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Abstract

The era of globalization is now witnessing the development of the education system in line with the currents posing great challenges to today's generation. The proliferation of technology has led to digital information storage, especially during the Covid-19 as compared to the past educational environment, which preferred face-to-face education. Furthermore, the Covid-19 pandemic that struck at the end of 2019 has disrupted the country's education system. This situation causes the transmission and reception of knowledge to be done virtually. Without proper planning, presenting information will be difficult due to the constraints of face-to-face imparting learning to students. The objective of this study is to find out a solution for the students to get all information about the subject. Accordingly, after a simple survey is done by distributing a questionnaire, an interactive platform, that is, a website, will be developed after almost students agree that they need a platform that centralizes all of the subject information. It is important specifically to facilitate students who take the course code CTU552 Philosophy and Current Issues to access information related to the subjects studied. Through this platform, all information about the course code can be accessed easily and quickly without face-to-face and even save time for students and lecturers. The results of student feedback also prove that the platform's one-stop collection center must be developed because it will offer all the necessary information without worrying about dropping out of lessons. In conclusion, all students and lecturers will benefit from this central platform, and this kind of central should be planned for the other subjects.

Keywords: Accessibility, Information, Central Platform, CTU552, EAC

Introduction

The era of globalization is now witnessing the development of the education system in line with the current currents posing significant challenges to today's generation. The proliferation of technology has led to digital information storage compared to the past educational environment, which preferred face-to-face education. Furthermore, the Covid-19 pandemic

that struck at the end of 2019 has disrupted the country's education system. This situation causes the transmission and reception of knowledge to be done virtually. Without proper planning, presenting information will be difficult due to the constraints of face-to-face imparting knowledge to students. Barriers cause students not to participate in online classes synchronously due to a lack of internet facilities and appropriate learning equipment. This study investigates students' perceptions of the need to manage unorganized CTU552 in UiTM Segamat Johor and analyses students' reflections on Easy Access Center CTU552. Accordingly, to overcome this problem, the researchers will distribute a survey to the students asking about the best platform to help them understand and easily access the subject. Also, the researcher will design an interactive website platform explicitly developed to facilitate students who take the course CTU552 Philosophy and Current Issues to access the studied topics. Through this platform, all information about the course code can be accessed easily and quickly without face-to-face and even save time for students and lecturers. The website will be included all the necessary information without worrying about dropping out of lessons. In conclusion, this new platform will be more attractive and help B40 students who face difficulties attending asynchronous classes during ODL 5.0, especially in the CTU552 subject.

The world has been shocked by the spread of a new virus known as the Coronavirus or Covid-19. Malaysia is a country that is no exception to receiving a considerable impact where the government has implemented the Movement Control Order (PKP). In addition, citizens are encouraged to stay home and work from home. The Covid-19 pandemic that struck at the end of 2019 disrupted the country's higher education system. This situation causes the transmission and reception of knowledge to be done using technology virtually or online. With this online learning, students will be safer from being infected with the Covid-19 pandemic. Moreover, students do not have to leave home and practice government-directed social imprisonment.

In addition, presenting information will be difficult without proper planning due to the constraints of face to face of channel knowledge to students. Barriers cause students not to participate in online classes synchronously due to a lack of internet facilities and appropriate learning equipment (Bernama, 2020). Different students' internet access will also interfere with the learning process. Therefore, a Learning Management System (LMS) must help the learning and teaching. In addition, it can indirectly reduce stress among students. The study also showed that more than 92.82% of Higher Education Institutions in Malaysia have their own Learning Management Systems (LMS). Therefore, the research problem develops a research question in this study. What are students' perceptions of the need to manage unorganized information of CTU552 in UiTM Segamat Johor?

Literature Review

Educators' reflection orientation nowadays is geared toward effective teaching and learning. Therefore, they should be encouraged to use electronic tools to exchange instructional materials and tasks with students. Several studies were thus recommended to assess academic performance and improve lesson effectiveness. In revisiting the module course design, educators should consider motivational factors and include more collaborative activities (Aque et al., 2021). In an asynchronous environment, a learning management system platform (LMS) is required (Kasim and Khalid, 2016; Ghilay, 2019).

Perception and Preference for Asynchronous Learning

Asynchronous e-learning is a form of self-directed learning that can be done with or without the presence of the educator and students (Abubakar et al., 2017). This learning provides students with readily available and accessible material in audio or video lectures, handouts, articles, and computer-based exams via learning management systems or other channels (Ayesha, 2016). Another research in response to asynchronous learning was conducted by (Vidhiasi et al., 2021). One of the focuses is how to see the benefits and problems that arise in applying asynchronous learning in English courses. It was reported that Google Classroom, YouTube, WhatsApp, and Telegram media effectively deliver course material. Although their family's financial circumstances still hamper some, using some of these media is nevertheless more effective than Zoom, Google Meet, and other similar platforms.

It is very important to consider the preferences and perceptions of learners while designing online courses to make the learning effective and productive. For example, a study by Muthuprasad et al (2021) indicated that most students preferred well-structured content with recorded videos uploaded on university websites. Therefore, an effective online class depends on well-structured course content, well-prepared instructors, and advanced technologies. This study was supported by (Sun and Chen, 2016). In addition, there is a need for interactive sessions with quizzes and tasks at the end of each lesson to boost learning effectiveness (Muthuprasad et al., 2021).

This study highlights that students can access the study material, satisfy course requirements on their schedule, and exercise control over time, place, path, or pace as long as they meet given deadlines.

Initiatives Platform for Teaching the Course in E-learning

The learning management system has become widely available, and it can provide all the necessary tools educators and students require to complete the educational processes. In Malaysia, higher education institutions have developed various Learning Management System (LMS) as a medium for learning and interactive online teaching. LMS is the core of any eLearning courseware web-based platform designed for management, documentation, monitoring, reporting, and delivery of courses (Ghilay, 2019). There are two types of LMS which are open sources and commercial. Each platform has its benefits and advantages, so LMS platforms should be chosen based on the users' needs. Kasim and Khalid (2016) reported that many applications are being used in managing E-learning, especially in Malaysian institutions, such as Moodle, Blackboard, Sakai, ATutor Blackboard and SuccessFactors. A comparison was made based on a literature review of the selected LMS providers' flexibility, ease of use, accessibility, and user-friendliness. Their study showed that institutions or educators have the right to choose the platform for online learning management according to the specifications and needs of the users.

According to Ngeze (2016), learning management systems in higher education is critical for students and lecturers. LMSs can help lecturers save time in various activities, but they must improvise effectively. They need to enable the involvement of students in a more active learning style, and more interaction between the LMS and the student is required. The use of animation and multimedia in various course wares could greatly enhance a student's learning capability. Zhu et al (2018) focused on instructors' experiences developing Massive Open Online Courses (MOOCs) in higher education regarding pedagogical, resource, logistic considerations, and challenging factors. Closed-ended questionnaires and transcribed

interviews were used to collect data in this study. The findings revealed that instructors used various methods to engage MOOC students in learning. For example, they include discussion forums, embedded video lectures and tutorials in the MOOC. Then, readings offered practise quizzes and exams, interactive assessment, PowerPoint and other presentation slides, instructor lecture notes, visual (concept maps, diagrams, etc.), animations, and other animated or interactive content types. However, with limited knowledge and time in building MOOCs by instructors, the result showed that engagement ways are challenging.

Methods to engage MOOC students in learning



Figure 1: Methods to engage MOOC students in learning

The literature has highlighted different models that provide the basic framework for understanding students' perceptions and preferences regarding online learning. Papers have also highlighted interactive tools for E-learning. However, few articles have attempted to comprehend students' and instructors' reflections on philosophy and contemporary issues in the context of a course platform. It's reasonable that before the Covid-19 epidemic, only a few learning management platforms were in use. Further, study on these lines has not been attempted in philosophy and contemporary issue's code of syllabus. UiTM's newly adopted curriculum is probably even lesser online learning initiatives. Thus, in this paper, UiTM Johor has created a virtual learning environment for CTU552 students using its own LMS.

Research Methodology

Data Collection Methods

In this study, primary data is collected using questionnaires. Using Google Form, questionnaires will be distributed to every student in CTU552 (semester October 2021 – February 2022). The study period includes the time before the platform Easy Access Center CTU552 (EAC-CTU552) is created. This research collected 93 students involved in this survey. The design of this study can be illustrated through a flow chart that has been drafted as follows:

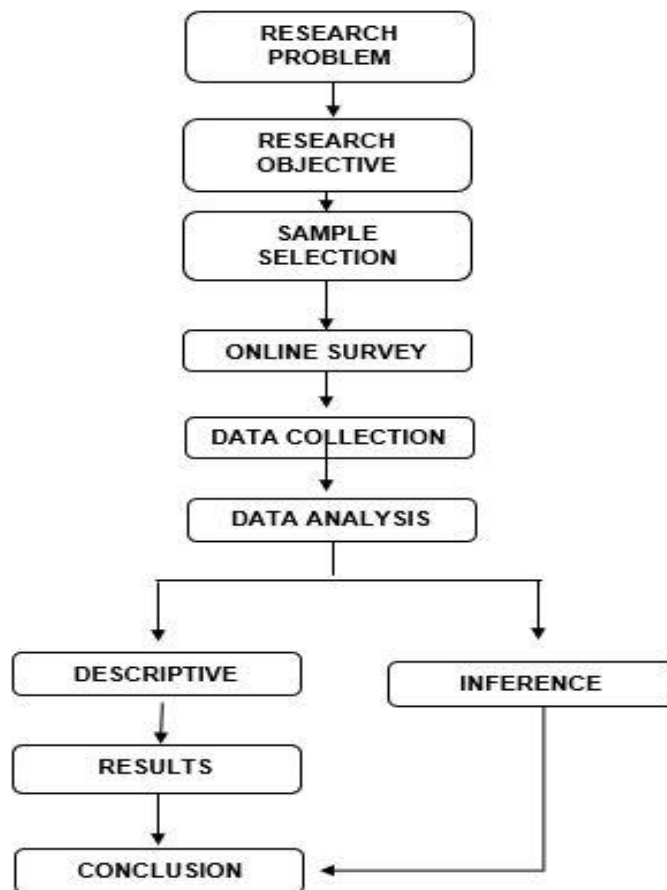


Figure 2: Research Design

Various data collection methods are used in survey research, with questionnaires being the most common. Collecting information from a sample of individuals through their responses to questions is defined by survey research (Check & Schutt, 2012). In addition, quantitative research strategies can Surveys are frequently used in social and psychological research because they are commonly used to describe and explore human behaviour (Singleton & Straits, 2009). Questionnaires can be self-administered or administered by a professional. They can be offered personally or in groups. They generally comprise a set of items that reflect the research goals. In addition to valid and reliable research instruments, questionnaires may include demographic questions.

Survey research has been used to gather information from individuals and groups. It can range from a few targeted questions on the street corner to a more rigorous study involving multiple valid and reliable instruments. The primary goal of this type of survey research was to quickly gather information about the characteristics of a large group of people of interest. Large census surveys that collect data on demographic and personal characteristics and consumer feedback surveys are excellent examples.

Results and Discussion

This study has distributed a survey to 93 students in their bachelor's degrees' first and second semesters in Universiti Teknologi MARA Cawangan Johor. This simple survey is conducted to ask them how important an interactive platform that is a center or website to

develop specifically to facilitate students who take the course code CTU552 Philosophy and Current Issues to access information related to the subjects studied.

93 responses

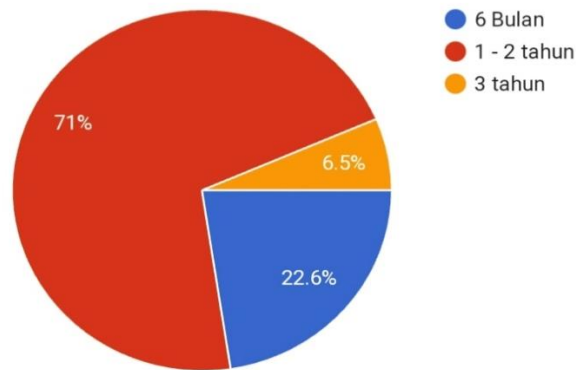


Figure 3: How long do you have ODL studies?

Figure 3 indicates that these students are experienced in ODL learning. 71% show they learn through ODL for one to two years, 22.6% for six months, and 6.5% for three years.

93 responses

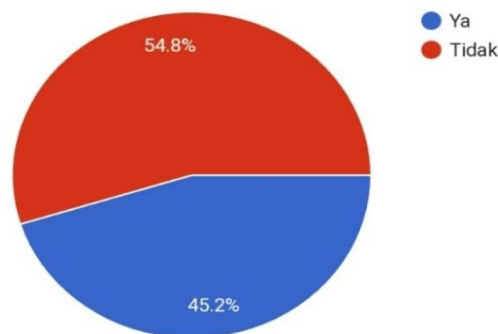


Figure 4: Do you think ODL studies are difficult?

Figure 4 shows that of most of these 93 students, 54.8% mentioned that the ODL studies are difficult.

93 responses

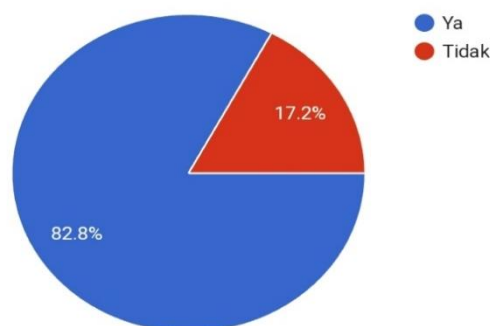


Figure 5: Do you think the materials for any subject are enough?

Figure 5 shows that 82.8% of students mentioned that the materials for any subject are enough. But, 17.2% did not agree with them and recorded that the materials were insufficient.

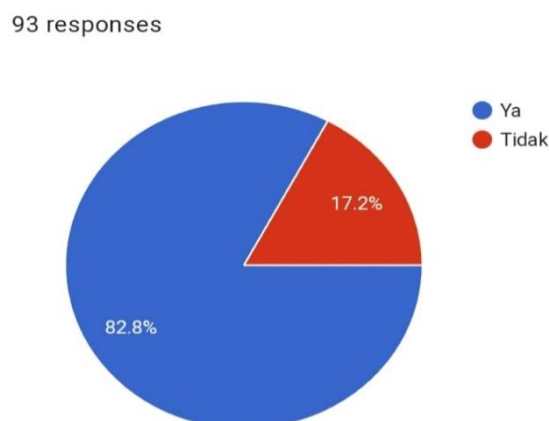


Figure 6: Is it important to centralize this subject's materials into a center or platform?

In Figure 6, 82.8% agreed that this is important to centralize this subject's materials into a center or any platform. Next, Figure 7 below shows the opinions on the platform from the students:

Jika YA, cadangan platform yang bersesuaian 93 responses	Jika YA, cadangan platform yang bersesuaian 93 responses
google classrom untuk any notes, telegram untuk group kelas kerana lebih mudah dah tidak mudah hilang chat nya	Drive, google classrom
Telegram..supaya mudah download dan tidak kacau storage	Segala bahan pembelajaran seharusnya disatukan dalam sebuah platform yang sama seperti Google Classroom supaya ia memudahkan pelajar dan para pensyarah. Penggunaan Google Classroom sememangnya sudah selesai dalam kalangan pelajar bagi saya.
Google Classroom atau Ufuture	mudah untuk dirujuk oleh pelajar.
Ufuture	Ufuture/ google classroom
Microsoft office	Google Drive
SATU PLATFORM SPERTI ISTUDENT ATAU PLATFORM YANG BARU UNTUK MEMUDAHKAN PELAJAR MENDAPATKAN BAHAN DENGAN MUDAH	Webcam
	Menggunakan google meet

Figure 7: Opinions of the platform from students

In Figure 7, the students gave their opinions and suggestions on using Google Classroom, telegram, Ufuture, Microsoft Office, Google Drive, website, etc. Through these suggestions, the lecturers of the CTU552 subject in UiTM Segamat will set up an Easy Access Center CTU552 (EAC-CTU552) to help the students.

Conclusion

CTU 552 was a newly introduced subject from the year 2020. There was no established platform as a one-stop collection center for the materials related to the topic. Hence, a simple website, specifically EAC-CTU552, will be developed that may ease the lecturers' and students

for the material collection. Additionally, analyzing students' perceptions regarding their needs for unorganized subject information will lead to a student-friendly website. Hopefully, creating this EAC-CTU552 in the future will help the students manage all the materials related to this subject.

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