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| COVID-19: What are the challenges of online learning? A literature review | | | | | | | |  |
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| **ABSTRACT** | | | | | | | | |
| The COVID-19 pandemic has made countries and organizations around the world to revise their business operations. Some countries took a step further by executing Movement Control Order (MCO) to reduce the spread. During MCO like Malaysia, all non-essential businesses were closed, interstate travel was prohibited, and purchasing of daily needs were limited. This pandemic had rendered Malaysian homebound. | | | | | | | | |
| ***Keywords:*** | | | |  | | | | |
| Covid-19, online learning, learning management system, movement control order | | | |  | | | | |
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**1. Introduction**

The coronavirus COVID-19 has created a global pandemic that led to the rapid closure of school worldwide, rendering 1.2 billion students out of classrooms [1,2]. An unprecedented event that has not happened in a decade except for the SARS period has created such uncertainty and challenges in education for teachers, parents, and students. Given the infective nature of the virus, face-to-face interaction was prohibited. The congregation was unadvisable, and confinement at home has taken into place.

*1.2 Research Question*

Our research aims to study the difficulties of online learning during the coronavirus pandemic. As well as using past articles to identify solutions. Hence, our main research question is:

“What are the challenges and recommendations for online learning during COVID-19?”

*1.3 Research Objectives*

The goal of this research is to identify the factors affecting online learning during COVID-19.

*1.3.1 Specific objectives*

1. To identify the most influential publications in indigenous entrepreneurship through citation analysis.
2. To explore the network structure and the relationship among the highly cited publications through co-citation analysis about indigenous entrepreneurship.
3. To analyze and predict future trends and work in indigenous entrepreneurship through co-word analysis.

**2. Methodology**

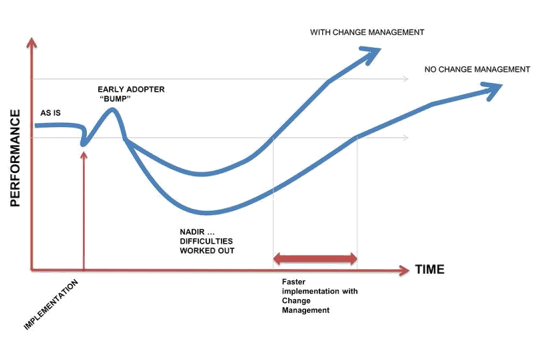
The literature review began with the selection of conference papers, proceedings, and journal articles sourced from eleven online databases available in our university library. Following study by Mat *et al*., [7], several online databases has been selected such as the Academic Search Premier, Emerald, IEEE, JSTOR, ProQuest, Reaxys, SAGE, ScienceDirect, Scopus, SpringerLink, and Wiley Online Library. The search is limited to the papers published in December 2019 to July 2020 as it is the period of the COVID-19 pandemic.

To differentiate the effects of Reynolds number, the experiments was also performed at two speeds of 18 m/s and 36 m/s that corresponding to 1×106 and 2×106 Reynolds number, calculated from Eq. 1 and summarize in Table 1.

(1)

where the dynamic viscosity, μ, density of air, 𝜌 and length, *x* were taken as 1.846 ×10-5 kg/ms, 1.18 kg/m3 and 0.874 m respectively.

The organization that implements the ADKAR model led to a predictable path, as seen in Figure 1, with much better performance in a short period, compared to organizations that did not implement the model [19].



**Fig. 1.** Model depicting an early surge in performance, followed by majority acclimatizing quicker to the change factor [21]

**3. Results and Discussion**

Concerning the challenges in the learning and focus of the students, teaching through online are crucial. The recommendation of having a small online group by Sander aims to optimize the learning experience. This approach is to ensure that each student contributes during the live streaming lecture [17-19] using any of the synchronize video conference applications such as ZOOM, Webex, Skype, Top hat, and more. Tips for synchronizing classes are to segregating it into a series of components that have smaller learning tasks to better convey the lessons, with a break in between.

**Table 1**

Descriptive analysis

|  |  |  |
| --- | --- | --- |
| Variable | Mean | Std. Deviation |
| CSR Programme | 3.973 | 0.731 |
| Revenue Performance | 3.819 | 0.707 |
| Digital business strategy | 4.063 | 0.727 |
| Government support policy | 4.078 | 0.732 |

**4. Conclussion**

The current notion of students being a digital native is not a given stance. Despite their receptive age to technology, students need to be exposed, train, and become familiar with online educational platforms [3]. Hence, prior experience in education technology before the pandemic is crucial.

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