Challenges of Community College Students towards the Method of Implementation Online Teaching and Learning

Wan Nurul Hidayah Wan Mohamad Akil[1,2], Mohd Effendi @ Ewan Mohd Matore[1], Yasinah Abdul Rahman[2]

[1]Faculty of Education, The National University of Malaysia (UKM), 43600 Bangi, Selangor, Malaysia, [2]Kolej Komuniti Kuala Langat Cawangan Sepang, Ministry of Higher Education
Corresponding Author Email: effendi@ukm.edu.my

Abstract
The implementation of teaching and learning (PdP) online during the Movement Control Order (MCO) has brought a great transformation in the direction of national education. This action by closing the education sector caused all higher education centers to be closed to break the chain of transmission of this dangerous epidemic. As a result, the face-to-face teaching and learning process that has been practiced since ancient times had to be stopped during the Movement Control Order (MCO) period. For students, online learning seems to make it easier for them to go through lectures by only being at home. However, from a different angle, there are some challenges that students have to face. This study aims to explore the challenges of community college's students towards the implementation of online teaching and learning methods. This study uses a qualitative method. A total of ten students were selected as informants by using purposive sampling. A virtual in- depth interview method was used as a data collection technique. By using the thematic method of inductive analysis to analyze the data, the study found that the challenges faced by community college's students in the online learning process are access to internet facilities, low levels of learning effectiveness, and an atmosphere that is not conducive to learning. Therefore, it is hoped that this study will benefit all parties, especially the Ministries, Departments, and Community College institutions to construct a policy or contingency plans to deal with this issue to ease the burden on students who are still in the process of adapting to this new matter.
Keyword: Community College Student, Teaching and Learning, Online Implementation, Movement Control Order (MCO), Challenges

Introduction
The Covid-19 pandemic hit the world at the end of 2019. Now, it's been two years and it has changed the way Malaysians and the whole world live and work. The Movement Control Order (MCO) period is a comprehensive experimental field that includes all Malaysians. Looking at the education system, it is heavily influenced by technology,

globalization and economic factors. However, Covid-19 is a driver of change that has a big impact on the education system in our country. In January 2020, the World Health Organization (WHO) has officially declared this epidemic, and all countries have closed all sectors including the education sector. It is intended to break the chain of transmission of this dangerous epidemic. This has restricted face-to-face meetings and reduced the function of various institutions and human well-being.

New government policies have been developed to protect the welfare of the people during post-Covid-19. One of them is, the education sector needs an online platform as the main pillar. In reaching the goal of being a developed country, Malaysia needs to empower technology in all aspects, especially the education aspect. In addition, the world is also moving towards Industrial Revolution 4.0, where everything is centered on technology. Therefore, Malaysia will be left behind if the opportunity to utilize this technology is ignored. According to (Abdul Rahman & Rosli, 2021) online teaching and learning is in line with the current demands of Revolution 4.0 through the comprehensive use of internet networks and digital applications.

The use of technology in any sector today is not an option but a must. Although it is not something easy, but this situation is something that needs to be learned and adapted according to the circulation and development of current technology, not to mention if it becomes a necessity in life. For many students, this pandemic has caused them to lose the knowledge, skills and content of lessons learned before. This has also affected students' opportunities and tendencies to learn, as well as affecting the opportunities for teaching staff to teach, and it has limited the support received by students and teaching staff.

This effect is very noticeable among students who are underprivileged and cause an enlargement in educational imbalance in the country. Teaching staff and education administrators are urged to innovate to continue teaching during the period of disruption caused by this pandemic. According to (Ahad et.al., 2020) this online learning method is comprehensively highlighted to ensure the continuity of existing learning for the benefit of students specifically. (Lubis et.al, 2021) thinks that this online learning will necessarily involve access to internet access, the use of screen devices such as computers, laptops, tablets, or smart phones in a certain period allowing students to follow learning in real time even if they are not present to their respective institutions.

Problem Statement
In order to ensure that all students do not fall behind in learning, educators have started using alternatives to conduct classes online. However, there are various annoyances that arise when you want to implement this online learning method. Many students are depressed and less prepared to face new norms such as online learning. This has a negative impact on the psychological aspects of students if they fail to adapt to the new norm changes (Abdul Rashid, 2020). Face-to-face learning cannot be carried out as usual since the dangerous Covid-19 epidemic is spreading among the community and requires students to learn from home.

In addition, students were found to give less concentration and focus in implementing online learning. It results in the low level of understanding of students experiencing difficulty in following the pace of online learning. Students will take the opportunity not to perform the assignments that have been prepared by the lecturer. It is a challenge for lecturers to monitor student behavior during the online learning period. Student

commitment to teaching by lecturers is reduced and learning objectives are difficult to fully achieve (Ab Rahman et al., 2021).

The implementation of online learning tests students' ability to manage time to commit to their studies. However, due to less control and guidance by lecturers such as routine face-to-face learning methods, they have made two-way interaction difficult to implement. The learning process does not reach its full potential so students cannot practice what they learn. Although online learning is not something awkward for some educational streams in developed countries, but there are a few educational streams that are not synonymous with this medium, there are some problems with the ability to adapt existing technology (Ahad et.al 2020). According to (Abdul Rashid et al., 2020) a preliminary study conducted to see the readiness and challenges experienced by students when dealing with new norms creates academic pressure. The situation that worries and does not make students happy, the string of demands that need to be fulfilled creates the pressure experienced by students, especially at the level of higher education institutions. Among them is the academic pressure that exists when students are unable to adapt to new learning methods (Abdul Aziz, 2021).

This pandemic outbreak has given a shock especially to the education system whose implementation is ineffective and unequal. Efforts to find a way to continue teaching and learning during the pandemic to deal with existing challenges have been delayed a lot. For example, the unequal cost of education for students who have a family background that is not capable needs to be addressed immediately and efforts to address this challenge cannot be delayed any longer to ensure that everything is built better. Policy makers need to look at future scenarios, especially in improving the effectiveness of education strategies during the current epidemic, restoring and redeveloping educational opportunities after the epidemic and building the resilience of the education system to be able to function during future epidemics.

There are several predictions that say that this Covid-19 will continue to mutate in large groups of unvaccinated members of society. Through this prediction, we have to adapt our lives to this virus for the foreseeable future, with the possibility of periodic outbreaks of these mutations (Osterhom & Olshaker, 2021). Improving pandemic preparedness cannot wait until this Covid-19 pandemic is over, given that the threat of a future pandemic is already with us. Accordingly, resilience in the education system is important to ensure that teaching staff will continue to teach during epidemics in the future, especially in emergency cases that disrupt face-to-face learning. By identifying the existing challenges faced by students, it can at least help all parties in taking appropriate action and reducing the gap that exists.

Research Objective
This study aims to
- Examining the challenges of community college students regarding the implementation of online teaching and learning methods
- Identify appropriate strategies and approaches to overcome the challenges of community college students on online teaching and learning methods

Importance of The Study

This study is beneficial because efforts to identify community college students' challenges to online teaching and learning implementation methods will help further efforts for intervention. In addition, this finding helps the Department of Polytechnic and Community College Education (JPPKK) in general and internal management at the Community College level to identify the appropriate approach for online learning based on the challenges faced by students in general. For lecturers, this study is important in selecting and implementing an appropriate and effective approach in implementing the online teaching and learning process based on the findings of this survey.

Literature Review

In Malaysia, the Covid-19 outbreak has had a huge impact on the country's political, economic, social, health and education systems. The Technical and Vocational Education and Training (TVET) sector is among the sectors that are also feeling the brunt of this unexpected pandemic. According to (Noor, 2020), the Ministry of Higher Education (KPT) acting as the party responsible for higher education affairs in Malaysia has ordered all Higher Education Institutions (HEIs) to be conducted online until December 31, 2020. Accordingly, all community colleges are no exception to go through the learning process online. Community College is one of the institutions under the Department of Polytechnic Education and Community College (JPPKK) that offers TVET. The fact is that online learning has never been carried out, this is because TVET has an integration between the theoretical and practical learning process. This certainly has different challenges compared to other conventional education.

The transition to the full use of technology needs to be done drastically following the closure of all educational institutions. In the current situation, continuous improvement needs to be done to ensure that the resources of the institution itself can support the need for the use of technology for the implementation of teaching and learning. According to (Amiruddin et al., 2014) online learning is a learning activity that involves connecting to a system for certain technology tools such as computers and the internet. Santoso (2014), online learning is to transform conventional education into a digital form. Haughey and Anderson (1998) define online learning as networked learning. According to Ally, M. (2008) the internet is needed to access teaching materials and communicate with students during the online learning process.

Several previous studies have been analyzed in more depth for the purpose of looking at the issues and challenges faced by teachers, students and parents in the implementation of online learning during the Covid-19 pandemic period. However, there is still no research done to see this challenge specifically at the community college TVET student level. The challenge of online learning methods that focus on students at the Malaysian Public Higher Education Institution (IPTA) level has been implemented (Mahathir, 2021). Also, since its application and implementation is drastically at the community college level, the need to examine the challenges for online learning in the TVET sector is important. This is to ensure that the learning that has been set can be achieved and to prevent students from missing out on learning sessions properly.

Methodology

This study takes the form of a qualitative approach using the interview method. This design is used to explore the challenges of community college students towards online teaching and learning methods. The rationale for choosing this interview method is because the interview method is able to explore and investigate the responses of study participants to collect data in depth about the experiences and feelings of study participants (Gay & Airasian, 2003). Through interviews, it is easier to see and delve into the attitudes, interests, feelings, things that are given attention and the values that exist in the study participants (Merriam, 1998). This interview method is also to identify the cause of a problem and do what is necessary to solve the problem (Reinbold, 2013). Accordingly, this study chose the interview method to explore and investigate issues related to community college students' challenges to online teaching and learning methods. The qualitative approach in this research is in the form of phenomenology which is the application of qualitative methods in finding common meaning from a concept or phenomenon that is the life experience of a group of individuals. Based on the research conducted, this study tries to identify the challenges faced by community college students regarding the implementation of online teaching and learning methods in more detail. An inductive approach is also used because this study involves gathering and interpreting information related to the challenges faced by community college students and then generalizing and conclusions.

This study uses a structured interview protocol, where it has 15 sets of open-ended questions to set the topic to be explored while allowing the study participants to take any direction they want, without assuming an answer (Seaman & Tinti-Kane, 2013). The selection of study participants must be thoughtful, informative, articulate and have experience in the topic of this study setting. According to (Creswell, 2012) states that the ideal number of qualitative participants is in the range of 3 to 10 people depending on the depth of the study. Thus, a total of 10 students were selected using purposive sampling from a heterogeneous group based on the following criteria:

● Gender differences
● Differences in terms of field of study
● Differences in terms of placement
● Differences in terms of institutions

he location of the study is limited to students in two community colleges in the state of Selangor only. The background of each respondent as well as the information required in this study was conducted using the interview method. The information gathering process begins by interviewing the students involved online. The data obtained from the interviews were then analyzed using thematic analysis. Table 1 is a summary of the methodology used in this study.

Table 1
Summary of Methodology Study

No.	Item	Technique
1	Investigation Method	Qualitative
2	Research Approach	Inductive
3	Persampelan kajian	Purposive Sampling
4	No of Respondent	10 Students
5	Technique for data collecting	Online Interview
6	Analysis	Thematic Analysis

Findings and Discussion
Findings of the first objective: Examining the challenges of community college students to the implementation of online teaching and learning methods

To answer the objectives of this study, this section has been divided into two main sections, namely (a) the demographics of the study participants and (b) the challenges of community college students regarding the implementation of online teaching and learning methods. This study uses a purposive sampling technique by selecting 10 students from a heterogeneous group classified by the researcher based on the following criteria:

● Gender differences
● Differences in terms of field of study
● Differences in terms of placement
● Differences in terms of institutions

Therefore, a total of 10 students from two community colleges in the state of Selangor were selected for the purpose of obtaining information about the challenges faced by community college students regarding the implementation of online teaching and learning methods. Table 2, displays in detail the list of study participants involved where each study participant is labeled as P1 to P10, and the selection of the P code is an abbreviation for the participant. While the code for the field of study SLK is Certificate in Logistics Services, SKE is Certificate in Electrical Technology and STM is Certificate in Information Technology.

Table 2
List of Study Participants

Participants	Gender	Field Of Study	Area	Institution
P1	L	SLK	City	KKLCS
P2	P	SLK	City	KKLCS
P3	L	STM	City	KKKL
P4	L	SKE	City	KKKL
P5	P	STM	Rural	KKKL
P6	L	SLK	City	KKKLCS
P7	P	STM	Rural	KKKL
P8	P	SLK	Rural	KKKLCS
P9	P	SKE	City	KKKL
P10	L	STM	City	KKKL

In addition, Table 2 also explains the findings of the study participants involved from two institutions, namely Kolej Komuniti Kuala Langat Cawangan Sepang (KKKLCS) and Kolej Komuniti Kuala Langat (KKKL). There were four respondents from Kolej Komuniti Kuala Langat Cawangan Sepang who took the Logistics Service Certificate and six students from and Kolej Komuniti Kuala Langat who took the Information Technology Certificate and Electrical Technology Certificate. Most of them consist of students in semester 1, 2 and final year of studies. Next, the nine students are aged around 18-23 years old and one student is over 24 years old. The selected study participants were among those who were affected and involved with online learning during the Movement Control Order (1) and (2). Student complaints are recorded for the purpose of improving the study. It was found that the placement of seven respondents obtained was in the city and the rest in the countryside.

The results of interviews with study participants found that there are three main challenges faced by students during online learning due to the Covid-19 pandemic, namely access to internet facilities, an atmosphere that is not conducive to learning and a low level of learning effectiveness.

First Challenge: Access to Internet Facilities

Five respondents have admitted that one of the main challenges in conducting online learning is related to the limited and weak access to internet facilities for some areas. A total of four respondents where they live in a rented house and the rest live in their own house. It should be noted that respondents who live in rural areas often have problems getting good quality internet. They had to go to urban areas just to get a good internet connection, where some respondents had to go to the Computer Center and stay temporarily at a friend's house who had a good internet connection. In addition, there are respondents who live in urban areas who also state that internet access is often unstable, given that it depends on the weather conditions at that time. If the internet line is good, then the respondent's internet line will be fast and of good quality. This can be proven by the statement as in Table 3.

Through these statements, it is proven that limited internet access is one of the challenges in online learning. According to a statement (Zawiyah, 2020) stating that throughout the Movement Control Order (MCO) period, many students are more comfortable using the "WhatsApp" application only to follow the teaching and learning process from home. This is because some students have problems in getting access and stable internet. This situation occurs because internet access is difficult to access such as certain areas such as the interior, villages, villages and areas that have a low internet access coverage rate.

Table 3
Interview statements of respondents related to access to internet facilities

Respondent	Interview Statement
P4	"..Internet is slow and inconsistent .."
P5	"..My house is in the palm oil plantation. Thus, my house is located far away into the plantation area. So I have a problem getting a good Internet connection.."
P7	"I have a problem with internet access at home..but in order to study and complete the assignments given by the lecturer, I have to go to a cyber cafe in town or stay at a friend's house who has good internet access..not everyone understands my problem especially when I have to submit assignments late.."
P8	"..the internet line is not good..my father is a manual laborer and he cannot afford to subscribe to a good internet access package for my study session.."
P10	"..the main challenge is the interruption of the internet during the learning process.."

This problem with quality internet access results in students not being able to follow learning in class online properly and also causing students to drop out of their studies. Berita Harian Online newspaper (2020) among others quoted through an interview with Associate Professor Dr Mahizer Hamzah, Chairman of the Malaysian Educational Technology Association (PTPM) stating that in the context of infrastructure or infostructure, whatever platform is chosen or used it needs to support the method The PdP is easy to use, easy to access, has technical support services, has the ability to generate reports and evaluations, the ability to integrate with other applications, is secure and has privacy in terms of portability. Both factors, namely infostructure and infrastructure, are very necessary because they are interdependent on each other and if there is a malfunction or failure of one of them, it will cause delays in the online learning process (Berita Harian Online, 2020). Internet packages that are available in the market offer high costs if you want to get a fast, fast and uninterrupted internet line. Finally, this has an impact on financial problems for students again. According to (Yahaya et al., 2020) found that most students are affected by financial problems to cover the cost of learning tools at home. They had to spend a lot of money to enable them to take classes online more effectively.

Although the positive impact of the Covid-19 pandemic can improve computer literacy among students, flexible learning sessions at home, and improve online learning skills. However, the weakness is also felt considering the limited reference material, and the limited internet access among students, especially involving low-income families or living in rural areas. The decision to consider online learning needs to weigh in on the inequity of access to technology and not widen this digital divide.

Second challenge: the low level of learning effectiveness
There were five respondents who stated that the level of learning effectiveness was low. This is because during online learning, the students find it difficult to understand what the lecturer teaches or explains, especially for the subject of Mathematics. Respondents felt that there was a problem in understanding the Mathematical formulas that were taught because they required calculations that needed to be explained in detail for each solution step and needed to be given practical training or drills on the spot.

If the subject of Mathematics is taught by the lecturer only by reading the existing notes and without showing any examples of calculations, the students will definitely have a hard time understanding the topic more deeply. Then the respondents also stated that they could not pay attention in the online class, because the duration of the class was quite long and made the students feel stressed and could no longer receive the information provided by the lecturer. In the end, students decide not to pay attention in class and further give implications to the level of effectiveness of their learning.

Next, the respondents also stated that they have problems in understanding the topics taught by the lecturers because they need more training and attention from the lecturers, especially involving the subject of Java Programming. This matter cannot be implemented if it is implemented online, because the method of programming it is complicated and requires physical research and instruction like in a computer class. In addition, there are also respondents who will do their best to revise, as well as listen to and examine video recordings or obtain other reference sources to understand the learning that they feel is lacking during online learning. Although students have a low level of effectiveness during online learning, they also need to be creative in finding solutions to topics that are poorly understood. This can be proved by the statement:

Table 4
Interview statements of respondents related to the level of effectiveness low learning

Respondent	Interview Statements
P1	*"..I don't understand much about what the lecturer explains..it's usually only mathematics subjects, because it's hard to understand formulas.."*
P2	*"..sometimes I understand, sometimes I don't because I don't pay enough attention during the online class..sometimes the class goes on non-stop for two hours and makes me feel saturated, stressed and can no longer accept the information given by the lecturer.."*
P3	*"..the subject of Java programming, if you do a lot of face-to-face training, it's easier.. this java has to go into complicated coding..if I study online, it's really hard to understand.."*
P9	*"..there is only a little understanding..but I will try my best to understand again or do a review..'*
P10	*".. lack of understanding during online learning.. I had to listen to the video recording many times and look for other reference sources.. I don't want to get the wrong answer in the exam.."*

The learning style founded by psychologists in 1920 which is the VAK Learning Method (Visual, Auditory, Kinesthetic) uses 3 types of senses namely Vision, Hearing and Movement. Students who have an audio and visual style will certainly like and succeed when the teaching and learning process is applied online. However, for students who have a kinesthetic style, it is likely to have a low learning effectiveness result or impact in this online learning process. Accordingly, effective communication between students and lecturers is essential in implementing this online learning. According to (Wena, 2014) states that the main weakness in the online learning process is the difficulty in socializing and the lack of interaction between students and instructors. The implementation of teaching and learning online requires three important elements in it, namely students, lecturers and technology (Karwati, 2014). If one of

them is not supportive, then the online learning process will not take place to the maximum and the impact will be that many students will get less satisfactory results on the subjects taught.

Subjects involving numbers and calculations will indeed give difficulties to students during online learning. This includes subjects that involve practical and practical activities that cannot be implemented optimally. The lecturers can only share links or videos about the practical classes and as a result it is difficult for students to understand the practical objectives and less skilled in the field. Students cannot clearly see the desired learning output and do not produce the final product physically but only based on their imagination. It is a challenge for lecturers to switch from offline mode to online mode, change teaching methodology and manage their time. All students are not the same and they differ in their level of ability and confidence. The role of the lecturer needs to change, where the method of explanation or lecture should be reduced.

Lecturers need to help and encourage students to explore and understand the scientific material obtained. Lecturers act as facilitators or moderators who plan to provide appropriate input for the teaching and learning process in the classroom. Through a survey conducted by Digi's 2021 Yellow Heart: Life under COVID-19 for children's online values and challenges, as many as 39 percent of respondents were found to be worried about grades and uncertainty in exams when faced with the COVID-19 pandemic. The survey involved a total of 1,746 students aged 21 and under who were randomly selected according to gender, ethnicity and region throughout Malaysia. According to (Li, 2020) the situation where the level of effectiveness of online learning is low has been proven among researchers. Studies have also proven that if this online class is implemented in a long and boring period, indeed many students will leave the class (Alexander, 2005).

Third Challenge: The Atmosphere is not conducive to learning
Four respondents have admitted that there is an atmosphere that is not conducive to study either at home or in a rented house. Respondents stated that they did not have a desk or study facility in the rented house and performed the study while lying on the bed which further proved that the learning atmosphere did not exist at all. The students also did not feel the atmosphere of learning, because they could not meet and discuss with friends in completing the assignments given by the lecturer. This is likely because there is no spirit of competition between classmates and hence the learning atmosphere does not exist like students in a face-to-face class. There are students who state that they do not have a comfortable space to study due to the relatively limited and narrow home space in addition to the large number of family members. In addition, there are respondents who stated that their house is close to a car workshop and there is noise pollution every day at home. This can be proved by the statement in Table 5.

The statement above shows that how difficult it is for students to implement online learning because the home environment is not conducive, causing students to quickly get bored, sleepy, and not focus on learning. Through a survey conducted Digi's 2021 Yellow Heart: Life under COVID-19 for children's online values and challenges. The survey also found that 31 percent of students were stressed by online classes or tuition with 26 percent not motivated to continue their studies while 25 percent of respondents said they were not disciplined enough to follow online learning during this pandemic.

Table 5
Respondents' interview statements related to an atmosphere not conducive to learning

Respondent	Interview Statements
P2	"..in the rented house I study while lying on the bed..I don't have a desk to study so the atmosphere is boring and I feel like I want to sleep.."
P4	"..Yes, I feel sleepy because I don't study face-to-face..I feel a bit bored without friends around.."
P6	"..Yes, because the area of my house is close to the car workshop area..so it's noisy.."
P9	"..my house is small, so I have to study in the living room..it's really noisy because I have many siblings..sometimes I'm embarrassed to open the microphone to answer the lecturer's questions while online.."

(Zalika, 2009) states that an unfavorable learning environment is also a challenge faced by students to conduct online learning. Most of the students who have the challenge of an unfavorable environment such as parents not being able to provide facilities for learning or private rooms for them to study are from low- and medium-income families. This results in students not being able to focus on learning that is conducted online because the space and place do not have a learning concept. Kumi et al (2020) based on his research also proved that the challenge for students in obtaining a conducive atmosphere is when learning occurs at home. This matter needs to be given serious emphasis because the catalyst for the success of a learning will be obtained through a conducive learning atmosphere (Fabito et al., 2020). (Hawati et al., 2020) reported that the major challenges faced by students due to insufficient equipment and an environment that is not conducive to learning online. Utusan Borneo Online dated 20 January 2021 stated that the attendance of students who follow online learning did not reach 80 per cent and most students did not focus due to the uncondusive home atmosphere.

Suggestion
To develop effective strategies for educating students during and after the pandemic, educators and policy makers must make the characteristics of the local context the basis for improvement. Therefore, they must have a specific understanding of how the pandemic affects the lives of students, their families, teachers, staff, the communities in which they live and the ability of the education system to deliver these core functions as a foundation. The first step is to consider the specific needs of the changes that occur through the challenges faced by students. Accordingly, short-term and long-term improvements should be designed specifically to help community college students overcome the challenges faced.
From the aspect of challenges to access to internet facilities, the researcher suggested to the Ministry and Department to provide wireless internet access (WIFI) for free to students. The government's efforts to allocate 1Gb of free data for each day to students should be continued. In addition, the institution also needs to take the initiative to cooperate with the YTL company or other agencies in allocating free data to students. In addition, the institution and JPKK can also take the same approach as in the university, which is to provide internet facilities by distributing SIM cards for free to less able students. SIM cards that contain a lot of data quota, are able to lighten the burden of students to subscribe to an existing internet plan or package.

However, some constraints exist especially for students who live in areas with less internet coverage. Therefore, these students need to be reached by contacting them on WhatApps, Telegram or Messenger. If these students still cannot be contacted through these applications, then the conventional method is the last option, which is by posting or sending teaching materials to students, television and radio platforms. This is very important to prevent students from falling behind in learning sessions, and at the same time is able to continuously stimulate the student's cognitive system. Lecturers also need to wisely choose the appropriate teaching and learning application platform to avoid lag or screen freeze which further disrupts students' concentration if online classes are conducted. The level of internet stability, whether low, medium or high needs to be known before choosing a suitable teaching platform.

The researcher also suggested that the 'asynchronous' teaching method by the lecturers is one of the best alternatives in overcoming this challenge where learning is not carried out in real time. This learning happens without the need for educators and students to be present at the same time. Learning Management Systems (LMS), e-bulletin boards, e-mail, social media platforms and learning video recordings are examples of types of technology that can be used "asynchronously". Among the examples of free 'asynchronous' applications that can be used are Google Classroom, YouTube, GMail, Facebook, Twitter, Microsoft Teams, Schoology, Padlet, and Edmodo. Students' challenges to the stability of the internet, the limit of the number of students on an e-learning application platform, the effectiveness of student learning is low, the atmosphere is not conducive to learning and the loss of interaction during direct or "live" learning can be overcome.

Next, students should also always be given an awareness campaign of their responsibility in ensuring that the teaching and learning process continues. They need to realize that educational institutions in this country are very committed to providing a conducive learning experience without involving them in high-risk situations. The responsibility to facilitate the process of migration of face-to-face lecture learning activities to online learning falls on the shoulders of both parties, namely educators and students. Therefore, students need to make efforts so that this transition can be carried out successfully. Online learning interactions are able to open up greater space and opportunities and provide equal rights to be heard for every student. Students who were previously less confident to speak up in class are able to participate in online discussions together.

Self-adjustment measures are related to the changing environmental factors, and further require a person to adapt to the changes. This involves challenging students in an atmosphere that is not conducive to learning. The longer allocation of time at home causes students to have to process and adjust with the resources they have to meet the demands of the environment. Interestingly, home is no longer a place for us to rest when we come home from work, but all activities are done at home. Adaptation to the home environment as a space for work, study, family leisure activities and rest should be done according to its role and function in achieving individual or joint needs. This will have a positive impact if self- adjustment is done and managed well by students.

For the implementation of long-term methods, it is suggested that the JPPKK can reinvigorate the concepts and recommendations recommended in the National E-Learning Policy (DePAN) for Higher Education Institutions that was launched in 2011. This policy is an extension of the ICT policy presented by the National ICT Council to bring Malaysia to the electronic realm, which involves one of the critical areas of e-education. Indeed, it is an innovative effort

towards enhancing the development of human capital in educational institutions for the sake of national development and dignifying it on the national and international stage. In addition, as a solid foundation to produce great, quality, responsible, independent and independent students who can compete at the global level (Ministry of Higher Education Malaysia, 2011). The strengthening of the five main pillars of the e-learning framework which includes infrastructure, organizational structure, professional development, curriculum as well as e-content and culture should be implemented. These five pillars are the main drivers to implement e-learning policies for all educational institutions using online and distance learning pedagogy and supported by the latest information and communication technology. It is true that Malaysia has had a solid preparation and framework since the beginning, but this is the result of frequent political changes and leadership changes at the Ministry level. As a result, a policy that is good and needs to be implemented for the benefit of the people cannot be continued and implemented. This sudden pandemic issue is a lesson to all of us not to be complacent in setting improvement targets from this aspect of online teaching and learning.

Conclusion

When the COVID-19 crisis occurred and the MCO was enforced, online teaching became a key method in the PdP process. Lecturers need to be prepared in terms of information technology infrastructure and should strengthen knowledge related to information technology. This is not only important for lecturers, but students should also equip themselves with information technology knowledge. The findings of this study show that there are three main challenges faced by community college TVET students towards online learning methods, namely the problem of access to internet facilities, low levels of learning effectiveness and an atmosphere that is not conducive to learning. The 'asynchronous' teaching method by the lecturers is one of the best alternatives in overcoming this challenge where learning is not carried out in real time. The Learning Management System (LMS), needs to be strengthened and its implementation improved to overcome the challenges of online teaching and learning methods at the Community College level in particular. A special committee needs to be formed at the departmental level in an effort to monitor and transform improvements to the online PnP implementation.

However, one of the benefits gained from the challenges faced is that technology-based teaching and learning is more interactive and attracts students' interest because it is creative, innovative and even accessible anywhere. In addition, the students are also safe from being infected with the Covid-19 epidemic because students do not have to leave the house and further practice social distancing as instructed by the government. Through this study it is hoped to help the JPPKK, and educational institutions in community colleges formulate policies and contingency plans in dealing with this issue so as to ease the burden on students who are still in the process of adapting to this new norm. Further research can be carried out in the future by identifying the online PnP application platform that is most often used by students in an effort to determine the most suitable method according to the situation of students, lecturers and the type of course taken.

Acknowledgment

References

Aziz, A. R. A., Sukor, N. M., & Ab Razak, N. H. (2020). Wabak Covid-19: Pengurusan aspek kesihatan mental semasa norma baharu. *International Journal of Social Science Research*, *2*(4), 156-174.

Aziz, A. R. A., Rahimi, M. K. A., Shafie, A. A. H., Sawai, R. P., Lee, U. H. M. S., & Yusof, S. N. M. (2021). Pembelajaran Dalam Talian: Strategi Daya Tindak Terhadap Tekanan Akademik Semasa Norma Baharu. *Jurnal Sains Insani, 6(2),* 96-104.

Aziz, A. R. A., Shafie, A. A. H., Ali, Z., & Dzainal, N. D. S. (2020). Pengamalan nilai agama dalam mengatasi kemurungan semasa pandemik COVID-19. *Malaysian Journal of Social Sciences and Humanities (MJSSH)*, *5*(12), 31-44.

Ahad, N., Hamid, M. F. A., Noor, A. M., & Lazin, Z. (2020). Analisis faktor tekanan yang mempengaruhi pelajar kolej komuniti negeri Johor ketika perintah kawalan pergerakan. *Jurnal Dunia Pendidikan*, *2*(3), 158-172.

Amiruddin, A. Z., Hassan, A. T., Rahman, A. A., Rahman, N. A., & Bakar, M. S. A. (2014). Penggunaan aplikasi atas talian dalam proses pengajaran dan pembelajaran bahasa ketiga: pengenalan kepada quizlet. com. *Seminar Antarabangsa Kelestarian Insan , (pp. 1-16)*. Johor.

Alexander, S. (2005). Do not go pass. http://www.onlinelearningmag. com/onlinelearning/magazine/ article_display.j

Ally, M. (2004). Foundations of educational theory for online learning. Theory and practice of online learning, 2, 15-44.

Norhaini, A. M. (2020). Covid-19: Cabaran Buat Guru. Tinta Minda BERNAMA. https://www.bernama.com/bm/tintaminda/news.php?id=1909566

Bahrom, Z. (2020). Pedagogi Norma Baharu: Cabaran dan Hikmah. Jurnal Refleksi Kepemimpinan Jilid III, hlm, 75-80.

Fabito, B., Trillanes, A., & Sarmiento, J. (2021). Barriers and Challenges of Computing Students in an Online Learning Environment: Insights from One Private University in the Philippines.International Journal of Computing Sciences Research, 5(1), 441– 458. https://doi.org/10.25147/ijcsr.2017.001.1.51

Creswell, J. W. (2012). Educational research: Planning, conducting, and evaluating quantitative and qualitative research. Pearson Education, Inc.

Gay, L. R., Mills, G. E., & Airasian, P. W. (2011). Educational research: Competencies for analysis and applications. Pearson Higher Ed.

Harian, B. (2020). COVID-19: Pendidikan menerusi dunia maya cabaran baharu buat guru. Malaysia: BH Online: https://www.bharian.com.my/berita/nasional/2020/05/ 689322/covid-19pendidikan-menerusi-dunia-maya-cabaran-baharu-buat-guru

Hamid, H. A., & Khalidi, J. R. (2020). Covid-19 and unequal learning. Khazanah Research Institute.

Haughey, M., & Anderson, T. (1998). Networked learning: the pedagogy of the internet. Toronto: McGraw-Hill.

Karwati, E. (2014). Pengaruh Pembelajaran elektronik (e-learning) terhadap mutu belajar mahasiswa. Jurnal Penelitian Komunikasi, 17(1).

Kumi-Yeboah, A., Dogbey, J., Yuan, G., & Smith, P. (2020). Cultural diversity in online education: An exploration of instructors'perceptions and challenges. Teachers College Record, 122(7), 1-46.

Li, J., Wong, S. C., Yang, X., & Bell, A. (2020). Using feedback to promote student participation in online learning programs: Evidence from a quasi-experimental study. Educational Technology Research and Development, 68, 485-510.

Made, W., & Kontemporer, S. P. I. (2009). Suatu Tinjauan Konseptual Operasional. Jakarta: Bumi Aksara.

Osterhom, M., & Olshaker, M. (2021). The pandemic that won't end: COVID-19 variants and the peril of vaccine inequity. Foreign Affairs. https://www. foreign affairs. com/articles/world/2021-03-08/pandemic-wont-end.

Malaysia, K. P. T. (2011). Dasar E-Pembelajaran Negara Institusi Pengajian Tinggi. Kementerian Pengajian Tinggi.

Merriam, S. B. (1998). Qualitative Research and Case Study Applications in Education. Revised and Expanded from" Case Study Research in Education.". Jossey-Bass Publishers, 350 Sansome St, San Francisco, CA 94104.

Noor, H. H. M. (2020). Belajar dalam talian hingga 31 Disember. Harian Metro.

Rahman, A. A., Shamsuddin, S. S. S., Nozlan, N. N., Shakor, M. F. A., & Sukari, A. (2021). Pandemik Covid-19: cabaran pengajaran dan pembelajaran (PdP) Pendidikan Islam dalam Pendidikan Khas bagi pelajar orang kurang upaya (OKU) masalah pembelajaran di Malaysia. *Journal of Quran Sunnah Education and Special Needs,* 5 (April), 127-138.

Rahman, N. F. A., & Rosli, N. J. (2021). Cabaran dan impak pembelajaran dalam talian kepada Mahasiswa pengajian Islam UKM semasa pandemik Covid 19. Islam and Southeast Asian Communities Welfare in the COVID-19 ERA, 481–497.

Reinbold, S. (2013). Using the ADDIE model in designing library instruction. Medical reference services quarterly, 32(3), 244-256.

Seaman, J., & Tinti-Kane, H. (2013). Social media for teaching and learning. London: Pearson Learning Systems.

Slameto, U. (2014). Primary School e-learning Development as a Social Study learning model in the 5th grade primary school. International Journal of e-Education, e-Business, e-Management and e-Learning, 4 (5), 351, 360.

Yahaya, M., & Adnan, H. W. (2021). Cabaran pelajar melalui kaedah pembelajaran atas talian: kajian institusi pengajian tinggi awam Malaysia. Journal of Media and Information Warfare (JMIW), 14, 11-20.

Yahaya, M., Azman, A., Yusof, M. M., Bahrin, F. K., & Akhir, N. M. (2020). Halangan masyarakat dalam sistem penyampaian program pendidikan: satu kajian kes di baling, Kedah. KHIDMAT SOSIAL: Journal of Social Work and Social Services, 1(2), 67-75.