Title: ONLINE LEARNING EXPERIENCE OF MCM STUDENTS

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INTRODUCTION

Thanks to the rapid advancement of technology, online learning has become a minor part of some institutions. It made courses accessible for students to learn at home or anywhere. Online learning was used as a convenience of tailoring their schedule. Now, it is a platform used by schools all over the world to protect its students from the harmful grasp of the pandemic, but all solutions have their own problems.

According to the article entitled "Struggle to Adjust to Online learning," written by Fischer and Gonzales (2020), the most difficult task to juggle is time, especially when the student is in another country or state. In another article "The COVID-19 pandemic has changed education forever," by Li and Lanani (2020), the access to reliable internet or the basic equipment to participate is the problem. Regarding the Philippines, many Filipino citizens do not have access to the Internet. Thus, increasing the students' workload raises stress and undermines the intent of the lockout, which is to help their families prepare and adapt to the situation at hand (Joaquin et al., 2020). Locally, public schools opened late on October 5, which was marked by several online reports from parents who saw learning modules that seemed to be unregulated, apart from the heavy workload, with incorrect details and dubious material. In addition, because of the lack of training, teachers too are burning out, becoming physically and/or mentally unwell due to heavier workload and long hours under the remote learning scheme (Cagula, 2020).

Due to the pandemic, schools are forced to close and find an alternative way through eLearning, but not all students have a great internet connection and the best circumstances at home, hence the purpose of this research is to determine the perceptions of the students towards online learning and their experience with it. But obtaining the answers to this research is limited by two factors: the certainty of the students who will answer properly and how many times a student has answered the questionnaire.

OBJECTIVES/QUESTIONS

1. To describe the online learning experience of the students

RELATED WORKS

Today's learning must be fostered in an atmosphere rich in technology that promotes interaction and a connection to the global community. There is also a concern with respect to critical thinking of students, skill creation and problem solving, and application of learned skills that can be addressed by the online world. Online learning faculty training offers educators the opportunity to understand how to transform and engage teaching strategies effectively in the online environment and address learning styles in order to make appropriate educational decisions that benefit students. All of these problems are ongoing, with objectives that require continuous monitoring, reorganization, and restructuring (Barr & Miller, 2013).

According to Van Wart et al. (2020), learners have a higher expectation when signing up for essential courses or have both face-to-face and online choices. Students who really need a class may be able to teach themselves a little more, but in terms of responsiveness and immediacy, students who want a good class demand a highly current teacher. Because of learning style preferences, bad past experiences, or both, the most challenging learners are those who choose face-to-face classes. Such students believe that there is basic functionality for a worthwhile online class and that the teacher has a strong presence. Not only must "good" classes build a supportive environment, but also a strong learner-to-learner relationship. Most students assume that through pre-recorded video and videoconference, you can have a successful class without high interactivity.

METHODS

This study used the descriptive-quantitative method of research for this can help determine the experience of MCM students regarding online learning. This study presented problems such as balancing of household and family responsibilities, time management, completion of schoolworks/projects/modules, and more. The main source of data would be from a survey questionnaire provided by the professors, which was answered by the students. The data analysis would be conducted by finding the mean of the answers to each question. The respondents of this study would be 377 MCM students. The survey questionnaire was given and answered online.

RESULTS & DISCUSSIONS

Item	Respondents	Mean	Description
1	377	2.31	Neutral
2	376	2.27	Neutral
3	376	2.69	Neutral
4	376	2.36	Neutral
5	375	2.59	Neutral
6	377	2.66	Neutral
7	377	3.28	Neutral
8	377	2.99	Neutral
9	376	3.85	Somewhat Easy
10	377	3.12	Somewhat Easy
11	376	3.33	Somewhat Easy
12	377	2.94	Neutral
13	377	2.63	Neutral
14	377	2.98	Neutral
15	377	3.19	Somewhat Easy
16	377	2.61	Neutral
17	377	3.23	Somewhat Easy
18	376	2.93	Neutral
19	376	2.47	Neutral
20	376	2.31	Neutral

RESULTS & DISCUSSIONS

On the lower end of the total, fewer students feel extremely easy and extremely not easy in regard to their online learning experience, with a total of 540 and 925, respectively. In addition, the majority of students have very reliable access to a computer or other devices used for online learning. Also, students have difficulty motivating themselves to do their schoolworks. However, in view of school-related questions, like schoolwork, assignments, projects, deadlines, and more, most students answered somewhat easy, neutral, and somewhat not easy. Furthermore, when it comes to responsibilities and time management, the majority found it somewhat not easy. Having school and home in the same environment can be difficult for most due to students having responsibilities in their household, thus adding stress and workload. Correlating the results, students have difficulties with their household and family responsibility, time management, and motivation due to feeling somewhat not easy when it comes to schoolworks. Overall, with a total of 2405 answers, students feel neutral about their online learning experience.

Coronavirus influenced the standard learning strategy for insightful establishments across the world. The associations of schools, colleges and universities settled on online talks/classes as an elective technique to keep tutoring. Through web learning is exhibiting value in securing understudies' and labour force's prosperity amidst the Coronavirus pandemic, regardless, isn't just about as convincing as standard learning. Having school and home in a similar climate can be hard generally because of understudies having obligations in their family, in this manner adding pressure and responsibility. Corresponding the outcomes, understudies experience issues with their family and family obligation, time the executives, and inspiration because of feeling difficult with regards to schoolworks.

Besides, COVID-19 pandemic and social distancing necessity has introduced unjustifiable difficulties on all partners to go online as they need to work in a period of limitation and asset restriction circumstance. It should be set up that embracing the internet learning climate isn't simply a specialized issue. It is an instructive and instructional test. Thus, adequate arrangement concerning showing materials and educational plan and evaluation information is imperative in online instruction in order to evaluate the condition of the students in their online learning experience. Technology is the means for delivery and requires a nearby cross-cooperation between instructional, substance, and innovation groups. Shutting colleges and taking understudies and teachers out of the study hall is an educational change that requires quick preparation across all college staff and assets(CoSN, 2020).

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