Student Teachers' Perception Towards the Use of Online Learning During Covid-18 Movement Control Order (MCO)

Bani Hidayat Mohd Shafie

IPG Kampus Pendidikan Islam, Bangi, Malaysia

Abstract

The study was aimed at identifying the level of acceptance and factors that influenced the acceptance of online learning (OLL) among students during COVID-19 at a Teacher education institute in Bangi, Selangor. Four factors involved in this study were the notion of usefulness (TK), easy-to-use (TMG), lecturers ' characteristics in PdP OLL as well as the issue of OLL implementation during COVID-19 MCO. A total of 313 students in various disciplines namely Islamic education, Arabic language, English language, Malay language, mathematics and Early Childhood Education (PAKK) for the preparatory programme for Bachelor of Teaching (PPISMP) and Bachelor of Teaching (PISMP) programmes that have been using OLL are involved as respondent in this study. The instrument of study used is made up of a set of questionnaires containing 32 items of question and using the scale of Likert. The findings of the study are analysed using descriptive statistics which include the frequency distribution, mean, and standard deviation. The results of the overall study showed that the notion of usefulness (mean = 3.20, SP = 1.153), easy-to-use impression factors (mean = 3.40, sp = 1.156), the factors of lecturers ' characteristics in OLL T&L (mean = 3.96, sp = 0.854) and current execution issues COVID-19 (min = 3.34, sp = 0.518) affecting the acceptance of OLL among the teachers. The findings of the study showed that the acceptance of student students against OLL during COVID-19 MCO was influenced by the benefits and ease of use derived from OLL, time saving and easy course content in accordance with the assignment.

Keywords: Online Learning (OLL), Technology Adaption, Usability, Usability, COVID-19 MCO

Introduction

Malaysian Institute of Teacher Education (IPGM) The Ministry of Education Malaysia (MOE) is an educational institution that trains primary school teachers under the Bachelor of Education (PISMP) Degree Program. In addition to training future teachers or also known as pre-service training, IPGM KPM also implemented Continuous Professionalism Development (CPD) for in-service teachers. In the wake of the latest technological breakthroughs, showing the use of e-learning in teaching and learning is very important. Online learning (OLL) is an approach widely used as an information system and database system for managing, delivering content, interacting or facilitating and managing teaching and learning activities. OLL is most

commonly applied at universities or colleges that offer courses in online form and distance learning.

However, as a result of the COVID-19 outbreak. The Government of Malaysia has issued the Movement Control Order (MCO) Phase 1 (18 -31 March 2020) Phase 2 (1-14 April 2020), Phase 3 (15 - 28 April 2020), Phase 4 (29 April - 12 May 2020) and followed by the Conditional Movement Control Order (MCOC). All teaching and learning (T&L) activities at the IPG face-to-face (such as lectures, tutorials and exercises) have been modified and have been conducted either online or remote learning. Remote learning methods such as task-based and self-directed learning are practiced by lecturers especially for students who are difficult to access the internet or who are not accessible due to internet access problems or in the interior (IPGM, 2020).

Problem Statement

The year of 2020 saw historical events when almost worldwide were affected economically, politically and socially due to the outbreak of Coronavirus or Covid-19. (UNESCO, 2020; Crawford, Joseph et al., 2020).   One of the organizations involved is the educational sector that plays the biggest role for a country (Evans, 2020). The education sector comprises of higher educational institutions such as public universities, private universities, teacher education institutes, matriculation colleges, Polytechnics and others. The school is also made up of primary, secondary, kindergarten, preschool and other schools (PBB, 2014). In Malaysia, the outbreak of COVID-19 began spreading around the end of January when the number of minor infectious cases among tourists from China at the time (Ministry of Health Malaysia, 2020). By the end of February, the outbreak spread as there was a significant increase in the number of infected patients. Consequently, the Government has decided to implement Movement control orders (MCO) throughout the country starting from March 18, 2020 (Prime Minister's Office, 2020).

During the MCO period, the government through the Ministry of Education has urged higher education institutions and schools to continue learning online (Ministry of Education Malaysia 2020). Learning sessions for students are conducted normally but using online applications. School students will be given assignments, notes and any form of learning during their stay at home. Similarly, institutions of higher learning in Malaysia, such as Universiti Utara Malaysia, Universiti Malaysia Sabah and Universiti Sains Malaysia, continue their lectures with their students using the online platform (Bernama, 2020). In fact, the Institute of Teacher Education (IPG) is no exception to online learning as published by IPGM Malaysia (Malaysian Institute of Teacher Education, 2020). The Malaysian Institute of Teacher Education has released operating procedures in the academic administration of the MCO.

However, students are unable to avoid having problems and obstacles when using OLL in learning during MCO. The study of Saud , M.S., Abdul Rahman, M.A., and Ting (2007), noted that the OLL's acceptance was influenced by the unattractive, less friendly and uninteractive OLL characteristics, which resulted in more comfortable students in relation to lecturers and friends through Facebook, Whatapps, WeChat and emails. The study of Ali, Adam. & Wong, Abdullah (2014) showed that the notion of usefulness did not affect the students ' acceptance of the blog and was at a moderate level. The study was supported by Kusuma (2008) which

explains that its usefulness and easy-to-use factors do not affect the acceptance of OLL. The findings of these researchers are inconsistent

Since the OLL system began during the COVID-19, it was very important to study the student's acceptance level against the use of OLL prepared by the lecturer. Even though, the problem is resistance that can have a negative impact on the students in OLL, but it can be added well and are in the cooperation of various parties. Therefore, the study also intends to study students ' acceptance level of the OLL during the COVID-19 at the Islamic Education Institute teacher Education institutes, Bangi.

Objective
The objectives of the study suggested in this study are to:
1. Identify the students' level of OLL use of teachers during COVID-19
2. Identify the level of responsiveness of student teachers' OLL during COVID-19
3. Identify the T&L level of lecturers in OLL teaching during COVID-19
4. Identify the level of student acceptance of OLL learning during COVID-19

Research Question
1. What is the perceived level of OLL student use of teachers during COVID-19?
2. What is the OLL teacher-student response level during COVID-19?
3. What is the T&L level of lecturers in teaching OLL during COVID-19
4. What is the student acceptance level of OLL learning during COVID-19

Literature Review
Researchers have widely discussed the adaption of technology by incorporating various theories and models (Sharma & Chandel, 2013) but in different contexts, cultures and environments. The most commonly used theories and models are Unified Theory of Acceptance and Use of Technology (UTAUT), Technology Acceptance Model (TAM), Extension of TAM, Innovation Diffusion Theory (IDT), Theory of Planned Behavior (TPB) and Theory of Reasoned Action (TRA). These theories and models have different beliefs, ideas and benefits to researchers

In this study, three factors were adapted from theories, models and previous studies related to the acceptance of OLL. Two factors, namely the notion of usefulness and easy-to-use impressions adapted from TAM (Davis, 1989), the lecturers ' characteristics factors were adapted from previous studies such as Waheed and Hussain (2010),, Sun, Tsai, Finger, Chen, and Yeh (2008) and Selim (2007). Impressions of usefulness and easy-to-use impressions can affect the user's desire to use OLL and will then affect the use of the system. The notion of usefulness (TK) refers to the extent that one believes that the use of a particular system will improve its work performance, and easy-to-use impressions (TMG) refers to the extent that one believes that the system can be used easily and freely, or otherwise (Davis, 1989). Easy-to-use impressions also influence the notion of usefulness, if one thinks that the system is easy to use then the system is useful for it. To ensure the notion of usefulness and ease of use meet user desires, the quality of the system and the quality of information should be given attention.

Similarly, lecturers play an important role in encouraging students to use the OLL system.

Waheed and Hussain (2010) say that the characteristics of lecturers in PdP can contribute to the acceptance of OLL and to the satisfaction of students. Furthermore, the success of the implementation of the OLL system depends on the attitude of the lecturer towards the OLL. Not only the attitude towards the system, but the role of lecturers in the management of OLL, the dissemination of information, teaching style, the provision of appropriate and quality information and content provide satisfaction and influence the acceptance of OLL among students. Sun et al. (2008), however, emphasized that lecturers' attitudes toward OLL may influence the acceptance of OLL among student teachers.

Research Design

This study used descriptive survey methods using questionnaire as a research instrument to provide an overview of the acceptance of OLL among student teachers. According to Don (2006), descriptive survey studies can collect a variety of information and measure the variables associated with a phenomenon. The questionnaire method makes it easy to get the exact information needed based on the research question item. Questionnaires were developed using Google Form and distributed through the WhatsApp app to all respondents. Therefore, this method of questioning is simple, fast and time-saving.

Research Sample

The study sample consisted of students who used OLL during the COVID-19 CPP from various fields at an IPG in Bangi. In this study, the sampling used was stratified random sampling due to the unequal size of the population and therefore using simple random sampling. According to Krejie and Morgan's (1970) table, the minimum value for a population of 850 is 265. This figure is considered sufficient in this study based on Chua (2006) which states that the minimum percentage (%) of a sample of a study is only 30% of the study population. Therefore, this study involved 313 randomly selected respondents for each PPISMP and PISMP group.

Research Instrument

In this study, a set of questionnaires containing five sections was prepared, Part A: Background of the student body; Part B: Use Perceptions (TK); Part C: Convenience response (TMG); Part D: Characteristics of Lecturers in PdP; Part E: Issues of OLL implementation during COVID CPP 19. The questionnaire was adapted and modified by researchers such as Agatha and Suhaimi (2016), Waheed and Hussain (2010), Ab Hamid et al. (2014), Selim (2007), DeLone and McLean (2003 and 1992), Davis, and Davis (1989). The questionnaire used Likert Scale 5, Strongly Disagree, Disagree, Strongly Agree, and Strongly Agree to measure factors influencing OLL acceptance among student teachers.

Pilot Study

The pilot study was carried out to 45 students of teacher and the reliability level of this research instrument is high as in table:

Table 1:
Reliability level of review instruments.

No.	OLL Aspect	Cronbach's Alpha	No. of Item
1	(CR) Perception (TK)	0.920	9
2	Easy-to-use Impressions (TMG (TMG)	0.872	6
3	T& Lcharacteristics Lecturer	0.913	9
4	issues of OLL implementation during MCO COVID-19	0.834	8
		0.884	**32**

Billing
Data for this study are analysed using the reliability of Alpha's credibility analysis with the SPSS version 20.0 software. The available Cronbach Alpha value is. 90 the value of the reliability indicates the questionnaire is good and can be used for this study. This is because instruments with a coefficient value of more than 8 are considered to have high reliability value (Cohen, Manion & Morrison, 2007).

Findings
Student Teacher's Profile
From the sample profile study sessions by gender, field and major, as shown in Table 2 below:

Table 2:
Profile of student teachers

No.	Item	Category	Frequency	Percentage
1	Gender	Male	112	35.8
		Female	201	64.2
		Total	**313**	**100%**
2	Field	PPISMP	81	25.2
		PISMP	231	71.7
		Total	**313**	**100%**
3	Major	Islamic Studies	181	57.8
		Arabic Language	67	21.4
		Malay Studies	35	11.2
		English Language	10	3.2
		PAKK	10	3.2
		Mathematic	10	3.2
		Total	**313**	**100%**

Descriptive Analysis
Descriptive statistical analysis is used to report the level of acceptance and factors that influence the acceptance of OLL among students during the MDCOVID-19 using mean and standard deviation. The calculated mean is interpreted using the interpretation method of the descriptive statistical findings proposed by Nunnally (1976) and used by Ahmad (2006) as the following table 3:

Table 3:
Interpretation of mean score for reporting descriptive findings of statistics:

Mean Score	Interpretation
1.00 – 2.00	Low (L)
2.01 – 3.00	Low medium (LM)
3.01 – 4.00	Medium High (MH)
4.01 – 5.00	High (H)

Source: Modified from Nunnally (1976) Used by Ahmad (2006)

Usability Response Factors (TK)
To answer the first research question. The findings indicate that the level of usability perception is at a moderate level with the overall mean value being (min = 3.20, sp = 1.153). The overall analysis of the results obtained can be referenced in Table 4 below:

Table 4:
Distribution of Minimum Scores and Standard Deviations for Usage Impressions

NO.	Item	Frequency & Percentage (N=313)					Mean	SP	Level
		STS 1	TS 2	KS 3	S 4	SS 5			
A1	Online learning enhancing my Learning performance	32 10.2 %	49 15.7 %	91 29.1 %	88 28.1 %	53 16.9 %	3.26	1.209	MH
A2	Online learning increases my level of understanding	36 11.5 %	53 19.9 %	101 32.3 %	78 24.9 %	45 14.4 %	3.14	1.200	MH
A3	Online learning improve my Learning effectiveness	33 10.5 %	55 16.9 %	98 31.3 %	73 23.3 %	54 17.3 %	3.19	1.220	MH
A4	I found an online learning system very useful for me	30 9.6%	49 15.7 %	79 25.2 %	90 28.8 %	65 10.8 %	3.35	1.240	MH
A5	through online learning, the course content contents are easier to learn	40 12.8 %	65 20.8 %	82 26.2 %	69 22.0 %	57 18.2 %	3.12	1.288	MH
A6	Online learning improve my quality of assignment	41 13.1 %	60 19.2 %	80 25.6 %	69 22.0 %	63 20.1 %	3.17	1.311	MH
A7	Online learning allows more tasks to be completed in one time	52 16.6 %	53 16.9 %	64 20.4 %	64 20.4 %	80 25.6 %	3.21	1.422	MH
A8	An online learning supports any aspect that is considered critical in learning	38 12.1 %	52 16.6 %	98 31.3 %	70 22.4 %	55 17.6 %	3.17	1.247	MH
A9	Learning Online allows the job to be completed faster	49 15.7 %	54 17.3 %	62 19.8 %	72 23.0 %	76 24.3 %	3.23	1.398	MH
	Overall Mean						3.20	1.153	MH

Based on table 4, the findings obtained from analysis show that items (A4) of 39.6 per cent of respondents agreed and a total of 60.4 per cent of respondents disagreed with this item in which the mean was 3.35, SP = 1.240. This Item is at the highest mean of 9 items. The lowest is item (A5) of 40.2 per cent of respondents agreed and a total of 59.8 per cent of respondents disagreed with this item in which the mean is 3.12, sp = 1.288. This indicates that these items are on the average medium level mean item group.This shows that the notion of applied emphasis has a positive impact on acceptance and OLL among students. Respondents believe

that OLL can improve the understanding, effectiveness of learning and very useful and convenient when used.

Easy-to-use Impression Factor (TMG)
To answer the second research question is a simple impression factor. Table 5 shows data analysis of easy-to-use impression factors in OLL acceptance. There are six items allocated to test the easy impression factor in OLL acceptance among students.

Table 5:
Mean Score Distribution And Standard Deviation For Easy-To-Use Impressions

NO.	Item	Frequency & Percentage (N=313)					Mean	SP	Level
		STS 1	TS 2	KS 3	S 4	SS 5			
B1	Learning Online will save you time to get material references	23 7.3%	34 10.9 %	53 16.9 %	103 32.9%	100 31.9%	3.71	1.22 8	MH
B2	I am comfortable using online learning	48 15.3 %	46 14.7 %	73 23.3 %	69 22.0%	77 24.6%	3.26	1.38 0	MH
B3	I found online learning system easy-to-use	37 11.8 %	54 17.3 %	72 23.0 %	77 24.6%	73 23.3%	3.30	1.31 8	MH
B4	Online learning is useful for me	32 10.2 %	47 15.0 %	88 28.1 %	69 22.0%	77 24.6%	3.36	1.28 1	MH
B5	Learning ' Online ' provides information related	18 5.8%	47 15.0 %	72 23.0 %	101 32.3%	75 24.0%	3.54	1.17 4	MH
B6	Learning Online provides detailed information	31 9.9%	58 18.5 %	85 27.2 %	78 24.9%	19.5%	3.26	1.24 5	MH
	Overall Mean						**3.40**	1.15 6	MH

According to table 5, the findings derived from analysis show that items (B1) of 64.8 per cent of respondents agreed and a total of 35.2 per cent of respondents disagreed with this item in which the mean was 3.71, SP = 1.228. This Item is at the highest mean of 6 items. The lowest is item (B6) of 44.4 per cent of respondents agreed and a total of 55.6 per cent of respondents disagreed with this item in which the mean is 3.26, SP = 1.245. This indicates that these items are on the average medium level mean item group. This shows that easy-to-use impression factors have a positive impact on acceptance and OLL among students. The respondent believes that OLL is able to provide accurate, good, detailed and accurate information at the time required to influence the acceptance of OLL.

Factors Characteristics of Lecturers in OLL T&L

To answer the third research question is the feature factor for the lecturers using OLL. Table 6 shows data analysis of the characteristics of the lecturers in using OLL. There are nine items allocated to test the factors of the lecturers who use the OLL among students.

Table 6:

Min Score And Standard Deviation Of Lecturers ' Characteristics

NO.	Item	Frequency & Percentage (N=313)					Mean	SP	Level
		STS 1	TS 2	KS 3	S 4	SS 5			
C1	lecturers who are passionate about teaching online T&L	9 2.9%	16 5.1%	48 15.3%	113 36.1%	127 40.6%	4.06	1.011	H
C2	the lecturers style of presentation in the online T&L attracts my attention	16 5.1%	27 8.6%	78 24.9%	107 34.2%	85 27.2%	3.70	1.113	MH
C3	Lecturers are friendly to all students during online T&L	9 2.9%	12 3.8%	52 16.6%	122 39.0%	118 37.7%	4.05	0.978	H
C4	Lecturers handle online T&L effectively	10 3.2%	17 5.4%	69 22.0%	119 38.0%	98 31.3%	3.89	1.014	MH
C5	Lecturers explain how to use the online T&L system	4 1.3%	15 4.8%	66 21.1%	118 37.7%	110 35.1%	4.01	0.934	H
C6	lecturers feel happy when we use online T& L to interact	8 2.6%	25 8.0%	68 21.7%	102 32.6%	110 35.1%	3.90	1.054	MH
C7	students are encouraged to participate in the online T&L	11 3.5%	10 3.2%	52 16.6%	114 36.4%	126 40.3%	4.07	1.006	H
C8	lecturer encourages and supports me to use online T&L	5 1.6%	16 5.1%	63 20.1%	114 36.4%	115 36.7%	4.02	0.959	H
C9	Active lecturers teaching subjects through online T&L	7 2.2%	14 4.5%	74 23.6%	106 33.9%	112 35.8%	3.96	0.988	MH
	Overall Mean						3.96	0.854	MH

Based on Table 6, the findings from the analysis indicate that item (C7) of 76.7 percent of respondents agree and 23.3 percent of respondents disagree with this item where mean is 4.07, sp = 1.006. This item is at the highest of 6 items. While the lowest was (C2) 61.4 percent of respondents agreed and 38.6 percent of respondents disagreed with this item with a mean of 3.70, sp = 1.113. This indicates that these items are in the medium to high-level mean item group. This indicates that the characteristics of the current lecturers' characteristics of OLL T&L have a positive impact on acceptance and OLL among student teachers. Respondents believed that the lecturer had an influence on the acceptance of OLL among the respondents.

COVID-19 MCO Factors
To answer the fourth study question was the factor COVID-19 MCO using OLL. Table 7 shows the analysis of COVID-19 MCO factor data using OLL. There are eight items allocated to test the COVID-19 MCO factor using OLL among student teachers.

Table 7:
Minimum Score Distribution and Standard deviation for COVID-19 MCO Factors

NO.	Item	Frequency & Percentage (N=313)					Mean	SP	Level
		STS 1	TS 2	KS 3	S 4	SS 5			
D1	IPGKPI has its own T&L online management system	32 10.2%	29 9.3%	78 24.9%	112 35.8%	62 19.8%	3.46	1.203	MH
D2	I have an excellent internet access at home	88 28.1%	75 24.0%	83 26.5%	38 12.1%	29 9.3%	2.50	1.271	LM
D3	I faced a difficult time for T&L online when it was in village	36 11.5%	28 8.9%	45 14.4%	86 27.5%	118 37.7%	3.71	1.355	MH
D4	T&L Online is a relatively high cost	40 12.8%	30 9.6%	59 18.8%	83 26.5%	101 32.3%	3.56	1.362	MH
D5	poor Internet access levels disrupt the T&L online to run smoothly	23 7.3%	19 8.6%	27 8.6%	68 21.7%	176 56.2%	4.13	1.241	H
D6	T&Lonline that is not properly managed by lecturers causes injustice to the students	31 9.9%	25 8.0%	64 20.4%	70 22.4%	129 41.2%	3.73	1.320	MH
D7	T&L online increase student's burden as compared to face to face interactions.	40 12.8%	25 8.0%	47 15.0%	72 23.0%	129 41.2%	3.72	1.400	MH
D8	the environment of the surrounding home for T&L online to run	34 10.9%	23 7.3%	52 16.6%	79 25.2%	125 39.9%	3.76	1.336	MH
	Overall Mean						3.34	0.518	MH

Based on Schedule 7, the findings derived from analysis show that items (D5) of 77.9 per cent of respondents agreed and a total of 22.1 per cent of respondents disagreed with this item in which the mean is 4.13, sp = 1.241. This Item is at the highest mean of 8 items. The lowest is (D2) of 21.4 per cent of the respondents agreed and a total of 78.6 per cent of the respondents disagreed with this item where the mean is 2.50, SP = 1.271. This shows that these items are on the high-level, medium-and medium-levels mean items group. This shows

that the factor of PKP COVID-19 has a negative impact on acceptance and OLL among students. Respondents believed that poor internet access, increased workload of PKP COVID-19 as well as high finance costs also affected the acceptance of OLL among the respondents.

Discussion

From the results of the analysis, it was found that the overall mean of the usability factors (mean = 3.20, sp = 1.153) and ease of use (mean = 3.40, sp = 1.156) influenced OLL acceptance during the COVID-19 MCO. This shows that students have a positive attitude and believe that OLL benefits in the use of the system. The findings of this study are in line with the study of Davis et al. (1989) and Davis (1989) who explain the usability and ease-of-use factors in TAM theory have a positive impact on the use of OLL technology. This statement was supported by Althumibat et al. (2012) state that usability and convenience perceptions influence consumer acceptance of technology-assisted products and services. According to Althunibat et al. (2012), products and services that are cost-effective and easy to use will affect consumer acceptance of services provided by agencies. In contrast to a study conducted by Ab Hamid et al (2014), and Kusuma (2008) explaining that factors the notion of usability does not affect the acceptance of OLL among users. This indicates that the findings of this study with previous studies are different and inconsistent. The differences in the findings can be influenced by other factors

Lecturer feature factor recorded an overall mean score of 3.96. This shows that the role of the lecturer in influencing the reception is positive. The findings of this study are in line with Waheed and Hussain's (2010) study which stated that users need to interact with teachers to solve task problems. Interaction between student and lecturer and friend enables students to interact with lecturers and peers when encountering problems in the assignment or explanation of a concept. The guidance and encouragement of the lecturers can motivate students to use the OLL system and indirectly embrace the system. In addition, engaging presentations, systematic teaching style and friendly interaction are among the factors that encourage students to accept and encourage them to continue using the OLL system. This statement is supported by Sun et al. (2008), who state that teachers 'attitudes toward OLL are important because they can positively impact students' acceptance of OLL

Subsequently, the factor of COVID-19 MCO (mean = 3.34, sp = 0.518) in learning OLL had had a negative impact on the students ' acceptance of OLL. The problem of weak Internet access to students in the rural areas, especially in various parts of Sabah and Sarawak. In addition, several students who live in the peninsula are also unable to access the Internet because their home location is far from the network coverage area. His willingness is difficult for them to follow OLL well and effectively. Also OLL using sync interactions is a very interesting process and can interact with students on a face. However, the findings of this study showed that teaching and learning could not be implemented effectively because it requires high Internet network data. Most of them subscribed to Internet services on a prepaid basis instead of post-paid. They often refresh their prepaid data when they intend to use the Internet network. At the beginning of the first phase of COVID-19 MCO, some telecommunication networks have yet to provide users with Internet data for free.

Conclusion

The OLL approach is crucial as a method in diversifying the methods of teaching and learning among the lecturers and students of teachers especially when T&L has undergone normal changes from the norm during COVID-19 MCO. The findings of the study found that the acceptance level of OLL among students is moderate and influenced by factors such as useful usefulness and easy-to-use impressions. Students ' usefulness and use of student teachers are influenced by the quality of the system provided by the Institute concerned and information provided by the lecturers. However, the factor of COVID-19 MCO during OLL carried out such as poor internet access, low signal, coursework workload, high financial cost problems, the learning environment in the less comfortable and conducive for student students to use OLL more effectively. Other facilities such as Internet services and broadband should be improved as the Internet is core to the use and acceptance of OLL.

The findings of this study have implications for the management, the lecturers, the researchers themselves and the students. The study could increase researchers' knowledge of the OLL field especially during the COVID-19 outbreak related to OLL use and acceptance practices. On the part of the students and the lecturers can assist and facilitate learning and teaching as OLL can be implemented anywhere and anytime, provided that the place or location has a networked environment. This study also provides a clear picture to the administration and management as well as lecturers on the issues of OLL such as the CPOV COVID-19 so that appropriate steps can be taken. In addition, this study encourages lecturers to use OLL in helping to smooth their teaching process. In addition, this study also increased the number of studies in the field of OLL and provided a source of reference for researchers to conduct further studies.

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