

Factors Affecting Pupils' Learning in the New Normal at Saint Michael College of Caraga

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ABSTRACT

The world is facing serious issues due to the COVID-19 pandemic influencing people's economic, social, and lifestyle. The issue badly affects the educational system and institutions because nationwide closure stops classroom activities. The study aimed to investigate the factors affecting pupils' learning in the new normal at Saint Michael College of Caraga. The study utilized the descriptive quantitative research method. The researchers used survey questionnaires via google forms with the 58 pupils in Grades 3 to 6, who were the study's respondents using the purposive sampling method. Based on the findings, there is a moderate extent of the factors affecting pupils' learning in the new normal. This means that the pupils learning in the new normal is moderately affected by six factors: the perceived ease of use of technology, perceived usefulness of technology, faculty capacity of the school, course content in e-learning, course design in e-learning, and learner's characteristics. It was recommended that the school administration continue supporting and providing the Learning Management System to the students for better learning. The pupils' perceived usefulness of technology helps them in the new normal learning; therefore, the teachers are encouraged to use videos, audios, and instant messaging to contact and provide feedback to the pupils. Moreover, teachers must monitor pupils' learning since the online classroom is new. The teacher's reinforcement is significantly important to secure the learning for pupils online learning to be successful.

KEYWORDS

New normal; e-learning; perceived ease of use; perceived usefulness; faculty capacity; course design; course content; distance learning;

INTRODUCTION

During COVID-19, educational institutions worldwide switched from face-to-face to online instruction. Until the unexpected breakout of COVID-19 in the Philippines, most colleges and private schools, even public ones, were doing online or modular learning (Dumanon et al., 2022; Agapito et al., 2021). Over two years since the ongoing COVID-19 pandemic disrupted everyday life (Escultor et al., 2022). Among those institutions that have been gravely affected is the country's education system (Barrera et al., 2022). Many students who have excelled in previous academic contexts may need help to adapt to new hybrid and online learning environments.

According to the study of Sankar et al. (2020), The findings indicated administrative support, course content, course design, instructor characteristics, social support, and

technological support. Maheshwari (2021) presents additional study variables referred to as extrinsic factors (ICT infrastructure and internet connectivity), which indirectly impact pupils' predisposition to learn online. During COVID-19, educational institutions worldwide switched from online to face-to-face instruction. Until the sudden advent of COVID-19, most universities in Vietnam relied on face-to-face instruction. Online learning is a term used to describe learning that occurs entirely online, outside the classroom. Online learning is a word that refers to learning that takes place fully online, outside of the classroom. In addition, As the COVID-19 epidemic has caused many institutions to move to online education rather than face-to-face instruction, institutions must understand what factors may affect pupils in the new normal. Distance learning has emerged as a choice and needs pupils to stay connected to the learning process in response to the COVID-19 issue. Institutions must create and execute distant learning programs in both forms (synchronous and asynchronous) in a fraction of the time that otherwise is required.

Distance learning is much different from the face-to-face modality because the teachers can't monitor the learning competency of the pupils, especially at the prior-year level. After all, this stage is the foundation of learning, as learning the alphabet and others. The pandemic significantly impacted the health system and aspects of education.

The purpose of conducting this study was to encourage innovation in the pedagogical learning process and transform the learning activities in online learning that improve pupils' analytical, critical thinking, and problem-solving skills. It seeks to determine the Factors Affecting Pupils' Learning in the New Normal at Saint Michael College of Caraga. However, many argue that online learning is an education crisis today.

As a result, the study provided valuable insight into designing online courses effectively and the pupils' learning outcomes. To stakeholders and administrators, considering this factor, as a result, helps to take action and support to enhance online learning education for the teacher. It would improve their teaching style in teaching pupils learning online to the learners. This study would result in learners overcoming challenges in online learning and perceiving enjoyment. To future researchers, the result of this study may help to further the findings of another individual that may also serve as a basis for producing changes, adjustments, and modifications that would help improve the learning continuum in the new normal.

Framework

The research was anchored on Mindtools.' Collaborative Learning Theory of Jonassen et al. (2002). The theory improved human cognitive abilities during thinking, problem-solving, and learning. The tools of technology are not the facilitators of thought and knowledge creation. According to Jonassen (2002), the role of mindtool is to extend the learner's cognitive functioning during the learning process and to engage and facilitate critical thinking and higher-order thinking skills. Lim & Morris (2009) claimed that blended learning is a teaching method that incorporates enhanced interaction using face-to-face teaching methods and various instructional technologies to improve teaching and learning. According to Kurtz and Sponder (2010), by employing technologies familiar to pupils for designing and developing learning environments, educators can better stimulate their active involvement in experiential and authentic learning in engaging ways.

Furthermore, Davis et al. (1992) proposed the Technology Acceptance Model theory TAM to describe people's attitudes and behaviors when accepting technology in the face of other external variables. Perceived Usefulness (PU) and Perceived Ease of Use (PEU) are the two most important characteristics that influence a user's acceptance of technology, according to the TAM model (PEU). Perceived Usefulness (PU) refers to how much a user

believes technology will improve their performance. In contrast, Perceived Ease of Utilize (PEU) refers to how simple the user believes it will be to use the technology (Davis, 1989). TAM has been a popular model for determining the efficacy of online business education. Some studies utilize the basic framework, and others use the expanded model, depending on the study's goals.

RESEARCH METHODS

The Research Design

The researchers used a descriptive quantitative research method. The design gathered the data, ideas, and information related to the study. It determined the extent to which the different variables are related to the factors that affect the pupils' learning. The study was descriptive because it described factors affecting pupils' learning, including perceived ease of use of technology, perceived usefulness of technology, faculty capacity of the school, course content in e-learning, course design in e-learning, and learner characteristics.

Research Locale

The research was conducted at Saint Michael College of Caraga, Elementary Department, Triangulo, Nasipit, Agusan del Norte, nearby Integrated Terminal and Philippines Postal Corporation.

Research Respondents

The researchers used purposive sampling in choosing the respondents. There were 58 pupils enrolled in the year 2021-2022 in Saint Michael College of Caraga Elementary, Grade 3 to Grade 6.

Research Instrument

The researchers adapted and modified the survey questionnaire of Hoang et al. (2021) entitled "The Factors Affecting Students' Online Learning Outcomes during the COVID-19 Pandemic: A Bayesian Exploratory Factor Analysis" in gathering information for the respondents to check the desired options.

Data Gathering Procedure

The researchers observed the following data gathering and strategy in information accumulation. **Letter of Request-** a letter was sent to the elementary school principal, who gave the **researchers consent to direct research inside the school premises. Informed consent-** after the study's conduct, the researchers informed the participants on how the study was done and asked for their consent to conduct with them. **Consolidation of data-** the union of information was gathered and checked, assessed, tailed, displayed, and deciphered by the researchers with the use of the application of the statistical tool. **Google forms-** it was utilized to disseminate the questionnaire to be answered by the respondents.

The questionnaire was gathered one by one after the understudies were addressed to them, and the questionnaires were checked precisely by the researchers to see that everything needed information was topped off.

Statistical Treatment

In the investigation, the following statistical tool will be used:

Weighted mean. The statistical technique determined the average of the item on the extent level of factors that affecting pupils' learning.

RESULTS AND DISCUSSION

Table 1. Perceived Ease of Use of Technology

| Indicators | Weighted mean | Verbal description | Verbal interpretation |
|---|---------------|-----------------------|-----------------------|
| 1. The LMS is easy to use. | 3.83 | Strongly Agree | Great Extent |
| 2. The LMS is easy to understand. | 3.74 | Strongly Agree | Great Extent |
| 3. The LMS helps pupils to enter the lesson anywhere and anytime. | 3.78 | Strongly Agree | Great Extent |
| 4. The LMS has a supporting team when needed in online learning. | 3.71 | Strongly Agree | Great Extent |
| 5. The LMS helps pupils to communicate with my classmates. | 3.43 | Agree | Moderate Extent |
| 6. The LMS works better with strong Wi-Fi connectivity. | 3.76 | Strongly Agree | Great Extent |
| 7. The LMS helps pupils learn better with the use of cellphones. | 3.41 | Agree | Moderate Extent |
| 8. The LMS helps pupils easily download the lessons. | 3.74 | Strongly Agree | Great Extent |
| 9. The LMS helps pupils enter the lesson using laptop, computer, and cellphones. | 3.81 | Strongly Agree | Great Extent |
| 10. The LMS allows pupils to download pre-recorded lectures and use messages to discuss topics. | 3.62 | Strongly Agree | Great Extent |
| Average weighted mean | 3.68 | Strongly Agree | Great Extent |

Table 1 shows the Perceived Ease of Use of Technology. As to *The LMS is easy to use* has a weighted mean of 3.83 with a verbal description of *Strongly Agree* and a verbal interpretation of *Great extent*. This means that statement is the same with their experience which always helps pupils in the new normal learning.

While *The LMS helps pupils learn better with the use of cellphones* has a total weighted mean of 3.41 with the verbal description of *Agree* and has a verbal interpretation of *Moderate Extent* which means that *the LMS helps pupils learn better with the use of cellphones* is the same with their experience which sometimes helps pupils in the new normal learning.

Thus, The perceived ease of use of technology has an average weighted mean of 3.68 with a verbal description of *Strongly Agree* and a verbal interpretation of *Great Extent*. This means that the statement is always helps pupils in the new normal learning.

Bradley (2021) stated that Learning Management System (LMS) reinforces learning through online classroom environments. Promote online collaborative groupings, discussions, and communication among other LMS users. It also provides a structure for asynchronous, in which pupils learn to navigate through LMS to explore course materials and synchronous delivery methods where pupils can see their teachers through video, online discussions, and live chat in addition to presentation and word files.

According to the study of Lalan et al. (2019), it reflects the extent to which a person believes it is easy to use a particular system. The study believes that perceived ease of use significantly impacts pupils learning online. Davis et al. (2015) reported that perceived ease of use of technology is stimulated when a system is easy to use. Computer use is more open; a palette of tools is available, the user often has a choice, and many design features

supporting ease of use are incorporated in industry standards as well as in the thinking and experience of users.

Table 2. Perceived Usefulness of Technology

| Indicators | Weighted mean | Verbal description | Verbal interpretation |
|---|---------------|--------------------|-----------------------|
| 1. Using online class makes learning easier | 3.05 | Agree | Moderate extent |
| 2. Using online class saves time. | 3.16 | Agree | Moderate extent |
| 3. Using online class saves money. | 2.95 | Agree | Moderate extent |
| 4. Using online class creates more learning excitement. | 3.10 | Agree | Moderate extent |
| 5. Using google meet for synchronous classes can help pupils understand the content and easily access anywhere and anytime. | 3.34 | Agree | Moderate extent |
| 6. Using google meet makes pupils understand the class discussion easily. | 3.28 | Agree | Moderate extent |
| 7. Using google meet helps pupils to communicate with their teacher. | 3.48 | Agree | Moderate extent |
| 8. Using laptops and cellphones helps pupils to do their task easily. | 3.58 | Strongly Agree | Great extent |
| 9. Using laptop makes their activity more creative. | 3.47 | Agree | Moderate extent |
| 10. Using laptop helps pupils have confidence to learn. | 3.22 | Agree | Moderate extent |
| Average weighted mean | 3.26 | Agree | Moderate extent |

Table 2 shows the Perceived Ease of Use of Technology. As to *Using laptops and cellphones helps pupils to do their task easily* has a weighted mean of 3.58 with a verbal description of *Strongly Agree* and a verbal interpretation of *Great Extent*. This means that *using laptops and cellphones helps pupils to do their task easily* is the same with their experience and always helps pupils in the new normal learning.

While *Using online class saves money* has a weighted mean of 2.95 with a verbal description of *Agree* and has a verbal interpretation of *Moderate Extent* is the lowest rank. This means that pupils *using online class saves money* is the same with their experience and sometimes helps pupils in the new normal learning.

Therefore, the indicators *Perceived usefulness of technology* has an average weighted mean of 3.26 and has a verbal description of *Agree* and a verbal interpretation of *Moderate extent* which indicates that respondents perceived usefulness of technology is the same with their experience which sometimes helps the pupils in the new normal learning.

Pham et al. (2021) the approach in the online learning process is learner-centered rather than teacher-centered as in traditional education. Pedagogical methods, professional competence, science technology application level, the ability to form and combine different ideas and practices in developing online course contents that help pupils achieve better learning outcomes. Pham et al. (2021) also stated that pupils learning online would help improve their performance. The usefulness of online learning is demonstrated by helping learners save travel time and travel costs and access a variety of methods. Many studies have shown that perceived usefulness positively impacts learners' attitudes and motivation.

According to Davis et al. (2015), the perceived usefulness of technology in online learning programs subsequently motivates intentions for using online learning resources;

thus, the greater the online learning experiences of users, the stronger their intention to use an online learning community. Lim and Arcilla (2021); Sung et al. (2015) stated that mobile devices such as laptops, personal digital assistants, and mobile phones had become a learning tool with great potential in both classrooms and outdoor learning.

Table 3. Course Content in E-learning

| Indicators | Weighted mean | Verbal description | Verbal interpretation |
|--|---------------|--------------------|------------------------|
| 1. The lesson in online class helps pupils to learn. | 3.43 | Agree | Moderate extent |
| 2. The lesson in online class help pupils easily understand the topic. | 3.29 | Agree | Moderate extent |
| 3. The lesson is updated every day. | 3.24 | Agree | Moderate extent |
| 4. The lesson enhance the pupils learning during online class. | 3.33 | Agree | Moderate extent |
| 5. The lesson in online class make pupils easily work with quizzes and assignment. | 3.43 | Agree | Moderate extent |
| 6. The lesson is better if video lectures are provided. | 3.38 | Agree | Moderate extent |
| 7. The lesson in online class makes pupils study when they feel most focused and interested. | 3.17 | Agree | Moderate extent |
| 8. The lesson is checked through the timed test given. | 3.31 | Agree | Moderate extent |
| 9. The lesson is explained well. | 3.59 | Strongly Agree | Great extent |
| 10. The lesson is clear and understandable. | 3.41 | Agree | Moderate extent |
| Average weighted mean | 3.36 | Agree | Moderate extent |

Table 3 shows the Course Content in E-learning. As to *The lesson is explained well* has a weighted mean of 3.59 and has a verbal description of *Strongly Agree* and a verbal interpretation of *Great Extent*. This means that *the lesson is explained well* is the same with their experience and always helps pupils in the new normal learning.

While *The lesson in online class makes pupils study when they feel most focused and interested* has a total weighted mean of 3.17 is the lowest rank has a verbal description of *Agree* and a verbal interpretation of *Moderate Extent*. This means that *the lesson in online class makes pupils study when they feel focused and interested* is the same with their experience and sometimes helps pupils in the new normal learning.

The efficiency in online course content in e-learning can be gained through the use of carefully produced and organized online learning resources such as lectures, video lessons, modules, and other multimedia learning tools, as well as efficiencies in gaining on-demand online access to teachers (Estelami, 2016).

Ashwin and McVitty (2015) stated that effective course content in e-learning would include an emphasis on dynamic learning and student engagement. It involves learning materials and supporting materials available online to the pupils. Course content that can be framed into various types of assignments, quizzes, and projects

Table 4. Faculty Capacity of the School

| Indicators | Weighted mean | Verbal description | Verbal interpretation |
|--|---------------|--------------------|------------------------|
| 1. The teacher explains the lesson clearly. | 3.50 | Strongly Agree | Great extent |
| 2. The teacher is fair in dealing the pupils. | 3.47 | Agree | Moderate extent |
| 3. The teacher gives many examples to help pupils understand the lesson easily. | 3.52 | Strongly Agree | Great extent |
| 4. The teacher is very good at using online classroom LMS. | 3.47 | Agree | Moderate extent |
| 5. The teacher provides video resentation and pictures for online class. | 3.52 | Strongly Agree | Great extent |
| 6. The school creates website to put pupils learn online. | 3.52 | Strongly Agree | Great extent |
| 7. The teacher facilitates the learning in online class. | 3.52 | Strongly Agree | Great extent |
| 8. The teacher gives online quiz with multiple choice questions that pupils can easily answer. | 3.50 | Strongly Agree | Great extent |
| 9. The teacher supports pupils during online class discussion. | 3.47 | Agree | Moderate extent |
| 10. The teacher accepts question and clarifications. | 3.48 | Agree | Moderate extent |
| Average weighted mean | 3.49 | Agree | Moderate extent |

Table 4 shows the Faculty Capacity of the School. As to *The teacher gives many examples to help pupils understand the lesson easily*, *The teacher provides video presentation and pictures for online class*, and *The teacher facilitates the learning in online class* have weighted mean of 3.50 and has the verbal description of *Strongly Agree* and a verbal interpretation of *Great extent*. This means that the respondents are always the same with their experience and helps pupils in the new normal learning.

While the item indicators *The teacher supports pupils during online class discussion*, *The teacher is very good at using online classroom LMS* and *The teacher is fair in dealing the pupils* have the weighted mean of 3.47 is the lowest rank and has the verbal description of *Agree* and a verbal interpretation of *Moderate extent*. This means that the statement is the same with their experience and always helps pupils in the new normal learning.

Therefore, the indicators Faculty capacity of the school has an average weighted mean of 3.49 and has a verbal description indicates that the respondents is the same with their experience in which sometimes helps pupils in the new normal learning.

Faculty capacity includes various aspects of individual teachers' growth, such as teacher efficacy, resilience, and emotions, as well as positive association, well-being, and commitment. This implies that it is important for teachers to be situated in professional workshops and webinars to support teaching excellence. The schools must have strong and positive relationships with a teacher can result in the exchange of beneficial social resources such as trust, care, and support.

Salajegheh et al. (2021) supported that a faculty capacity is a useful approach for the advancement of organizational development by producing a sense of support, inspiration, and energy, carrying out change and creativity, improving the organization, and creating a future workforce of skilled educators.

Table 5. Course Design in E-learning

| Indicators | Weighted mean | Verbal description | Verbal interpretation |
|---|----------------------|---------------------------|------------------------------|
| 1. The teacher provide fun and exciting activities during online class | 3.48 | Agree | Moderate extent |
| 2. The teacher provide enough time for online class. | 3.47 | Agree | Moderate extent |
| 3. The teacher gives task and assignment that is related to the topic. | 3.64 | Strongly Agree | Great extent |
| 4. The teacher has loud and clear voice during online class. | 3.40 | Agree | Moderate extent |
| 5. The teacher prepares lesson well. | 3.48 | Agree | Moderate extent |
| 6. The teacher has PowerPoint presentation during online class discussion. | 3.50 | Strongly Agree | Great extent |
| 7. The teacher prepares handout, test, quizzes and homework assignment for pupils. | 3.55 | Strongly Agree | Great extent |
| 8. The teacher gives review for pupils better understanding in the lesson. | 3.45 | Agree | Moderate extent |
| 9. The teacher uses creative design to catch the attention of the pupils during online class. | 3.52 | Strongly Agree | Great extent |
| 10. The teacher uses games, reward badges to motivate pupils and enhance learning. | 3.34 | Agree | Moderate extent |
| Average weighted mean | 3.48 | Agree | Moderate extent |

Table 5 shows the Course Design in E-learning. As to *The teacher gives task and assignment that is related to the topic*, has weighted mean of 3.64 is the rank 1 and has the verbal description of *Strongly Agree* and a verbal interpretation of *Great extent* indicates that *the teacher gives task and assignment that is related to the topic* is the same with their experience and always helps pupils in the new normal learning.

Further, it shows that the item indicators *The teacher uses games, reward badges to motivate pupils and enhance learning*. has the weighted mean of 3.34 is the lowest rank and has the verbal description of *Agree* and a verbal interpretation of *Moderate extent* which indicates that *the teacher uses games, reward badges to motivate pupils and enhance learning* is the same with their experience which sometimes helps pupils in the new normal learning.

Therefore, the indicators Course design in E-learning has an average weighted mean of 3.48 and has a verbal description of *Agree* which indicates that course design in e-learning is the same with their experience which sometimes helps the pupils in the new normal learning.

Online course design is the features that shape the overall structure of the course, including learning activities, content and communication sequence, and assignment structure. Gaytan and McEwen (2007) suggest that while effective assessments in online courses may vary, pupils and teachers perceive that the most effective assessments include frequent formative assignments, projects, portfolios, peer evaluations, and self-assessments. Whenever possible, formative, or weekly assignments should deliver immediate information to pupils (e.g., time tests and quizzes); quick, meaningful feedback should be considered among the most crucial communication that benefits pupils and teachers (Yang, 2017).

Pham et al. (2021) said that Course design includes structure, course design interface, testing and evaluation methods, and exchange forums between lecturers and learners. A good course design will attract and facilitate students to learn through online classes. In addition, the course design interface is used to introduce course content, designed according to pupils' competence and level of understanding and appropriate in terms of time and space to promote and support the self-study process. Moreover, course design has a positive impact on pupils learning online.

Table 6. Learner's Characteristics

| Indicators | Weighted mean | Verbal description | Verbal interpretation |
|---|---------------|--------------------|------------------------|
| 1. Pupils participate during online class. | 3.40 | Agree | Moderate extent |
| 2. Pupils respond quickly during oral recitation. | 3.14 | Agree | Moderate extent |
| 3. Pupils are excited during online class. | 3.21 | Agree | Moderate extent |
| 4. Pupils attend the class every day. | 3.28 | Agree | Moderate extent |
| 5. Pupils are interested during online class. | 3.31 | Agree | Moderate extent |
| 6. Pupils get easily distracted with many activities at home. | 3.10 | Agree | Moderate extent |
| 7. Pupils learn comfortably during online class. | 3.22 | Agree | Moderate extent |
| 8. Pupils have confidence in joining online class discussion. | 3.24 | Agree | Moderate extent |
| 9. Pupils stay focus during online class. | 3.17 | Agree | Moderate extent |
| 10. Pupils attend the online class on time. | 3.22 | Agree | Moderate extent |
| Average weighted mean | 3.23 | Agree | Moderate extent |

Table 6 shows the Learners Characteristics. As to indicator *Pupils participate during online class* has weighted mean of 3.40 and has the verbal description of *Agree* and a verbal interpretation of *Moderate extent*. This means that *pupils participate during online class* is the same with their experience which sometimes helps pupils in the new normal learning.

While the indicator *Pupils get easily distracted with many activities at home* has the weighted mean of 3.10 is the lowest rank and has the verbal description of *Agree* and a verbal interpretation of *Moderate extent* which means that *pupils get easily distracted with many activities at home* is the same with their experience which sometimes helps pupils in the new normal learning.

Therefore, the indicators Learner's characteristics has an average weighted mean of 3.23 and has a verbal description of *Agree* which indicates that Learner's characteristics is the same with their experience which sometimes helps the pupils in the new normal learning.

According to Harjoto (2017) stated that learners' characteristics also affect the experience related to self-regulation in active participation in online classes through strong interaction and consistent practice, the effectiveness of online learning can be achieved, proactiveness, self-study ability, and sense of regulation and requirements of online learning are more comfortable.

Connelly et al. (2019) learner characteristics are vital to learner success so that teachers can reach them and stimulates their curiosity such that they will wish to learn and find it interesting. One characteristic unique to the online venue is pupils feel isolated. In addition, Seiver and Troja's (2014) learner characteristics suggested success in online learning. The greatest predictor of pupils' satisfaction was instructor feedback, clear directions from the instructors, and clear expectations of coursework.

Table 7. Summary of Results of Factors Affecting Pupils’ Learning in the New normal in Saint Michael College of Caraga

| Indicators | Weighted mean | Verbal description | Verbal Interpretation |
|--|---------------|--------------------|-----------------------|
| 1. Perceived ease of use of technology | 3.68 | Strongly Agree | Great Extent |
| 2. Perceived usefulness of technology | 3.26 | Agree | Moderate Extent |
| 3. Faculty capacity of the school | 3.36 | Agree | Moderate Extent |
| 4. Course content in e-learning | 3.49 | Agree | Moderate Extent |
| 5. Course design in e-learning | 3.48 | Agree | Moderate Extent |
| 6. Learner characteristics | 3.23 | Agree | Moderate Extent |
| Average weighted mean | 3.42 | Agree | Moderate Extent |

Table 7. shows the summary of result of factors affecting pupils learning in the new normal in Saint Michael College of Caraga has the total weighted mean of 3.49 with the verbal description of *Agree* and it shows the indicators *perceived ease of use of technology* has weighted mean of 3.68 is the rank 1 and has the verbal description of *Strongly Agree*. The indicator “*course content in e-learning*” has the weighted mean of 3.49 with the verbal description of *Strongly Agree* and has the rank of 2 and further, it shows that the indicator *learner characteristics* the weighted mean of 3.23 is the lowest rank and has the verbal description of *Agree*.

Therefore, the highest rank is *perceived ease of use of technology* which has the weighted mean of 3.86 with the verbal description of *Strongly Agree* which is the statement is the same with their experience and always helps pupils in the new normal learning.

CONCLUSION

Based on the study results, there is a moderate extent of the factors affecting pupils learning in the new normal. This means that the pupils learning in the new normal is moderately affected by six factors: the perceived ease of use of technology, perceived usefulness of technology, faculty capacity of the school, course content in e-learning, course design in e-learning, and learner’s characteristics. However, the perceived ease of use of technology significantly affects the pupils' learning which always helps pupils in the new normal learning. The pupils found that LMS is easy to use and convenient to access and allows pupils to download prerecorded lectures to collaborate with their classmates and teachers.

The study is congruent with the theory of Jonassen et al. (2002) on Mindtools.' Collaborative Learning Theory. This theory improved human cognitive abilities during thinking, problem-solving, and learning and was supported by Davis et al. (1992) proposed the Technology Acceptance Model theory TAM to describe people's attitudes and behaviors when accepting technology in the face of other external variables. Perceived Usefulness (PU) and Perceived Ease of Use (PEU) are the two most important characteristics that influence a user's acceptance of technology, according to the TAM model (PEU). Perceived Usefulness (PU) refers to how much a user believes technology will improve their performance.

RECOMMENDATIONS

It was recommended that the school administration continue to support and provide the Learning Management System to help students learn better online. In addition, the pupils found that “LMS is easy to use,” thus pupils must be flexible in using the gadgets in an online class. Moreover, the teachers must monitor the pupil’s learning since the online classroom is new to them.

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