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Perception Towards Online Learning Implementations During Covid-19 Pandemic: Comparative Study Malaysia and Indonesia Students

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Abstract: The Coronavirus Disease outbreak (COVID-19) causes a transformation in teaching and learning in universities in Malaysia and Indonesia. Various efforts are being and have been made to overcome this challenging situation. Most universities have made teaching and learning initiatives using online education through e-learning. Therefore, this study's purpose was conducted to determine the level of perception of the implementation of online learning. The study used a survey study on 370 students consisting of 217 Universiti Tun Hussein Onn Malaysia students and 153 students of Telkom University Bandung Indonesia. The study sample is a Bachelor student of the Faculty of Computer Science and Information Technology (FSKTM) in the Bachelor of Information Technology Universiti Tun Hussein Onn Malaysia and Faculty of Industrial Engineering (FRI) course in the Bachelor of System Information Telkom University. Data were collected using the Perception, Attitudes, And Readiness Toward Online Learning questionnaire by Linjawi and Alfadda. Data were analyzed using the Statistical Package for the Social Sciences (SPSS Ver.26) program using descriptive statistical analysis and inferential statistics, namely t-tests to determine the differences in the level of perception of online learning implementation. Based on the research finding, students from Telkom University Bandung Indonesia have a high level of knowledge technology access and computer skills. These two universities students have a high level of online skills knowledge and lastly, moderate level of motivation and support needed. There was a significant difference in technology access and computer skills scores meanwhile There is no significant difference in scores for online skills, motivation and needed support for Universiti Tun Hussein Onn Malaysia and Telkom University Bandung. As a conclusion, regardless of the technological sophistication of a Malaysian or Indonesian educational institution, students' perceptions of e-learning were instrumental in bolstering the educational process during the COVID-19 pandemic.

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Keywords: Pandemic Covid-19, Online Learning, Technology Access, Online Skills

1. Introduction

Since early of March 2020, the world has been plagued with a virus that is terrifying all over the world, Coronavirus Disease (COVID-19). Many universities all over the world especially Malaysia and Indonesia have been experiencing an unrivaled massive migrate from onsite class face-to-face education to online education. Due to this pandemic of Coronavirus Disease (COVID-19) in Malaysia and Indonesia, most of the universities have made an initiative of 'teaching and learning' by using of online education through e-learning. Academic units in Malaysia and Indonesia are trying to find alternatives to cope with this challenging situation. These conditions make us aware that an essential need for educational institutions is scenario planning [1]. It is a case that calls for humanity and peace. There is an immediate need for our teachers, professors, teaching personnel, families, communities, and the country as a whole to be preserved and rescued e-learning is synonymous with multiple arguments. Any of the reasons relevant to online pedagogy include simplicity, availability, convenience, learning pedagogy, life-long learning, and policy. Online learning approaches are said to be readily available and can also enter rural and remote areas. In terms of reduced housing costs, lodging, and the total expense of institution-based schooling, it is perceived to be a comparatively cheaper form of education. Another fascinating feature of online learning is flexibility. Learners may prepare or arrange their time to complete courses available online. The mixture of face-to-face lessons and automation leads to teaching techniques and flipped classrooms. This type of learning environment can improve the intellectual ability of students. Students will learn at anytime and anywhere, thereby gaining new skills that contribute to lifelong learning in the process. In this complex environment, the government also acknowledges the growing significance of online learning. In terms of online learning, the extreme Corona Virus disease explosion will add another point to make a more potent analogy between these two nations. If students can accept this network environment easily and willingly, this will make it easier for them to acquire knowledge well and successfully without any problems that arise.

Online e-learning also has several drawbacks. Installing failures, installation problems, login worries, audio and video difficulties, and so on are all examples of digital technology obstacles and worries. In addition, students sometimes believe that online instruction is monotonous and harsh. Students never have time to conduct online learning since it requires so much time and flexibility. Online learning also faces considerable difficulty in terms of personal concentration. Students desire two-way communication, which can be difficult to provide at times. The learning process will not reach its full potential until students put what they have learned into practice. Online information is frequently academic, which discourages students from practicing and studying well. The Mediocre Course's substance is likewise a significant problem. Students agree that the most significant challenges to online learning are the lack of culture, technological issues, and difficulties in interpreting instructional objectives [2]. According to studies, students in an online learning environment were not effectively prepared to integrate their jobs, families, and social lives with their study live. Students have also been shown to be inappropriately trained for many e-learning competencies and academic kind competencies. There is also a low-level preparedness for the use of Learning Management Systems among students [3].

Much effort has gone into optimizing the benefits of combining online learning techniques into its curriculum to fulfill globalization requirements. In effect, as an indirect way of increasing students' online learning accomplishment, it requires evaluation and support of their amount of technology exposure and their online technology, communication, teamwork, and time management abilities. Even though online learning is available, it only being partially implemented in Universiti Tun Hussein Onn Malaysia (UTHM) and Telkom University, Bandung, Indonesia starting March 2019. There is a crucial paradigm shift from physical face to face learning into online synchronous and asynchronous learning.

It is an essential move during this pandemic however, student perception, attitudes and awareness require in-depth investigation. In this way, improvement can be suggested. Therefore, the research objectives are to describes level, determine and to compare student perception on online learning based on Universiti Tun Hussein Onn Malaysia (UTHM) and Telkom University Bandung Indonesia students'. The rest of the article is structured as follows: First, the extant literature on online learning based which is based on technology access, computer skills, online skills, motivation and needed support. This is followed by a description of the research methods and procedures used in this study. The results of enquiry are then discussed. Finally, discussion and conclusion for future research are offered.

2. Related Works

2.1 The E-learning Definitions

The word is commonly used for online learning, but with several interpretations. From this, online learning refers to learning that is mediated by the internet. It is more comprehensive than 'networked learning'; while networked learning focuses on human-human connections [4][5] online learning lacks such specificity. E-learning also is one of the teaching results that have arisen from the growth of ICT. In essence, the general definition is learning, which entails the use of any electronic device, from computers to cell phones, and which may or may not include the use of the internet (websites or other applications) or an intranet (local area network system). It is smaller than e-learning and digital education, which the whole range of interactive technologies and services was used, not just the internet and an emphasis on. Developing digital capabilities. Besides, online learning does not have the in-built claim that technology-enhanced learning makes for improvement and the contentious word [6].'Online' has lost its utility as a descriptor for students' actual experiences particularly in affluent parts of the world where Internet-connected devices are ubiquitous, and the lines between studying and other daily life activities have blurred [7]. However, 'internet teaching,' which requires deliberate support, cannot yet be said. Learning filtered through the Internet for other people. The accelerated closure of face-to-face instructional work in response to the Covid-19 pandemic gave educators a clear understanding of the difference between online learning and their other modes of operation. Online learning is a well-known type of work activity among many educators. However, 'internet teaching,' which requires deliberate support, cannot yet be said.

Learning for other learners, filtered via the Internet. In current situation of the Covid-19 pandemic, the accelerated closing-off of face-to-face instructional work provided educators with a clear understanding of the distinction between online teaching and their other modes of service. For many educators, online teaching is a recognizable type of work activities. Online learning and teaching, with multiple potential variations of replacement and incorporation, requires a diverse variety of tools, services, pedagogical methods, responsibilities, organizational structures and modes of contact, supervision and assistance. Within this cornucopia of choices, the freedom to adjust the time and place of instructional interaction stands out as a prized acidic interaction [8]. From a post-internet, online education viewpoint, the distinctions between content, digital and human experience have become blurred [7]. Instructional development and preparation perform an essential role in making the best of the resources provided by online learning environments [9].

2.2 Instructional Design and Learning Design

Instructional design and learning design may be characterized as a system or sequence of recommended procedures that teachers may utilize to arrange, enforce, and analyze their instruction [10]. Instructional design and curriculum design entail decision-making and problem-solving, much like any design process [11]. These need the creation of methodologies to generate particular objects, such as lesson plans or instructional materials, and the administration and planning of the whole design process. As designers, educators who are lecturers must highlight both product-oriented and process-

oriented components of strategic planning [12]. A good quality design is synonymous with clear learning goals, well-ordered material, regulated workloads for faculty and students, integrated media, proper student operations, and assessment tightly related to intended learning outcomes, according to bates. However, the specific usage of a form of design strategy is crucial for the use of online learning technologies as a primary or sole way of teaching [13]. This is particularly an issue when a team is engaged in formulating and implementing an online course: a collaborative design approach entails communal effort between diverse practitioners. In many frameworks and templates, architecture techniques for online learning have been operationalized, drawing on many design ideas. Some terminological biases are often accounted for by this difference. The language of ID is currently being used where the emphasis is on instruction and where a high degree of normativity applies, and the design language and usage when the emphasis is more on learning experiences and responsiveness to the context. As a result, instructors strive towards constructing the circumstances in which learners have a more significant possibility of learning [14].

2.3 Educators Preparedness to Support Digital Learning

During the epidemic, remote learning became a lifeline for technology, but the possibilities offered by developing breakthroughs go far beyond a crisis-based interim solution. Digital technologies provide whole new approaches to what individuals study, how they learn, and when and where they learn. Teachers and students may use technology to access advanced knowledge in various forms and in ways that blend time and place. For example, intelligent automated learning programs that work with teachers may educate students and analyze how they study, the kind of activities and reasoning they enjoy, and the types of monotonous or complex issues. Therefore, the programs may tailor the learning process to the students' learning styles with remarkable granularity and consistency. Furthermore, technology may raise instructors' function from conveying learned expertise to functioning as co-creators of knowledge, trainers, mentors, and assessors, in addition to transforming teaching and learning methods. The COVID-19 issue hit an opportunity when most education systems were not prepared for the future of digital learning. For example, various digital technology limitations or insufficiency hampered learning relatively a little or a lot in some of the country's previous research papers, with figures ranging from 2% in Singapore to 30% in France and Italy. These figures may potentially understate the problem because not all instructors will be aware of the educational possibilities that new technology will provide. The majority of lecturers participate in professional development; nevertheless, their services are not always the most useful. According to lecturers, professional learning programs focusing on the intensive subject matter and curriculum material that necessitate collaborative teaching approaches and those based on essential topics and curriculum material, Active learning integration, have the most impact. On the other hand, lectures are more likely to entail collaborative approaches to personal improvement through courses or seminars.

3. Methodology

This study was quantitative research design. The types of survey are cross-sectional study design comparing 2 groups of students cohorts (University Tun Hussein Onn Malaysia and Telkom University Bandung). According to research by Fraenkel, a cross-sectional survey collects information from a sample that has been drawn from a predetermined population [15]. Furthermore, the information is collected at just one point in time, although the time it takes to collect all data may take anywhere from a day to a few weeks or more. The questionnaire for this analysis, however, was distributed using Google Form online. Due to the restrictions of the Covid-19 problem that hit the world, which culminated in all teaching and learning processes in all educational institutions, the execution of the questionnaire manually or face to face cannot be enforced online. There are six primary domains, each with several subdomains, a detailed questionnaire was developed. The questionnaire consisted of 37 items in English using the 5-point questions of the Likert scale, multiple-choice questions, and open-ended questions.

The population are from a cohort group of undergraduate students currently studying at Universiti Tun Hussein Onn Malaysia (UTHM) and Telkom University Bandung, Indonesia were approached. Students from Fakulti Sains Komputer dan Teknologi Maklumat (FSKTM) under the course of Bachelor Information Technology from UTHM which the total student is 484 and Fakulti Rekayasa Industri (FRI) under course Bachelor of System Information from Telkom University which the total students are 250 will be chosen for this research. The overall population of the cohort group of undergraduate students currently studying at Universiti Tun Hussein Onn Malaysia (UTHM) and Telkom University Bandung, Indonesia, participating in the study. In this study, the study sample selected was 370 students. Sampling was determined using systematic random sampling techniques to determine the sample size for each university. Systematic random sampling is used because this study's population is homogeneous, which has almost the same characteristics. Systematic random sampling is a sample randomly selected based on a specific interval. Samples will be randomly selected based on the interval distance size obtained from the list of names provided. In this study, the systematic random sample determination is using Microsoft Excel.

This research is using the questionnaire "Perception, Attitudes, And Readiness Toward Online Learning [16]. This instrument consists of 6 domains which are individual characteristics it included the subdomains of demographic data, Computer skills which assess the participants' computer skills at multiple levels which are basic, intermediate, and advanced computer skills, such as formatting documents and managing multimedia. Next, e-learning experience. It is to assess participants' previous experience with and participation in e-learning activities, including online courses, online examinations, and their attendance of workshops on e-learning. Next, system competency needs it included the subdomains of technology accessibility. Technology Access is to assess the accessibility of the required technology for e-learning implementation in teaching and learning, including hardware, software, Internet, and mobile technology. Perceived ease of use to assess and compare participants' perceptions concerning the ease of using online tools for two different purposes: personal and learning. Perceived usefulness: the importance of online technology to the participants' success in their education. It need to assessed and compared across two different purposes which personal and learning.

Moreover, social influences are to assess the influence of others, including peers, family, and instructors, on participants' perception and use of online services. This variable was also assessed and compared for across different purposes of personal and learning. Institutional support assesses the importance of quick technical and administrative institutional support in the success of adopting e-learning education. Overall readiness is design to assess participants' perceptions of their overall readiness for implementing e-learning in their educational field. Needed technical support which to assess the technical support required by participants to adopt e-learning strategies. Multiple technical support items were assessed: basic computer skills (typing and editing), advanced computer skills, managing multimedia content, using the Web and online tools in education, designing online content, online communication skills, time management, and others.

As a result, according to Linjawi and Alfadda research,the following scale was created for the perception of online learning, if the domain's mean value varied from $1 < 3$, it meant that students low level perceived online learning [16]. Acceptable/moderate perception of online learning-based level: if the domain's mean value was between 3 to <4. If the domain's mean value ranged from 4 to 5, the perception of online learning was high. Levene's test for homogeneity of variance was used to test the normality assumption. SPSS Release 26.0 for Windows 10 was used to analyze the data [17], $P<0.05$ was chosen as the significance level.

4. Results and Discussion

4.1 Respondent Background

Table 4.1 shows the demographic distribution of the respondents. A total of 370 students were involved in the success of this study. Respondents from Universiti Tun Hussein Onn Malaysia consists of 217 (58.6%) respondents meanwhile from Telkom University Bandung Indonesia is 153 (41.4%) respondents. Demographic data used such as university, gender, age, and year of study are presented in tabular form based on the number and percentage of respondents. The demographic distribution of the respondents is shown in Table 1.

Table 1: Demographic Distribution of Respondents

1	**University**				
	Universiti Tun Hussein Onn Malaysia (UTHM)	217	58.6		
	Telkom University Indonesia	153	41.4		
		370	**100.0**		
		UTHM		**TELKOM**	
2.	**Gender**	*n*	%	*n*	%
	Male	89	41.0	54	35.5
	Female	128	59.0	99	64.7
		217	**100.0**	**153**	**100.0**
3.	**Age**				
	18-20 Year Old	31	14.3	65	42.5
	21-30 Year Old	186	85.7	88	57.5
		217	**100.0**	**153**	**100**
4.	**Year of Study**				
	Year 1	17	7.8	14	9.2
	Year 2	59	27.2	49	32.0
	Year 3	84	38.7	54	35.3
	Year 4	54	24.9	36	23.5
	Year 5	3	1.4	0	0.0
	Total	**217**	**100.0**	**153**	**100.0**

4.2 Research Findings

Technology Access

Describes level and determine student perception on online learning based on technology access. Table 2 shows the frequency and percentage scores for each item of knowledge about technology access. The scale can see knowledge about technology access of no access, very difficult to access, difficult, easy, and very easy to access. Based on the results of this study, it can be summarized that students from Telkom University Bandung Indonesia have a high level of knowledge technology access between 4 to 5 scale ranked which is easy and very easy to access meanwhile students from Universiti Tun Hussein Onn Malaysia have a moderate level of technology access. Overall, the technology access knowledge score among students from Telkom University Bandung Indonesia has the highest recorded mean of 4.08 and a standard deviation of 0.61.

Table 2: Mean and Standard Deviation of Knowledge about Technology Access between universities

Universiti	Mean	N	Std. Deviation	Level
Universiti Tun Hussein Onn Malaysia	3.9136	217	.68825	Moderate
Telkom University	4.0833	153	.61772	High
Total	3.9838	370	.66443	

*1 < 3- low level, 3 to <4 -acceptable/moderate, 4 to 5 - high.

Computer Skills

Table 3 shows the frequency and percentage scores for each item of knowledge about computer skills. The scale can see knowledge about computer skills of never used, very hesitant, hesitant, confident, and very confident. Based on the results of this study, it can be summarized that students from Telkom University Bandung Indonesia have a high level of knowledge computer skills between 4 to 5 scale ranked which is hesitant and very hesitant meanwhile students from Universiti Tun Hussein Onn Malaysia have a moderate level of computer skills. Overall, the computer skills knowledge score among students from Telkom University Bandung Indonesia has the highest recorded mean of 4.18 and a standard deviation of 0.66

Table 3: Mean and Standard Deviation of Knowledge About Computer Skills

Universiti	Mean	N	Std. Deviation	Level
Universiti Tun Hussein Onn Malaysia	3.9988	217	.67508	Moderate
Telkom University	4.1830	153	.66454	High
Total	4.0750	370	.67596	

*1 < 3- low level, 3 to <4 -acceptable/moderate, 4 to 5 - high.

Perception of Online Skills and Experiences

Online Skills

Table 4 shows the frequency and percentage scores for each item of knowledge about computer skills. The scale can see knowledge about computer skills of didn't use, always face problems, often, few times and never faced problem. Based on the results of this study, it can be summarized that students from these two universities have a high level of knowledge online skills between 4 to 5 scale ranked which is few times and never faced problem. Overall, the computer skills knowledge score among students from Telkom University Bandung Indonesia has the highest recorded mean of 4.22 and a standard deviation of 0.61

Table 4: Mean and Standard Deviation of Knowledge About Online Skills

Universiti	Mean	N	Std. Deviation	Level
Universiti Tun Hussein Onn Malaysia	4.1014	217	.65653	High
Telkom University	4.2200	153	.61167	High
Total	4.1505	370	.64020	

*1 < 3- low level, 3 to <4 -acceptable/moderate, 4 to 5 - high.

Experience

As for table 5, it shows the frequency and percentage scores for each item of knowledge about experiences on participated any activities that related to online. During this pandemic experience towards online platform is dominant. Based on the results of this study, it can be summarized that students from these two universities have a high level of knowledge in online experience which at scale 'yes'.

Table 5: Frequency and Percentage of Knowledge Items About Experience

No	Question	Yes				No			
	Respondents participated in any of the following activities :	UTHM		Telkom		UTHM		Telkom	
		n	%	n	%	n	%	n	%
1	Online Course	210	96.3	144	94.1	7	3.2	9	5.9
2	Online Discussion	209	96.3	141	92.2	8	3.7	12	7.8
3	Online Examination	208	95.9	136	88.9	9	4.1	17	11.1
4	Searching Information using internet	212	97.7	148	96.7	5	2.3	5	3.3

For the profile of respondents according to the university that chose the online platform used, the findings show higher results that students from these two universities have chosen to use a different online platform rather than the online platform that has been stated in the questionnaire.

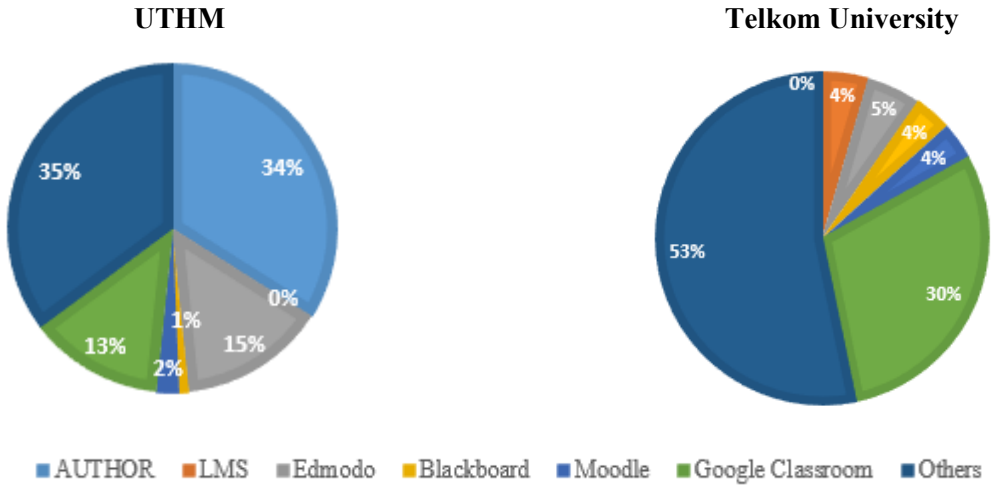

Figure 1: Distribution of Universiti Tun Hussein Onn Malaysia and Telkom University Bandung Indonesia students choosing the online platform

Perception of Motivation

Table 6 shows the frequency and percentage scores for each item of knowledge about motivation. The scale can see knowledge about computer skills of strongly disagree, disagree, neutral, agree, and strongly agree. Based on the results of this study, it can be summarized that students from these two universities have a moderate level of knowledge motivation between 4 to 5 scale ranked which is agree and strongly agree. Overall, the motivation knowledge score among students from Telkom University Bandung Indonesia has the highest recorded mean of 3.71 and a standard deviation of 0.69

Table 6: Mean and Standard Deviation of Knowledge About Motivation

Universiti	Mean	N	Std. Deviation	Level
Universiti Tun Hussein Onn Malaysia	3.6359	217	.64770	Moderate
Telkom University	3.7100	153	.69577	Moderate
Total	3.6666	370	.66807	

*1 < 3- low level, 3 to <4 -acceptable/moderate, 4 to 5 - high.

Perception of Needed Support

Table 7 shows the frequency and percentage scores for each item of knowledge about needed support. The scale can see knowledge about needed support of strongly disagree, disagree, neutral, agree, and strongly agree. Based on the results of this study, it can be summarized that students from these two universities have a moderate level of knowledge between 4 to 5 scale ranked which is agree and strongly agree. Overall, the motivation knowledge score among students from Universiti Tun Hussein Onn Malaysia has the highest recorded mean of 3.48 and a standard deviation of 0.86.

Table 7: Mean and Standard Deviation of Knowledge About Needed Support

Universiti	Mean	N	Std. Deviation	Level
Universiti Tun Hussein Onn Malaysia	3.4869	217	.86956	Moderate
Telkom University	3.4455	153	.91803	Moderate
Total	3.4698	370	.88893	

*1 < 3- low level, 3 to <4 -acceptable/moderate, 4 to 5 - high.

For the profile of respondents by the university, the findings show a high percentage of UTHM students have opted for Time management which is 18%, while Telkom University Bandung Indonesia students have opted for Computer Skills of 17%

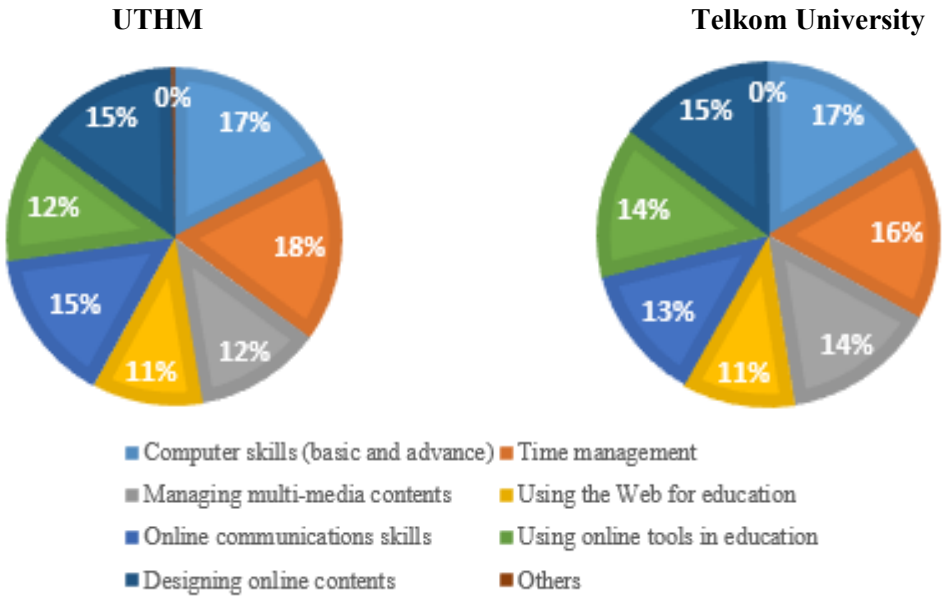

Figure 2: Distribution of Universiti Tun Hussein Onn Malaysia and Telkom University Bandung Indonesia students choosing for extra training in using online technology

Perception of Challenges and Recommendation

Challenges

For the profile of respondents according to the university, the most severe challenge in adopting e-learning, the findings show and agreed the higher results that students from these two universities had chosen poor internet connections is the main factors in acclimating the online e-learning.

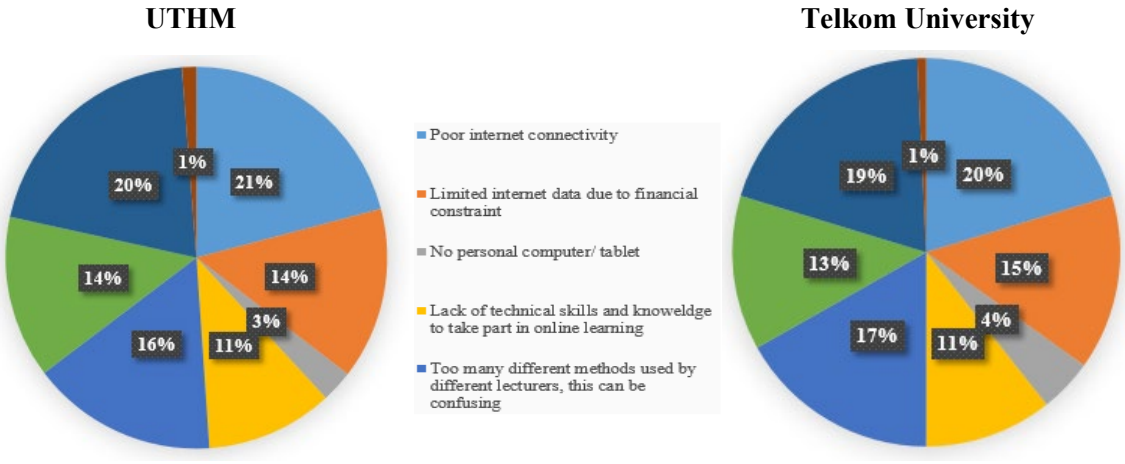

Figure 3: Distribution of Universiti Tun Hussein Onn Malaysia and Telkom University Bandung Indonesia students choosing for the main factors in adopting e-learning

4.3 Comparing the perception on online learning

H_o1a: There is no significant difference in scores for technology access for Universiti Tun Hussein Onn Malaysia and Telkom University Bandung.

Technology Access

An independent-samples t-test is used to compare the mean score on some continuous variables for two different of subjects. Table below show the sample t-test between Universiti Tun Hussein Onn Malaysia and Telkom University Bandung Indonesia for technology access.

Table 8: Sample t-test for Motivation

	University	N	Mean	Std. Deviation	*t*	df	Sig. (2-tailed)
Technology Access	Universiti Tun Hussein Onn Malaysia	217	3.9136	.68825	-2.482	347.299	.014
	Telkom University	153	4.0833	.61772			

Overall, an independent-samples t-test was conducted to compare the self-esteem scores for Universiti Tun Hussein Onn Malaysia and Telkom University. There was a significant difference in technology access scores for Universiti Tun Hussein Onn Malaysia, M = 3.9136, SD = .68825 and Telkom University, M = 4.0833, SD = 0.61772; t (370) = -2.482, p = 0.014. It is indicated that Telkom University have higher level of technology access compared to Universiti Tun Hussein Onn Malaysia.It is means null hypothesis can be rejected.

H_o1b: There is no significant difference in scores for computer skills for Universiti Tun Hussein Onn Malaysia and Telkom University Bandung.

Computer Skills

Table below show the sample of t-test between Universiti Tun Hussein Onn Malaysia and Telkom University Bandung Indonesia for computer skills.

Table 9: Sample t-test for Computer Skills

	University	N	Mean	Std. Deviation	*t*	df	Sig. (2-tailed)
Computer Skills	Universiti Tun Hussein Onn Malaysia	217	3.9988	.67508	-2.608	330.525	.010
	Telkom University	153	4.1830	.66454			

Overall, an independent-samples t-test was conducted to compare the self-esteem scores for Universiti Tun Hussein Onn Malaysia and Telkom University. There was significant difference in computer skill scores for Universiti Tun Hussein Onn Malaysia, $M = 3.9918$, $SD = .67508$ and Telkom University, $M = 4.1830$, $SD = .66454$; t (370) = -2.608, $p = .010$. It is indicated that Telkom University have higher level of computer skills compared to Universiti Tun Hussein Onn Malaysia. It is means null hypothesis can be rejected.

H_o1c: There is no significant difference in scores for online skills for Universiti Tun Hussein Onn Malaysia and Telkom University Bandung.

Online Skills

Table below show the sample of t-test between Universiti Tun Hussein Onn Malaysia and Telkom University Bandung Indonesia for online skills.

Table 10: Sample t-test for Online Skills

	University	N	Mean	Std. Deviation	*t*	df	Sig. (2-tailed)
Online Skills	Universiti Tun Hussein Onn Malaysia	217	4.1014	.65653	-1.782	340.928	.076
	Telkom University	153	4.2200	.61167			

Overall, an independent-samples t-test was conducted to compare the self-esteem scores for Universiti Tun Hussein Onn Malaysia and Telkom University. There was no significant difference in online skill scores for Universiti Tun Hussein Onn Malaysia, $M = 4.1014$, $SD = .65653$ and Telkom University, $M = 4.2200$, $SD = .61167$; t (370) = -1.782, $p = 0.076$. It is indicated that the mean for online skills between two universities are equal. It is means null hypothesis are accepted.

H_o1d: There is no significant difference in scores for motivation for Universiti Tun Hussein Onn Malaysia and Telkom University Bandung.

Motivation

Table below show the sample of t-test between Universiti Tun Hussein Onn Malaysia and Telkom University Bandung Indonesia for motivation.

Table 11: Sample t-test for Motivation

	University	N	Mean	Std. Deviation	*t*	df	Sig. (2-tailed)
Motivation	Universiti Tun Hussein Onn Malaysia	217	3.6359	.64770	-1.037	312.415	.301
	Telkom University	153	3.7100	.69577			

Overall, an independent-samples t-test was conducted to compare the self-esteem scores for Universiti Tun Hussein Onn Malaysia and Telkom University. There was no significant difference in motivation scores for Universiti Tun Hussein Onn Malaysia, M = 3.6359, SD = 0.64770 and Telkom University, M = 3.7100, SD = .69577; t (370) = -1.037, p = 0.301. It is indicated that the mean for motivation between Universiti Tun Hussein Onn Malaysia and Telkom University are equal. It is means null hypothesis are accepted.

Ho1e: There is no significant difference in scores for needed support for Universiti Tun Hussein Onn Malaysia and Telkom University Bandung.

Needed Support

Table below show the sample of t-test between Universiti Tun Hussein Onn Malaysia and Telkom University Bandung Indonesia for needed support.

Table 12: Sample t-test for Needed Support

	University	N	Mean	Std. Deviation	*t*	df	Sig. (2-tailed)
Needed Support	Universiti Tun Hussein Onn Malaysia	217	3.4869	.86956	.437	316.114	.663
	Telkom University	153	3.4455	.91803			

Overall, an independent-samples t-test was conducted to compare the self-esteem scores for Universiti Tun Hussein Onn Malaysia and Telkom University. There was no significant difference in scores for motivation for Universiti Tun Hussein Onn Malaysia, M = 3.4869, SD = .86956 and Telkom University, M = 3.4455, SD = .91803; t (370) = .437, p = .663. It is indicated that the mean for needed support between Universiti Tun Hussein Onn Malaysia and Telkom University are equal. It is means null hypothesis are accepted.

5. Discussion and Conclusion

Discussion

The results of the study obtained that current study focused on the perceptions of a population of Universiti Tun Hussein Onn Malaysia and Telkom University students who are particularly receptive to online learning. The current study's participants revealed a high degree of computer capabilities, while adequate e-learning experience and impression of technology availability provided comparable outcomes. In both research groups, these individual features were maintained. Thus, from the standpoint of technological abilities, it is indicated that both institutions are well prepared to reconcile e-learning throughout this pandemic phase. The success of e-learning adoption relies on practical technical accessibility and a stable internet connection that allows students to use the internet for their lectures freely and obtain their study materials. Unfortunately, some institutions offered just a limited number of downloadable resources through their e-library services.

To ensure solid technological skills for e-learning uptake in Malaysian and Indonesian educational institutions, students also indicated an appropriate degree of online abilities and motivation for using online tools. However, they chose to utilize these conventional methods for personal needs rather than for learning. The students also expressed an enormous deficiency of trust in using online tools when communicating via email or conversation. This is due to the student's lack of attention, interest, diversions, or irrelevance. Students require practice in order to develop a firm grasp and knowledge of the English language [18]. As students go to higher levels of perception towards online learning, the nature of e-learning accommodated at Universiti Tun Hussein Onn Malaysia and Telkom University Bandung Indonesia changes. The e-learning interactions and activities progress towards forums on the Learning Management System (LMS), online virtual classroom such as Google Meet and Zoom, and tasks that need more communication and language skilled. This might play a role in the changes in students' perceptions of their online English literacy confidence reported. Such shifts in confidence might indicate changes in maturity and responsibility, and it is particularly important more. This research is aimed at the language barrier when utilizing the internet. Therefore, the two institutions, Universiti Tun Hussein Onn Malaysia and Telkom University Bandung Indonesia, are an essential issue that requires assistance and management oversight. Learning outcomes and course satisfaction are intimately tied to students' expectations about and experiences with e-learning [19]. Learning outcomes and course satisfaction are intimately tied to students' expectations about and experiences with e-learning. According to the students in this survey, Internet technology is exceptionally significant for personal and educational objectives. Their perspectives on the effectiveness of such instruments in e-learning education, on the other hand, shifted day by day. When the pandemic struck, they thought e-learning had a significant influence on education, but now they think it does not. As a result, our findings show that the use of online tools may be unclear to specific participants. This conclusion contradicts numerous previous research that has found e-learning to have a favorable influence.

A researched static online content like Facebook, Instagram, and Twitter and found that it had a favorable influence on learning [20]. Thus, positive effects of social media have been reported. On the other hand, the current study concentrated on evaluating soft critical skills for using online tools in education, such as how to utilize search engines appropriately, synchronous and asynchronous communication techniques, social media, and collaborative Web 2.0 tools. As a result, students will improve their abilities to manage time and deadlines, work on significant projects independently, achieve goals and manage distractions, meet deadlines, and focus on activities for extended periods online. However, this in-depth review of the abilities necessary for success in online learning revealed that students continue to need significant help and direction when integrating online resources into education. Social impact is an element that goes unnoticed in developing students' attitudes toward and usage of technology. However, according to the students at all levels who took part in the research, the social effect on online tool usage in the present research was determined to be acceptable and not excessive. Institutional support for the adoption of online was cited as critical by participants at all levels. According to studies, top-down integration from the administrative level down to the user level is a significant and lasting strategy shift. An essential aspect in the success of e-learning is a skills upgrading and development program for educators and learners to utilize technology in education. The most prevalent requests for technical support from students at all levels in this poll were for help with how to use internet resources in education and time management. Some students agreed and said that they needed help on how to construct internet material. E-learning leaders should pay attention to these results and prepare accordingly.

The acceptance and implementation of e-learning and online learning at Universiti Tun Hussein Onn Malaysia and Telkom University Bandung Indonesia is no longer a concern since e-learning is the platform for education in this pandemic of new norm happenings. However, accomplishing educational learning objectives and graduating competent learners need guidance and help from learners, particularly educators. This research reveals that there are some significant aspects to consider when considering e-learning deployment at both institutions. In addition, other elements, such as

organizational, economic, and cultural difficulties, must be investigated further, especially when appraising the institutional capability to meet changing educational needs.

Conclusion

The acceptability and usability of online learning were highly evaluated by students, who provided overwhelmingly positive feedback. Students found online learning to be an excellent supplement to their education rather than replacing traditional educational methods. More studies on the subjective and objective results of online learning and analyzing the other factors that should be addressed when designing a successful online learning model are needed. According to the findings of this study, students at Universiti Tun Hussein Onn Malaysia and Telkom University Bandung Indonesia had adequate levels of individual characteristics and system competency and a positive attitude toward the use of online technology. Students are ready for e-learning adoption in terms of technological accessibility, according to multiple studies. English literacy for utilizing online tools, social impact, and institutional support are all hidden elements in e-learning in Malaysia and Indonesia. When utilizing online tools for purposes, students reported better online abilities and motivation than when using them for educational objectives. Proper online tools in education, time management, and producing online material were the most prevalent requests for technical assistance from students at these two universities.

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