Students’ Attitude towards Online Learning in Sultan Idris Shah Polytechnic

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**ABSTRACT**

Throughout the centuries, eaching and learning in education have experienced countless number of changes and transformation. Online learning in specific has gained much traction in attention by institutions and scholars alike contributing in a substantial manner and speed to the said changes. With the global pandemic that started in the early 2020’s, institutions, instructors, parents, and students alike are thrown into a major shift in education scenery, away from the comfort of the standard classroom. Despite the intense investment and positive responses towards learning technology even before the pandemic, questions remain whether Malaysian system is ready to fully adapt and support a remote learning environment for the students and what this could mean to their performance. The main objective of this study was to identify the main factors affecting students’ attitudes towards online learning and the relationship between students’ attitude and their academic performance. It is believed that students with lower academic performance will show negative attitudes while learners with higher academic performance will demonstrate positive attitudes.  65 participants were asked to complete the Attitude Scale. Pearson’s bivariate correlation test was computed to determine the relationship between attitude and academic performance. The findings revealed that students’ academic achievement has a weak correlation with students’ attitudes towards online learning. The results also showed that all the four studied factors, that is, collaboration, instructor support, perceived usefulness of online platforms and self-confidence play a role in affecting students’ attitude towards online learning with instructor support being the significant one. As the findings were limited to this sample, hence, it is suggested that future studies should involve a larger number of samples with more diversity.

*Keywords:* Attitude, Online Learning, Tertiary Education, Academic Performance.