Adapting to Home-Based Teaching and Learning (PDPR) among Malay Language Teachers: A Literature Overview

Muhamad Hafiz Ezani Bin Muhamad Bakri, Zamri Mahamod
Faculty of Education, National University of Malaysia
Email: p147353@siswa.ukm.edu.my, d-zam@ukm.edu.my

Abstract
This study aims to identify the main challenges faced by Malay Language teachers in adapting to home-based teaching and learning (PdPR) during the COVID-19 pandemic and to examine the best strategies and approaches to improve the effectiveness of its implementation. This study employs a Systematic Literature Review (SLR) design based on the PRISMA model involving 25 articles from local journals, of which 12 articles were selected based on inclusion criteria such as validity, Malaysian context, and focus on Malay Language teachers. The study population comprises primary and secondary Malay Language teachers, while purposive sampling was conducted on articles that met the focus of the study. The study findings show that the main challenges of PdPR involve issues related to technology access, teacher workload, student engagement, assessment difficulties, teacher professional development, and curriculum adaptation. This study is also expected to propose practical strategies to help teachers adapt to digital learning. Importantly, this study makes a valuable contribution to education administrators by assisting in formulating more holistic policies and professional training for Malay Language teachers. The results of this study also introduce new knowledge about the integration of psychosocial, technological, and pedagogical elements in the context of Malay Language primary and secondary education, an area that has not been extensively explored previously.
Keywords: PdPR Challenges, Malay Language Teachers, Student Motivation, Educational Technology, Professional Development

Introduction
The COVID-19 pandemic caused a sudden and unprecedented shift in the education system worldwide, including Malaysia. The introduction of home-based teaching and learning (PdPR) presented unique challenges for educators, particularly for Malay Language teachers. The Malay Language is not only a core academic subject but also plays a vital role in shaping national identity and unity, as outlined in the National Language Act 1967 (Act 152) (Muhammad Zamzini et al., 2023). Teaching the Malay Language involves more than just grammar and vocabulary; it also includes fostering cultural values and a sense of belonging

among students. When schools transitioned to online learning, teachers faced the challenge of maintaining these important aspects of their subject in a digital environment.

One of the most significant challenges during this transition was limited access to technology and the internet. In rural areas such as Sabah and Sarawak, unstable internet connections and a lack of devices made it difficult for both teachers and students to participate effectively in online classes (Tamilmullai, 2021). Teachers were required to quickly adapt to digital tools, often without proper training or support, which added to their workload and increased stress levels (Hazlin Falina Rosli et al., 2022; Norehan Mohd Nasir and Mahaliza Mansor, 2021).

Student engagement and motivation also emerged as major issues. Many students, especially those from lower-income families, struggled to focus on their studies at home due to distractions and a lack of motivation (Irma Mahad et al., 2021). Without the personal interaction of a physical classroom, teachers found it harder to inspire students and make the Malay Language meaningful to them. This was particularly concerning because the subject plays a crucial role in shaping students' cultural identity and national pride.

While previous studies have explored the general challenges of PdPR (Nurul Farahin Ab Aziz et al., 2021; Julia Madzalan et al., 2022), the specific experiences of Malay Language teachers have not been fully examined. This gap is important because their role extends beyond teaching a subject; it includes preserving and promoting the cultural and social values tied to the Malay Language. Without addressing their unique needs, both teachers and students may face difficulties in adapting to a digital learning environment.

This study is necessary to fill this gap and provide a deeper understanding of the challenges faced by Malay Language teachers during PdPR. By identifying these challenges, the study aims to propose practical strategies to improve the effectiveness of home-based teaching and learning for this essential subject. The findings will contribute to a better understanding of the difficulties faced by teachers and offer actionable solutions to support them. This is especially relevant as Malaysia continues to integrate digital learning into its education system, ensuring that Malay Language education remains effective and inclusive in the post-pandemic era.

Determination of Research Questions and SLR Objectives
The sudden implementation of home-based teaching and learning (PdPR) during the COVID-19 pandemic presented unique challenges for Malay Language teachers in Malaysia. Unlike other subjects, the Malay Language plays a crucial role in shaping national identity, making it essential to understand the specific difficulties teachers faced during this transition. This study focuses on identifying the key challenges encountered by Malay Language teachers in implementing PdPR and exploring effective strategies to address these issues.
This research is guided by two primary questions:
1. What are the main challenges faced by Malay Language teachers in implementing PdPR?
2. What are the most effective approaches and strategies to support Malay Language teachers in PdPR?

To answer these questions, this study has two main objectives:
1. To examine the primary challenges experienced by Malay Language teachers during the implementation of PdPR.
2. To determine the strategies and approaches that have been used to overcome these challenges.

By focusing on these questions and objectives, this study aims to provide valuable insights into the experiences of Malay Language teachers during PdPR. The findings will contribute to a better understanding of the difficulties they faced and offer practical solutions to improve the effectiveness of home-based teaching and learning for this critical subject.

Study Methodology
This study was designed using a Systematic Literature Review (SLR) approach, which aims to collect, evaluate, and synthesise existing studies relevant to the challenges of Malay Language teachers in implementing home-based teaching and learning (PdPR). The SLR approach was chosen because it provides a rigorous, structured, and replicable framework to understand the phenomenon in depth based on existing literature. The study is designed to collect qualitative data from previous research, which will be analysed to identify key themes, patterns of challenges, and strategies for addressing them.

Literature Selection Criteria
Clearly defined literature selection criteria are essential to ensure that only relevant, high-quality, and recent studies are included in the analysis. The following table summarises the criteria, including the inclusion and exclusion parameters applied in this study.

Table 1
Literature Selection Criteria Table

Criteria	Inclusion Criteria	Exclusion Criteria
Year of Publication	2024–2025, relevance, COVID-19 pandemic, PdPR	Before 2020, not relevant to PdPR
Topic of Study	PdPR challenges, Malay Language education context	Other than Malay Language subject
Type of Study	Empirical, literature review, action research, systematic analysis	Personal opinion, no empirical or scientific data
Geographical Context	Malaysia, Malay Language teachers	Outside Malaysia, no relevance to the Malaysian education system
Language of Publication	Malay or English Language, easy to understand	Foreign language, other than Malay and English Language.
Quality of Study	Indexed journal, proceedings, official report, authentic	Unauthentic source, no peer review
Content of Study	Technology, teaching materials, motivation, support, workload, psychosocial, PdPR	General, no PdPR specific data for Malay Language teachers

Literature Search Strategy

Literature Sources

This study drew on a range of literature sources to ensure that the information gathered was both relevant and comprehensive. Searches were conducted through academic databases, including Google Scholar, ResearchGate, Scopus, and the UKM Digital Library. In addition, references were sourced from specialised journals such as the Journal of Malay Language Education (MyLEJ), Malaysian Online Journal of Education, and Pendeta Journal of Malay Language, Education and Literature. Official documents, including the PdPR Manual and the Malaysian Education Development Plan (2013–2025), were also consulted to provide contextual insight into the implementation policies of PdPR.

Search Keywords

The keywords used in the literature search were carefully selected to ensure that the results were directly relevant to the study's focus on the challenges faced by Malay Language teachers in PdPR. Examples of the keywords included "*Cabaran PdPR Bahasa Melayu*", "*Guru Bahasa Melayu semasa pandemik*", "*Pengajaran dan Pembelajaran di Rumah*", "*Strategi PdPR Bahasa Melayu guru*", "Home-Based Learning", "Online Learning", and "Online Learning Challenges". These keywords were applied in combination using Boolean operators such as AND, OR, and NOT to refine the search, allowing the inclusion of sources that were most closely aligned with the study's objectives.

Search Protocol

All search results were downloaded and organised using reference management software such as Mendeley or Zotero. The metadata for each article, including the title, author, journal, year, and abstract, was recorded in an Excel worksheet to facilitate the screening and filtering process.

Article Filtering and Selection Process

The article filtering and selection process was conducted in three main stages to ensure that only relevant and high-quality studies were included in the analysis. The first stage involved an initial screening based on the title and abstract, during which articles that did not meet the inclusion criteria were excluded, while those relevant to the research question proceeded to the next stage. This was followed by a full-text evaluation, where articles that passed, the initial screening were thoroughly examined to confirm their suitability according to the study criteria. During this stage, tools such as the Critical Appraisal Skills Programme (CASP) were employed to assess the quality and reliability of the studies. The final stage was deduplication, which involved removing duplicate articles from different sources to prevent redundancy and ensure the accuracy of the analysis.
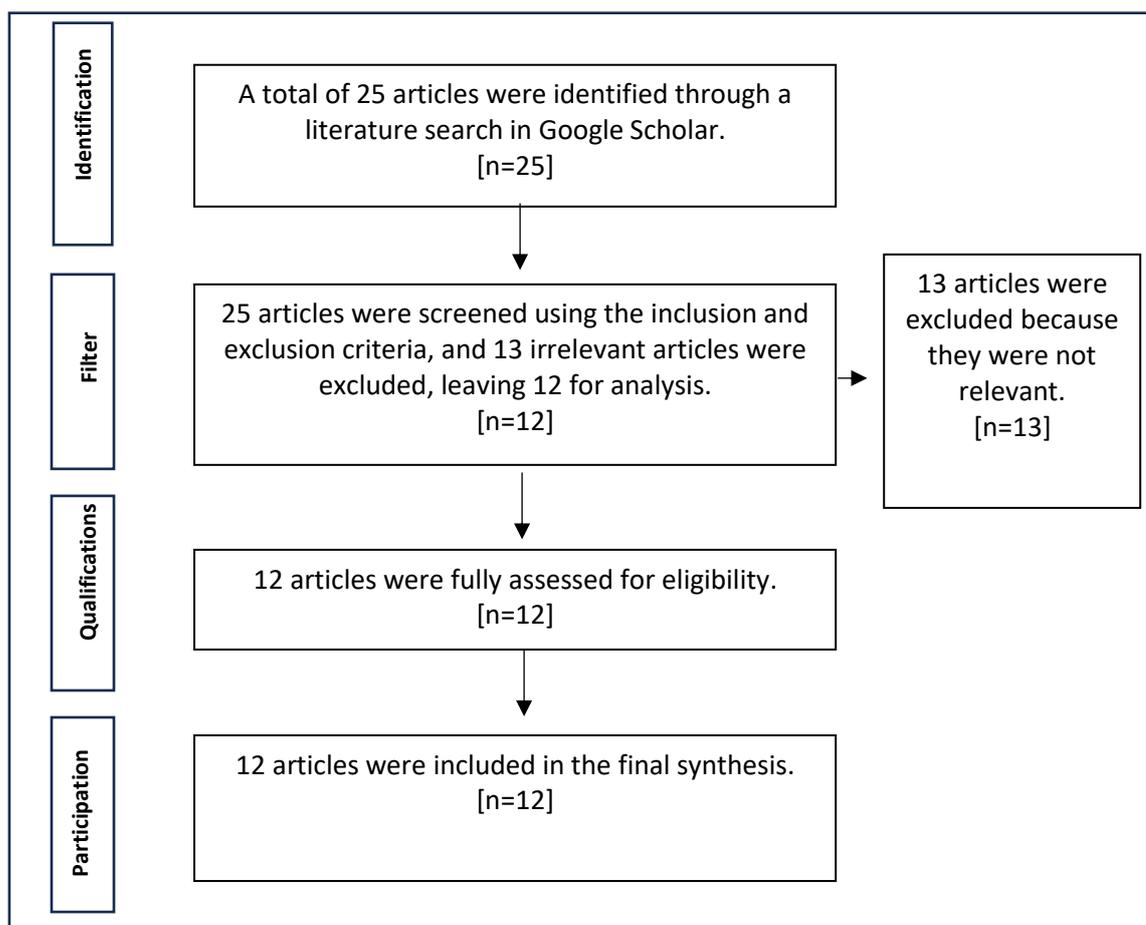
Systematic Review Process

Figure 1 PRISMA Model

This model illustrates the systematic flow of the literature review process using the PRISMA approach, ensuring transparency and accuracy in the selection of high-quality articles for analysis.

Identification
A total of 25 articles were identified through the literature search process. These articles were obtained from various sources relevant to the issue of home-based teaching and learning (PdPR) in the context of the COVID-19 pandemic.

Screening
In this phase, the 25 identified articles were screened based on the inclusion and exclusion criteria. A total of 13 articles were excluded because they did not meet the criteria, such as lack of relevance to the study theme, insufficient data, or inappropriate methodology.

Eligibility
The 12 articles that passed the screening were subjected to an in-depth assessment, which considered topic relevance, study quality, and their focus on the challenges of PdPR for Malay Language teachers in Malaysia.

Participation

In the final analysis, 12 relevant articles were included. These articles were used to identify key themes, challenges, and solution strategies to improve the effectiveness of PdPR. The following is a list of selected articles:

Table 2
List of Articles

No.	Title	Author(s)	Year of Publication	Research Design	Data Source
1	*Cabaran dan Persediaan Guru Bahasa Melayu dalam Mengadaptasikan Pengajaran dan Pembelajaran pada Musim Pandemik*	Muhammad Zamzini Mohd Zamani, Norfaizah Abdul Jobar, Dahlia Janan, Khairul Nizam Hamat @ Mat Roni	2023	Quantitative (Descriptive Survey)	Questionnaire
2	*Cabaran Guru dalam Melaksanakan Pengajaran dan Pembelajaran di Rumah (PdPR): Suatu Pemerhatian Awal*	Norehan Mohd Nasir, Mahaliza Mansor	2021	Qualitative (Literature Analysis)	Document Analysis
3	*Cabaran PdPR Bahasa Tamil di Sekolah Luar Bandar*	Tamilmullai A/P Thannimalai	2021	Qualitative (Review Study)	Document Analysis
4	*Dilema Pembelajaran dan Pengajaran di Rumah (PdPR)*	Zainoriza Zainun	2023	Qualitative (Reflective Study)	Interview
5	*Kekangan Pengajaran dan Pembelajaran di Rumah (PdPR) di Malaysia: Sorotan Literatur Sistematik*	Nur Syaedah Kamis, Mardziyah Mohd Isa, Nur Syamilah Md Noor	2023	Qualitative (Systematic Literature Review)	Document Analysis
6	*Kesediaan dan Efikasi Guru Matematik Sekolah Rendah dalam Pengintegrasian Teknologi Semasa Pandemik COVID-19*	Nurul Farahin Ab Aziz, Siti Mistima Maat	2021	Quantitative (Cross-Sectional Survey)	Questionnaire
7	*Paradigma Baharu PdPR: Satu Sorotan Kajian*	Siva Rabindarang, Vimala Arjunan	2021	Qualitative (Literature Review)	Document Analysis
8	*Kajian Berkaitan Pedagogi Guru-Guru SJK (T) Daerah Segamat dalam Pelaksanaan PdPR*	K. Anitha a/p Kuppan, Mohd Nihra Haruzuan Mohamad Said	2022	Quantitative (Descriptive Survey)	Questionnaire

9	*Sikap dan Motivasi Murid Sekolah Rendah terhadap Pembelajaran Bahasa Melayu dalam Talian semasa PKP*	Irma Mahad, Ugartini Magesvaran, Intan Nur Syuhada Hamzah	2021	Quantitative (Descriptive Survey)	Questionnaire
10	*Tahap Kesediaan Guru dalam Pelaksanaan Pengajaran dan Pembelajaran di Rumah (PdPR): Kajian Tinjauan di Sekolah YAPIS*	Julia Madzalan, Mohd Faeez Ilias, Mohd Izzuddin Mohd Pisol, Annasai Jamar, Hasrol Basir	2022	Quantitative (Descriptive Survey)	Questionnaire
11	*Tahap Kesediaan Pengajaran dan Pembelajaran di Rumah (PdPR) di Kalangan Pelajar, Tenaga Pengajar dan Ibu Bapa*	Fadilah Ahmad, Nor Aqilah Abdul Hamid	2022	Qualitative (Systematic Literature Review)	Document Analysis
12	*Tekanan Guru ketika Pengajaran dan Pembelajaran secara dalam Talian: Suatu Kajian Tinjauan*	Hazlin Falina Rosli, Norziah Othman, Muhammad Imamuddin Ab Razak	2022	Quantitative (Descriptive Survey)	Questionnaire

Data Collection and Synthesis

Document Content Analysis

The content analysis method for documents is implemented through in-depth analysis of articles, reports, and documents obtained without using complex software. This process is carried out manually by reading each document and recording the main themes in the form of notes to facilitate data grouping. Next, the information obtained is arranged using a simple table or matrix according to categories such as technological challenges, workload, and student involvement.

Based on the analysis conducted, several main themes were identified regarding the challenges faced by Malay Language teachers in implementing PdPR. These themes include access to technology and internet connection, workload, work and emotional balance, student engagement and motivation, challenges in online assessment and evaluation, teacher professional development, and the adaptation of curriculum and teaching materials. Altogether, these themes present a clear picture of the realities of PdPR implementation and serve as an important basis for understanding the actual challenges encountered by Malay Language teachers.

Reporting the Results

This study reports on three main components, namely the identified themes, strategy recommendations, and policy impacts. The themes focus on technological challenges, workload, student engagement, and the need for psychosocial support among teachers

during PdPR. The strategy recommendations emphasise the use of affordable technology, professional training for teachers, and psychosocial support initiatives. The policy implications highlight the need to strengthen the implementation of PdPR by improving access to technological facilities and providing continuous professional development to enhance the effectiveness of Malay Language teaching.

Findings

This study identifies various challenges faced by Malay Language teachers in implementing PdPR during the COVID-19 pandemic. These challenges encompass aspects of technology, workload, student engagement, and the need for psychosocial support. In the context of Malay Language education, this issue is more complex because this subject also plays a role in shaping national identity and social unity. Based on literature analysis, this study formulates several main themes that illustrate the reality of PdPR challenges and suggests improvement strategies for the future.

A total of 25 articles were reviewed and used as references throughout the writing process. However, only 12 articles were found to be relevant and were included in the study. All the articles selected were from Malaysia because the scope of the researcher's study focused more on the issue of home-based teaching and learning (PdPR) in Malaysia.

Analysis of Frequency Pattern and Challenges

Based on the researcher's observations and analysis of the 12 reviewed articles (Table 2), the challenges faced by Malay Language teachers in implementing home-Based teaching and learning (PdPR) are as follows:

Table 3
Summary of PdPR Challenges

No.	Author(s) (Year)	Study Focus	Challenge
1	Muhammad Zamzini bin Mohd Zamani, Norfaizah Abdul Jobar, Dahlia Janan, Khairul Nizam Hamat @ Mat Roni (2022)	Challenges and preparations for Malay Language teachers in implementing PdPR	Weak internet connection, increased workload, low student attendance, difficulty using digital platforms.
2	Norehan binti Mohd Nasir, Mahaliza binti Mansor (2021)	Initial observations on teachers' challenges during PdPR	Lack of devices, low student engagement, weak ICT skills of teachers and students.
3	Tamilmullai A/P Thannimalai (2021)	Implementation of Tamil Language PdPR in rural schools	Unstable internet, manual submission of assignments, unmotivated students, unequal assessment opportunities.
4	Zainoriza Zainun (2023)	Teachers' dilemma in PdPR for students with special needs	Lack of direct interaction, low student motivation, teachers need to prepare their own teaching materials.
5	Nur Syaedah Kamis, Mardziyah Mohd Isa, Nur Syamilah Md Noor (2023)	A systematic literature review on the constraints of PdPR in Malaysia	Lack of devices, pressure from teachers to ensure attendance, home environment not conducive,

			online assessments difficult, veteran teachers' low technology skills.
6	Nurul Farahin Ab Aziz, Siti Mistima Maat (2021)	The readiness and efficiency of teachers in the integration of technology	Lack of technological equipment, time constraints, ineffective assessment, insufficient professional training.
7	Siva Rabindarag, Vimala Arjunan (2021)	Analysis of the implementation and adaptation of PdPR	Lack of devices, difficulty implementing holistic assessments, need for interactive materials.
8	K. Anitha a/p Kuppan, Mohd Nihra Haruzuan bin Mohd Said (2022)	Pedagogical approach of SJK(T) teachers during PdPR	High pressure to ensure student attendance, students have difficulty focusing, assignments are submitted late
9	Irma Mahad, Urgatini Magesvaran, Intan Nur Syuhada Hamzah (2021)	Students' attitudes and motivation towards Malay Language PdPR	Sharing devices within the family, B40 students are not ready, teachers need to be creative in teaching
10	Julia Madzalan, Mohd Faeez Ilias, Mohd Izzuddin Mohd Pisol, Annasai Jamar, Hasrol Basir (2022)	Level of readiness of teachers to implement PdPR	Students are more tech-savvy than students who lack focus, teachers, an unconducive home environment, limited resources in private schools and lack of professional training for teachers
11	Fadilah Ahmad, Nor Aqilah Abdul Hamid (2022)	The readiness of students, teachers and parents towards PdPR	Lack of internet access, teachers' emotional stress, the need for technological mastery and pedagogical creativity
12	Hazlin Falina Rosli, Norziah Othman, Muhamad Imamuddin Ab Razak (2022)	Teacher pressure during online PdPR	Unstable internet, heavy workload, disruption of student concentration, difficulty monitoring students virtually

Based on Table 3, a clear and detailed picture of the challenges faced by Malay Language teachers, especially during the implementation of home-based teaching and learning (PdPR), can be identified. Each article included in this systematic literature review (SLR) provides a distinct perspective on the challenges and issues encountered by teachers during the COVID-19 pandemic.
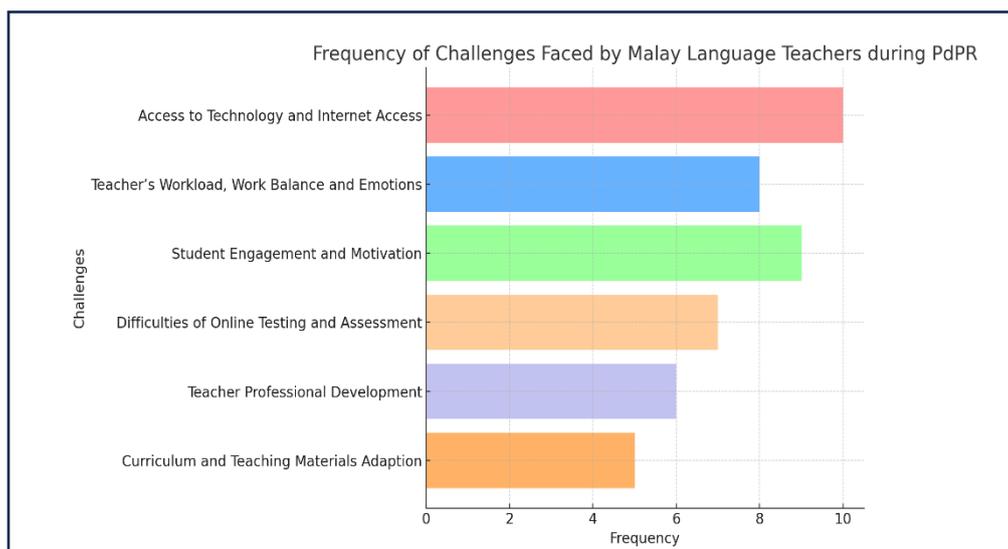
Figure 2 PdPR Frequency Patterns and Challenges

The COVID-19 pandemic has transformed the educational landscape, and PdPR has established itself as the new norm. Although it aims to ensure continuity of learning, teachers and students encounter various challenges that affect the overall effectiveness of the process. The results show that online learning needs careful planning to tackle technological, psychosocial, and pedagogical gaps, ensuring that the quality of education is not compromised. Figure 2 illustrates the six main challenges that teachers face in implementing PdPR.

Access To Technology and Internet Access
(Frequency: 10)

This challenge is the most frequently reported. Unstable internet connections, especially in rural areas such as Sabah and Sarawak, are a major obstacle to the effectiveness of PdPR. Furthermore, many teachers and students do not have access to devices such as laptops, tablets, or smartphones. The lack of these devices makes it difficult to participate in online classes, let alone use platforms such as Google Meet, Zoom, and DELIMa. Teachers are forced to find alternatives such as submitting assignments manually, which takes up additional time and resources. According to Muhammad Zamzini et al. (2022), teachers in areas with poor internet connectivity face challenges in conducting teaching and learning (T&L) consistently. This situation is even more pronounced in rural areas such as Sabah and Sarawak. Tamilmullai (2021) highlights that unstable internet access in these regions makes implementing PdPR particularly challenging. This constraint is also supported by the findings of Hazlin Falina Rosli et al. (2022), who stated that an unstable internet connection is a major obstacle in the online teaching process.

According to Norehan binti Mohd Nasir and Mahaliza binti Mansor (2021), the lack of sufficient devices for PdPR is a major challenge for teachers and students. This problem is also seen in the findings of Nur Syaedah Kamis et al. (2023), who reported the lack of laptops, smartphones, and printers which make it difficult to implement PdPR. Furthermore, Nurul Farahin Ab Aziz and Siti Mistima Maat (2021) stated that the lack of technological tools and technical support also makes it difficult to implement technology-based teaching. Julia Madzalan et al. (2022) reported that students are more skilled in using gadgets and social

media than teachers, which causes challenges in delivering digital learning. Irma Mahad et al. (2021) reported that this situation hinders students' participation in online classes, especially when there is more than one student in a family who needs to follow home-based teaching and learning (PdPR) simultaneously. Siva and Vimala (2021) also highlighted the lack of access to devices and stable internet connections as a major barrier to implementing PdPR. Fadilah Ahmad and Nor Aqilah Abdul Hamid (2022) reported that not all teachers and students have sufficient devices and internet access, which causes emotional stress due to the inability to conduct PdPR effectively.

Teacher's Workload, Work Balance and Emotions
(Frequency: 8)

The new PdPR norm has led to an increase in teachers' workload. Teachers must not only provide additional teaching materials but also ensure that they meet the established work targets (KPI). They need to spend many hours producing interactive learning materials such as videos and digital modules, in addition to checking students' assignments. This responsibility puts emotional pressure on teachers, especially when combined with the need to balance their work and personal lives. According to Muhammad Zamzini et al. (2022), the new norm of Teaching and Learning at Home (PdPR) has increased the pressure on teachers to ensure that PdP runs smoothly. Nur Syaedah Kamis et al. (2023) report that teachers face considerable pressure to maintain student attendance in online classes. K. Anitha and Mohd Nihra Haruzuan bin Mohd Said (2022) further note that this pressure includes the need to adjust and adapt teaching methods.

The additional workload is also a major challenge. Tamilmullai (2021) stated that teachers had to send assignments manually to students who were unable to attend online classes. In addition, Hazlin Falina Rosli et al. (2022) reported that teachers needed to provide additional teaching materials while achieving work targets (KPIs). Nurul Farahin Ab Aziz and Siti Mistima Maat (2021) also report that teachers face added pressure due to the limited time available to adapt PdP to technology. In addition, teachers needed to be more creative and innovative to attract students' interest. According to Fadilah Ahmad and Nor Aqilah Abdul Hamid (2022), this requirement increases the emotional strain experienced by teachers. Zainoriza Zainun (2023) also stated that the lack of direct interaction with students made it difficult to teach creative skills.

Student Engagement and Motivation
(Frequency: 9)

Lack of motivation among students is one of the main challenges. Many students are not interested in participating in online classes, show a lethargic attitude, or do not complete assignments. Student attendance in PdPR classes is also often low, especially in rural areas. Unconducive home environments, such as distractions from other family members or lack of suitable study spaces, also contribute to this problem. Teachers have to work hard to motivate students and ensure that they remain involved. According to Muhammad Zamzini et al. (2022), low student attendance is a major issue throughout PdPR. This finding shows a lack of motivation among students to attend online classes. A study by Norehan binti Mohd Nasir and Mahaliza Binti Mansor (2021) also found that students are less interested or are lethargic when attending classes virtually. This habit is a major obstacle to the effective learning process. Furthermore, Tamilmullai (2021) stated that students often do not attend

online classes, do not show interest, and fail to complete the assigned tasks. This situation is also supported by Zainoriza Zainun (2023), who reported that students are more inclined to digital gaming activities and are less interested in completing school assignments.

Home environmental factors also play an important role in influencing student motivation. Nur Syaedah Kamis et al. (2023) explained that the lack of two-way interaction and an unconducive home environment reduce students' interest in PdPR. In addition, K. Anitha and Mohd Nihra Haruzuan bin Mohd Said (2022) found that students find it difficult to focus in a virtual learning environment. Irma Mahad et al. (2021) note that students, especially those from the B40 group, are often less prepared for online learning because they lack adequate facilities and support. Julia Madzalan et al. (2022) also point out that students find it difficult to stay focused during home-based teaching and learning (PdPR) when their home environment is not conducive to study. Next, Hazlin Falina Rosli et al. (2022) stated that students face challenges in focusing due to an unsuitable home environment. This situation places pressure not only on students but also on teachers, who strive to ensure the effectiveness of learning.

Difficulties of Online Testing and Assessment
(Frequency: 7)

Online learning assessment has become a major challenge, especially for subjects that involve practical learning, such as laboratory or hands-on activities. The lack of direct interaction makes it difficult for teachers to accurately assess student understanding. Furthermore, many students fail to submit assignments on time, which affects the holistic marking and assessment process. Tamilmullai (2021) notes that slow testing processes can create unequal opportunities for students to participate in PdPR. This challenge also affects students' ability to achieve the same performance as their more capable peers. Nurul Farahin and Siti Mistima (2021) stated that online testing is less effective and cannot assess students' true potential. This opinion is in line with the findings of Siva Rabindarag and Vimala Arjunan (2021), who stated that holistic assessment is difficult to implement online.

In addition, Nur Syaedah Kamis et al. (2023) added that this challenge becomes more pronounced in practical learning such as hands-on activities, where assessing student understanding is very difficult to do virtually. Technical factors also have a major impact on the effectiveness of the marking process. K. Anitha and Mohd Nihra Haruzuan (2022) found that students often fail to submit assignments on time, causing disruptions in the assessment process. In addition, Julia et al. (2022) highlighted an unconducive home environment as another major challenge that affects students' concentration during online tests. Finally, teachers face difficulties in monitoring students effectively. According to Hazlin Falina Rosli et al. (2022), monitoring online students is much more challenging than face-to-face teaching.

Teacher Professional Development
(Frequency: 6)

Lack of in-service training has resulted in many teachers not having sufficient technological skills to implement PdPR. Teachers struggle with limited technical support, which makes it challenging for them to use e-learning applications and other digital platforms effectively. Veteran teachers, in particular, face challenges in adapting to the increasing needs of technology According to Muhammad Zamzini bin Mohd Zamani (2023), veteran teachers

encounter considerable difficulties in managing modern platforms like Google Meet, Zoom, and Webex. This view is also supported by Norehan and Mahaliza (2021), who found that lack of ICT skills among teachers and students is a major barrier to accessing platforms such as DELIMa, Zoom, and Google Meet. Furthermore, Nur Syaedah Kamis et al. (2023) highlighted that veteran teachers face difficulties in mastering digital learning technologies and modern applications, indicating a significant technological competency gap between generations of educators. In addition, lack of in-service training is also a critical issue. Nurul Farahin and Siti Mistima (2021) explained that inadequate training makes it difficult for teachers to improve their technological skills. This situation leaves teachers not fully prepared to face the challenges of digital learning.

This situation is more pronounced in private schools, where Julia et al. (2022) found that teachers in private schools have more limited resources and support compared to their counterparts in government-aided schools. Fadilah and Nor Aqilah (2022) emphasise that teachers need a solid understanding of basic technological skills and e-learning platforms to implement PdPR effectively. This suggests that without a strong technological foundation, teachers may struggle to maintain the quality and effectiveness of the teaching process.

Curriculum and Teaching Materials Adaption
(Frequency: 5)

Teachers need to be creative in adapting teaching materials to be suitable for online learning. They need to produce engaging materials such as digital modules, videos, and audio to ensure students stay focused and interested. The lack of clear guidance for adapting the curriculum to the online format adds to this difficulty. Teachers need to develop customised teaching materials and intervention sets to support students' learning at home (Zainoriza Zainun, 2023). They also need to produce learning materials such as videos, audios, and interactive modules to engage students (Siva et al., 2021). Teachers also need to be creative in diversifying teaching techniques to make online learning more engaging (Irma Mahad et al., 2021), while the lack of specific training to improve technology skills is also a major challenge (Julia Madzalan et al., 2022). In addition, teachers need to apply creativity and innovation to ensure that their teaching methods capture students' attention (Fadilah Ahmad & Nor Aqilah Abdul Hamid, 2022).

In conclusion, the implementation of PdPR requires comprehensive support from various parties. There is a need to improve technological infrastructure, provide teachers with thorough professional training, and introduce more innovative pedagogical approaches. At the same time, curriculum and teaching material adaptations should be supported with clear guidance, and teachers should receive psychosocial support to alleviate emotional stress.

These steps are important to ensure that PdPR can achieve its objectives more effectively, providing quality education to students even in challenging situations. This study offers a comprehensive overview of PdPR challenges and lays the groundwork for developing future strategies to address them.

Discussion

This study aims to identify the main challenges faced by Malay Language teachers in implementing home-based teaching and learning (PdPR) during the COVID-19 pandemic and

to propose the best strategies and approaches to address these challenges. In this discussion, the study findings will be explained in detail based on six main themes identified, namely access to technology and internet access, teacher workload and emotional stress, student engagement and motivation, difficulties in testing and assessment, teacher professional development, and adaptation of curriculum and teaching materials. This explanation will also answer the research questions and refer to previous literature to support the findings.

Access to technology and internet access are the most significant challenges in implementing PdPR. Studies have found that teachers and students in rural areas such as Sabah and Sarawak face unstable internet connections, making it difficult to implement PdPR consistently (Muhammad Zamzini et al., 2023). Furthermore, the lack of devices such as laptops, tablets, and smartphones affect students' ability to follow online classes, especially among families from the B40 group (Irma Mahad et al., 2021). This situation has further exacerbated the digital divide between urban and rural students. As a solution, improving digital infrastructure in rural areas and providing device subsidies to families in need should be a priority. As recommended by the Ministry of Education Malaysia (2020), educational technology development plans need to be accelerated to ensure equal access to digital learning.

In addition, the implementation of PdPR also significantly increases teachers' workload. Teachers not only need to provide additional teaching materials such as digital modules and learning videos but also need to ensure continuous communication with parents and students (Hazlin Falina Rosli et al., 2022). The need to meet work targets (KPIs) while balancing personal life causes teachers to experience high emotional stress. This burden is particularly felt by teachers who are less trained in technology, who need to spend additional time learning online learning platforms such as Google Meet and Zoom. According to Nurul Farahin Ab Aziz et al. (2021), offering psychosocial support, including counselling, and reducing workload can help teachers cope with stress. This step is important to ensure teachers' well-being and improve their efficiency in implementing PdPR.

Student motivation in PdPR is also a concern. Students are often less interested in participating in online learning, with low attendance especially in rural areas (Tamilmullai, 2021). Factors such as an unconducive home environment, lack of two-way interaction, and lack of technological support contribute to this problem. Therefore, teachers need to apply more interactive teaching approaches, such as the use of gamification elements, engaging learning videos, and online collaborative activities. Irma Mahad et al. (2021) suggest the use of such approaches to ensure that online learning is more relevant and engaging for students. When it comes to testing and assessment, teachers struggle to accurately gauge student understanding, particularly in practical subjects that involve hands-on activities. The lack of direct interaction makes it difficult for teachers to assess the integrity and validity of student learning (Zainoriza Zainun, 2023). Furthermore, students often fail to submit assignments on time, causing difficulties in the marking process. The use of technology such as digital assessment platforms and artificial intelligence-based learning applications can help overcome this challenge. Siva and Vimala (2021) suggest using this technology to conduct more comprehensive and effective assessments.

Another major challenge identified is the lack of professional development among teachers. According to Nur Syaedah Kamis et al. (2023), many teachers feel they lack adequate training to use digital learning technologies and applications effectively. Veteran teachers, in particular, struggle to adapt to new technologies, which can undermine their confidence in implementing PdPR. Hence, providing ongoing and targeted professional training is essential to help teachers develop competence in both technology use and pedagogical approaches. As suggested by Nurul Farahin Ab Aziz et al. (2021), intensive training can increase teachers' confidence and ability in implementing online learning.

Finally, teachers face challenges in adapting the curriculum to online formats. The preparation of teaching materials such as interactive modules and videos requires time and creativity, which often becomes an additional burden for teachers (Hazlin Falina Rosli et al., 2022). The lack of clear guidance on curriculum adaptation further adds to this challenge. Therefore, support such as curriculum adaptation guides and access to quality teaching resources are essential to help teachers meet the needs of PdPR. Nur Syaedah Kamis et al. (2023) also highlight the importance of collaboration between teachers and school administration in producing effective and relevant teaching materials.

This discussion shows that the implementation of PdPR requires comprehensive support from various aspects, including technological infrastructure, teacher well-being, and professional development. The findings have also successfully answered the research questions by identifying the main challenges of PdPR and suggesting relevant solution strategies. These recommended measures can provide a foundation for policymakers to develop more inclusive and effective education strategies in the future. By adopting a systematic and comprehensive approach, the challenges of PdPR can be addressed, ensuring that all students receive a high-quality education, regardless of their background.

Conclusion

This study identifies several challenges faced by Malay Language teachers in implementing home-based teaching and learning (PdPR) during the COVID-19 pandemic. Based on a Systematic Literature Review (SLR) approach, six main themes have been formulated, namely challenges of access to technology and internet access, teachers' workload and emotional balance, student engagement and motivation, difficulties with online testing, teacher professional development, and adaptation of curriculum and teaching materials. Among these, access to technology and internet connectivity emerges as the most frequently reported challenge, particularly in rural areas such as Sabah and Sarawak, where limited devices, poor connectivity, and high costs of digital technology hinder the effectiveness of PdPR. Teachers' workload has also increased significantly, as they need to prepare additional teaching materials, monitor student progress, and meet work targets (KPIs). These demands place considerable pressure on teachers, affecting both their professional performance and emotional well-being.

From the student perspective, lack of motivation and active engagement is a major challenge. Factors such as an unconducive home environment, family distractions, and a casual attitude towards online learning contribute to this challenge. Teachers, on the other hand, face difficulties in assessing student learning holistically through online platforms, especially for practical aspects that require direct interaction. The study also found that lack

of professional training in educational technology negatively impacts teachers' ability to implement PdPR effectively. Veteran teachers in particular face difficulties in adapting to modern technologies such as e-learning platforms. Adapting curricula and teaching materials also requires additional creativity from teachers to produce digital modules, videos, and other interactive materials to ensure that learning remains engaging and effective.

Overall, this study provides a comprehensive overview of the challenges of PdPR for Malay Language teachers. PdPR requires more comprehensive planning to ensure that education remains of high quality even in challenging situations. It is hoped that the findings of this study will serve as a valuable guide for policymakers, educators, and researchers in their efforts to enhance the implementation of PdPR in the future.

Suggestions for Further Study
This study provides a comprehensive overview of the challenges of Malay Language teachers in implementing PdPR during the COVID-19 pandemic. However, there is still room to expand the scope of research to strengthen understanding and improve the quality of Malay Language education.

First, future studies should examine the effectiveness of innovative teaching strategies, including gamification, interactive materials, and student-centred approaches. While these strategies have been identified, there is still limited empirical research on how effectively they enhance student motivation and engagement in the Malay Language.

Second, research can be continued on the use of new technologies such as artificial intelligence (AI) and virtual reality (VR) in PdPR to improve learning effectiveness. Studies also need to assess the accessibility of these technologies among students from various socioeconomic backgrounds as well as the technical challenges faced.

Third, future research should adopt a longitudinal approach to examine how PdPR impacts students' academic performance, motivation, and social development over time. This study is important to understand the real impact of PdPR on subjects that play a role in shaping national identity, such as Malay Language.

In addition, research can focus on the implementation of PdPR in natural disaster situations such as floods or typhoons by evaluating the effectiveness of flexible teaching models that combine technology and traditional methods such as books, television and radio. Research should also examine the readiness of teachers, schools, and parents, as well as the provision of psychosocial support, to ensure continuity of learning during emergency situations. In conclusion, future studies should adopt a more comprehensive approach by exploring teaching strategies, innovative technologies, community involvement, and teacher well-being. This approach is important to form a sustainable and responsive education system so that Malay language education remains relevant and continues to develop in the digital era.

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