Attitudes Of Media And Communication Students Towards The Effectiveness Of E-Learning Systems During The Corona Pandemic (Covid-19) - A Survey Study

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Abstract:

The study addressed to identify the attitudes of media and communication students towards the effectiveness of e-learning systems in light of the sudden change from the traditional teaching style in the classroom to e-learning style during the Corona Pandemic (Covid-19), and to identify the interaction forms that media and communication students doing it, the problems they face and how to overcome them when they use educational systems. The researcher used descriptive methodology and questionnaire as a tool for collecting information. The most important results of the study are: Media and communication students prefer the e-learning style to the traditional learning style during the Corona Pandemic. Sometimes they face technical problems when they enter lectures and electronic exams. The interaction forms they doing through e-learning systems are to identify the announcements of exam dates, browse content and educational materials, return to recorded audio and video lectures, chat and instant messaging, group discussion of lessons and research, follow links to websites related to courses, obtaining feedback from courses instructors. The study recommended diversifying the interactive forms in the available educational means in a way that aligns with the requirements of e-learning during the Corona Pandemic (Covid-19), the necessity development of e-learning systems so that the system sends notifications to the educational process parties to alert the start of the electronic lecture time and that students are not late for scheduled lectures.

Keywords: Corona Pandemic, E-Learning, Traditional Learning, Blended Learning.

1. Introduction: Knowledge in the world has doubled in the last 10 years and is doubling every 18 months, according to the American Association for Training and Documentation (Siemens, 2005) the present time has been characterized by technology in the field of information and communication systems, and positive interaction with these technologies helps in solving many advanced educational problems, Through this technology, universities can be linked with education and information technology centers, at a time when the traditional learning environment has been transformed into an educational environment based on electronic knowledge networks (Abdalkarim, 1428). Studies show that 90% of U.S. universities offer their programs via e-learning management systems (Al-Bullas, 2016). Thus, e-learning is one of the means that help to develop the education process and transform it from a routine process aimed at indoctrination only to an interactive and creative process that seeks to develop skills and capabilities, on the other hand, you need to create the environment, in addition to

providing hardware, equipment, educational resources and software, it also highlights its need to design electronic courses that serve educational goals. Recently, many universities around the world have resorted to using systems to manage the e-learning process, whether these systems are open or closed source (Youssif, 2020) especially after the emergence of the global health crisis created by the Corona pandemic (Covid-19) (Kant & Anjali, 2020).

2. Problem: In light of the spread of the Corona pandemic, university institutions have turned to the application of modern e-learning systems in order to achieve the positive outputs of the educational process in order to contribute to building a knowledge society despite the health conditions created by the Corona pandemic (Covid-19) in accordance with successful educational strategies that increase the efficiency and productivity of university graduates of high quality. Therefore, the problem of the study was represented in a main question: What are the attitudes of media and communication students towards the effectiveness of e-learning systems during the Corona Pandemic (Covid-19).

3. Importance: Identify the problems facing media and communication students in higher education institutions about e-learning systems, and identify the positive and negative effects of these systems on their academic achievement during the Corona pandemic (COVID-19). Moreover, drew the attention of university institutions to the interest and development of e-learning systems centers, as these centers have the ability to link between modern technological resources and electronic courses and traditional educational tools to serve education.

4. Objectives:

1. Identify the attitudes of media and communication students towards e-learning systems in light of the sudden change from traditional learning to e-learning.

4.2. Identify the views of media and communication students towards the best method of education, which is e-learning, traditional learning, and blended learning.

4.3. Identify the forms of interaction and problems facing media and communication students when they use e-learning management systems during the Corona pandemic and how to overcome them.

5. Questions:

5.1. What are the attitudes of media and communication students towards the best style of education; is e-learning, traditional education, or blended education?

5.2. What is the readiness of media and communication students to use e-learning systems, the type of devices used, the nature of Internet service subscription and the level of this service?

5.3. What is the e-learning system preferred by media and communication students and the right time to start e-learning during the Corona pandemic?

5.4. What are the problems and challenges that media and communication students face in e-learning when entering lectures and electronic exams, and how can they be overcome?

5.5. What forms of interaction do students of media and communication through e-learning systems and the impact of this on their academic achievement during the Corona Pandemic?

5.6. Are there individual differences with statistical significance at the level (0.05) about the attitudes of media and communication students towards the effectiveness of e-learning systems during the Corona Pandemic (Covid-19)?

Literature Review

Here we present some literary reviews conducted on E-learning during the Corona Pandemic. Al-

Nour (2021) Study aimed to know the positives of the e-learning experience during the Corona pandemic for public relations students and the repercussions of e-learning on their academic achievement. He relied on the survey and questionnaire approach as a tool for gathering information. Moreover, found that e-learning during the Corona pandemic had a positive impact on the academic achievement of students, while some study members believe that there are negative effects of e-learning. Rasiah, Kaur, & Guptam (2020) study it aimed to provide useful qualitative insights into students' perceptions of the effectiveness of educational continuity for some private universities during the Corona pandemic (Covid-19) in three private university institutions in the state of Selangor in Malaysia. The information was collected from observations provided by university students along with the use of the questionnaire. The study Conducted that the most important educational tools that faculty should use in online classrooms are flipped education, which ensures students think about previous knowledge and repeat lessons in life-affected situations. Youssif (2020) study aimed to identify the attitudes and opinions of university students towards the e-learning process in the period of the global crisis of the Corona pandemic (Covid-19). The descriptive survey method and the questionnaire tool were used. It found that the rate of student satisfaction with the e-learning system is very high, and that the majority of students prefer e-learning to traditional learning. Sabri (2020) study aimed to identify the reality of using and employing the Arab Tebessi University for virtual e-learning during the period of the spread of the Corona pandemic to complete the educational and teaching curricula remotely. The questionnaire was used to collect data. The study found that the most prominent obstacles and problems facing students when using e-learning are due to the absence of a device that allows electronic communication and the low e-culture of them.

Networked Learning Theory: In 2004, George Siemens, published the idea of this theory, which is a learning method that focuses on the learner, enabling him to integrate effectively within the digital world by linking smart ICT devices with a stimulating learning environment for the development of intellectual culture, social participation, and effective communication between the parties to the education process. And among its technical applications are Massive Open Online Courses (MOOCs) (Sabri, 2020). Thus, the research of this theory goes beyond the idea of teaching mechanisms to present, propose and strengthen thinking mechanisms, but rather believes that this technology should tell you what to learn, how to think, what to think, the right answers, and so on (Al-Atiwi, 2020).
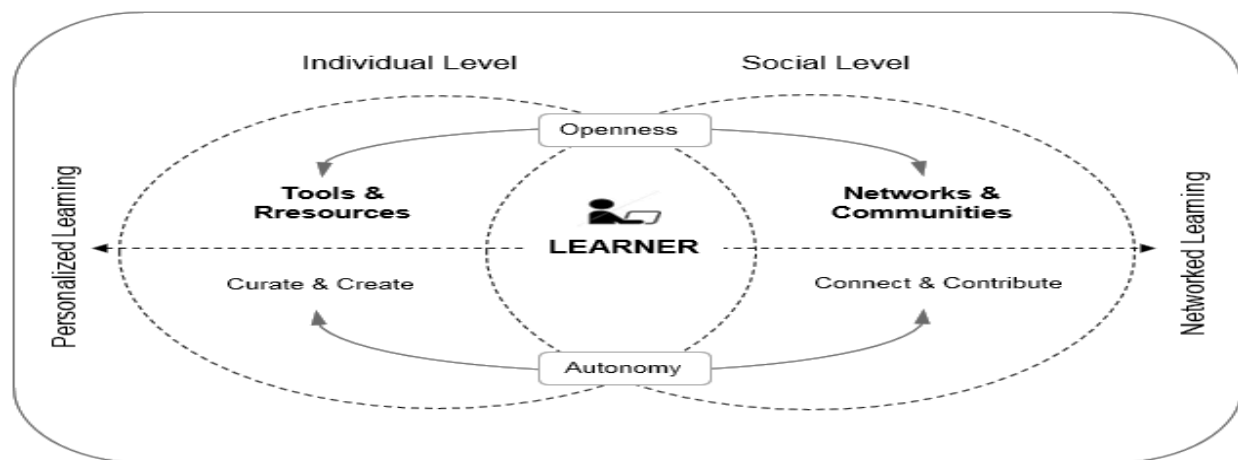

Figure: Networked learning (Saadatmand, 2017, P. 78).

Methodological Procedures:

1. Method: The descriptive analytical approach was used, which is based on identifying the characteristics of the phenomenon, describing its nature, the quality of the relationship between variables, its causes and trends, and identifying its reality on the ground, where it depends on the interpretation of the existing situation through the collection, analysis, interpretation, classification, measurement and drawing conclusions of information (Aldulaimi and Salih, 2014).

2. Population and Sample: The study population consists of all communication students at the University of Sharjah, numbering about (1200) students, and all communication students at the University of Fujairah, numbering (150) students, for the academic year 2021-2022. As for the sample of the study, a random sample was selected (118) students from the University of Sharjah, and (82) students from the University of Fujairah, to become the total sample (200) students. The sample was selected according to the following demographic characteristics: 57% of females and 43% of males. 48% are 20 to 25 years old, 19% are 36 years of age and older, 14% are 31 to 35 years old, 12% are 26 to 30 years old,

and 7% are under 19 years of age. 59% of respondents are from the University of Sharjah and 41% from the University of Fujairah. 77% are unmarried and 23% are married. 33% of students are in the 4th year, 26% in the 2nd year, 24% in the 3rd year, and 17% in the 1st year.

3. Data Collection Method: The questionnaire was applied electronically and distributed through the official e-mail of students at the two universities, as the questionnaire was designed and applied in the period from June 2021 to September 2021.

4. Validity: The procedures for verifying the validity of the tool "Questionnaire" were followed ostensibly by referring to a number of specialists in the field of media, communication and educational means, and their observations were utilized, which made the questions more accurate, clear and to achieve the objectives of the study.

5. Stability: The stability coefficient was calculated by the internal consistency method using the Alpha-Cornbach coefficient, as shown in Table (2) below:

Table (1): Stability Coefficient of the Study Population

Item	3	4	5	6	7	Constancy
No. of Paragraphs	7	8	6	6	4	31
Cronbach's Alpha Value	0.96	0.97	0.98	0.98	0.96	0.98

Field Study 2022

Table (1) shows that the study tool has a high stability value, as the value of the stability coefficient (alpha) in the analytical sample (0.96, 0.97, 0.98, 0.98, 0.96) for the hubs from the third to the seventh, respectively, and the overall stability of the instrument (0.98), and these ratios indicate the stability and homogeneity of the internal study instrument.

6. Description: The e-questionnaire was designed in seven hubs that included demographic information, attitudes of media and communication students about e-learning systems, forms of electronic interaction carried out by students, positive and negative effects of e-learning systems on academic achievement, problems and challenges faced by students when

using e-learning systems, and mechanisms to overcome those problems faced by students when using e-learning systems during the Corona Pandemic. The triple Likert Scale (agree, neutral, disagree) was used to respond to the questionnaire from the third to the seventh hubs.

7. Statistical Processing: To analyze the information collected, the researcher entered it into the Statistical Packages for Social Sciences (SPSS), and then performed the following operations:

7.1. Conducting Cronbach's alpha measure to verify internal consistency as one of the indicators of the stability of the study tool (Ishag, 2020).

7.2. To calculate the arithmetic average to find out how high or low the opinions of the research sample are for each of the basic study variables and set the direction of the study sample. In addition to calculating the relative importance of each paragraph of the study tool.

7.3. To calculate the standard deviation to identify the extent to which the opinions of the members of the research sample are dispersed from each of the statements of the study variables from their arithmetic average.

7.4. Conducting a T-test to find out the relationship between the study variables, as the relationship is statistically significant at the level of significance (0.05). And a tabular value (1.971).

Table (2) Attitudes of Media and Communication Students towards the Best Education Style:

No.	Variables	Frequency	Percentage %
1	E-Learning	126	63%
2	Traditional Learning	30	15%
3	Blended Learning	44	22%

Table (2) shows that the attitudes of media and communication students towards the best education style during the Corona Pandemic (Covid-19) came into the forefront of that e-learning (63%), then blended learning (22%), and finally traditional learning (15%). This shows that most media and communication students prefer the e- learning style to the blended learning and traditional learning style for easy access to information, gaining knowledge, avoiding contagion and increasing family communication. This finding is consistent with a study (Youssef, 2020) which found that the majority of students prefer e- learning to traditional learning. At the same time, according to this study, some students prefer traditional learning and return to the classrooms, especially married female students because studying electronically from home preoccupies them with homework and children according to their justification.

Table (3) Attitudes of Media and Communication Students towards the Best Test Style:

No.	Variables	Frequency	Percentage %
1	Electronic Exam	158	79%

| 2 | On-Campus Exam | 42 | 21% |

Table (3) shows that the attitudes of media and communication students towards the best exam in during the Corona Pandemic (Covid-19) is the electronic exam (79%), followed by the traditional exam on-campus (21%). This indicates that the majority of students prefer the electronic exam to the on-campus exam during the Corona Pandemic (Covid-19) of fear of spreading the pandemic to their families at home.

Table (4) Types of Devices Used by Media and Communication Students to Access Electronic Classes:

No.	Variables	Frequency	Percentage %
1	Desktop	24	12%
2	Laptop	164	82%
3	Mobile	88	44%
4	Tablet	22	11%
5	Smart T.V	04	02%

Table (4) shows that the types of devices used by media and communication students to access electronic classes are personal computers "Laptop" (82%), mobile phones (44%), desktop computers (12%), tablets (11%), and finally smart television (02%). This finding confirms that students rely heavily on the personal computer to access e- classes during the Corona Pandemic (Covid-19).

Table (5) Type of Subscription of Media and Communication Students to the Internet Service:

No.	Variables	Frequency	Percentage %
1	Wired (Ground) Connection	42	21%
2	Wireless Connection (Wi-Fi)	160	80%
3	Subscribe via mobile SIM card	74	37%

Table (5) shows that the types of subscription of media and communication students to the Internet service during the Corona Pandemic are done through wireless (Wi-Fi) (80%), subscription via mobile SIM card (37%), and wired (landline) communication (21%). This shows that the majority of students during the Corona Pandemic the nature of their subscription to the Internet service through wireless communication (Wi-Fi).

Table (6) The Level of Internet Service Used by Media and Communication Students:

No.	Variables	Frequency	Percentage %
1	Excellent	94	47%
2	Very Good	70	35%
3	Good	32	16%
4	Acceptable	04	02%
5	weak	00	00

Table (6) shows that the level of Internet Services Used by students of media and communication in e-learning during the Corona pandemic (Covid-19) ranged from excellent (47%), very good (35%), good (16%), and finally acceptable (02%). This indicates that the level of Internet service is excellent for most students, while it is at a very good level for others.

Table (7) Preferred Times for Media and Communication Students to Attend Electronic Classes:

No.	Variables	Frequency	Percentage %
1	Morning Time	74	37%
2	Afternoon	144	72%
3	Evening Time	72	36%

Table (7) shows that the preferred times for media and communication students to attend electronic classes are the afternoon timing (72%), the morning timing (37%), and the evening timing (36%). This indicates that the majority of students prefer to attend electronic classes during the Corona pandemic in the afternoon and at a higher rate because there are some students working and studying at the same time and therefore prefer to work in the morning and study in the afternoon.

Table (8) Preferred E-Learning Systems for Media and Communication Students:

No.	Variables	Frequency	Percentage %
1	Blackboard	162	81%
2	Microsoft Teams	76	38%
3	Zoom	50	25%
4	Moodle	12	06%

Table (8) shows that the preferred e-learning systems for media and communication students during the Corona Pandemic are Blackboard system (81%), Microsoft Teams system (38%), Zoom (25%), and the model system (06%). This confirms that the majority of students prefer the Blackboard system, which is the system that is more adopted by students of the University of Sharjah, along with other systems. While we find the model system used by students of the University of Fujairah.

Table (9) The Level of Technical Problems that Students Face When Entering Exams and Electronic Classes:

No.	Variables	Frequency	Percentage %
1	Always	04	02%
2	Sometimes	72	36%
3	Rarely	64	32%
4	Nothing	60	30%

Table (9) shows that the level of technical problems facing media and communication students when they enter exams and electronic classes, they sometimes face problems (37%), rarely (32%), Nothing (30%), and always problems (02%). This indicates that media and communication students sometimes face technical problems when entering exams and electronic classes during the Corona pandemic (Covid-19).

Table (10) Forms of Interaction Carried out by Students of Media and Communication through E-Learning Systems:

Variables	Mean	S.D	T-Test	Attitudes	Rank
Identify announcements of exam dates and any other announcements from the course professor					
	2.81	0.587	15.607	Agree	1
Browse content and educational materials in different formats (Word, PowerPoint, videos)					
	2.84	0.414	22.948	Agree	2
Refer to audio and video classes recorded on the system anywhere and anytime					
	2.83	0.418	19.516	Agree	3
Chat and instant messaging through interactive classes					
	2.81	0.452	20.268	Agree	4

Not understanding some of the class information because I am preoccupied with other issues while the professor is giving the class				
2.79	0.476	18.771	Agree	5
Follow links to websites related to the course				
2.74	0.551	15.189	Agree	6
Get feedback from the course professor				
2.72	0.482	16.895	Agree	7

Table (10) shows that the forms of interaction carried out by students of media and communication through e-learning systems are to identify announcements of exam dates and any other announcements from course professors by (93.67%) with a mean (2.81). Browsing the contents and educational materials in different formats (Word, PowerPoint, videos) by (94.67%) with a mean (2.84). Referring to audio and video classes recorded on the electronic system anywhere and anytime by (94.33%) with a mean (2.83). Chat and instant messaging through interactive classes by (93.67%) with a mean (2.81). Group discussion of lessons and research through the activation of microphones by (93.00%) with a mean (2.79). Following links to websites related to the course by (91.33%) with a mean (2.74). In addition, obtaining feedback from course professors by (90.97%) with a mean (2.72).

Table (11) Positive Effects of E-Learning Systems on the Academic Achievement of Media and Communication Students:

Variables Mean	S.D	T-Test	Attitudes	Rank
It increased my courage and eliminated the shyness I was facing in the class hall				
2.81	0.502	18.249	Agree	1
Encourage me to rely on myself to get information outside of the content provided by the professor				
2.72	0.559	14.567	Agree	2
Satisfied with the e-learning system				
2.72	0.585	13.920	Agree	3
Increase my interaction with participation and discussion with professors				
2.69	0.589	13.249	Agree	4
professor take into account the individual differences between students, and thus I receive information better				
2.66	0.596	12.524	Agree	5
Increasing my knowledge of what was previously in the class hall				

2.63	0.588	12.118	Agree	6
The information I get is more than what was in the class hall				
2.60	0.617	10.998	Agree	7
Increasing my cumulative GPA from what was previously in the class hall				
2.51	0.617	09.349	Agree	8

Table (11) shows that the positive effects of e-learning systems on the academic achievement of media and communication students during the Corona Pandemic are represented in increasing the students' courage and eliminating the shyness that some of them faced in the class hall by (91.97%) with a mean (2.81). Encouraging students to rely on themselves to obtain new information outside the content provided by the course professor by (90.67%) with a mean (2.72). Those students are satisfied with the e-learning systems by (89.67%) with a mean (2.69). The increase in the interaction of students by participation and discussion with the professors by (89.67%) with a mean (2.69). The professors taking into account the individual differences between students and thus receiving information better by (88.67%) with a mean (2.66). Increasing their knowledge score than what was previously in the class hall by (87.67%) with a mean (2.63). The information obtained by students is more than what was in the class hall by (86.72%) with a mean (2.60). Increasing in the cumulative GPA of students than it was previously in the class hall by (83.67%) with a mean (2.51). This was confirmed by the (T-Test) that there is a statistical significance in the responses of the study sample members about the positive effects of e-learning systems on the academic achievement of students during the Corona Pandemic.

Table (12) Negative Effects of E-Learning Systems on the Academic Achievement of Media and Communication Students:

Variables Mean	S.D	T-Test	Attitudes	Rank
Inaccuracy of the electronic assessment of assignments and exam				
1.93	0.805	0.983	Neutral	1
Help me transfer knowledge only without acquiring new skills				
1.92	0.816	1.109	Neutral	2
My feeling of isolation in the absence of social interaction with my professors and fellow students				
1.91	0.836	1.218	Neutral	3
My long sitting in front of computer screens, tablet or mobile phone caused me health problems				
1.90	0.858	1.318	Neutral	4
Lack of understanding of some class information				
1.80	0.832	2.719	Neutral	5

Professors give classes in a narrative form				
1.80	0.774	2.922	Neutral	6

Table (12) shows that the negative effects of e-learning systems on the academic achievement of media and communication students in light of Corona are the inaccuracy of the electronic assessment of assignments and exams, which contributes to the existence of unreal results for some students by (64.33%) with an arithmetic average (1.93). That e-learning system helped them to transfer knowledge only without acquiring new skills (64.00%) with a mean (1.92). Their feeling of isolation in the absence of social interaction with their professors and fellow students by (63.67%) with a mean (1.91). Their

long sitting in front of computer, tablet or mobile screens caused them health problems by (63.33%) with a mean (1.90). They did not understand some of the information of the classes due to their preoccupation with other issues during the professor's delivery of the electronic class by (60.00%) with a mean (1.80). Some professors give classes in a narrative manner (60.00%) with a mean (1.80). The (T-Test) confirmed a statistically significant relationship on the negative effects of e-learning systems on the academic achievement of students under Coronavirus.

Table (13) Problems Facing Media and Communication Students When they using E-Learning Systems:

Variables Mean	S.D	T-Test	Attitudes	Rank
Slow internet connection in some areas of my presence				
2.06	0.808	0.840	Neutral	1
Lack of technical experience of students in dealing with e-learning systems				
1.97	0.791	0.429	Neutral	2
Lack of electronic technological infrastructure in institutes and universities				
1.93	0.773	1.024	Neutral	3
Difficulty understanding some of the courses that require my presence in the classroom				
1.86	0.847	1.869	Neutral	4
Difficulty in obtaining technical support for technical problems facing me in e-learning systems				
1.86	0.839	1.887	Neutral	5
Lack of sufficient skills of professors in the production of electronic educational materials				
1.80	0.802	2.820	Neutral	6

Table (13) shows that the problems faced by media and communication students when they

using e-learning systems during the Corona Pandemic are the slow Internet connection in

some areas of their presence by (68.67%) with a mean (2.06). Lack of technical expertise of university students in dealing with e-learning systems (65.67%) with a mean (1.97). Lack of electronic technological infrastructure in some institutes and universities by (64.33%) with a mean (1.93). Difficulty understanding some of the courses that need to be in the classroom in order to train them by (62.00%) with a mean (1.86). Difficulty in obtaining technical support

for the technical problems they face in e-learning systems by (62.00%) with a mean (1.86). Lack of sufficient skills of professors in the production of electronic educational materials by (60.00%) with a mean (1.80). Emphasizing the existence of a statistically significant relationship in the respondents' responses to the problems facing students when they use e-learning systems during the Corona Pandemic, based on the (T-Test).

Table (14) Mechanisms for overcoming the problems that students face when using e-learning systems:

Variables	Mean	S.D	T-Test	Attitudes	Rank
Organizing training courses to raise the adequacy of students on the use of e-learning systems					
	2.83	0.560	16.763	Neutral	1
Diversification of interactive forms in the available teaching aids in a way that keeps pace with the requirements of e-learning					
	2.57	0.571	11.290	Neutral	2
Scheduling office hours for professors to communicate with students efficiently					
	2.51	0.626	9.214	Neutral	3
Reconsidering how students are evaluated in a way that ensures its credibility through electronic educational systems					
	2.44	0.641	7.763	Neutral	4

Table (14) shows that the mechanisms to overcome the difficulties faced by media and communication students when using e-learning systems are to organize training courses to raise the adequacy of students on the use of e-learning systems (94.33%) with a mean (2.83). Diversification of interactive forms in the available teaching aids in a way that keeps pace with the requirements of e-learning (85.67%) with a mean (2.57). Scheduling office hours for professors to communicate with students efficiently (83.67%) with a mean (2.57). Reconsidering how students are evaluated in a

way that ensures its credibility through electronic educational systems (81.33%) with a mean (2.44). The (T-Test) confirmed that there is a statistically significant relationship in respondents' responses to mechanisms to overcome the difficulties faced by students when using e-learning systems.

Findings:

1. That media and communication students during the Corona Pandemic prefer the e-learning style, followed by blended learning, and then traditional learning.
2. The majority of media and communication students during the Corona Pandemic prefer the electronic exam (online) over the traditional exam in the classroom (On-Campus).
3. Media and communication students during the Corona Pandemic rely more on the personal computer to access electronic classes, then the mobile phone, the desktop computer, the tablet computer, and finally the smart TV respectively.
4. The nature of the participation of the majority of media and communication students in Internet service during e-learning during the Corona Pandemic through a wireless connection (Wi-Fi), then followed by subscription via the mobile SIM card, and the wired (landline) connection respectively.
5. The Internet services used by media and communication students in e-learning during the Corona pandemic were excellent for most of them, while for others they ranged from very good, good and acceptable respectively.
6. Most media and communication students prefer to attend electronic Classes during the Corona pandemic in the afternoon and at a high rate, then the morning and evening periods respectively.
7. The majority of media and communication students during the Corona Pandemic prefer the Blackboard system, then Microsoft Teams, Zoom, and finally the Model system.
8. Media and communication students during e-learning during the Corona Pandemic sometimes face technical problems when entering exam and electronic classes and others rarely face it.
9. The forms of interaction that media and communication students undertake through e-learning systems are represented in identifying the announcements of exam dates, browsing educational contents and resources, referring to recorded audio and video lectures, chatting and instant messaging, group discussion of classes and research, follow up links to websites related to courses, and obtaining feedback from the course professors.
10. The positive effects of e-learning systems on the academic achievement of media and communication students during the Corona Pandemic are to increase their courage and eliminate the shyness that some of them faced in the class hall, they are satisfied with the e-learning systems, increase their interaction by participation and discussion with professors, the professors' consideration of individual differences between them, increase their knowledge output, the information they obtain is more than in the lecture hall, thus increasing their cumulative average from what was previously in the class hall.
11. The negative effects of e-learning systems on the academic achievement of media and communication students are the inaccuracy of the electronic assessment of assignments and exam, that e-learning systems helped them transfer knowledge only without acquiring new skills, their sense of social isolation, their long sitting in front of the screens of the devices they use caused them health problems, they do not understand some of the class information due to their preoccupation with other issues, and some professors give their lectures in a narrative manner.
12. The problems faced by media and communication students when using e-learning systems are slow Internet connectivity in some areas, lack of technical expertise of university students in dealing with e-learning systems, lack of electronic technological infrastructure in some

universities, difficulty understanding some of the courses that need to be in the classroom, difficulty in obtaining technical support for technical problems, and lack of sufficient skills of professors in the production of electronic educational materials.

13. There is a statistically significant relationship about the attitudes of media and communication students towards e-learning systems during the Corona Pandemic, and this is confirmed by the T-Test.

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