# Attitude and Motivation Primary School Student Toward the Malay Language Online Learning During Move Control Order

## Zamri Mahamod, Irma Mahad, Ugartini Magesvaran, Intan Nur Syuhada Hamzah

Centre of Research of Educational Diversity, Faculty of Education, Universiti Kebangsaan Malaysia
Email: d-zam@ukm.edu.my, p106607@siswa.ukm.edu.my, p1033831@siswa.ukm.edu.my, p101189@siswa.ukm.edu.my

**Abstract**
The COVID-19 pandemic that has hit the world has now changed the current situation, especially the education sector. Physical learning had to switch to online learning due to the Movement Control Order (MCO). Online home teaching and learning has replaced face-to-face learning. Thus, this study was conducted to identify the attitudes and motivation of primary school students learning Malay Language online during the MCO. A total of 110 Year 5 students in a national school in Batu Berendam, Melaka, Malaysia were selected as respondents using purposive random sampling method. The study used a questionnaire instrument that contained 20 items and was divided into two constructs, namely attitude and motivation. Descriptive and inferential statistics were used to analyze the questionnaire data. The findings indicate that primary school students have a positive attitude and high motivation for learning Malay Language online during MCO. Other findings include gender and socio-economic factors do not influence the attitudes and motivation of students to learn Malay Language online learning.
**Keywords:** COVID-19, Malay Language Online Learning, Student Attitude, Student Motivation, Primary School Students

**Introduction**
The COVID-19 pandemic which hit the country has had a huge impact on various sectors including the education sector, both at the lower, secondary and higher education levels. The increase in COVID-19 cases forced all schools throughout the country to be closed following the government's announcement of the Movement Control Order (MCO) on March 16, 2020. In this regard, the Ministry of Education Malaysia (MoE, 2020b) has issued a letter for MoE No. 3 of Guidelines for Teaching and Learning (T&L) Implementation during the Movement Control Order due to the Spread of COVID-19 infection dated 27 March 2020 to ensure

student learning is not affected (MOE, 2020b). To ensure that students' learning is not affected during the MCO period, teachers have been instructed to implement Teaching and Learning at Home (T&LH), either online or offline according to the suitability of teachers and students.

Disasters that have hit the country have had an impact on the use of online learning. The worldwide spread of COVID-19 has shown the importance of implementing online teaching and learning in new norms. In addition, the implementation of T&LH online is a new experience in the student learning process, especially in primary schools. This is the case, the online T&L process is able to attract students and help in understanding the contents of a lesson quickly and easily.

This positive development can also be seen when many teachers are able to provide their own digital learning materials for use by students and shared by other teachers through channels such as YouTube, Telegram and Facebook. Compared to students, mobile devices and the Internet are not new but they are already exposed to a variety of more interactive online applications.

It is not difficult for them to use the online learning platform and this is a challenge to teachers in ensuring that pupils are always passionate about implementing online learning. Therefore, this study was conducted to identify the attitude and motivation of students in learning Malay Language online throughout the MCO period.

## Online Learning During Movement Control Order

The closure of all educational institutions from high level to school level due to the COVID-19 pandemic has had a huge impact on teachers and pupils. Wanting not to want to, the people must comply with government directives for the safety of teachers and pupils, instead of harnessing distance learning. MoE (2020a) has directed alternative measures, which is from the T&L method face-to-face to T&L online in full throughout the MCO period.

Abidin et al (2020), is of the opinion that this change has brought concern among students and teachers as well as faced with anxiety of its own. This is because, although teachers are passionate about preparing T&L materials, if they do not have participation and readiness from the students then the objectives of the T&L session cannot be achieved perfectly (Hamat al., 2020). This statement was supported by Mahlan and Hamat (2020) who stated that there is no cooperation between students and is not ready with the online T&L.

Muniroh et al (2020) stated that students' readiness has involved a different mood of T&L during the COVID-19 pandemic than before because almost the entire method of T&L P needs to be done online. He was of the opinion that pupils need high motivation from their families and surroundings as they are in the custody of the parents as a whole. Mohd Thee et al. (2020), students can be influenced by the psychological aspects of emotional, stress and attitude. This is due to the obstacles the pupils experience when they are ready with high desire, but the situation becomes a hindrance. With this, a student will lack the motivation to continue learning.

According to Arias et al (2018); Mahamod et al (2021), students are unable to conform to the new norms but prefer face-to-face learning. Online learning throughout the day without outdoor activities has created a boredom for them to focus on online learning. In order to avoid this situation, MoE has also asked teachers to diversify the teaching aids used as well as appropriate teaching patterns that can attract and motivate students for their learning. Siti Balqis and Muniroh (2020) stated that unattractive T&L can cause students to be negative about online learning.

Salleh (2020) has stated that online learning among students is less effective due to the socio-economic factors of students. Pupils have limitations in terms of preparation of facilities and infrastructure to participate in online learning. This is in line with the findings of the study of Mazlan et al (2020) where students from the B40 group experienced constraints to pursue virtual learning, due to the possibility of not having any telecommunication devices. Buja et al (2020) in turn stated that socioeconomic factors had impacted online learning during the COVID-19 pandemic due to parental income being affected causing them to focus more on the basic necessities of life rather than the provision of learning equipment for their children. The COVID-19 pandemic has affected the employment sector once with other sectors. This situation has led some industrial sectors to decide for forced retrenchment to curb its losses. The issue of layoffs has affected their families in their livelihood. This has directly led to difficulties among students to follow online learning where parents prioritize the basic needs of life over the education of their children.

Overall, the COVID-19 pandemic has influenced the field of education in implementing T&L online due to several unavoidable factors. The existence of PKP has changed the whole daily life of the community. Like it or not, the people must adapt to this new norm. All citizens need to prepare themselves early to curb the problems they face. According to Mahamod et al (2021) argues that before the spread of this epidemic, online learning was only an option, but now it has become an inevitable necessity and obligation.

**Problem Statement**
This study focused on the attitude and motivation of primary school students in online learning during the MCO period during the COVID-19 pandemic. Now the COVID-19 pandemic has brought a new norm whereby all work is carried out online especially, the education field is very much prioritized online T&L as the COVID-19 case is increasing. In order to prevent the spread of COVID-19 all teachers, students and school staff have to adapt to the online education system as the new norm because there is no way other than the use of technology. According to Baharuddin and Badusah (2015), information technology serves as the driving force in creating positive changes that can diversify the methods of T&L by teachers.

The negative attitude towards online learning is because the students are still unable to adapt to the new norms where they prioritize T&L face-to-face (Jidin, 2020). The PDP process becomes less effective as pupils are less involved in online learning. Therefore, teachers should use appropriate teaching strategies and methods using various teaching aids that can attract and motivate students towards learning as the unattractive T&L can also cause students to dislike online learning. Technology has now provided various application platforms to diversify teaching aids, T&L method and so on. For example, using the Google Classroom apps by integrating with apps that can provide effective T&L. Now, teachers can

also create two-way communication through existing technology using the Google Meet, Zoom, and so on. Therefore, teachers need to be prepared with a variety of ideas to implement T&L online.

Lack of motivation among students to continue learning online due to lack of motivation from parents. Parents do not care about their children's education, but prefer their jobs throughout the MCO (Mahamod & Rahman, 2020). The lack of support and encouragement from parents has led to insufficient motivation to continue learning online. Parents need to be responsible for their children's education by providing the need for online learning as well as always motivating their children to learn because now the children are in the custody of parental monitoring. Sudden surprises have caused the community to be more shocked by the family economy than the education of children. The community must adapt to the COVID-19 pandemic so that children do not miss education due to their negligence.

In a study on online learning readiness during the COVID-19 pandemic, Hassan et al (2020) found that socioeconomic factors impaired students' readiness to participate in virtual learning. He is also of the opinion that the background of high income students is better prepared for online T&L compared to pupils from lower household income families. This statement is in line with the findings of Buja et al (2020), which found that socio-economic factors have affected online learning during the COVID-19 pandemic due to parents' income being affected which results in them focusing more on basic life needs than on the provision of their children's learning equipment.

According to Mazlan et al (2020), pupils from the B40 group where household income is less than RM3860.00 under the poverty line income are constrained to participate in virtual learning, as the possibility of not having any telecommunication tools to continue learning as the income of parents is more to support the family. This statement is in line with a study by Arshat et al (2018) which stated that most parents of the B40 class prioritize the economic aspects of child education. The B40 and M40 household groups are most affected by the challenges of working and learning virtually as pupils from these disadvantaged groups face the difficulty of buying telecommunication devices and Internet packages which are still expensive to continue T&L online (Razi, 2020).

Mahamod et al (2021) also stated that students have problems in terms of Internet access. Weak Internet lines, telecommunication equipment problems and so on facilitated their learning process especially students from the interior. Poor Internet access causes them to be unable to access some applications that require high Internet access. These situations are less motivated by them, where even if they are more willing to participate in online learning, some of the following problems are a hindrance to them. Goliong et al (2020) which examined the challenges of implementing remote control during the MCO found that some students did not participate in online learning due to problems faced by them, especially poor Internet access and the socio-economic factors of the average family coming from poor families or B40.

Overall, parents and certain parties should be concerned about the background and readiness of students in following T&L online so that proactive steps can be taken in solving the problem. Teachers play an important role in implementing online T&L effectively by

diversifying methods, styles, teaching patterns so that students are more interested and actively involved throughout the implementation of online T&L while PKP is implemented.

## Research Objective
The study was carried out based on the following four objectives:
1.      Identify the level of attitude and motivation of primary school students towards Malay Language learning throughout the MCO period.
2.      Identify significant differences in attitude and motivation between the socio-economic factors of the student's family towards Malay Language learning during the MCO period.
3.      Identify significant differences in attitude and motivation between pupils' gender towards online Malay language learning throughout the MCO period.

## Research Hypothesis
The research hypothesis was constructed to answer the third study committee, namely:
Ho1: There was no significant difference in attitude and motivation between the gender of pupils towards online Malay language learning during the MCO period.

## Methodology
This study aims to identify the attitude and motivation of students towards learning Malay Language online. The design of the study is a qualitative study in the form of a survey study. The location of the study is around Batu Berendam district, Melaka, Malaysia. This district is chosen because it has various features that can meet the objectives of the study. This study focuses on primary school pupils, while the aspects studied are to see if there are significant differences in pupil attitudes and motivation towards online learning with gender and family socioeconomic background.

The population of this study is year 5 pupils at a primary school in Batu Berendam, Melaka, Malaysia. There were 128 Year 5 pupils at the primary school where the study was located. Population selection is used by random sampling methods based on the list of selected populations. Of the 128 students, 110 Year 5 students were selected to answer the questionnaire. All of these students learned Malay Language subjects online during the MCO period.

Based on this study, questionnaire instruments were used to obtain the required information. According to Piaw (2014), the questionnaire is very suitable for surveys as this method is able to produce reliable and consistent items if prepared properly. In the study, questionnaires were used. The questionnaire was modified from the study of (Abidin et al., 2020). The questionnaire used two scales, namely Yes and No. According to Chua (2014), the 'Yes' and 'No' scales require a firm answer to a given choice. The answer 'Yes' was given a score of 1, while the answer 'No' was given a score of 0. This scale of 'Yes' and 'No' was also used in the study of (Abdullah and Wei, 2017).

The questionnaire consists of two parts. Part A: Demographics of respondents which includes information such as school name, class, gender, father's occupation, mother's occupation and total household income. Part B: Constructs student attitude towards learning Malay Language during the MCO and construct student motivation for learning Malay Language during the MCO.

The two types of statistics used to analyze the data in this study were descriptive statistics and inferential statistics. Descriptive statistics are used in this study to describe the characteristics of variables such as respondent demographics and so on. According to Chua (2014), descriptive statistics are used to describe or summarize the information or data obtained. Inferential statistics were applied to describe the relationships between the variables. The test used was a t-test to see the differences between gender factors and family socioeconomic background. Item analysis for the questionnaire instrument using Statistical Package for Social Science (SPSS) version 26.

**Findings**
*Respondent Profile*
Table 1 discusses the background of the study respondents. Randomly selected respondents were analyzed based on gender and family income according to household classification. A total of 110 students represents a 5-year student of Malay used as respondents. Male students were represented by 57 students or 51.8 percent (%), while female students were represented by 53 students or 48.2% of the total respondents.

The family income category has been divided according to household classification, namely in terms of the B40 group, the M40 group and the T20 group. A total of 71 students or 64.5%were represented from the B40 group, followed by a total of 25 students (22.7%) were from the M40 group and the rest, namely 14 students (12.7%) were from the T20 group.

Table 1
*Demographic Respondents*

| Category | Statement | Frequency | Percentage |
|----------|-----------|-----------|------------|
| Gender | Male | 57 | 51.8 |
| | Female | 53 | 48.2 |
| Family income | B40 | 21 | 64.5 |
| | M40 | 25 | 22.7 |
| | T20 | 14 | 12.7 |

**Primary School Students Attitude towards Malay Language Learning During MCO Period Implemented**
Table 2 discusses the objectives of the first study, which is to identify students' attitude and motivation towards Malay Language learning during the MCO period. Data is descriptively analyzed. A total of 98.2% of the sample showed positive attitude and chose the 'Yes' statement for the item 1: *'I like the teaching pattern of teachers using teaching aids assisted technology'*. In addition, 97.3% of the study sample agreed that they were interested in virtually implemented teacher teaching methods. Subsequently, 90.9% of the sample agreed with the item 3: *'I am always ready to learn Malay Language online'.* In addition, 98.2% stated that they were diligent in attending Malay Language classes online during the MCO period.

Table 2
*Attitude of Students to Learning Malay Language Online During MCO Period*

| Student Attitude Question Item | Total Number of Yes | Total Number of No |
|---|---|---|
| 1.    I like the teaching pattern of teachers using teaching aids assisted technology | 108 (98.2%) | 2 (1.8%) |
| 2.    I am interested in virtually implemented teacher teaching methods | 107 (97.3%) | 3 (2.7%) |
| 3.    I am always ready to learn Malay Language online | 100 (90.9%) | 10 (9.1%) |
| 4.    I diligently attended online Malay Language classes conducted during the MCO period | 108 (98.2%) | 2 (1.8%) |
| 5.    I easily understand the contents of my online Malay Language learning | 97 (88.2%) | 13 (11.8%) |
| 6.    I am more active during T&L online | 80 (72.7%) | 30 (27.3%) |
| 7.    I love the online Malay Language Learning Environment | 91 (82.7%) | 19 (17.3%) |
| 8.    I am not bored with the implementation of computer-assisted T&L during the MCO period | 61 (55.5%) | 49 (44.5%) |
| 9.    I like to find information about Malay Language subjects online. | 65 (59.1%) | 45 (40.9%) |
| 10.    I diligently completed all trainings given by teachers throughout the MCO period | 106 (96.4%) | 4 (3.6%) |

In addition, 88.2% of the samples also chose the 'Yes' statement for the item 5: *'I easily understand the content of the lessons during online Malay learning'*. Among the limitations of online learning is due to limited Internet access facilities and students have to share their budgets with other family members and cause them to be unable to participate in online classes conducted by teachers. This can be seen through the findings of the item 6: *'I am more active during T&L online'* indicating a moderate level, which is 55.5% of the study sample chose a 'Yes' statement. For the item 9: *'I like to find information about Malay subjects online'* is also at a moderate level where 59.1% of pupils agree with the item. According to Salleh (2020) among the limitations in online education such as internet access problems, lack of smart digital devices and attitude of students themselves. Subsequently, the students were very positive with 96.4% choosing the 'Yes' statement for the item 10: *'I am diligent in completing all the trainings given by teachers during the MCO period'.*

In summary, PKP has positively impacted students' attitude towards learning Malay Language online. Year 5 students feel fun, active and don't feel bored learning online. As online learning is something new, the Year 5 students are excited to participate in a new T&L session for them. Indirectly, their interest increased to participate in online T&L sessions.

***Primary School Students Motivation towards Malay Language Learning Throughout the MCO Period***
Table 3 discusses the objectives of the first study, to identify the motivation of students towards learning Malay Language throughout the MCO period. A total of 97.3% of the study sample agreed with the item *'I enjoy learning Malay Language online'*. For the item 2: *'I*

*received positive encouragement to learn Malay Language online'* 98.2% of the study sample chose 'Yes' statement. Subsequently, 94.5% of the study sample agreed with the item 3: *'I am always excited when Malay Language class starts'.* A total of 93.6% of the samples chose the 'Yes' statement for the item 4: *'I immediately did the Malay Language training provided by the teacher'.*

The high motivation remained recorded when 80.9% of the study sample agreed with the item 5: *'I better understand the teaching of Malay Language when taught online'.* The data also showed that the students were motivated to become proficient in Malay Language when the overall sample was equal to 100% choosing 'Yes'. For the item 7: *'I am motivated to learn Malay Language even though there are no suitable device tools'* showed a result of 76.4% of the study sample agreed. The findings were seen to be slightly lower than the findings of other items as the students were slightly affected as most of the materials were discussed online and the appropriate budget facilities could influence the motivation of the students.

Table 3
*Motivation of Students to Learning Malay Language Online During MCO Period*

| Student Motivation Question Item | Total Number of Yes | Total Number of No |
|---|---|---|
| 1. I enjoy learning Malay Language online. | 107 (97.3%) | 3 (2.7%) |
| 2. I received a positive encouragement to learn Malay language online. | 108 (98.2%) | 2 (1.8%) |
| 3. I always get excited when the Malay language class starts. | 104 (94.5%) | 6 (5.5%) |
| 4. I immediately did the Malay language training provided by the teacher. | 103 (93.6%) | 7 (6.4%) |
| 5. I better understand the teaching of languages other than Malay Language when taught online | 89 (80.9%) | 21 (19.1%) |
| 6. I want to be students who are good at Malay Language. | 110 (100.0%) | - |
| 7. I am motivated to learn Malay Language even though there are no suitable device tools. | 84 (76.4%) | 26 (23.6%) |
| 8. I learned Malay language longer than other subjects. | 102 (92.7%) | 8 (7.3%) |
| 9. I am confident of getting a good score despite the internet access problem. | 63 (57.3%) | 47 (42.7%) |
| 10. I am more focused on learning Malay Language online. | 93 (84.5%) | 17 (15.5%) |

Next, the students were seen to choose a 'Yes' statement of 92.7% for the item *'I learned Malay Language longer than other subjects'* compared to the item *'I am confident that I will get an excellent score despite having internet access problem'* by 57.3% which is at a moderate level. Internet access constraints can negatively affect student motivation to learn because Internet problems cause them to miss out on classes and can influence their confidence in mastering the content of the lessons. However, the motivation of the students is at a high level, which is 84.5% in the item *'I am more focused on learning Malay Language online.'*

In summary, the online T&L during the MCO is a new one for Year 5 students in Malay Language learning. Thus, the students were excited to participate in the T&L session. Student motivation increases. It is only the internet constraints that cause the focus of online learning to be slightly interrupted.

### Differences in Attitudes with The Socio-Economic Factors of The Student's Family Towards Learning Malay Throughout the Period MCO Implemented

This division responded to the second objective of the study, which is to identify differences in attitudes with the socio-economic factors of the student's family towards Malay Language learning during the MCO period. The results of the analysis of data in Table 4 and Chart 1 showed that a total of 71 students from B40, 85.4% of pupils were positive towards learning Malay language online. Only 14.6% of pupils were negative by answering 'No' to some of the items submitted. Out of the total of 25 pupils from the M40 class, 80.8% of pupils behaved positively followed by only 19.2% of pupils being negative. Of the 14 students from the T20 class, 82.1% were positive, while the remaining 16.1% were negative.

Overall, the majority of pupils were positive towards the items presented related to online learning. The socio-economic factors of the family did not influence the attitude of primary school students towards online Malay Language learning during the MCO period. The attitude of pupils from the B40, M40 and T40 families towards learning Malay Language online is the same.

Table 4
*Differences in Attitudes of Pupils According to Family Socio-Economic Factors*

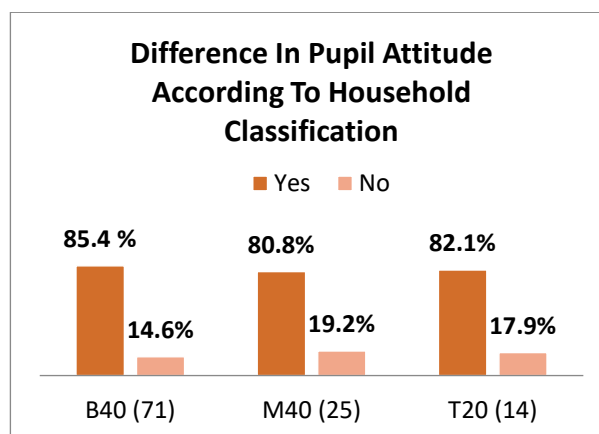| Attitude | B40 | M40 | T20 | Total |
|----------|------|------|------|-------|
| Negative | 14.6% | 19.2% | 17.9% | 16.1% |
| Positive | 85.4% | 80.8% | 82.1% | 83.9% |
| **Total** | **71** | **25** | **14** | **110** |



Chart 1: Differences in Attitudes According to the Socio-Economic Factors of the Student's Family

### Motivational Differences with The Socio-Economic Factors of a Student's Family to Learning Malay Throughout the Period MCO Implemented

This division answered the objective of the second study, which is to identify the difference in motivation with the socio-economic factors of the students' families towards Malay

Language learning during the MCO period. The findings of Table 5 and Chart 2 show that the significant difference in motivational level between the socio-economic factors of the family according to the classification of students' households towards online Malay Language learning during the MCO period was implemented.

The findings showed that 71 pupils from the B40 group, 88.0% of pupils had a high level of motivation in learning Malay Language online, while the rest (12.0%) students had a low level of motivation by answering 'No' to some of the items submitted. Of the total of 25 students from the M40 class, 84.4% of the highly motivated students followed by only 15.6% of pupils had low motivation. For T20 students, 91.4% were highly motivated, while the rest were low-motivated (8.6%) while learning Malay language online.

In conclusion, the motivation level of primary school pupils is not influenced by family socioeconomic factors whether the pupils come from B40, M40 or T20 families. All students have a high level of motivation towards online Malay language learning during the MCO period.

Table 5
*Differences in Motivational Levels of Students According to Family Socio-Economic Factors*

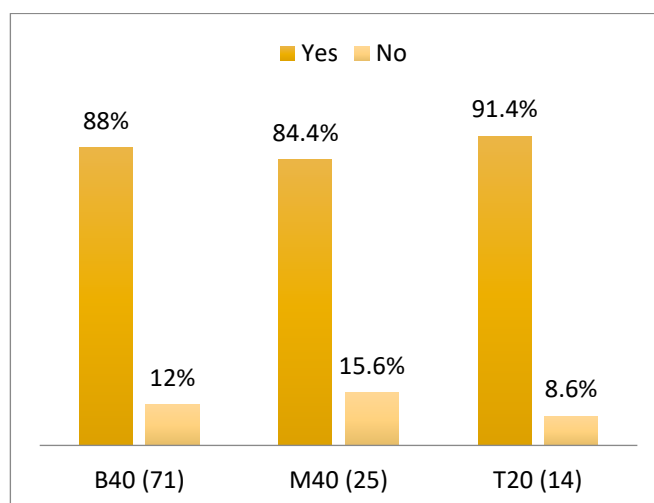| Motivation | B40 | M40 | T20 | Total |
|---|---|---|---|---|
| High | 88% | 84.4% | 91.4% | 87.6% |
| Low | 12% | 15.6% | 8.6% | 12.4% |
| **Number of Students** | 71 | 25 | 14 | 110 |



CHART 2: Differences in Motivational Levels of Students According to Family Socio-Economic Factors

***Differences in Attitudes with The Gender of Pupils towards Online Malay Language Learning During the MCO Period***
This section is to answer the third objective of the study, which is to see significant differences in attitudes between the gender of pupils towards online Malay language learning throughout the MCO period. Two categories are used to measure attitudes, which are positive and negative.

TABLE 6

*Differences in Attitudes of Pupils by Gender Towards Online Malay Language Learning*

| Attitude | Male | Female | Total |
|---|---|---|---|
| Negative | 18.2 % | 14% | 16.1% |
| Positive | 81.8% | 86% | 83.9% |
| **Number of Students** | 57 | 53 | 110 |

Analysis of Table 6 found that boys and girls have a positive attitude to learn Malay language online throughout the MCO period. On a percentage basis, 81.8% of male pupils and 86% of female students answered 'Yes' for each construct of the questions presented. However, the positive attitude of female pupils precedes male students with a not-so-noticeable difference. The remaining 18.2% of male and 14% female pupils showed negative attitude towards online Malay language learning.

In summary, the gender factor did not influence the attitude of primary school students towards online Malay language learning during the MCO period. The attitude of male and female pupils is the same, which is to be positive even though the percentage shows a slight difference between male and female pupils.

### Motivational Differences with Pupil's Gender to Online Malay Language Learning During MCO Period

This section is to answer the third objective of the study, which is to look at significant motivational differences with the gender of pupils towards online Malay language learning throughout the MCO period. Two categories are used to measure motivation, which is positive and negative.

TABLE 7

*Differences in Motivation of Pupils by Gender Against Online Malay Language Learning*

| Motivation | Male | Female | Total |
|---|---|---|---|
| Negative | 4.2 % | 11.1% | 7.6% |
| Positive | 95.8% | 88.9% | 92.4% |
| **Number of Students** | 57 | 53 | 110 |

Table 7 shows that there are significant differences in motivational levels of pupils by gender towards online Malay language learning. A total of 95.8% of male pupils and 88.9% of female students showed a high level of motivation in learning Malay language online. The number of male pupils showed an increase in motivational levels compared to female pupils with insignificant differences. A total of only 4.2% of male and 11.1% of female pupils had low levels of motivation while studying Malay online.

In summary, the motivation of primary school students is not influenced by gender. Although there is a percentage difference, the difference is small. Both pupils' genders showed a high level of motivation for online Malay language learning during the MCO period. All pupils regardless of gender and family socioeconomic background are motivated to learn Malay language online.

**Discussion**

*Attitude and Motivation of Year 5 Students towards Online Malay Language Learning*
The findings show that Year 5 students have a high attitude and motivation towards online Malay language learning throughout the MCO period. The approval level of 'Yes' is higher than No when learning Malay online. The students are happy, fun and not tired of learning Malay language online. Although there are limitations in terms of broadband access, it does not interfere with the students' focus on learning Malay language online. The findings of this study are similar to a study conducted by Salleh (2020), and Hamat et al. (2020) which found that students are satisfied and enjoy learning online using whatsapp application throughout MCO. The use of whatsapp, telegram and google meets apps helps students learn the topics taught by teachers.

Similarly, the study of Azizan and Nasri (2020), Mustafa and Yaakub (2020) found that the online teaching of teachers throughout the MCO period has attracted the interest and motivation of students to participate in T&L sessions. Teachers find pupils feel fun and do not feel bored when learning to use various online digital applications such as whatsapp, telegram, google classroom, google meets etc. Pupils were also found to be actively involved in each T&L online session. The diversity of teaching methods of teachers using various digital applications online has attracted the interest, attitude and motivation of students to learn. According to Razi (2020), technology factors being a constraint to online T&L should not be an excuse for teachers to be more creative and innovative in using various methods of online teaching.

In summary, this study found that online T&L has improved the attitude and motivation of students to learn Malay language. Learning Malay language with the help of this digital application attracts the interest, attitude and motivation of students to learn Malay language online at home.

***Online Malay Language Learning for Year 5 Students Based on Family Socio-Economic Factors***
The findings showed that the socio-economic factors of the students' families did not influence the students' online learning of Malay language. Regardless of whether these students come from the B40 family (low income, M40 (middle income) or T20 (high income), all of them do not affect and do not affect the attitude and motivation of Year 5 students in learning Malay language online throughout the MCO period. This finding is similar to a study conducted by Zaki and Mohamad (2017). Most of the respondents in their study were ethnic Bajau students. Their family consists of the B40 family and live in rural areas. However, the results of their study found that the ethnic Bajau B40 students had a positive attitude and high motivation in learning Malay language.

 However, this finding is contrary to the Mazlan et al. (2020) study which examined B40 students who did not know to read and write Malay language. The results of their study found that B40 students, especially ethnic Chinese students, had a negative attitude towards Malay language learning. Ethnic Chinese students also have low motivation in learning Malay language. The Goliong et al. (2020) study found that students from the B40 family faced online learning problems, especially those related to Internet access. The Hassan et al. (2020) study found that Orang Asli students face online learning problems, especially their difficulty

accessing the Internet and the absence of digital devices suitable for the online learning process.

In summary, online Malay language learning is not influenced by the student's socio-economic background. In this study, year 5 pupils from the B40, M40 and T20 families studied Malay as usual. There is no socioeconomic gap that prevents them from learning Malay language online. They are positive and highly motivated when learning Malay online. Most of the problems for students of the B40, M40 and T20 families are unsatisfactory Internet access problems.

### *Difference in Pupil Gender by Family Socioeconomic Factor in Online Malay Language Learning*

Studies have shown that the gender factor of pupils does not influence the attitude and motivation of primary school pupils in online Malay language learning. The implementation of MCO and T&L online for boys and girls from B40, M40 and T20 families in Malay language learning is the same. Male and female pupils have a positive attitude and high motivation in learning Malay language online. This finding is in line with Rosliah and Samat (2018) which found that poverty is one of the main causes of the problem of dropout in the aspect of education. The MCO measures due to the COVID-19 pandemic affect students, especially those from poor, low income and B40 families.

The findings of this study are contrary to the findings of Zaki and Mohamad (2017) which found that female pupils showed a more positive attitude and higher motivation compared to male pupils in Malay language learning. The female and male pupils in this study were from the B40 ethnic Bajau family. In summary, online T&L does not affect the attitude and motivation of the student based on gender factors. Male and female pupils are the same attitude and motivation in learning Malay language online. The socio-economic factors of male and female pupils also do not influence the attitude and motivation of male and female students, whether they are from the B40, M40 or T20 families.

### Conclusion

Based on the findings of the study, it can be concluded that the attitude and motivation of primary school students towards online Malay language learning throughout the MCO period) is very positive. However, there are some items related to the limitations of Internet access which results in the student's attitude and motivation being moderate, but still in a positive state. Thus, Malay language teachers should take proactive measures to ensure the online learning process is running well and achieve the objectives set. The implementation of online T&L is a challenge for teachers in fulfilling their duties as educators throughout the PKP. Many teachers strive to add skills to ensure that the content of the lesson reaches the students despite facing various constraints. Therefore, there are some suggestions for the implementation of online learning that can be put into practice so that each weakness can be at least minimized.

Among the Malay language teachers need to identify the level of Internet accessibility for each pupil to enable teachers to determine the appropriate method of online learning can be carried out properly. There are various platforms that can be used such as whatsapp, telegram, instagram and google meet applications. The selection of an appropriate platform

in the teaching and learning process is very important to avoid the occurrence of lag or screen freeze that can disrupt students' concentration.

To ensure that students' attitudes and motivations are always in a positive state, teachers need to be wise in using appropriate teaching techniques and methods. The COVID-19 pandemic had a huge impact on the public especially school children because they were not skilled in managing emotions well. Therefore, teachers can apply good values and elements of obsession to attract the attention of students throughout the T&L process. This measure can indirectly increase the motivation of students to continue to learn online. Giving rewards and praise is also one way that teachers can use.

The role and commitment of parents in ensuring that online learning runs smoothly is very important. Parents can provide appropriate gadgets and seamless Internet facilities so that children feel comfortable throughout the implementation of online learning. The government and related agencies also need to play a role in helping to provide complete facilities for learning purposes, especially among B40 family students.

In conclusion, the outbreak COVID-19 should be viewed positively by teachers of the Malay language in which they should strive to be more creative in diversifying teaching methods. Malay language teachers should dare to change by increasing their ability to educate along with advances in technology.

## References

Abdullah, M. F. N. L., & Wei, L. T. (2017). Validity and reliability of form one Geometry learning selft-assessment instruments. *Malaysian Journal of Learning Instruction,* 14(1): 211-265.

Abidin, S. Z., Sulaiman, S. H., Lip, S. M., Shahisdan, N., Ariffin, N., Ishal, M. F., & Sabilan, S. (2020). The emotional stress of lecturers in implementing online teaching and learning during COVID-19 pandemic era. *Proceedings International Seminar on Education Issues,* pp. 289-296. Selangor Islamic College University.

Arias, J. J., Swinton, J., & Anderson, K. (2018). Online vs. face-to-face: A comparison of student outcomes with random assignment. *E-Journal of Business Education and Scholarship of Teaching,* 12(2), 1-23.

Azizan, S. B. C., & Nasiri, N. M. (2020). Teacher's view on online learning through the *Home Based Learning* approach during COVID-19 pandemic period. *PENDETA: Journal of Malay Language, Education and Literature*, 11, Special Edition COVID-19, 46-57.

Baharuddin, S. H., & Badusah, J. (2015). The level of using web 2.0 in the teaching Malay language teachers in secondary school. *Journal of Malay Language Education,* 5(2), 38-48.

Buja, A., Paganini, M., Cocchio, S., Scioni, M., Rebba, V., & Baldo V. (2020) Demographic and socio-economic factors, and healthcare resource indicators associated with the rapid spread of COVID-19 in Northern Italy: An ecological study. *PLoS ONE 15(12),* e0244535.

Goliong, L., Kasin, A., Johnny, M., & Yulip, N.G. (2020). *Challenges of the implementation of distance teaching and learning duiring Movement Control Orders.* Ranau District Education Office, Sabah, Malaysia.

Hamat, M., Mahlan, S. B., & Eng, C. P. (2020). *Adaptation of Virtual Teaching and Learning in New Habits during the COVID-19 pandemic.* SIG:e-Learning@CS.

Hassan, A. A. G., Loganathan, N., Mahjom, N., Muhamad, N. A., Mohamed, A. & Alwi, J. (2020). The impact of COVID-19 on the socioeconomic status and health of indigenous people (Orang Asli) community. *Final Technical Report of the Study.* Faculty of Education, Universiti Teknologi Malaysia.

Jaafar, M. F., Amran, Z. A., Yaakob, M. F. M., Yusof, M. R., & Awang, H. (2020). Online learning readiness during the COVID-19 pandemic. *Proceedings of Darulaman Seminar 2020: National Level,* pp. 404-410. Darul Aman Campus Teacher Education Institute.

Jidin, M. R. (2020). Online learning less effective than face-to-face. *Harian Metro News.* https://www.hmetro.com.my/mutakhir/2020/07/595525/belajar-dalam-talian-kurang-berkesan-berbanding-bersemuka-metrotv. (24 April 2022).

Mahamod, Z., & Rahman, A. R. (2020). COVID-19: Impact in teaching and learning. In. Zamri, M. & Anita, A.R. (Eds.). *Education System in Malaysia: History and Challenge 21st Century,* pp. 449-486. Universiti Kebangsaan Malaysia Press.

Mahamod, Z., Rahman, A. A., & Zamri, Z. A. (2021).*Teaching and Learning at Home: Educational Issues and Challenges in New Norms.* Universiti Kebangsaan Malaysia Press.

Mahlan, S. B., & Hamat, M. (2020). Online teaching and learning during Movement Control Orders. *Berita Harian News.*

https://www.bharian.com.my/berita/nasional/2020/05/689322/COVID-19-pendidikan-menerusi-dunia-maya-cabaran-baharu-buat-guru. (15 Jun 2022)

Mazlan, R., Amin, N., Rahman, M. Z. A., & Mahamod, Z. (2020). The level of reading and writing proficiency of B40 students from the Malay language teachers perspective. *Journal of Malay language Education,* 10(2), 54-73.

Ministry of Education. (2020a). *Manual of Teaching and Learning at Home.* School Management Division.

Ministry of Education. (2020b). *Guideline of the Implementation of Teaching and Learning during the Period of the COVID-19 Infection Movement Control Order.* School Management Division.

Mustafa, A. S. M., & Yaakub, R. (2020). An experimental approach by using whatsapp for teaching and learning of Malay language to international students at engineering campus, due to pandemic COVID-19. *PENDETA Journal of Malay Language, Education and Literature,* 12, Special Edition, 1-9.

Piaw, C. Y. (2014). *Fundamentals of Research Statistics.* 3th Edition. McGraw Hill Education (M).

Razi, F. D. (2020). MCO: Technology becomes constraint on work and learning at home, but there are other ways. https://www.astroawani.com/berita-malaysia/pkp-teknologi-jadi-kekangan-kerja-dan-pembelajaran-di-rumah-tetapi-ada-jalan-lain-238178 (15 June 2022)

Rosliah, S. M., & Samat, N. (2018). Family proverty and its influence on the primary education of rural communities: A case study in Bachok District, Kelantan, Malaysia. *e-Bangi: Journal of Social Sciences and Humanities,* 13(2): 11-23.

Salleh, B. H. M. (2020). Implementation on online T&L during COVID-19 Phase 1 and 2 Movement Control Orders. *Journal of World Education,* 2(2), 213-221.

Zaki, K. N. M., & Mohamad, W. M. R. W. (2017). Attitude and motivation of Bajau ethnic students in learning Malay language as a second language. *Journal of Malay Language Education,* 7(1), 24-33.