in this study to explain the students' online learning experiences and factors influencing Malay Literature students' acceptance of online learning method during the COVID-19 pandemic.

4.0 FINDINGS

This section will address both research objectives based on a survey questionnaire answered by 67 students from the selected public higher education institution. A descriptive analysis was carried out based on frequency, percentage, means, and standard deviations. The demographic profile of the respondents is illustrated in Table 1.

Table 1: Demographic profile of the respondents

Information	Frequency	Percentage (%)
Age		
21 years old	4	6.0
22 years old	17	25.4
23 years old	20	29.9
24 years old	23	34.3
25 years old and above	3	4.5
Sex		
Male	13	19.4
Female	54	80.6
Experience with online learning		
Yes	67	100.0
No	0	0.0
Mastery of technology skills		
Highly skilled	5	7.5
Skilled	34	50.7
Average	26	38.8
Unskilled	2	3.0
Year of study		
Year 2	19	28.4
Year 3	26	38.8
Year 4	22	32.8
Residence		
On campus	6	9.0
Rental accommodation nearby the campus	2	3.0
Own resident	59	88.1
Respondents' area of residence		
Rural	7	10.5
Town	34	50.7
City	26	38.8
Internet access		
Fast	8	11.9
Average	49	73.1
Problematic	10	14.9
No coverage	0	0

Table 1 shows the summary of the respondents' demographic profile. 23 respondents or 34.3% are 24 years old, which form the majority. 20 respondents (29.9%) are 23 years old and 17 respondents

(25.4%) are 22 years old. Only four respondents (6.0%) are 21 years old and 3 respondents (4.5%) are 25 years old or above. 80.6% or 54 of the respondents are female, and 19.4% or 13 of the respondents are male.

The demographic analysis also shows that 26 respondents (38.8%) had previous experience with online classes or study, while 41 respondents (61.2%) had no such experience before the COVID-19 pandemic struck. In terms of technology skills, the majority of the respondents (34 respondents or 50.7%) identified themselves as skilled, 26 (38.8%) reported average skills, and 2 respondents (3.0%) identified themselves as not well-versed with technology. Only five respondents (7.5%) identified themselves as highly skilled with information technology. 19 of the respondents (28.0%) are Year 2 students, 26 (38.4%) are Year 3 students and 22 respondents (32.8%) are Year 4 students.

The demographic analysis further shows that the majority of the respondents have been staying at home during the COVID-19 outbreak. 59 out of the 67 respondents (88.1) stayed at their own residence. Six respondents (9.0%) were on campus, and 2 respondents (3.0%) were staying at a rented accommodation nearby the campus. Next, only seven respondents (10.5%) came from rural areas, whereas 34 respondents (50.7%) lived in town areas and 26 respondents (38.8%) lived in city areas.

Eight respondents (11.9%) reported fast Internet connection where they were staying, and 49 respondents (73.1%) reported average Internet speed. 10 of the respondents (14.9) reported problematic Internet coverage, and none of the respondent had no Internet coverage in their area. Meanwhile, Table 2 below presented the findings related to students' perceptions on learning Malay Literature online.

Table 2: The benefits of learning Malay Literature online

No.	Item	Mean	S.D.
1	Interactive classes.	3.478	0.766
2	Lecture recording feature.	3.746	1.035
3	Flexibility to learn at own pace.	3.552	0.989
4	A more comfortable learning environment.	2.851	1.077
5	Able to stay at own home.	3.881	0.946
6	Better access to online materials.	3.090	1.151
	Overall	3.433	0.702

Table 2 shows the items related to the benefits of online learning for students. The six items were analysed to identify students' perceptions of benefits from online learning. The fifth item 'Able to

stay at own home' has the highest mean score (M = 3.881, S.D. = 0.946). The second item 'Lecture recording feature' has the second highest mean score (M = 3.746, S.D. = 1.035). 'Flexibility to learn at own pace' and 'Interactive classes' have the third (M = 3.552, S.D. = 0.989) and fourth (M = 3.478, S.D. = 0.766) highest mean scores respectively. This is followed by 'Better access to online materials' (M = 3.090, S.D. = 2.851). The item with the lowest mean score is 'A more comfortable learning environment' (M = 2.851, S.D. = 1.077). The overall mean score for benefits from online learning is 3.433 (S.D. = 0.702).

Table 3: The disadvantages of learning Malay Literature online

No.	Item	Mean	S.D.
1	Reduced interaction with lecturers.	3.806	0.925
2	Technical problems which disrupt classes.	4.403	0.889
3	Online learning causes lack of self-discipline.	3.836	0.979
4	The learning environment at home is not conducive.	3.900	0.971
5	Online learning causes me to be socially isolated as a student.	4.000	0.905
	Overall	3.988	0.666

Table 3 shows the items related to the disadvantages of online learning. Five items were analysed to identify students' perceptions of the disadvantages from online learning. The overall mean score for the disadvantages of online learning is 3.988 (S.D. = 0.666). The item with the highest mean score is 'Technical problems which disrupt classes' (M = 4.403, S.D. = 0.889). The item with the second highest mean score is 'Online learning causes me to be socially isolated as a student' (M = 4.000, S.D. 0.971). The items with the third and fourth highest mean scores are 'The learning environment at home is not conducive' (M = 3.900, S.D. = 0.971) and 'Online lessons causes lack of self-discipline' (M = 3.836, S.D. = 0.979). Finally, the item with the lowest mean score is 'Reduced interaction with lecturers' (M = 3.806, S.D. = 0.925).

A comparison of the overall mean scores for the benefits and disadvantages of online learning shows a higher mean score for the disadvantages of online learning. The overall mean score for the disadvantages of online learning is 3.988 (S.D. = 0.666), whereas the overall mean score for the benefits of online learning is 3.433 (S.D. = 0.702). This shows that there are more respondents who strongly agree with the disadvantages of online learning compared to the benefits.

Table 4: Overall experience in learning Malay Literature online

No.	Item	Mean	S.D.
1	Online learning helps increase my knowledge.	3.0299	0.937
2	I am actively involved in online lesson activities.	3.090	1.026
3	I enjoy online classes during the COVID-19 outbreak.	3.900	1.088

As shown in Table 4, there are three items to identify students' perceptions of online learning for Malay Literature study. The first item, 'Online learning helps increase my knowledge' has a mean score of 3.0299 (S.D. = 0.937). Meanwhile, the second item, 'I am actively involved in online lesson activities', has a mean score of 3.090 (S.D. 1.026). The last item, 'I enjoy online classes during the COVID-19 outbreak' has a mean score of 3.900 (S.D. = 1.088). The mean score is above average because many of the respondents disagreed that they enjoyed online classes during the Covid-19 outbreak.

Besides, Table 5 below presented the findings related to the demographic factors influencing students' perceptions of online teaching method.

Table 5: t-test for gender differences

Construct	Factor	Mean	S.D.	t	Sig.
Perceptions	Male	3.513	0.829	0.455	0.651
	Female	3.414	0.676		

A t-test for independent samples is carried out to determine if the perceptions differ significantly between male and female students. The analysis shows no significant difference between the mean score for male students (M = 3.513, S.D. = 0.829) and female students (M = 3.414, S.D. = 0.676; t = 0.455; df = 65, p = 0.651, which is higher than 0.05). Thus, the findings from this study conclude that there is no significant difference between male and female students' perceptions.

Next, Table 6 showed the findings related to the relationship between experience with e-learning before the pandemic and students' perceptions towards online learning.

Table 6: t-test for comparison of experience with e-learning

Construct	Factor	Mean	S.D.	t	Sig.
Experience with e-learning	Yes	3.609	0.660	1.656	0.103
	No	3.321	0.713		

A t-test for independent samples has been carried out to determine if there is a difference in the perceptions between students who have experienced e-learning before the pandemic and those who have no previous experience. The analysis shows no significant difference between those who have previous experience with e-learning (M = 3.609, S.D. = 0.660) and those who have not experienced it before (M = 3.321, S.D. = 0.713, t = 1.656; df = 65, p = 0.103, which is higher than 0.05). Thus, the study found that the students' perceptions does not differ according to their existing or non-existing experience with e-learning prior to the pandemic.

The relationship between technology skills and students' perceptions towards online learning was given in table 7 below.

Table 7: One-way ANOVA test comparing the means according to level of technology skills

Construct		Sum of square values	df	Mean square	F	Sig
Level of technology skills	Between groups	0.568	3	0.189	0.373	0.773
	Within groups	31.990	63	0.508		

A one-way ANOVA test was carried out to determine if students' acceptance of online learning is influenced by the level of their technology skills. In this study, the students' technology skills are divided into four levels – highly skilled, skilled, average skills, and unskilled. Findings from the analysis show that the level of students' technology skills do not significantly influence their acceptance of online learning as the p value obtained is higher than 0.05, whereby F (0.373) = 0.773, p >.05. Overall, the study concludes that students' perceptions of online learning does not differ according to their level of technology skills.

Furthermore, the relationship between year of study and students' perceptions towards online learning was outlined in Table 8 below.

Table 8: One-way ANOVA test comparing the means according to year of study

Construct		Sum of square values	df	Mean square	F	Sig
Students' acceptance	Between groups	0.215	2	0.108	0.213	0.809
	Within groups	32.344	64	0.505		

A one-way ANOVA was carried out to determine if there are differences in students' perceptions according to their year of study. Respondents in this study consist of students from three different years of study – Year Two, Year Three and Year Four. The analysis found that there is no significant difference in students' acceptance of online learning between the different year of study

as the p value is higher than 0.05, whereby F (0.213) = 0.809, p >.05. Therefore, students' perceptions towards online learning does not differ according to their year of study.

4.1 Relationship between Place of Residence and Students' Perceptions towards Online Learning

Table 9: One-way ANOVA test comparing the means
according to students' place of residence

Construct		Sum of square values	df	Mean square	F	Sig
Students' residence	Between groups	0.451	2	0.486	0.450	0.640
	Within groups	32.559	64	0.494		

A one-way ANOVA test was carried out to determine if students' perceptions towards online learning differs according to their place of residence. In this study, students' place of residence is divided into three types – on campus, rental accommodation nearby the campus, and own residence. The analysis found no significant difference in students' perceptions towards online learning between the different types of residence as the p value is higher than 0.05, whereby F (0.450) = 0.640, p >.05. Overall, students' perceptions towards online learning does not differ according to their place of residence.

The relationship between area of residence and students' perceptions towards online learning was given in Table 10.

Table 10: One-way ANOVA test comparing the means
according to students' area of residence

Construct		Sum of square values	df	Mean square	F	Sig
Area of residence	Between groups	0.972	2	0.486	0.984	0.379
	Within groups	31.587	64	0.494		

A one-way ANOVA test was carried out to determine if students' perceptions towards online learning differs according to their area of residence. In this study, students' area of residence is divided into three categories – rural areas, town, and city. The analysis found no significant difference in students' perceptions towards online learning between the different areas of residence as the p value is higher than 0.05, whereby F (0.984) = 0.379, p >.05. Overall, students' perceptions towards online learning does not differ according to their area of residence.

Meanwhile, the relationship between speed of internet connection and students' perceptions towards online learning was given in Tables 11 and 12 below.

Table 11: One-way ANOVA test comparing the means

according to speed of Internet connection

Construct		Sum of square values	df	Mean square	F	Sig
Internet access	Between groups	4.892	2	2.446	5.658	0.005
	Within groups	27.667	64	0.432		

Table 12: Scheffe Post Hoc test

Construct	Internet access (I)	Internet access (J)	Difference in means (I – J)	Sig. level
Internet access	Fast	Average	0.506	0.139
		Problematic	1.042	0.006
	Average	Fast	-0.506	0.139
		Problematic	0.536	0.071
	Problematic	Fast	-1.042	0.006
		Average	-0.536	0.071

* p < 0.05

A one-way ANOVA test was carried out to determine if students' perceptions towards online learning differs according to their speed of Internet access. The analysis found that there is a significant difference in students' perceptions towards online learning according to the speed of Internet access at their place of residence as the p value is lower than 0.05, whereby F (5.658) = 0.005, p < 0.05. Thus, the study concludes that the speed of Internet access has a significant influence on students' perceptions towards online learning.

Results from the Post Hoc comparison using Scheffe Test show a significant difference in the mean scores between the fast group (M = 3.958, S.D. = 0.801, p <.05) and the problematic group (M = 2.917, S.D. = 0.742, p <.05). This means that the overall difference is caused by the difference between the fast group and the problematic group.

5.0 DISCUSSION

The key findings of the study highlight that online learning is perceived by students as being more disadvantageous than beneficial and this is proven through the mean score for the disadvantages of e-learning (M = 3.988, S.D. = 0.666) which is higher than the mean score for the benefits of e-

learning (M = 3.433, S.D. = 0.702). This finding concurs with a study by Verma et al. (2020) which also found many disadvantages of online learning such as lack of interactive teaching, technical disruptions as well as affecting clinical learning experience for the students involved. Meanwhile, students' participation in online learning is found to have no relationship with their acceptance of online learning. This is likely because the students have no other choice but to attend online classes during this pandemic outbreak, regardless of their acceptance.

In a study by Charlotte (2002), 96% of the online students found the course effective or more effective for their learning compared to the traditional method. However, it is noteworthy to point out that, Means et al. (2020) in their study conclude that the effectiveness of online learning is influenced by the context of implementation and students' ability to interact with technology. Basar, Mansor, Jamaludin, and Alias (2021) study found that students need to experience modern technologies in order to adapt to current circumstances that depend on online teaching and learning. This is because students should familiarize themselves with various online applications so that their knowledge can be utilised effectively. Ratheeswari (2018) explains that digital technology is extremely useful and benefits students who use it in a positive way.

Findings from the ANOVA test prove that Internet speed affects the perceptions of students towards online learning. This issue has been the subject of heated debate during the pandemic outbreak. In this vein, a news article published in The Malay Reserve also shows that limited Internet access has been a main challenge for students attending online classes. On the same note, a study by Chanboualapha and Islam (2012) and Hazwani, Noor Raudhiah, and Norziah (2020) also found that the speed of Internet access has a positive and significant relationship with students' perceptions of online learning. Ngadi (2020) reiterates, that the main implications from COVID-19 which have posed great challenges for educators to conduct online lessons is mainly due to Internet accessibility and the stability of teaching platforms, which was the responses of students in the context of this study. However, the students in this case may have negative perceptions about online learning, but due to the outbreak, they have no choice but to accept and adopt online learning.

6.0 CONCLUSION

Findings from this study show that respondents believe there are more disadvantages than benefits to online learning. This is reflected through the overall mean score for the disadvantages of online learning which is higher than the mean score for the benefits of online learning. The study also found that the students believe that online learning helps to increase their knowledge. Finally, the study has proven that the speed of Internet access influences students' perceptions of online

learning, whereas other factors such as gender, year of study, and area of residence have no impact on students' perceptions of online classes.

In brief, the study has found that students' perceptions of online learning are influenced by the quality of internet connection. There are various implications for the stakeholders who are involved in the implementation of online lessons, especially during this COVID-19 outbreak. Among others, the study has highlighted the need for lecturers to consider factors such as Internet access, students' readiness, as well as the constraints faced by the students at their residence. This study has demonstrated important and reliable initial findings on the perceptions of Malay literature students' with online learning experiences. However, the samples of the study are limited to students majoring in Malay Literature, with a focus on online teaching and learning. It is also important to note that the scope of the study is limited to students' perceptions based on one semester only. More research that is comprehensive should be carried out because long-term studies could provide more detailed information. Furthermore, other aspects such as changes in learning behaviour as well as opinions from the academic staff could provide a deeper understanding on the effects from the switch to online learning.

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