Received: 16 February 2023, Accepted: 26 June 2023, Published: 30 June 2023
https://doi.org/10.17576/ajtlhe.1501.2023.13

SURVIVING THE FINAL YEAR PROJECT (FYP) PRESENTATION DURING THE PANDEMIC: STUDENTS' SATISFACTION WITH THE VIDEO PRESENTATION MODE

Nurul Hidayana Mohd Noor[1*]

[1]Faculty of Administrative Science & Policy Studies, Universiti Teknologi MARA (UiTM), 70300 Seremban, Negeri Sembilan, Malaysia

(Corresponding author: hidayana@uitm.edu.my)

Abstract

The COVID-19 pandemic significantly impacted the Malaysian economy and adversely affected several critical sectors, including the market, retail, hospitality, tourism, and education. The effects of the COVID-19 pandemic on the education sector caused the government to implement an online learning program. Online learning is considered the most effective and efficient way to learn amid the current pandemic and during the post-pandemic. Employing a quantitate survey study, this study aims to explore the enablers that support students engaging in a video presentation. A total of 181 final-year students from the Faculty of Administrative Science and Policy Studies, Universiti Teknologi MARA (UiTM), were selected as informants. This study examines the influence of reduction in comparison bias, group participation, product originality, product demonstrability, perceived usefulness, and perceived enjoyment on student satisfaction with video presentations. A valid of 175 respondents' data were analysed using descriptive analysis, Pearson correlation, and multiple regression. Pearson's correlation analysis found significant relationships between all determinants and student satisfaction with video presentations. Analysis of multiple regression techniques shows that perceived enjoyment predicts student satisfaction with video presentations. The faculty and university management can use the results of this study to plan and draft structured programs to improve student technological skills and performance. Lecturers also can provide appropriate teaching methods and tools to assist students in using and developing their final year project (FYP) presentation.

Keywords: Final year project; online learning; student satisfaction; video presentation

Received: 16 February 2023, Accepted: 26 June 2023, Published: 30 June 2023
https://doi.org/10.17576/ajtlhe.1501.2023.13

Abstrak

Pandemik COVID-19 memberi kesan besar kepada ekonomi Malaysia dan menjejaskan beberapa sektor utama termasuk pasaran, runcit, hospitaliti, pelancongan, dan sektor pendidikan. Dalam sektor pendidikan, pandemik COVID-19 menyebabkan kerajaan melaksanakan program pembelajaran dalam talian. Pembelajaran dalam talian dianggap sebagai cara yang paling berkesan dan cekap untuk belajar semasa pandemik serta semasa pasca pandemik. Menggunakan kajian tinjauan kuantitatif, kajian ini bertujuan untuk meneroka pemboleh ubah yang menyokong pelajar dalam melibatkan diri dalam persembahan video. Seramai 181 orang pelajar tahun akhir di Fakulti Sains Pentadbiran dan Pengajian Polisi, Universiti Teknologi MARA (UiTM), dipilih sebagai pemberi maklumat. Kajian ini bertujuan untuk mengkaji pengaruh pengurangan perbandingan berat sebelah, penyertaan kumpulan, keaslian produk, kebolehbuktian produk, kebergunaan yang dirasakan, dan keseronokan yang dirasakan terhadap kepuasan pelajar dengan persembahan video. Sejumlah 175 data responden yang sah dianalisis menggunakan analisis deskriptif, korelasi Pearson, dan regresi berganda. Melalui analisis korelasi Pearson didapati hubungan yang signifikan antara semua penentu dan kepuasan pelajar terhadap persembahan video. Analisis teknik regresi berganda menunjukkan bahawa keseronokan yang dirasakan meramalkan kepuasan pelajar dengan persembahan video. Hasil kajian ini boleh digunakan oleh pihak pengurusan fakulti dan universiti untuk merancang dan merangka program yang tersusun dalam meningkatkan kemahiran teknologi dan prestasi pelajar. Pensyarah juga boleh menyediakan kaedah dan alatan pengajaran yang sesuai untuk membantu pelajar menggunakan dan membangunkan persembahan video viva mereka.

Kata kunci: Projek akhir tahun; pembelajaran dalam talian; kepuasan pelajar; persembahan video

1.0 INTRODUCTION

On March 11, 2019, World Health Organization officially stated that as many as 114 countries had experienced a coronavirus pandemic crisis (COVID-19). As a result, many countries had to develop several strategies to break the epidemic chain. There is no doubt that COVID-19 has already shaken the world from a health, safety, economic and social point of view in every country. The COVID-19 pandemic also has brought many changes in the world of education. Educational institutions in Malaysia are required to follow changes in learning methods. Before the pandemic, the teaching and learning process was conducted face-to-face. However, after the emergence of COVID-19, the learning process has changed to full online mode. It is a

Received: 16 February 2023, Accepted: 26 June 2023, Published: 30 June 2023
https://doi.org/10.17576/ajtlhe.1501.2023.13

challenge for lecturers and students; whether they like it or not, they must all accept online learning (Adedoyin & Soykan, 2020). According to Singh & Thurman (2019), online learning is a two-way interaction between students in computer-assisted learning. Online learning is an approach that uses digital technology to connect students and teachers, and this approach can be implemented well if both parties involved have computers or other devices (Mayer, 2019). Online classes can benefit students who participate because they can arrange learning time according to their schedule and even make it easier for students who do not have to commute to campus.

Nevertheless, many studies have discovered that online teaching and learning are challenging, and the challenges may impact some individuals depending on how they solve the problems they face (Adedoyin & Soykan, 2020; Singh & Thurman, 2019). The challenges of online learning include the absence of devices, a less conducive atmosphere, a lack of digital technology skills, and students' negative attitudes during online learning sessions (Alawamleh et al. 2020; Mohamed et al. 2022). In online learning, three essential elements are needed for the success of online teaching and learning: students, lecturers, and technology (Martin et al. 2020). If one of the elements is not supported, the online learning process will not take place optimally (Arkorful et al. 2022). In addition to the tangible factors (i.e., facilities, resources, Internet, & infostructure), many studies have found that the success of online learning also could be influenced by intangible factors. These include reduction in comparison bias, group participation, product originality, product demonstrability, perceived usefulness, and perceived enjoyment (Al Natour & Woo, 2020; Bączek et al. 2021; Landrum, 2020).

Therefore, this survey study explored the enablers supporting students' satisfaction with video presentations. The second objective is to identify the most significant predictor of student satisfaction with video presentations. The present study finds its originality at two levels: first, it tests the model using a sample from the final-year students who used video presentation mode for the first time. Therefore, this study is significant to the current literature and knowledge since it aims to assess new online learning practices. Second, compared to previous research on satisfaction with technology, the present study evaluates the determinants from the aspect of technology itself and not an external factor (e.g., lecturer performance, info structure, Internet, and others) that might affect student satisfaction.

Received: 16 February 2023, Accepted: 26 June 2023, Published: 30 June 2023
https://doi.org/10.17576/ajtlhe.1501.2023.13

2.0 LITERATURE REVIEW

E-learning combines online and knowledge management. The e-learning environment includes network systems that consist of several functions that help to improve quality teaching and learning activities (Chandra, 2020; Chung et al. 2020; Razak et al. 2022). Before the pandemic, e-learning in Malaysia was relatively new, and most e-learning is only offered at the university and college level, which has joint ventures with foreign universities. Therefore, there are still many local universities that still need to apply the use of e-learning. Because the implementation is still new, mainly blended learning, e-learning is applied only to facilitate or support the conventional teaching and learning process (Taat & Francis, 2020). For example, lecturers only use e-learning to download notes to websites, make important announcements, and reply to student e-mails, forums, and others. No university in this country yet makes e-learning an alternative to open up opportunities for many more students. With the development of technology in the increasingly advanced e-learning system, students should be prepared to implement e-learning more structured, such as through online video conferencing, messenger, discussion through chat rooms, and online phone conversations via computer (Mohamed et al. 2021).

Several factors can influence student satisfaction using technology. Identifying student satisfaction and influencing factors is crucial so lecturers can plan learning materials and content more effectively. Moreover, it can also assess whether the learning techniques used can be continued or need improvement. First, many studies have indicated that online presentations can help reduce student comparisons. When the presentation is conducted online, students will feel very confident because they conduct it without seeing other peers. Their presence is only seen by the panel and the lecturer (Bączek et al. 2021). Therefore, many students are likely to choose an online presentation method because it can reduce the feeling of nervousness and fear. Compared to face-to-face presentations, students have a greater tendency to evaluate their presentations with their peers (Landrum, 2020). Therefore, students will feel unhappy and unconfident, eventually lowering their self-confidence (An et al. 2022; Wei & Chou, 2020). Moreover, individuals who face Social Anxiety Disorder problems quickly fear facing the people around them. Sufferers of this disease will feel shy and nervous about interacting because they worry that others will have a wrong impression of them.

Previous studies also have discovered that digital learning can increase learning and group motivation (Chiu, 2022; Dietrich et al. 2020). It increases student motivation because it

Received: 16 February 2023, Accepted: 26 June 2023, Published: 30 June 2023
https://doi.org/10.17576/ajtlhe.1501.2023.13

provides a high-quality learning experience. Researchers found that technology promotes group participation, and when students work together, they retain information faster and longer (Rahiem, 2021). They can also develop critical thinking and communication skills (Chiu, 2022). For example, a viva presentation through a video presentation requires students to work together as a group, which is different from a face-to-face presentation, where the level of collaboration is low compared to a video presentation. For face-to-face presentations, students only work together to prepare the slides; the presentation is individual even if they present together. Unlike face-to-face presentation, a video format requires cooperation in building video content, determining the order of the video, video design, and others. Therefore, a video presentation promotes group cooperation (Al Natour & Woo, 2020).

Product originality is the extent to which the online video presentation method allows students to create more creative and original presentations than those created in face-to-face settings (Al Natour & Woo, 2020). Using technology in learning can help improve product originality, where students can creatively and innovatively produce their presentation videos. With this, students will be more motivated and enjoy seeing the results of innovation and creativity implemented. This makes students more enthusiastic about learning. A culture of creativity and innovation also will encourage students to achieve good performance in academic (Ng et al. 2022). This is supported by the Technology Acceptance Model (TAM), which highlights the extent to which a person believes that the use of a new system will benefit its users, such as simplifying and improving the work performance will motivate and affect user satisfaction. The online learning process allows students to develop their competence or skills to carry out the online learning process. Competence involves knowledge, skills, or attitudes that enable a person to perform a specific expected activity or function (Arkorful et al. 2022). They need social, communication, and technical competence to ensure the effectiveness of online learning.

Technology such as video also helps produce good product demonstrability (Al Natour & Woo, 2020). For example, through video presentations, students can show infographics or any interactive information such as YouTube videos, interviews, pictures, online games, and others. These make the presentation more enjoyable compared to a face-to-face presentation. Next, students will feel satisfied if the technology used is seen to provide short-term and long-term benefits. For example, video presentations provide ICT skills that are very important when they enter the world of work. In addition, video presentations are beneficial during the pandemic because they make it easier for students to conduct presentations without having

Received: 16 February 2023, Accepted: 26 June 2023, Published: 30 June 2023
https://doi.org/10.17576/ajtlhe.1501.2023.13

to come to campus and save students costs (Azevedo et al. 2022). Based on the TAM model, this is known as perceived usefulness, where if someone does not believe the system can help him/her in doing work, that person has no intention of using it. There are several dimensions of perceived usefulness: work more accessible, increasing productivity, work effectiveness, and job performance.

Using ICT or video presentations also makes learning more fun and exciting. The use of attractive teaching aids will create an enjoyable learning atmosphere (Al Natour & Woo, 2020). It is a significant factor that explains e-learning adoption or acceptance. It was demonstrated in previous research that perceived enjoyment has a significant effect on the perceived ease of use and perceived usefulness of online learning (Nikimaleki & Rahimi, 2022). When the student knows that working on an e-learning system is enjoyable, there is a greater chance that she/he will positively impact the system's usefulness and ease of use (Azevedo et al. 2022). Based on the discussion, several hypotheses have been developed to be tested and have been illustrated in Figure 1.

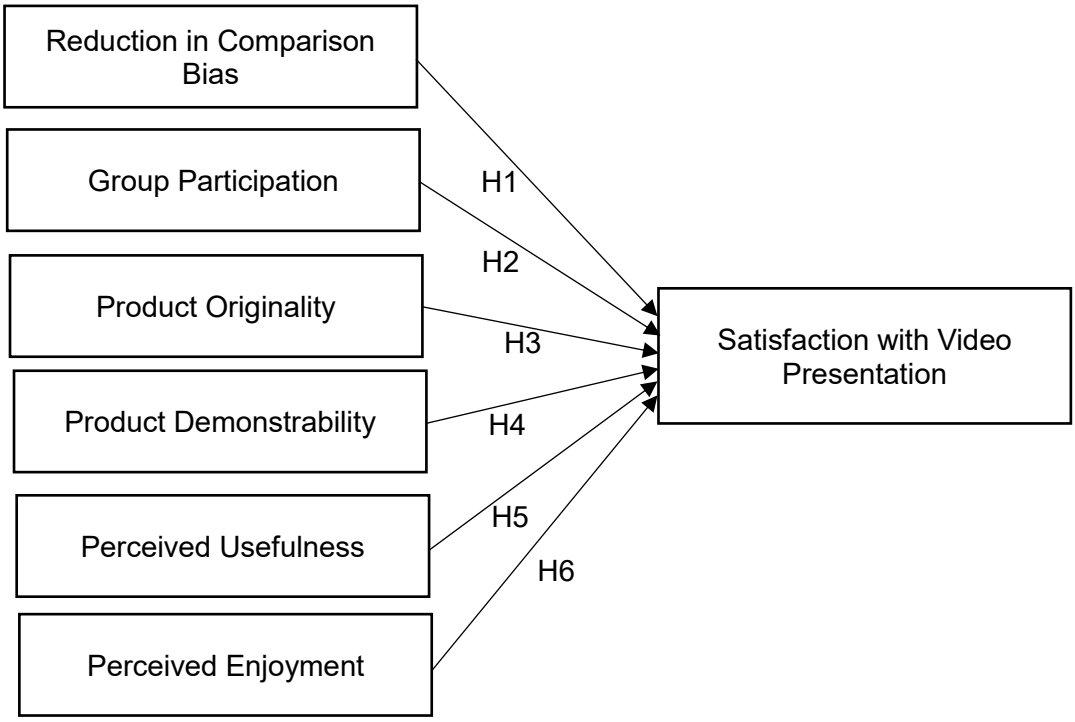

Figure 1. Conceptual framework

There are limitations of this study that should be taken into account in evaluating the results of the study. First, this study does not consider other factors such as the availability of

Received: 16 February 2023, Accepted: 26 June 2023, Published: 30 June 2023
https://doi.org/10.17576/ajtlhe.1501.2023.13

the Internet, learner readiness, family and peer support, learning styles, and others. Therefore, the results of this study are limited. It is hoped that future researchers will highlight other factors influencing student satisfaction with video presentations. Second, this study only uses a sample of 175 final-year students from the Faculty of Administrative Science and Policy Studies, Universiti Teknologi MARA (UiTM). Therefore, the results of this study cannot be generalised. It is suggested that researchers will generalise the sample area so that the information from the research can be seen from various faculties and educational institutions. The third is cross-sectional research has been used. The main weakness of cross-sectional studies is generally no evidence of a temporal relationship between the predictor and outcome variable. Hence, future studies could employ longitudinal studies to detect developments in the target population's characteristics at both the group and the individual levels.

3.0 METHODOLOGY

This study used a cross-sectional survey design, and the study population consisted of final-year students from the Faculty of Administrative Science and Policy Studies, Universiti Teknologi MARA (UiTM). Employing systematic sampling and the sample size is determined according to Krejcie & Morgan's (1970) sample size determination (N=340, n=181). The rationale for selecting the study sample is that this study examined the level of satisfaction with the viva video presentation of undergraduate students who took a final year project subject based on the video assessment mode. The questionnaire constructed by the researcher is a questionnaire adapted and modified from Al Natour & Woo (2020), Moore & Benbasat (1991), Davis (1989), and Cenfetelli et al. (2008). The psychometric index questionnaire contained five main parts. Section A contained demographic profile items (3 items), Section B contained independent variable items (19 items), and Section C contained one item to measure student satisfaction with a video presentation (1 item). The scale used for all instruments in parts B and C was a five-point Likert scale.

Before all hypotheses were tested, the researcher conducted normality and reliability tests. The normality test aims to identify whether the data have extreme value and conform to the characteristics of normal data distribution or vice versa. For this test, the Skewness value should fall within the range of -3 to +3, while kurtosis, the range of -10 to +10, and values outside the range indicate that the data is outside the normal distribution (Kline, 2005). On the other hand, reliability refers to an understanding that the instrument used in research can be trusted as a data collection tool and can reveal essential information in the field. If the

Received: 16 February 2023, Accepted: 26 June 2023, Published: 30 June 2023
https://doi.org/10.17576/ajtlhe.1501.2023.13

Cronbach's Alpha value is more than 0.60, it means sufficient reliability, and if the alpha is more than 0.80, this suggests that all items have strong reliability (Gliner & Morgan, 2000). This first analysis involved descriptive and inferential statistical analyses (i.e., mean score and standard deviation).

For the main findings, Pearson's correlation and regression analysis were employed. Bivariate correlation is an analysis technique used to measure the strength and weaknesses of the relationship between two variables. This variable consists of independent and dependent variables. The magnitude of the relationship ranges from 0 to 1. If it approaches the number 1, relationship between the two variables is more substantial, and vice versa. Finally, multiple linear regression examines the equation model of one dependent variable/response (Y) with two or more independent variables/predictors (X). The data in the study were analysed using the Statistical Package for Social Science Version 26.0 (SPSS) software.

4.0 FINDINGS

After two months of data collection, valid data from 175 respondents were obtained with a return rate of 96.7%. Based on Table 1, statistics showed that the number of female students (79.4%) is more than male students (20.6%). The majority of students lived in the semi-urban area (48%), while the remaining were in urban areas (32.6%) and rural areas (19.4%). Many students achieved a Cumulative Grade Point Average (CGPA) of 3.00-3.49 (59.4%).

Table 1. Demographic profile

No.	Profile	Frequency (n)	Percentage (%)
1	Gender		
	Male	36	20.6
	Female	139	79.4
2	Hometown		
	Urban	57	32.6
	Semi-urban	84	48.0
	Rural	34	19.4
3	CGPA		
	<3.00	25	14.3
	3.00-3.49	104	59.4
	3.50 and above	46	26.3

Received: 16 February 2023, Accepted: 26 June 2023, Published: 30 June 2023
https://doi.org/10.17576/ajtlhe.1501.2023.13

In interpreting the level of items, the range of mean between 1.00 – 2.50 is considered a low level, 2.51 – 3.50 is a medium level, and 3.51 – 5.00 is considered a high level. From Table 2, the level of Reduction in Comparison Bias ($\bar{x}$=4.16, SD=0.69), Group Participation ($\bar{x}$=4.29, SD=0.66), Product Originality ($\bar{x}$=4.32, SD=0.62), Product Demonstrability ($\bar{x}$=4.34, SD=0.57), Perceived Usefulness ($\bar{x}$=4.17, SD=0.71), Perceived Enjoyment ($\bar{x}$=4.11, SD=0.82), and Student Satisfaction ($\bar{x}$=4.30, SD=0.72) was at a high level. This indicates that technology has given students several positive implications and the opportunity to learn anywhere and anytime. With technology, education has become more inclusive and easily accessible. Technology has also increased student engagement in the classroom. With interactive materials and digital-based educational tools or electronic gadgets, students are more motivated to participate in learning. Technology has made learning more interactive and fun, and it helped to keep students motivated and improve learning satisfaction. The results also showed that the skewness and kurtosis values fall within the range of -3 to +3 and 10 to +10, so the data is normally distributed. From Table 2, the Cronbach's Alpha values results for all variables are more than 0.60, and it can be concluded that all question items in the questionnaire are reliable.

Table 2. Normality and reliability results of variables

Variables	Mean	SD	Skewness	Kurtosis	Cronbach's Alpha
Reduction in Comparison Bias	4.16	0.69	-1.09	3.52	0.81
Group Participation	4.29	0.66	-1.15	2.94	0.85
Product Originality	4.32	0.62	-1.28	4.04	0.80
Product Demonstrability	4.34	0.57	-0.31	-0.85	0.84
Perceived Usefulness	4.17	0.71	-0.51	-0.67	0.89
Perceived Enjoyment	4.11	0.82	-0.72	0.15	0.93
Student Satisfaction	4.30	0.72	-0.64	-0.24	0.86

Table 3 showed that all independent variables (reduction in comparison bias, group participation, product originality, product demonstrability, perceived usefulness, and perceived enjoyment) were statistically significant with satisfaction with a video presentation (p-value < 0.05). Thus, H1, H2, H3, H4, H5, and H6 were accepted.

Received: 16 February 2023, Accepted: 26 June 2023, Published: 30 June 2023
https://doi.org/10.17576/ajtlhe.1501.2023.13

Table 3. Correlation results between Independent Variables and Dependent Variable

		Satisfaction with Video Presentation
Reduction in Comparison Bias	Pearson Correlation	0.484**
	Sig. (1-tailed)	0.000
	N	175
Group Participation	Pearson Correlation	0.489**
	Sig. (1-tailed)	0.000
	N	175
Product Originality	Pearson Correlation	0.550**
	Sig. (1-tailed)	0.000
	N	175
Product Demonstrability	Pearson Correlation	0.559**
	Sig. (1-tailed)	0.000
	N	175
Perceived Usefulness	Pearson Correlation	0.671**
	Sig. (1-tailed)	0.000
	N	175
Perceived Enjoyment	Pearson Correlation	0.662**
	Sig. (1-tailed)	0.000
	N	175

The multicollinearity test must be fulfilled first before regression data interpretation can be made. If the Variance Inflation Factor (VIF) value is less than ten and the Tolerance value is more than 0.01, it can be firmly concluded that there is no multicollinearity problem. Based on Table 4, this data was free from multicollinearity issues. R Squared refers to the magnitude of the predictor variable's influence or ability simultaneously explain the response variable. If the value is more than 0.5, then the ability of the predictor variable is strong in explaining the response variable. From Table 4, the R squared value of 0.550 means that the independent variables explain 55% of the substantial spread of the dependent variable. Next, standardized beta (β) and significant values showed that Perceived Enjoyment strongly influences Satisfaction with Video Presentation. A positive sign means the influence is in the same direction between the independent and dependent variables. This means that if Perceived Enjoyment experiences an increase of 1%, then Satisfaction with Video Presentation will increase by 0.293, assuming that other independent variables are considered constant.

Received: 16 February 2023, Accepted: 26 June 2023, Published: 30 June 2023
https://doi.org/10.17576/ajtlhe.1501.2023.13

Table 4. Regression results

Variable	Beta (β)	Sig. (p)	Tolerance	VIF
Reduction in Comparison Bias	0.131	0.079	0.489	2.044
Group Participation	0.078	0.297	0.485	2.063
Product Originality	0.015	0.860	0.378	2.647
Product Demonstrability	0.093	0.221	0.466	2.145
Perceived Usefulness	0.290	0.001	0.384	2.603
Perceived Enjoyment	0.293	0.001	0.353	2.833
R^2	0.550			
Adjusted R^2	0.534			
F Change	34.254			
Sig.	0.000			

5.0 DISCUSSION

Information technology has opened the latest information transmission platform. The increasing number of students and the current change triggered by information technology requires efficient handling to ensure the student gets the full benefit of using technology (Bączek et al. 2021). The study first found a high level of Reduction in Comparison Bias, Group Participation, Product Originality, Product Demonstrability, Perceived Usefulness, and Perceived Enjoyment at a high level. Technology helps to increase collaboration among students and instructors. Using technology, students can collaborate on group projects, share ideas, and learn from each other (Al Natour & Woo, 2020). This can help in building team spirit in the classroom. For example, online forums, video conferencing, and shared documents make it easy for students to collaborate on projects and assignments. Technology in education also produces effective learning results, improves academic performance, and ensures students are prepared for the future (Azevedo et al. 2022; Nikimaleki & Rahimi, 2022). Hence, it is clear that technology has a significant impact on education. As technology advances in this era, we must explore new ways to use technology to enhance the educational experience.

Next, this study found that all independent variables (i.e., Reduction in Comparison Bias, Group Participation, Product Originality, Product Demonstrability, Perceived Usefulness, and Perceived Enjoyment) positively influenced student satisfaction with video presentations. These findings were supported by previous studies such as An et al. (2022), Bączek et al. (2021), Landrum (2020), and Wei & Chou (2020). By adopting technology applications, students will better understand concepts and subjects. Technology makes the learning and teaching process more interactive and exciting, allowing students to explore and produce new

Received: 16 February 2023, Accepted: 26 June 2023, Published: 30 June 2023
https://doi.org/10.17576/ajtlhe.1501.2023.13

knowledge and ideas. Technology also can help students learn in a way that aligns more with the needed and demanded skills. For example, technology enables students to learn coding, digital literacy, and other valuable skills in today's era.

The finding then found that perceived enjoyment is the primary predictor variable. Video delivery and recording are more suitable for the students since most students prefer and enjoy using video conferencing and recordings instead of streaming video conferences. (Landrum, 2020; Wei & Chou, 2020). The use of teaching aids will create an enjoyable learning atmosphere. It was demonstrated in previous research that perceived enjoyment has a significant effect on the perceived ease of use and perceived usefulness of e-learning (Chiu, 2022; Dietrich et al. 2020). The joy of learning using technology also will stimulate students to learn better. Using video technology in teaching and learning can help to bring closer relationships between students and lecturers (Rahiem, 2021). According to scholarly research, the use of video can demonstrate motor skills and creativity (Al Natour & Woo, 2020; Azevedo et al. 2022). An attractive presentation emphasizing precise text arrangement, appropriate graphics, and animation colors would attract audiences to focus on the presented information (Ng et al., 2022). Videos can be used to teach principles and rules and provide immediate feedback. Students can also gain various knowledge and experience through educational technology (Nikimaleki & Rahimi, 2022). To conclude this finding, exploring a topic through the Internet or using interactive video can provide new experiences.

As implications, this study believes that students' ICT skills need to be improved and supported by the introduction of various other applications such as iMovie, Keynote, Google Classroom, and Garage Band to prepare presentations for assigned assignments. The Ministry of Communications and Digital and the Ministry of Higher Education should also work with telecommunications companies in Malaysia to provide Internet access to rural areas and free mobile data plans or unique regular Internet supplies to the university's students (Landrum, 2020; Wei & Chou, 2020). The commitment of all parties, including the university management, lecturers, and students, is essential to guarantee the effectiveness of online learning (Chiu, 2022; Dietrich et al. 2020). Lecturers also need to look at the design, learning pedagogy, and potential technology and media to manage students in online learning effectively. Lecturers also need to motivate the students so they can understand the value of using information technology. If not, students will not be interested in studying and deepening their ICT skills.

Received: 16 February 2023, Accepted: 26 June 2023, Published: 30 June 2023
https://doi.org/10.17576/ajtlhe.1501.2023.13

6.0 CONCLUSION

Changes in the learning environment in the country's education system due to the spread of COVID-19 had a significant impact on the learning system (Singh & Thurman, 2019; Mayer, 2019). The introduction of Open Distance Learning (ODL) is familiar, as this learning method is used for all levels of study. Technology can change the learning and teaching way. In general, the process of integrating technology in teaching and learning is a challenging process for most educators. Lack of knowledge is the primary constraint for not being able to take advantage of the effectiveness of technology in teaching. This study aimed to examine the influence of reduction in comparison bias, group participation, product originality, product demonstrability, perceived usefulness, and perceived enjoyment on student satisfaction with video presentations. The findings have found significant relationships between the Reduction in Comparison Bias, Group Participation, Product Originality, Product Demonstrability, Perceived Usefulness, Perceived Enjoyment, and student satisfaction with video presentations. The analysis also showed that perceived enjoyment strongly predicts student satisfaction with video presentations. This study delivers significant knowledge to the current literature since it assesses new online learning practice: undergraduate viva using a video presentation approach. The study's findings benefit essential parties such as the Ministry of Higher Education, universities, lecturers, and related agencies. All parties must work together to improve infrastructure and diversify ICT courses that are relevant and up-to-date. Educators must also be prepared to master relevant and technological knowledge, pedagogy, and content.

7.0 ACKNOWLEDGEMENTS

The author expresses gratitude to those who are directly and indirectly contribute to this study.

Received: 16 February 2023, Accepted: 26 June 2023, Published: 30 June 2023
https://doi.org/10.17576/ajtlhe.1501.2023.13

8.0 REFERENCES

Adedoyin, O. B., & Soykan, E. (2020). Covid-19 pandemic and online learning: The challenges and opportunities. *Interactive Learning Environments*, 1-13.

Alawamleh, M., Al-Twait, L. M., & Al-Saht, G. R. (2020). The effect of online learning on communication between instructors and students during the Covid-19 pandemic. *Asian Education and Development Studies,* 11(2), 380-400.

Al Natour, S., & Woo, C. (2020). The determinants of learner satisfaction with the online video presentation method. *Internet Research,* 31(1), 234-261.

An, F. Y., Ravindran, L., & Al-Shaibani, G. K. S. (2022). Oral presentation anxiety among undergraduate Malaysian Chinese students in a private university. *ASEAN Journal of Teaching & Learning in Higher Education,* 14(1), 59-77.

Arkorful, V. E., Hammond, A., Lugu, B. K., Basiru, I., Sunguh, K. K., & Charmaine-Kwade, P. (2022). Investigating the intention to use technology among medical students: An application of an extended model of the theory of planned behavior. *Journal of Public Affairs,* 22(2), e2460.

Azevedo, P. A., Lopes, M. C., Liberato, D., & Liberato, P. (2022). Technologies at the service of education: Present and future. In *Advances in Tourism, Technology, and Systems* (pp. 189-201). Springer, Singapore.

Bączek, M., Zagańczyk-Bączek, M., Szpringer, M., Jaroszyński, A., & Wożakowska-Kapłon, B. (2021). Students' perception of online learning during the COVID-19 pandemic: A survey study of Polish medical students. *Medicine,* 100(7).

Cenfetelli, R.T., Benbasat, I., and Al-Natour, S. (2008). Addressing the what and how of online services: Positioning supporting-services functionality and service quality for business to consumer success. *Information Systems Research,* 19 (2), 161-181.

Chandra, Y. (2020). Online education during COVID-19: perception of academic stress and emotional intelligence coping strategies among college students. *Asian Education and Development Studies,* 10(2), 229–238.

Chiu, T. K. (2022). Applying the self-determination theory (SDT) to explain student engagement in online learning during the COVID-19 pandemic. *Journal of Research on Technology in Education,* 54(sup1), S14-S30.

Chung, E., Noor, N. M., & Mathew, V. N. (2020). Are you ready? An assessment of online learning readiness among university students. *International Journal of Academic Research in Progressive Education and Development,* 9(1), 301–317.

Received: 16 February 2023, Accepted: 26 June 2023, Published: 30 June 2023
https://doi.org/10.17576/ajtlhe.1501.2023.13

Davis, F. D. (1989). Perceived usefulness, perceived ease of use, and user acceptance of information technology. *MIS Quart*. 319–340.

Dietrich, N., Kentheswaran, K., Ahmadi, A., Teychené, J., Bessière, Y., Alfenore, S., ... & Hébrard, G. (2020). Attempts, successes, and failures of distance learning in the time of COVID-19. *Journal of Chemical Education,* 97(9), 2448-2457.

Gliner, J. A., & Morgan, G. A. (2000). *Research methods in applied settings: An integrated approach to design & analysis.* Morwah, NJ: Lawrence Erlbaum.

Kline, R. B. (2005). *Principles and practice of structural equation modeling* (2nd Ed.). New York: Guilford.

Krejcie, R. V., & Morgan, D. W. (1970). Determining sample size for research activities. *Educational and Psychological Measurement,* 30, 607-610.

Landrum, B. (2020). Examining students' confidence to learn online, self-regulation skills, and perceptions of satisfaction and usefulness of online classes. *Online Learning,* 24(3), 128–146.

Martin, F., Ritzhaupt, A., Kumar, S., & Budhrani, K. (2019). Award-winning faculty online teaching practices: Course design, assessment and evaluation, and facilitation. *The Internet and Higher Education*, 42, 34-43.

Martin, F., Sun, T., & Westine, C. D. (2020). A systematic review of research on online teaching and learning from 2009 to 2018. *Computers & Education,* 159, 104009.

Mayer, R. E. (2019). Thirty years of research on online learning. *Applied Cognitive Psychology,* 33(2), 152–159.

Mohamed, H., Daud, K. M., Mat Nor, S. F., & Hood, Z. (2022). Implementasi pengajaran dan pembelajaran di rumah dalam norma baharu: Persepsi guru. *ASEAN Journal of Teaching & Learning in Higher Education,* 14(2), 80–94.

Mohamed, B., Noorashid, N. A., & Abd Razak, F. Z. (2021, May). The determine factors of student satisfaction with e-learning in Malaysia Higher Education Institutions: A scoping review. *Journal of Physics: Conference Series,* 1874(1), 012051. IOP Publishing.

Moore, G. C., & Benbasat, I. (1991). Development of an instrument to measure the perceptions of adopting an information technology innovation. *Information Systems Research,* 2(3), 192-222.

Ng, D. T., Ng, E. H., & Chu, S. K. (2022). Engaging students in creative music making with musical instrument application in an online flipped classroom. *Education and Information Technologies,* 27(1), 45-64.

Nikimaleki, M., & Rahimi, M. (2022). Effects of a collaborative AR-enhanced learning environment on learning gains and technology implementation beliefs: Evidence from a

Received: 16 February 2023, Accepted: 26 June 2023, Published: 30 June 2023
https://doi.org/10.17576/ajtlhe.1501.2023.13

graduate teacher training course. *Journal of Computer Assisted Learning,* 38(3), 758-769.

Rahiem, M. D. (2021). Remaining motivated despite the limitations: University students' learning propensity during the COVID-19 pandemic. *Children and Youth Services Review,* 120, 105802.

Razak, F. A., Zailani, F. A., & Cigdem Yalcin, G. (2022). Online communication amongst student during pandemic: A Malaysian and Turkish case study. *ASEAN Journal of Teaching & Learning in Higher Education,* 14(2), 34-46.

Singh, V., & Thurman, A. (2019). How many ways can we define online learning? A systematic literature review of definitions of online learning (1988-2018). *American Journal of Distance Education,* 33(4), 289–306.

Taat, M. S., & Francis, A. (2020). Factors influencing the students' acceptance of e-learning at teacher education institute: An Exploratory study in Malaysia. *International Journal of Higher Education,* 9(1), 133-141.

Wei, H. C., & Chou, C. (2020). Online learning performance and satisfaction: Do perceptions and readiness matter? *Distance Education,* 41(1), 48–69.