THE ADOPTATION OF E-LEARNING AMONG STUDENTS IN FACULTY OF INFORMATION MANAGEMENT

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Abstract

The aim of this research is to investigate the adoption of e-learning among students and educators in UiTM Puncak Perdana. This paper provides a background of the using e-learning and the acceptance of e-learning in all education sectors. It is important to identify the learning styles in education fields that's refer to students' preferred ways to learn can play an important role in adaptive e-learning systems which is can replace the traditional methods. However, there certain perspective that cannot accept the e-learning and give challenges to towards the implementation of e-learning. In this paper also, the evaluation of the satisfaction in using of e-learning among students in the important matter that need to give attention.

Keywords: e-learning, education, ICT, student, teacher

INTRODUCTION

The understanding of e-learning is a very simple. E-learning is learning that utilizing electronic technologies to access program or degree delivered completely online, Timothy, 2011. This means using computer to deliver part, or all of a course whether it is in a school, part of mandatory business training or a full learning course. These days, it got an awful press, the same number of individuals thought bringing PCs into classroom would evacuate that human component that a few learners need, however as time has advanced innovation has created, and now individuals grasp cell phones and tablets in the classroom and office, and also utilizing abundance of intuitive plans that makes separation learning drawing in for the clients, as well as important as a lesson conveyance medium. E-learning represents a wide range of methods for the electronic delivery of information in order to provide education or online training. So on one end, e-learning can be as simple as the instructional DVD that teaches people how to use their PC. Or it can be as complicated as Blackboard a hefty program used for grading.

A truly liberal understanding of the thought of "versatile learning" may follow it back to the innovation of the math device. Something else, the majority of the fundamental advances utilized as a part of e-learning come to be in 1968, when Douglas Englebart initially exhibited an intelligent registering environment. Englebart drove aggregates that concocted numerous parts of the PC we take conceded today, including the mouse and the realistic client interface. Be that as it may, e's first experience with the standard may have come in more energetic path, in 1978 with the arrival of the Speak and Spell. The rapid growth of the internet in the 1990s served as the catalyst for what has become a

massive and diverse e-learning industry today. Now with further advances in computer processing speeds and now mobile and training challenges through technology. In fact, a 2011 study by Ambient Insight found that the global market for e-learning products topped $30 billion in 2010, and estimated that it would grow to a nearly $50 billion industry by 2014. Be that as it may, e-learning is by and large included two unique subgroups which is instruction advertisement preparing. Now and again the strategies for conveying course materials and interfacing members may look entirely comparative. The key contrasts exist in the objectives of every gathering. Teachers want to utilize e-learning devices to enhance the procedure and range of optional and advanced education, while mentors look for more proficient techniques for preparing an occasionally worldwide workforce.

Instructive adequacy and learning are national issues, and online training has turned into a noteworthy subject in the most recent decade as instruction. In view of information from 2,500 schools and colleges, the yearly Sloan Report depicts late online enlistment in noteworthy numbers: Over 4.6 million understudies, for the most part at the under graduate level, were enlisted in no less than one online course in 2008. As a percent of aggregate enlistment, online enlistment has expanded from 9.6 percent in 2002 to 25.3 percent in 2008.

Accor ding Sukanlaya, 2013 a key zone of exploration with respect to effective e-learning usage identifies with the singular attributes of the learner. For sure, a few studies have connected different learner qualities with e-learning fulfillment or disappointment. A typical learner trademark found crosswise over studies identifies with learners' self-viability. The idea of self-viability is social learning hypothesis which clarifies that viability desires can influence characteristic inspiration for playing out an undertaking. In an e-learning setting, trust in one's capacity to finish an undertaking utilizing innovation is characterized as innovative adequacy. Experimental studies in e-learning have shown that learners with better technology aptitudes have reported larger amounts of fulfillment with online courses found that e-learning members reported more elevated amounts of innovative viability than customary classroom members. In a hierarchical setting, it has been found that representatives with more elevated amounts of innovative viability have reported more fulfillment with their work (with utilizing innovation) than representatives with lower levels of mechanical viability.

ISSUES

In this paper, we identified several issues regarding to e-learning using among the students. Based on our observation from the previous study, there is still some limitations about the awareness of the using e-learning among the student. Some of the limitation are:

- There are some implications of the e-learning in order to make it successful.

- Whether e-learning is used as alternative or a supplement to traditional face-to-face teaching, learner's perceptions of its usefulness cannot be underestimated and neglected.
- The number of experienced teacher in adapting the e-learning is small.
- Teacher who worked through the course in pairs or groups showed significantly lower level acceptance than those who had worked individually.
- One of the fundamental aptitudes for e-learning students is the ability to work independently.
- E-learning's time requirements challenge instructors and learners.
- When adapting e-learning process, there are several technical issues that hamper instructor's activities.
- On the part of both the teachers and learners, there could be wrong perception or misinterpretation of e-learning.
- Some of people have a fear of technology and as a result they are not attracted to e-learning, Helen (2010).

RESEARCH QUESTIONS

- What is the level of adaptation of the e-learning in faculty Information Management?
- How to develop interest on the e-learning among the student of faculty Information Management?
- Is it possible to encourage and influence lecturer to use e-learning while the teaching and learning process?
- What is the limitation of using the e-learning in the teaching and learning process?
- How to create awareness on the importance of e-learning in the teaching and learning process?

RESEARCH OBJECTIVES

The aim of this paper is to evaluate the adaptation of the e-learning among the students and the lecturer in the faculty of Information Management. In order to achieve this aim, we identify the sub-goals:
- To show the importance of using the e-learning in the teaching and learning process in the faculty of Information Management.
- To develop students interest and soft skills in using the technology and the internet.
- To propose new teaching and learning process through interactive e-learning concept for the students.
- To influence the students about the value of e-learning for young generation.
- To measure the satisfied of the using e-learning in the teaching and learning process among the students.

LITERATURE REVIEW AND PROPOSED FRAMEWORK

Based on future data collections, we can determine the expected outcome it would be. Each method will explain different outcome based on the result of questionnaire as well as observation. Previously, questionnaire has been distributed to the selected students which are the student in the course of resource centre management in the faculty of Information Management. After we review all the answer from the questionnaire, we found out some of the students does not expose with the e-learning concept which is he or her does not the meaning of e-learning. the students does not have problem with the using of the computer which is include of search, retrieve and store the information in appropriate way because most of them know it. It is just they are not getting the exposure of the e-learning. Most of the lecturers are using the e-learning technique which is included in the UiTM system which is blended learning which is curricular education that occur outside the class but it is does not use widely. It is only few subject that use blended learning. Mostly, the respondent had stated the reason why they are not getting exposure about the e-learning because they feel it is does not bring importance for them.

Next method been conducted are by doing observation within students in four class. The results are lecturers are not fully utilized on using e-learning as medium of teaching and learning methods. The lecturer only come to class and teach the students with the LCD projector as a tool to deliver the information and students only accept what are the lecturer deliver. There are also some lecturer that practice online learning but it is does not seem importance and student also not too interested to online learning because it will come with many barriers such as there are no internet connection and student will feel lazy to collaborate with the online learning. Lecturers also never expose and encourage students to do such activities at relates to the e-learning. Student only use the technology in wrong way and does not give advantages to the teaching and learning process. This has limited their imagination and creativity.

Based on the research, there will be changes in terms of teaching and learning process towards the students of faculty Information Management. Hopefully, the lecturer and the students will take serious on adapting the e-learning on the using of technology and ICT because it is very important and necessarily in life to get useful information. Besides that, we are very hope that when students get an exposure of e-learning and interactive learning, it will attract students to continuously use an e-learning in the teaching and learning process with the interesting context and methods. So that it will give the advantages and increase the teaching and learning process.
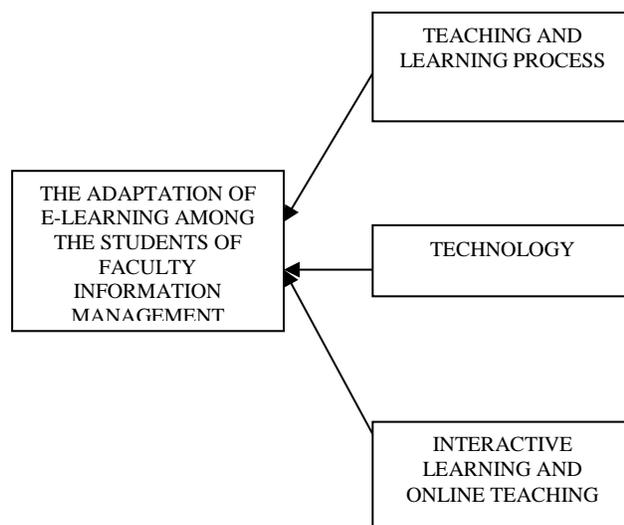
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Figure 1. Research Framework.

CONCLUSION

In conclusion, we've found out there are many issue in "Adaptation of e-learning among the students of faculty Information Management". The issues are related with teaching and learning process, technology and online learning. Successful preparation for online learning is not significantly different from classroom preparation. As with any new concept, however, it is important for an instructor to communicate how existing practise integrate with a new concept it is refer to the online learning in this case. High dropout rates are not a function of the online learning environment. This is because they are a function of poor course design, lack of instructor familiarity of the environment and learner preparation. Preparing learners to learn online is perhaps the greatest skill that we can offer. In an era "lifelong learning", skills for acquiring knowledge play greater role in success than do knowledge concept.

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