A Case Study of UiTM Post-Graduate Students' Perceptions on Online Learning: Benefits & Challenges

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Abstract: Access to education requires technology which makes it easy mainly adults who try to go back to universities and acquire new information. Considering technology, internet brings changes into areas of studies for increasing opportunities for gaining education and information. Online learning as an approach to teaching and learning that utilizes internet technologies to communicate and collaborate in an educational context. In online learning, learners and instructors interact with each other asynchronously and synchronously and interaction between learners and instructors in has been very positive when online courses are taught. Assessment and providing effective feedback have been considered a major challenge in online learning. The main purpose of the study was to investigate UiTM post-graduate students' perceptions on benefits of online learning. Also, this study attempted to discover challenges of online learning. This study uses a quantitative research approach in which a survey questionnaire was distributed to UiTM students of Master in Education. Results of this study revealed that online learning is convenient, promotes student participation, and caters students' needs. Meanwhile, this also discovered lack of interaction among students, unclear assessment strategy, lack of precise feedback and support from lecturers, and lack of interest in learning. With this study, students need to make decision beforehand to consider traditional and online learning approaches, sensible pros and cons and choose courses which meet students' expectations.

Keywords: Online learning, Perceptions, Benefits, Challenges.

1. Introduction

Online learning is an approach to the teaching and learning process and in online education, internet technologies as they play vital role in education are utilized for both communication and collaboration in an educational institute. Online learning has a lot of pedagogical benefits for an academic and educational institution. Studies ([1]; [2] and [3] show that through online learning, information can be transmitted easily to students and it provides them forums for exchanging information and sharing ideas. According to the arguments of [4], internet brings great changes to the areas of studies as it increases the opportunities for gaining education and information. With regard to technology, [5] argued that access to education needs technology and technology makes it easy to grasp new knowledge, particularly it helps the adult population who try to go back to schools and universities. Online learning provides students with updated educational opportunities and paves the way for those who are unable to join classes and university campus physically. As [4] claimed in this regard, "If you cannot make it to school, we will send the school to you."

According to the authors who defined online learning as an approach to teaching and learning that utilizes internet technologies to communicate and collaborate in an educational context. Similarly, distance education is a formal learning activity, which occurs when students and instructors are separated by geographic distance or by time. Learning is supported by communications technology such as television, videotape, computers, e-mail, and mail [3]. Also, according to [6], a broader definition of online learning is the delivery of course content through electronic media, such as the internet, intranet, extranets, satellite broadcast, audio/video tape, interactive TV, and CD-ROM. Moreover, online learning is any learning experience or environment that relies upon the internet as the primary delivery mode of communication and presentation [3].

With regards to online learning, [7] stated that online education has spread in our society with noticeable progress that has ushered in a new era of teaching and learning and it does not happen without consequences despite this progress is impressive. The author further mentioned that institutions of higher learning continue to escalate online course offerings in an effort to fulfill student demand and higher education, however, is struggling with an increase of student withdrawal and failure rates in online courses. In addition, [8] stated that higher education programs are struggling with how to react to ever-increasing accountability demands with concurrent expansion of online education. The researcher also revealed that online program designers should consider that online learning settings may have various effects on student learning in various courses. A significant element of classroom learning according to [8] is the social and communication interactions between student and student and student and teacher. The researcher further identified that important learning activities for a student's ability are to ask question, share opinion, or to disagree with point of view.

1.1 Problem Statement

The world revolves around the era of technology and Internet but some Tertiary Education still sticks to the traditional classroom teaching. Previous studies have shown conflicting results presenting both advantages and disadvantages of online learning and they drove the researcher to find out about UiTM Masters students' perceptions on both the benefits and challenges of online learning. The challenges of online learning might also portray on why UiTM has not fully implemented the use of Online Learning in the teaching and learning process.

1.2 Research Objectives

1. To investigate UiTM post-graduate students' perceptions on benefits of online learning.

2. To investigate UiTM post-graduate students' perceptions on challenges of online learning.

1.3 Research Questions

1 What are UiTM post-graduate students' perceptions on benefits of online learning?
2. What are UiTM post-graduate students' perceptions on challenges of online learning?

2. Literature Review

2.1 Benefits of Online Learning

With regards to online learning benefits, [3] indicated that many universities and colleges have started to invest heavily in online teaching because their foremost benefits include new markets, economic benefits, international partnerships, reduced time to market and educational benefits growth in faculty learning. Moreover, online learning appeals to diverse populations of students with ranging academic needs that traditional education classes are deficient or incapable of meeting [9]. The researcher identified further that the demand for online courses is derived from a push to provide quality education to all students, regardless of location and time. Precisely, [10] compared that students who took all or part of their class online performed better, on average than those taking the same course through traditional face-to-face instruction. In the US, [2] concluded that online learning significantly improved writing and computer skills in Cyber School. The study also recommended that the key to successful online learning for adolescent students lies within motivational issues and highly structured courses. The findings of the research, hence, claimed that adolescent students were ready to learn in cyberspace if students are able to commit to their education and if the appropriate support and guidance is available to them, especially from their instructors.

Considering online learning benefits, [3] pointed out that online learning refers to more like learner-centered learning through the internet using various types of educational media such as video, audio, texts, pictures, and animations and learners have a certain freedom to choose their favorite learning activities. The learners, for example, can watch a video instead of reading lengthy texts very easily by clicking video button on the website. In addition, the upshot of [11] paper is that learners and instructors can interact with each other asynchronously and synchronously and interaction between learners and instructors in online learning has been very positive when online courses are taught. In online learning, to be more precise, learner and instructor can have online communication at any time through video conferencing, web-casting, chatting, forum and emails. Similarly, interaction and participation are two key constructs thought to enhance learning in asynchronous courses and engagement in online learning requires student-student and student-teacher interaction [12]. The author also illustrated that an increasingly popular form of distance course is involving the use of asynchronous computer-mediated communication.

Asynchronous forums, according to [13], typically use thread structures to link related notes, allowing students to follow multiple discussions occurring at the same time. With this intention, [14] also highlighted the benefits of asynchronous compared to synchronous and face-to-face courses, including time-independent access, opportunities for heightened levels of peer interaction, avoidance of undesirable classroom behavior, and support for multiple learning styles. Accordingly, instructors utilize several supports and pedagogical techniques to support learning including allowing students to facilitate weekly discussion by giving students opportunities to shape discussions while the course instructor assumes a supportive and participatory role [15]. Furthermore, [16] viewed online learning as an efficient way which tries to lower the obstacles for students to ask questions from their instructors. With this in mind, online learning environment, according to the researchers, represents opportunities to teach students to ask thoughtful questions and students who fall under pressure of speaking in public may want to engage more in online learning discussions with instructors.

Similarly, most students prefer to be more active in learning and online courses have been found conducive to students who favor self-regulated learning and students who able to move toward on self-regulated learning skills often utilized time management, reviewed materials regularly, sought assistance from professors or peers, meet deadline, and had skill of metacognition to reflect upon their own learning [9]. The author, on the other hand, considered face to face courses as traditional teaching styles. With the increasing usage internet, however, people are increasingly facing time constraints and students are more time-poor compared to past and students are in serious need of continuing their education [17]. Therefore, the author invoked that online learning is an effective means that provides the needs of students and many people made their choices to distance learning.

Most importantly, [18] determined that instructors are more accessible in online learning and benefits students by catering further layer of instructor availability and students, unlike in classroom learning, will no longer be concerned unless they make an instructor's regular office hours. The researcher asserted that students still have the ability to submit inquiries through e-mail at any time and it is also easy for instructors to reply comfortably any time instead of being tied to a desk or office, especially when student's schedule clashes with office hours if a question arises suddenly.

2.2 Challenges of Online Learning

Various potential challenges are found in online learning by students, instructors and the tenured faculty namely the needs for the students, motivation of students, technical support, course materials and delayed feedback and evaluation and assessment.

In online course, [3] highlighted that students are physically distant from college community as this often affect students' success and experience and the resources and interactions available to students may not be used or considered. As a result, the author substantiated that students who take online courses miss the experience which connects them with the faculty and other group members and classmates to interact, support and assist each other through educational career and this fact can decrease opportunities for academic and social integration. As an illustration, lack of social interaction with peers will make students feel isolated and instructional staff and online education appears to be impersonal exercise [3]. Likewise, the researcher concluded that online interaction lacks nonverbal cues as a component of face-to-face contact and this may reduce the extent of communication that occurs asynchronously with substantial delays in receiving reply,

however, those who take traditional classes can be judged successful. In the same manner, [9] found lack of face-to-face and social interaction in classroom environment as disadvantage of online learning.

Moreover, another challenge that deserves special attention is the assessment of student learning that encompasses how instructors assess student progress summatively and formatively and how instructors distribute graded activities across entire course [19]. The researcher also pointed out that these issues involved in providing effective feedback and strategies which students experiment to address these challenges. As a result, online learning could demotivate students as stated by the author because students have limited knowledge of assessment process. The author indeed regarded assessment important to have frequent feedback in online learning environment where chances for students becoming confused is greater compared to traditional classroom. In the same manner, instructors worry about monitoring students' progress and understanding and providing actionable feedback under the limits of being geographically separated from their students. Likewise, [20] highlighted lack participation among group members and lack of feedback from instructors as challenges and which made online learning ineffective. Accordingly, [21] identified usage of low online discussion tools as flaws when students encountered downloading online lectures and these materials did not seriously contribute to learning and these tools should be improved.

With regard to online learning challenges, [7] demonstrated that social presence and interaction seem to be a common concern for instructors and students and particularly, instructors rarely engage in pedagogical dialogue about online instruction. To be more precise, communicative interactions between student and instructor and students and student to share opinion, or to disagree with a point of view are fundamental learning activities. A similar concern was also viewed by [8] that in traditional classroom, unlike online learning, students clarify new concepts, challenge old assumptions, practice a skill, form original idea, discuss, debate among students and between instructors and finally achieve learning objectives. Moreover, in a conducted study, [22] found three challenges such as access to computers, improvement in bandwidth and skills training. Bandwidth, according to the researcher, places serious limitations on the number of people who have to internet and students also experienced frustration with frequent interruption with connection where students could not easily access to notes and course outlines the lecturers post.

3. Research Methodology

3.1 Population
This study meant to explore UiTM Masters students' perceptions on the benefits as well as the challenges of online learning. The population of this study included 353 of Masters in Education students, in which it is divided into parts 1, 2, 3 of the courses TESL, Education Management and Leadership as well as Visual Art Education respectively. The participants included students who were doing Masters in a Full-Time Mode or a Part-Time Mode.

3.2 Sample
After deciding on the population, a set of samples that could represent the whole generation was chosen. The samples of this study were 30 respondents who were made up of 22 full-time students and 8 part-time students. 10 out of 30 respondents were from part 1, meanwhile, 4 of them were from part 2 and the remaining 16 of them were from part 3. The samples were made up of 14 TESL students, 12 Educational Management and Leadership students whereas the remaining 4 students were of Visual Art Education.

3.3 Instrument
For the purpose of this study, a self-designed questionnaire was constructed and was shown to an expert in order to proceed to distribute it to the participants. The questionnaire included 3 sections which were divided into the Demographic Section, Benefits of Online Learning Section and followed by Challenges of Online Learning. Each question in the Benefits of Online Learning and Challenges of Online Learning sections was of Likert Scale in which the participants had to mark either strongly disagreed, disagreed, did not so sure, agreed, or strongly agreed to the statements stated on the Likert Scale.

3.4 Method of Data Collection
Data for this study was collected through the use of Google.docx in which the link of the questionnaire was distributed to the participants through WhatsApp message and Facebook Chat. The researcher had the contact numbers of the members of the population and hence, eased the process of distributing the link to the questionnaire used in this study. Apart from that, 6 respondents in which 2 of them were from TESL, 2 from Educational Management and Leadership and the remaining 2 were Visual Art Education students were interviewed on both the benefits and challenges of online learning. The interview was a structured interview in which the researcher asked only 2 questions which were 1) What are the advantages of online learning? 2) What are the challenges of using online learning? The interview was voice-recorded and the responses were transcribed to ease the gathering of findings.

3.5 Method of Data Analysis
The data collected in this study was analyzed using Microsoft Excel as it eased the researcher to look for differences in the percentages as well as in the construction of graphs and figures to represent the findings of this study. For the data gathered from the means of interview, the researcher coded the responses thematically to ease the analysis of findings.

4. Findings
Based on the findings of this study, 100% of the participants had experienced online learning in their studies and 100% of the participants chose i-learn as the type of online learning that they had experienced. Further graphical data on the benefits and challenges of online learning will be shown below.

4.1 Benefits of Online Learning
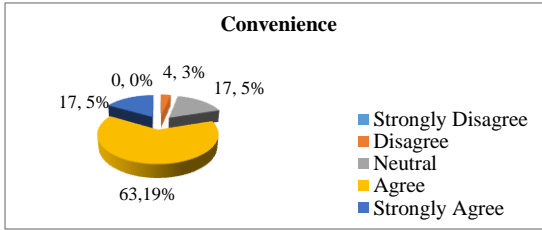### 4.1.2 Online Learning is Very Convenient

Figure 1: Convenience of Online Learning

Based on Figure 1 shown above, when asked about the convenience of online learning, majority of the participants (63%) agreed that online learning is very convenient whereas the least percentage is 4% where only 1 participant disagreed to the statement that says online learning is very convenient.

4.1.3 Online Learning Enables me to Accomplish Tasks More Easily Compared to Classroom Learning
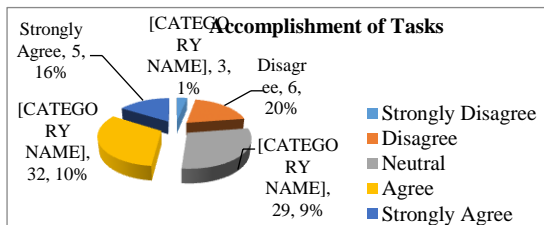
Figure 2: Accomplishment of Tasks

Figure 2 above shows an even distribution of data in which the highest percentage is 32% whereas the lowest percentage is 3%. As seen from above, the distribution of data is quite even in which every scale had at least 1 person marking it.

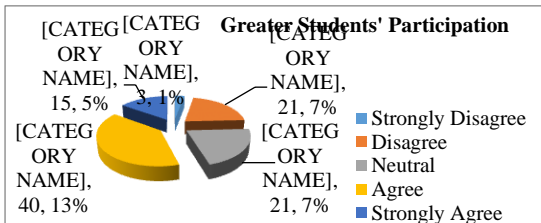### 4.1.4 Online Learning promotes greater students' Participation

Figure 3: Greater Students' Participation

Figure 3 above indicates the percentages of students of agreement/disagreement on the statement that says online learning promotes greater students' participation. As seen from the pie chart above, the highest percentage, which is 40%, represents participants who agreed to that statement whereas the lowest percentage, which is 3%, represents the only participant who strongly disagreed on the statement.

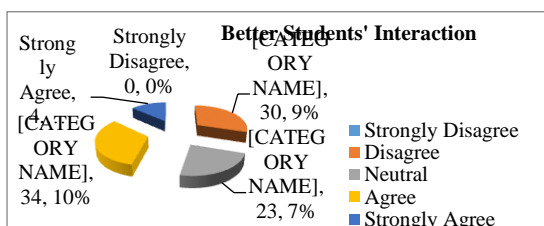### 4.1.5 Online Learning Promotes Better Students' Interaction

Figure 4: Better Students' Interaction

Figure 4 indicates the representation of data on the statement that says online learning promotes better students' interaction. From the pie chart above, it is clear that the highest percentage, which is 34%, refers to participants who agreed to the statement whereas the lowest percentage (4%) refers to participants who strongly agreed to the statement. However, the distribution of data is even in which 23% of participants were neutral about it whereas another 30% disagreed on the statement.

4.1.6 Online Learning Promotes Better Understanding Compared to Classroom Learning
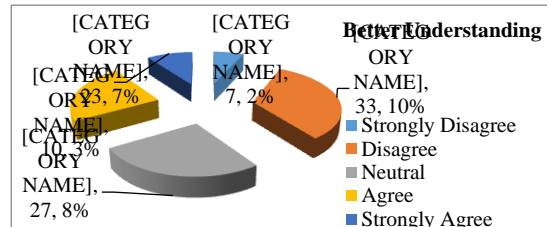

Figure 5: Better Understanding

Upon seeing the statement that says online learning promotes better understanding compared to classroom learning, 33% of the participants disagreed whereas 7% strongly disagreed. Again, the distribution of data is seen even as 27% participants were neutral about it and 23% agreed on the statement.

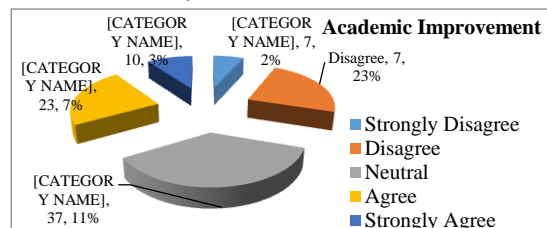### 4.1.7 Online Learning Improves my Performance Academically

Figure 6: Academic Improvement

As seen from Figure 6 above, the highest percentage is 37% showing participants who were neutral towards the statement followed by the lowest percentage, which is 7%, showing participants who strongly disagreed towards the statement. An even distribution of data can be seen in which respectively 23% participants agreed and disagreed towards the statement and the remaining 10% strongly agreed on the statement.

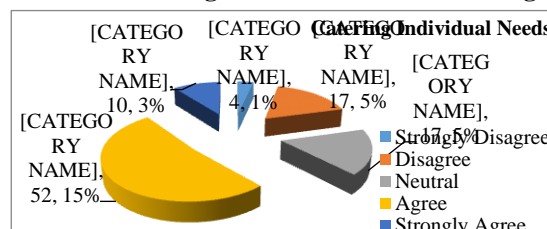### 4.1.8 Online Learning Caters Individual Learning Needs

Figure 7: Catering Individual Needs

Figure 7 represents 52%, which is the highest percentage of participants, who agreed that online learning caters individual learning needs. As seen from the pie chart above, the lowest percentage is 4% representing participants who

strongly agreed that online learning caters individual learning needs.

### 4.1.9 Online Learning Improves the Learning Process
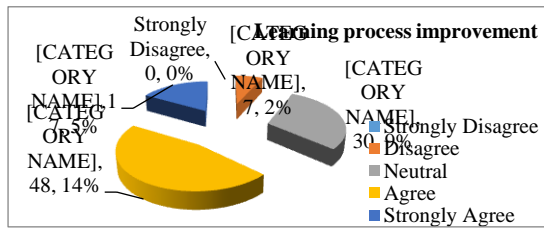
Figure 8: Learning process improvement

Figure 8 indicates the highest percentage, which is 48% of participants, agreed that online learning improves the learning process. Meanwhile, the lowest percentage is 7% where they disagreed that online learning improves the learning process.

4.2   Challenges of Online Learning

4.2.2 Online learning is not too Favourable among Students as Students Prefer Classroom Learning Situation.
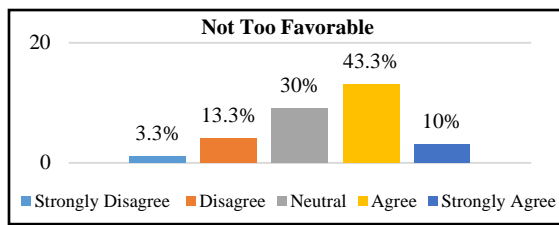
Figure 9: Not too favorable by students

Based on Figure 9 shown above, majority of the participants (43.3%) agreed that they prefer classroom leaning situation compared to online learning whereas the least percentage is 3.3% where only 1 participant strongly disagreed to the statement in which the participant agreed that he/she prefers online learning.

4.2.3 Online Learning is Difficult for Students as Lecturers' Instructions are Unclear.
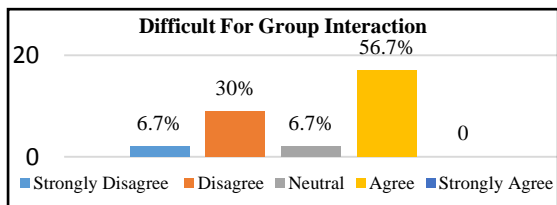
Figure 12: Difficult to have group interaction

Figure 12 represents 56.7%, which is the highest percentage of participants, who agreed that online learning makes it hard for students to have group interaction whereas 6.7% representing participants who strongly disagreed that online learning makes it hard for students to have group interaction.

4.2.4 Online Learning could Demotivate Students as Students do not Know What Criteria They will be Assessed.
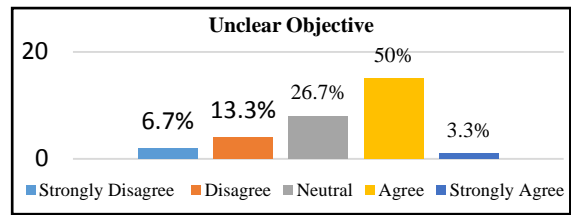
Figure 13: Students don't know what criteria they will be assessed

As seen from Figure 13 above, the highest percentage is 50% showing participants who agree towards the statement followed by the second lowest percentage, which is 6.7%, showing participants who strongly disagreed towards the statement. However, the distribution of data is even in which 26.7% of participants were neutral about it whereas another 13.3% disagreed on the statement.

4.2.5 Online Learning is Difficult for those who Need Assistance in Learning from the Lecturer.
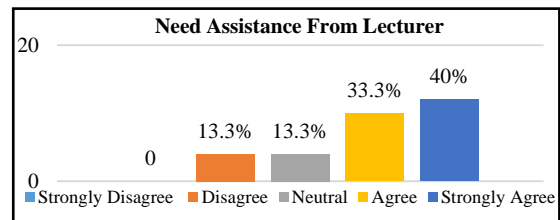
Figure 14: Difficult for those who need assistance from lecturer

Based on Figure 14 above, the highest percentage is 40% showing participants who strongly agreed that online learning is difficult for those who need assistance in learning from the lecturer. Meanwhile, an even distribution of data can be seen in which respectively 13.3% participants disagreed and neutral towards the statement.

4.2.6 Online Learning Decreases Students' Motivation in Learning Because of Lack of Formality in the Teaching Process.
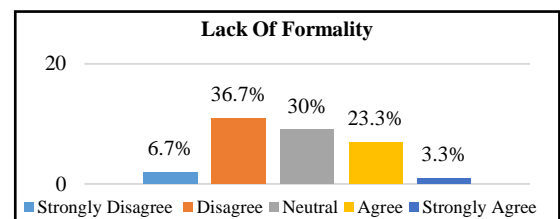
Figure 15: Decreases students' motivation because of lack of formality

Figure 15 indicates the representation of data on the statement mentioned above. From the graph, it is clear that the highest percentage, which is 36.7%, refers to participants who disagreed to the statement whereas the lowest percentage (3.3%) refers to participants who strongly agreed to the statement. However, the distribution of data is almost even in which 30% of participants were neutral about it whereas another 23.3% agreed on the statement.

4.2.7 Online Learning is Hard to be Conducted Because Sometimes there are Off-topic posts in the Discussion

Off-Topic Posts
20
46.7%
0
20%
30%
3.3%
Strongly Disagree ■ Disagree ■ Neutral ■ Agree ■ Strongly Agree

Figure 16: Hard to be conducted because sometimes there are off-topic posts

Figure 16 represents 46.7%, which is the highest percentage of participants, who disagreed that online learning is hard to be conducted because sometimes there are off-topic posts in the discussion whereas 30% representing participants who agreed to the statement.

4.2.8 Online Learning Makes it Difficult for Students to Retain Information.

Hard To Retain Information
20
6.7%
23.3%
20%
46.7%
3.3%
Strongly Disagree ■ Disagree ■ Neutral ■ Agree ■ Strongly Agree
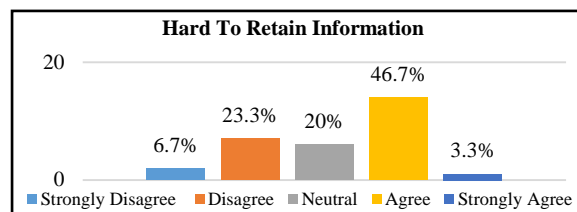
Figure 17: Online learning makes it difficult for students to retain information

As seen from Figure 17 above, the highest percentage is 46.7% showing participants who agree towards the statement followed by the second lowest percentage, which is 6.7%, showing participants who strongly disagreed towards the statement. However, the distribution of data is slightly even in which 20% of participants were neutral about it whereas another 23.3% disagreed on the statement.

4.2.9 Online Learning is Hard to be Conducted Because Students Tend to not Participate in the Learning Process.

Less Students' Participation
20
63.3%
0
10%
10%
16.7%
Strongly Disagree ■ Disagree ■ Neutral ■ Agree ■ Strongly Agree

Figure 18: Hard to be conducted because students tend not to participate

Based on Figure 18 above, the highest percentage is 63.3% of participants who agree that online learning is hard to be conducted because students tend to not participate in the learning process. An even distribution of data can be seen in which respectively 10% participants disagreed and neutral towards the statement and the remaining 16% strongly agreed on the statement.
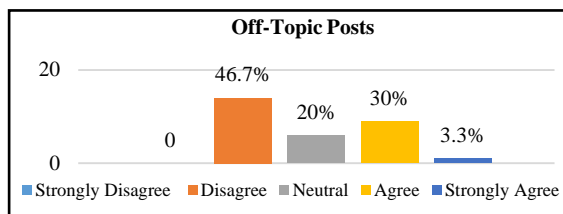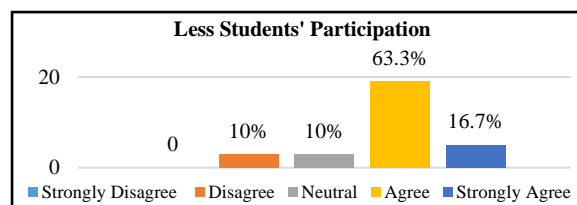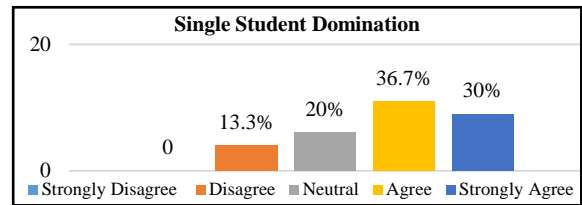
4.2.10 Online Learning is Hard to be Conducted as there Tends to be a Single-Student-Domination.

Single Student Domination
20
0
13.3%
20%
36.7%
30%
Strongly Disagree ■ Disagree ■ Neutral ■ Agree ■ Strongly Agree

Figure 19: Hard to be conducted as there tends to be a single-student-domination

Figure 19 shows that the highest percentage is 36.7% showing participants who agreed to the statement mentioned above. Meanwhile, the lowest percentage which is 13.3% of participant disagree that online learning is hard to be conducted as there tends to be a single-student-domination.

5. Discussion

5.1 RQ1 Revisited: What are UiTM post-graduate students' perceptions on benefits of online learning?

Based on the findings gathered, in which majority (63%) participants agreed online learning in UiTM is convenient. For a start, online learning appears to be convenient because students can participate in learning and discussion, no matter where they are or what they are doing, as long as they have their laptops or mobile phones and internet with them. Thus, online learning offers convenience that could not be offered by a-face-to-face interaction. This is supported by [23] who claimed that online learning is a learning process made easy as, apart from discovering ways to study, students do not have to travel to class and they still can attend to learning and discussion processes.

Another benefit as the findings discovered is that online learning promotes better students' participation. Majority (40%) of participants identified that online learning allows students to be actively engaged in learning. Through online learning, everyone seems active because online learning makes it possible for all students to communicate with their lecturer through the use of group forums [24]. This means to say that students do not even have to voice out anything or put up their hands to respond to a lecturer's questions and students can always respond to questions through the use of group forums or discussion. This fact makes students be more active in the discussion process, makes learning more active. Apart from that, online learning makes it possible, especially for students who are introverted in the classrooms, to be more actively involved in the discussion process.

Moreover, this study found that online learning caters individual learning needs because students can study at their own pace rather than being afraid of not understanding something while others are already learning something else. As supported by [25], "E-learning always takes into consideration individual learners' differences. Some learners, for instance, prefer to concentrate on certain parts of course while others are prepared to review the entire course" (p. 401). This means that through non-immediate learning environment in which lecturers or other friends are not, somehow, forcing some students to learn at desired pace, online learning seems to be beneficial as it caters to different learning needs. Lastly, benefit of online learning as this research found is that it helps improve learning process because internet has a lot of information that could help a

person learn something. Apart from that, the use of internet can help students have a meaningful learning process through online learning. If they do not understand anything, they can look for explanation from the internet and this will contribute to their self-discovery learning, which will provide a more meaningful learning situation. Other than that, online learning improves learning process because of the interaction that the lecturer and students have through the use of group forums of group discussion. The lecturer and students can always discuss something by chatting with each other and through this, more information can be delivered as lecturers will tend to answer to their chat based on the questions being asked. Therefore, the more questions beings asked on the group forums, the more information can be delivered and henceforth, improving the learning process. As supported by [26], online learning provides extra opportunities for interactions between students and instructors during content delivery.

5.2 RQ2 Revisited: What are UiTM post-graduate students' perceptions on challenges of online learning?

Based on the findings, majority of students (43%) do not prefer online learning and consider this as challenge because online learning is still new in Malaysian education whereas, students are more comfortable prefer classroom learning environment or face-to-face learning. This finding is in line with [27], who stated that students frequently have anxiety about learning online and need to feel associated, consoled, and safe to contribute in their new learning situations, therefore, students need some time to adapt with this new learning environment. Furthermore, the finding also shows that, in which 40% of the participants agreed that online learning is difficult for students as lecturers' instructions are unclear. When it is online learning, it is difficult for lecturers and students to communicate with each other thus miscommunication happens where it does not only effect instruction, it also affects quality of the task done by the students. This finding is in harmony with [28] study that a lecture must be able to provide clear and straightforward instructions for online discussion to avoid misunderstanding and confusion among students.

Similarly, participants (40%) of this study indicated lack of group interaction as another challenge of online learning which makes it difficult for students to interact with each other. Participants of this study as millennials preferred working and interacting with each other in groups. Online learning environment, on the other hand, often lacks interaction between learners which creates undesirable learning environment ([27], [29] & [30]). This is because it is hard to get all members available online and interact with each other at the same time in which makes it hard to discuss on a task or activity given. Hence, preferred face-to-face interaction where they can get immediate feedback from each other and make the discussion easier.

Another challenge of online learning where the participants of this identified is students may not know on what criteria they will be assessed that usually cause students demotivation in learning process because students are not informed of the purpose of the task given and it could demotivate them. When there is a gap in their learning process, students will have unclear doubts and need further clarification on the task or activity given. This happened when the lecturers themselves do not explain and describe the learning outcome of the task given and simply ask the students to complete it. This finding is further supported by [31], "with respect to clarifications, offer of explanations, as well as interpretations, the e-learning method might be less effective than the traditional method of learning. Therefore, learning process is much easier with the use of the face to face encounter with the instructors or teachers."

Additionally, findings of this research revealed respectively on the statement that online learning is difficult for those who need assistance in learning from lecturer. Students may not get instant feedback from lecturers and sometimes must wait for lecturers to be available in which can cause ineffective learning. Thus, these students need proper assistance from their lecturer through face to face interaction. This finding is substantially reinforced by [20] that online learning is unsuccessful when there is lack of feedback from instructors. Findings of this study also indicated that online learning makes it difficult to retain information. Information overload can reduce the amount of knowledge retained effectively. Therefore, it is valuable to note that these loads of information should be nicely organized according to their topic/sub-topic for better understanding and comprehension of the knowledge. [32] recommended following the Rule of Seven in their study. This rule according to the authors, most students can grasp seven pieces of information effectively at one time and it could be enforced to online learning by organizing the information into small units and giving the students the opportunity to comprehend each unit before moving on to the next one.

The findings also show that participants agreed that online learning is hard to be conducted as students tend not to participate in the learning process and online instructional environment is not enough to sustain learner interest or support their intrinsic motivation. Likewise, not all students will participate actively in online learning as they are easily distracted by other application or web during the learning process. As a result, lecturers should provide interesting and interactive activities to keep up with students' motivation, interest and positive attitude towards course. This finding is compatible with [33] study where they concluded that as the level of interaction in the course increases, so does the students' motivation and attitudes toward the course.

6. Conclusion

Online learning is an approach to the process of teaching and learning and it brings extra value to the traditional system of learning. By implementing online learning in higher education, both students and lecturers can get the benefit of it. Based on the study conducted, it can be concluded that majority of postgraduate students believe that (1) online learning is convenience as it makes the learning process easier compared to traditional learning approach. They also agreed that (2) online learning promotes better students' participation in which they do not need to appear physically in class, but still can interact with each other via online and group discussion/forum. Not only that, but most of the participants agreed that (3) online learning caters individual learning needs as students can study at their own pace rather than being afraid of not understanding something while the others are already learning something else. Lastly, majority of the participants agreed that (4) online learning improves the learning process because by getting sufficient information on the internet, students can have a meaning learning.

However, there are some challenges faced by both lecturers and students in integrating online learning. Based on the study, the challenges are (1) students prefer classroom learning situation compared to online learning, (2) unclear instructions from the lecturers, (3) hard to have group interaction, (4) students do not know what criteria will be assessed, (5) need assistance from lecturer, (6) difficult to retain information, (7) less students' participation, and finally (8) single – student – domination. Despite all of these challenges, it is best for the lecturers and students to know the benefits of online learning and adapt themselves with this new learning approach.

7. Recommendations

The benefits of online learning make a significant impact on our education, especially in higher education today. As technology evolves, it is assured that there will be even greater benefits in the future. Getting an education is very important in today's world and the decision of getting an education has to be well planned. Before making a decision, the students have to consider both learning approaches which are traditional and online, balanced out all pros and cons and choose the courses that meet their needs and expectations. Other than that, if UiTM, in the future, plans to have fully online learning courses, the challenges gathered from the findings of this study have to be considered in order to give students meaningful online learning experience.

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