The Impact of Movement Control Order (MCO) on the Management Practices of the Subject Committee at National Schools in Alor Gajah District

Komathee Kolandasoo[1] and Jahabar Hameed[2]

[1]MSc by Research Researcher, Education Management, Binary University of Management & Entrepreneurship and [2]Associate Professor, Binary University of Management & Entrepreneurship, Malaysia

Abstract

Educational sector has directly impact due to the implementation of movement control order (MCO) where teaching and learning undergoes changes. In line with that, this present study conducted to identify the impact of MCO towards the teachers. The study conducted involving 309 National Schools teachers in Alor Gajah District. In order to collect the data, questionnaire used as the instruments to get the response from the respondents regarding the study conducted. Based on the study conducted, the finding showed that the implementation of MCO gives impact towards learning approach which is online learning and literacy level towards technological device. As reported, online learning does not achieve satisfying level in terms of students' understanding and acceptance among the students. In terms of literacy level towards technological device, it can be seen that the mastering level among the teachers still limited. Due to the implementation of online learning, there are many changes take place. Inferential analysis showed that there is a significant difference between the implementation of online learning and management practice of the subject committee. Not only that, the finding reported that there is a significant difference between the literacy level towards technological device and management practices of the subject committee. In line with that, with the presence of this study, it could give benefits towards various parties to improve the implementation of online learning during MCO.

Keywords: Movement Control Order (MCO), Online Learning, Management Practices

Introduction

Education is crucial for development of human capital in the country. The citizen of the country is the asset for the country to determine the direction of the country in the future. Due to that, it is important to develop the effort to ensure the improvement towards the great quality in facing the challenges in 21st century (Caroline & Abdul Said, 2014). In this current revolution of digital era, education sector do not miss out from undergo transformation in terms of andragogic and pedagogical via digital platform. The changes which take place needs new approach to prepare each individual in this country with the skills and knowledge to fulfill the needs and challenge in 21st century (Ministry of Education, 2013).

In line with that, online learning acts as new dimension in education. The changes and improvement towards the positive way conducted as the effort to improve the effectiveness of the implementation of online learning.

However, COVID-19 brings huge impact towards the academic institution. It can be seen through the implementation of MCO. The new norms practice conducted as the impact of COVID-19 pandemic. It happened due to the government order based on the implementation of MCO in the whole country and it caused changes in daily activity (Islam & Habib, 2021). Education sector is one of the sectors which getting impacted due to the pandemic. The postpone of face-to-face learning caused the school management changed as they need to transform it which in accordance with online learning (Saleh et al., 2022). The approach implemented to reduce the potential of spreading the virus in academic institution especially school. In ensuring online learning can be conducted smoothly, the usage of technological device to conduct online teaching and learning session. There is a need to provide proper guideline to ensure positive impact can be adopted based on the implementation. Hence, there are many aspects need to be considered to ensure the implementation take place smoothly. Due to that, the present study conducted to identify the impact of MCO on the management practices of the subject committee at National Schools in Alor Gajah District.

Background
Education is the important component to determine the progress of the nation and country. Systematic education system could influence the nation in the effort to improve the quality of life which in accordance with 21st century education needs. The changes and development take place in various knowledge discipline encourage used to conduct changes which in line with the current needs (Nashrah et al., 2015). Education sector also not left out to undergo transformation in education to ensure the students able to face the global competition. Due to the implementation of MCO by Malaysian government to overcome the spread of COVID-19, online learning is a need to ensure the learning and teaching session can be conducted as the shift to the face-to-face learning (Talha, 2020). It is important to ensure the teaching syllabus can be delivered properly even in different approach. The implementation of online learning during MCO involved the management practice of the subject committee to develop the implementation strategy for each subject. The management practice of the subject committee needs to figure out the approach to be practice to ensure the objective achieved. However, this implementation faced various limitations. For example, Science subject conducted via experiment-based which take place in Science laboratory. However, online learning caused the common approach could not be conducted as online learning is not relevant to conduct experiment. To encourage the online learning session take place smoothly and effective, there are many digital platforms available which are Blackboard, Edmodo, Google Classroom and ClassDojo. With the available platform, hybrid approach can be take place such as Docebo, Udemy, Skillshare, WizIQ, Adobe Captivative Prime and SAP Litmos.

The presence of the application enable online learning can be conducted without considering distance and amount of individual involved. Through the respective way, the students able to access the information and learning materials via websites. The implementation of online learning needs proper changes and practice. In line with that, it is important to show off the effectiveness of management practices of the subject committee to conduct online learning. The present study conducted highlights on National Schools in Alor Gajah District which mainly located in rural areas. The teachers faced the great challenges to ensure the

effectiveness of online learning due to various contributing factors which contributes to the difficulty. It involved literacy level among the teachers as well as students in applying technological device in teaching and learning process (Javed et al., 2020). This situation gives huge challenge for management practice of the subject committee to develop the effective and systematic way to ensure the effectiveness of online learning implementation.

Problem Statement

In facing 21st century challenge, education sector undergoes various transformation. The education not only focused on the input but focused on the technique adopted to ensure teaching and learning session take place comprehensively. The implementation of online learning bring huge changes towards education system where many transformations take place to achieve the objectives in accordance with national education philosophy (Salleh, 2020). Temporary closing of school session during MCO gives impact towards management practice of the subject committee in school. They need to undergo changes which suit with the current situation to conduct teaching and learning session. With the presence of the study, it could provide the guideline for the relevant parties to develop and create the plan to ensure teaching and learning session can be done smoothly and achieve the stated objectives.

Objectives of the Research

The research conducted to fulfil the following objectives
 i. To identify the impact of MCO towards core subject teachers in primary school Alor Gajah District
 ii. To identify the practice among the school management in primary school Alor Gajah District
 iii. To identify the relationship between the impact of MCO towards the practice among school management in primary school Alor Gajah District

Literature Review

The COVID-19 pandemic that hit the world since 2019 and it is still ongoing. The situation is very worrying due to the existence of various variants that cause this virus to spread more widely. The sudden increase in trend requires the government to make the right decision by reinstating the second phase of the Movement Control Order (MCO) (Hossain et al., 2020). The government's announcement to implement the second phase of the Movement Control Order (MCO) by closing a part of operations also has an impact on various sectors including the education sector. The purpose of this Movement Control order is to monitor the public's susceptibility to this virus (MoH, 2021). Instructions announced by the government with advice and recommendations by the Ministry of Health Malaysia to ensure that this pandemic can be reduced. Following the implementation of the movement control order where face-to-face school sessions are suspended until further notice. Teaching and learning at home (PdPR) is implemented using an online platform. It was clearly stated by the Malaysian Minister of Education where there is a big change in the implementation of the teaching and learning session in Malaysia which is using online platforms. The teaching and learning process is done virtually (Daily News, 2021). The implementation has brought great changes to the entire education program in schools and Higher Education Institutions. These changes have an impact on all stakeholders in education including students, teachers as well as management and administration.

The selection of online learning is carried out using software such as Google Meet, Zoom, Webex and other software to facilitate teachers and students (Abidin, 2021). This virtual meeting should be used by students to get to know the subject teacher and ask the teacher directly. In addition, Napratilora et al (2020) stated that online teaching and learning also use the WhatsApp application as a communication medium. Although the approach is different, it can to some extent give students and teachers the feeling of being in the classroom when the teacher gives feedback to the students in the learning session. Online teaching and learning (online learning) continues to grow and play an important role in education in Malaysia (Gunawan et al., 2020). The world of education in this pandemic era has started to move towards online teaching and learning that uses various existing applications. Online learning, teaching and facilitation is a way of academic activity that is channeled through the application of digital technology and the internet and which is now diversified again as teaching and learning at home (PdPR) in Malaysia.

Methodology

This study used a quantitative descriptive research approach. A descriptive research approach aims to describe a phenomenon that is happening and the correlation between the variables present in a problem (Majid, 2000). Besides, quantitative descriptive research allows researchers not to interfere and manipulate respondents' presentation to get the result (Rubin, 1993). The dependent variable of this study is the management practice of the subject committee and the independent variable is the impact of movement control order (MCO) among the teachers. This study will look at the relationship of these variables to answer the research questions and hypotheses. This study also used a simple random sampling method. The researcher randomly selected 309 teachers from national primary school in Alor Gajah District from 1599 number of population. In this study, the questionnaire contains three main types of data collection. Part A is a teacher demographic instrument. Part B is the impact of MCO which involving online learning and literacy level towards technological device. On the other hand, Part C is an instrument that evaluate the management practice of the subject committee. Items in Part B and Part C measured using 5-Likert Scale where 1 represents Strongly Disagree, 2 represents Agree, 3 represents Not Sure, 4 represents Agree and 5 represents Strongly Agree. Additionally, a pilot test was done to determine the instrument's reliability. Cronbach's Alpha coefficients were calculated using the pilot-test data as stated in Table 1.

Table 1
Cronbach's Alpha coefficient

Variables	No of Items	Alpha Cronbach
Online learning	7	0.864
Literacy level towards technological device	7	0.860
Management practice of the subject committee	7	0.680

Results

Respondents Demography

Table 2 shows the distribution of respondents by gender, age, marital status, education level and teaching experience. The survey found that 59 of the respondents or 28.4% are male, while 149 respondents, or 71.6%, were female. This indicates that female respondents are more than male respondents. Next, the distribution of respondents age. It shows that 37 of the respondents or 17.8% are in range 21 to 30 years old. It is followed by 116 of the respondents of 55.8% are in range 31 to 40 years old. There are 37 respondents or 17.8% are in range 41 to 50 years old. 18 of the respondents or 8.7% are 50 years old and above. The findings showed that the highest number of respondents in range 31 to 40 years old and the lowest is 50 years old and above. In terms of marital status, it was found that 36 of the respondents or 17.3% is single and 172 of the respondents which equivalent to 82.7% are married. It shows that the highest number of respondents are married compared to single. For education level, it shows that 17 of the respondents or 8.2% of them having diploma. About 170 respondents which equivalent to 81.7% having Bachelor Degree. There are 19 respondents or 9.1% having Master Degree and 2 of the respondents or 1.0% having PhD. According to teaching experiences, it shows that 57 of the respondents or 27.4% have less than ten years of teaching experience, 119 of the respondents or 57.2% have teaching experience between 11 to 20 years and 32 of the respondents or 15.4% have 20 years and above teaching experience. It showed that the highest number of respondents have 11 to 20 years of teaching experience and the lowest have 20 years and above teaching experience.

Table 2
Respondents' Demographic

Variable	Frequency (n)	Percentage (%)
Gender		
Male	59	28.4
Female	149	71.6
Age		
21-30 years old	37	17.8
31-40 years old	116	55.8
41-50 years old	37	17.8
50 years old and above	18	8.7
Marital status		
Single	36	17.3
Married	172	82.7
Education level		
Diploma	17	8.2
Bachelor Degree	170	81.7
Master Degree	19	9.1
PhD	2	1.0
Teaching experience		
Less than 10 years	57	27.4
11 to 20 years	119	57.2
20 years and above	32	15.4

Descriptive analysis of the impact of Movement Control Order

Table 3 shows a descriptive analysis to see the mean and standard deviation of the independent variables in this study, i.e., online learning and literacy level towards technological device. According to the respondents' perception, the response is divided into three levels i.e., low, moderate and high, as concluded in Table 4.

Table 3
Descriptive analysis on the impact of MCO

Variables	Mean	SD
Online learning	2.6	0.699
Literacy level towards technological device	3.89	0.415

Table 4
Mean score interpretation schedule

Mean Score	Interpretation
0.00 to 2.33	Low
2.34 to 3.66	Moderate
3.67 to 5.00	High

The findings show that the implementation of online learning is in moderate level with the recorded mean value 2.6 and standard deviation is 0.699. The literacy level towards technological device is high with the recorded mean 3.89 and standard deviation 0.415.

Descriptive analysis of the management practice of subject committee

Table 5 shows a descriptive analysis to see the mean and standard deviation of the independent variables in this study, i.e., management practice of subject committee. According to the respondents' perception, it can be seen that the management practice in moderate level with mean value 3.438.

Table 5
Descriptive analysis on the management practice of subject committee

Variables	Mean	SD
Management practice	3.438	0.407

Ho 1: There is no significant relationship between online learning and the management practice of subject committee

Table 6
The interpretation on the strength of correlation coefficient

Correlation coefficient value (r)	Interpretation
0.00 to 0.20	Can be neglect
0.20 to 0.40	Low
0.40 to 0.60	Moderate
0.60 to 0.80	High
0.80 to 1.00	Very high

Findings from the Pearson Correlation analysis in Table 87 shows that there is a significant relationship between online learning and the management practice of subject committee (r = 0.597; p =0.000). The strength of the relationship is moderate.

Table 7
The relationship between online learning and the management practice of subject committee

		Online learning
Management practice of subject committee	Pearson Correlation	0.597
	Sig. (2-tailed)	0.000
	N	208

Ho 2: There is no significant relationship between literacy level towards technological device and the management practice of subject committee

Findings from the Pearson Correlation analysis in Table 8 shows that there is a significant relationship between literacy level towards technological device and the management practice of subject committee (r = 0.597; p =0.000). The strength of the relationship is moderate.

Table 8
The relationship between literacy level towards technological device and the management practice of subject committee

		Literacy level towards technological device
Management practice of subject committee	Pearson Correlation	0.597
	Sig. (2-tailed)	0.000
	N	208

Based on both Pearson Correlation analysis conducted, it can be claimed that both null hypotheses are rejected.

Discussion and Conclusion
According to the descriptive analysis of the independent variables in this study, in terms of online learning, majority of the respondents disagree on the implementation. It can be seen that, online learning could not ensure comprehensive mastering and understanding among the students towards the learning content. The understanding level among the students seem limited compared to face-to-face learning as the medium hinder the process to be delivered appropriately. It is supported by Ibrahim & Razak (2021) where online learning gives great challenges towards the students as they are more connected with traditional method. At the same time, online learning do not gain satisfying acceptance among the students as they need time to adapt with the situation.
In terms of literacy level towards technological device, it gained positive response from the respondents as they are interest to learn on how to use technological device. This type of

skills must be acquire by the teachers to ensure online learning can be conducted appropriately. The similar finding reported by Kuupisamy & Norman (2022) as the skills on the technological device must be acquire by the teachers to ensure online learning take place smoothly. Besides that, the respondents stated that they are willing to participate in the course to ensure online teaching and learning session goes smoothly. As the effort to ensure the respondents could improve their literacy level towards technological device, they followed the development of technological device usage in education. As the result, they could master the skills which relevant with the current needs. As reported, the respondents claimed that they managed to handle technological device in conducting online learning. Based on the study conducted by Rou et al (2022), the teachers need to prepare themselves with the knowledge in conducting online learning to ensure its effectiveness.

The implementation of online learning gives many changes towards the management practice in subject committee. It happened as the respondents faced the changes in the implementation of teaching session which totally different with traditional method. In ensuring the effectiveness of online learning, respondents claimed that management practice provides additional value to ensure education system more systematic. As reported by Hairia'an & Dzainudin (2020), teaching and learning session conducted by teachers are the contribution from the effectiveness of management practice from subject committee.

In terms of the relationship, it was found that there is a significant relationship between the impact of MCO towards the management practice of the subject committee. It is due to the changes and transformation take place based on the implementation of new approach. Not only that, Pearson Correlation analysis take place showed that there is a significant relationship between literacy level towards technological device and management practice of the subject committee. It happened as literacy level among the teachers contribute to management practice. The similar finding reported by Hamzah et al (2020) where literacy level among the teachers in using technological device influence management practice.

With the presence of the study conducted, it could be used as the reference to enhance school management to improve the effectiveness of online learning. At the same time, it enables the top management of the school figure out the important aspect which influence the effectiveness of online learning. In addition, it could ensure the skills and knowledge among the teachers in line with the needs in education sector. Overall, based on the study conducted, it can be seen that the implementation of online learning can be improve by developing more systematic approach. It could ensure the teachers have good competency to conduct online learning. The role of top management like Pejabat Pendidikan Daerah and Jabatan Pendidikan Negeri are essential to ensure the issue can be resolved. Hence, the implementation of online learning could achieve their objectives.

Suggestion

Based on the findings of the study, some recommendations might need to be adopted in the Malaysian educational system for mutual benefit. First and foremost, the descriptive study's findings reveal that the implementation of online learning need better transformation to ensure its effectiveness. As a result, the District Education Department, State Education Department, and Ministry of Education can carry out their responsibilities to further improve the approach through conducting the course to equip the teachers with relevant knowledge and skills. As a result, the Board of Directors must constantly monitor the headmasters and headmistresses, particularly those related to the Malaysia Education Quality Standard, which

is part of the evaluation of school performance. Special research and follow-up action are required to strengthen the effectiveness of school in conducting online learning.

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