



INTERNATIONAL JOURNAL OF
MODERN EDUCATION
(IJMOE)
www.ijmoe.com



EFFECTIVENESS ONLINE LERNING AMONG STUDENTS WITH DISABILITIES

Muhamad Amirul Amin Adnan^{1*}, Nur Syazwani Mohd Nawi²

¹ Universiti Utara Malaysia, Malaysia
Email: amirulmuhamad100@gmail.com

² Universiti Utara Malaysia, Malaysia
Email: nursyazwani@uum.edu.my

* Corresponding Author

Article Info:

Article history:

Received date: 28.09.2023

Revised date: 12.10.2023

Accepted date: 01.11.2023

Published date: 05.12.2023

To cite this document:

Adnan, M. A. A., & Mohd Nawi, N. S. (2023). Effectiveness Online Learning Among Students with Disabilities. *International Journal of Modern Education*, 5 (19), 29-46.

DOI: 10.35631/IJMOE.519003

This work is licensed under [CC BY 4.0](https://creativecommons.org/licenses/by/4.0/)



Abstract:

Education is one of the most important aspects for every individual including those students with disabilities. Students with disabilities also have the right to get a good education and the opportunity to go to higher education. Accordingly, this article examines the challenge. This study uses a full qualitative approach, a case study at the University of North Malaysia (UUM). In-depth interviews were used in data collection involving 12 students with disabilities. The findings show that among the main challenges faced by disabled students who follow online learning are Isolation, emotional regression, Declining Mental State, Internet interference, Emotions and less conducive environment and Lack of Self-Assurance to Enroll in Online Classes. besides that, there are various suggestions in improving the challenges of online learning for students with disabilities at university. In conclusion, this study emphasizes the challenges and suggestions in improving the challenges of effectiveness online learning for students with disabilities at university so that appropriate support and facilities can be provided by the university effectively.

Keywords:

Effectiveness Online Learning, Student Disabilities, Challenges, Suggestions

Introduction

Nowadays, at the Asian level, Malaysia's rapid development in the economic, social, political, and educational spheres is no longer just talk. globalization's effects and the system must

change in response to the advancement of information technology. Information and communication technology (ICT) use will boost the quality of national education because it can pique students' interest and motivate them to learn while also accelerating the learning process.

For our nation to be competitive in the eyes of the rest of the world, computers must be created at higher education institutions, either at the Institute of Higher Education Public (IPTA) or Private (IPTS). Online education is crucial in enhancing flexibility in the way that education is delivered and increasing the emphasis on the needs of the student. Information & communications technology (ICT) has improved the education system by incorporating them in online learning that contributed a new way of learning. According to Norakyairee et al. (2018), the development of information technology is seen to be able to provide great impact and potential especially in the field of education. The application of ICT is seen as very important in the education sector because it is affordable made a good medium of mediation between teachers and students. It is happening has had major implications for educational institutions such as the energy party instructors and students in the process of teaching and learning (PdP) such as the usual method i.e., face to face. Syed Najihuddin et al., (2018) also stated that technology is referred to as a method or approach used for solving any problems. The matter can be seen with some approaches such as changing the way an individual learns, methods of acquiring information and adjust information findings. It is also capable of making technology as a mediator to achieve educational goals and to ensure students did not lag in their education even when the country was hit by an online learning.

Persons with disabilities (OKU) refer to individuals who have physical or mental disabilities, long-term or short-term and do not have equal rights in the field of health, education, and employment opportunities (World Health Organization, 2011). The Persons with Disabilities Act 2008 defines PWDs as individuals who have long-term physical, mental, intellectual, or sensory deficiencies that, when interacting with various barriers, can restrict their full and effective participation in society (Persons with Disabilities Act Effort, 2008). The definition given by the WHO and the 2008 Act of the Disabled explains that the rights of the disabled to fully participate in society cannot be fulfilled if there are obstacles that restrict their participation in various aspects of life.

Although the disabled are considered a minority group in society, their rights are equal in value to other groups in society. The rights of the disabled cannot be set aside especially in the aspect of education including higher education. The number of disabled students admitted to institutions of higher learning (IPT) is found to be increasing every year. According to Manisah and Zaleha (2012) students with disabilities who continued their studies at IPT were 1,115 people in 2010. This number shows that students with disabilities can compete with non-disabled students studying up to the IPT level.

Students with disabilities also have the right to access to a conducive and comfortable environment for them to study. Therefore, the institution, whether public or the private sector needs to ensure a suitable environment for all levels of society who want to study (Manisah & Zaleha, 2012). However, there are various issues that arise when people with disabilities want to continue their education them to a higher level. An issue is a problem that arises for the students themselves during their studies at the university level. Challenges are things faced by disabled students stem from various angles that make the daily life of students difficult.

According to Muray et al., (2009) disabled students who successfully enter IPT are often faced with various obstacles in pursuing their studies.

The willingness of the institution itself to accept students with disabilities. Johnson (2006) stated that the faculty lacks understanding about disabled students which also contributes to the difficulty in making accommodations for students with special needs because they are not familiar with the services on campus. The challenges faced not only come from the institution, but the challenges come from various aspects including from peers, lecturers and students studying at the HEI (Hasnah et al., 2010). Not only that, the special needs of students with disabilities also need to be emphasized. This is because, they need more attention and special needs compared to other students.

Students with disabilities not only need specific facilities for them but they also need support services to continue their studies at IPT. For example, visually impaired students need special support equipment such as computers and visually impaired friendly software especially in the library (Hasnah, 2009). For visually impaired students who cannot see overall, they need Braille reading aids. Therefore, various facilities need to be provided by the concerned parties. The facilities they need are different from the needs of non-disabled students (Abu Bakar et al., 2014). Facilities such as buildings complete with facilities, parking spaces, elevators and so on need to be upgraded. Not only that, students with disabilities also need support services from the social environment to improve their quality of life (Roslinda et al., 2013). Therefore, this study focuses on to the exploration of the issues and challenges of visually impaired students in higher education institutions.

Online education has developed into the 'new standard' today, with university students being compelled to take online learning. Students with physical and mental limitations have difficulty in this setting. Along the same lines as Lim (2020) and Rayyan (2020) also noted that despite having several limitations, these students overcame several mental obstacles because of the various online courses that educational institute had created. To ensure that children with impairments receive the educational support they require, this issue may need to be fixed (Abdullah et al., 2020). The replacement of in-person education with online learning presents another major issue. Many Malaysians with disabilities who belong to lower socioeconomic categories cannot afford the sophisticated instruments needed to participate in online learning. Due to this issue, physically challenged adolescents are more likely to experience stress and mental difficulties during this time of uncertainty (Bernama, 2020). For all students including with disabilities to succeed academically, care must be given to their safety and welfare. The moment has come for the administration, staff, and students to acknowledge the problem and come up with a workable solution. The goal of this study is to identify the challenges faced by online learning among disabilities especially in the public university students with disabilities encounter when enrolled in online learning.

Literature Review

Research modern technology is very much a part of the education of the present generation according to Bin Battal's (2016). As a result, to properly interact with students during education, faculty members need to possess the essential technical abilities. To guarantee that these students are involved, it is crucial to use several pedagogical techniques that can enhance teaching abilities and student attitudes. Therefore, instructors should not be reluctant to use

technology in a creative manner since it is crucial for students to gain and develop the confidence they need for successful learning (Bin Battal, 2016).

Online learning Prior study on online learning suggests using information and communication technology (ICT) in the classroom but demonstrates that teachers and students have very little familiarity with using technology and equipment (Ziadat, 2019). During this time, a dynamic teaching system was developed and connected the teaching process to more contemporary technology (Venezky & Davis, 2002). Numerous research has been done on the applicability of teaching techniques and the types of students who benefit from online education (Fuller et al., 2000; Lockee, 2001). Findings indicate that it is challenging to quantify the kind and degree of achievement attained by students with disabilities through online learning. According to experts, students who take online courses need to be self-educated, responsible, mature, and highly motivated. They also need to be proficient writers who can express themselves and communicate effectively (Leasure et al., 2000). The management of the online learning environment should be a talent for students (Buchanan, 1999; Diaz & Cartnal, 1999; Trentin, 2002).

Because each person is unique and diverse, students with learning disabilities are a category that is frequently highlighted. Nevertheless, many disabled students behave similarly while having a variety of difficulties. They demonstrate a decrease in motivation to learn, poor aptitude for learning, a need for task breakup, trouble with task simplification, and a lack of objectivity and analytical abilities (Cavanaugh et al., 2009). Furthermore, Cavanaugh et al. (2009) found that students with impairments improved more than typical students in the traditional classroom environment in terms of objectivity, computer skills, self-education, decision making, creativity, interpersonal skills, and prioritizing skills. Surprisingly, while offering numerous benefits, online learning does present certain challenges for students' education.

Previous research has demonstrated the pandemic's detrimental effects on psychology students' health, with acute depression and anxiety being the most prevalent (Coa et al., 2020). One billion schoolchildren in 119 countries have been affected by the disease, according to a report released by the United Nations Educational, Scientific and Cultural Organization (UNESCO). At the height of the epidemic, research done in China found that out of 7143 students, 0.95 percent had severe anxiety and depression, 2.7% had moderate anxiety and depression, and 21.3% had mild depression. This study sheds light on the impact of a student epidemic. Another UNESCO study (2020) on 1210 Chinese students in 194 Chinese cities found that 53.8% experienced moderate psychological issues, with female students being more affected than male students.

Their way of life and educational techniques have radically changed, which has led to psychological stress, loneliness, and sadness (Sundrasen et al., 2020). A second study by Loheswar (2020) on university and college students in Malaysia found that 50% of them had poor mental health conditions, including stress, anxiety, sadness, and minor types of hallucinations. They also stated how MCO, and closure have an impact on pupils' sociopsychological conditions. On May 27, 2020, the Ministry of Higher Education stated that all public and private HLEs would offer all their courses online. This announcement will seriously affect learners, especially those who are disabled. The epidemic's unexpected arrival has caused a paradigm change in how learning and teaching are approached. Lecturers,

students, and those with disabilities face considerable issues because of the instant introduction in online classes. Due to the increased workload, students are struggling right now. According to Yap (2020, cited in Lim, 2020), there aren't many opportunities for students to speak with their instructors face-to-face. Audio and video are utilized to deliver lessons, and interacting with them is strictly forbidden, as with all physical forms. According to Yap (2020), students are occasionally put in a challenging and helpless situation because of poverty and subpar Internet connections interfering with lectures. Reliability's negative effects Students' participation in group discussions and Internet services are both negatively impacted. The difficulty students have adjusting to online learning causes many of them to have psychological issues like anxiety, despair, and a lack of attention and concentration. Numerous Malaysian children exhibited memory and visual-motor skill issues, according to research done on them (Wang et al., 2020).

Based on this literature review had contributed the idea and knowledge for this study that focus on identifying the challenges faced by online learning among disabilities students. Furthermore, the study will contribute to the body of knowledge in the field of online learning especially for the student with disabilities.

Online Learning

Online learning is the process of using the internet and new multimedia technologies to enhance learning by allowing access to resources, services, and long-distance contact and collaboration (Mbengo, 2014). Online learning is more frequently used interchangeably with information and communication technologies in education. It is often referred to as online education, computer-supported counselling, or computer-assisted education (Sam, 2015). Online learning is a broad phrase that encompasses all forms of technologically aided learning and teaching in higher education institutions that make use of electronic educational technology. Online learning provides a more open learning environment where it is simple to see and hear all the components. Faster learning and freedom to share information online will result from this (shahzad A., 2014).

Online learning disseminates learning, information, and skills via internet technology. Online education offers both teachers and students fantastic options. Students with disabilities can use online resources to satisfy their learning requirements through online learning, and teachers can work with and interact with these students outside of class time (Hsbollah H.M., 2009). Since online learning may be a catalyst for change in teaching and learning, it has numerous practical advantages (Mohammed JH.J., 2018). Online learning is the practice of conducting formal instruction using electronic tools, such as computers and the internet. Online learning has improved many facets of the academic lives of teachers and students and has played a significant role in changing industry policies and procedures. An increasingly student-centered learning environment is now possible thanks to the use of online learning within the educational system (Collins, 2020; Zimmer et al., 2021).

Teaching, learning, research, and advancement in the educational field have all been significantly impacted by online learning. Online learning has deepened innovation, enhanced, and accelerated skills, and improved education quality (Aljaber, 2018). Technology is currently the cornerstone of student motivation and engagement, and it is crucial for assisting students in connecting their academic experience to the real world of employment (Aljaber, 2018).

Online Learning in Higher Education

The way higher education is run has changed because of the fast growth of information technology. Due to the quick development of internet and network technologies, online learning has emerged as the new paradigm of contemporary higher education. To stay up with the fast changes in teaching and learning, higher education institutions must enhance their online learning skills (Sam, 2015).

In higher education, online learning is essential. In higher education, there are many various uses for online learning tools, including interactive learning, remote learning, advice for individualized information and learning assistance, simulations, or models of scientific systems. Online learning also serves as a conduit between students and professors. The simplicity and convenience of online learning at the higher education level help more students with impairments. Additionally, this is crucial since online education may significantly affect how quickly students in higher education pick up new information (Laurillard, 2005).

Online Learning for Students with Disabilities

Under the UN High Commissioner for Human Rights has mandated United Nations system to uphold the rights of people with disabilities through the Convention on the Rights of Persons with Disabilities. The Ministry makes sure that those who are disabled are cared for and not denied anything because of a lack of access. The regulations of Malaysia regarding disabilities are quite welcoming of students with special needs (Abed & Shackelford, 2020). The Persons with Disabilities Act in Malaysia classifies disabled people as having various impairments that call for specialized care and rehabilitation, including autism, visual and hearing impairments, mental impairments, physical and motor disabilities, learning disabilities, speech and language disorders, behavioral and emotional disorders, and other impairments. Despite these factors, the lack of adequate educational options continues to harm SWD (Abed & Shackelford, 2020). The government's strategic support and the planning and activities of the Special Education General Administration of the Ministry of Education have helped Malaysia's special education infrastructure expand at a remarkable rate (Al-Khalifa, 2010). The rise in special education in Malaysia has given SWD more possibilities to access services. The dramatic rise in the number of special education services from around 5,200 in 1992 to over 63,000 by 2015 demonstrates this (Bin Battal, 2016).

Nur Hasliza (2020) touched on this issue in her article, stating that routine in the classroom will be challenging for pupils in this group of impaired students, including those with hearing, sight, speech, physical, learning impairments, and diverse disabilities. and learning activities had to be replaced by online internal learning sessions and filling out printed modules since they were interrupted. Not only do students with disabilities welcome this challenge, but so do instructors. Teachers are worried about the possibility of kids falling behind in their academics because of school closures.

Therefore, it is necessary to study the challenges faced by students with disabilities during online learning and educational institutions for responsible parties such as the Malaysian Ministry of Education (KPM) and the response of a few effective parties to improve online learning for students with disabilities in following the process online learning.

Without a question, there is a growing need for online education for students with disabilities in higher education, and there is a growing level of competitiveness. Universities spend a lot

of money on online education to provide the best possible support for higher education. Higher education is paying more and more attention to the use of online learning. At the higher education level, the complete adoption of online learning is viewed as a long-term plan. Universities that intend to incorporate online learning in their institutions should be ready to deal with implementation issues that may develop (Tarus J.K., 2015). When local institutions in Malaysia launched certificate and degree programmes through distant education, online learning tools in education got their start (Shahzad., 2014).

Research Methodology

This study's research is using qualitative method. This research is a qualitative study completely by using case study design. According to Rozmi (2015), qualitative research is one research approach that gives emphasis on descriptive, inductive, theoretical grounded theory and research on how humans give meaning to their lives. Case study is a research study that done to a system unit, whether in the form of a program or events bound by place, time, or certain bonds (Kamarul, 2012). For get the necessary data, the researcher has conducted the meeting method talk (semi-structured) in depth upon the informant agreeing to participate in this study voluntarily. This method is used to simplify the researcher explores the experience and facilitate informants to share matters related to the issue and the challenges of students with disabilities in online learning at a university in northern Malaysia.

The participant's consent was collected through the student affairs departments at University Utara Malaysia (UUM) for this study. According to Creswell (2018), a qualitative study only needs 5 to 25 participants. Due to thorough selection in accordance with the study's objectives, 12 students with disabilities took part in the study. The participants for this study will be registered student with disabilities from the University Utara Malaysia located in Sintok, Kedah (UUM), Malaysia. The type of the disabilities for the student including the physical & mental disabilities.

For this will be using semi-structured interview to collect the data. According to the goals of the study, semi-structured interview questions were adapted from Krishnan et al's (2020) study and adjusted (Miles & Huberman, 1994). The study used Online interview and Face to Face (F2F) method in conducting the interviews session which will be using English as main language in communicating. the reason of choosing online interview is because much easier and more flexible in terms of location and risk-free form of contact without the chance of getting a virus, it has been concluded that online interview is the best medium of communication between the researcher and interviewees. Additionally, users of could record chats, which is particularly beneficial for researchers who wish to record conversations for later use. Between 10 and 12 minutes are spent on each recording.

The respondents of this study are twelve students with disabilities at the University of North Malaysia Sintok, Kedah. (UUM). Table below describe the respondent's background which includes gender, age, education, and disability. Based on the table, the respondents between 20 and 24 years old.

Table 1 : The Profile of Respondent

Respondent	Gender	Age
1	Male	20
2	Male	23
3	Male	22
4	Male	23
5	Male	23
6	Male	23
7	Male	24
8	Female	22
9	Female	21
10	Female	22
11	Female	23
12	Female	24

Analysis and Discussion

The students with disabilities had experienced a variety of challenges in online learning which in this identified five challenges which are first, Isolation is most used when a patient is known to have an infectious (person-to-person) viral or bacterial illness. Special equipment is used in the management of patients in various forms of isolation. For students with disabilities, isolation means that they are ignored or not present in the form of community groups. Second, emotional regression is Regression often occurs due to trauma, stress, or extreme emotions, and it can be experienced by both children and adults. The term generally refers to someone who acts in a way that reverts to an earlier stage of development. Third, Declining Mental State is health means a period of poor mental health. A person may experience a phase in life where daily activities cannot be carried out normally. There are unexplained mood swings, unusual actions, dramatic emotional changes, inability to cope, or erratic behavior. Fourth, Internet interference, Emotions and less conducive environment is the software program and connection to the internet are the most important aspects of this online class. For students who are less able, they will face this problem when doing assignments from home. These problems include noisy environments, cramped spaces and no suitable tables and chairs and lastly, Lack of Self-Assurance to Enroll in Online Classes is Confidence is unwavering belief. Self-confidence is the belief that he can handle his life well and all the challenges he faces successfully.

Isolation

R1 : '... Since I was born, I only had four senses, because I was born blind and could only use touch, hearing, smell, and taste. The moment I arrived at the university and heard a sound from my friends was the only time I felt joy. I can only feel the air now that all online classes have been cancelled, and I feel alone.

R2 : : "I am not happy with my online lessons, and I feel lonely."

R3 : '...it scares me and makes me feel isolated...

R4 :...I was struck by the sense of loneliness...'

R5 : Aura of learning that is decreasing.

R6 : during the online class, I feel isolated, and I don't like it.

R7 : It's hard for me to make friends during online classes. it makes me neglected and to communicate with others.

R8 : I am not happy with class online.

R9 : Online classes are boring, I feel isolated. I prefer physical classes.

R10 : I have no problem with online classes. even happy to get classmates and group assignments.

R11: I'm less sure about isolation. I think it is up to the disabled students themselves to communicate with their friends online to get information related to online learning.

R12 : '... I appreciate what the lecturer has to say, but I don't think there will be a class when it is not a problem. However, there is no face-to-face interaction in online classes. I lacked motivation, felt lonely, and easily despaired."

According to the statement, online learning has had a significant negative impact on students with disabilities. Isolation is a common emotional state among them, and it has various effects on them. They no longer communicate with their friends and professors, depriving them of the crucial academic support they once received from them.

The temporary suspension of regular lessons further added to their sorrow at being unable to meet with anybody to discuss their problems.

Emotional Regression

R1: "First of all, I felt affected emotionally. How to check the progress of an online course I'm a student with a disability. I don't have any experience using gadgets and cannot afford to use expensive, high-tech devices. That touched me.

R2: "I'm feeling uneasy online, my hearing aids aren't very effective, I have a headache, I feel emotionally drained, and I'm terrified of tests." Additionally, I feel weak. Microsoft Team, WEBEX, or any other training materials are unfamiliar to me. unable to understand the instructions for using the instrument. psychologically, emotionally, and physically..."

R3: '... I have no Internet access, and I'm not familiar with WEBEX or Skype. me hard I'm unable to speak or hear. How? I'm at a loss for words, sir. I experienced emotional distress, and no one can relate to my struggle.

R4 : '...Just before I finish my studies, I get frustrated and angry. I intend to complete my coursework in March. I told my classmate, "You're lucky," when she said, "I did my homework in three hours." Due to the extra time, I had to search harder to find this document in a usable format. This made me depressed and caused mental and emotional instability for me. I want to start crying.

R5 : "I live in a rural area, so the internet connection is very shaky, which makes me not very happy. I believe that providing online instruction for students with disabilities is very expensive and requires smartphone savvy. My family is unable to purchase it. I am unable to attend online classes due to lack of choice, which contributes to my current emotional instability and irritability as well as stress and depression.

R6: for me, I can control my emotions when learning online.

R7: I don't have Internet access and I'm not familiar with WEBEX. I am from a normal family. my family can't afford to buy me a hearing aid. it makes me depressed because no one understands me.

R8: I feel emotionally affected. I am a disabled student. I have no experience with gadgets and cannot afford expensive high-tech devices. I'm kind of slow to learn technology.

R9: Online classes make me not understand what the lecturer is saying. sometimes it makes me angry because online classes make it difficult for me to ask the lecturer.

R10: I have no problem with emotional regression.

R11: I'm someone who doesn't like online classes because I don't have the money to buy a laptop. This makes me depressed and causes mental and emotional instability for me.

R12: no idea.

It appears that the extreme mental strain that disabled students experience leads to emotional disorders. Students with disabilities need to quickly become accustomed to technology with new systems like WEBEX and Microsoft Team used to run online classes, which is the main cause of their sad state. They are not familiar with the introduction of computer technology during online classes.

The new one-learning system required more time to get used to for people with vision issues. They had to spend more time on the assignment preparation at the same time. The introduction of online classes has forced them to purchase new smartphones in order to take online classes because the majority of them are not financially stable. Their academic success is negatively impacted by emotional stress.

Declining Mental State

R1: '...I've been thinking about the online learning option since my first semester because I have trouble paying attention in class. However, I never believed it to be true that using online learning could be challenging. I'm extremely sensitive to noise, as are other autistic people., which makes it difficult for us to concentrate on our studies.

R2: "I have trouble learning through the online system and deal with self-stigma." And using an online platform is something I'm not used to. My parents don't have the money to purchase modern technology.

R3: "I struggle with muscle coordination and mental pain. I'm unsure of how I'll attend face-to-face online classes.

R4: '...I have a mild mental illness, which makes it difficult for me to understand things, and online classes don't really help.

R5: '...I have a cleft lip and a mental illness, and I was born that way. When the university informed me that the semester will continue through open and distance learning (ODL) and that this did not work, I was really dissatisfied.

R6 : '... I recently received treatment for a mental illness, so online learning is obviously inappropriate for me.

R7 : I have a problem with online classes. it scares me where I have problems about learning to use computers.

R8 : I don't have any mental problems because I understand what the lecturer said during the online class where I only have a leg disability.

R9 : I recently had a counseling session for mental problems, so online learning is obviously not for me.

R10: I have anxiety issues with new things, so online classes are not for me.

R11: I have hearing impairment, so it is very difficult for me to pay attention during online classes. this makes me easily stressed.

R12: I struggle with muscle coordination and mental pain. I'm not sure how I would attend an in-person online class.

From the statement, it can be concluded that a new online learning system has an impact on people who have mental health issues as well. Due to various mental illnesses that impede their ability to learn, they struggle to handle taking online classes. Because of the new system, which requires more attention than the old one did, they are currently more stressed. They got little support from friends, and their emotional state got worse.

This is distinct from the emotional setbacks that students experience because it considers not only the students' emotional wellbeing but also their readiness and capacity to cope with a challenging new learning environment. Finally, this student felt uninspired and unenthusiastic to carry on studying and taking part in online discussions.

Internet interference, Emotions, and less conducive environment

R1: The Internet line is quite weak.

R2: When the class is online, it presents a problem. When the class is suddenly cut off and stuck in the middle, that is typically the internet problem. Occasionally we misread when the lecturer asking us but we cannot hear him and I get easily frustrated because of this.

R3: Alhamdulillah so far there are no challenges in online learning.

R4: I have no problem with online learning, just occasionally the internet at my university has a problem.

R5: Sometimes the voice is not clear during online learning classes which makes it difficult for me to focus as I have hearing problems and depend on hearing aids.

R6: Sometimes I get distracted because of my roommate, due to having an online learning class at the same time it makes it hard for me to focus and my emotions get distracted easily.

R7: Not very helpful broadband facilities in the area student residence.

R8: Internet interruption during face-to-face classes interfere with my studies.

R9: Internet problems happen especially on rainy days thick.

R10: Maybe due to the line factor being a bit stuck, but the whole thing is okay.

R11: Sometimes disturbed because of friends, the room is too close. so, it interferes with my hearing to focus where I have a hearing impairment.

R12: the living room is uncomfortable; it makes me stressed to study online

Based on interviews with students with disabilities, they admit that the implementation of online learning still has challenges that they must face, which is the relatively weak internet line. This is because most of the disabled students consist of hearing impairments that require strong internet power to follow online classes so that the voice or audio is clear and uninterrupted.

For students with disabilities, they need a conducive environment to take online classes to avoid emotional stress while studying. it is understandable that among the other challenges mentioned are related to emotions and a less conducive environment such as roommate interference, unsuitable class times and so on.

Lack Of Self-Assurance to Enroll in Online Classes

R1: "...I don't think I'll pass my exam if I only take online classes..."

R2: "Hmm, I was born without the ability, and now I'm losing my confidence."

R3: "...To be completely honest, I don't feel confident enough to enroll in online classes, and I'm considering quitting my degree programmer."

R4: "I'm going to stop studying because I'm not confident anymore."

R5: "... Mr. (Not Sure), I'm not sure.

R6: "I lost confidence, and that's all I can say."

R7: Alhamdulillah everything is fine.

R8: I'm less confident about taking online classes because I've never taken online classes.

R9: I am very scared when I want to register for an online course. it makes me not confident to follow the given course.

R10: I'm not sure.

R11: Everything is okay.

R12: To be honest, I wasn't sure about taking an online class. I prefer attending classes physically where I can easily understand what the lecturer is saying compared to online classes.

It was determined from the statement that student with disabilities lacked the assurance that came with taking online classes. They are considering quitting their course as well but doing so would negatively impact their future. It is clear from the interviews that online classes have a negative impact on the self-confidence of students with disabilities.

Disabled students are strongly discouraged from attending classes because of their disability and the limitations placed on them, and they lack confidence in their ability to get through the semester. This is because they don't accept the help and support, they need to deal with the new norms they must accept.

Suggestions And Improvement

What are the suggestions in improving the challenges of online learning for students with disabilities?

R1: Alhamdulillah for me. The method used is enough good There is no need to add more.

R2: Isolate students with disabilities who have internet problems and a less conducive environment to facilitate the provision of facilities such as Wi-Fi and special study rooms for students with disabilities.

R3: No suggestions because I am satisfied with the existing method.

R4: Everything is okay.

R5: provide room facilities that are complete enough for students with disabilities to follow online learning easily without any interruption.

R6: My suggestion may be to record the video as usual, and this may help disabled students who have problems with internet access to re-follow online classes that they missed.

R7: I want a face-to-face (f2f) class because I have problems getting technology facilities such as computer access and so on.

R8: My suggestion is to provide an easy-to-use platform for students with disabilities. for example, providing a technological facility to students with disabilities such as vision problems. this can help visually impaired students easily follow online classes and this can reduce emotional stress on them.

R9: What has been done for me is the best but as improvement is Identify students with disabilities who have internet problems and always follow the development of students with disabilities so that they do not drop out of online learning and making a variety of

methodologies in learning such as create a virtual special group so that students with disabilities can always follow and be able to understand online learning easily.

R10: For me, on the students themselves. There must be a sense of responsibility in oneself to follow online learning. And for me, I am more confident in myself if I am always in a positive state, and this can reduce the feeling of stress and not be disturbed by the line when I want to enter an online class.

R11: My suggestion is to provide counseling and emotional support to students with disabilities so that they can follow online learning without any emotional disturbance and isolation in online classes.

R12: My suggestion is to ask for help from other students to help students with disabilities who have problems using technology facilities. This can help students with disabilities follow online learning classes without emotional disturbance and so on.

Based on the statement received above, the process of learning and teaching online is very helpful for students with disabilities because it can facilitate learning for students with disabilities. In addition, students with disabilities also have problems with the internet and skills in using gadgets such as computers and so on. Despite that, it is suggested that this online class can help solve internet problems and help disabled students use gadgets to ensure that disabled students do not miss out on direct knowledge delivery.

For students with disabilities who have problems with facilities, it is necessary to use a simple platform and provide a video record of learning during online classes during the online learning and teaching process, there are several suggestions for students with disabilities above that are very useful and can help from a learning point of view during the learning process and teaching takes place online. According to them, this can facilitate their learning during online classes. In addition, this can help those who fall behind during the online class with a video record during the learning process and they can view the results of the video as a backup for their learning and create a virtual group of students with disabilities that can help them in group work so that student's people with disabilities can easily follow online classes.

Among other suggestions expressed by students with disabilities is the isolation of problematic students and providing counseling and support sessions for students with disabilities who have emotional problems. This proposal aims to ensure that relevant students can continue to gain knowledge and do not fall behind in the online learning and teaching process. It can even help disabled students in controlling emotions that make them unable to attend online classes with counseling and support sessions for them.

Discussion

This research was created to see the difficulties that UUM online learning provides for students with disabilities. The results of this study may be seen from one angle, namely students with disabilities. Finally, the online learning and teaching process is slightly disrupted and affected due to the challenges faced by students with Online Learning Disabilities.

There are several challenges that students with disabilities face, from online learning to challenges that cause them to be isolated during online classes. They are used to meeting their lecturers physically as it is normal. It's surprising considering the difficulties they face when delivering lessons on new platforms like Webex and Google Meet. They never have to switch from attending regular classes to taking classes online. This affects them psychologically,

resulting in tension and emotional problems. The findings are consistent with Loheswar's (2020) study, which revealed that attending online lessons has caused some mental health problems for some students with disabilities.

In other contexts, the next challenge is in terms of emotional regression. This is because the extreme emotional setback experienced by students with disabilities leads to emotional disturbances. Students with disabilities have to quickly adapt to technology with new systems such as Webex and Microsoft Teams used to conduct online classes, which is one of their challenges in online learning. They had to spend more time on task preparation at the same time.

In addition, impaired mental condition is also a challenge for students with disabilities in online learning. concluded that the new online learning system also has an impact on those with mental health problems. this may also be due to lack of support from classmates during online learning. This is different from the emotional setback experienced by the student because it not only considers the emotional well-being of the student but also their readiness and capacity to cope with a new and challenging learning environment. Finally, students with disabilities feel unmotivated to continue learning and participate in online learning.

In other aspects, the challenges faced by students with disabilities in the implementation of online learning are Internet interference, emotions and an environment that is not conducive to online learning for students with disabilities. poor internet interference makes it difficult for students with disabilities to attend online learning classes. this may cause students with disabilities to miss out on learning that was discussed that day. Disturbing factors of a less conducive environment are also among the challenges faced by students with disabilities. This is because students with disabilities may have problems when entering online classes with less conducive environment disturbances such as roommate disturbances and so on.

The next challenge is lack of self-confidence to register for online classes. this is because It is determined from the fact that students with disabilities do not have the guarantees that come with taking online classes. They are considering dropping their course as well but doing so will have a negative impact on their future. It is clear from the interviews that online classes have a negative effect on the self-confidence of students with disabilities. students with disabilities are strongly discouraged from attending classes because of their disabilities and the limitations imposed on them, and they lack confidence in their ability to get through the semester. This is because they lack help and support from various parties, they must deal with the new norms that they have to face during online learning sessions.

All these highlighted challenges can be minimized if various parties help each other in improving the online learning process. Among the suggested ideas in improving online learning challenges for students with disabilities that can be refined is Improving a more stable internet network. The problem of a less stable internet network makes students with disabilities miss lessons during online classes. therefore, it is suggested that this online class can help solve internet problems and help disabled students use Gadgets to ensure that disabled students do not miss out on the direct delivery of knowledge by lecturers.

There are some recommendations for students with disabilities above that are very useful and can help from a learning point of view during the learning and teaching process that takes place

online. Provide special rooms that are conducive for students with disabilities and need to use an easy platform and provide video recordings of learning during online classes. They claim that this will make learning their online classes easier. It can help them in group work so that students with disabilities can follow online classes easily. Video results can be used as a backup for their learning and can help those who fall behind in online classes.

Among other suggestions expressed by disabled students is the isolation of problematic students and providing counseling and support sessions for disabled students who have emotional problems. This proposal aims to ensure that students with related disabilities can continue to gain knowledge and not fall behind in the online learning and teaching process. It can also help students with disabilities in controlling emotions that make them unable to attend online classes with counseling and support sessions for them. therefore, the above recommendations are very useful to help online learning for students with disabilities.

Conclusion

Overall, there are many challenges faced by students with disabilities towards online learning. Among the challenges mentioned are Isolation, emotional regression, deteriorating mental state, internet interference, emotions and less conducive environment and lack of self-confidence to register online. Various parties need to join hands and suggestions for improvement need to be highlighted Addressing the challenges that arise to ensure that the online learning process does not become an obstacle. The university needs to provide an easy platform for students with disabilities so that they can take classes online easily. Other online facilities, provide special rooms conducive for students with disabilities, facilities to provide better access to students with disabilities. online counseling sessions should also be provided by the university for disabled students who are facing problems as well as providing emotional support to disabled students so that they are confident in themselves. In conclusion, students with disabilities need more help from their peers, lecturers, and the university to overcome the challenges they face. The quality of education, as well as electronics, needs to be upgraded and improved to meet the needs of all students, whether disabled or not.

Acknowledgements

This research provided no specific grant from any funding agency in the public, commercial, or not for profit sectors.

References

- Abdullah, S., Mansor, A. A, Napi, N. N. L. M., Mansor, W. N. W., Ahmed, A. N., Ismail, M., & Ramly, Z.T. A. (2020). Air quality status during 2020 Malaysia Movement Control Order (MCO) due to 2019 novel coronavirus (2019-nCoV) pandemic. *Sci. Total Environ*,7(29),1- 5.
- Ab Rahman, A., Shamsudin, S. S. S., Nozlan, N. N., Shakor, M. F. A., & Sukari, A. (2021). Pandemik COVID-19: Cabaran Pengajaran dan Pembelajaran (PDP) Pendidikan Islam Dalam Pendidikan Khas Bagi Pelajar Orang Kurang Upaya (OKU) Masalah Pembelajaran Di Malaysia. *Journal of Quran Sunnah Education & Special Needs*, 5(1), 127-138.
- Abdullah, M. A. (2020, April 11). utusanborneo. Retrieved from <https://www.utusanborneo.com.my/2020/04/11/pdp-dalam-talian-beri-cabarandan-pengalaman-baharu>

- Ahmad, A. K., Norhunaini, M. S., Liyana, T., Muna, S., & Syahrul, N. J. (2020). Transitioning to Online Learning during COVID-19 Pandemic: Case Study of a Pre-University Centre in Malaysia. *International Journal of Advanced Computer Science and Applications*, 11(6), 217-223
- Bin Battal, Z. M. (2016). Special education in Saudi Arabia. *International Journal of Technology and Inclusive Education*, 5(2), 880–886.
- Al-Kumaim, N. H., Alhazmi, A. K., Mohammed, F., Gazem, N. A., Shabbir, M. S., Fazea, Y. (2021). Exploring the Impact of the COVID-19 Pandemic on University Students' Learning Life: An Integrated Conceptual Motivational Model for Sustainable and Healthy Online Learning. *Sustainability*, 13, 2-22.
- Hafizah Zainal, Zakaria Othman & Faisal Mustaffa. (2019). Pelaksanaan Model Sustainable Development Goals Dalam Inisiatif Pengurusan Zakat Di Kedah. *International Journal of Zakat and Islamic Philanthropy*, Vol. 1, pp. 1-6.
- Hasnah Toran, Mohd Hanif Mohd Yasin, Mohd Mokhtar Tahar, & Norasuzaini Sujak. (2009). Sokongan dan halangan yang dihadapi oleh pelajarpelajar kurang upaya di sebuah institusi pengajian tinggi di Malaysia. *Asean Journal of Teaching & Learning in Higher Education*, 1(2), 18-29.
- Hasnah Mahasan. (1997). Sambutan masyarakat terhadap orang kurang upaya: Satu persepsi mereka sendiri di pusat pemulihan Samarahan. *Latihan Ilmiah Sarjanamuda Fakulti Sains Sosial, Universiti Malaysia Sabah*. Hasnah Toran, Mohd Hanif Mohd Yasin, Mohd Mokhtar Tahar, & Norasuzaini Sujak. (2009). Sokongan dan halangan yang dihadapi oleh pelajarpelajar kurang upaya di sebuah institusi pengajian tinggi di Malaysia. *Asean Journal of Teaching & Learning in Higher Education*, 1(2), 18-29.
- Hamzah, M., & Yeop, M. A. (2016). Frog VLE (Persekitaran Pembelajaran Maya) Dalam Pengajaran Dan Pembelajaran: Penerimaan Dan Kaedah Pelaksanaannya. *Journal of Research, Policy & Practice of Teachers & Teacher Education*, 6(2), 67–77. Retrieved from <http://ejournal.upsi.edu.my/article/2016AR001298>.
- Johnson, A. L. (2006). Students with disabilities in postsecondary education: Barriers to Success and implication to professionals. *American Counseling Association*
- Jonassen, D. H. (2005). *Modeling with technology: Mindtools for conceptual change*. (3rd Ed.). [Location: Publisher]
- Kamarul Azmi Jasmi. (2012). Penyelidikan kualitatif dalam sains sosial. *Kertas Kerja Kursus Penyelidikan Kualitatif Siri 1, Institut Pendidikan Guru Malaysia Kampus Temenggong Ibrahim, Johor*, 28-29 Mac
- Kesselman, M., & Tobin, T. (1999). Evaluation of web-based library instruction programs. *Eric Document Reproduction Services No. ED441454*.
- Kemahiran, J. P. (2020, Jun 25). <http://jpkmalaysia.com/>. Retrieved from <http://jpkmalaysia.com/cabaran-pembelajaran-online-cadangan-mengatasinya/>
- Krishnan, I., Mello, G., Kok, S., Sabapathy, S., Munian, S., Ching, H., Kandasamy, P., Ramalingam, S., Baskaran, S. and Kanan, V. (2020) "Challenges Faced by Hearing Impairment Students During COVID-19, *Malaysian Journal of Social Sciences and Humanities (MJSSH)*, 5(8), pp. 106 - 116. doi: <https://doi.org/10.47405/mjssh.v5i8.472>
- Lakshmi N., & Anuradha. (2014). Selfesteem among physically disabled and visual disabled late adolescents. *International Journal of Technical Research and Application*, 31-39.
- Leasure, A. R., Davis, L., & Thievon, S. L. (2000). Comparison of student outcomes and preferences in a traditional vs. World Wide Web-based baccalaureate nursing research course. *Journal of Nursing Education*, 39(4), 149-154.

- Miles, M. B., Huberman, A. M., & Saldana, J. (2014). *Qualitative data analysis: A method sourcebook*, (3rd ed.) Washington, DC: Sage Publications.
- MOHE. (2020, Mei 29). Retrieved from <https://www.mohe.gov.my/en/mediamohe/press-statement/1130-advisory-note-no-4-2020-panduan-pengendalianprogram-pendidikan-tinggi-semasa-dan-pasca-perintah-kawalan-pergerakan>
- Murray, C., Lombardi, A., Wren, C. T., & Keys, C. (2009). Associations between prior disability-focused training and disability-related attitudes and perceptions among university faculty. *Learning Disability Quarterly*, 32(2), 87-100.
- Nor Aziah Abdul Aziz, & Mohd Taufik Hj Ahmed. (2016). E-Pembelajaran Dalam Pengajaran Dan Pembelajaran Bahasa Melayu Di Ipg Kampus Ipoh. *Jurnal Penyelidikan Dedikasi*, 11, 116–130. <https://doi.org/10.1145/3060403.3060449>
- Nur Azuki Yusof, & Yohan Kurniawan. (2013). Penerimaan orang kelainan upaya (OKU): Kajian menurut prespektif remaja 1Malaysia. *Seminar Sains Kemanusiaan OKU Peringkat Kebangsaan 2013*.
- O'Neil, C., & Fisher, C. (2008). Should I take this course online? *Journal of Nursing Education*, 47(2), 53-59.
- Othman Lebar. (2005). *Penyelidikan kualitatif: Pengenalan kepada teori dan metod*. Perak: Penerbitan Universiti Pendidikan Sultan Idris.
- Rahman, P. D. (2020). Makluman Sesi Pengajaran dan Pembelajaran Sempena Pelaksanaan Perintah Kawalan Pergerakan Mulaim 18 Hingga 31 Mac 2020. USIM.
- Rayyan, R. (2020). Special needs students face hurdles in e-learning. *New Straits Times*. Retrieved 08 May, 2021 <https://www.nst.com.my/education/2020/05/590453/special-needs-students-face-hurdles-e-learning>
- Rosemary Oneke Arrah & Kristine D. (2014). Teachers' Perceptions of Students with Special Education Needs in Cameroon Secondary School. *International Journal of Special Education*, vol.29 no. 3, p101-110.
- Rozmi Ismail. (2015). *Metodologi Penyelidikan: Teori dan Praktis*. Bangi: Penerbit Universiti Kebangsaan Malaysia.
- Roslinda Alias, Nor Aziah Alias, Abu Bakar Ibrahim, Halimaton Attan, & Azman L Kadir. (2013). What do the disable students need? A study on the need of the special educations needs (SEN) learners in Malaysian public Universities. *The European Journal of Social & Behavioral Sciences*: 602-623.
- Salama. (2014). Hubungan Tipe Kepribadian Big Five dengan Kepercayaan Diri di Depan Umum mahasiswa Semester IV Fakultas Psikologi UIN Maulana Malik Ibrahim Malang. *Fakultas Psikologi UIN Maulana Malik Ibrahim Malang*
- Smith, D. D. (1998). *Introduction to special education: Teaching in the age of challenge* (3rd ed.). Boston, MA: Allyn and Bacon.
- Simoncelli, A., & Hinson, J. M. (2008). College students with learning disabilities personal reactions to online learning. *Journal of College Reading and Learning*. Lenexa: 38(2), 49.
- Singal N, Salifu EM, Iddrisu K, Casely-Hayford L, Lundebye H (2015) The Impact of Education in Shaping Lives: Reflections of Young People with Disabilities in Gana. *International Journal of Inclusive Education*, 19 (9), 908-925.
- Sobia, S. S., Asif, A. S., Farzana, M., Atika, A. K., & Arjumand, S. (2021). Online learning during the COVID-19 pandemic: Applying the self-determination theory in the 'new normal', *Revista de Psicodidáctica (English ed.)*, 26(2), 168-177.
- Tan, V. (2021). IN FOCUS: Prolonged school closure in Malaysia due to COVID-19 shakes up learning experience. *Channel New Asia*. Retrieved 08 May, 2020, from

<https://www.channelnewsasia.com/news/asia/in-focus-malaysia-covid-19-schoolclosure-2020-parents-students-13740364>.

- Thulasimani Munohsanmy (2014). Integrasi Teknologi Maklumat dan Komunikasi Dalam Pendidikan. Institut Teknologi Brunei. Journal IPA Bil. 23, 2014.
- Thomas, K. F. C. (2021). Student engagement in K-12 online learning amid COVID-19: A qualitative approach from a self-determination theory perspective. *Interactive Learning Environments*, 1(2), 1-14.
- Venezky, R. L., & Davis, C. (2002). *Que vademus? The transformation of schooling in a networked world*. Research report: OECD/CERI.
- Viner, R. M., Russell, S. J., Croker, H., Packer, J., Ward, J., & Stansfield, C., (2020). School closure and management practices during coronavirus outbreaks including COVID-19: A rapid systematic review. *Lancet. Child Adolesc.* 4, 397-404. doi: 10.1016/S2352-4642(20)30095-X.
- Wan Sabri Wan Husin, M. Z. (2013). "Model Pembangunan Institusi Pendidikan al-Quran bagi Anak Istimewa". The 3rd Annual International Quranic Conference. Kuala Lumpur: Centre of Quranic Research (CQR), Universiti Malaya.