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**Received: 13 March, 2023**

**Accepted: 16 June, 2023**

**Published: 15 Sept, 2023**

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## **A COMPARISON STUDY: THE INFLUENCES OF ONLINE LEARNING ON HIGHER INSTITUTION STUDENTS' LEARNING OF SPORT SKILL SUBJECTS DURING THE COVID-19 PANDEMIC**

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### **ABSTRACT**

*The global educational system has been influenced as a result of the presence of Covid-19. Schools were driven to develop online learning programmes due of the COVID-19 pandemic. Additionally, despite the fact that open online courses have emerged as the primary focus of education reform in the higher education sector, physical education has never been offered any attention by educational reforms which is distance learning. This is despite the fact that distance learning has been actively developed and developed by both the government and schools. New norms demand another approach. Hence, the objectives in this study are to identify if there any differences in students' well-being, the role of lectures and the effectiveness of sport skill subject learned during online learning among UiTM Puncak Alam and MSU Shah Alam students during Covid-19. This study is a quantitative study. A set of questionnaire was distributed to 304 students of UiTM Puncak Alam and MSU Shah Alam who took sport skills subject during pandemic covid-19. The findings show there was no significant difference in effectiveness of sport skill subject learned through out online between UiTM ( $M=3.3967$ ,  $SD=.854$ ) and MSU ( $M=3.413$ ,  $SD=.717$ ) students;  $t (-1.75)$ ,  $p =.862 >0.05$ . In conclusion, both students and lecturers experience difficulties when participating in online learning. Tolerance and cooperation on the part of both the lecturers and the students are essential to the success of an online learning programme. During the times when classes are held online, it is essential that students and teachers are able to communicate effectively with one another.*

**Keywords:** Covid-19, online learning, sport skill subject.

## INTRODUCTION

Distance learning has developed into a format known as open online courses, which is also commonly used in the university education system (Melnik & Kateryna, 2020). This is since the advancement and growth of information technology have eliminated obstacles to knowledge sharing. Hence, the objectives in this study are to identify if there any differences in students' well-being, the role of lectures and the effectiveness of sport skill subject learned during online learning among UITM Puncak Alam and MSU Shah Alam students during Covid-19.

One of the most serious issues in conducting online learning is educators' readiness to conduct online class. Educators' readiness is important to make sure the class run smoothly and able to attract students' attention during online class. Learning, including inadequate internet access, teachers' incapability to implement online learning, and parents' lack of collaboration are some of the difficulties during online learning (Irfan & Iman, 2020). Besides educators, students also facing difficulties during online learning classes. Not all students can afford to buy internet. In addition, Allo (2020) found that students hoping for lecturers use application that not required excessively internet data. Chun et al. (2020) found that majority of respondents experienced internet infrastructure issues when it related to online learning. Hence, lectures need to be more creative in choosing the best media to help the students and conduct the online class.

Online learning is not only beneficial to the students who participate in it, but it is also more beneficial to environment. According to Bahasoan, Ayuandiani, Mukhram and Rahmat (2020) stated that students reaped greater rewards from their use of online learning when they did so effectively, including enhanced information and learning processes, simplified communication, streamlined use of time and resources, and improved educational goals attained. Additionally, research conducted by Clark, Nong and Zhu (2021) reveals that find that students who were able to receive their education online during the COVID-19 lockdown had improved academic results.

According to Bahasoan, Ayuandiani, Mukhrat & Rahmat (2020) they concluded that the online learning approach used during the Covid-19 epidemic is both successful and inefficient. Both effectively and inefficiently implemented due to the conditions that necessitate online study but effectively due to the conditions that require online study and the higher expenditures incurred when compared with offline lectures. The majority of the costs incurred were for purchasing internet quota in order to keep up with online lectures. On the other hand, Rahayu and Wirza (2020) suggested that the success of online education will depend on whether or not instructors are able to effectively manage their classes while utilising technology. For a moment, educators should be able to handle not just information and communications technology but also the management of online learning. As a result, educators require a greater number of specialists to assist them in developing their expertise and enhancing the efficacy of online education.

Therefore, this study was conducted to answer all the research questions:

1. What is the nature of UITM and MSU students' learning during online class?
2. Is there any differences in effectiveness of sport skill subject learned through out online learning among the UITM and MSU students?

3. Is there any significant correlation between lecturing online and the effectiveness of sport skill subject learned among UITM and MSU students?

## METHODOLOGY

### *Respondents*

The populations for this study are from students Physical and Health Education in Uitm Puncak Alam and MSU Shah Alam who take a sport skill subject during pandemic Covid-19. There are 356 students of Physical and Health Education Uitm Puncak Alam and MSU. This study involves 186 respondents of Physical and Heath Education students at Uitm Puncak Alam and MSU.

### *Instrumentation*

*Table 1: Name of Questionnaires*

No.	Name of Questionnaire	Name of The Developer
1	Development and Validation of the Online Student Connectedness Survey (OSCS)	Doris U Bolliger & Fethi A Inan (2012)
2	Sources of Sport Confidence Questionnaire (SSCQ)	Vealey, Hayashi, Garner-Holman, & Giacobbi, (1998)
3	Athlete Sport Competence Inventory	Causgrove Dunn, J., Dunn, J. G. H. and Bayduza, A., (2007)
4	Sport Confidence Inventory	Cox, R. H., Martens, M. P. and Russell, W. D (2003)

There researcher has adopted and adapt the questionnaires in table 1 to form a questionnaire. Only 24 items have been chosen. Pilot study was conducted to test the reliability of the items. The Cronbach's Alpha for both variables, roles of lectures and effectiveness of online learning are .874 and .706. Therefore, all the items can be used in the questionnaire.

### *Method of Data Collections*

The researcher was distributed questionnaire by using google form through whatsapp, telegram application and email. Therefore, the researcher developed a set of questionnaires through Google form and distributed to all respondents consist of Physical and Health Education UiTM Puncak Alam and MSU students who take a sport skill subject during pandemic Covid-19 only through their batch representative.

### *Method of Analysis*

The data collected will be analysed using the Statistical Package for The Sport Science (SPSS) program. Descriptive analysis was used to interpret the frequency and percentage of data in demographic profiles. Descriptive analysis was used to interpret the mean and standard deviation for the first research questions while independent T-test was used to differentiate effectiveness of sport skill subject learned through out online learning among the UiTM and MSU students. Pearson correlation was used to identify the possible relationship between the lecturing online and the effectiveness of sport skill subject learned among students.

## FINDINGS

*What is the nature of UiTM and MSU students' learning during online class?*

Table 2 The well-being of UiTM and MSU students during online learning class.

	UiTM			MSU		
	N	Mean	Std. Deviation	N	Mean	Std. Deviation
If I need to, I will ask for help from my classmates.	152	4.49	.620	152	4.26	.549
I feel comfortable expressing my opinions and feelings in online learning class.	152	3.58	.973	152	3.35	.766
I feel comfortable introducing myself in online learning class.	152	3.69	.886	152	3.66	.977
I can effectively communicate in online learning class.	152	3.45	.968	152	3.31	.783
I feel comfortable asking other students in online learning class for help.	152	3.65	.998	152	3.56	1.059
I have no difficulties with expressing my thoughts in online learning class.	152	3.37	1.028	152	3.42	.917
I feel my lecturers have created a safe online learning class environment in which I can freely express myself.	152	3.86	.846	152	3.54	.762
I feel comfortable in the online learning class environment provided by my program.	152	3.57	1.034	152	3.27	.990
Valid N (listwise)	152			152		

Both UiTM and MSU students give the highest rating to “If I need to, I will ask for help from my classmates” with mean 4.45, standard deviation .620 and mean 4.26, standard deviation .49. UiTM students give the lowest rating to “I can effectively communicate in online learning class” with mean 3.45, standard deviation .968 while MSU students give the lowest rating to “I feel comfortable in the online learning class environment provided by my program” with mean 3.27 and standard deviation .990.

*Is there any differences in effectiveness of sport skill subject learned through out online learning among UITM and MSU students?*

*Table 3 and 4 The Differences in Effectiveness of Sport Skill Subject Learned Through Out Online Learning Among UITM And MSU Students.*

*Table 3*

		Group Statistics			
	UNIVERSITY	N	Mean	Std. Deviation	Std. Error Mean
Effectiveness	UITM	152	3.3967	.85393	.06926
	MSU	152	3.4125	.71672	.05813

*Table 4*

		Independent Samples Test									
		Levene's Test for Equality of Variances			t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper	
Effectiveness	Equal variances assumed	7.650	.006	-.175	302	.862	-.01579	.09043	-.19373	.16216	
	Equal variances not assumed			-.175	293.185	.862	-.01579	.09043	-.19376	.16218	

An Independent T- test was conducted to determine the differences in effectiveness of sport skill subject learned through out online learning among UITM and MSU students. There was no significant difference in effectiveness of sport skill subject learned through out online between UITM (M=3.3967, SD=.854) and MSU (M=3.413, SD=.717) students;  $t(-1.75)$ ,  $p = .862 > 0.05$ .

*Is there any significant correlation between lecturing online and the effectiveness of sport skill subject learned among UITM an MSU students?*

*Table 5 Correlation between Role of Lecturer and Effectiveness of Sport Skill Subject Learned through Online Learning among UITM students.*

Correlations			
		Role	Effectiveness
Role	Pearson Correlation	1	.408**
	Sig. (2-tailed)		.000
	N	152	152
Effectiveness	Pearson Correlation	.408**	1
	Sig. (2-tailed)	.000	
	N	152	152

\*\**. Correlation is significant at the 0.01 level (2-tailed).*

Table 6 Correlation between Role of Lecturer and Effectiveness of Sport Skill Subject Learned through Online Learning among MSU students.

		<b>Correlations</b>	
		Role	Effectiveness
Role	Pearson Correlation	1	.520**
	Sig. (2-tailed)		.000
	N	152	152
Effectiveness	Pearson Correlation	.520**	1
	Sig. (2-tailed)	.000	
	N	152	152

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Table 5 and 6 shows the correlation between role of lecturer and effectiveness of sport skill subject learned through online learning among UITM and MSU students. Pearson correlations were used to identify the correlation between role of lecturer and effectiveness of sport skill subject learned through online learning among UITM students. The test found that among UITM respondents  $r = .408$  and  $\alpha = 0.00$  which smaller than 0.5, among MSU students  $r = .520$  and  $\alpha = .000$  which smaller than 0.5. Thus, there are positive low correlation between role of lecturer and effectiveness of sport skill subject learned through online learning among UITM students and positive moderately correlated between role of lecturer and effectiveness of sport skill subject learned through online learning among MSU students.

## DISCUSSION

In identify the nature of UITM and MSU students' learning during online class, descriptive analysis was used to interpret the mean and standard deviation of the items. Both UITM and MSU students give the highest rating to "If I need to, I will ask for help from my classmates" with mean 4.45, standard deviation .620 and mean 4.26, standard deviation .49. UITM students give the lowest rating to "I can effectively communicate in online learning class" with mean 3.45, standard deviation .968 while MSU students give the lowest rating to "I feel comfortable in the online learning class environment provided by my program" with mean 3.27 and standard deviation .990. The research indicates that students at UITM and MSU felt comfortable asking their classmates for assistance while they are engaged in online learning. Friends are one of the most important pillars of support for an individual, right alongside members of their own family. Due to the fact that they are friends, students do not feel embarrassed when seeking assistance from one another. However, UITM students are having difficulty communicating successfully with one another when taking online classes. Alawamleh et al. (2020) discovered that online learning has made it more difficult for instructors and students to communicate with one another. The vast majority of students believe that participating in online classes has made it more challenging to communicate with their respective instructors.

The second research question is seeking the differences in effectiveness of sport skill subject learned through out online learning among the UITM and MSU students. Independent sample T-test were tested to answer the second research question. The results found that there was no significant difference in effectiveness of sport skill subject learned through out online between UITM ( $M=3.3967$ ,  $SD=.854$ ) and MSU ( $M=3.413$ ,  $SD=.717$ ) students;  $t(-1.75)$ ,  $p$

=.862 >0.05. The results show there are no differences in effectiveness of sport skill subject learned through online between UITM and MSU students. Thus, this study shows there is no variation in online efficacy amongst universities which mean type of universities does not affect the effectiveness of online learning. In addition, Aping, Rahim, and Izman (2022) indicate in their study that there are three primary elements that affect the success of online learning. These aspects are the preparation of the students, the behaviour of the educators, and the environment in which teaching and learning take place. Moreover, Fitriyani, Fauzi, and Sari (2020) and Simamora (2020) concluded that intrinsic factors were the primary drivers of high levels of motivation in online learning among university students. They have been putting in a lot of effort to learn new things, even if it means doing their assignments online since they are driven by a desire to learn new things and comprehend more. Therefore, the findings of these earlier studies demonstrated that the type of university does not influence the efficiency of online classes.

The third research question is to find the correlation between lecturing online and the effectiveness of sport skill subject learned among UITM and MSU students. The test found that among UITM respondents  $r = .408$  and  $\alpha = 0.00$  which smaller than 0.5, among MSU students  $r = .520$  and  $\alpha = .000$  which smaller than 0.5. Thus, there are positive low correlation between role of lecturer and effectiveness of sport skill subject learned through online learning among UITM students and positive moderately correlated between role of lecturer and effectiveness of sport skill subject learned through online learning among MSU students. According to Martin and Bolliger's (2018) findings, they discovered that student participation in online classes increases student pleasure, stimulates students to learn, reduces student feelings of loneliness, and promotes student accomplishment. As a result, it is imperative that lectures fulfil their roles in order to assist students in remaining engaged in online class. Furthermore, Adnan and Anwar (2020) stated that the approaches taken by students and teachers in the implementation of the learning process have a significant impact on the success of online learning. This is because students and teachers each have their own unique ways of approaching the learning process. As a result, it is essential for students and instructors to reach an agreement on the most effective methods of teaching and learning that may be implemented during online classes.

## CONCLUSION

In conclusion, both students and lecturers experience difficulties when participating in online learning. Tolerance and cooperation on the part of both the lecturers and the students are essential to the success of an online learning programme. During the times when classes are held online, it is essential that students and teachers are able to communicate effectively with one another. There is no correlation between the sort of university and the standard of education offered online. If everyone does their part, online learning has the potential to be very successful. The implementation of online learning as a learning alternative can help educators launch the teaching and learning process, while also attracting students' interest in learning and ensuring that all students can follow the learning. As a result, the challenges faced by educators and students need to be emphasised in the process of implementing online learning as an alternative to traditional learning.



### ***Conflict of Interest***

No apparent conflicts of interest exist amongst the authors. There are no financial interests to disclose, and all co-authors have seen and approved the manuscript's contents. We vouch for the submission's originality and confirm that it is not already being considered by another publisher.

### ***Author's Contribution***

These authors contributed to the manuscript equally.

### ***Acknowledgement***

The author would like to thank the participations of the selected universities.

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