



The Malay Great Works Students' Perception towards Interface Design Elements Massive Open Online Course (MOOC)

S.J.N. Muhammad, *Universiti Putra Malaysia, Selangor, Malaysia*, salmahjan@upm.edu.my

N.S.A. Rahman, *Universiti Utara Malaysia, Kedah, Malaysia*.

M.A.M. Aris, *Universiti Pendidikan Sultan Idris, Perak, Malaysia*.

A. Asmiaty, *Universiti Malaysia Sabah, Sabah, Malaysia*.

Abstract. Technology learning, such as MOOC is necessary in modern society that ensures new knowledge and can be share. In teaching and learning, the use of MOOC will considered as a tool that can improve cognitive, psychomotor and affective to learners. MOOC, students can connect each other and free access that encourages borderless discussion. This study aims to identify issue and analyze student admissions to the MOOC design of BBK 4201 The Malay Great Works course. This study's respondents involved 69 students of BBK 4201 The Malay Great Works at Universiti Putra Malaysia. This study's emphasis will focus on the two main elements of design with the division of 8 items. Quantitative approaches will use to carry out this study. At the same time, the investigation will be using the Survey Monkey website and analyzed based on the Technology Acceptance Model (TAM) approach. This is because this approach will explicitly designed to analyze the technology acceptance. The study results show the level of tendency of students to be interested in MOOC design towards learning. The study results can also help give an overview to online course builders about face-to-face design that can increase student interest and understanding.

Keywords: Design, interface, mooc, survey monkey, technology acceptance model (tam), the malay great works.

Received: 09.10.2020

Accepted: 12.11.2020

Published: 14.12.2020

INTRODUCTION

The MOOC concept is a string of open educational resource initiatives or in English called Open Educational Resources (OER) [1]. *Massive Open Online Course* (MOOC) is global online learning capable of accommodating student capacity on a large scale [2] and is accessible to everyone around the world for free [3]. It gains a place among students because of its more straightforward and attractive approach and content. Through the MOOC method, students can interact with course partners consisting of different educational backgrounds. They can share their thoughts and ideas [4]. This is because the original goal of the MOOC is to increase the level of networking between students and the surrounding community, where students gain the same skills and knowledge at the end of the programmed [5]. The implementation of the MOOC is one of the useful tools for achieving goals as MOOC plays a role in international branding for universities in Malaysia as and provides risk-free trials to international students. International students can also attend the MOOC at their preferred university or program before deciding to enroll in the university or programme [6].

In Malaysia, the culmination of emphasis on flexible learning of the MOOC when former Minister of Higher Education, Datuk Seri Idris Jusoh in 2016 made a statement that flexible learning will see as a broad space focused on educational offerings anytime, anywhere to anyone. Malaysians are encouraged to practice flexible learning as a measure to further enhance the country's education system including strengthening the Massive Open Online Course (MOOC) programme which has been carried out in the previous universities in the country[7]. This is in line with a the eighth in the Malaysian Educational Development Plan (PPPM) 2013-2025 that leverages ICT to improve the quality of learning in Malaysia and make the leading field of education technology dynamic millennium development towards the future of the Malaysian education system. Therefore, MOOC-based flexible learning is very coincidental. MOOC has emerged as an educational tool that can meet student's needs and interests [8]. Overall, the student's response explained that the MOOC is flexible and easy to use. This positive level of student motivation shows that they accept the MOOC as a learning medium to encourage them to improve their achievement and learning levels. Therefore, this study aims to identify, parse and analyze students' acceptance of the BBK 4201 The Malay Great Works course's design. Additionally, this study will analyze and explain the items in the interface design based on the questionnaires conducted.

METHODOLOGY

This study used quantitative methods to obtain legitimate information to enhance this study's results further. The study sample was 69 students from Universiti Putra Malaysia (UPM). The study's location will chose because Universiti Putra Malaysia is an institution that offers this course. Meanwhile, the respondents took the BBK 4201 The Malay Great Works course in Semester 2019/2020. This method will make it easier for students to answer the questionnaire provided. Questionnaire instruments will be use in conducting this study. A set of questions entitled BBK4201 Effectiveness Teaching and Learning to Students via The Malay Great Works Putra MOOC Platform will provide for the purpose of this study. Questionnaires are available online using Survey Monkey website. Respondents should only answer free surveys online Survey Monkey. Questions submitted are using interval scale of 1-4 (1 = Strongly Agree, 2 = Agree, 3 = Disagree and 4 = Strongly Disagree).

The study will use the Theory of Technology Acceptance Model (TAM) introduced by Davis (1986). This model developed for analyzing and understanding the factors affecting the acceptance of information technology will use. TAM models developed from psychological theories explain computer user behavior based on users' beliefs, attitudes, desires and behaviors of user relationships. This model aims to explain the user's behavioral factors on acceptance technology. This model places each user's behavioral attitude factor with two variables i.e. convenience and use. These two variables explain the aspects of consumer behavior. TAM models can explain that consumer perception will determine their attitude in consumers' benefits. This model illustrates more clearly, that acceptance of use will influence by the use and ease of use. The study used five modules that been modified from previous TAM research models, namely the perception of ease of use, benefits perception, usage attitude, behavior to use, and clear system conditions.

RESULT AND DISCUSSION

MOOC Form of Malay Masterpiece

Perception Student's About MOOC Content

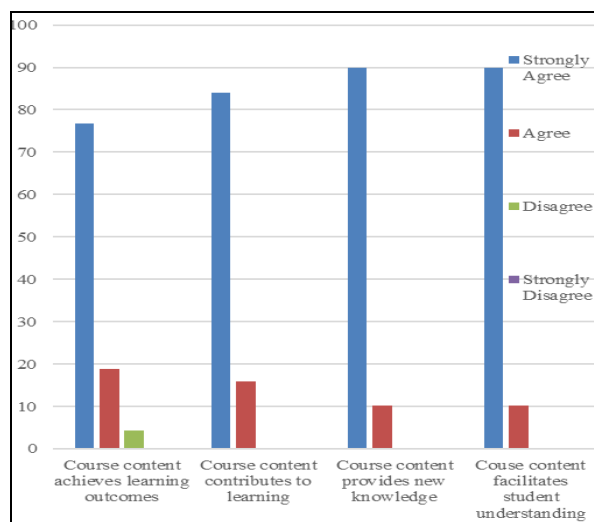


FIG. 1. *This Online MOOC Content for item 1, item 2, item 3 and item 4*

Figure 1 above shows the student's perception of case 1, case 2, case 3 and case 4 concerning student acceptance of the MOOC content provided. Case 1 is about the content of the course, achieving learning outcomes. This item shows that 53 students (76.81 %) 13 students (18.84%) chose to agree and three students (4.35%) disagrees. Furthermore, none of the students chose to disagree with item strongly. The results of learning in BBK 4201 The Malay Great Works course include criticism of the extrinsic and intrinsic aspects of the work, and exposing history and assessing the philosophy and thinking contained in the work. Therefore, this shows that the learning result in BBK 4201 The Malay Great Works is to fulfill learning needs. Case 2 in Figure 1 is that course content contributes to learning. Item 2 shows that 58 students (84.06%) strongly agree and 11 students (15.94%) agree. In addition, no one strongly disagrees and disagrees with case 2. While item 3 shows that, the course content provides new knowledge and item 4 indicates the content of the course facilitates the learner's understanding.

Both items matched the same percentage where students selected 62 students (89.86 %) prefer to agree while seven students (10.94%) choose to agree.

Articles 1 to 4 above show that many high agreements given by the students who took this course. This shows that the content topics have helped students in terms of cognitive improvement. This answer shows that the MOOC content is clear, and students are confident that this knowledge can increase their information. This content is presented in various forms by using web applications to make it easier for students to access at any time by using internet networks such as *Go Animate, Emaze, Prezi*, video, pictures and audio. This internet networks causes students not to be bound and do it without constraints. This means prevent students from being depressed in learning. Online courses, flexible design and interactivity development, are elements contained in the MOOC that contribute to the excitement of its use [9]. Students are ready to use MOOC as an online learning platform to enhance their knowledge and skills [10]. Meanwhile, various benefits is derive from MOOC users such as enhancing students' knowledge, confidence and satisfaction [11]. However, teaching reform needs to be done because students disagree with the learning outcomes.

Based on concepts in the theory of technology acceptance models, data processing results, highly agreed value for both items shows a nearly identical percentage rate. This answer shows that the MOOC content of this The Malay Great Works plays an important role in determining students to achieve learning objectives and subsequently acquire in terms of Life Long Learning. MOOC is the platform of a highly efficient virtual knowledge provider [12]. Strictly, content that has been complicated and taught has a good continuity to understand many students. Therefore, students will understand the well-taught subject. However, this should be review so that coordination can be made to provide understanding to students.

Acceptance of Activities and Assignment Applications

Figure 4 shows an Assessment of the MOOC BBK 4201 The Malay Great Works assignments and activities. Item 5, which is a course, benefits and assists in the application of learning, indicates that 59 students (85.51%) choosing to agree highly and nine students (13.04%) to agree. Although no student chooses to disagree and, one student (1.45%) disagree with this item. The results are more likely to be very agreeable because the text delivered works well and helps students understand every activity provided. Good access via text helps students to engage in activities easily and quickly. This assignment helps students highlight the talent and thus enhance understanding. Article 6 in Figure 2 is that course knowledge can improve the quality of learning, indicating that 61 students (88.41%) very agreed and eight students (11.59%) to agree. The results show that students strongly agree that these online activities can improve their learning quality. This result may be because students are excited about the activities done online and it can help them in learning. Therefore, online activities give them exposure and easily understandable subjects learned. Next, article 7, Application Diversity facilitates learning understanding showing that 57 students (82.61%) agreed while 12 students (17.39%) Agree. No student disagrees and strongly disagrees with article 7. This may be because students are more interested in images, animations and videos in their activities. The use of various teaching aids in an appropriate manner can improve the quality or focus of pupils on learning [13]. The use of teaching aids also facilitates the delivery of concepts to students.

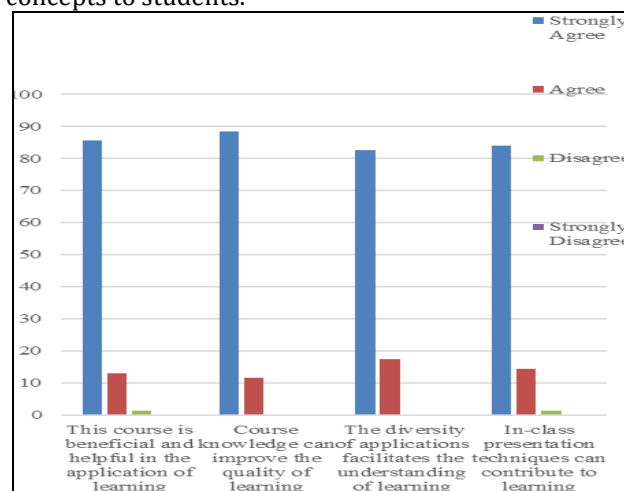


Fig. 2. Application activity and Assignment for item 5, item 6, item 7 and item 8

Similarly, article 8, the method of delivery in the course can contribute to learning in this course is in line with the topic taught to show that 58 students (84.06%) very agreed and ten students (14.49%) agreed with the question and a total of 1 student (1.45%) pressing the button disagrees. Meanwhile, no student presses a button that strongly disagrees. Finally, activities and assignments use tools as an excellently used teaching strategy and get positive feedback from students. This result is great for improving student excellence in this subject. Therefore, this momentum should be maintain so that students can fully utilize the knowledge contained in this subject. The MOOC's adoption also has an impact on all aspects of students such as strengthening, achievement, motivation, interaction, self-confidence and potential [14]. In short, knowledge is gain. Knowledge (scanning knowledge) is a knowledge that humans acquired through the impression of its senses is a scan or impression formed in mind at a glimpse and is temporary with the measurement of the truth of knowledge-based solely on the sensory or senses [15].

Based on the Technology Acceptance Model, analysis of items 5, 6, 7 and 8 shows these items are accepted because most respondents strongly agree that the study item are provided. This means can encourage students to be more positive and mature as real users of websites. Besides, students will also show their creative nature. Creativity problem solving that comes from creative people through the creative process. The product of creativity does not exist in uncertainty, and it contains the value of aesthetic, quality and useful [16].

CONCLUSION

In conclusion, the highest percentage of highly agreed items were the third and fourth items on figure 1 of 59 students (89.86%) While item 1 shows the least agreeable with three students (4.35%) disagrees followed items 5 and 8 i.e. one student (1.45%). Furthermore, for the number of students who agreed to have the highest number is 13 students (18.84%) for item 1 compared to items 3 and 4 with the lowest with only 7 students (10.14%). Results show that students are more likely to choose what can provide additional and facilitate understanding and improve the quality of learning and delivery application techniques that provide a diversity of content ideas and various tools to explore, which also shows that students love things highlighting animation and images. This is because nowadays, students tend to be more interested in these things. MOOC supports lifelong educational culture. Therefore, students will be able to engage in the process of exchanging ideas and being able to share information and be able to resolve the level of difficulties faced in the learning process. MOOC has also been identify as problem-solving, networking, contributors; they created innovation, and additional learning [17].

This study focuses only on students who took the BBK 4201 The Malay Great Works course at Universiti Putra Malaysia. This study is expect to benefit the Ministry of Education to develop programs on websites that emphasize technology use. The Ministry can examine the importance of design, i.e. content, activities and assignments to MOOC teaching to stimulate teaching and learning activities by using online technology. Furthermore, this study can also help online course builders increase students' interest in online learning. It is hope that future research will be more focused on strengthening content, activities, and assignments by using technology elements widely to benefit consumers and students.

REFERENCES

- Jansen D., Rosewell, J. dan Kear, K. (2016). Quality Frameworks for MOOCs. Open Education: from OERs to MOOCs. *Lecture Notes in Educational Technology (LNET)*: 261-281.
- Nordin, N., Norman, H. & Embi, M. (2015). Technology acceptance of massive open online courses in Malaysia. *Malaysian Journal of Distance Education*. Vol. 17, no. 2, pp.1-16, 2015.
- Alshehri, F. (2015). The Perceptions of MOOCs Learners. *Journal of Emerging Trends in Computing and Information Sciences*. Vol. 6, no. 10, pp. 550-552.
- Andrew W. Cole dan C. Erik Timmerman. (2015). What Do Current College Students Think about MOOCs?. *MERLOT Journal of Online Learning and Teaching*. Vol. 11, no. 2, pp. 188-201, 2015.
- Mackness, J., Mak, S.F.J., Williams, R., The ideals and reality of participating in a MOOC. In Dirckinck-Holmfeld, L., Hodgson, V., Jones, C., de Laat, M., Mc Connell, D., & Ryberg, T. (Ed.). (2010). *Proceedings of the 7th International Conference on Networked Learning*, Lancaster: Lancaster University, pp. 266-275.
- Muhstak Al-Atabi. (2013). Entrepreneurship- The First MOOC in Malaysia. <http://linc.mit.edu/linc2013/proceedings/Session3/Session3Al-Atabi.pdf>
- <https://news.usm.my/index.php/berita-mutakhir/4065-pendidikan-fleksibel-corak-masa-depan-pendidikan-tinggi-negara>

- Wise, A.F., Cui, Y., Jin, W., & Vytasek, J. (2017). Mining for gold: Identifying content-related MOOC discussion threads across domains through linguistic modeling. *The Internet and Higher Education*, 32, 11-28.
- Hudiya Adzhar, Khalid, F. & Aidah Abdul Karim, (2017). The use of massive open online course (MOOC) as a new learning method. Dalam Rohaila Mohamed Rosly, Nabila Atika Razali & NurAtikah Jamilluddin. (Ed.). *21st century learning: Technology integration trends*: Faculty of Education UKM, 179-188.
- Bucovetchi, O., Stanciu, R.D., & Simion, C.P. (2016). Study on Designing a Curriculum Suitable for MOOC Platforms Starting out the Romanian Students' Expectations. *Procedia-Social and Behavioral Sciences*, 22, 1135-1141. <https://doi.org/10.1016/j.protcy.2016.01.160>
- Hossain, M.S., Islam, M.S., Glinsky, J.V., Lowe, R., Lowe, T., & Harvey, L.A. (2015). A massive open online course (MOOC) can be used to teach physiotherapy students about spinal cord injuries: a randomised trial. *Journal of physiotherapy*, 61(1), 21-27.
- Ulrich, C. & Nedelcu, A. (2014). MOOCs in Our University: Hopes and Worries. *Procedia – Social and Behavioral Sciences*, 180, 1541-1547.
- Mohd. Dahalan, M.R. & Ismail, Z. The effectiveness of the use of teaching aids for KPK participants in teaching and learning: A review. *Teacher's Journal*, 4, 1992.
- Dziuban, C., Graham, C. R., Moskal, P. D., Norberg, A., & Sicilia, N. (2018). Blended learning: the new normal and emerging technologies. *International journal of educational technology in Higher education*, 15(1), 1-16.
- Musa, H., Rodi, R.C., Pondo, H., Muhammad, S.J.N. (2013). Malay language and the concept of true knowledge from the perspective of Syed Muhammad Naquib al- *Kemanusiaan*, vol. 20, no. 1, pp. 1-22.
- Rahman, N.S.A., Muhammad, S.J.N. (2020). Mechanisms of problem solving by sang kancil in *Hikayat Sang Kancil. International Journal of Scientific and Technology Research*, vol. 9 no. 3, pp. 3560-3566, 2020.
- Miri B., Abeer W., Hossam H. (2016). Motivation to learn in massive open online courses: Examining aspects of language and social engagement. *Procedia-Social and Behavioral Sciences*, vol. 94, pp. 49-60, 2016.