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## Challenges, Workload and Views of Secondary School Teachers on the Implementation of Home Base Teaching and Learning (*HBTL*) During the Covid-19 Pandemic Era

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### Abstract

The hit Covid-19 has had various impacts on teachers' workloads such as teaching and learning shifting from conventional to online, more challenging and complex *HBTL* preparation, school side assignments and so on. Therefore, this study aims to identify the challenges of teachers, workload and views of teachers in the implementation of *HBTL* in the era of covid-19 pandemic. This study uses a mixed design and involved 52 urban and rural secondary school teachers in Temerloh, Pahang. Data collection was done using questionnaires and structured interviews. The data obtained were analyzed descriptively statistically using Statistical Package for Social Science (SPSS) version 26 and qualitative data analysis methods. The findings of the study showed that the level of teachers' challenges and teachers' workload were at a high level and teachers' views were positive on *HBTL*. The findings of this study also show that there are differences between the level of teacher challenge in *HBTL*, the level of teacher workload and teachers' views with urban and rural school locations. This study shows that the Ministry of Education Malaysia and schools need to provide various approaches and methods of teaching and learning in a structured and planned to teachers optimally to help teachers increase the use of ICT in *HBTL* and reduce the workload of teachers. In addition, ministries and schools need to ensure adequate internet access and digital devices to reduce the gap between urban and rural schools related to the challenges, teacher workload and teachers' views in *HBTL*.

**Keywords:** Challenges, Workload, Teacher's View, *HBTL*, Secondary School, Malaysia

### Introduction

The world has been shaken by a novel coronavirus outbreak (Covid-19) that has paralyzed all sectors (Special Message from the Prime Minister of Malaysia, 2020). Rampal (2020); Junaidi et al (2020), Covid-19 Pandemic (caused by SARS-CoV-2 virus) is the biggest threat not only to

human health but also affects the socioeconomics including the field of education in almost all countries in the world. When this pandemic hit, online learning through Home Based Learning (HBL) approach has become a necessity for educators.

Home Base Learning is having lessons, classroom interaction and lesson materials accessible from home. Accordingly, teachers need to fully implement online learning to replace face-to-face learning during the Covid-19 pandemic era. The learning approach that needs to be used should also be different to cover the ability of each student while teachers are also faced with a dense curriculum and need to prepare students for examinations. Indirectly, the workload of teachers, both academic and non-academic, also creates tension, causing teachers to not be able to provide quality time for themselves and their families. Especially for teachers working in rural areas with low internet access, they have to wait until night or early morning to implement their *HBTL*. Considering the still lack of studies looking at teacher challenges, teacher workload and teacher views in urban and rural schools especially in the Covid-19 pandemic era. In this regard, the purpose of the study was to identify and explore teacher challenges, teachers' workload and teachers' views on *HBTL* in the Covid-19 pandemic era.

Research Questions is as follows

- i. What are the challenges of teachers to the implementation of *HBTL* of the covid-19 pandemic era in urban and rural schools?
- ii. What is the level of duty load among teachers in urban and rural schools?
- iii. What are the teachers' views on the implementation of *HBTL* Era pandemic Covid-19 in urban and rural schools?

Meanwhile the objectives of the study are as follows

- i. Identify the challenges of urban and rural school teachers towards the implementation of *HBTL*.
- ii. Identify the level of teacher burden among teachers in urban and rural schools
- iii. Exploring teachers' views on the implementation of *HBTL* among teachers in urban and rural schools-stop

### **Literature Review**

According to Yong et al (2020), Home Base Teaching and Learning (*HBTL*) is a method of learning from home and not in school or on campus. This gives students and teachers the flexibility to adjust to other commitments including family, employment or recreational activities. HBL learning methods do not occur as in schools but instead provide opportunities for students and teachers to experience alternative forms of teaching and learning with the use of technology. According to Shirley-Anne et al (2020), lesson packages are prepared by teachers and then uploaded online for students to access.

### ***Teachers' Challenges to the Implementation of HBTL***

Several preliminary studies have been conducted to understand teacher preparation and the challenges faced by online learning courses. There is no doubt that teachers and students are most affected as they must shift from traditional face-to-face learning methods to online learning methods to ensure that the existing learning process will not be disrupted, especially when the country has to face the Covid-19 pandemic (Chung et al., 2020; Amani & Umi, 2020). Based on a study conducted by Nazrul (2020), teachers face many challenges when

conducting online learning, including adapting to the use of technology because it involves the delivery of teaching and learning digitally. Meanwhile, according to Masran (2021), the application of one-way learning theory by teachers makes the level of effectiveness of *HBTL* threatened. Students are unable to respond directly to what they misunderstand online, unlike the atmosphere in the classroom. online learning is more teacher-centered without involving students over unavoidable factors

### ***Teacher Workload***

According to Jumahat et al (2013), teachers need to equip themselves with various knowledge and skills, show seriousness and have a high commitment in implementing efforts to improve the quality of students to be produced. This includes being willing to shoulder the workload that is increasing every year. Reforms and reforms of the school's co-curriculum and co-curriculum from time to time have dragged teachers faced with a variety of challenging, difficult, and patient-testing tasks until they feel overwhelmed with those tasks. These findings are in line with the studies of Barouch, Adesope and Schroeder (2014) as well as Larchik and Chance (2002) that the workload experienced will influence the personal behavior and level of mental health of teachers. According to Sipon (2010); Ineme (2016), work stress causes teachers to choose to retire earlier. Statistics released by the Ministry of Education show that 2,123 (4.4%) out of 48,258 educators are under moderate and high work pressure (Harian, 2018). According to Kamaruddin (2007); Ali et al (2017) stated that apart from teaching duties, many teachers are given tasks that are not related to the main duties of teachers. The assigned task must be completed within the stipulated time period. This causes a decrease in teacher motivation because the teacher is in a hurry in completing the task given to him. This situation will cause the teacher to lose focus to work because many tasks have to be completed at one time. This in turn lowers the efficiency of teachers 'work so that the quality of teachers' work decreases because teachers are not diligent in carrying out their duties. The increasingly complex and challenging tasks of teachers cause teachers to feel that tasks that were originally a form of responsibility turn into a form of burden.

### ***Teachers' Views on the Implementation of HBTL***

According to Prima and Prasetyo (2020); Lapada et. al (2020); Nambiar (2020), the difficulty of establishing two-way communication between students and teachers has made this online learning method difficult or unworkable. According to Fauzi and Khusuma (2020); Ramakanta and Sonali (2020), this situation is a constraint for teachers to interact with students as well as cause learning objectives are not achieved. In addition to the problem of interaction between students and teachers, the difficulty of getting cooperation from parents also caused students not to attend online learning sessions. This situation resulted in students not being able to attend learning sessions during this pandemic period. According to Ramakanta and Sonali (2020), online learning will be effective if parents or guardians provide support to their children.

The study of Onyema et al (2020) touch on teacher and student constraints. Teachers need technology to continue teaching and negative impacts arise when there is a lack of infrastructure related to internet access. Therefore, online learning can provide good preparation to students with adequate infrastructure facilities. In line with the study conducted by Rasmitadila, et al (2020), student readiness is low due to socioeconomic factors (family income) and no support from the aspect of physical facilities such as laptops, computers and so on. While the study conducted by Andrew (2020) stated that

socioeconomic factors affect online learning. This is because family income was affected when the Movement Control Order was implemented and parents prioritized basic necessities such as food, paying rent and emergency savings over provisions to provide equipment for online learning. Indirectly, the reach of *HBTL* teachers cannot be implemented effectively and have an effect on students.

## **Methodology Research**

### **Research Design**

This study uses a mixed study to get more details on the challenges, teacher workload and teachers' views on the implementation of home base learning pandemic era Covid-19. Mixed methods research (MMR) is a research methodology that incorporates multiple methods to address research questions in an appropriate and principled manner (Bryman, 2012; Creswell, 2015; Creswell & Clark, 2011), which involves collecting, analysing, interpreting and reporting both qualitative and quantitative. The mixed study used involved quantitative data (questionnaires) and qualitative (interviews). Mixed studies are suitable for use in this study because they can provide a better understanding of the problems of the study by using both types of data. In addition mixed studies help researchers provide alternative perspectives in the study.

### **Study Participants**

The study participants involved were 52 urban and rural secondary school teachers in Temerloh, Pahang. They consists of 17 urban school teachers (SMK Mentakab) and a total of 35 rural school teachers (SMK Paya Pulai). While interviews with five teachers were conducted to obtain more complete data. These five teachers were selected based on the criteria of gender, education, age, nation, position and period of teacher service.

### **Research Instruments**

This study uses a questionnaire form instrument adapted from a previous study conducted by Siti Nurbaizura and Nurfadilla (2020) on Teachers' Perspectives on Online Learning through Home Based Teaching and Learning (*HBTL*) approach during the Covid-19 Pandemic period. This questionnaire is used because it is appropriate to the title of this study who want to get the challenges, workload and views of teachers on the implementation of Teaching and Learning at Home (*HBTL*) during this pandemic period. Therefore, this questionnaire has been modified according to the suitability of the content to be in line with the focus of this study. The questionnaire consists of four sections, namely section A includes five items with respect to the demographics of the study participants and section B contains five items on the challenges faced by teachers. Section C includes eight items related to teachers' workload and section D contains seven items on teachers' views on the implementation of *HBTL*. Therefore, this questionnaire uses a five -point Likert Scale as shown in table 1 below. The study instrument used an online questionnaire form with the Google Form application.

Table 1

*Likert Scale Answer Options*

Scale	Description
1	Strongly Disagree (STS)
2	Disagree (TS)
3	Nether disagree and agree(AS)
4	Agree (S)
5	Strongly agree (SS)

This questionnaire was validated by three experts in the field of secondary education. Each expert has verified the validity of the face and content, objectivity, usability and language used to ensure the items constructed are appropriate to answer the objectives of the study. Based on Chua (2020), a Cronbach's Alpha coefficient above 0.7 is acceptable. The value of Cronbach's Alpha obtained has good reliability and is accepted. Alpha Cronbach values for items in the challenge section, teacher workload and teacher views are 0.70, 0.80 and 0.70. After obtaining validation from experts and the value Alpha Cronbach of the questionnaire items were entered into the google form application to facilitate online distribution of the questionnaire. A complete google form link with all sections of the questionnaire was provided to the study sample via WhatsApp and telegram applications. The time given to answer the questionnaire is within one week. stop

While the questions in the interview are the same as the questions in the online questionnaire form. What is different is that the questions in the interview require the teacher to provide views and comments on the research questions. Among the questions in the interview were about the challenges, workload and views of teachers during the covid-19 pandemic. Researchers have made appointments with these five teachers according to their time availability. This study was conducted using qualitative methods through structured interviews. Respondents are comprised of school administrators and teachers who live around the district of Temerloh. The selection of respondents was random, that is, focused on those who were working in schools during the Covid-19 pandemic Movement Control Period during the study period. Interview data were analyzed based on the challenges, workload and views of teachers in facing the Teaching and Learning process during the Covid-19 pandemic (Mesma & Majid, 2021).

### Data Analysis

Data obtained from the study sample were collected and analyzed using computer software "Statistical Package for Social Science" (SPSS) version 26.0 to obtain the percentage and mean. Base on Gravetter and Wallnau (2016), descriptive statistical analysis is a statistical procedure used to formulate and draw conclusions of a study. Items in section A were analyzed in terms of frequency and percentage. Items in sections B to D were analyzed based on descriptive statistics using percentages, means and standard deviations. While the study through structured interviews, data were analyzed based on the views and experiences of teachers in dealing with home base teaching and learning during the covid-19 pandemic.

### Results / Findings

This section will discuss the findings of the study consisting of respondents' demography, challenges, workload and views of secondary school teachers in urban and rural areas during the covid-19 pandemic era.

### Respondent Demography

Based on Table 2, part A contains five questions about the background of the respondents. Each respondent is required to mark (v) in the space provided. Items in Part A were analyzed in terms of frequency and percentage.

Table 2  
*Demography Profile*

		SMKM (urban schools)		SMK Paya Pulai (outdoor schools)	
		Frequency	Percent	Frequency	Percent
<b>gender</b>	Male	3	17.6	10	28.6
	Female	14	82.4	25	71.4
<b>Age</b>	< 30 years	-	-	1	2.9
	31-40 years	4	23.5	7	20
	41-50 years	7	41.2	17	48.6
	>50 years	6	35.3	10	28.6
<b>Nation</b>	Malay	9	52.9	35	100
	Chinese	7	41.2	-	-
	Indian	1	5.9	-	-
<b>Position Grade</b>	DG41	2	11.8	4	11.4
	DG44	5	29.4	11	31.4
	DG48	6	35.3	14	40
	DG52	3	17.6	6	17.1
	DG54	1	5.9	-	-
<b>Period of service</b>	2 – 7 years	2	11.8	2	5.7
	7 -15 years	3	17.6	10	28.6
	>15 years	12	70.6	23	65.7

While table 3 is a summary of the background of the study respondents who have been interviewed

Table 3  
*Summary of the respondent's background*

<b>Background</b>	<b>Teacher A</b>	<b>Teacher B</b>	<b>Teacher C</b>	<b>Teacher D</b>	<b>Teacher E</b>
<b>Gender</b>	Male	Female	Female	Male	Female
<b>Age</b>	39	50	34	50	46
<b>Ethnicity</b>	Chinese	Chinese	Malay	Chinese	Chinese
<b>Position</b>	Head of Science & Mathematics	Chairman of the History Committee	Chairman of the Mathematics Committee	assistant principal	assistant teacher
<b>Period of service</b>	13 years	25 years	7 years	25 years	22 years

### Teacher Challenges in the implementation of *HBTL* during the Covid-19 Pandemic Era

The findings in table 4 are related to teacher problems from the aspect of teacher challenges in the implementation of online learning from home during the Covid-19 pandemic period.

Based on the item of lack of knowledge and skills in implementing online learning, both urban and rural schools showed a relatively high percentage of disagreement of 61.54% with the highest 32 respondents. This means teachers are ready and have no problems in handling online learning as they have *HBTL* experience during MCO 1.0 yet. While both schools showed a high number of respondents agree and agree that is 21 (40.38%) and 18 (34.63%) respectively in the item of difficulty in establishing two-way communication with students. This situation occurs because both urban and rural schools face similar problems or views during *HBTL*. In short, online learning is more teacher-centered without involving students due to unavoidable factors. Environmental disturbance factors while students follow *HBTL* are also a challenge to the successful implementation of *HBTL*.

Apart from that, many teachers do not face problems in owning telephones, laptops, tablets or any other devices at SMK Mentakab and SMK Paya Pulai with a high percentage of disagreement of 55.77% with 29 respondents. This percentage is similar to items unskilled in the use of social media, email and online educational platforms. This is because many teachers have attended various courses or online training since the MCO which took place on-off basis. In addition, many urban and rural school teachers have been willing to learn knowledge in the use of social media appropriate to students during MCO 1.0 again.

Table 4

*Descriptive Analysis of the Challenges of SMK Teachers (urban schools) and SMK Paya Pulai (rural schools) in the Implementation of HBTL in the Covid-19 Pandemic Era*

Item	SMKM (Urban School) dan SMK Paya Pulai (Rural School)				
	Number of Respondents / Percent				
	STS	TS	AS	S	SS
1.The problem of lack of skills and knowledge in implementing online learning.	5 9.62%	32 61.54%	10 19.23%	4 7.69%	1 1.92%
2. The problem of lack of skills and knowledge in implementing online learning	1 1.92	8 15.39%	21 40.38%	18 34.62%	4 7.69%
3.Does not have the convenience of a phone, laptop, tablet or any other device.	22 42.31	29 55.77%	0	1 1.92%	0
4. Not proficient in the use of social media, email and online educational platforms	10 19.23%	29 55.77%	11 21.15%	2 3.85%	0
5. The problem of lack of learning support from parents/guardians .	3 5.76%	3 5.76%	30 57.69%	12 23.1%	4 7.7%

Based on table 5, the mean of both urban and rural schools is quite almost the same which is 2.2 and 2.3 because many teachers have prepared and adapted to the transformation of education in conducting *HBTL* with experience over the past two years of this *MCO*.

Table 5

*Descriptive Analysis of Mean and Standard Deviation Challenges of SMKM (urban schools) and SMK Paya Pulai (rural schools) teachers in the Implementation of HBTL in the Covid-19 Pandemic Era*

<b>Descriptive Statistics</b>					
	N	Minimum	Maximum	Mean	Std. Deviation
<b>MeanB SMKM</b>	17	1.00	3.00	2.2353	.56230
<b>Valid N (listwise)</b>	17				
<b>MeanB SMK Paya Pulai</b>	35	1.00	3.25	2.3000	.52440
<b>Valid N (listwise)</b>	35				

### **Interview Study Findings**

The findings of the interviews of five teachers were analyzed and classified into three aspects, namely aspects of teacher challenges, workload and teachers' views in the implementation of *HBTL* in the covid-19 pandemic era.

### **Teacher Challenges in the implementation of Home Base Teaching and Learning during the Covid-19 Pandemic Era**

The results of the interviews conducted found that most teachers do not face the problem of lack of skills and knowledge in implementing online learning. On the other hand, teachers think that *HBTL* implemented can increase skills in using mass media applications to support the learning process. This is because students who lack understanding of learning topics always use the WhatsApp application to communicate with their teachers. In addition, the use of YouTube and Voice Message is an application that is also used in *HBTL*. However teachers face difficulties in establishing two-way communication with students during *HBTL*. This is because not all students are involved in *HBTL* because students lack the device or the device is not suitable to install applications that involve *HBTL*. Other factors such as the financial burden of parents, many siblings and internet coverage are also factors that cause two-way communication with students.

### **Teacher Duty Burden during HBTL**

Table 6 shows the findings obtained related to teacher workload in *HBTL* during the Covid-19 pandemic period. The results showed that the majority of respondents in SMK Mentakab (urban schools) and SMK Paya Pulai (rural schools) quite agreed with the task of academic management especially in the preparation of online materials and also with the many side tasks so that they have used time after time schooling and time on weekends to complete their assignments. This finding can be evidenced by looking at the item "I use time after school hours and time on weekends to prepare daily lesson plans, teaching aids and teaching reflection which reached the highest percentage and number of respondents of 44.23% (23 people) and 46.15% (24 people) each. In addition, teachers also use the time after school hours and weekend time to attend curriculum meetings and committee meetings, attend professional development programs related to the improvement of teaching and learning. Both of these items have shown high percentages in both urban and rural schools with respondents agreeing to follow percentages = 46.15% (24 people) and 40.39% (21 people) respectively.

Overall, the findings of the study for teacher workload showed that teachers were all prepared with academic and non-academic assignments, but from the aspect of schooling

duration which resulted in teachers' focus on teaching decreased. While prolonged fatigue items at work even after adequate sleep in both urban and rural schools showed a low percentage as teachers did not face prolonged health problems or fatigue in their teaching areas. They argue that teaching assignments are primary responsibilities and non-academic assignments or side assignments if they can be distributed in a more efficient way then it does not become a workload for teachers but instead there is no problem for teachers to complete all their assignments.

Table 6

*Descriptive Workload Analysis of SMKM (urban schools) and SMK Paya Pulai (rural schools) teachers in the Implementation of HBTL Covid-19 Pandemic Era*

Item	SMKM (urban schools) dan SMK Paya Pulai (rural schools)				
	Number of Respondents / Percent				
	STS	TS	AS	S	SS
1. Teaching time is more than six times a day	2 3.85%	6 11.54%	22 42.31%	16 30.77%	6 11.54%
2. Use time after school hours and time on weekends to prepare daily lesson plans.	1 1.92%	3 5.77%	23 44.23%	19 36.54%	6 11.54%
3. Use time after school hours and time on weekends to prepare teaching aids.	1 1.92%	1 1.92%	24 46.15%	19 36.54%	7 13.5%
4. Use the time after school to reflect on teaching.	2 3.85%	2 3.85%	23 44.23%	19 36.54%	6 11.54%
5. Use time after school hours to attend curriculum meetings and committee meetings.	2 3.85%	6 11.54%	18 34.62%	24 46.15%	2 3.85%
6. Use the time after school hours to attend professional development programs related to the improvement of teaching and learning.	3 5.77%	7 13.46%	19 36.54%	21 40.39%	2 3.85%
7. The duration of schooling in this school caused my focus on teaching to decrease.	3 5.77%	24 46.15%	13 25%	10 19.23%	2 3.85%
8. Prolonged fatigue at work even after enough sleep.	3 5.77%	27 51.92%	13 25%	8 15.39%	1 1.92%

Base on table 7, the mean in both urban and rural schools was 3.3 and 3.1 respectively indicating that many teachers did not face problems in teaching assignments in addition to side assignments.

Table 7

*Analisis Deskriptif Mean dan Standard Deviation Workload of SMK teachers (urban schools) and SMK Paya Pulai (Rural schools) in the Implementation of HBTL Covid-19 Pandemic Era*

<b>Descriptive Statistics</b>					
	N	Minimum	Maximum	Mean	Std. Deviation
<b>MeanC SMK</b>	17	1.00	4.88	3.2794	.86775
<b>Valid N (listwise)</b>	17				
<b>MeanC SMK Paya Pulai</b>	35	2.13	4.13	3.1357	.57871
<b>Valid N (listwise)</b>	35				

### Interview Study Findings

#### From the aspect of Teacher Workload in the implementation of HBTL era Pandemic Covid-19

Findings of teacher interviews show that since switching from working at school to working at home, we find that teachers' duties no longer take into account time, during the 24 hours they are pressed in succession with various instructions and assignments. Since they cannot be face to face, the pressure to complete the task within the allotted time period becomes maximum. If the teacher acts as an educator within 24 hours, it is not a problem, because it is the foundation and psyche of the teacher that teachers are capable of following. Unfortunately, in a period of 24 hours, only 6 hours of teachers work as educators, while the rest are clerical work or that is not directly to the education of students. The second is that the HBTL reporting needs to be made as proof but the Malaysia Education Ministry has never presented any HBTL performance to the public which causes the reporting to be useless. The findings also show that 4 out of 5 teachers say they are very tired and prolonged fatigue at work even after enough sleep because of a lot of curriculum matters and sometimes need to be completed at an immediate rate.

#### Teacher views during the implementation of HBTL

Table 8 shows the findings obtained related to teacher access in the implementation of HBTL of the Covid-19 pandemic era. The results of the study found that the majority of respondents showed a high level of readiness towards online learning through the HBTL approach during the Covid-19 pandemic period. The readiness of teachers who quite agreed in implementing online learning during the Covid-19 pandemic showed a high percentage in both urban and rural schools which was 48.08% (25 respondents). This was followed by 30.77% (16 respondents) agreeing with this item. While teachers in both urban and rural schools are also considering the selection of appropriate platforms in enabling student learning to be achieved to the maximum with the highest percentage agreeing of 55.77% (29 respondents) in this item. Most respondents have internet accessibility problems in conducting online classes with the percentage of relatively agree in both urban schools and rural schools is 36.54% (19 respondents) higher than teachers who disagree which is 28.85% (15 respondents). This means that there are still many teachers who face internet access problems while conducting classes and indirectly disrupt the HBTL process which in turn affects student learning.

While the percentage of respondents who agree related to the income of parents who are not able to afford the cost of internet and the cost of buying student devices at SMK Mentakab (urban schools) and SMK Paya Pulai (rural schools) is 42.31% (22 respondents) the highest of respondents who do not agree. While many respondents strongly agree with the item of student involvement in online classes is very disappointing because many of them do not have device facilities or share devices with percentage = 44.23% (23 respondents). While parental monitoring items are important in ensuring that their students attend online classes were found to achieve the highest agree percentage in both schools with percentage = 50%. (26 respondents) or most respondents.

Table 8

*Descriptive Analysis of Teachers' Views of SMK Mentakab (Urban schools) and SMK Paya Pulai (rural schools) in the Implementation of HBTL in the Covid-19 Pandemic Era*

Item	SMKM (Urban schools) dan SMK Paya Pulai (Rural schools)				
	Number of Respondents / Percent				
	STS	TS	AS	S	SS
1. Willing to implement online learning through <i>HBTL</i> method.	2 3.85%	8 15.39%	25 48.08%	16 30.77%	1 1.92%
2. Use learning materials available on the internet such as Youtube to teach from home.	0	1 1.92%	23 44.23%	25 48.08%	3 5.77%
3. Consider the selection of an appropriate platform to enable student learning to be achieved to the maximum.	0	0	21 40.38%	29 55.77%	2 3.85%
4. Facing internet accessibility problems in conducting online classes	4 7.69%	15 28.85%	19 36.54%	11 21.15%	3 5.77%
5. The non-fixed income of parents cannot afford the cost of internet and the cost of buying student devices.	1 1.92%	4 7.69%	16 30.77%	22 42.31%	9 17.31%
6. The involvement of students in online classes is very frustrating because many of them do not have device facilities or share devices.	1 1.92	3 5.77%	17 32.69%	23 44.23%	8 15.4%
7. Parental monitoring is important in ensuring their pupils attend online classes.	0	0	10 19.23%	26 50%	16 30.77%

Based on table 9, the findings show that the mean of SMKM and SMK Paya Pulai are the same that is 3.4. This means teachers are willing to implement online learning during the Covid-19 pandemic period by using modules and You tube as teaching aids and are also willing to use learning management systems such as Google Classroom, Zoom, or Meet as tools for online learning. Yet teachers need to be prepared for challenges such as parental socioeconomic factors, pupils not having devices or sharing devices and lack of parental monitoring in *HBTL* implementation during the Covid-19 pandemic. But what worries teachers the most is the unstable internet accessibility during *HBTL*. The ministry and the government must take appropriate action to overcome internet access so that internet coverage is more widespread.

Table 9

*Descriptive Analysis of Mean and standard deviation Views of teachers of SMK Mentakab (urban schools) and SMK Paya Pulai (rural schools) in the Implementation of HBTL in the Covid-19 Pandemic Era*

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
<b>MeanC SMKM</b>	17	1.00	4.71	3.4118	.77077
<b>Valid N (listwise)</b>	17				
<b>MeanC SMK Paya Pulai</b>	35	2.71	4.43	3.4857	.48159
<b>Valid N (listwise)</b>	35				

### Interview Study Findings

#### Teachers' views on the implementation of HBTL Covid-19 Pandemic era

The results of the interviews show that online learning is more teacher-centered without involving students due to unavoidable factors. Furthermore, the management to convey information in HBTL method online is slow. Most teachers consider the selection of appropriate platforms such as Google meet, WhatsApp and telegram to facilitate student learning to be achieved to the maximum. Teachers A, D and E said that they had to repeat the instructions to the students several times because the students did not understand and the level of internet access was very poor. For those living in urban areas, perhaps internet access problems are not a challenge for them in following HBTL but those living in rural and rural areas are particularly affected by this situation. According to the results of the interviews, the five teachers said that most parents could not afford their children's internet data, especially during MCO who lost their jobs or had no source of income, which was a factor in many students not being able to follow HBTL. Many of the school students interviewed teachers faced problems sharing device facilities as well as no parental monitoring in ensuring their children followed HBTL on the grounds of being busy working and no time.

### Discussion

#### Teacher Challenges In Home Base Teaching and Learning (HBTL)

From the aspect of challenges, teachers need to be constantly prepared to improve themselves and change teaching approaches in line with technological developments and current career needs. These findings have been supported by a study conducted by (Amalina & Zanaton, 2018). Technological skills and knowledge and approach strategies used are paramount for all teachers. The wisdom strategy of teachers choosing an approach and the efficiency of planning learning methods and techniques will have a better impact on students' understanding of the learning process (Ee, 2003). According to Petrie (2020), a teacher's self-potential can be developed by attending educational courses, training and development programs through several online platforms including integrated communication and collaboration platforms such as Microsoft Teams, Google Classroom, Canvas and Blackboard. While the findings show that the challenge faced by teachers in implementing online learning through the HBTL approach during the Covid-19 pandemic period was the difficulty of

establishing two-way communication with students. The findings of the study also found that parents or guardians did not provide learning support to children because parental income was affected during the Covid-19 pandemic. These findings are supported by a study conducted by (Prima and Prasetyo, 2020; Lapada et. al., 2020; Nambiar, 2020).

### **Teacher Workload during the covid-19 pandemic**

Findings show that the workload of teachers during the covid-19 pandemic is getting heavier due to teachers having to provide a lot of materials from the internet or teaching aids that previously used reference books and textbooks only, daily lesson plans and teaching reflections after school hours and time at the end weeks if academic assignments and side assignments are not completed. The findings of Lau et al (2005) study also found that teachers perform tasks unrelated to teaching and learning, such as co-curricular activities, attending conferences, making student plans, managing student careers and welfare, as well as administrative tasks. According to the President of the National Union of Teaching Professions Malaysia (NUTP), Awang who stated that the most important task of teachers is to produce high quality human capital. NUTP sees the burden on teachers in several aspects including school administration and management such as disruption after school hours through WhatsApp applications and other social media. Unplanned school meetings also resulted in many meetings having to be attended and lasted long until 6pm. The increasingly challenging and increasing workload of teachers affects teacher motivation which in turn affects the efficiency of teachers' work. Findings from Brindhamani and Manichander (2014) emphasize the level of teacher efficiency plays an important role in the teaching and learning process. In this regard, the Malaysia Education Ministry must immediately find a solution to the issue of teacher burden to ensure that teachers' teaching focus is more effective.

### **Teachers' Views on *HBTL***

The findings of teachers in this study show that teachers are ready to implement online learning by using YouTube, video and also learning management systems such as Google classroom, Zoom or Meet. The findings of this study are supported with the study conducted by (Lapada et al., 2020; Ramakanta and Sonali, 2020; Fauzi and Khusuma, 2020; Nambiar, 2020; Rasmitadila et al., 2020). Online learning will help the implementation of learning sessions because technology can be a bridge for educators to transfer knowledge to students while making the learning process more meaningful during this period of covid-19 pandemic. According to Nambiar (2020), online learning is more flexible as it can be recorded and helps students who miss class or do not understand the concepts they have learned to follow the learning session as it can be watched repeatedly. However, teachers and students still face the problem of unstable internet access. Indirectly give a frustrating effect of student involvement during the *HBTL*. In addition, the volatile income of parents especially the era of the covid-19 pandemic resulted in them not being able to afford device equipment or having to share devices and not being able to afford internet costs. Further monitoring and support from parents is less or non-existent. This is due to the family income being affected during the implementation of the MCO and parents prioritize basic needs over the provision to provide equipment for online learning.

### **Proposed Future Studies**

Based on the findings of the study of online learning through the *HBL* approach, it is seen to have a big impact in line with the tendency of students who are already exposed to social

media, the readiness of teachers and the school as well as cooperation from both parents. Furthermore, this *HBL* learning method is beneficial because students socialize and also learn virtually with teachers and peers. A more in-depth follow-up study is expected to be conducted using different research methods, additional variables and respondents in other areas to reach better conclusions.

### Conclusion

In conclusion, the findings of the study found that teachers gave a positive outlook and were willing to implement online learning during this covid-19 pandemic period but the problems encountered became a constraint for teachers to implement it effectively. Teachers must always be prepared to improve their knowledge and skills in the use of ICT in order to meet the needs of the current pandemic. The government needs to emphasize and strive to address the problem of ICT infrastructure and internet coverage in rural and remote areas for the benefit of teachers and students for the continuity of *HBTL*. In addition, the hope of the president of the teachers' union with 230,000 teachers in the country, Senior Minister (Education) Dr Mohd Radzi Jidin can continue to play a role in continuing the efforts made by Dr Maszlee Malik in reducing work irrelevant to teachers.

What is for sure, shouldering this irrelevant workload is among the major obstacles of our teachers in providing the best service to our key clients towards achieving the various golden luster of success planned by the leaders. With the leadership of the new Minister of Education, we hope that Malaysian teachers will be able to face various current and future challenges and be able to shape changes towards the country's educational excellence in the post-COVID-19 era. This is because *HBTL* remains a new norm that needs to be accepted by teachers, students and even parents since the Covid-19 pandemic. The problems faced by teachers must be taken into account in the process of making *HBTL* as a learning alternative that can help facilitate teachers' affairs as well as attract students to be more creative and grow in line with the development of the world of education and the requirements of the National Education Philosophy.

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