

# A Case Study on Teachers' Online Teaching and Learning Practices During the Pandemic in Kapit, Sarawak

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## Abstract

With the spread of the infectious Coronavirus known as Covid-19 in early 2020, online learning has become a highly debated topic throughout the world. The majority of education systems have shifted to a fully online learning synchronously or asynchronously. Thus, traditional teaching and learning methods ceased to be viable modes of teaching. The Malaysian education system has made online teaching and learning from home or *Pembelajaran dan Pengajaran dari Rumah (PdPR)* was mandatory throughout the pandemic. As internet access and coverage in Kapit has limited internet facilities it caused online teaching - learning process to encounter barriers and challenge. Therefore, the purpose of this study was to discover primary school teachers' practises and perceptions toward online teaching and learning during the pandemic. This research has two main objectives which are to explore the teachers' online teaching and learning practices during the pandemic and to explore the teachers' perceptions on online teaching and learning practices. This research used a qualitative approach, a case study, which included online interviews conducted through WhatsApp personal chat. Four teachers from different primary schools in Kapit, Sarawak were chosen to be the participants of this case study. The findings of this research had shown that most participants dissatisfied with their online teaching and learning practices they had experienced due to factors such as the internet connection, ICT skills, software and pupils' response. The teaching and learning through online was less meaningful and not effective for pupils in Kapit. Overall, the researcher hoped that teachers, school administrators and researchers can benefit from this research in order to improve the online teaching and learning in Malaysia.

**Keywords:** Covid-19, Pandemic, Online Teaching and Learning, ICT Skills, PdPR

## Introduction

The world is dealing with Coronavirus Disease 19 (Covid-19), which the World Health Organization has declared a global epidemic. This unprecedented Covid-19 pandemic has a serious effect on people all over the world. Malaysia was also affected by the Covid-19 pandemic. The government has implemented a movement control order (MCO) in order to contain Covid-19. Despite the Covid-19 pandemic, the teaching and learning process must be continued. As a result, online learning or e-learning took over classroom teaching and learning

practices. All education institutions which including the preschools, primary schools, secondary schools and higher institutional have been ordered to be closed temporarily. On that account, the e-learning replaced the conventional classroom teaching and learning practices to ensure there is no child left behind in education despite the Covid-19 pandemic.

Online teaching and learning provided opportunities for teachers and students to access the education during the pandemic as they were unable to attend face-to-face learning in schools. It is also quite flexible where teachers can respond to students at any time via smartphone. However, not all student residential areas are covered by the internet connection. There are many problems and obstacles that teachers and students have to face in the success of teaching and learning throughout the pandemic. As a result, teachers and students in the area are having trouble implementing online home-based learning and teaching or known as *Pembelajaran dan Pengajaran dari Rumah (PdPR)*.

Referring to the *PdPR* guide, it involves three approaches, namely: Online *PdPR* approach: internet access, use of devices and real-time learning using the DELIMa application, Google Meet, Zoom, video, gamification, audio clips and eBook. The off-site *PdPR* approach is implemented at community centres or permitted locations (Ministry of Education Malaysia, 2020). Most areas in Sarawak, teachers either travel to longhouses or the representatives of each longhouse come to school to collect the modules prepared by teachers. The approach used must follow and take into account the suitability of teachers and students. Teachers must be more creative and positive in diversifying these *PdPR* methods. The Prime Minister has taken several proactive measures in 2020 to realign the Primary and Secondary School Standard Curriculum (KSSR and KSSM) to suit the uncertain learning situation due to the Movement Control Order (PKP), and targeted control order. However, the reality of *PdPR* implementation is not something that is easy to implement. If we have a student who can go through the *PdPR* successfully then there are ten more students who might face various challenges.

### Research Purpose

The purpose of this study is to explore the teachers' online teaching and learning practices as well as their perceptions towards online teaching and learning during the pandemic in Kapit, Sarawak.

### Research Objectives

- To explore the teachers' online teaching and learning practices during the pandemic
- To explore the teachers' perceptions on online teaching and learning practices during the pandemic

### Research Questions

- How do teachers conduct their online teaching and learning practices during the pandemic?
- How do the teachers perceive the online teaching and learning practices during the pandemic?

### Literature Review

#### 1. Concept of Online Teaching and Learning

Commonly used phrase "online teaching and learning" has diverse implications. For the purposes of this paper, online education refers to education delivered via the Internet during

a pandemic (Kim, 2020). It is also known as "e-learning." E-learning, online learning, open learning, web-based, computer-mediated, blended and mobile learning all refer to the capacity to learn from anywhere, at any time and in any rhythm using a computer connected to a network or internet (Dhawan, 2020).

Online learning is known to make the teaching-learning process more student-centered, inventive, and adaptable. Students can learn and communicate with teachers and other students from anywhere; independently (Singh & Thurman, 2019). Online education allows students from all over the world to connect with academic institutions and other students while receiving a degree or certificate. Online courses are provided both synchronously and asynchronously. Synchronous learning is a method of learning that incorporates direct interactions between teachers and students as well as online communication tools like conferences and chat. Asynchronous learning is a sort of independent (not concurrent) learning (Rasmitadila, 2020).

Due of the pandemic, teachers and kids were unable to attend school, so online teaching and learning was used in this study and the Malaysian primary school. Students were required to complete work using any technique their teachers deemed appropriate for their age group. Unfortunately, the MOE has not established any standardised applications or methodologies. As a result, teachers must choose materials and methods that meet the needs of all students.

## **2. Challenges of Performing Online Teaching and Learning Practices during Pandemic**

COVID-19 has forced the closure of several events, including educational ones. Many educational institutions have moved to online learning. Besides its technological advantages, online education poses several problems to educational institutions worldwide. Adedoyin and Soykan (2020) recently determined the elements that influenced the digital transformation of educational operations during the COVID-19 pandemic. It found that educational inequity, technological infrastructure, and digital competency all hampered the proper operation of digital instructional procedures. For example, Physical Education is difficult to teach because it needs physical interaction.

As the online learning is wholly dependent on technological gadgets and the internet, it is certainly true that technology is the most serious issue to online learning (Heng and Sol, 2020). Some places in Malaysia have low internet connectivity due to their location. Also, the MCO's sluggish internet connection is owing to increased demand and infrastructural concerns. Students frequently have computer access. Some of them do. Teachers uploading content to Google Meet or Zoom Meetings where students cannot be seen clearly is a challenge, according to (Tamilmullai and Salini, 2021). Students' readiness to attend online classes depends on their device, data plan, and motivation.

The students' inability to access to the internet in their different localities is the most critical concern (Ismail et al., 2020). Malaysia jumped from 56th to 32nd in the globe according to the Malaysian Communications and Multimedia Commission's 2018 Industry Report. The government endeavoured to meet the demand for online education. Sadly, some students are unable to meet these needs owing to lack of resources. Online learning is a viable choice for both students and professors. However, issues like limited internet connection must be addressed. Due to inadequate infrastructure, roughly 52% of students in Sabah, Malaysia, do not have access to the internet (Selvanathan et al., 2020).

However, teachers find it difficult to evaluate pupils' work. Malaysian examinations foster overall student development. Despite the cancellation of the UPSR and Form 3

Assessment, extracurricular activities, student failures and triumphs must be considered (Selvanathan et al., 2020). The construction of a balanced human being has been stated in the Philosophy of National Education (FPK) since 1988. The Ministry of Education is still considering the best technique to assess students in primary and secondary schools. Students, teachers, and parents must adopt new learning norms.

### **3. Pedagogical for Continuing Education through Online**

Schools, training institutes, and higher education institutions have been closed in most countries, including Malaysia. To avoid class disruptions, the Malaysian government took the initiative to provide online education. During the illness outbreak, all Malaysian schools were closed. This sudden shutdown is a virus-prevention measure (Zhang et al., 2020). As a result, the MOE decided to replace schools with online learning platforms (Ministry of Education, 2020). Fortunately, 90.1 percent of Malaysian homes have internet connectivity and 91.0 percent have cellphones (Department of Statistics Malaysia, 2020). Considering these options, online class continuation looks to be the best option.

Applicable teaching approaches or pedagogy for online education may be based on both educator and student expertise in ICT (ICT). Online platforms like Microsoft Teams, Google Classroom, and Canvas have been utilised to build educational courses, training, and skill development programmes (Petrie, 2020). Workplace chat, video meetings, and online backup options help keep lessons organised and straightforward. For example, teachers use YouTube to upload videos of themselves instructing. This would relieve parents of the stress of explaining activities to their kids. Students can also see the video if they have a reliable internet connection. It also aids teachers who lack the ability to construct a film describing and teaching a subject.

It seems reasonable to develop a team of digital teachers in each school, one from each department. Moving to online education requires a quick grasp of how to use technology to offer information with suitable pedagogy. The use of technology in the classroom goes beyond simple integration. Teaching using technology involves combining technological, pedagogical, and subject expertise (Azzi-Huck & Shmis, 2020). As a result, building a digital learning community among teachers is crucial for professional growth.

### **4. Teachers and Students' Roles in Online Learning**

Prior to looking deeper into the roles of teachers in online learning contexts, it is essential to first investigate role definitions. Many studies have attempted to define student and teacher roles. According to Wright (1987), work and job-related activities, connections and contacts with others, and beliefs and attitudes are all components of a role. There are more classifications than definitions for teaching jobs. According to Badia et al (2017), online teachers should manage social interaction, instructional design, technology use, evaluation, and learning. In fact, these jobs overlap, making it difficult for classroom teachers to comprehend their positions and assess their specific duties and activities (Baran et al., 2011).

Aside from that, relevant instructional behaviour under various teacher responsibilities may vary. Moreover, most research is qualitative, including case studies, collaborative action research and grounded theory (Izadinia, 2015). Based on these criteria, we know teachers should manage lesson plans, choose appropriate materials, employ technology, and ensure students participate with online learning. However, students must also play a part in making online learning a success. The constructivist method defines student and teacher responsibilities. Communicators should consider these roles while designing remote

education processes and resolving interaction challenges (Isman and Dabaj, 2004). Both teacher and student must be collaborative planners, communicators, and examiners. Students own their education. A subject must be chosen, a goal must be made and a subject must be researched. In Malaysia, students should take part in online classes either asynchronously or synchronously.

### Theoretical Framework

Figure 1 shows the theoretical framework of Online Learning Theory developed by (Anderson, 2008). Through this framework, Anderson portrayed the interactions among the teacher, learner and content during online learning took place. This theory is very suitable for this study because the purpose of this study is to look at the teachers' teaching practices which will indirectly touch on how it related to the learner and content as well. These groups facilitate far more diverse and frequently less reliable interactions. Nevertheless, they are far more developmental than the discourse that usually emerges from interaction between a limited number of students and teachers.

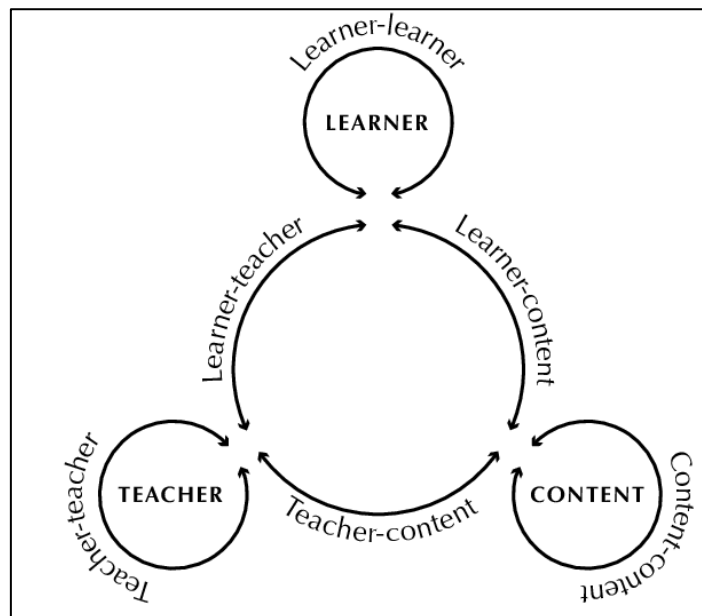


Figure 1: Online Learning Theoretical Framework by Anderson (2008)

Due to the immediate closure of educational institutions, teacher educators were expected to utilise available technological affordances (learning platforms and social media) to ensure learning continuity for student teachers who were expected to adopt online remote learning. Anderson's (2008) theory of online learning was used to comprehend the student teachers' learning experiences in relation to their coping strategies.

Anderson (2008) outlines six types of interaction for effective online and remote teaching and learning, three of which were found to be related to the current study as shown below:

#### 1. Teacher - Content Interaction

The first interaction is between the teacher and the online learning content, which should be established to meet the teacher's demands. This connection allows teachers to monitor, build, and update course content resources and activities, according to Anderson (2008).

Participants in this study said they got their content and materials from YouTube, Facebook, Telegram, and the DELIMa website.

## **2. Learner - Teacher Interaction**

The second interaction is between students and teachers online during the learning process. Feedback might be asynchronous or synchronous. Anderson says that "student-teacher" engagement is one type of online learning interaction. In this way, it should be student-centric rather than teacher-centric. The study's participants say their pupils can discuss the exercises or tasks in a WhatsApp or Telegram group immediately. Thus, the learner and teacher communicate via online applications or software. In this study, students and teachers mostly communicated using WhatsApp and Telegram. Thus, the chatroom is open for feedback. These data support Anderson's (2008) claim that students demand immediate responses from teachers while using instant messaging. Pupils demand instant feedback, unlike email, which takes time. Nonetheless, best practises show that teachers do not have to answer every student's inquiry promptly (Anderson, 2008). Teachers can increase student engagement and participation by taking a less dominant position in their classrooms.

## **3. Teacher – teacher interaction**

Teachers can engage with each other and progress professionally, according to Anderson (2008). To benefit from knowledge growth and discovery in their field as well as the academic community of teachers. Teachers can help each other grow professionally in a friendly setting. These encounters allow teachers to learn more. There are now many online chatrooms, pages, and websites where teachers can share their teaching resources and ideas on online teaching and learning practises.

As such, the theoretical framework shows that teachers can increase their teacher presence by designing and developing course content, learning activities, and an evaluation framework expressly for online teaching and learning practises during pandemics. Some teachers generate and maintain course content while others work as "lone rangers" or author all of the course content themselves (Anderson, 2008). Unlike prior forms of mediated teaching and learning, online learning allows for material updating and flexibility while maintaining the instructor's official and traditional role.

In this case study, teachers or participants had to choose acceptable materials, methods, approaches, and apps for their online teaching and learning practises without leaving any learners behind. Some participants downloaded their materials and activities from the internet and shared them with their students via social media or printed modules. Some participants had to print the modules because their kids didn't have cellphones or access to online learning.

During the learner-teacher interaction, students and teachers communicated via social media tools. This engagement was not fully enjoyed by all participants as some pupils could not be reached by phone. The participants just gave the pupils a module per week at school. Not everyone can afford cellphones and other modern devices, especially in rural areas.

Teacher-to-teacher interaction, on the other hand, is more like a Professional Learning Community (PLC). MOE usually runs PLC activities and workshops to help teachers improve their teaching and learning. It can now be done online. Online PLCs allow teachers to work with a large number of colleagues who share their professional interests, notably teaching. A virtual PLC can enhance the number of teachers available for cooperation and discussion. For



example, a school may only have one special education instructor. Online PLCs allow teachers to connect with colleagues from other schools, districts, and even states.

### Methodology

This study looked into the online teaching and learning practices of four teachers in Kapit, Sarawak, during the pandemic. This was a qualitative study, specifically a Case Study, conducted through interview. A case study is a type of research design that is used to gain an in-depth, multi - faceted understanding of the issue in its real-world context (Crowe et al., 2011). The use of these method aims to gain the perceptions of the teachers who took part in the study regarding their online teaching and learning practices. As a result, during the pandemic, it is appropriate to investigate the issue of teachers' perceptions of online teaching and learning.

The study was conducted for a week by conducting an interview session. To get further opinions from the participants, the researcher conducted interview through WhatsApp application to connect with the participants personally. The interview was online because the researcher intended to reduce movement during a pandemic to curb the spread of the virus.

The researcher selected participants based on their experience in teaching field and ICT skills because the differences in teaching methods used during online teaching will be influenced. In addition, their perceptions also differed based on their experience of conducting classes online. All of these participants are currently teaching in different areas and primary schools in Kapit, Sarawak. Teachers with 10 years in service considered as more experienced teachers. Meanwhile, teachers' skills in using ICT are measured based on their ability to use a variety of online methods and approaches while conducting online classes. For example, teachers skilled in ICT will not use just one way or application to conduct their teaching online. The teacher will try to explore more appropriate applications or websites used to convey knowledge to his students.

The four participants were selected based on different criteria which are their experience in teaching field and the use of technology for teaching.

- I. More experience in teaching field and ICT skills
- II. More experience in teaching field but lack of ICT skills
- III. Little experience in teaching field but good in ICT skills
- IV. Little experience in teaching field and lack of ICT skills

### Instrument

The instrument used in this study was conducting an interview and document collection such as lesson plan and reflective journal. The interview was carried on WhatsApp due to current pandemic. The researcher and participants could not have a face-to-face interview. Thus, the interview was carried out online. Refer to Appendices A for the interview transcripts, Appendices B for the lesson plan and Appendices C for the reflective journal.

### Results & Discussion

In this section, the discussion will be answering the research questions. There are two research questions that will be answered which are:

1. How do teachers conduct their online teaching and learning practices during the pandemic?
2. How do the teachers perceive the online teaching and learning practices during the pandemic?

Table 1

*Summary of Interview Results with the Participants through WhatsApp*

|                             | P1                                   | P2               | P3                                   | P4                           |
|-----------------------------|--------------------------------------|------------------|--------------------------------------|------------------------------|
| <b>Application/Software</b> | WhatsApp & Module (Online & Offline) | Module (Offline) | WhatsApp, Telegram & DELIMa (Online) | WhatsApp & Telegram (Online) |
| <b>Access to Device</b>     | ✓                                    | ✗                | ✓                                    | ✓                            |
| <b>Satisfaction</b>         | ✗                                    | ✗                | ✗                                    | ✗                            |
| <b>Stress</b>               | ✓                                    | ✓                | ✓                                    | ✓                            |
| <b>Pupils' Responses</b>    | ✗                                    | ✗                | ✓                                    | ✗                            |
| <b>Recommendation</b>       | Internet access                      | Internet access  | Strict rule                          | Provide Module               |

The table 1 above shows the summary of the interview results which was conducted with the participants. Same questions were proposed to the participants and they have different answers as well as responses to some questions. Based on the interview, the researcher managed to discuss on the finding of this study and compared it with other previous studies. The discussion divided into two sections which are the teacher's online teaching and learning practices and, teachers' perceptions towards online teaching and learning.

### Teachers' Online Teaching and Learning Practices

Each teacher has different problems and challenges according to the locality and the needs of students to continue teaching and learning in the face of a pandemic. Therefore, the practices and ways of teachers imparting knowledge are also different. In this discussion, application selection and ways of exploring teaching materials will be discussed further. To further strengthen the findings of this study, research findings from various sources and past studies will be referred as well.

Based on the interview and lesson plans, it is clearly that the participants or educators preferred WhatsApp as the platform to convey the lesson during the pandemic. This study supported a study by Mulyono and Suryoputro (2020) on the use of social media platforms to promote authentic learning environments in higher education settings. They concluded that WhatsApp is an easy media platform for teachers and students to communicate and interact and that participants preferred WhatsApp the most. Thus, undoubtedly that WhatsApp is the most appropriate and user-friendly applications or platform for teachers with varying levels of ICT proficiency. Through the interview, Participant 1, Participant 3 and Participant 4 used WhatsApp to approach their pupils. They also used Telegram but WhatsApp were used frequent than Telegram. Meanwhile, Participant 2 did not specify any online application or platform because the teaching and learning they went through was offline due to internet problems at the school location and where the students lived.

Telegram is a free tool that enables student-teacher engagement in an online virtual classroom through a variety of features. It assists both the teacher and the students in their learning during pandemic Covid-19. Other than that, all content, students' tasks and assignments, and also quizzes can be documented thoroughly in it. Telegram can make it easier for users to save space needed to store data such as photos, videos, audio and documents shared by others (Solomon, 2021). Although it has been downloaded, the data is not directly stored in the smartphone. This can prevent teachers' and students' smartphones



from being filled with the results of their assignments. They can still see what's shared without saving and downloading it into their gadget. And this is likely why Participant 3 and 4, as well as teachers out there are interested in using Telegram in addition to the use of WhatsApp to communicate during a pandemic.

In order to explore the teaching materials suitable for their teaching and learning, the participants must have the accessibility to the device. According to the interview conducted to the four participants, only Participant 2 did not have the accessibility to the device as their school was continuing the teaching and learning through offline during the pandemic. They were using modules instead of using online applications unlike other participants did. Accessibility to the device for online teaching and learning is very important because teachers need to have the knowledge and skill in integrating ICT in education. Participants can conduct video call session for online teaching and learning only if both teachers and pupils have proper gadgets with stable internet connection. According to the findings of a preliminary study on readiness to teach online due to the Covid-19 pandemic among Malaysian university academicians conducted by Khairi et al (2021), 79.5 percent of academicians believe that a laptop is necessary for their online teaching. Besides, tools such as a laptop, a microphone, a camera or webcam and a drawing board also needed for presentation or discussion. Even if the research was conducted in university, it is still enough to say without these tools, online teaching could not be carried out smoothly.

Teachers can give pupils worksheet and videos. It should be noted that it would be better if teachers can have a virtual session in terms of video call where pupils turn on their cameras and microphone when it is necessary. Pupils can take advantage of online classes that are virtually identical to those presented in the classroom. They can converse while they are in a face-to-face class, and each student responds to the teacher at that moment in time. In contrast to face-to-face lessons, where it is more convenient for pupils to ask questions, few pupils are eager to explore questions and are genuinely decided to commit to e-learning in virtual classes. This could also be due to an unfavourable learning environment – they most likely live in a small space shared with a large number of people. As mentioned by Participant 1, most of his pupils paid less attention when he tried to use Google Meet for his online teaching. This also supported by Bahar et. al (2020) that stated it was difficult for instructors to interact during the virtual class; most would turn off the video and microphone for personal reasons. Although the study was conducted in a university, but it has the same scenario as faced by teachers in primary school.

### **Teachers' Perception Towards Online Teaching and Learning**

Each educator has a unique perspective on online teaching and learning. Some are satisfied with the online education meanwhile others might be not. All four study participants overwhelmingly expressed dissatisfaction with the online teaching and learning they experienced. How are they able to continue teaching and learning for more than a year? According to the statements made by all participants, they did not express much satisfaction with their online teaching and learning. This is as if the participants are compelled to allow events to unfold without intervening. Apart from that, research by Mahiswaran Selvanathan et al (2020) shows that the students showed a high dissatisfaction with the fact that they cannot interrupt the lecturers during the teaching. Not only teachers dissatisfied with the quality of the education during the pandemic. Both educators and learners had their own dissatisfaction.

Therefore, the participants felt a bit stressed because their objectives and expectations were not met. Learning outcomes are not as expected. Based on the reflections found in the daily lesson plans of Participant 1 and Participant 2, there are still students who do not succeed in achieving the learning objectives. It was either they did not submit their task or they really could not complete the task given by the participants well. Participant 4 also expressed the reason of his disappointment, *"Most pupils share the device with parents. PowerPoint videos sometimes can't be accessed due to lack of internet connection"*. Another finding by Selvanathan et al (2020) shows that limited internet access makes it more difficult for rural students to complete their studies, which ultimately led in a delay in assignment submission.

A study carried out by Moy & Ng (2021) entitled Perception towards E-learning and COVID-19 on the mental health status of university students in Malaysia discovered that depression and anxiety were exactly equivalent with those reported before the COVID-19 pandemic. However, the stress levels were significantly higher in their study that was done during the COVID-19 pandemic. The rate of depression, stress and anxiety reported before COVID-19 among some of the Malaysian students enrolled ranged from 13.9 percent to 29.3 percent, 51.5 percent to 55.0 percent and 12.9 percent to 21.6 percent respectively. In this situation, not only educators felt stress but also the learners. Additionally, students' inexperience with information technology makes it difficult for them to adapt to the e-learning environment, resulting in a high level of academic distress. Particularly primary school students. Prior to the pandemic, they were not exposed to ICT in education. As a result, they may be unable to benefit from online learning because they are already overburdened.

The previous study follows that the participants of this study compared teaching their pupils from home and in school. From the result of the interview, all participants believed that teaching at school was better than from home or online. They believed that teaching at school provided pupils with better education. Participant 1 said *"Teaching in school is more organized and pupils are able to receive learning and teaching better than teaching from home"*. This statement also supported by the other participants as they claimed that teaching at school or face-to-face session is more effective and meaningful. Pupils did not motivate enough to join the online teaching and learning which made them chose to skip the class. They probably felt that the online class was not fun likewise in the classroom where they can move freely and play with their peers. According to previous research conducted by Al-Kumaim et al (2021), students are disinterested in e-learning as it is less enjoyable than having to learn in a classroom setting. Many academics have recommended that the need to focus on developing a long-term and appealingly designed online curriculum. Moreover, the findings shows that if the appearance of online content confuses students before they begin learning, the learning process might be negatively impacted. As a result, it is essential to capture students' attention right from the start of the education process.

The situation worsened when the response from the pupils was somewhat less than expected. The majority of participants admitted that their pupils' attendance was very disappointing. Meanwhile, Participant 3 was quite lucky because the attendance and involvement of her pupils was quite good and encouraging. Participant 1 expressed how the pupils slowly not responding and not giving cooperation during the Google Meet. Participant 1 said *"Few pupils can give a good response in PdPR in the beginning. However, since this month, the pupils' response has begun to decline. I tried to use Google Meet few times and most of the pupils will turn off their camera."* This shows that pupils were not interested in joining the online teaching and learning. They were not eager to learn through the new

dimension which the whole world claimed to be the best method for continuing the education during pandemic.

The participants offered a few suggestions and personal views on online teaching and learning during this pandemic. Participants hoped that local governments could increase internet access. Especially outside of Kapit to help students learn and gain information like other students. This situation is unjust because teachers and students lost contact due to the lack of internet during the pandemic. This has indirectly impacted student achievement as they lack enough guidance to finish the teacher's assignments. While offline module preparation is the sole alternative for schools without internet access, it is ineffective and failed. What about students who live with guardians or parents who lack information and reading skills? Is the distribution of modules beneficial to pupils or just to satisfy the MOE's desire to promote continuing education even if school is closed? Thus, the government and relevant stakeholders should re-evaluate this module's effectiveness for primary school pupils. Moreover, to overcome the academic, digital, and development gaps, internet connectivity needs to be improved across Malaysia.

On the other hand, Participant 3 was hoping that the relevant parties, such as schools, PPD, and the MOE, would establish stricter rules to ensure that all students are responsible for this online teaching and learning. This is due to the fact that pupils have been given the option of following *PdPR* if only it is possible for them to join. As a result, pupils who should have facilities and live in the Kapit urban area chose to return to their village, where they will not have the internet access in order to avoid online classes. This had resulted in a significant drop in pupils' achievement. Pupils should be made aware that even if they do not attend school, they will still be assessed because their attendance for *PdPR* will be reported to PPD as well as *Jabatan Pendidikan Negeri Sarawak* (JPNS). Their Classroom Based Assessment or known as *Pentaksiran Bilik Darjah* (PBD) and Standard Equivalent Assessment also known as *Pentaksiran Standard Setara* (PSS) for every semester also will be recorded according to their involvement during the online teaching and learning.

## Conclusion

The research findings indicated that online teaching and learning practices in Malaysia needed to be improved, particularly in the quality of communication and instruction provided to students during the *PdPR*. Even though some schools managed to conduct their *PdPR* through online, some enhancements should be made to improve the delivery of online teaching and learning in Malaysian primary schools. Although it has been almost 2 years since Covid-19 hit Malaysia, the development of online education in the country is still weak compared to other developed countries in terms of the use of ICT, facilities and competencies. This is because we are accustomed to learning traditionally and do not encourage learners to bring gadgets to school. Therefore, the use of gadgets for education during the pandemic is a very drastic change for most students as well as teachers. MOE and the relevant parties should take into account teachers and students concerns faced by them in order to ensure the continuation of education through online can be run smoothly.

This research is important because it will assist teachers in better understanding the requirements that must be met in order for online teaching and learning to continue to run properly. The interactions within teacher, student and content should be engaged with each other while performing online learning as emphasized in the theoretical framework. Teachers' existing skills and knowledge on the use of information and communications technology (ICT) in education must be solid and stable in order for online teaching and learning to be

successful. In addition, teachers must prepare themselves with relevant resources or content that has been received from reputable and appropriate sources for their students' learning environments. It is also important for school administrators since they should be the ones who urge teachers and students to participate in online teaching and learning sessions to the best of their abilities. Aside from that, this research is important for the researcher in general. As we could never predict what would happen next, academics should begin investigating the most effective and equitable methods of doing online teaching and learning. Consequently, the issues that teachers and students in rural regions are facing should be addressed in order to ensure that education may continue despite the global pandemic that occurs.

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## Appendices

### Appendix A: Interview Transcription

| PARTICIPANT 1 |   |
|---------------|---|
| Question 1    | How long have you been teaching?  |
|               | Hi. I have been teaching for almost 12 years.   |
| Question 2    | How would you describe your ICT skills?   |
|               | I can say that I am quite good in ICT because during the face-to-face teaching and learning, I usually implemented the use of ICT in my classroom. Even during the <i>PdPR</i> .  |
| Question 3    | How is your school delivering <i>PdPR</i> ?   |
|               | Using WhatsApp and providing modules that we get from Facebook for students. Representatives from each longhouse will pick up and deliver the module every Friday at the security booth. We use both online and offline method to help those students with no internet connection at home.      |
| Question 4    | Do you have access to a device to explore online teaching materials?  |
|               | Yes, I do. I have smartphone, tablet and laptop for working. Most of the materials I used for online class were downloaded from the internet. We have groups for teachers from all over Malaysia. We can find them in Facebook and Telegram.  |
| Question 5    | Are satisfied with the technology and software/application you are using for online teaching?   |
|               | Not satisfied but thankful because can help a little bit during the <i>PdPR</i> . But I sometimes asked my students to join any online games such as Quizizz. I can give them my feedback right away after the lesson. It is really fun. It is too bad that not all students can join the game. |
| Question 6    | How stressful do you find teaching online during the Covid-19 pandemic?   |
|               | Very stressful.   |
| Question 7    | How were your experience teaching pupils from home as compared to teaching at school?   |
|               | Teaching in school is more organized and pupils are able to receive learning and teaching better than teaching from home.   |
| Question 8    | What kind of response have you got so far from your pupils?   |



|            |   |
|------------|---|
|            | Few pupils can give a good response in <i>PdPR</i> in the beginning. However, since this month, the pupils' response has begun to decline. I tried to use Google Meet few times and most of the pupils will turn off their camera. And most of the times, they will keep quiet and not answering my questions.  |
| Question 9 | <p>In your opinion, how can schools support you to improve the quality of online teaching?</p> <p>Not only school, the relevant parties can help in terms of device facilities for rural pupils, especially those who do not have devices and improve in terms of internet access in Kapit. When all this is available, we can carry out <i>PdPR</i> as best as possible.</p> |

| PARTICIPANT 2 |   |
|---------------|---|
| Question 1    | <p>How long have you been teaching?</p> <p>I have been teaching for 14 years.</p>   |
| Question 2    | <p>How would you describe your ICT skills?</p> <p>I am not really into ICT. I only use my laptop for lesson plan.</p>   |
| Question 3    | <p>How is your school delivering <i>PdPR</i>?</p> <p>I can say that we are using offline method. There is no internet at my area unless the teachers have the <i>CONNECTme</i>. For the pupils, they don't have that kind of thing at their longhouses. So, we are giving them worksheets. Teachers in our school take turn to prepare the module every week.</p> |
| Question 4    | <p>Do you have access to a device to explore online teaching materials?</p> <p>Well, I can give a no for this question. I only have the access at my own home in the town area. Not in the school. Since my pupils are living at near to the school, so I can't do online class with them.</p>  |
| Question 5    | <p>Are satisfied with the technology and software/application you are using for online teaching?</p> <p>I can't say much on this. I don't really satisfy. There are some pupils who come from the rural area and stay with their relatives at the town just to join this online learning.</p>   |
| Question 6    | How stressful do you find teaching online during the Covid-19 pandemic?   |

|            |  |
|------------|--|
|            | I can say I'm very stressful.  |
| Question 7 | How were your experience teaching pupils from home as compared to teaching at school?  |
|            | Teaching at school is more effective. This online learning is very impossible for my pupils.   |
| Question 8 | What kind of response have you got so far from your pupils?  |
|            | Not even half of them responded to me. I'm disappointed but I can't say much on it. There's no internet connection there.  |
| Question 9 | In your opinion, how can schools support you to improve the quality of online teaching?  |
|            | It's not only the school should responsible for this. The community should take initiative on how to provide each longhouse with internet connection. It's 2021 now, we should start to adapt the online learning. |

| PARTICIPANT 3 |   |
|---------------|---|
| Question 1    | How long have you been teaching?  |
|               | Not too long. It is my third year.  |
| Question 2    | How would you describe your ICT skills?   |
|               | I can't say that I am a professional but in terms of ICT in teaching, I can say that I can do it well. During this <i>PdPR</i> , I have been using ICT all the time.  |
| Question 3    | How is your school delivering <i>PdPR</i> ?   |
|               | We use online method where we conduct our lesson on WhatsApp or Telegram group. We even use the applications in DELiMA sometimes.   |
| Question 4    | Do you have access to a device to explore online teaching materials?  |
|               | Yes, I do not have problem with it. I used my devices to explore and find suitable materials. Usually, I'll just use their workbook but I also give them extra worksheets where I can easily download from the Telegram group. Sometimes, I used online games too. Which I think easy for pupils to access and enjoy. |

|            |   |
|------------|---|
| Question 5 | Are satisfied with the technology and software/application you are using for online teaching?   |
|            | I really want to use more advance ways to conduct my online teaching. Not only WhatsApp and Telegram. Thus, I am not satisfied.   |
| Question 6 | How stressful do you find teaching online during the Covid-19 pandemic?   |
|            | I bet all teachers feel the same way as I am. It's quite stressful because I could not reach my pupils all the time. I don't have problem to use ICT for online teaching and learning. But I really hope that my pupils can all join my online class.   |
| Question 7 | How were your experience teaching pupils from home as compared to teaching at school?   |
|            | It is obvious that teaching at school is much better that teaching online.  |
| Question 8 | What kind of response have you got so far from your pupils?   |
|            | It is quite good. Most of them are going back to their longhouses. Sometimes only quarter of the class attended the <i>PdPR</i> .   |
| Question 9 | In your opinion, how can schools support you to improve the quality of online teaching?   |
|            | I hope that our school can set a strict rule. Pupils are required to join the <i>PdPR</i> for their assessment and it is a must. Thus, the school should set the rule by asking the pupils to stay at the town even during the lockdown. My school is in the town but most of my pupils left the town and went to their longhouses. |

| PARTICIPANT 4 |  |
|---------------|--|
| Question 1    | How long have you been teaching?   |
|               | I have been in this field only for 2 years. My current school is the first school I get posted to.                 |
| Question 2    | How would you describe your ICT skills?  |
|               | I am not really good in ICT. My skill is limited to the use of Microsoft Office. I can't even use Microsoft Excel. |

|            |   |
|------------|---|
| Question 3 | How is your school delivering <i>PdPR</i> ?   |
|            | Implementation according to the <i>PdPR</i> schedule set by the school and based on online mode using WhatsApp and Telegram.  |
| Question 4 | Do you have access to a device to explore online teaching materials?  |
|            | Yes, but limited. I can simply download worksheets for my students. I tried to explore other methods to enhance my online teaching. But I don't think I can handle it. Thus, I search for worksheets or modules shared by other teachers in the Facebook. |
| Question 5 | Are satisfied with the technology and software/application you are using for online teaching?   |
|            | Pupils are not friendly with various technologies and software due to lack of facilities. Most pupils share the device with parents. PowerPoint videos sometimes can't be accessed due to lack of internet connection. So, I don't feel satisfy.          |
| Question 6 | How stressful do you find teaching online during the Covid-19 pandemic?   |
|            | Pupils do not have access to use various applications other than WhatsApp and Telegram. So, I felt a little depressed because there was no other option. Plus, I am not knowledgeable to use other applications other than those two.                     |
| Question 7 | How were your experience teaching pupils from home as compared to teaching at school?   |
|            | Face-to-face teaching and learning are more meaningful.   |
| Question 8 | What kind of response have you got so far from your pupils?   |
|            | Disappointing. Only 30-50% of students respond to the learning.   |
| Question 9 | In your opinion, how can schools support you to improve the quality of online teaching?   |
|            | It would be better if we can provide modules for our pupils and ask them to pick them from the school.  |

## Appendices B (Lesson Plan)

## Participant 1


|   |  |   |                            |                    |
|---|--|---|----------------------------|--------------------|
| Lesson: -                                       |  | Week: 22  | Day : Monday               | Date: 5 July, 2021 |
| Time : -  |  | Class : 2C  | Subject : ENGLISH LANGUAGE |                    |
| Topic : UNIT 6 - THE OLD HOUSE                  |  |   | Theme: World of Stories    |                    |
| Language Focus                                  |  |   |                            |                    |
| Skills  | Main: Language Arts  | Complementary: Listening  |                            |                    |
| Content Standard                                | 5.1- Enjoy and appreciate rhymes, poems and songs  | 1.2 – Understand meaning in a variety of familiar contexts                  |                            |                    |
| Learning standard                               | 5.1.1 ii) simple rhymes  | 1.2.3 Understand with a high degree of support very short simple narratives |                            |                    |
| Objectives                                      | 1) By the end of the lesson some pupils will be able to demonstrate appreciation though non-verbal responses<br>2) By the end of the lesson some pupils will be able to understand with support very simple short narratives   |   |                            |                    |
| Success Criteria/<br>Can do statements          | 1) Sing the song according to the audio played.<br>2) Listen and number the pictures according to the audio.   |   |                            |                    |
| Teaching aids                                   | Audio, textbook  |   |                            |                    |
| CCE : Information and Communications Technology |  | HOTS: Application   |                            |                    |
| Differentiation Strategies: Task                |  | 21 CL : Rhyming / Singing   |                            |                    |
| Lesson Development                              | <b><u>LEARNING OUTLINES:</u></b><br><br>1. Pupils review the home as what they've learn previous week – Page 72 textbook<br>2. Pupils listen and sing along – audio/video on YouTube:<br>Cd 2 Audio 40 / <a href="https://www.youtube.com/watch?v=SxIS3eRUmnw">https://www.youtube.com/watch?v=SxIS3eRUmnw</a><br>3. Pupils are required to sing and send a video or voice note to the teacher.<br>4. Pupils listen again and draw the animals at the right places – Get Smart Plus Workbook Page 72<br>5. For extra activity, pupils with stable internet connection can play a game on Quizizz:<br><a href="https://quizizz.com/admin/quiz/5e84b4227a376f001bbbf663/english-year-2-unit-6-the-old-house">https://quizizz.com/admin/quiz/5e84b4227a376f001bbbf663/english-year-2-unit-6-the-old-house</a> |   |                            |                    |
| Assessment                                      | Task   |   |                            |                    |
| Reflection:<br>Attendance<br>11 / 21            | <b><u>Main Skill</u></b><br>The number that achieved the stipulated skill is 6<br><br><b><u>Complementary Skill</u></b><br>The number that achieved the stipulated skill is 11   |   |                            |                    |
| Remarks   | The lesson was carried out successfully.<br>The lesson was carried out successfully.   |   |                            |                    |

## Participant 2

|   |  |   |  |                                |
|---|--|---|--|--------------------------------|
| Lesson: -                               |  | Week: 22  | Day: Wednesday   | Date: 6 July, 2021             |
| Time : -                                |  |   | Class: 4   | Subject: ENGLISH LANGUAGE      |
| Theme: Word of Self, Family and Friends |  |   |  | Topic: MODULE 4 : CELEBRATIONS |
| Language Focus:                         |  |   |  |                                |
| Skills                                  |  | Main: Writing   | Complementary: Writing   |                                |
| Content Standard:                       |  | 4.2 Communicate basic information intelligibly for a range of purposes in print and digital media | 4.1 Form letters and words in neat legible print using cursive writing |                                |
| Learning standard:                      |  | 4.2.4 Describe people and objects using suitable statements                                       | 4.1.2 Use cursive writing in written work                              |                                |

|  |   |
|--|---|
| <b>Objectives</b>  | 3) By the end of the lesson some pupils will be able to describe their costume in at least 3 sentences correctly<br>4) By the end of the lesson some pupils will be able to use proper cursive writing in at least 3 sentences.   |
| <b>Success Criteria/<br/>Can do statements</b>                   | 1) Pupils able to write about their costume freely with 3 sentences are correct<br>2) Able to use cursive writing   |
| <b>Teaching aids</b>   | Textbook, cursive writing booklet   |
| <b>CCE : Language</b><br><b>Differentiation Strategies: Task</b> | <b>HOTS: Creation</b><br><b>21 CL : Inquiry Discovery</b>   |
| <b>Lesson Development</b>  | <p><b>LEARNING OUTLINES:</b></p> <ol style="list-style-type: none"> <li>1. Pupils refer to Grammar Box in textbook page 39. Pupils are guided to look at the ways to answer in full sentences based on questions in future form. Pupils can also recap on cursive writing using the Cursive Writing Booklet.</li> <li>2. Pupils are asked about Independence Day parade. Pupils are required to write at least five sentences about it.</li> <li>3. Pupils are required to draw their costume for Independence Day parade and describe their costume in a paragraph with cursive writing.</li> <li>4. Pupils draw their costume and describe their costume in a paragraph with 5 sentences (M). Pupils are guided to draw and describe their costume in 3 sentences.</li> <li>5. Pupils submit their at the end of the week (guard post)</li> </ol> |
| <b>Assessment</b>  | Task  |
| <b>Reflection:<br/>Attendance<br/>12 / 24</b>                    | <p><b>Main Skill</b><br/>The number that achieved the stipulated skill is 9<br/>Choose an item.</p> <p><b>Complementary Skill</b><br/>The number that achieved the stipulated skill is 8<br/>Choose an item.</p>  |


## Participant 3

| DAILY LESSON PLAN (PDPR) |        |  |       |          |                  |   |
|--------------------------|--------|--|-------|----------|------------------|---|
| WEEK                     | DAY    | DATE   | CLASS | TIME     | SUBJECT (MORAL)  |   |
| 22                       | Selasa | 6/7/2021   | 4     | 60 minit | Pendidikan Moral |  |
| THEME                    |        | SAYA DAN JIRAN/ MY NEIGHBOUR AND I   |       |          |                  |   |
| UNIT                     |        | 6  |       |          |                  |   |
| TITLE                    |        | RESPECT  |       |          |                  |   |
| TOPIC                    |        | THE PRACTICE OF RESPECTING NEIGHBOURS  |       |          |                  |   |
| CONTENT STANDARD         |        | 6.0 Hormati Jiran / respecting neighbours  |       |          |                  |   |
| LEARNING STANDARD        |        | 6.1 Give examples of respectful treatment of neighbors.<br>6.2 Describe how to respect neighbors.<br>6.3 Review the advantages of the practice of respecting neighbors.<br>6.5 Practice respect for neighbors. |       |          |                  |   |



|                           |   |                                 |                                 |
|---------------------------|---|---------------------------------|---------------------------------|
| <b>LEARNING OBJECTIVE</b> | At the end of lesson, pupils will be able to:<br>1. Give an example of respectful treatment of neighbours.  |                                 |                                 |
| <b>ACTIVITY</b>           | Introduction: -<br>1. Pupils tell a story about a picture in a textbook on page 45 (Each pupil is required to send a voice recording telling what they saw)<br>Activity: -<br>2. Pupils read and understand the story.<br>3. Pupils discuss the questions given: - (PAK21)<br>• Based on the story, explain an example of respect for neighbours - written in the exercise book<br>4. Pupils discuss the topic 'Respecting the rules of the neighbourhood is very important to create a peaceful and happy atmosphere'. (KBAT) - voice recording/written in exercise book<br>5. WhatsApp application is used to run PdPR. All task, feedback and discussions are carried out in the WhatsApp chatroom |                                 |                                 |
| <b>TEACHING AIDS</b>      | Textbook 46-47  |                                 |                                 |
| <b>CCTS</b>               | Menganalisis /Analysing   | <b>CCE</b>                      | Nilai Murni/ positive attribute |
| <b>21 CL</b>              | Brainstorming (Sumbangsaran)  | <b>VALUE</b>                    | Hormat/ respect                 |
| <b>MASTERY LEVEL (TP)</b> | 3   | <b>PENTAKSIRAN DARJAH (PBD)</b> | Bercerita/ storytelling         |
| <b>REFLECTION/IMPAK</b>   | ATTENDANCE: 15 / 25<br><br>15 students are able to achieve the set objectives.<br>- students are NOT able to achieve the set objectives.  |                                 |                                 |

## Participant 4

| RANCANGAN PENGAJARAN HARIAN |   |          |      |               |                      |   |
|-----------------------------|---|----------|------|---------------|----------------------|---|
| WEEK                        | DAY   | DATE     | YEAR | TIME          | SUBJECT / PE         |   |
| 22                          | Selasa  | 6/7/2021 | 3    | -<br>60 minit | Pendidikan Kesihatan |  |
| <b>COMPONENT</b>            | KEMAHIRAN/ SKILL  |          |      |               |                      |   |
| <b>THEME</b>                | 12: AMALAN PEMAKANAN SIHAT/ HEALTHY EATING PRACTICES  |          |      |               |                      |   |
| <b>UNIT</b>                 | NUTRITIONAL CHOICES, HEALTHY CHOICES.   |          |      |               |                      |   |
| <b>TITLE</b>                | 8.1 Healthy and safe eating practices.  |          |      |               |                      |   |
| <b>TOPIC</b>                | 8.1.1   |          |      |               |                      |   |
| <b>CONTENT STANDARD</b>     | At the end of PdPR students will be able to:<br>1. Explain about healthy food<br>2. List out the healthy snacks |          |      |               |                      |   |

|                          |  |  |
|--------------------------|--|--|
| <b>T&amp;L process</b>   | 1. Pupils explain the meaning of snacks through notes and instructions attached by the teacher with the worksheet.<br>2. Pupils list five nutritious snacks of choice and state the reason for choosing the snack. (PAK-21)<br>3. Students are given a puzzle to solve-kept in an envelope for each student (PAK-21)<br>4. Pupils are required to resubmit assignments on the right day, time and place (Every Friday, 10 am, school guard post) |  |
| <b>21 CL ACTIVITY</b>    | Brainstorming (Sumbang saran)  | Jigsaw Reading (Susun Suai)                                      |
| <b>TEACHING AIDS</b>     | Textbook page 90   |  |
| <b>CCE</b>               | Kreativiti dan Inovasi/ creativity and innovation  |  |
| <b>HOTS</b>              | Menganalisis/ analysing  | Mencipta/creating  |
| <b>VALUE</b>             | Kesederhanaan/ modesty   | Bertanggungjawab/ responsible                                    |
| <b>MASTERY LEVEL</b>     | 2  | <b>ASSESSMENT</b> Penglibatan dalam kelas. / Engagement in class |
| <b>REFLECTION/IMPACT</b> | ATTENDANCE: 9 / 16   |  |
|                          | 9 pupils are able to achieve the set objectives.<br>0 pupils are not able to achieve the set objectives.   |  |

### Appendices C (Reflective Journal)

#### Participant 1

## Reflective Journal

**Week:** 22

**Day:** Monday

**Date:** 5<sup>th</sup> July 2021

**Subject:** English

**Class:** 2C

**Reflection**

Pupils able to join the lesson and some of them manage to send their audio of singing the song. Some of them also managed to join the Quizizz. Their feedback was good as they enjoyed the game.

**What worked well today?**

Pupils learned so hard to master the song and sang it. They shared the audio in the WhatsApp group.

**What to improve in future?**

Give more time for pupils to practice their song. They enjoyed the lesson but the time given was short.

## Participant 2

| <h2><u>Reflective Journal</u></h2>  |   |
|---|---|
| <b>Week: 22</b><br><b>Day: Wednesday</b><br><b>Date: 6/7/2021</b>   | <b>Subject: English</b><br><b>Class: 4</b>  |
| <b><u>Reflection</u></b><br><p>The lesson today was focusing on writing skill. Pupils were required to write on few sentences about Independence Day and also their personal opinions of costume in cursive writing.<br/>           12 pupils attended the class.</p> |   |
| <b>What worked well today?</b><br><p>The number of pupils achieved the skills were more than half of the pupils that attend the lesson</p>  | <b>What to improve in future?</b><br><p>More activities on improving basic handwriting then move to cursive writing once they improve their handwriting</p> |

## Participant 3

| <h2><u>Reflective Journal</u></h2>  |   |
|---|---|
| <b>Week: 22</b><br><b>Day: Tuesday</b><br><b>Date: 6.7.2021</b>   | <b>Subject: Moral</b><br><b>Class: 4</b>  |
| <b><u>Reflection</u></b><br><p>15 pupils completed their task. All of them managed to tell a simple story based on what they see in the textbook. They even send their voice note in the group.</p> |   |
| <b>What worked well today?</b><br><p>Pupils shared their opinion and ideas openly with their parents' help. They were so creative and told different stories.</p>                                   | <b>What to improve in future?</b><br><p>Conduct more activities which required pupils to think and share with their friends. Maybe I can ask them to record a video of them acting based on situations given.</p> |

Participant 4

| <b><u>Reflective Journal</u></b>   |   |
|--|---|
| <b>Week:</b> 22<br><b>Day:</b> Tuesday<br><b>Date:</b> 6/7/2021  | <b>Subject:</b> PE (PK)<br><b>Class:</b> 3  |
| <div style="border: 1px dashed black; padding: 10px; text-align: center;"><b><u>Reflection</u></b><br/><br/>Today's lesson was about healthy eating practices. Pupils were asked to talk about healthy foods and snacks they knew. Only 9 pupils submit their tasks.</div>       |   |
| <div style="border: 1px solid black; padding: 5px;"><b>What worked well today?</b><br/>Pupils gave different ideas which were not on my answer list. However, their answers were right. They managed to do well even though they are not attending the face-to-face class.</div> | <div style="border: 1px solid black; padding: 5px;"><b>What to improve in future?</b><br/>Assign the with simple mini project such as "My Healthy Eating Practices". It will be more challenging but pupils can be more creative.</div> |