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# The Readiness of Operational School Opening in Boarding School During The Covid-19 Pandemic

## Norazlina Mohd Radzi, Norasma Othman, Mohd Norazmi Nordin

Faculty of Education, Universiti Kebangsaan Malaysia

**Abstract**

The basis of education in developing human is very important in forming a new generation that can be balanced in terms of intellectual, emotional, physical, spiritual and personality as well as in preparing for the transformation of education in Malaysia. However the system education implemented in the country underwent into drastic changes and was severely affected when all schools had to be closed completely due to Malaysian facing the covid-19 pandemic crisis which is now a phenomenon of great concern to people around the world. The Ministry of Education has issued Guidelines on School Management and Operation 3.0 on 9th February 2021 as a preparation for the face to face of school opening. The important aspects that are given attention are the safety and health of school as well as a safe school environment. The Guidelines are prepared taking into the National Recovery Plan which is a phased and a strategy of recover from the Covid-19 pandemic. These guidelines are based on Standard Operating Procedures issued by KPM and National Security Council (MKN). It is intended as a guideline for the management of schools and boarding schools. As a readiness guideline for the management of schools and boarding schools can be implemented in a more orderly and smooth as well as a safe school environment to ensure the health and safety of students.

**Keywords:** Readiness, Guidelines, School Management and Operation.

**Introduction**

The Covid-19 pandemic had impacted many schools and education systems around the world, affecting educational opportunities. Many students, this pandemic has caused them to lose the knowledge, skills, and lesson content that they have learned before. Furthermore, many students are disengaged from school, and in some countries dropout rates have increased. This effect is particularly noticeable among less able students, which leads to an increase in educational inequality in the country. Following the closure of schools for too long, especially in countries whose students have a lower level of educational performance, which is measured through comparative assessments such as PISA (OECD 2021). This pandemic also limits educational opportunities in teaching and learning (T&L) where, such as school closures (UNESCO-UNICEF-World Bank 2020), social distancing, face-to-face techniques, practical in the laboratory and outdoor activities further make interaction

between teachers and students difficult. In this context, teachers and education administrators are urged to innovate to continue teaching during the period of disruption caused by this pandemic.

The Malaysian Education Development Plan (PPPM) 2013-2025 has placed the quality and effectiveness of achievement (T&L) in schools. School is a community institution as a source of reference and example in gaining knowledge and good role models. School is a place where students interact with each other and between students and teachers and can practice a system of life (culture) formally and exclusively. Studies show that students adapt to T&L more easily when through face-to-face with the teacher (Aliyyah et al., 2020). This future scenario suggests that the priorities for policy makers related to Covid-19 include improving the effectiveness of education strategies during the current outbreak, restoring, and redeveloping educational opportunities to function if the outbreak occurs again in the future.

According to this study, we will have to adapt our lives to this virus for the foreseeable future, with the possibility of periodic outbreaks of these mutations (Osterhom and Olshaker, 2021). Preparation to face future pandemics should be considered and research in the Standard Operating Procedure (SOP) where when face-to-face learning will continue, resilience for the education system can help emergency cases that disrupt face-to-face teaching and learning (T&L) and the readiness of the school management in dealing with current outbreaks in schools. Upgrading is done on the entire content of our country's education including education management, curriculum delivery methods, curriculum quality, time allocation and curriculum management in line with the National Philosophy of Education (FPK). This kind of overhaul also focuses on the principles of the Primary School Standard Curriculum (KSSR) and the Secondary School Standard Curriculum (KSSM). Teachers as agents delivering a curriculum, so the teacher's readiness needs to go along with a change to ensure that dynamic education achieves its objectives.

**Concept and Definitions**
Readiness according to the Fourth Edition Hall Dictionary which is about readiness, willingness, willingness, they appear to fight for the nation and the country. According to the opinion of Rafferty et. al (2013), readiness is one of the challenges for every reform that is practiced in an organization or system in a country. The success of a reform in a system or organization depends on the readiness of the members involved in the change. The statement was studied in a study by (Davis, 1989; Teo, 2010; Bentea, 2012). The statement is in line with the changes taking place in the national education system, especially the practice and teaching of the 21st century (PAK21) and its management which requires the preparation of effective teachers. As a result of these developments and changes, educational institutions and classroom situations have become more difficult to manage than before. The results of a study by Ghavifekr (2014) also support that point. In the opinion of Hord (2011), the issue and problem of teacher readiness is significant considering that past studies show that the influence and stance of teachers is very important in determining the success and effectiveness of a reform.

Operation according to Hall's Dictionary Fourth Edition means to move, run: describe how the system works in new situations. An operational concept is a document that describes a system in an easily understood language that allows those without a technical background to know what it is and how it works. Operationalization can be used to get stakeholders in the

system to agree on such understanding and knowledge and provide clarity of purpose to a project. Operation (monitoring, monitoring effects, facilities as well as cost and time) looks at the extent to which management effectiveness can be implemented in the opening of Boarding School.

**Theory of Operational Readiness**

This theoretical study of Determining Factors and Results of Organizational Readiness To Change (Weiner, 2009) focuses on organizational readiness to change. Therefore, the effect of change and the effectiveness of the implementation of this theory can give the effect of change in an organization. This happened to the Education system in Malaysia during the Covid-19 pandemic where the School Management and Operation Guidelines 3.0 KPM (2021) have been drafted to help school management follow the Standard Operating Procedures (SOP) during the opening session and registration of Boarding School students.
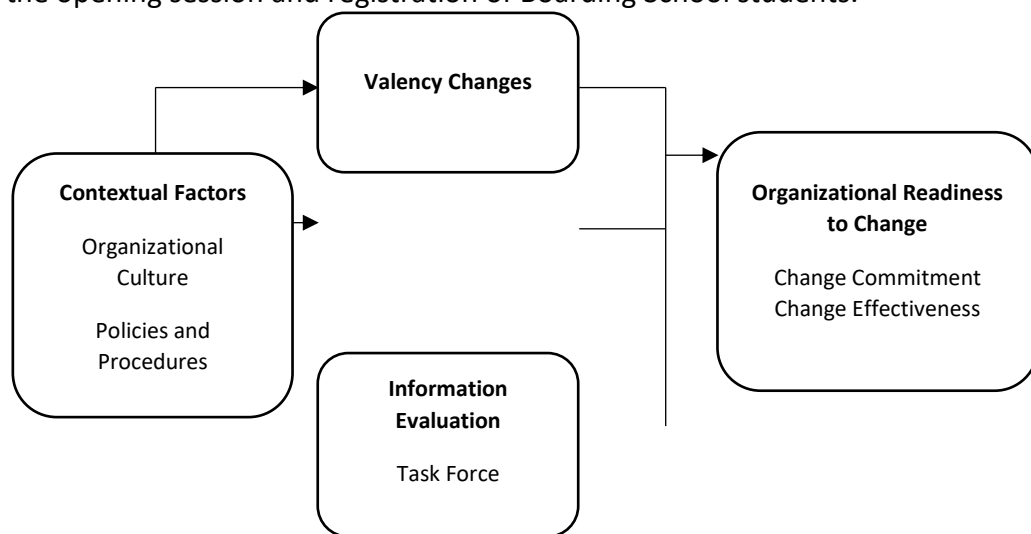


*Figure 1: Organizational Readiness Theory Framework To Change (Weiner, 2009)*

Contextual Factors are factors that are likely to influence the readiness of the opening of SBP to accept and implement the changes that occurred during the Covid-19 pandemic.

- **Organizational culture** is the beliefs and expectations that become the new norm influencing the behaviour of SBP students and teachers which is expected to influence the willingness of SBP management to implement changes to the education system.
- **Policies and Procedures** are SOPs of the SBP which is the Pupil Registration Committee involved in the Operation of School Openings in accordance with the Guidelines KPM (2021).
- **Past experience** is the experience of changing the SBP management system.
- **Organizational Resources** refers to physical resources which are SBP building structures such as classrooms, laboratories, dormitories, isolation rooms, toilets, canteens, suraus, libraries and others and all SBP teachers and staff need to support the change in the education system of this new norm.
- **Organizational Structure** refers to the management of the school in a centralized (centralised) or distributed (decentralised) manner.
  1. **Valence factor** is a positive or negative value that is spread by students to students or teachers to teachers or vice versa based on the attraction of the individual's needs.
  2. **Information Evaluation** is the evaluation of students and teachers on information.

• Task Force is a task to change or be comfortable with existing practices.
• **Situational Factors** are changes that want to be implemented appropriately, that is, whether they get support from all parties including parents, JPN, PPD, PKP and KPM.
3. **Organizational Readiness to Change** refers to SBP's readiness to accept and implement changes to change according to the Guidelines KPM (2021).

- Change in Commitment is a change in the valence of SBP management.
- Change in Effectiveness is a summary of broad considerations regarding perceived ability to perform a task taking into account task demands, perceived resource availability and situational factors.

**Readiness for The Opening of Boarding School**

The National Recovery Plan (PPN) - PHASE 4 SOP which was updated on February 10, 2022 states the activities and protocols in the education sector according to the permitted regulations. PPN is a phased transition strategy out of the Covid-19 pandemic on 15 June 2021. The Malaysian Ministry of Education (KPM) has issued Ministry of Education Circular Number 3 of 2020: Implementation Guidelines (T&L) During the Movement Control Order Due to the Transmission of Covid-19 Infection dated 27 March 2020 to ensure that student learning is not affected. School Management and Operation Guidelines 3.0 has been drafted and is a document that has been updated based on the New Norm 2.0 School Management and Operation Guidelines issued on February 9, 2021. These guidelines are prepared taking into account the National Recovery Plan (PPN) as a preparatory step for the opening face-to-face school.

The purpose of these guidelines is provided as a reference for departmental officers at the Moe (Ministry of Education), the State Education Department (JPN), the District Education Office (PPD) and school administrators and teachers in controlling the spread of the Covid-19 disease. These Guidelines apply to all schools registered with KPM. It is prepared based on the Standard Operating Procedures (SOP) issued by the Malaysian Ministry of Health (KKM) and the National Security Council (MKN). The objective of these guidelines is to ensure that school and dormitory management can be implemented more regularly and smoothly. It can also create a safe school environment to ensure the health and safety of students while they are at school and dormitory. Therefore, the PdP process is carried out in a safe condition and central assessment and public examinations can be carried out more regularly and smoothly. Standing orders issued in accordance with Regulation 16. P. U. (A) 293/2021, Prevention and Control of Infectious Diseases Act 1988 (Act 342). Subject to the rulings issued by MKN and KKM.

**The following is an interpretation of the terms used in these guidelines**
- **Physical Confinement** means a distance between an individual and another individual of at least one (1) meter in any activity.
- **Symptomatic** means early symptoms of Covid-19, i.e. having a fever (body temperature above 37.5℃), cough, cold, sore throat or shortness of breath.
- **Teaching and Learning** room means classrooms and special rooms used for (T&L) purposes.
- **Isolation Room** means a health/sick room or other suitable rooms to house students with symptoms/close contact/positive Covid-19 separately before seeking treatment.
- **The Covid-19 Self-Test Kit** means the equipment of test materials that are carried out by individuals to detect the infection of the Covid-19 disease.

- **Double Face Mask** means wearing a cloth face mask over a medical face mask.
- **Patient means** a student, teacher or school member who has been confirmed positive for Covid-19.
- **Vaccination means** the process of immunization by giving a vaccine aimed at producing immunity against the disease Covid-19.

**School Opening Operation**

The reopening of schools in PPN is subject to Moe's decision based on risk assessment, advice and views of MOH and MKN. The operation of the school opening for all students in Boarding Schools (SBP) must attend school without rotation according to the provisions of PPN SOP PHASE 4. The SBP must be prepared with a communication plan to parents/guardians and other interested parties. A special permission letter will be issued by the school to students to enable them to cross the state or district to attend school. Movement for the admission of students to the dormitory is allowed with a confirmation letter from the relevant MOE for cross-state purposes. Pupils in the dormitory have to carry out the Covid-19 Self-Kit Test 3 times, that is before registration, on the sixth day and on the fourteenth day at Boarding School.

1. The attendance of teachers and students at school is as follows
   (i) Teacher attendance is subject to the service instructions of the Public Service Department (JPA) and MOE from time to time.
   (ii) The attendance of SBP students is based on the established school operating model.

2. Inspection of travel records
   (i) If there are students, teachers and Executive Group Officers (KKP) who have travelled abroad, they must submit health records such as a quarantine instruction letter from the Ministry of Health.
   (ii) Pupils, teachers and Executive Group Officers who do not meet the requirements of (i) should be isolated and their journey managed to return home as soon as possible.
3. All kinds of gatherings at school are not allowed.
4. Group activities for the purpose of (T&L) are allowed according to the number of students and teachers involved depending on the capacity of the area or space in the school taking into account physical distancing and safety.

School Infrastructure Management is also highly emphasized in the operation of the SBP school opening. Administrators are responsible for ensuring that the school is in a safe condition to operate. In addition, it is necessary to ensure that the school area and building including all (T&L) rooms are cleaned before the school session starts and after the school session ends and the students return to the dormitory. The main focus of cleaning is on frequently touched surfaces and at heights that can be reached by hands such as doorknobs, light switches, sinks, faucet heads, buttons, lifts, toilet pumps and toilet seat pads. Preparation of a planning plan for the layout of (T&L) rooms by optimizing the use of special rooms and other locations that are appropriate and can work well for (T&L). The layout of the (T&L) room needs to be taken into account and ensure that physical distancing is followed. The condition of (T&L) rooms, teachers' rooms and offices must be ensured with adequate ventilation and lighting. Windows and doors are always open, curtains must be removed for

air circulation, the use of fans is encouraged, the frequency of use of rooms that require the use of air conditioning for (T&L) purposes is allowed at a minimum level.

Provide a separate room for teachers and officers of the implementation group who have not yet received complete vaccinations or are not (T&L) taking vaccinations. In addition, ensure that carpets, mats and tablecloths are not used in the room. Isolation room for students with symptoms/close contact/positive for Covid-19 before seeking treatment.

1. Provision of appropriate physical distancing signs at the following places:
2. Classroom : spacing marks are placed on the legs of the front row and first row tables for reference.
3. Canteen: distancing signs are placed on the dining room pad, the lined area for buying and taking food and the way to the sink.
4. Teacher's room/office: distancing signs are placed on chairs, counters and places where attendance is scanned.

The preparation of a directional or one-way movement route plan and spacing signs are placed to guide the direction of student movement within the dormitory area. The school also needs to ensure the provision of closed trash cans and the provision of soap in appropriate locations such as canteens, toilets and surau, while hand sanitisers can be provided in locations such as (T&L) rooms, offices and teachers' rooms. In addition, the school has to display printed banners about hygiene and safety measures in strategic locations such as student corridors, canteens, (T&L) rooms, offices, teachers' rooms, waiting rooms and dormitories before the school session starts. Administrators should download printed materials published by the Ministry of Health from the Ministry of Health's website. This is intended as information and information for the school to obtain any latest information from the Ministry of Health. The SBP needs to place a notice/poster reminding of the measures to prevent Covid-19 at the main entrance of the school and ensure that the premises and facilities at the school such as the prayer hall and other facilities are only for the use of students, teachers and school members.

According to PPN PHASE 4 operation of SBP where students from Form Two to Form Six will return to school without rotation. Only SBP Form One students are allowed to be taught and learned at home (PdPR) until a date to be notified. Form One students are given the option of either attending face-to-face classes at a school close to where they live or staying in PdPR according to the school they were placed in during Form One registration. The SBP administration needs to ensure that PdP at SBP is implemented taking into account physical isolation, hygiene and safety. The Operating Guidelines for School Opening 3.0 have set a number of actions that need to be taken by SBP administrative management such as

1. The following actions need to be taken to launch the implementation of T&L namely
   (i) Hold a coordination meeting.
   (ii) Ensure that the T&L schedule takes into account the number of classes in operation and the readiness of teachers and students.
   (iii) Conducting Classroom Assessment (PBD) using various methods according to the students' readiness and suitability.
   (iv) Implement T&L monitors.
   (v) Provide focused guidance to teachers to ensure learning can be implemented effectively.
   (vi) Ensure the implementation of appropriate interventions based on the needs of teachers and students.

2. Teachers who implement T&L at SBP must
   a. Practice physical distancing with students at all times.
   b. Planning various T&L delivery methods that can be explored is like blended learning (blended learning) which is a combination of face-to-face teaching and the use of online technology.
   c. Plan and implement T&L activities including T&L outside the classroom taking into account physical distancing, hygiene and safety. T&L activities outside school such as study tours and academic excellence camps are not allowed.

1. Teaching and Learning at Home (PdPR), SBP administrators need to ensure
   (a) Taking into account the suitability and readiness of teachers and students.
   (b) Using the PdPR approach online, offline or off site.
   (c) Prepare a PdPR timetable that includes PdPR time allocation and tutorials by referring to the PdPR Timetable Implementation Guide.
   (d) Ensure the implementation of the PdPR is based on the PdPR Manual version.
   (e) Ensure that teachers report the implementation of PdPR in the Teaching and Learning Reporting System (SPdPR).
   (f) Monitor the implementation of PdPR and implement interventions as needed.
2. Teachers who implement PdPR and all need to attend the SBP subject to the instructions of the Ministry of Education should:
   (a) Prepare a Daily Lesson Plan (RPH) that contains at least information such as the objectives, how to achieve the objectives and the extent to which the objectives are achieved according to Circular Number 3/1999: Preparation of Teaching and Learning Records.
   (b) Diversify PdP delivery methods according to their respective creativity based on the suitability and readiness of students.
   (c) Implement PBD based on the Online Classroom Assessment Implementation Guide which can be downloaded from the website of the Curriculum Development Division. This guide also includes a description of PBD for PdPR offline.
   (d) Implement PBD when the school session starts for students who are unable to submit their assignments online or by hand.
   (e) Record the implementation of PdPR and student involvement in SPdPR.
3. SBP administrators need to be responsible for the safety of students, teachers and school members. Administrators need to do the following:
   (i) Refers to the SOP issued by KKM, MKN and KPM from time to time.
   (ii) Providing information to students, teachers and school residents about the spread of the Covid-19 infection by detailing the importance of vaccination, health care such as washing hands with soap and water or hand sanitisation, wearing face masks and practicing physical distancing.
   (iii) Ensure that students, teachers and school members are in a healthy condition to attend school.
   (iv) Ensure that students, teachers and school staff always wear face masks throughout their time at school.
   (v) Ensure that students, teachers and school members always comply with physical distancing at all times.
   (vi) Ensure that students, teachers and school staff regularly wash their hands with soap and water or hand sanitiser.

(vii)    Ensure that outside parties who are not KPM citizens including dignitaries are not allowed to enter the school area except for the purpose of school repair and maintenance provided they have been fully vaccinated.

The SBP management also needs to take responsibility for the management of students, teachers and school members during breaks. Canteen operators are only allowed to provide packaged food to SBP students. Pupils eat in Pd Patau's room in their respective classes under the supervision of teachers during breaks. Teachers and SBP residents are allowed to eat in the teachers' dining room in the canteen by following the SOP that has been set.

1. The management of symptomatic students where the SBP has appointed a Task Force Committee to take immediate action as follows:
   (i)    Isolate students in an isolation room.
   (ii)    Conducting a Covid-19 Self-Test for students.
   (iii)    Inform parents/guardians/family members of the student's condition.
   (iv)    Teachers and school members with symptoms are advised to also carry out the Covid-19 Self-Test.

2. Management of SBP students who are confirmed positive for Covid-19.
   (i)    Isolate students in an isolation room.
   (ii)    Inform the nearest PKD to get further advice and instructions.
   (iii)    Inform parents/guardians/family members that the Covid-19 Self-Test result is positive and ask parents to take students home for quarantine.
   (iv)    Give cooperation to the PKP to carry out investigations and identify close contacts to patients.
   (v)    Sanitize places and equipment used by patients and get advice from PKD on the need to carry out disinfection in identified locations.

3. Management of students identified as close contact with Covid-19 patients.
   (i)    Isolate them in separate rooms.
   (ii)    Conducting a Covid-19 Self-Test for students.
   (iii)    Ensure they always wear a face mask.
   (iv)    Monitor and control their movements.
   (v)    Sanitize the place and equipment used by them and get advice from PKD on the need to carry out disinfection in the identified location.

1. Covid-19 Self-Test Management was created to manage students during the Covid-19 pandemic at SBP. The KPM's Covid-19 Self-Test Management Guide aims to ensure that the management of the Covid-19 Self-Test using the Covid-19 Self-Test Kit can be handled well and safely. The implementation of the Covid-19 Self-Test using this Self-Test Kit is for KPM school students only.

2. The Covid-19 Self-Test Management Guide must be followed and SBP administrators are responsible for:
   (i)    Establish a School-level Self-Implementing Task Force for Covid-19 chaired by the Principal.
   (ii)    Inform parents/guardians of the timetable for the movement of students back to the hostel and the implementation of the Covid-19 Self-Test.
   (iii)    Monitor the implementation of the Covid-19 Self-Test until it is completed.
   (iv)    Regulating preparations for the implementation of the Covid-19 Self-Test.
   (v)    Inform the student's Covid-19 Self-Test results to parents/guardians and PKD if the test results are positive.

(vi)    Record the receipt and use of the Covid-19 Self-Test Kit.

(vii)    Disposing of the Covid-19 Self-Test Kit that has been used according to the disposal procedure provided.

(viii)    Record the results of the Covid-19 Self-Test whether positive, negative or invalid.

(ix)    Conducting a Covid-19 Self-Test for all SBP students three (3) times as follows:

a.  When students return to the dormitory, a Self-Test must be done.

b.  On the sixth day (6) was in the dormitory.

c.  The fourteenth day (14) was in the dormitory.

3. Hostel management also needs to be emphasized. The Guidelines have established several steps to ensure the management of the hostel runs smoothly.

4. Only healthy students are allowed to return to the dormitory on the condition that they and their families who live in the same house are not undergoing quarantine/close contact with a positive case of Covid-19.

5. The Covid-19 Self-Test must be carried out for all students during registration to enter the dormitory.

6. Ensure that students submit the Health Declaration Form when registering for boarding.

7. Parents are not allowed to visit their children/wards in the hostel until notified by the Ministry of Education from time to time.

8. These Guidelines are prepared taking into account that the National Recovery Plan (PPN) needs to be followed and the SBP administrator needs to be responsible as a preparatory step for the opening of face-to-face schools.

**Teacher Readiness**

The Covid-19 pandemic has a direct impact on the Malaysian Education system. Following the rapid spread of this epidemic, MOE has implemented various efforts to revive the effective T&L atmosphere. The guidelines have established several steps and preparations for teachers to undergo face-to-face T&L. The readiness of SBP teachers requires cooperation from all parties in order to realize the effectiveness of the School Opening Operation. The changes that occur in the education system provide an atmosphere of new norm changes in the school climate. Referring to (Weiner, 2009) contextual factors are closely related to changes in the Education system in Malaysia that will be implemented in SBP. According to Tai (2013), the teacher's attitude towards change is an internal condition that affects the teacher's choice of the teacher's personal choice or tendency to respond to change.

In general, the teacher's attitude towards change in the education system consists of the teacher's cognition about change. Attitudes will be more easily formed when the personal experience involves emotional factors. In addition, the influence of individuals is important, people tend to have the same attitude as individuals who are important to them. This is because they are motivated not to have conflicts with those individuals. Among the characteristics that every teacher needs to have in order to improve all changes and improvements in the school is to engage in discussion spaces or attend relevant meetings to share views and opinions collectively. Cultural influences also have a great influence on individuals without realizing it. Culture shapes the experiences of the community. The policies and procedures that have been set by the SBP in the operation of the school opening must be followed by all teachers subject to the Guidelines KPM 2021. The Student Registration Committee was formed to launch the registration process on the first day.

The willingness of teachers to accept the responsibilities given has a positive impact where the student registration process runs smoothly. The success of changes in SBP requires that every teacher is always ready to implement initiatives and improvement efforts. The readiness of SBP teachers towards the operation of school opening is high and needs to be constantly improved to ensure that the education system can be implemented more effectively from time to time. The teacher has also prepared to face the students who will face each other in T&L where the method and approach also need to be changed according to the SOP that has been set.

The study found that experienced teachers or novice teachers are always ready to implement various T&L and approaches. This is said to be so because teachers play an important role in educating their students to become better people (Aniza and Zamri, 2015). The willingness of teachers to ensure a conducive classroom is a very important matter because according to KPM (2013), the classroom is the actual physical space where formal T&L takes place. Teachers whether teaching in conventional or contemporary classrooms of the 21st century, remain professionally responsible in effective management practices (Manning and Bucher, 2013). The readiness of the teacher in the arrangement of the classroom is also very important according to the SOP that has been set. Teachers need to practice physical distancing with students at all times. This should be practiced so that students know their position at all times while in the classroom. Various methods of T&L delivery need to be explored and teachers need to be prepared with the new norms of face-to-face students and learning that must be effective during the pandemic.

PdP schedule management needs to be taken into account due to the number of classes operating and the readiness of the students themselves. In addition, teachers should provide focused guidance to students to ensure that learning is carried out effectively. Implementation of Classroom Assessment (PBD) by using various methods according to the readiness and suitability of students. Teachers also need to be prepared to implement appropriate interventions based on student needs. This new norm does not actually reduce the content of student learning. According to Nurulhuda (2013), teacher readiness is an important element and plays an important role in helping students adapt themselves in a new environment and new learning methods and revealed through the use of new technology. The opening operation of SBP has been well planned and meets all the preparations and guidelines that have been set. An educational institution will not excel if the administrative management is not able to manage the school administration effectively and efficiently. Through careful planning, systematic and earnest efforts and requiring cooperation from various parties will give birth to a quality education system capable of dealing with all current challenges in a complex manner.

Before the operation of the school opening, the implementation of PdPR was not well received. There is a study that has been carried out to find out the challenges faced by educators when practicing online learning (Siti Nurbaizura & Nurfaradila, 2020) during the Covid-19 pandemic (Abdul Aziz & Ahmed, 2020). After all, the difference in teaching and learning methods from face-to-face learning to online learning is immediate. According to Syaheerah and Tajul (2021), the motivation of an educator needs to be taken seriously in facing the challenges of PdPR online with students. The relationship regulation theory developed by Lakey and Orehek (2011) states that social support that is obtained or given continuously will increase the level of mental well-being. When a person can regulate emotions well, thoughts and behaviour through effective communication will be able to make the individual's mental well-being in a good state.

**Student Readiness**

Following the government's announcement to allow the reopening of schools during the MCO (MCO Phase 6) from June 2020, the MOE on 10 June 2022 and 1 July 2020 has informed that the reopening of schools will be implemented in stages based on the recommendations of the MoH and MKN. This effort was preceded by the admission of students for the SPM, SVM, STPM and STAM public examination classes as well as the equivalent international examinations starting on 24 June 2020 (KPM, 2020f). In the face of this SBP opening operator, the MOE calls for all parents/guardians to cooperate by ensuring that only healthy children are sent back to SBP. Pupils' readiness during school opening operations must comply with the School Reopening Management Guidelines that have been issued so that learning sessions can be carried out safely. Hostel management also needs to be emphasized. The Guidelines have established several steps to ensure the management of the hostel runs smoothly.

1) Only healthy students are allowed to return to the dormitory on the condition that they and their families who live in the same house are not undergoing quarantine/close contact with a positive case of Covid-19.
2) The Covid-19 Self-Test must be carried out for all students during registration to enter the dormitory.
3) Ensure that students submit the Health Declaration Form when registering to enter the dormitory.
4) Parents are not allowed to visit their children/wards in the hostel until notified by the Ministry of Education from time to time.

The SBP management conducted a Covid-19 Self-Test for all SBP students three (3) times as follows

1) When the student returns to the dormitory, a Self-Test must be done.
2) On the sixth day (6) of being in the hostel.
3) The fourteenth day (14) is in the dormitory.

These Guidelines are prepared taking into account that the National Recovery Plan (PPN) needs to be followed and the SBP administrator needs to be responsible as a preparatory step for the opening of face-to-face schools. While at school, students must always take care of their personal hygiene, especially the practice of washing their hands frequently, in addition to that, the tables in the classroom must also be arranged at a distance of one (1) meter. The SBP management also needs to take responsibility for the management of students, teachers and school members during breaks. Canteen operators are only allowed to provide packaged food to SBP students. Pupils eat in the T&L room or in their respective classes under the supervision of the teacher during breaks. Teachers and SBP residents are allowed to eat in the teachers' dining room in the canteen by following the SOP that has been set.

Pupils' readiness to comply with the instructions and regulations that have been set in accordance with the Guidelines, Management of SBP pupils who have been confirmed positive for Covid-19.

1) Isolate students in an isolation room.
2) Inform the nearest PKD to get further advice and instructions.
3) Informing parents/guardians/family members that the Covid-19 Self-Test result is positive and asking parents to take the student home for quarantine.

4) Cooperate with the MCO to conduct investigations and identify close contacts to patients.
5) Sanitize places and equipment used by patients and get advice from PKD on the need to carry out disinfection in identified locations.

In addition, the management of students identified as close contact with Covid-19 patients:
1) Isolate them in separate rooms.
2) Conducting a Covid-19 Self-Test for students.
3) Ensure they always wear a face mask.
4) Monitor and control their movements.
5) Sanitize the place and equipment used by them and get advice from PKD on the need to carry out disinfection in the identified location.

The SBP also needs to take into account the management of students who are symptomatic where the SBP has appointed a Task Force Committee to take immediate action as follows:
1) Isolate students in an isolation room.
2) Conducting a Covid-19 Self-Test for students.
3) Inform parents/guardians/family members of the student's condition.
4) Teachers and school members with symptoms are advised to also carry out the Covid-19 Self-Test.

The readiness of the students through the new norms in the operation of the opening of the SBP to some extent caused concern for all parties, especially parents and the Ministry of Education and Culture. The Ministry of Education and Culture has acted proactively by ensuring that student coordination has access to T&L widely and effectively. Pupils have returned to SBP which has been carefully planned and organized in terms of face-to-face daily schedule sessions as well as the use of the school's infrastructure so that it is safe to use. This initiative sponsored by the Ministry of Education and Culture is to ensure that T&L for students will be more focused and communication between students and teachers will be easier and that T&L can be continued and distributed to all students without any dropouts.

**Implications and Recommendations**
Sigit (2020) explains that the new normal is a new way of life or a new way of carrying out life activities in the unfinished COVID-19 epidemic. Sigit explained that a new normal is needed to solve the problems of life during Covid-19. Several studies have made it clear that an ongoing habit will become a new habit if you keep doing it. The Covid-19 pandemic has a direct impact on the Malaysian Education system. Following the rapid spread of this epidemic, MOE has taken the initiative to ensure that students will not drop out of T&L. MOE has issued Guidelines on SOPs in School Opening Management Guidelines. This new norm does not actually reduce the content of student learning. All learning content and course evaluation are maintained even through online class or face-to-face. Student-centred T&L is a recent method where there is two-way communication between teachers and students.
The operational implications of the opening of SBP is one aspect that needs to be given serious attention because students are not only dependent on the teacher's teaching but can also generate their own ideas when the students come back face to face and can solve the problems given. This process is a two-way communication between teacher and student. The process of understanding will be easier if students engage in face-to-face learning and it

increases the student's memory of the knowledge given by the teacher (Kamarul and Norhafizah, 2013). Teachers can also identify student behaviour and attitudes if learning is face-to-face when the school is fully open. The teacher's creative teaching techniques will have an impact on the T&L and the students in turn, it helps develop the student's personal potential and dynamic, fresh and effective learning becomes the basis of the student's academic achievement and personality.

A teacher's responsibility is to ensure the ease of his students to understand the learning being taught and subsequently improve their achievement. Nadzlinda (2015), shows that students' positive attitude and interest in T&L increase their achievement. Pupils also always follow the SOP that has been set by KKM and MKN when they are in SBP and in the dormitory. Therefore, SBP plays an important role in helping teachers and students in building human capital as well as dealing with the spread of the Covid-19 epidemic in SBP. So the organization plays an important role in providing support to teachers to alleviate the problems faced by the spread of the Covid-19 epidemic in SBP. A study on 21st century Education by Rahmah et al (2017) have identified the influence of 21st century learning on the attitude, motivation and achievement of students when face to face. The positive implications when the operation of the opening of the SBP is approved by all parties because it makes it easier for teachers to exercise their trust to educate students and ensure that all students have access to T&L effectively.

All teachers need to plan their own lessons to ensure the effectiveness of lessons, improve student achievement, as well as reduce problems in the teaching and learning process. Teaching implementation refers to how a teaching and learning process in the classroom is carried out by a teacher. In the delivery of lesson content in the classroom, moral values should be absorbed indirectly. When SBP is opened and students are back face-to-face is something that is highly emphasized in teaching and learning management (T&L). Teaching and Learning Management is the most important management field in the education arena. This field has a great impact for an educational institution in carrying out the responsibility of the school organization to achieve excellent performance in the academic aspects of students. Teaching and learning management is the process of planning teaching and learning in order to achieve goals, determining or giving guidelines for things that teachers need to do, determining the subjects taught by teachers according to expertise, leading and inspiring teachers and controlling activities and monitoring implementation so that it went as planned (Mohamad, 2012).

Teachers understand that the time constraints of the Covid-19 pandemic are an unavoidable reality in today's era of Education. They should be given a minimum timetable so that they can devote full time to preparation before teaching as well as improving their teaching according to the SBP Opening Operational Guidelines. Replacing teachers who are absent due to the Covid-19 pandemic has been identified as a burdensome task for teachers. Nevertheless, teachers still comply with the tasks given in order to fulfil their responsibilities towards students. Some new research has been carried out and has seen teachers improve their competence due to the impact of the coronavirus outbreak. Most studies look at increasing the ability of teachers to integrate technology in education such as studies conducted by (Nur, 2021; Dwijuliani et al., 2021; Marjon and Nugroho, 2019; Muhtar, 2017; and Sunita, 2020). Among the factors in improving teachers' skills in digital learning is due to the role played by the Malaysian Ministry of Education which implements various programs

to improve teachers' skills in technology. One of the most important factors in determining the direction and quality of education is the teacher.

Teachers in the 21st century must always improve their competence in order not to be out of date in educating the current generation. Competence is the ability to perform work (ability to do) based on the mastery of knowledge, attitudes and skills (Zainuddin, 2019). This means that the quality of a teacher's work depends on the level of mastery of knowledge, skills, attitudes and values. The higher the quality of a teacher, the higher the effectiveness in carrying out the work, especially in ensuring that the students get the quality of learning at the maximum level. It coincides with the view of Renol (2015) that teacher competence will produce quality students not only in academics but also in skills, physical, emotional, social, moral and spiritual maturity. Motivation can be understood as the drive of individual behaviour continuously to carry out activities with the stimulation of an incentive. Maryam (2016) in her study stated that motivation is a change of energy in a person along with the drive that comes from the individual to achieve a goal. So it is clear that motivation is a strong spirit in a person that pushes him to try to do something with the aim of achieving success. If viewed from an educational perspective, motivation is considered a psychological driving force in students that creates a desire to learn, guarantees the continuation of learning activities and further instils the determination to continue learning in order to achieve success.

## Summary

The MOE on 15 April 2020 has informed that the announcement of the reopening of the school will be made at least two (2) weeks before the school opens. The decision to reopen schools will only be made when the Ministry of Health feels completely confident that the situation has recovered from the threat of the Covid-19 pandemic after receiving advice from the Ministry of Health. The operation of the school opening for all students in Full Boarding Schools (SBP) must attend school without rotation according to the provisions of PPNSOP PHASE 4. The SBP must be prepared with a communication plan to parents/guardians and other interested parties. According to the Ministry of Education and Culture, all plans or decisions made in relation to the education sector have been scrutinized and refined in depth because they involve a large number of stakeholders, which includes more than 5 million students, more than 500,000 teachers, lecturers and citizens of the Ministry of Education. the safety and health aspects of all stakeholders are highly emphasized (Ministry of Education Malaysia, 2020h).

Teachers and students also need to comply with the SBP Reopening Management Guidelines that have been issued so that learning sessions can be carried out safely. The reopening of schools in PPN is subject to MoE's decision based on risk assessment, advice and views of MoH and MKN. This situation is necessary to avoid concerns that arise among parents/guardians of students about the preparations that their children need to make when they return to school. According to the Ministry of Education, all aspects of safety, cleanliness and infection control including the practice of physical isolation will be given priority to ensure school management can run smoothly and PdP sessions can be carried out in a safe condition (Ministry of Education Malaysia, 2020e). In the face of the reopening of this school, the MoE calls for all parents/guardians to cooperate by ensuring that only healthy children are sent to school, advise the children to always maintain cleanliness and motivate the children to continue learning.

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