

EFFECTIVENESS OF E-LEARNING IMPLEMENTATION AT UTM

Rizka Dhini Kurnia¹, Azizah Abdul Rahman²

Abstract- E-learning are generally design to facilitate student, so that they easily to get information about course and subject. Ministry of Education Malaysia, in 1992 has started to introduce the use of computers in teaching and learning. Nowadays, the use of e-learning becomes popular in the university level. The objectives are to determine the current implementation of e-learning to the UTM students, to study the effectiveness of e-learning as a learning service from students perspectives, to identify future feature of e-learning that needed by students and to give recommendations to CTL and lecturers in how e-learning can work effectively to support student's learning process. On research are used two methods in data collecting, which are primary data collection and secondary data collection method. Primary data collection method is method which is direct to respondents or research sample. Questionnaire is the main method used by researcher to collect data in order to achieve objectives of the study. Secondary data collection method is method that used to added data and information which get from secondary source. After the distribution of the questionnaire, results obtained is analyzed and discussed. The discussion of data is based on interpretation of the data analysis, survey result, interview to students and IT manager of CTL and also literature review.

Keywords: E-learning, UTM, Questionnaire

I. INTRODUCTION

In educational field such as university, there are several advantages by using internet such as easy to publish the university, easy and low cost of access for learners worldwide, easy to put student's information online and easy to updating course information. Unlike revising a text book, updating course information in internet can be easily made and added to existing online learning facility, which known by name e-learning. E-learning are generally design to facilitate student, so that they easily to get information about course and subject. Besides, e-learning also can make easier in communication between lecturer and student E-learning more widely used in universities in the world, including Malaysia. Ministry of Education Malaysia, in 1992 has started to introduce the use of computers in teaching and learning. Nowadays, the use of e-learning becomes popular in the university level.

1.1 Statement of Problems

The problems for this project are:

- a. How is the current implementation of e-learning in UTM?
- b. How effective is e-learning in the learning process of the student?
- c. How to improve e-learning performance?

1.2 Research Objective

The objectives for this project are:

- a. To determine the current implementation of e-learning to the UTM students.
- b. To study the effectiveness of e-learning as a learning service from students perspectives.
- c. To identify future feature of e-learning that needed by students.
- d. To give recommendations to CTL and lecturers in how e-learning can work effectively to support student's learning process.

1.3 Importance of Research Study

The benefits of reviewing e-learning system at UTM are:

- a. To improve e-learning implementation in order to make it work effectively.
- b. To justify investment of e-learning.
- c. Would be able to give recommendations to CTL in how e-learning can work effectively to support student's learning process.
- d. Would be able to give recommendations to lecturers in how e-learning can work effectively to support student's learning process.
- e. Would be able to give recommendations to students in how e-learning can support their learning process.

II. LITERATURE REVIEW

2.1 Definition of E-learning

There are various definitions of e-learning. Hanis (2004) described e-learning as a form of learning that can be conducted online or not online (offline). E-learning is also known as the use of technology in learning to communicate information (Dublin, 2003; Clark and Mayer, 2003). Jochems et al. (2004) state that Internet is the main tool in e-learning and e-learning method of teaching that combines face-to-face learning, distance learning and work training.

2.2 Basic Purpose of E-learning

E-learning is naturally suited to distance and flexible learning, but can also be used in face-to-face teaching, in which case the term blended learning is commonly used. E-learning pioneer, Bernard Luskin argues that the 'E' must be understood to have broad meaning if e-learning is to be effective. Luskin says that the 'E' should be interpreted to mean exciting, energetic, enthusiastic, emotional, extended, excellent and educational in addition to 'electronic' that is a traditional national interpretation. This broader interpretation allows for 21st century applications and brings learning and media

psychology into the equation. In higher education especially, the increasing tendency is to create a Virtual Learning Environment (VLE), which is sometimes combined with a Management Information System (MIS) to create a Managed Learning Environment, in which all aspects of a course are handled through a consistent user interface standard throughout the institution. A growing number of physical universities, as well as newer online-only colleges, have begun to offer a select set of academic degree and certificate programs via the internet at a wide range of levels and in a wide range of disciplines. While some programs require students to attend some campus classes, many are delivered completely online. E-learning can also refer to educational web sites such as those offering learning scenarios, worksheets and interactive exercises. The term is also used extensively in the business sector where it generally refers to cost-effective online training

2.3 Effectiveness of E-learning

To be effective, e-learning needs to take place in "learner-centred" environments. The challenges of setting up such environments should not be underestimated. Reviewing research on early attempts to deliver e-learning programmes, Hase and Ellis (2001) observe that many of the early programmes were very teacher-centered, and point out that it is not easy for teachers to move from entrenched models of pedagogy to allow learning to become more self-directed. They also note that the provision of interactive learning environments often has more to do with motivating students than with actually supporting them to be more self-directed in their learning. Nevertheless motivation is an important issue that we turn to below. One challenge for making e-learning more learner-centred is deciding how to tailor courses to local needs, cultures, and contexts. This challenge requires teachers to have a good understanding of the needs of each and every one of their learners (Eklund et al., 2003; E-learning Advisory Group, 2002).

2.4 Student Responds About E-learning and the Causing Factors

These following information are factors that causing student does not use communications technology and information in the university, based on Selwyn information's collection (2003):

- Not get financial support and material support
- Lack of knowledge and skill of communications technology and information
- 'Technophobia' or afraid feeling to technology
- Refused to use technology because of wrong perception on communications technology and information

III. RESEARCH METHODOLOGY

3.1 Survey research process

- Identify research objectives
- Identify and characterize target audience
- Design sampling plan

- Design and write questionnaire
- Pilot test questionnaire
- Distribute the questionnaire
- Analyze result and write report

3.2 Questionnaire Development

Questionnaire in this study is design based on objective of study and also based on literature review. For this research, only evaluate on didactical, communication and also information field. Questions in questionnaire form are understandable and

easy to answer by students. Besides that, questions in questionnaire divided into 5 parts to make it clearer, which are part A (demographic data), B (usage frequency), C (current service of e-learning), D (effectiveness of e-learning) and E (improving service)

IV. DATA ANALYSIS

After the distribution of the questionnaire to 361 respondents, the obtained results are described and divided into five parts, which are background of respondents, usage of e-learning, current service of e-learning, effectiveness of e-learning to the student and last part is about how to improve e-learning service. Respondents of these questionnaires covered on FP, FSKSM, FKA and FAB students.

Inferensi	Frekuensi				Total
	FP	FSKSM	FKA	FAB	
Guru di e-learning	0 (0%)	1 (0.3%)	0 (0%)	0 (0%)	1
Guru yg menggunakan	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0
Siswa	2 (0.6%)	2 (0.6%)	3 (0.9%)	2 (0.6%)	7
Siswa yg menggunakan	2 (0.6%)	2 (0.6%)	2 (0.6%)	2 (0.6%)	6
No. jawaban	2 (0.6%)	2 (0.6%)	2 (0.6%)	2 (0.6%)	6
Total	2	2	3	2	9

Figure 1. Students Opinion About Features in E-learning

Inferensi	Frekuensi	Persentase	Tipe Responden	Gedung di Kampus
Guru	1	11.1%	G	1
Siswa	2	22.2%	S	2
Siswa yg menggunakan	2	22.2%	S	2
Total	5	55.6%		5

Figure 2. Suggestion and Comment About E-learning

Service	Very important	Important	No opinion	Not important	Not	Service
Chat service	100%	0%	0%	0%	0%	100%
Blog	100%	0%	0%	0%	0%	100%
Online questionnaire	100%	0%	0%	0%	0%	100%
Others	100%	0%	0%	0%	0%	100%

Figure .3 The Important of e-learning Service

Service	Very good	Good	No opinion	Not good	Very bad	Service
Chat service	100%	0%	0%	0%	0%	100%
Blog	100%	0%	0%	0%	0%	100%
Online questionnaire	100%	0%	0%	0%	0%	100%
Others	100%	0%	0%	0%	0%	100%

Figure 4. Current Implementation of E-learning

Service	Very good	Good	No opinion	Not good	Very bad	Service
Chat service	100%	0%	0%	0%	0%	100%
Blog	100%	0%	0%	0%	0%	100%
Online questionnaire	100%	0%	0%	0%	0%	100%
Others	100%	0%	0%	0%	0%	100%

Figure 5. Effectiveness of e-learning

V. CONCLUSION

The first objective of this research is to determine the current implementation of e-learning to the UTM students. To obtain the result of this objective, some questions have been asked on the questionnaire. From data analysis, it can be known that most of respondents satisfied with current implementation of e-learning. On students opinion e-learning features are easy to use, interface is welcoming and help them learning easier. Even though e-learning features are good but still need improvement to be better.

The second objective of this research is to study the effectiveness of e-learning as a learning service from student's perspectives. Based on the results that are obtained, it can conclude that second objective of this research has been achieved. From analysis, it shows that e-learning is effective as a learning service, but needs some improvement to make it more effective in support learning process.

The third objective of this research is to identify future feature of e-learning that needed by students. By the discussion can be known that future features of e-learning

that needed by students are chat service, students blog, social networking online questionnaire and others. Fourth objective of this research is to give recommendations to CTL and lecturers in how e-learning can work effectively to support student's learning process. Fourth objective of this research also has been achieved.

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