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STUDENTS' PERCEPTION TOWARD LEARNING PHILOSOPHY AND CURRENT ISSUES (CTU552) AFTER USING WEBSITE CTU552-EAC

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Abstract

Providing information is challenging for an instructor or lecturer, specifically in the post-pandemic digital learning era. The website CTU552-EAC is a simple platform to centralize unorganized information regarding the CTU552 Philosophy and Current Issues course that is compulsory for most university and college students in Malaysia. It is important to facilitate students for the CTU552 course to access information related to the subject. Through this platform, all information about the course can be accessed easily and quickly without face-to-face interaction, saving both students' and lecturers' time. Nearly, the students agreed that they needed an interactive platform that centralizes the subject information, therefore the website was created especially during Pandemic Covid19. For almost two years, students who have learned the CTU552 in UiTM Cawangan Johor specifically used the EAC-CTU552 website. Thus, the objective of this study was to investigate the students' perception of learning the subject after the centralization of information via the website. The study found that most of the respondents concurred on the importance of preparing themselves before class and having materials in advance. They also agreed that the website provided them with information about the course in detail, such as rubric and the latest syllabus. The majority of the respondents also believed that activities provided on the website helped them understand the course, and they agreed that the centralization of information through a platform is important to them. Besides that, the study discovered a correlation to test the relationship between three main variables, which are course information (CI), the EAC-CTU552 website (WE), and learner-to-content (LC). This study suggests that while it will be easier for students and instructors in the future, the unorganized information must be gathered in a platform, designed specifically for any new course.

Keywords: *Accessibility, Motivation, Central Platform, CTU552, E-Learning*.

INTRODUCTION

Background of the Study

The blended learning system is a new system that has rapidly evolved the method of learning in most educational institutions. Universities or higher institutions have adopted

this new system the most because of its open access and flexibility (Kumar et al., 2021). This is because the learners involve adults who are familiar with the technology.

Compared to the traditional face-to-face system, online learning is more challenging when it comes to the interchanging of information between the instructor and the learner. The instructor must provide good access to information and materials related to the course to maintain the student's motivation to learn. Filgona et al. (2020) mentioned that students' motivation is dependent on several factors, including the course syllabus, materials, learning methods, and tasks. As stated by Tohir and Herpratiwi (2020), the motivation to learn has a direct impact on their class participation, which contributes to their success in the course they are taking. The students' learning interests and discipline are also related to their learning motivation. Thus, it is important to provide organized course information to ensure that no student falls behind without the right materials to refer to.

Statement of the Problem

Learner interaction is the most important element to consider whenever ensuring the success of a learning process. There are three types of interactions: instructor-to-learner, learner-to-content, and learner-to-learner. As this study focused on content more than other interactions, it is important to mention that unorganized information for any course and lack of quality content may demotivate learners from keeping them on track with the learning process. The learners need centralized information that can be referred to freely at their own time and based on their interests. However, it might be challenging to develop content and materials that can cover both the curriculum and student engagement (Dhawan, 2020). Student engagement is a vital element of online learning, which is related to teacher-learner communication, well-prepared content, and synchronized course information. Based on this reason, it is not an easy task to develop course contents that can cover both the curriculum and student engagement. The lack of preparation regarding quality content and well-organized information may cause issues for the students due to the missed opportunities of getting important syllabus at the right time (Dhawan, 2020).

The era of globalisation is now witnessing the development of the education system in line with currents that pose significant challenges to today's generation. The proliferation of technology has led to digital information storage compared to the previous educational environment, which preferred face-to-face education. Furthermore, the Covid-19 pandemic that struck at the end of 2019 has disrupted the country's education system. This situation causes the transmission and reception of knowledge to be done virtually. Without proper planning, presenting information will be difficult due to the constraints of face-to-face communication to impart knowledge to students. Barriers that cause students to not participate in online classes synchronously due to lack of Internet facilities and appropriate learning equipment. Accordingly, the website CTU-552 EAC is an effort to centralise the unorganized information of the CTU552 Philosophy and Current Issues course to make it more accessible to students. Because the CTU-552 EAC website has only recently begun to be used in UiTM Johor specifically and other higher institutions, generally, no study has yet been conducted to discuss the impact of this website on the students. The impact of the website on students can be measured by their reflection and motivation to learn after the information was centralized through the website. In light of the existing CTU-552 EAC, this study focused on identifying students' perceptions to learn the CTU552 Philosophy and Current Issues course.

Objective of the Study and Research Questions

This study was carried out to explore learner perceptions on their use of learning strategies related to the centralization of information, specifically in using the EAC-CTU552 platform. Thus, the objectives of this study included:

1. To investigate the students' perception of the course information (CI) after the centralization of information using the EAC-CTU552 platform.

2. To investigate the students' perception of the website EAC (WE) after the centralization of information using the EAC-CTU552 platform.
3. To find the relationship between the learner-to-content (LC) to website EAC (WE) and course information (CI) after using the EAC-CTU552 platform.

Based on these objectives, this study was carried out to answer the following questions:

1. What are the students' perceptions of the course information (CI) after the centralization of information using the EAC-CTU552 platform?
2. What are the students' perceptions of the website EAC (WE) after the centralization of information using the EAC-CTU552 platform?
3. What is the relationship between the learner-to-content (LC) to website EAC (WE) and course information (CI) after using the EAC-CTU552 platform?

LITERATURE REVIEW

Online Learning in the Global Era

Online learning has shown significant growth since the COVID-19 outbreak as the internet and education combine to provide learners and educators with the opportunity to gain new skills. This educational approach requires the internet to access resources to interact with course content, academics, and other learners and obtain guidance and support throughout the learning process. This allows students to construct knowledge and meaning either asynchronously or synchronously (IGI Global, n.d).

As reported in many studies, students are satisfied with the flexible learning in the new online learning experience (Hettiarachchi, et al., 2021) when content is created to meet their needs (Santiago Jr et al., 2021). With online learning, students are not constrained by time and place; they can attend lectures from their homes or anywhere at their own pace according to their own convenience (Indira Dhull & Sakshi, 2017; Hendra et al., 2021). This will increase student engagement and happiness in learning (Karaoglan Yilmaz, 2022) through its innovative and interactive content delivery, and it has been proven to be more appealing to students (Indira Dhull & Sakshi, 2017).

According to a study reported by Zaheer et al. (2015), students' perceptions regarding course content and its organization were quite positive, and they considered that the education they received through the e-learning mode was effective. However, several studies found that the challenges in applying online learning are in facilitation, such as internet connection, quota, the places of home living, and the process of online learning itself, such as lack of technology competency for designing interesting activities, academic workload, and communication challenge (Gillett-Swan, 2017; Elsa et al., 2020; Mahyoob, 2020).

Motivation to Learn

Motivation is what causes a person wants to know, act, understand, believe, or gain particular skills. Student motivation is an essential element that is necessary for quality education (Filgona, 2020). However, when designing an online environment, lecturers do not always take into consideration their students' motivation (Nehme, 2010). Thus, fostering interaction is one of the methods used to develop motivation and engagement in online learning. Teaching tools such as online materials and tasks (e-assessment) should nurture the student's interest in the subjects they are about to learn (Nehme, 2010; Elshareif & Mohamed, 2021).

According to several studies, the use of online learning platforms like learning management systems (LMS) is growing globally to support an inclusive learning environment by promoting online collaborative groupings, professional training, discussions, and communication among other LMS users for effecting learning process (Azlim et al., 2014; Aldiab et al., 2019; Bradley, 2021; Elmunsyah, 2023). Wichadee (2014) revealed that student motivation was positively correlated with their learning behaviour from discussion forum postings in the LMS. Numerous studies have also shown that

increasing student motivation to learn enhances their academic performance and results (Yahiaoui, 2022; Stoyanova & Giannouli, 2023). Exploring a new form of reflection and students' motivation for asynchronous online learning is required to determine its effectiveness on student engagement and learning.

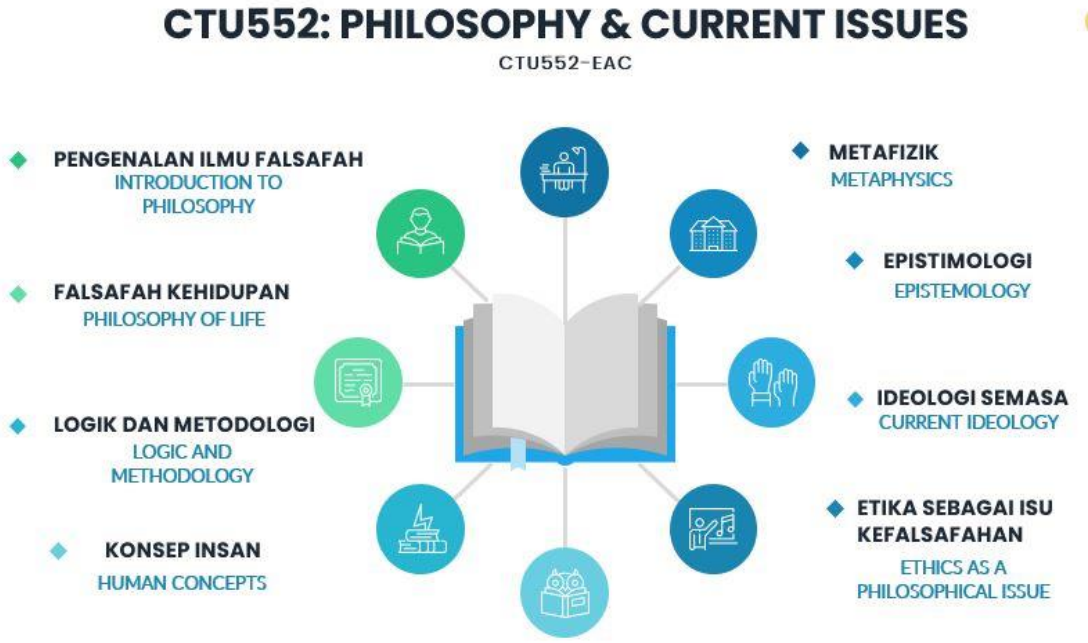
Understanding Islamic Philosophy by e-Learning

The advancement of world technology has now brought about many changes, especially the use of the Internet in the field of education. The evidence can be seen through the transformation of conventional learning methods that have succeeded in displacing more interactive and interesting latest technologies. E-learning is one of the learning technology instruments that can expand the educational system without being constrained by space and time (Harun Baharuddin, 2015). E-learning is a teaching and learning process that uses an electronic network (LAN, WAN or Internet) which delivers content, information, and also interaction. Internet, intranet, satellite, audio-video tape, interactive tv, and CD-ROM are some of the electronic media used to practice e-learning.

Mohamad Noor et al. (2012) stated that the developments in multimedia technology open greater opportunities to change the way of learning, acquiring, and applying information in science. According to Harun and Tasir (2003), as well as Mahamod and Mohamad Noor (2011), multimedia opens space for educators to apply various teaching techniques, while students are allowed to be more active in a learning session.

When it comes to e-learning, interactive learning actively moves towards a continuous two-way flow of information between users, between users via computers, or between students and lecturers. This learning concept makes students organise programmes and learn how to employ interactive learning that saves energy and time to produce quality and effective self-learning. As a result, implementing interactive methods in the teaching and learning process used in self-learning requires our efforts and initiatives to obtain something related to learning materials, and individuals will indirectly have high knowledge by doing a lot of reading (Harun Baharuddin, 2015). In this study, the researcher used e-learning to introduce students to the subject of Philosophy and Current Issues. This subject has eight chapters that explain the breakdown of philosophical topics (please refer to Figure 1)

Figure 1: Chapter Divisions in Philosophical and Current Issues



Source: Author

THEORETICAL FRAMEWORK

Behaviourist Theory

According to the behaviourism hypothesis, learning and education are seen as a person changing their actions, and this process includes some explorations, trial and error, and eventual success. The learner's internal experiences are not taken into consideration by behaviourists because, in their opinion, the experiences cannot be directly observed (Watson, 1913). This approach emphasizes that the learner's participation is primarily a passive stimulus-response process, and that information is perceived as factual, specific, and rigid. Behaviorist Theory highlights four crucial aspects of learning. The first is that each learning step needs to be brief and carry over from previously acquired conduct. Second, regular rewards and reinforcement are necessary for an efficient learning process, at least in the beginning, before the environment's pattern of reinforcement shapes students' behaviour. Third, the learner should receive immediate feedback. The learner should also be provided with "stimulus-discriminations" for the most likely route to success.

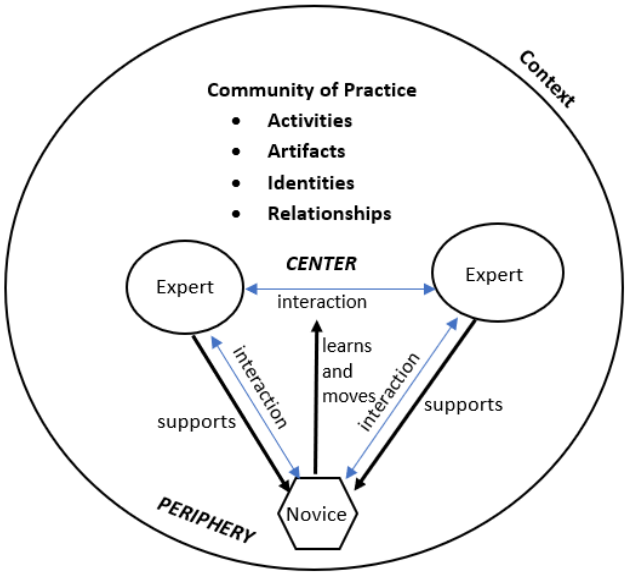
Behaviourist theory operates under the 'stimulus-response' theory of behaviour. According to Watson (1930), a person's behaviours are the result of external stimuli. A behaviourist further stated that it is not necessary to consider a person's inner mental state or consciousness to understand their behaviour. Additionally, this theory assumes that a learner's nature is passive and responsive to contextual cues. The learner always begins with a blank slate and behaviour is subsequently moulded through rewarding or punishing behaviour (Burhanuddin, 2021).

Both positive and negative reinforcements contribute to behaviour modification while also raising the likelihood that the old behaviour will recur. However, both negative and positive consequences of punishment contribute to a reduction in the likelihood that earlier misbehaviour would recur. According to Watson (1930), positive behaviour entails the administration of a stimulus, whereas negative behaviour implies withholding a stimulus. This is consistent with what Al-Ghazali teaches. To illustrate his point, he used the metaphor of seeds. "Humans are flawed creatures, much like seeds," he declared. They have the potential and ability to become perfect, but this can only occur under the right circumstances. To sum up, the locus of learning in behaviourist theory centres on behaviour change with the help of external environmental stimuli as a sign that one's behaviour has changed, whether to a positive or negative side (Burhanuddin, 2021).

Situated Learning Theory

According to the notion of situated learning, information should be presented in a real-world setting. Beginner students should participate in real-world situations where they can apply knowledge and make safe yet effective use of artefacts. Collaboration and social engagement within the "community of practice" are typically necessary for this. However, as they engage in increasingly dynamic and complicated activities and begin to assume the position of the expert, learners gradually withdraw from this community. Usually, this procedure happens unintentionally. This procedure is referred to as "legitimate peripheral participation" (Besar, 2018). Figure 2 shows the model of situated learning theory.

Figure 2: Model of Situated Learning Theory

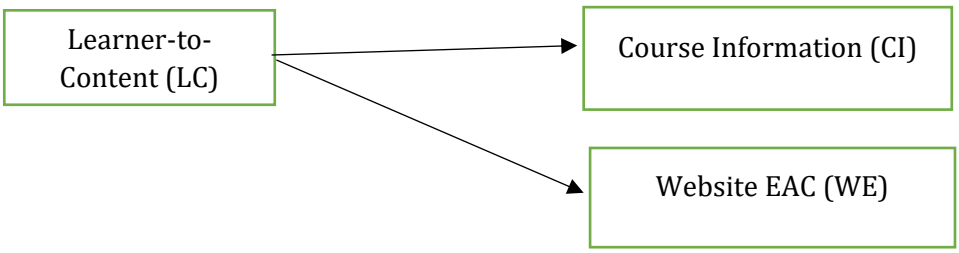


Source: Besar (2018)

This hypothesis had such an impact that some scholars began to contend that learning can only be meaningful if it is incorporated into the social and physical surroundings. In this category are Brown et al. (1989). They stated that actual action carried out by practitioners in their regular work is frequently substantially different from formal learning. In other words, activities carried out by students, especially in academic contexts, are typically cut off from "the ordinary practises of the culture" (Besar, 2018).

As an alternative, Brown et al. suggested a method in 1989 that was particularly created to "enculturate students into authentic practises through activity and social interaction" (Brown et al., 1989). Additionally, learning was defined as the "acquiring, sustaining, and challenging, through collective actions, of the meanings embedded in the organization's cultural artefacts" (Cook & Yanow, 1993). According to Contu and Willmott (2003), learning that is located within a social and physical context is more successful than learning that is not situated. As a result, education in the classroom now makes extensive use of learning through situational experience (Besar, 2018). Figure 3 below shows the theoretical framework for this study:

Figure 3: Theoretical Framework



Source: Authors' illustration

The study will find out the perception of Learner-to-Content (LC) to the Course Information (CI) and the Website EAC (WE).

METHODOLOGY

Data Collection

This quantitative study employed a questionnaire-based survey. The study respondents were asked to complete an online survey using a Google form. This quantitative study was done to explore undergraduates' perceptions of unsynchronized learning. There are 287 participants who responded to the survey among CTU552 students in UiTM Cawangan Johor Kampus Segamat. The instrument used was a self-made questionnaire by the researchers. The utilized questionnaire comprised 16 items encompassing three dimensions which are students' perceptions of the EAC-CTU552 website, course information, and learner to CTU552-EAC content. Every analysis was conducted using the Statistical Package for the Social Sciences (SPSS). Descriptive statistics mean, and standard deviation, Cronbach's alpha (reliability test), normality test, and Spearman correlation analysis (validity test) were used to analyze the data.

Section	Constructs	Number of items
B	EAC-CTU552 Website	5
C	Course Information	6
D	Learner-to-CTU552-EAC Content	5
	Total number of items	16

Table 1: Distribution of items in the survey

RESULTS AND DISCUSSION

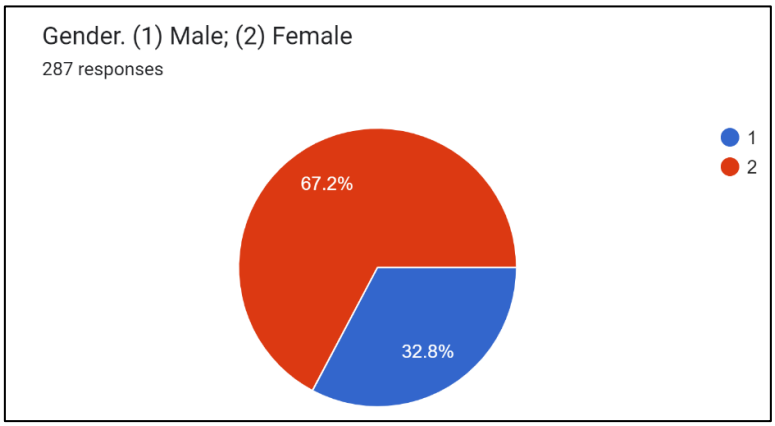


Chart 1: Respondents' Gender

According to the pie chart above, 67.2 percent of the respondents in this survey were women, while 32.8% were men.

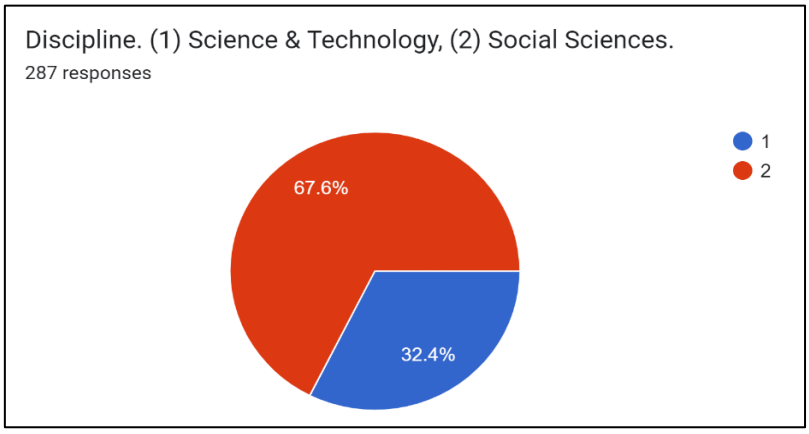


Chart 2: Respondents' Field of Study

67.6% of those who participated in this survey were from the field of science and technology, while the remaining 32.4% were from the field of social science.

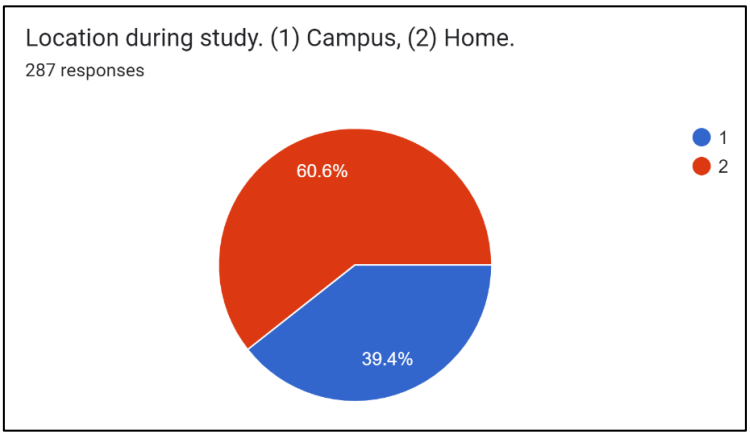


Chart 3: Location of respondents during learning session

According to the pie chart, 60.6% of the respondents participated in online learning, while 39.4% participated in face-to-face studies.

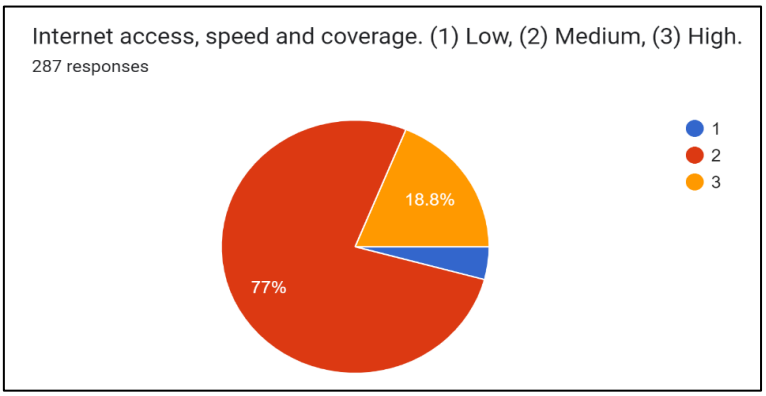


Chart 4: Respondents' Internet access, speed and coverage

The pie chart shows that 77% of the respondents had medium speed and coverage of internet access, while 18.8% of the respondents had high speed and coverage. Additionally, a very small number of the respondents had medium speed and coverage of internet access.

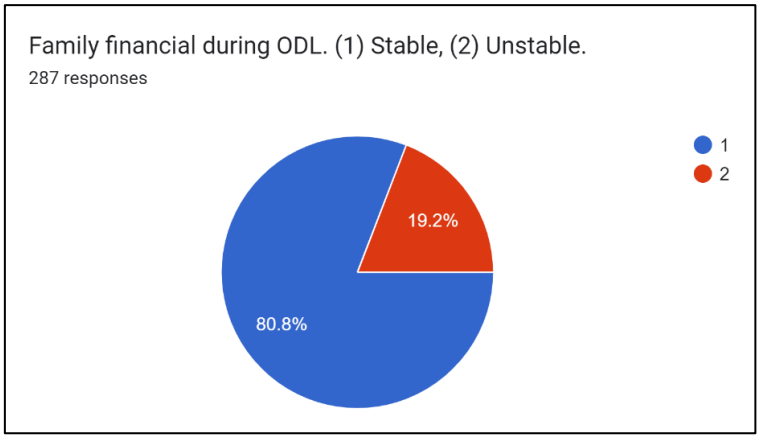


Chart 5: Respondents' family financial during the learning session

The pie chart shows that 80.8% of the respondents had a stable family financial status during online learning, while 19.2% of the respondents with an unstable family financial status.

WEBSITE EAC-CTU552 (WE)

Table 2: Descriptive Statistic for the EAC-CTU552 (WE)

Descriptive Statistics						
Items	Statements	N	Minimum	Maximum	Mean	Std. Deviation
WE1	Are you more likely to refer to the website for more information about the CTU552 course?	287	2	5	4.22	.769
WE2	Do you think the CTU552 website helps you accomplish your online classroom activities?	287	2	5	4.34	.701
WE3	Do you think information from the CTU552 website motivates you to finish tasks?	287	2	5	4.32	.695
WE4	Do you think that information from the CTU552 website prevents you from misunderstanding the course?	287	1	5	4.30	.729
WE5	Do you feel that it is important to get an overview of the content on the CTU552 website before the class begins?	287	2	5	4.40	.666
Valid N (listwise)		287				

Source: SPSS Version 26

This table shows the mean for the website EAC-CTU552 (WE). The highest mean from five items was 4.40, which is WE5 refers to the statement "Do you feel that it is important to get an overview of the content on the CTU552 website before the class begins?" Meanwhile, the lowest mean was 4.22, which refers to the statement WE1 "Are you more likely to refer to the website for more information about the CTU552 course?"

COURSE INFORMATION (CI)

Table 3: Descriptive Statistic for the Course Information (CI) of CTU552

Descriptive Statistics						
Items	Statements	N	Minimum	Maximum	Mean	Std. Deviation
CI1	Do you think that basic information from the CTU552 website about the course is clear and helpful?	287	2	5	4.36	.642
CI2	Do you understand the latest CTU552 syllabus based on information from CTU552-EAC?	287	2	5	4.34	.637

CI3	Are you clear of the list of references that can be referenced for CTU552 subjects based on the syllabus in CTU552-EAC?	287	2	5	4.34	.638
CI4	Are you clear on the scoring rubrics to refer to for group assignments on CTU552-EAC?	287	3	5	4.43	.627
CI5	Do you understand the presentation scoring rubric included on CTU552-EAC?	287	3	5	4.38	.653
CI6	Did your lecturer explain the scoring rubric before giving the assignment to the class?	287	3	5	4.57	.568
Valid N (listwise)		287				

Source: SPSS Version 26

This table shows the mean for course information (CI) of CTU552. The highest mean of the six items was 4.57, which is CI6 which refers to the statement "Did your lecturer explain the scoring rubric before giving the assignment to the class?" Meanwhile, the lowest mean was 4.34, which refers to the CI2 statement, i.e., "Do you understand the latest CTU552 syllabus based on information from CTU552-EAC?" and CI3 "Are you clear of the list of references that can be referenced for CTU552 subjects based on the syllabus in CTU552-EAC?"

LEARNER-TO-CONTENT (LC)

Table 4: Descriptive Statistic for the Learner-to-Content (LC)

	Descriptive Statistics					
		N	Minimum	Maximum	Mean	Std. Deviation
LC1	Do you think the asynchronous activities on the CTU552-EAC website could offer immediate assistance?	287	2	5	4.23	.693
LC2	Do you think the activities on the CTU552-EAC website could improve the understanding of the subject matter?	287	3	5	4.36	.604
LC3	Do you think you can use relevant knowledge on the CTU552-EAC website wisely in the learning process?	287	3	5	4.33	.652
LC4	Do you feel that the ease of online content, such centralization of information on the CTU552 website, is important?	287	2	5	4.36	.631
LC5	Do you think that the CTU552-EAC website gives more benefits than drawbacks?	287	2	5	4.31	.699
	Valid N (listwise)	287				

Source: SPSS Version 26

This table shows the mean for learner-to-CTU552 content (LC). The highest mean of the five items was 4.36, which is LC2 "Do you think the activities on the CTU552-EAC website could improve the understanding of the subject matter?" and LC4 " Do you feel that the ease of online content, such as centralization of information on the CTU552 website, is important?" Apart from that, the lowest mean of 4.23 was LC1 "Do you think the asynchronous activities on the website CTU552-EAC could offer immediate assistance?"

Reliability Test

The reliability test for the actual study was conducted immediately following the entry of the data into SPSS. The purpose of this process was to identify whether the questionnaire was reliable and valid. The reliability results are as below:

Table 5: The reliability test for website EAC-CTU552 (WE), course information (CI), and learner-to-content (LC)

Cronbach's Alpha	N of Items
0.952	16

Source: SPSS Version 26

Table 5 shows the reliability test for the website EAC-CTU552, course information, and learner-to-content that was done after the actual survey. Cronbach's alpha showed a reading score of 0.952. According to Hair, Celsi, Money, Samouel, and Page (2011), the minimum requirement for Cronbach's alpha would be 0.6. Furthermore, when the number of Cronbach's results was more than 0.91, which in this study was 0.952, this indicates that the questionnaire was excellent and reliable.

Table 6: Normality Test

Tests of Normality						
	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
CI	.147	287	.000	.904	287	.000
WE	.137	287	.000	.904	287	.000
LC	.154	287	.000	.896	287	.000
a. Lilliefors Significance Correction						

Source: SPSS Version 26

Table 6 shows the result of the Normality Test. Firstly, If p (Sig.) > 0.05, we fail to reject the null hypothesis and conclude that data is normally distributed so we must use parametric tests. Secondly, if the p-value is less than 0.05. Therefore, we must reject the null hypothesis in other words data is not normally distributed. In this case, because of the p-value is less than 0.05, the results indicated that they were not normally distributed.

Table 7: Normality Test (log)

Tests of Normality						
	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
log_LC	.154	287	.000	.881	287	.000
log_CI	.141	287	.000	.888	287	.000
log_WE	.147	287	.000	.874	287	.000
a. Lilliefors Significance Correction						

Source: SPSS Version 26

Table 7 shows that this research continues to the next Normality Test by log variables. Because of the p-value is less than 0.05, the results indicated that there they were not

normally distributed. As the results showed that they were not normally distributed, this research continued with Spearman correlation. For Pearson's correlation, it is essential for all the data to be normally distributed. In this case, Spearman's rank correlation would be more appropriate to test the validility because the data are not normally distributed. Table 8 shows the results of the Spearman correlation between these three variables, LC, CI, and WE.

Table 8: Nonparametric Correlation (Spearman)

Correlations					
			CI	WE	LC
Spearman's rho	CI	Correlation Coefficient	1.000	.700**	.715**
		Sig. (2-tailed)	.	.000	.000
		N	287	287	287
	WE	Correlation Coefficient	.700**	1.000	.759**
		Sig. (2-tailed)	.000	.	.000
		N	287	287	287
	LC	Correlation Coefficient	.715**	.759**	1.000
		Sig. (2-tailed)	.000	.000	.
		N	287	287	287
**. Correlation is significant at the 0.01 level (2-tailed).					

Source: SPSS Version 26

1. Correlation between Course Information and Website EAC-CTU552

$H1_0$: There is no correlation between Course Information and the website EAC-CTU552.
$H1_1$: There is a correlation between Course Information and the website EAC-CTU552.

Table 8 shows the correlation between the Course Information and the website EAC-CTU552. The correlation value (r) for these two variables was 0.700**, which led to a positive correlation due to the p-value being lower than 0.01. Thus, it can be said that Course Information and the website EAC-CTU552 were correlated. According to Jackson (2015), a coefficient is significant at the .05 level, and a positive correlation is measured on a 0.1 to 1.0 scale. A weak positive correlation would be in the range of 0.1 to 0.3, a moderate positive correlation from 0.3 to 0.5, and a strong positive correlation from 0.5 to 1.0. This means that there was also a strong positive relationship between Course Information and the website EAC-CTU552. The result indicated that the null hypothesis ($H1_0$) was rejected, and the alternative hypothesis ($H1_1$) was accepted.

2. Correlation between Course Information and Learner-to-Content

$H2_0$: There is no correlation between Course Information and the Learner-to-Content.
$H2_1$: There is a correlation between Course Information and the Learner-to-Content.

Table 8 shows the correlation between the Course Information and the Learner-to-Content. The correlation value (r) for these two variables was 0.715**, which led to a positive correlation due to the p-value being lower than 0.01. Thus, it can be said that Course Information and the Learner-to-Content were correlated. This means that there was also a strong positive relationship between Course Information and the Learner-to-Content (correlation value (r) was between 0.5 to 1.0). The result indicated that the null hypothesis ($H2_0$) was rejected, and the alternative hypothesis ($H2_1$) was accepted.

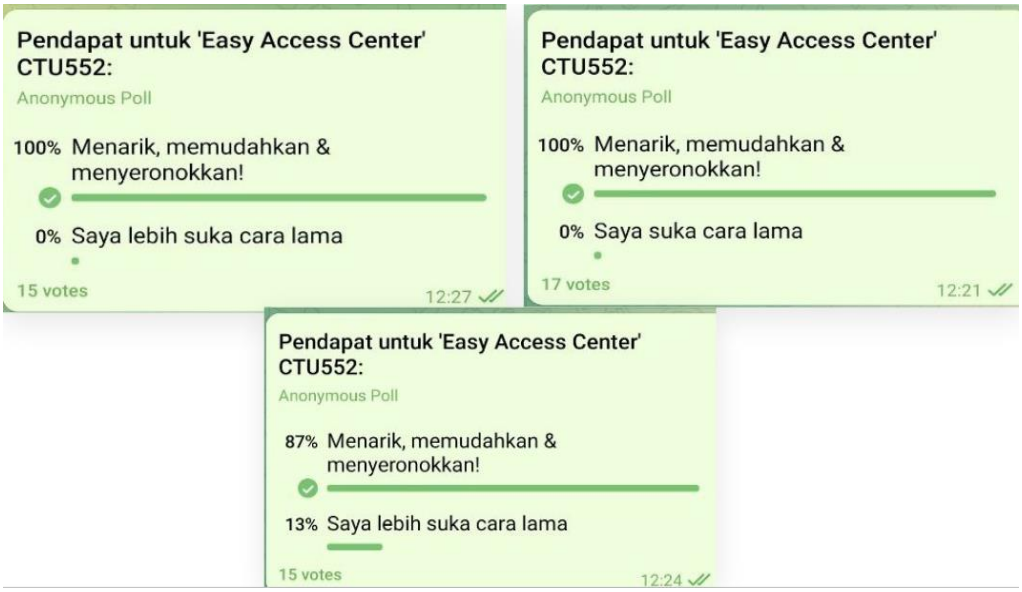
3. Correlation between website EAC-CTU552 and Learner-to-Content

$H3_0$: There is no correlation between the website EAC-CTU552 and the Learner-to-Content.
$H3_1$: There is a correlation between the website EAC-CTU552 and the Learner-to-Content.

Table 8 shows the correlation between the website EAC-CTU552 and the Learner-to-Content. The correlation value (r) for these two variables was 0.759**, which led to a positive correlation due to the p-value being lower than 0.01. Thus, it can be said that the website EAC-CTU552 and the Learner-to-Content were correlated. This means that there was also a strong positive relationship between the website EAC-CTU552, and the Learner-to-Content (correlation value (r) was between 0.5 to 1.0). The result indicated that the null hypothesis ($H3_0$) was rejected, and the alternative hypothesis ($H3_1$) was accepted.

The results show there is a relationship between these three variables. It indicates that the students as a learner-to-content will depend on the course information of the subject CTU552 that is given and organized on the website EAC-CTU552. With the guideline and detailed course information from the EAC-CTU552, this study recorded that the students will increase their motivation to learn the subject Philosophy and Current Issue (CTU552) from the website EAC-CTU552. The results show that the effort from the lecturer to help manage and organized the content for the students is positive and good. Figure 4 shows the students' reflections after using the EAC-CTU552.

Figure 4: Students' Reflection After Using the EAC-CTU552



Source: Authors' survey (Telegram poll)

CONCLUSION

In this digital era, it is important to use technologies in assisting students in their learning process. It is also important to make the task of the instructor much easier because it eliminates unnecessary and repetitive actions in delivering information regarding a course. This study presented an interactive website CTU552-EAC as a platform to gather necessary information for the CTU552 Philosophy and Current Issues course. The aim of this centralization was to make it easier for students to access the information. For the findings, this study highlighted students' perception toward the centralization of unorganized information using the website. According to the study, the students believed that it is important to get an overview of the content on the CTU552 website before the class begins, which was the highest mean for the question regarding the website CTU552-EAC (WE). Most of the students agreed that their lecturer explained the scoring rubric before

presenting the assignment to the class as important as they were already aware and well-informed about the rubric to use with the assignment, according to the highest mean for the question regarding course information (CI). The opinion that the activities on the website CTU552-EAC could improve students' understanding of the subject matter and the opinion that the ease of online content, such as centralization of information on the website CTU552 is important, have the highest means for questions regarding Learner-to-Content (LC). The study also found that there was a correlation between Course Information and the Learner-to-Content similar to the result which showed that there was a correlation between the website EAC-CTU552 and the Learner-to-Content. Based on the findings, this study revealed a positive value on students' reflection and motivation to learn after the centralization of unorganized information for the CTU552 course. It is understandable that CTU552-EAC had a significant impact on the students as they found it useful in helping them to understand the syllabus more and prepare themselves for classes. Because of these reasons, the study suggests that instructors should provide their students with a platform for the purpose of getting the latest information about courses. The centralization of unorganized information is an important element to keep students motivated to learn because they have ample opportunities to catch up with the syllabus according to their own time and phase.

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