



INTERNATIONAL JOURNAL OF ACADEMIC RESEARCH IN BUSINESS & SOCIAL SCIENCES



The Level of Knowledge and Constraints Faced by the Malay Language Teachers While using the Google Meet Application in Online Teaching and Learning

Zamri Mahamod, Ugartini Magesvaran, Wan Muna Ruzanna Wan Mohamad, Nor Azwahanum Nor Shaid

To Link this Article: <http://dx.doi.org/10.6007/IJARBSS/v12-i6/14186>

DOI:10.6007/IJARBSS/v12-i6/14186

Received: 12 April 2022, **Revised:** 13 May 2022, **Accepted:** 28 May 2022

Published Online: 18 June 2022

In-Text Citation: (Mahamod et al., 2022)

To Cite this Article: Mahamod, Z., Magesvaran, U., Mohamad, W. M. R. W., & Shaid, N. A. N. (2022). The Level of Knowledge and Constraints Faced by the Malay Language Teachers While using the Google Meet Application in Online Teaching and Learning. *International Journal of Academic Research in Business and Social Sciences*. 12(6), 1852 – 1874.

Copyright: © 2022 The Author(s)

Published by Human Resource Management Academic Research Society (www.hrmars.com)

This article is published under the Creative Commons Attribution (CC BY 4.0) license. Anyone may reproduce, distribute, translate and create derivative works of this article (for both commercial and non-commercial purposes), subject to full attribution to the original publication and authors. The full terms of this license may be seen

at: <http://creativecommons.org/licenses/by/4.0/legalcode>

Vol. 12, No. 6, 2022, Pg. 1852 – 1874

<http://hrmars.com/index.php/pages/detail/IJARBSS>

JOURNAL HOMEPAGE

Full Terms & Conditions of access and use can be found at
<http://hrmars.com/index.php/pages/detail/publication-ethics>



INTERNATIONAL JOURNAL OF ACADEMIC RESEARCH IN BUSINESS & SOCIAL SCIENCES



www.hrmars.com

ISSN: 2222-6990

The Level of Knowledge and Constraints Faced by the Malay Language Teachers While using the Google Meet Application in Online Teaching and Learning

Zamri Mahamod, Ugartini Magesvaran, Wan Muna Ruzanna
Wan Mohamad, Nor Azwahanum Nor Shaid

Centre of Research of Educational Diversity, Faculty of Education, Universiti
Kebangsaan Malaysia

Email: d-zam@ukm.edu.my, p103831@siswa.ukm.edu.my, munaruzanna@ukm.edu.my,
azwahanum@ukm.edu.my

Abstract

The usage of Google Meet (GM) application is one of the methods of manual teaching that introduced by the KPM. The purpose of this research is to explore the level of knowledge and constraints faced by the teachers while using GM as the medium of implementation of an online teaching and learning (T&L) Malay Language in secondary school. A total of 11 Malay Language teachers in Kulim, Kedah is taking part as participants to be interviewed. 5 of Malay Language teachers who are teaching in the town area and another 6 teachers who are teaching Malay Language in rural area are chosen as participants. All of them are experienced Malay Language teachers. Interview data are analyzed as narrative. The finding shows that the level of online teaching knowledge every teacher is high. The constraints and difficulties faced by the teachers while using the GM application is the student's behavior who are not ready for the online learning, as well as the parents' attitude who do not cooperative in online T&L. The study proves even though the online T&L is a new norm in an education context in Malaysia, but the teachers are giving high commitment in executing the online T&L. The teachers are using a variety tools and methods of digital applications such as GM to attract students' interest in online learning.

Keywords: Teachers' Knowledge, Constraints, Google Meet Application, Online Learning, Malay Language Education.

Introduction

The closure of all educational institutions due to the unprecedented event of COVID-19 pandemic has given a huge impact to all teachers and students. As we have to obey the government order for everyone's safety, Ministry of Education (MoE, 2020) has announced a proactive solution from face- to-face teaching and learning (T&L) to a fully support of online teaching and learning. The manual T&L at home is provided to help all teachers to implement

an online T&L at home. As this is the time and opportunity for every teacher to show their creativity and capabilities in online T&L. Moreover, teachers and students can improve their T&L knowledge without fully depending on text book or any printed materials (Hamat et al., 2020).

According to Rosliah et al (2020), T&L patterns, methods and styles require a drastic change and thinking beyond expectation among the teachers in facing the new norm. As one of the initial steps taken by MoE is postponing several public examinations in order to give some time in applying T&L process during Movement Control Order (MCO). The changes of T&L in virtual world are one of the new challenges to all teachers whereby they have to adapt the new norm of life as there is no other option to utilize the information communication and technology – ICT (Aznil et al., 2020).

However, Manzoor and Ramzan (2020) have different opinion as the online T&L is a hassle to the special students and those with a low income background (especially B40 and M40) who has less access to ICT. They said, this cause of action is unfair to those students even though there is no other option but hoping MOE will take a proactive solution in helping the students in need. Parent has to play their role by providing the necessary ICT devices and others for their children to explore the online education during MCO. In a nutshell, everyone shall give good cooperation in conducting online T&L so that, it could run smoothly without any problem. Google Meet (GM) has a lot of advantages comparing to other application whereby teachers could apply it through virtual learning. Online T&L will not be an issue because according to Ismail (2020), 80% of the secondary school students have the telecommunication devices. For those who are not able to attend the virtual class, they can watch the recorded version anytime. With the GM benefits, teacher's effort could be

The advantage of GM will definitely give a satisfactory to all teachers in delivering their lessons as it is one of the alternative media applications to process in Android apps, web apps and iOS (Wikipedia, 2020). GM platform is has becoming a new norm that needs to be applied in everyone's daily working routine especially teachers who are working virtually. The fact that the COVID19 virus hits the world is actually giving a good sign to all educators in exploring more benefit through the current information technology by showing off their creativity and talent (Hamat et al., 2020).

In summary, COVID-19 pandemic is not only affected T&L as differing conventional, but also has getting more challenging to Malay Language teachers. Therefore, the teachers and students must be ready with this new norm and make it a daily habit as they have no other options but to utilize the ICT through a variety of online applications for the sake of T&L process (Salleh, 2020a). The current educational structure requires all teachers to have knowledge of ICT. Even though the pandemic gives a horrifying impact to the society, but, it is also giving a valuable opportunity to the teachers in completing themselves by empowering ICT knowledge. This is to help teachers to vary their strategies and method of T&L Malay Language. In conclusion, teachers need to adapt with the new norm to preparing the students who are smart in digital technology ahead the Revolution Industry 4.0.

Problem Statement

Research about GM applications in education is less implement due to most of the studies are conducted publicly about various applications in T&L process, such as Microsoft Team and Zoom (Saad et al., 2020). GM is a new launched application in 2017 replacing Google Hangouts (Wikipedia, 2020). In the beginning, it is not really an option among teachers as its features does not show any benefit and T&L took place conventionally at all educational institutions.

Google is taking a golden opportunity to develop its GM with extra 30 satisfy advantages to its users since COVID-19 exist (Wikipedia, 2020). Now, GM application has more benefit compared to other applications such as Zoom, Teams and etc. One of the benefits is GM can be stream live through Google Classroom where it helps teachers to deliver excellent T&L.

COVID-19 pandemic is not only affected the students but also teachers are having challenges in dealing with online T&L. This is because online T&L in the new norm era is not a newest thing among the teachers. Not all teachers are having knowledge in ICT, especially, the senior category (Abdullah, 2020). This statement has been stated in a research by Lapammu and Mahamod (2018) who finds out that experienced teachers in secondary school do not fulfill the criteria in technological skill in conducting ICT tools. Teachers are having difficulty in handling digital technology during the process of online T&L (Masri, 2020). They have to understand that this online learning is a new experience that given them an opportunity in expanding their experience in strategizing teaching mode. Kamaruddin (2020) once said, even the skilled teachers prefer face-to-face teaching because of the experience in class with the comfortable is giving different vibe comparing to the online class as it is not available there. Therefore, most of the teachers are having a lot of restrictions on online teaching. However, the teachers still continue teaching and making sure the students are not left behind in education,

To summarize the research is actually to figure out the knowledge level and constraints faced by the Malay Language teachers in applying GM as a medium of online T&L Malay Language during school closure due to COVID 19 pandemic. The study also finds the student preparation in learning Malay Language through the online platform by using GM.

Online Teaching and Learning

Online T&L includes all activities for student and teachers by using all online digital platform to conduct T&L session (Jaafar et al., 2020). Andrew et al (2020); Arias et al (2018) have conducted a study of comparison between online learning and face-to-face and figure out the cost of online learning is way much lesser. They say the students in rural area are also be able to join online T&L class effectively. Despite the low cost, the student's background of socioeconomics is counted in preparing all requirements to join the online T&L. It is now a compulsory and necessary in education field as a whole to help in preventing COVID-19 from spreading broadly (Mailis et al., 2020).

Abidin et al (2020), pointing out that students and teachers are very worried in adapting with the new norm. This is because, even the teachers are eager in delivering the class effective, but if the student is not giving fully support by participating the class, the goal of online T&L could not be achieved. This statement is supported by Mahlan and Hamat (2020) who utterly finds that some of the students are not ready and not giving full cooperation in online T&L. Students need to adapt to the online learning which allows them to build self-learning skill whereby awaiting for the teachers to prepare everything like previously is not suitable in the new norms (Hamat et al., 2020). However, the study from Salleh (2020a), find that the online T&L is less effective for the students as there is an economic constraints in terms of infrastructure and facilities as well as the teachers' preparation in knowledge level is emphasized. Economic restraints is causing the students to prepare for the digital devices, less broadband coverage, limitation in accessing the internet and so on.

According to Salleh (2020b), online T&L requires a good cooperation and commitment from both parties, especially the teachers when it comes to the knowledge and technology skills. Teachers need to adjust themselves with the new norm because it gives an opportunity to

enhance their technology knowledge which is going to help them to diversify their teaching technique in the pandemic era for the effectiveness of learning.

The Study of Google Meet Application

Mahlan and Hamat (2020), stated that earlier, Zoom is the choice of every teacher to conduct the online T&L, but unfortunately, the breaking news of violation of personal and data protection through Zoom that causing missing user's personal data is very concerned. Therefore, the teachers have chosen another medium which is GM to deliver the lessons because of the high security of data protection and does not require email to log in with an easy access for all students to participating on online T&L. There are several studies from Saad et al (2020); Bahtiar et al (2020); Azizan and Nasri (2020), as well as Mailis et al (2020), stated that the flexibility of T&L through GM application is a trend in the new norm.

GM is a new application launched in 2017 replacing Google Hangouts that has been developed by Google. At first, this application is introduced as the concept of video conference. The outbreak of COVID-19 has given the opportunity for Google to expand their apps with additional 30 factors which is more beneficial and satisfied. The usage of GM during the COVID-19 pandemic is because of its advantage that it not found in other applications. For example, GM could be integrated with other Google application such as Google Classroom, Google Doc and so on (Wikipedia, 2020). This will help teachers in conducting their online T&L practically.

Mahlan and Hamat (2020) stated that teachers can record their class through GM application and share with their students who are having difficulty in joining the T&L session. It also can be a reference at any time to all students for their revision. According to Salleh (2020a), the merger of various applications with GM, there is an increase of productivity level creativity and knowledge among students and teachers. Teachers should be proficient in using multimedia medium to diversify their teaching patterns to maintain the student momentum in participating online T&L (Jaafar et al., 2020).

A study has been conducted by Zakaria et al (2020), on the effectiveness of GM usage during MCO. The study shows the students are positive with the usage of GM during the online session whereby their level of readiness is high. This is because the basic needs of online learning tools prepared by the teachers through GM platform, helping the students to understand the objective of T&L thoroughly. The students also think that they are also often using the icon elements in GM as it is fun and interactive. A research by Mailis et al (2020) supporting the statement, whereby a majority of the students are communicating and answering questions with the teacher through chatting forum provided by GM.

In conclusion, GM application will be a suitable medium to proceed with the online T&L session because of the advantages of GM are giving satisfaction for the students and teachers. In general, the GM application as the medium of implementing online T&L Malay Language will give a good impact, especially to the students, teachers and even parents with a good cooperation in conducting T&L session during MCO. The teachers need to run through the ICT knowledge deeply and choosing the right application with the objective learning so that the goal of T&L could be achieved. Without ICT, it will affect everyone who is involved in online T&L during the COVID-19 pandemic.

Research Objective

The research objectives are:

1. To explore the level of knowledge of Secondary school Malay Language teachers in

conducting GM application as an implementation medium of online T&L.

2. To explore the constraints faced by the Secondary school Malay Language teachers in conducting GM application as an implementation medium of online T&L.

3. To explore the student level of preparation while using GM as the medium of online T&L from Malay Language teachers' perspective.

Methodology

This research is using qualitative method. Denzin and Lincoln (1994) stated that qualitative research includes variations of key methods, including the usage of naturalism (natural) method to learn a subject. Creswell (1994) describes the qualitative research is a process of finding comprehension based on data collection that commonly used in social survey.

A total of 11 Malay Language teachers from two National Secondary School (NSS) have chosen to participate in this study. 5 of them are teaching in NSS which is categorized under school in the city. The teachers are chosen to use the GM application as a medium to implement the process of online T&L Malay Language. Both NSS are located at Bandar Baharu Kulim, Kedah. The selection of schools with different status is to observe the influence of students' socioeconomic status in the process of an online T&L Malay Language.

The data collection is collected through the interview. The interview in the research is to study the knowledge level and constraints/problems faced by the teachers while using the GM application as the tools of online T&L. Unstructured interview is used because of the questions by the respondent are arranged in details to achieve the research objectives. Unstructured interview were conducted non face-to-face due to the situation was in MCO.

The content of protocol interview are divided into four parts. Part A is about the teacher's background that includes the experience and highest educational level. Part B, interviewing on the level of Malay Language teacher based of age factor and experience of teaching of online T&L by using the GM application. Part C is about the constraints faced by the secondary school teachers in implementing online T&L Malay Language during the COVID-19 pandemic. Part D is about the level of the level of students in mastering the Malay Language through online T&L from Malay Language teacher's perspective. Interview data are analyzed based on the questions interviewed. From the interview, the data are analyzed narratively. Part D is about the level of the level of students in mastering the Malay Language through online T&L from Malay Language teacher's perspective. Interview data are analyzed based on the questions interviewed. From the interview, the data is analyzed narratively.

Findings

Demographic Information of Teachers Respondent

The research samples are from the 11 of two Secondary School Malay Language teachers from urban and rural area status. Respondents' profiles are including age, highest educational level and teaching experience. Table 1 shows the findings of a descriptive analysis of the demographic teachers that includes frequency value (*f*) and percentage (%). Every teacher is coded with Malay Language teachers are labelled as GBM1 to GBM11.

Based on Table 1, the study shows that the total of respondent teachers who involved are 11 of Malay Language teachers overall whereby 5 of them are national secondary school (NSS-A) with urban status and 6 of them are NSS-B with rural area status. The analysis shows that the numbers of teachers age in the range of 21 to 30 years are 2 people, 31 to 40 years re 6 people, 41 to 50 years are 2 people and for the age of 51 to 60 years is one. From the highest qualification level, only one teacher has a diploma in education. There are 7 teachers who

have a bachelor's degree and the remaining 3 teachers have the highest qualification at the bachelor's level. Based on the analysis in Table 1, it shows that teachers who have teaching experience in the range of 1 to 5 years are 2 people followed by the range of 6 to 10 years are 4 people, 11 to 15 years, 3 people and finally 16 to 20 years are two teachers.

Table 1

Demographic Information of Malay Language Teachers Respondent

	Variables	Frequency (f)	Percentage (%)
Age	21 to 30 years old	2	18.2
	31 to 40 years old	6	54.5
	41 to 50 years old	2	18.2
	51 to 60 years old	1	9.1
Highest Qualification	Diploma In Education	1	9.1
	Bachelor's Degree	7	63.6
	Masters	3	27.3
Teaching Experience	1 to 5 years	2	18.2
	6 to 10 years	4	36.3
	11 to 15 years	3	27.3
	16 to 20 years	2	18.2

Level of Knowledge of Malay language Teachers in Conducting Online Google Meet Application

This section is discussed on the knowledge level of Malay Language teachers (GBM) while using the GM application as a medium of online T&L Malay Language. Do note, that the usage of ICT is not a new thing among the teachers because of MOE (2013) has introduced the importance of ICT in the shift of Master Plan in Education (MOE, 2013). Hence, online T&L is a platform for teachers to improve their level of knowledge. To find out the level of knowledge of every teacher in GM application, five questions are asked.

Question 1: Do the teachers provide various approaches in teaching Malay Language through the online GM application?

From the interview, it shows that the teachers are providing a variety of teaching methods during the online class for them to prepare mental and physical.

- GBM8: We are preparing teaching modules that include notes and relevant activities which suit the topic. GBM8: Problem-based learning method is implemented which is a student-centered approach that is in groups in solving a problem by using the skills they have.
- GBM11: I choose to have a mastery lesson so that we can proceed with advanced activities for intelligent students and reinforcement activities for those who has not mastered them.

Question 2: Do the teachers recorded the T&L Malay Language in GM application for the student's reference?

It shows that the teachers are recording their session for the student's reference. Recording a video is one of the functions in GM, which plays an important role for student who has restriction in joining a live online class. Other than that, parents to monitor the online T&L is highly important, but only a few of them are giving cooperation and taking notes on their children's education as mentioned by GBM4, GBM6 and GBM10.

- GBM 4: I record the video for the student's reference as it helps the students in doing their study revision.
- GBM6: I record the video for the students who are not able to attend T&L session due to the restrictions, 'Especially those who do not have a digital broadband and less internet coverage to help them to do their revision.
- GBM10: Some of the parents whom prioritized the education of their children will request us to record as a proof that their children are attending the class and to monitor their children in completing the given task.

Question 3: Do the teachers diversify their online teaching patterns of Malay Language through the GMapplication?

The interview show that the teachers are using the online T&L platform effectively in diversify their teaching patterns with the help of ICT skills. Teaching patterns through GM is as same as conventional T&L that is, by creating two-way communication has helped teachers to always be ready with various applications in diversifying T&L method, so that it could attract the students and easily understanding. This statement is mentioned by GBM2 and GBM3 during the interview.

- GBM2: We are always ready with different applications to attract the student's attention through playing the video, quizzes, slides and all via GM. If we are using the same method, the students will easily get bored.
- GBM3: Yes, we are using a variety of teaching methods to help students to understand more.

Question 4: Do the teachers feel comfortable using information technology through GM application in implementing online T&L Malay Language?

The findings from the interview shows that all Malay Language teachers are comfortable using IC in their teaching lesson through the GM application for online T&L during the MCO. They agree that the usage of ICT in T&L gives an effective effect. In the same time, the level of knowledge of the teachers can be improved by diversifying the pattern of T&L implementation. It shows that the Malay Language teachers have adapted accordingly to the current technology, as a result of the emergence of a COVID-19 pandemic. The interview with GBM1, GBM5 and GBM8 confirmed this statement.

- GBM1: Yes, I am comfortable with the usage of information technology for the lesson through GM because I am able to give a variation of the T&L pattern through the GM because of GM integrated with all applications under Google help me in developing a variety of online teaching tools.
- GBM5: COVID-19 pandemic has given a huge opportunity to me in improving my ICT skill by delivering effective teaching from the quality itself.
- GBM8: The usage of information technology in the implementation of online T&L helps me insaving my time whereby the teaching can be arranged systematically.

Question 5: Do the teachers use different in-depth methods for the assessment of Malay Language through GM application?

In shorts, there are a lot of Malay Language teachers have diversified their learning assessment methods, but according to the student's preparation and befitting by casting the student's background, but some of the teachers are only using the common standard of

assessment because they agree that they are lack of knowledge in applying ICT skills in learning assessment.

- GBM1: It is not so as I do not have enough knowledge in ICT for the learning assessment. So, I just used the common method by giving written exercises, test, presentation and quizzes through chat via GM.
- GBM10: I need to prepare the suitable method by considering the restrictions faced by the students. So, I just used the learning assessment via GM only, probably the student who is absent will having a difficulty.

Table 2

The Summary of Level of Knowledge of Malay Language Teachers in Conducting Online Google Meet Application

Findings	Malay Language Teachers'										
	(GBM)										
	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>11</u>	
	<u>1</u>										

Item 1: *Do the teachers provide various approaches in teaching Malay Language through the online GM application?*

• Learning based on modules/tools	/	/	/	/	/	/	/	/	/	/	/
• Learning based on problems	x	/	/	x	/	/	/	/	/	x	x
• Learning Mastery	x	x	/	/	x	x	x	/	x	x	/
• Learning based on games	/	/	/	/	/	/	/	/	/	/	/
• Learning based on activity	/	/	/	/	/	/	/	/	/	/	/

Question 2: *Do the teachers recorded the T&L Malay Language in GM application for the student's reference?*

• Reference for all students	/	/	/	/	/	/	/	/	/	/	/
• Reference for students who are not/able to participate	/	/	/	/	/	/	/	/	/	/	/
• Parents' request	x	/	x	x	/	/	x	x	/	/	/

Question 3: *Do the teachers diversify their online teaching patterns of Malay Language through the GM application?*

• Video	/	/	/	/	/	/	/	/	/	/	/
• Quiz	/	/	/	/	/	/	/	/	/	/	/
• Power Point Slides	/	/	/	/	/	/	/	/	/	/	/

Question 4: *Do the teachers feel comfortable using information technology through GM application in implementing online T&L Malay Language?*

• Variation of T&L Patterns	/	/	/	/	/	/	/	/	/	/	/
• Development of effective BBM	/	x	/	/	/	x	x	x	/	/	/
• Improvement on ICT skill	/	/	/	/	/	/	/	/	/	/	/
• Time saving	x	/	/	x	x	x	x	/	/	/	/

Question 5: *Do the teachers use different in-depth methods for the assessment of Malay Language through GM application?*

• Written	/	/	/	/	/	/	/	/	/	/	/
-----------	---	---	---	---	---	---	---	---	---	---	---

• Test	x	x	/	/	x	x	/	/	/	/	/
• Presentation	/	/	/	x	x	x	/	/	x	/	x
• Quiz	/	/	/	/	/	/	/	/	/	/	/

The summary of the interview about the level of knowledge if Malay Language teachers in using GM application can be referred in Table 2. From the findings and summary in Table 2, it can be concluded that:

1. Malay Language teachers are having a high level of knowledge, even though they are not experts in this field.
2. Malay Language teachers are using various online T&L Malay Language approaches while teaching via GM application.
3. Malay Language teachers are utilizing the ICT skills in implementing online T&L by using GM application.
4. Malay Language teachers are using a lot of writing and quiz methods as assessment and evaluation methods while using GM application when teaching Malay Language online.
5. The level of knowledge of Malay Language teachers is not influenced by the age factor and teaching experience.

The Constraints of Malay Language Teachers while Using Online Google Meet Application

To find out how far the Malay Language teachers facing the restrictions and limitation while using the GM application during online teaching, an interview was conducted. All 11 Malay Language teachers (GBM) were interviewed to figure out the constraint faced by them while conducting online T&L Malay Language through GM application. A total of five questions were asked.

Question 1: Do the teachers face difficulties in assessing and evaluating the student's capability of using GM application?

From the first question, it shows that families with many children are often faced with a problem of having less digital devices. Parents are unable to provide the student's need to participate in online T&L due to the lack of income to fulfil the needs. Most of them are the families with B40 status. Due to that reason, students are not able to participate in the online test at the time it is simultaneously conducted with the other sibling's online class. Also, lack of internet coverage is causing some of the students to skip their test or quizzes. Some of the Malay Language teachers felt that the student's attitude is one of the factors that lead to the difficulty of evaluating their performance. GBM5 and GBM8 confirmed the difficulties in assessing and evaluating the student's performance while using GM application.

- GBM5: Yes, students keep skipping the online T&L because they are facing certain constraints such as limitation of digital devices, because at the same time they have to share the device with their sibling who happens to have the online T&L at the same time. I am facing a difficulty in evaluating students' performance when they are not able to attend the online test and quizzes.
- GBM8: The student's attitude leads to the constraints as they purposely absent for the online class and some of them do not submit the given homework especially those in the last class. This has been the cause of evaluating students' performance.

Question 2: Do the teachers face difficulty in creating two-way communication during online T&L session via GM application?

Based on the interview, all 11 teachers agree that they are facing difficulty in creating two-way communication with the students during the online T&L. The main reason is because of the student's attitude because they are not interested in discussion. They are taking advantage to avoid to stream the social media or playing online games because the parents only provide them with the device during T&L execution. However, there are a few students who are not ready and suit themselves with the new platform. Those who are not active previously in the online T&L are also not active in online discussion. This statement is made by GBM2, GBM6 and GBM11 during the interview.

- GBM2: Student's attitude contributes to the main factor of the problem. They refused to respond in the discussion or even when I ask questions.
- GBM6: Students like to turn off their camera and audio to avoid. This situation happens because there is no observation from the parents and they are taking advantage to scroll the social media and playing video games during online T&L.
- GBM11: I have looked into this matter in details that the students refused to chat in the chatting box or any forum provided by GM. I have informed their parents once, but I have not seen any changes but to only remain the same and most of them are from B class category and so on.

Question 3: Do the teachers facing difficulty in accessing the internet to conduct online T&L Malay Language via GM application?

It is not only student facing the problem in accessing the internet, but also the teachers in using the GM as a medium of online T&L Malay Language. Due to lack of internet coverage in the residential area, the teachers decided to go to the school for better access. Otherwise, an effective learning could not be delivered because of technical problems such as audio pausing and so on. This matter could lead to a pressure among student as informed by GBM5 and GBM10 during the interview.

- GBM5: Yes. This matter is because of the internet speed in my residential area is not strong and cause pausing in audio during the online T&L session.
- GBM10: Usually I go to school for a better internet coverage to conduct my online T&L because there is no strong coverage in rural area.

Question 4: How is the support and encouragement given from the parents in playing a part on online T&L Malay Language via GM application?

All 11 teachers agree that families who are coming from B40 status contribute to the restriction faced by the students. This is because the parents do not have enough time to focus on their child development, but they are shifting their focus to work and household to make a living. Therefore, they have a problem in observing the students' performance. Parents should not leave it all to the teachers, but also to give support and encouragement to the students to always be ready in participating the online T&L because overall this new norm shall be continued in a long term. GBM1, GBM4, GBM9 and GBM11 have confirmed the constraints faced in order to get the support from the parents and students.

- GBM1: Majority of the parents are too busy with work during the COVID-19 pandemic because of the certain industry have affected badly and making the parents start to panic and ignore the student's education.

- GBM4: Parents are handing over all educational responsibilities to us and the will not even bothered to inquire about their child's performance. We are having a problem in evaluating the students' performance.
- GBM9: It is still not satisfied because only a few of them actively asking about their child development while others are never. We are not asking the parents to keep us update if the students are having the problem, but they can also check the homework given and ensure it is submitted once completed.
- GBM11: Some of the parents with no educational background usually do not give support and encouragement as they do not even bother.

Question 5: Is the students' attendance during the online T&L Malay Language via GM application satisfied?

Based on question 5, the majority of the teachers agree that they are satisfied with the attendance even though some of them don't. This is because the constraint is the main reason on why the students are unable to attend the class, especially those who are coming from B40 background. Teachers are worried if they are not able to deliver effective online T&L the excuse behind the students' absence is due to the incomplete homework. As stated by GBM3, GBM7 and GBM11 during the interview, the students' absence and incomplete homework are the problem to the teachers.

- GBM3: The parents have a lot of dependencies and they are not able to prepare a complete education needs for their children. Sharing devices among sibling which happened to have the same online class schedule is the highest constraint.
- GBM7: Internet access and high speed of broadband are the main reasons of the limitation. Not only the students are not able to attend the class, but it is also has decreased their spirit to study through online T&L.
- GBM11: The common thing that we know, if the students are not able to finish their homework, they tend to skip the class too. Students who do not face any obstacles also tend to skip the class as well. These are the reasons we get when we make a phone call to the parents.

Table 3

Summary of the Constraints of Malay Language Teachers while Using Online Google Meet Application

Findings	Malay Language Teachers'										
	2	3	4	5	6	7	8	9	10	11	
1											
<i>Question 1: Do the teachers face difficulties in assessing and evaluating the student's capability of using GM application?</i>											
• Lack of digital devices because other siblings need to participate in online classes at the same time and leads to absentee of answering test and quizzes.	x	/	/	/	/	x	/	x	x	/	
• Limited internet access	/	/	/	/	/	/	/	/	/	/	
• Students' attitude who purposely skipped the test and quizzes, especially those from the last class.	x	/	/	/	x	x	/	/	x	x	
<i>Question 2: Do the teachers face difficulty in creating two-way communication during online T&L session via GM application?</i>											
• Students' attitude	x	/	x	x	/	/	x	x	/	/	
• Students are not ready for the onlineclass	/	/	/	/	/	/	/	/	/	/	
<i>Question 3: Do the teachers facing difficulty in accessing the internet to conduct online T&L Malay Language via GM application?</i>											
• Less coverage of internet access	/	/	x	/	/	x	x	x	x	/	x
<i>Question 4: How is the support and encouragement given from the parents in playing a part on online T&L Malay Language via GM application?</i>											
• Parents are busy working	/	/	/	/	/	/	/	/	/	/	
• Parents are handing over all responsibilities to the teachers.	/	/	/	/	/	/	/	/	/	/	
• Parents with no educationalbackground.	x	/	x	x	/	/	/	x	x	/	
• Parents are busy working	/	/	/	/	/	/	/	/	/	/	
<i>Question 5: Is the students' attendance during the online T&L Malay Language via GM application satisfied?</i>											
• Written	/	/	/	/	/	/	/	/	/	/	
• Test	x	x	/	/	x	x	/	/	/	/	
• Presentation	/	/	/	x	x	x	/	/	x	/	

The summary of this interview analysis is shown in Table 3. From Table 3, we can conclude that:

1. The Malay Language teacher are facing with a lot of constraints while using GM as the medium of implementing online T&L.
2. The main constraints while conducting the online T&L is the limited access of internet.

3. Most of the students from B40 background are not able to attend the class because there are no digital devices.
4. Most of the students are not ready for the online learning.
5. The Malay Language teachers are having a problem because there is no support from the students and parents during the online T&L.
6. Parents are given less attention to the attendance, students' commitment in participating and completing the homework given during the online learning.

The Preparation Level Of Students in Applying Google Meet Application as a Medium of Online Learning and Teaching from the Malay Language Teachers' Perspective

To get to know the level of students' preparation in online learning through GM application, the interview was made to 11 Malay Language teachers. A total of four questions was asked to the teachers. This interview is purposely to investigate the Malay Language teachers' (GBM) opinion at students' preparation towards online learning through GM application.

Question 1: Are the students focused during the T&L Malay Language through GM application?

During the online T&L Malay Language, not all students are focused because they still prefer a face-to-face T&L. This statement can be proven from the answers given by the teachers about the reason on why the students lost their focus in online learning via GM. The Malay Language teachers have to diversify their teaching method so that the students will not easily get bored. The environmental interference has to be considered by all parents because it is their responsibility in preparing a conducive learning environment for the students to participating the online T&L session. This can be referring to the interview between GBM6, GBM9 and GBM10:

- GBM6: Lack of self-motivate is the main reason on why the students are not giving full cooperation in online learning and the parents are too busy with their work.
- GBM9: One of the factors is the environmental interference which caused the students' loss their focus in online T&L. Students are having difficulty to overcome the problem when parents are letting them to take care of their siblings.
- GBM10: The students also thought that they easily get bored when facing the computer screen or digital device for a long period. It would be different when they at school where they can move around to complete the project, experiments and so on, but everything is depending on the computer screen which completely making them feel bored.

Question 2: Do the students ask questions during online discussion via GM application for the Malay Language subject?

During the T&L Malay Language, most students find it difficult to engage actively in an online class. It is not easy for the teachers to get a full cooperation from the students, especially students from the last class who preferring to mute the audio and turn off the camera video. Students also feel shy and embarrassed to ask questions to the teachers during online class. These are the reasons on why the students are not ready with the question-answer session during the online T&L Malay Language. The findings are supported by the interview with GBM2, GBM5 and GBM11.

- GBM2: It is not easy to create a discussion in class until we have to ask them a few times to answer the questions. What's more, the online T&L. The majority of the students refused to answer the question through the audio or the chat box in GM. Sometimes there is no discussion when the students remain silent but hoping they will take note.

- GBM5: We are having difficulty in attracting students' attention. This is because the students will turn off the camera to avoid answering the questions, especially those from the third class category until last.
- GBM 11: Students will feel shy and embarrassed to ask questions because they are overthinking that their faces are in the video.

Question 3: Is the level of preparation increase before and after online T&L Malay Language through GM application?

The findings of the interview show that the students' preparation level is getting disappointed from day to day comparing to the previous one. It is believed that the parents are not mentally and physically ready in adapting to a new norm. They are not giving full cooperation to enhance the students' performance in education. Due to that factor, it affects the teachers' effort in conducting online T&L. The level of students' preparation is less satisfying was explained during the interview by GBM1, GBM7 and GBM8.

- GBM1: The first class students are interested in and ready to complete every task given. Unfortunately, this scenario is different from the last class because there is no observation from the parents, they are lazy to finish the homework and refused to listen to the teachers.
- GBM7: There is no improvement. If it is in school, we will figure out the weaknesses based on the exams and homework given, but nowadays students refused to complete the task given by the teachers and it is hard to help the students to understand. We never asked the parents to teach their children, but only to observe so that, the student will not miss in their study.
- GBM8: The students' attitude is the reason why the level of mastery is left behind. We had students from the first class who were actively doing the correction for every single task given, but now students rarely send their homework nor asking their teachers by calling us to fix their mistake because they believe they are disturbing the teachers at home. We as teachers, are not able to help the student to fix weaknesses because there is no cooperation from the parents.

Question 4: Do the students understand the content delivered through GM application while learning Malay Language via online?

Some of the teachers agree that the students understand the content via GM application, but there is saying 'No' because they also admit that they are not an expert in the usage of ICT especially for teachers aged 40 years old and above. However, the students prefer to have a face-to-face T&L as the teachers who are not expert in ICT are unable to make the online class interesting. According to GBM3 and GBM4, the students do not really understand online T&L Malay Language through GM.

- GBM3: The ineffective usage of BBM is making the student understanding less comprehensive, but as teachers, we are taking a proactive steps in delivering effective contents to the student.
- GBM4: The advantage of GM that links to all applications under Google is very helpful as we could diversify the usage of BBM, it is less interesting because we are not an expert in ICT. The majority of the students understand the delivery content.

Table 4

The Preparation Level of Students in Applying Google Meet Application as a Medium of Online Learning and Teaching from the Malay Language Teachers' Perspective

Findings	Malay Language Teachers' (GBM)										
	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>11</u>	
1											
<i>Question 1: Are the students focused during the T&L Malay Language through GM application?</i>											
• Lack of self-motivate	/	/	/	/	/	/	/	/	/	/	/
• Students' attitude	/	/	/	/	x	/	x	/	/	/	/
• Environmental interference	x	/	x	/	x	x	/	/	/	x	x
• Feel bored	/	/	/	x	/	/	/	/	x	/	/
<i>Question 2: Do the students ask questions during online discussion via GM application for the Malay Language subject?</i>											
• Students' attitude to keep voiding	/	/	x	x	/	x	/	/	/	/	/
• Feel shy and embarrassed	/	/	/	/	/	/	/	/	/	/	/
<i>Question 3: Is the level of preparation increase before and after online T&L Malay Language through GM application?</i>											
• Not ready physically and mentally	/	/	/	/	x	/	/	/	/	/	x
• Unbothered students	/	/	/	/	/	/	/	/	/	/	/
• Incomplete task by the student	/	x	x	/	/	/	/	/	x	/	/
• Teachers can't help because there	/	/	/	/	/	/	/	/	/	/	/
is no cooperation from the parents											
<i>Question 4: Do the students understand the content delivered through GM application while learning Malay Language via online?</i>											
• Less knowledge in ICT	/	x	/	/	/	x	x	/	/	/	x
• Ineffective tools	x	x	/	/	x	x	/	x	/	x	/

The level of students' understanding from the teachers' perspective can be summarized in

Table 4. Based on the interview and also Table 4, it can be concluded that:

1. The level of students' preparation in online T&L is at low level comparing to the face-to-face T&L. Students are not ready for the online learning.
2. The opinion of the Malay Language teachers that most of the students are struggling in adapting with the new norm, especially those who are coming from B40 background.
3. The Malay Language teachers prefer the conventional/face-to-face T&L due to lack of knowledge in ICT and less idea in diversifying the teaching pattern through GM application.

Discussion

The Knowledge of Malay Language Teachers in Implementing Google Meet Application as a Medium to Conduct Online Teaching and Learning Malay Language

Today, the flexibility in completing all tasks through the digital applications is a new trend. There area variety of mediums to use in conducting online T&L, which includes visual reality

and augmented reality (AR) that can act interactively in line with T&L method in the 21st century. By supporting the agenda of *Wawasan Kemakmuran Bersama* (WKB) 2030, it is influencing the teachers' responsibilities of teachers in educating and producing more role models in line with the aspirations of MOE. On the other hand, the implementation of online T&L is a huge opportunity for the teachers in preparing themselves in compliance with the new technology era. The feedback received from Malay Language teachers are majority of them agreed that T&L through GM applications helps in polishing their ICT skills.

The study finds that the Malay Language teachers are comfortable conducting T&L process through the GM application with the help of ICT. The Malay Language teachers can diversify the teaching patterns parallel with students' learning ability. The study made by Zakaria et al (2020) is in line with this research. In Zakaria's et al (2020) study, it shows that the teachers are fully utilized all functions in GM application, especially by recording the video of the T&L session for students' future reference. Through the GM application, the students can re-participate the T&L session that they have missed or do not understand at the first place across the recorded video. The recorded video later to share with the students via telegram and WhatsApp for them to understand further on what they have missed. The findings of the study is also similar to the the study of Azizan and Nasri (2020) together with Mailis et al (2020) which finds the teachers and students are happy to use GM as digital device during the online learning.

Even though they are not very expert in using the ICT, the Malay Language teachers are working so hard to endure T&L is conducting effective because they are bound by completing the syllabus and to ensure the student do not miss anything during the implementation of T&L. The finding is supported by the study from Hairia'an and Dzainudin (2020), whom stated that teachers need to use the knowledge and skill in educating and evaluating teaching to stimulate the students' development because they are the main agents in conducting online T&L and guiding the students to prepare on any changes in the future. An excellent teacher carries a complete package of knowledge, expertise, skills and high motivation while carrying out the responsibilities, especially in giving out a high quality of T&L.

In conclusion, the finding shows that the knowledge level of Malay Language teachers is at the average level. The teachers are expert in using technical devices, even though some of them are having difficulty in using the icon or element features in GM. Digital expertise creates interesting T&L.

The Constraints of Malay Language Teachers while Using Google Meet Application as the Medium to Implement Online Teaching and Learning Malay Language

As one of the efforts is to ensure that the students not to miss their education, the Malay Language teachers are working effortlessly on conducting an effective online T&L. However, the finding still shows that the teachers are facing some challenges during the implementation of online T&L via GM application during MCO. Based on the interview, it shows that some of the Malay Language teachers are having difficulty in evaluating and assessing students' proficiency. This is where questions emerge if the teachers are having difficulty, how the holistically method of evaluation and assessment could meet the *Falsafah Pendidikan Kebangsaan* (National Philosophy of Education- FPK). The changes of T&L from face-to-face to online have enforced the teachers to be more responsive and proactive even though the students are faced with a lot of restrictions such as limited internet access and digital devices. The dependencies in the family itself leads to the main reason on why the students are not able to fully participate in online T&L. This finding is parallel with the study of Mansor

et al (2021) shows that one of the challenges faced by the teachers in an online class is less participation from the students. This is due to the problem of internet coverage and suitability of digital devices used in online T&L. Mahamod et al (2020; 2021) states that the main challenge of online T&L during COVID-19 pandemic is the limitation of internet coverage and students' attitude during online class.

However, the government has taken some initiatives to overcome the situation so that students do not miss their study, but some of the students are not giving full cooperation in participating the online class, especially students who are in the last class. They purposely skipped the online class and this is a serious matter. This is because of there is no observation from the parents who are working. The Malay Language teachers also having difficulty in creating two-way communication due to some of the students are still taking time in adapting new changes in the educational system. This statement is supported by Mansor et al (2021) in her research whereby there is a limitation of communication between the teachers and the students. The students are not able to skip the question asked by the teachers during face-to-face T&L, but still is not able to create a two-way communication among them. Online T&L gives a chance for the student to skip the question by muting the audio and turning off the camera. Even there is no reply at in the chat box during the discussion and it is warned by the teacher. Some of them are taking advantage by playing game and surfing the social media.

The findings also show that not only students having constraints, but also the teachers. The teachers are faced with the limitation of internet access which makes them hard to access the internet while using GM application as the medium of an online T&L Malay Language. The slow speed of internet coverage in their residential area, forcing the teachers to go to the school to conduct online T&L during the MCO. The limitation of internet coverage in rural area is the main reason of why the online learning of the Malay Language teachers is affected. In this study, the teachers are working so hard to deliver the best for their online T&L, but unfortunately the students' attendance is something to look into, especially students from the last class. The finding is in line with the study Mahlan and Hamat (2020), whom stated that only the students in the first class saved in education, but the rest of them in the last class is far left behind. Most of the students from the last class are coming from a family of B40 status. Most of them are having difficulty in online learning due to some reasons. For instance, they do not have a digital device, the problem with the internet coverage, environmental interference which is not suitable for them to study and most importantly the students' attitude.

If it is a face-to-face class, the teachers are able to guide the students in education and giving full motivation to them, but the online study is depending to the students' preparation and motivation. This is because, online T&L require high discipline, a good cooperation between the parents to make sure their children are not left behind. The study by Mazlan et al (2020) proves some of the parents are ignoring their child's education and let the teachers carry all the responsibilities. Parents from B40 category are hardly giving good cooperation in helping their children to success in education. The parents in B40 category depending on the Malay Language teachers to teach their children to succeed in their studies. It is supposed to be the parents' responsibility to support and encourage their children to study and not easily giving up because they are all under the parents' observation during MCO. It is difficult for the teachers to get an update about the students when the parents are not giving a good cooperation. It is a bit challenging for the Malay Language teachers to observe the study and discipline of the student on online class because it requires high commitment.

In other words, the change of the online education system has been a test for the effectiveness of connectivism theory which is a digital era of learning theory, the ability of the teachers and students in the implementation of T&L through the cybergogy even faced with a lot of constraints. The finding proves that the Malay Language teachers are faced with lots of constraints, difficulties and problems in conducting online T&L due to several factors such as internet coverage, students and parents' attitude.

The Preparation Level of Students in Applying Google Meet Application as a Medium of Online Learning and Teaching from the Malay Language Teachers' Perspective

The students' preparation issue, the capability of B40 and M40 families, parents' cooperation are among the fundamental questions to ensure the online T&L is implemented effectively. Majority of the students are not ready for online T&L as they are still prefer to have a face-to-face learning. The finding is parallel with the study of Mahlan and Hamat (2020), whereby the students are not ready for the changes. They are taking a long time to get comfortable with the online T&L. However, online T&L is the initiative taken by MOE to ensure T&L process is still running even during the COVID-19 pandemic.

There are a lot of things that needs to be emphasized to implement the online T&L especially towards the students' preparation. The level of preparation is still on below par even though they are showing a positive attitude to participate in online T&L. This finding is in line with a study by Salleh (2020a), who stated that students are still not ready to follow the online T&L because of the environment factor is e different from face-to-face T&L and it is not easily adapted. The study showsthat the students are not ready to communicate with their teachers and friends through audio and video during the online T&L through GM application. If they feel shy and embarrassed, there is still a chat box for them to communicate, but unfortunately there is not respond as well. This statement is supported by Mahlan and Hamat (2020), teachers said it is also difficult to create the conversation between the students even on the face-to-face communication and it is even harder with the online T&L.

According to Jaafar et al (2020), the teachers' duty is not only for teaching but also to give support and motivation to the students so that they are always ready in giving full commitment. The study finds majority of the students prioritized the online T&L. This shows that the students are slow adapting the changes of educational system due to the COVID-19 pandemic, but they still not actively participate in the online T&L Malay Language through GM application. This finding is in line with the study of Saad et al (2020) whom figures out that the student are not actively using the elements in GM because of lack of knowledge.

The medium of GM is one of the most effective strategies in preparing the students for collaboration study, generating critical thinking and able to crew social relationship during communicating (Mailis et al., 2020). Nevertheless, the cooperation among students is the main focus of the success of online T&L. According to Saad et al (2020), the students are okay to surd the social media, but from the T&L aspect, they are still not ready because of there is no activity requires physical movement and they can easily get bored and loss focus. In this situation, the Malay Language teachers have to play the right role in diversifying the teaching tools (BBM) so that, the students are always prepared and actively participate in online T&L. According to Mahamod et al (2021), the online learning will be much effective when the parents giving support and encouragement to their children in preparing them mentally and physically.

Conclusion

The unprecedented COVID-19 pandemic has given a huge changes in educational system whereby everyone is shocked with the implementation of conventional T&L to sudden fully online T&L. However, the various applications available can be used to conduct the online T&L. MoE (2013) has set the usage of GM application as a medium for the implementation of T&L sessions because the application is easily accessible by all students and it has convenient functions. T&L based on technology is not a new thing among teachers and students. The current situation is a new opportunity for the teachers to utilize the technology platform even more. However, the measurement on the students' preparation and constraints while using the GM application as a medium to conduct online T&L is very important because the students are fully under parents' observation. Majority of the students are ready to face the new norms, but only 20% of them are not because of the difficulties faced during the online T&L through GM application. Therefore, the relevant parties need to take these constraints seriously, so that the implementation of online T&L can be proceeded effectively without any interference. Even so, the students' attitude, lack of motivation and encouragement from the parents are the factors that affect the students' preparation. A good cooperation from the parents are highly important for the teachers as they could assess the students' development from time to time. The teachers can make initial preparations by ensuring that all students are not left behind the lessons. The level of knowledge of teachers in ICT skills plays an important role so that teachers can diversify online T&L methods and be able to build effective tools to attract the students' attention.

In conclusion, the constraints and knowledge of students' preparation is because of these five key factors and they are the knowledge and ICT skills of the teachers, infrastructure of broadband coverage, the parents' attitude, level of preparation and students' attitude for online learning. These five key factors will determine whether the online T&L methods are effective or ineffective. Thus, the role of the teachers, school management, parents, the role of MoE/State Education Department/District Education Office and even the role of the private sectors are the one making online T&L sessions more meaningful to students. Regardless of any digital application used such as Google Meet, Google classroom, Zoom, Microsoft Teams, Webex and so on will not be effective and successful if these key factors are not addressed immediately.

Reference

- Abdullah, A. H. (2020). COVID-19 open the eyes of educators and students. *Berita Harian News*, 28 March.
<https://www.bharian.com.my/rencana/komentar/2020/03/670374/COVID-19-buka-mata-warga-pendidik-pelajar> (15 June 2022)
- 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.
- Andrew, A., Cattan, S., Dias, M. C., Farquharson, C., Kraftman, L., Krutikova, S., Phimister, A. & Sevilla. (2020). Learning during the lockdown: Real-time data on children's experiences during home learning. <https://ifs.org.uk/uploads/BN288-Learning-during-the-lockdown-1.pdf> [23 August 2021]

- 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.
- Azmil, A., Hasan, N. H., Simamora, M., Fehabutar, D., & Mutakinati, L. (2020). The Impact of COVID-19 to Indonesian education and its relation to the philosophy of "Merdeka Belajar". *Studies in Philosophy of Science and Education*, 1 (1), 38-49. Doi: <https://doi.org/10.46627/sipose.v1i1.9>
- 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.
- Baktiar, R. A., Ibrahim, S., Ariffin, H., Ismail, N. H., & Isa, W. M. K. W. (2020). *The Role and Challenges of Educational Leadership in Ensuring Education Goals and Agenda are Sustainability during Movement Control Orders COVID-19*. Aminuddin Baki Institute.
- Creswell, J. W. (1994). *Research Design: Qualitative and Quantitative Approaches*. Sage Publisher.
- Denzin, N. K., & Lincoln, Y. S. (1994). *Handbook of Qualitative Research*. Sage Publisher.
- 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.
- Hairia'an, N. F., & Dzainudin, M. (2020). Online teaching and learning during Movement Control Orders. *Journal of Ealy Childhood Education*, 9, 18-28.
- 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.
<https://www.bernama.com/bm/tintaminda/news.php?id=1839515> (19 March 2022)
- Ismail, H. (2020). COVID-19 Catalyzing educational change. *Bernama New*. 7 May.
- 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).
- Kamaruddin, M .I. (2020). Differences in the level of knowledge, use and acceptance of Malay language teacher based on the age factors and teaching experience to teach virtual learning environment. *Journal of Malay Language Education*, 10 (2), 15-28.
- Lapammu, S., & Mahamod, Z. (2018). The level of knowledge, attitude and readiness of form 4 students towards the use virtual learning environment VLE Frog in Malay language learning. *Journal of Malay Language Education*, 8(1), 53-62.
- 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. (2021). Empowering teacher pedagogy in the new norms of education. Keynote paper in Action Research and Project based Learning Colloquium @ KOSERI 2021. Colloquium Organized by Selangau District Education Office and Sarawak State Education Department online on 19-20 August 2021.
- 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)
- Mailis, M. I., Hanim, Z., & Hassan, N. H. (2020). Perceptions of students Malacca Islamic College University towards implementation of online learning in the COVID-19 pandemic era. *Journal of Kesidang*, 5, 88-99.
- Mansor, A. N., Zabarani, N. H., Jamaludin, K. A., Nor, M. Y. M., Alias, B. S., & Mansor, A. Z. (2021). Home-based learning teacher readiness scale: Instrument development and demographic analysis. *Sustainability Journal*, 13 (2228), 1-15.
- Manzoor, A., & Ramzan, Q. (2020). Online teaching and challenges of COVID-19 for inclusion of persons with disabilities in higher education.
https://www.researchgate.net/publication/340681691_Online_Teaching_and_Challenges_Of_COVID-19_For_Inclusion_Of_Persons_with_Disabilities_in_Higher_Education [21 July 2021]
- Masri, M. F. (2020). The effectiveness of the flipped classroom method to increasing essay processing skills. Master Project Paper. Faculty of Education, Universiti Kebangsaan Malaysia.
- 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.
- Rosliah, S. M., & Samat, N. (2018). Family poverty 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.
- Saad, Z., Subramaniam, B., Muthiah, M., Yaakub, A. M., Fong, C. S., & Kandasamy, O. (2020). Willingness to use Google Meet as a teaching and learning platform for teacher students at Sultan Abdul Halim Campus Teacher Education Institute. *Proceedings of International Conference on The Future of Education (IConFE)*, pp. 84-102. Tuanku Bainun Campus Teacher Education Institute.
- Salleh, B. H. M. (2020a). Implementation on online T&L during COVID-19 Phase 1 and 2 Movement Control Orders. *Journal of World Education*, 2(2), 213-221.

- Salleh, N. F. M. (2020b). COVID-19: Online teaching and learning a necessity in Malaysia. https://www.researchgate.net/publication/342886967_pandemik_coronavirus_covid_19_pem_belajaran_dan_pengajaran_secara_atas_talian_suatu_keperluan_di_malaysia [23 Ogos 2021]
- Wikipedia. (2020). Google Meet. https://en.wikipedia.org/wiki/Google_Meet [24 April 2021]
- 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.