The effectiveness of online teaching and learning for sirah's subject in SRA JAIM Limbongan Melaka during the movement control order

Erman Hamid[1,*], Norharyati Harum[1], Nazrulazhar Bahaman[1], Nor Azman Mat Ariff[1], Mohd Zaki Mas'ud[1], Noraswaliza Abdullah[1]

[1)]Faculty of Information and Communication Technology, Universiti Teknikal Malaysia Melaka, Hang Tuah Jaya, 76100 Durian Tunggal, Melaka, Malaysia

[*]Corresponding e-mail: erman@utem.edu.my

Keywords: online learning, home based teaching and learning, movement control order

ABSTRACT – The concept of learning from home, is a national action in Malaysia to address the inability of going to school situation during the Movement Control Order (MCO) - a movement control instructions carried out by the Malaysian government to curb the spread of the Covid-19 pandemic. This study is aimed to identify the effectiveness of online implementation in Home-based Teaching and Learning for Sirah's subject at SRA JAIM Limbongan Melaka during MCO. The result shows that more than 80% of the respondents agreed that they have achieved model theory on the use of 'online platform' as a medium in teaching and learning. Thus, the effectiveness of online teaching and learning method in improving the student's understanding related to the objective of the teaching and learning itself, achieves the school's desire to ensure the teaching and learning process can run smoothly even during the MCO.

1. INTRODUCTION

Since Malaysian Government announced the Movement Control Order (MCO), for the first time in March to June 2020, the latest starting 12 May 2021; the implementation of face -to -face schooling could not be carried out [1]. This leads to a teaching and learning (T&L) from home, with online platforms and technology-based teaching and learning aids being the option. In other words, teachers teach from home, using teaching support tools such as e-meeting platforms, slide presentations, videos and electronic forms to continue the continuity of the T&L process that was previously conducted face to face in school [2,3].

Home-based Teaching and Learning (*Pengajaran dan Pembejalaran dari Rumah* - PdPR) that is conducted online is apparently a huge undertaking to ensure the quality of T&L remains at the same expected level as in physical face-to-face T&L; ensuring that each student will continue to be well equipped with relevant knowledge, and soft skills as aimed in the national education policy [4,5]. The T&L should remain conducted according to instructional theory as usual, but with modifications to the online method with the objective of achieving the T&L goal [6].

The aim of this study is to identify the effectiveness of PdPR that is conducted online, to ensure students understanding of the Sirah subject. This subject is part of the year 6 teaching content of at the Sekolah Rendah Agama (SRA) Jabatan Agama Islam Melaka (JAIM), Melaka which is preparing students for the *Ujian Penilaian Kelas KAFA* (UPKK) as a macro assessment at the national level. It was conducted in online mode during the MCO, with teachers and students continue the teaching and learning sessions on delivering the concepts and events in Islamic history; using online learning aids from home.

2. COURSE IMPLEMENTATION

The implementation of PdPR for this subject was carried out according to a syllabus similar to the face-to-face approach that was implemented before the MCO. The current class is conducted by Ustazah Aziyah Ahmad as the class teacher, based on the concept and guideline of education strategy carried out by the Jabatan Kemajuan Islam Malaysia (JAKIM), which is in line with the theory of national and universal education that is widely used around the world. The specific objective of this exercise is to adopt the principles of online learning.

It is based on the use of online media that aims to ensure the delivery of a clear message, a learning process that transcends the limitations of space and time, capable of attracting interest, as well as reducing the dependence on teachers. However, the hope is to receive the same perception and experience obtained by each student who attended the PdPR session online [7-9]. It is reinforced by ensuring that basic learning strategies includes active learning, teacher presence, collaboration, feedback and inclusiveness; applied into the online T&L process [10-13]. The T&L is implemented into the platform of teaching and learning known as MyLink in terms of information delivery methods, layout of teaching materials, and processes handling [14].

MyLink is used as the main platform, acting like an online classroom to teachers and students; with supporting media such as Google Meet, YouTube, WhatsApp, Short Messaging System (SMS); serve as a sensory element to teachers and students in ensuring that online teaching and learning sessions can take place. Teachers did not just act as educators; but also facilitators, technicians and personal-assistants to students in ensuring that students are always guided in the implementation of online PdPR. The knowledge transfer was implemented in a combination of teacher-centred learning and student-centred learning approaches simultaneously [10], ensuring active student involvement throughout the teaching and learning sessions.

Teachers use WhatsApp application for two-way (personal) and multi-way (group) communication in delivering each instruction and question-and-answer in and out of learning time [8]. For each live class session,

Google Meet is used as a teaching medium with teachers sharing teaching slides while explaining the essence of T&L to students. To accommodate students who may not be able to participate in online classes [5], adaptive YouTube videos related to topics discussed by teachers in online classes, are provided to allow students to access the video at any time.

For each lecture session and live discussion, Microsoft Power Point presentation were used as the main source of online T&L, with content developed based on the syllabus from JAKIM. An explanation of it was made during the live broadcast session with an emphasis on involving the participation of all students powered by the concept of active learning [15] throughout the running class session. All these teaching materials are translated to students with constructive alignment, based on the structured and user-friendly information organization theory with the objectives to meet the scope of the T&L pedagogy [16][18]..

Synchronous online learning sessions are implemented using Google Meet while the asynchronous method implemented through YouTube video. It was then supported with supporting notes in the form of PDF files. They contain detailed information on the content of the subject, intended to provide students with specific source for reference. Furthermore, it is then followed by a simple exercise related to each class's topic, designed to enable the student to elaborate the concept of the study to test students' understanding after following the T&L session. Assessment is made in formative assessment and also summative assessment according to the situation [17]. Active learning is an objective pursued in this context and it is translated with the goal of gaining the active involvement of students.

This study involves 39 students taking this course and the data collected using questionnaire survey which only focusing on the achievements of the learning outcomes of this course and it is answered by students at the end of the semester

3. ASSESSMENT AND EVALUATION

A study evaluating the effectiveness of the online T&L was conducted after 2 months of MCO implementation (starting 12 May 2021). It is performed with the Google Form survey to gauge the student's perception and their understanding while following the T&L online; using five point Likert-scale (1=Strongly disagree, 2=Disagree, 3=Neither agree nor disagree, 4=Agree and 5=Strongly agree). The interview questions were developed based on the media and technology assisted T&L model with the characteristics of - (C1) the ability to clarify message delivery, (C2) the ability to overcome space and time constraints, (C3) the ability to attract interest, (C4) the reduction of dependence on teachers and equality of perceptions and experiences among students.

Questionnaires were administered to 40 students and the responses for C1, C2, C3 and C4 are shown in Figures 1through 4. Based on responses for C1 in Figure 1, 82.5% student agreed with the question of C1 and 12.5% neither agree nor disagree, while 5% disagree.

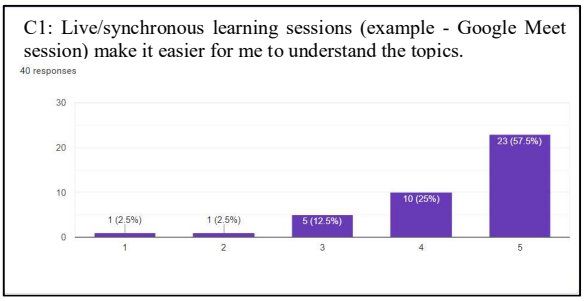

Figure 1 Responses for C1

This is followed by responses for C2 in Figure 2, 94.9% student agreed with the question of C2 and 2.6% neither agree nor disagree, while 2.6% disagree.

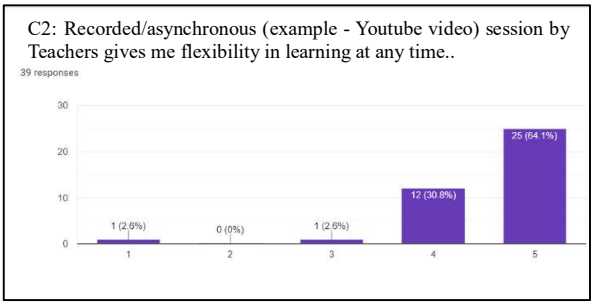

Figure 2 Responses for C2

Referring to responses for C3 in Figure 3, 89.7% student agreed with the question of C3 and 4% neither agree nor disagree, while no respondent disagreed.

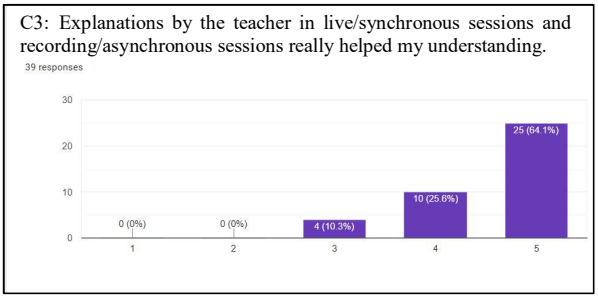

Figure 3 Responses for C3

Next, based on responses for C4 in Figure 3, 89.7% student agreed with the question of C4 and 5.1% neither agree nor disagree, while 5.2% disagree.

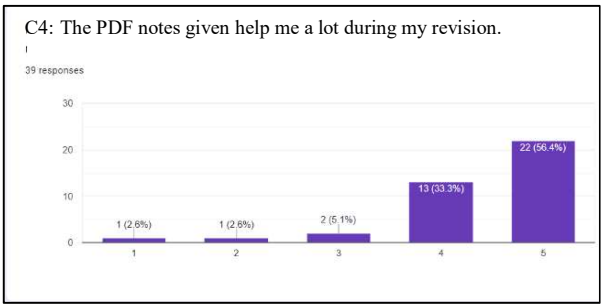

Figure 4 Responses for C4

Overall, more than 80% of the respondents agreed to the set of interview questions developed based on the referenced learning model. Using the same Google Form survey, students were also asked to give general comments related to the course implementation. Listed are some positive comments given by the students, shows that they are sharing the same perceptions and experience throughout the T&L process.

- Understand the class well.
- Google Meet sessions are good, so is YouTube videos.
- Able to complete the assigned tasks.
- Google Meet and YouTube sessions are very important for me in understanding and learning the subject.
- In my opinion, the T&L learning in MCO 3.0 is running smooth with all teachers giving great cooperation to all students. As a student, I thank the teachers who teach.

4. CONCLUSIONS

The integration of online learning and structured learning element; with coordination of T&L parameters such as clear delivery, no limitations of space and time, ability to attract student interest, independent assisted and student sharing the same experience and perception at the end of the classes. This is proven in the study as the way in delivering the online T&L from home, concluded with a model diagram as shown in Figure 5. It clearly helps the effective level of an online T&L session, allowing students to understand and be comfortable even if they have to learn virtually. This study can be a benchmark and useful experience for teachers to pursue the Home-based Teaching and Learning (PdPR).

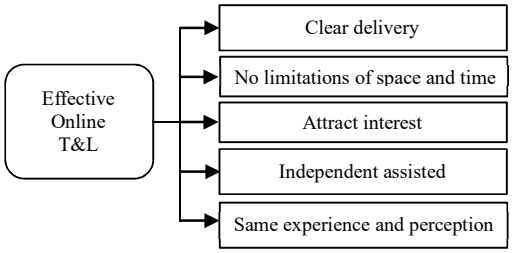

Figure 5 Model of effective online T&L

5. ACKNOWLEDGEMENT

This paper is funded by fund provided by Universiti Teknikal Malaysia Melaka (UTeM) with grant no. PJP/1/2020/FTMK/PP/S01770. The authors would like to thank the SRA JAIM Limbongan Melaka and INSFORNET, Fakulti Teknologi Maklumat dan Komunikasi (FTMK), Universiti Teknikal Malaysia Melaka in conducting this study.

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