

# Teaching And Facilitation (T&F) For Islamic Education Teachers In Sabah State's Primary Schools Of Ministry Of Education Malaysia During Movement Control Order (Mco) – Covid-19

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## ABSTRACT

COVID 19, which hit the world, has inspired a momentous shift to the Teaching and Facilitation (T&F) of teachers in Malaysia which immediately involves Islamic Education Teachers (IET). To guarantee continued education, the Ministry of Education Malaysia (MOE) has published a Circular Notice on Teaching and Learning at Home (PdPR). This notice becomes a definitive reference during the period of provisional closure operation of the school. This research aimed to identify Islamic education teachers' methods and approaches throughout the Teaching and Learning at Home (PdPR). This study employed qualitative methods in the form of case studies. Study data were obtained through semi-structured interviews as the primary source and supported by observation and document analysis. The research participants included seven Islamic Education teachers who served in Primary Schools in Sabah, Malaysia. The findings of the study were analysed using ATLAS.ti Version 9. The analysis outcomes identified three principal themes obtained in the implementation of Teaching and Learning at Home (PdPR) among Islamic Education teachers. Firstly, Online Teaching and Facilitation, secondly, Offline Teaching and Facilitation and thirdly, Mixed-Mode Teaching and Facilitation. This research too afforded several ideas to present coordinated and exceptional Teaching and Facilitation services, especially in communicating information and communication technology in Islamic Religious Education.

**Keywords:** *Teaching and Facilitation (T&F), Online Learning, Islamic Education Teacher*

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## 1.0 INTRODUCTION

The novel Coronavirus pandemic has influenced the majority of the physical activity sectors worldwide. This pandemic has adverse effects involving rapid, out-of-control spread and increasing death rates daily (Abramo et al., 2020; Huang et al., 2020; Li et al., 2020; Onyema, EM, 2020; Sharifian-Dorche et al., 2020). Although numerous efforts have been made to address it, the new COVID-19 cases and deaths have continued to grow, until 28 December 2020 in which 79,673,754 million confirmed COVID-19 cases,

including 1,761,381 million deaths reported to the World Health Organisation (WHO).

Following the recognition of the increasing rate of cases and death, most nations in the world have determined to perform isolation session and closure of all its physical activities and services including Educational institutions (Dhawan, 2020; Norhazirah Mustafa, 2020; Onyema, EM, 2020; Rizqon Halal Syah Aji, 2020; Zawiah Bahrom, 2020). UNESCO (2020) recorded more than 90% of the world's students are absent from school, and over 1.5 billion students are influenced by unexpected school closings (Fields

& Hartnett, 2020; Gandolfi, 2021; Onyema, E.M., 2020). Among the countries that closed the school included China, Italy, Japan, Indonesia ((Purwanto, A., Pramono, R., Asbari, M., Hyun, C., Wijayanti, L., Putri, R., & Santoso, 2020) Spain, Nigeria, Ghana, Senegal, South Africa, Kazakhstan, Ethiopia, Honduras, India, Iran, United States, France, North and South Korea, Lebanon, Vietnam, Thailand, Germany (Onyema, EM, 2020) and Malaysia (Jan 2020; Zawiah Bahrom, 2020).

Nevertheless, some countries continue school learning sessions, such as Sweden, Singapore, Brazil, and Australia. Still, there are new mandatory practices such as frequent washing of hands with soap and water, applying hand sanitisers, maintaining a social distance of at least one meter, avoiding touching the face, covering the mouth and nose when coughing and sneezing, quarantining oneself at home and wearing a face mask if one feels unwell, avoiding smoking and all social activities involving groups (World Health Organization, 2020).

The closure of physical schools has inspired a new norm for critical sectors, including education involving schools worldwide. These new norms have transformed conventional learning practices into online learning (Adedoyin & Soykan, 2020; Dhawan, 2020; Fields & Hartnett, 2020; Zawiah Bahrom, 2020) which is flexible (Huang, RH, Liu, DJ, Tlili, A., Yang, JF, Wang, HH, 2020). In Malaysia, through the National Security Council (NSC), Movement Control Order (MCO) has been realised nationwide starting 18 March 2020, and it has instantly altered the nature of educational institutions including preschools, government and private schools. It covers daily schools, boarding schools, international schools, international schools, *tahfiz* centres, colleges and GENIUS centres and other primary, secondary and pre-university educational institutions, and the Institute of Teacher Education. These institutions have been entirely shut and have formed a new norm of teaching and learning at home enforced a second time by the MOE through circular notice 100 - 1/3/1 Vol. 4 (7) dated 8 November 2020 (Ministry of Education Malaysia, 2000). These changes have transformed learning methods, learning timetables, assessments, and the 2020 session's school calendar.

## 1.0 LITERATURE REVIEW

This study's literature review examined the implementation of online teaching and facilitation using information and communication technology and related past studies during the COVID-19 pandemic crisis.

### Online Learning Easing Teaching and Facilitation (T&F)

Online learning is an alternative to the continuity of Education around the world. It leads to the transformation of education. Online learning is also known as distance learning, not requiring the physical presence and necessitating internet line to perform it. This learning is divided into two principal parts. First: *Synchronous*, which suggests that learning takes place directly like learning in a physical classroom. The difference is that this learning takes place online. Pupils and teachers can interact while learning is taking place. Second: *Asynchronous*, which signifies learning does not occur immediately. This learning is flexible, in which teachers provide learning materials, and students can obtain learning materials and complete them on time (Dhawan, 2020; Jan 2020; Wiwin Hartanto, 2016).

Online learning depends on the application of information and communication technology. The fast advancement of digital technology has diversified applications that can be used through online learning. Among the applications that can be used are web 2.0 applications such as *Wiki, Blog, Facebook* (Suzlina Hilwani Baharuddin and Jamaludin Badusah, 2015) *Twitter, Instagram* (Muhammad Suhaimi Taat and Agatha Francis, 2020), *Youtube, Edmodo, Kahoot* (Muhammad Alif Redzuan Abdullah and Sanimah Hussin, 2019) and mobile and blended app like *Google Classroom, Zoom, WhatsApp Group* (Mohd Faiez Pauzi, Siti Norazlina Juhari, Salman Amiruddin, 2020; Ni Komang Suni Astini, 2020), *We Chat* (Muhammad Suhaimi Taat and Agatha Francis, 2020) *Telegram, Skype*, and *Webex* that can be downloaded through the *Apple Store* or *Google Play Store* (Mohd Faiez et al., 2020).

The usage of information and communication technology is a viable substitute, and it meets the needs of the implementation of home teaching and facilitation that are fully

administered online (Adedoyin & Soykan, 2020; Huang, RH, Liu, DJ, Tlili, A., Yang, JF, Wang, HH, 2020; Onyema, EM, 2020). The present situation limits teachers and students from attending physical school during MCO / CMCO in Malaysia. Through this method, teachers and students can manage interaction using live learning (real-time) or use it as a medium of information and provision of learning materials.

Learning using information and communication technology has become the 21st-century World Education agenda. Nevertheless, studies have determined that the implementation of online learning is entirely brand-new, and atypical (Fields & Hartnett, 2020) (Purwanto, A., Pramono, R., Asbari, M., Hyun, C., Wijayanti, L., Putri, R., & Santoso, 2020) in teaching and facilitation during physical school sessions. The use of online learning is an option that promotes teaching and learning while dealing with the COVID-19 pandemic crisis (Dhawan, 2020; Ni Komang Suni Astini, 2020) that can be employed to support home learning to be maintained per the schedule set by the school (Mohd Faeiz Pauzi, Siti Norazlina Juhari, Salman Amiruddin, 2020). The action of using this available option is per the encouragement to accept something without preparation in a positive approach, as mentioned in the Qur'an. Allah SWT says:

*“Perhaps you dislike something which is good for you and like something which is bad for you. Allah knows and you do not know.”*

(Surah alBaqarah:216)

## Literature Review

Preceding pieces of knowledge related to the changing nature of online learning using digital technology during COVID-19 pandemic focus on the challenges encountered in implementing online teaching. The study (Onyema, EM, 2020) reported that more than 70% of respondents agreed that education is affected due to lack of infrastructure and access, especially in developing countries. Additionally, the incompetence of teachers' digital technology proficiency, limited use of learning time, low parental involvement needs, increase in the cost of internet line spending is among the hurdles faced by teachers, students and parents during the COVID-19 pandemic (Norhazirah Mustafa, 2020; Purwanto, A., Pramono, R.,

Asbari, M., Hyun, C., Wijayanti, L., Putri, R., & Santoso, 2020; Rizqon Halal Syah Aji, 2020).

In China, the Chinese Ministry of Education has launched the *“Interrupted Classrooms, Uninterrupted Learning”* enterprise to assure a total of 270 Million students continue to study from their homes. To advance this initiative, the *Smart Learning Institute of Beijing Normal University* and the *UNESCO International Research and Training Center for Rural Education* have formed a Handbook explaining how flexible online learning can be carried out. This Handbook illustrates the role of six dimensions specifically infrastructure, learning tools, learning resources, teaching and learning methods, services for teachers, students, and cooperation between government, private community, and schools (Huang, RH, Liu, DJ, Tlili, A., Yang, JF, Wang, HH, 2020).

In Malaysia, studies concentrate on learning at the level of Public, and Private Higher Education Institutions involving Graduate and Postgraduate students where the challenges encountered by students in online learning (Google Classroom) are at a high level of 3.64 (Wan Hassan et al., 2020) over 60% of students agreed that online learning is beneficial. Nonetheless, students prefer physical learning. Besides, (Azlan et al., 2020; Chung et al., 2020) studies focus on equipping teachers with knowledge and skills in line with expanding the new technological and communication revolution (Mohamad Nasri et al., 2020). Studies attended on private international schools at the primary school level, where online learning's effectiveness is still low and requires teachers and policymakers to be more prepared (Jan 2020). Nevertheless, teaching for English subjects at the government school level (Emily Lau Yen Yen and Maslawati Mohamad, 2020) confirmed that online learning could boost student motivation, and teachers could function as facilitators.

Researchers have discovered that studies focusing on the teaching and facilitation used in the learning of Islamic Education in government primary schools have not been done for a period during this COVID-19 pandemic. Hence, studies related to the implementation of teaching and facilitation need to better comprehend the matter, particularly in Islamic Education in Primary Schools.

### 3.0 METHODOLOGY

This research adopted qualitative methods by using case studies as research strategies. The case study selected was Teaching and Facilitation at Home of Islamic Education Teachers of Primary Schools in Sabah, Malaysia. Qualitative research methods and case studies were chosen because they are suitable for obtaining comprehensive data on exploratory studies (Jasmi, 2012; Pamela Baxter and Susan Jack, 2008; Yin, 2003). Comprehensive and in-depth data was needed to form statements and explanations related to the study's topic, namely the implementation of Teaching and Learning at Home (PdPR). The study participants' choice included seven Primary School Islamic Education Teachers, Ministry of Education Malaysia, who was directly included in Teaching and Learning at Home during the Movement Control Order (MCO) implementation in Malaysia. It was to help the researcher to make a more in-depth study to answer the research questions.

**Table 1:** Informant Personal Information

Participant	Grade	Service Period	School Category
P1	44	16	Rural
P2	42	21	Urban
P3	44	15	Rural
P4	44	14	Rural
P5	42	19	Urban
P6	44	13	Rural
P7	41	7	Urban

The primary data collection method was through semi-structured interviews and supported by documents and observations (Creswell, John W, 2013). The data collected through interviews and documents were analysed using ATLAS software.ti version 9. The researcher chose this software because of the ATLAS software. Ti version 9 was a software that could help facilitate the process of quoting informant expressions and transfer them into the form of data transcription accurately to ensure the study findings' validity and accuracy systematically . The selection of study participants was made to accomplish the purpose of the study. All participants were individuals who were going through a real situation. A total of seven Islamic Education Teachers were interviewed by researchers from various demographic backgrounds such as grade, teaching experience and school location as detailed in Table 1 below:

### 4.0 FINDINGS AND DISCUSSION

The semi-structured interview results on seven Islamic Education Teachers who teach in Primary

Schools in Sabah showed that there were several teaching and facilitation approaches (T&F) used during the COVID-19's Movement Control Order (MCO) period. The Key Codes and themes, as shown in Figure 1:

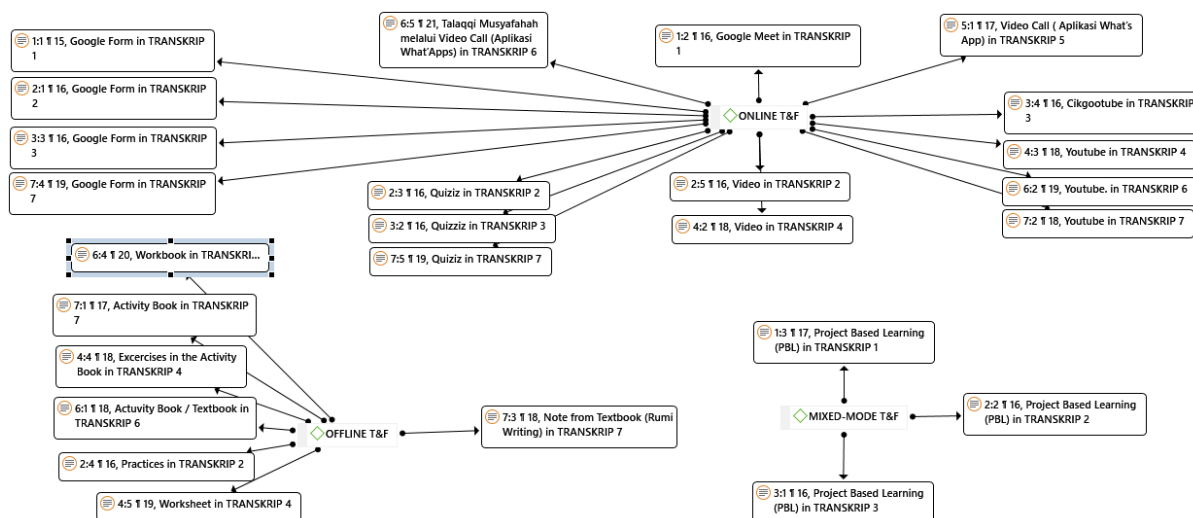


Figure 1: Code Analysis Findings and Study Themes

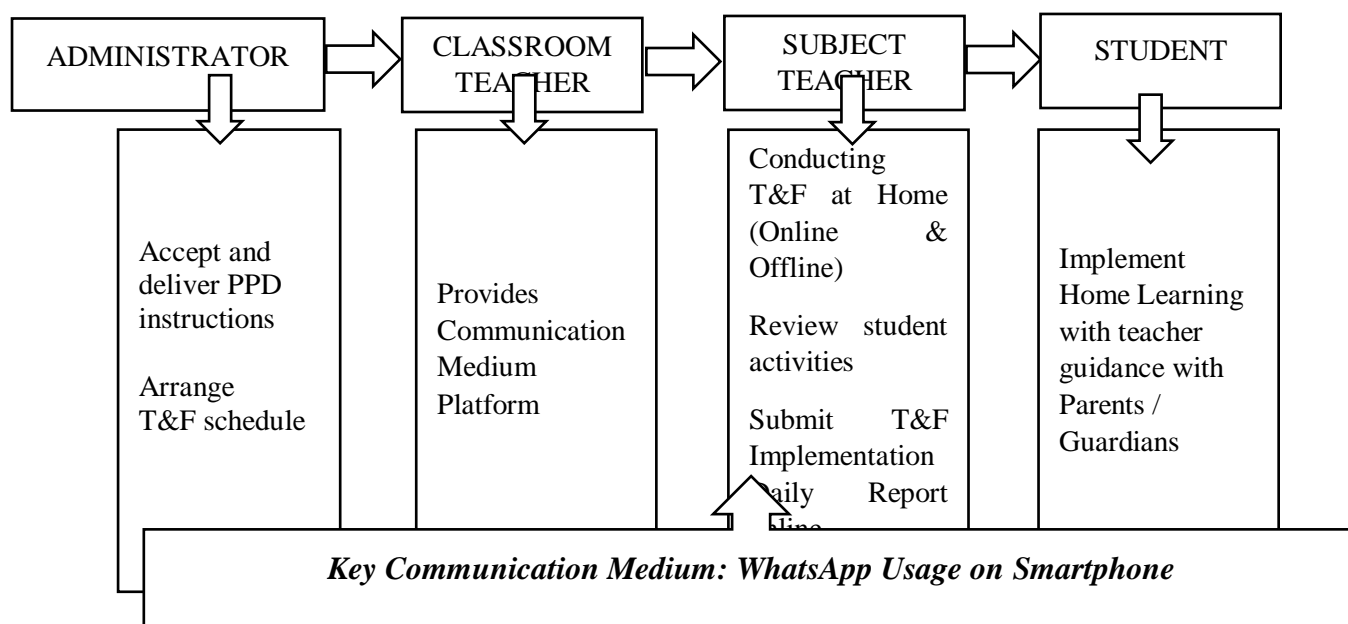
Through Figure 1, it was learnt that Online Teaching and Facilitation is the central platform used in conducting teaching and facilitation during the MCO period for Islamic Education Teachers in Sabah. All the informants mentioned it, and a total of 16 quotations were obtained from the interview. The resulting sub-themes affirmed the use of *Google Forms* (IET 1, IET 2, IET 3 & IET 7), *Video Call Through WhatsApp Application* (IET 5 and IET 6), *Google Meet* (IET 1), *Quiziz* (IET 1, IET 2, IET 3 & IET 7), *Video* (IET 1, IET 2 & IET 4) and *Youtube* (IET 1, IET 3, IET 4, IET 6 and IET 7).

While the Second Code was Offline Teaching and Facilitation. Four informants discussed this code, and a total of seven quotations were obtained which produced sub-themes of the use of *Worksheets*, *Exercises using Activity Books & Textbooks* as reference (IET 2, IET 4, IET 6 & IET 7) and giving *Notes in Rumi writing* (IET 7). Next, the Third Code was Teaching and Mixed-Mode Facilitation code. This code was the least-mentioned code of four informants of three quotations, and only one sub-theme was found, which was *Project-based Learning* (PBL) (IET 1, IET 2 and IET 3).

### Teaching and Learning at Home (PdPR)

To ensure continuous learning, all teachers in Malaysia practice online PdPR from home. MOE has issued Guidelines for the Implementation of Teaching and Learning During the Movement Control Order (MCO). The use of technology and communication is the leading choice used to implement teaching and facilitation. Teachers implement Teaching and Learning at Home (PDPR) according to the school’s schedule, and the communication medium used is to use a smartphone through the WhatsApp app. Classroom teachers build a community within WhatsApp app group consisting of administrators, class teachers, subject teachers and parents. All current data and delivery of teaching and learning materials are mainly performed through this application.

All study participants admitted that the implementation process of teaching and facilitation (T&F) during the period of the Movement Control Order (MCO / CMCO) in Malaysia:



### 5.0 RECOMMENDATIONS

This research suggested additional research related to the teaching and facilitation of Islamic Education Teachers and sensible suggestions to the parties involved with Islamic Education.

#### Recommendations for Further Study

1. Studies related to teaching aids based on information and communication technology.
2. Study the development of special training modules and teachers' skills in establishing teaching aids using information and communication technology.
3. Study related to teaching and facilitation challenges using information and communication technology.

#### Practical Suggestions

This study introduced various functional studies to the parties directly involved in the teaching and facilitator process:

##### Islamic Education Teacher

This study could provide real information on the need for continuous preparation to optimise information and communication technology in

teaching and facilitation not only limited during the period MCO throughout COVID-19 hit.

##### School Management

The role of the school is to evaluate the need and deliver sound support to provide teachers with knowledge and skills, particularly in using and utilising various information and communication technology platforms in Teaching and Facilitation (T&F) not only during the crisis of COVID-19 but also should be continued in physical learning in school.

##### Malaysia Education Ministry

The Ministry of Education Malaysia should reexamine and afford all the inherent requirements such as training/course skills preparation and use of impressive and up-to-date learning platforms, conducive physical classrooms to foster learning using information and communication technology, stable internet access and communication facilities. They should too revise irrelevant policies to promote the progressive shift from a traditional education system to 21st-century learning.

### 6.0 CONCLUSION

Teaching and facilitation of Islamic Education Teachers in Primary Schools of the Ministry of Education Malaysia in Sabah's state employ information and communication technology during the MCO. Islamic Education teachers implement

the action and strive to learn to use platforms that have never been used in physical school learning sessions before. It is crucial especially where online learning is now, the best option instead of offline learning and mixed learning. Ergo, it is a great accomplishment and should be appreciated by all parties involved in delivering inspiring and germane Islamic Education to the contemporary global advancements.

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