

## Face-To-Face Learning, Teaching and Learning at Home Need to Go Hand in Hand

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### ABSTRACT

This paper discusses the frequency of online teaching was found to affect the acceptance of students who need optimally focused learning over a period of one to two hours. Among the weaknesses identified were due to lack of attraction from the aspect of content presentation, application in boring activities, causing it not to receive immediate response other than environmental disturbances that could lose their learning focus. Researcher used research synthesis to describe approaches to combining, aggregating, integrating, and synthesizing primary research findings. The findings show that in this case face-to-face learning is certainly better because students can stimulate learning directly by various methods individually or in groups by developing the needs of a comprehensive cognitive, affective and psychomotor domains. Although the Ministry of Education Malaysia (MOE) has also taken steps to introduce learning through Education TV, it was found that it is still less able to encourage student participation. They need the involvement of parents in playing an important role in managing learning to be more controlled. The declining level of motivation among children with a large attraction to gadgets presents an incredible challenge to teachers and parents in organizing fun online educational activities. Looking at the various situations in the implementation of PdPR that cause problems to the implementer (teachers and parents) and recipients (students), it is appropriate that the implementation of physical learning should be reintroduced for now. It is also to avoid more problems that include the issue of student dropouts, lack of motivation among parents and pressure on teachers, thus reopening the school is one of the best ways to overcome it.

**Contribution/Originality:** This paper provides a logical analysis of the face-to-face learning, teaching and learning at home need to go hand in hand. By integrating the findings and perspectives of empirical research, the literature review addresses research questions and has additional research power. It can also help outline different and interdisciplinary areas of research.

## 1. Introduction

Too many complaints about the implementation of Home Teaching and Learning (*Pengajaran dan Pembelajaran di Rumah-PdPR*) including student access and lack of appropriate equipment, the announcement of the reopening of schools starting today, was greeted with mixed reactions. Between gratitude and concern, the announcement by the Senior Minister of Education, Datuk Dr Radzi Jidin, the students returned to their normal routine through face-to-face learning sessions. Previously, through PdPR, it is clearly saw various challenges that show how difficult this approach is to continue, especially at the primary school level. Generally, in the practice of PdPR, most teachers use the Google Classroom application or Google Meet, WhatsApp or Telegram which is the best digital educational medium for learning in the 21st century. Whether willingly or not, voluntarily or otherwise, the implementation of PdPR is part of the new normative educational practice that should be practiced by teachers today. Choosing PdPR means that the cooperation and commitment of parents is required, especially in relation to the provision of learning equipment, devices and a more stable internet line.

However, the ministry should also see and hear about the complaints and questions of the lack of ability in providing device equipment that involves high costs. Apart from that, it also touches on the question of learning time management that occurs simultaneously with other children, causing many parents to be unable to participate in PdPR. However, the question of student safety should be given priority to prevent COVID-19 infection. The society does not want various 'school clusters' to emerge, causing more schools to close, and ultimately impacting inconsistent learning patterns. The experience in conducting school sessions in 2020 should be a useful lesson for all parties. Concerns about COVID-19 infection can be avoided if SOP compliance can be implemented properly and effectively ([Abdul Halim, 2021](#)).

## 2. Literature Review

Many The 2021 school session officially opened, yesterday. However, the increase in COVID-19 cases and the implementation of the Movement Control Order (MCO) dampened the excitement especially of the students. Still, the behavior of the first day of school being conducted online steals the public's attention. Various reactions were recorded with the online Teaching and Learning at Home (PdPR) method. Teachers, students and parents face new challenges in implementing this online PdPR session, but is the country's education system ready? Issues of internet access, student readiness and teacher preparation, B40 and M40 capabilities, parental involvement are among the basic questions that need to be answered to ensure the success of teaching and learning (*Pengajaran dan Pembelajaran-PdP*) online. In fact, this issue has long been raised. Michael Fullan in his book *The New Meaning of Educational Change* states the need for adaptive action in the education system in the event of a disaster or epidemic. Now, the current situation is 'forcing' all teachers to act more responsively. Various methods and platforms are adopted for the PdPR process, including visual reality and augmented reality (AR) that enable it to interactively parallel 21st century Teaching and Learning methods. PdPR gives new responsibilities in preparing learning sessions to teachers including those who teach several subjects and different class levels. It will definitely have an impact on the responsibility of teachers in educating and producing human capital in line with the aspirations of the Ministry of Education (MOE) to support the Vision for Common Prosperity (*Wawasan Kemakmuran Bersama-WKB*) 2030 agenda.

This group should not be blamed because of the time burden in preparing PdPR materials. Therefore, MOE needs to think of the best solution in the context of this online PdPR. It is acknowledged that the MOE has implemented many initiatives, especially online learning to put the country's education system on par with developed countries, as acknowledged by the Chairman of the Malaysian Educational Technology Association (*Persatuan Teknologi Pendidikan Malaysia-PTPM*), Associate Prof Dr Mahizer Hamzah. This is translated in the Malaysia Education Development Plan 2013-2025 by making equal access to international quality education as well as utilizing communication and information technology (ICT). However, the curriculum constructed should be tailored to online learning, including student -centered by taking into account different lesson content, learning approaches and assessment methods. An action plan needs to be taken immediately looking at the current situation when the COVID-19 wave is difficult to predict when it will end ([Fahmi & Syamsyul, 2021](#)).

In order to focus on teachers in producing students, MOE needs to think of the best *modus operandi*. The development of teaching materials needs to be done immediately to help the PdPR process. Among the ways to alleviate the burden of teachers is to provide effective teaching materials by recording teaching sessions conducted by experienced and excellent teachers covering each chapter in the subject, while the recording can be distributed to schools or placed on the MOE's own social media. In this way, the teacher's job is more focused on guiding students and being able to pay attention in the process of shaping the student's future. To solve the problem of internet access in rural areas or families who cannot afford to own laptops and smartphones, MOE needs to revitalize Education TV and work with private broadcasters to broadcast recordings of each subject that can be repeated 24 hours a day. Importantly, an integrated action plan needs to be made by the MOE to coordinate online PdPR for education in the country. Certainly all parties are looking for the best way to deal with the PdPR issue. It is not appropriate for us to compare this online PdPR with face-to-face PdP. The effect of PdP in the classroom through a very mature process if to compare the effect of PdPR online which is just a year old corn. Changes in the education system are a test to the effectiveness of connectivism theory which is said to be the learning theory of the digital age, the ability of educators and students in the implementation of PdP through the practice of cybersecurity. Malaysian Certificate of Education (*Sijil Pelajaran Malaysia-SPM*) which will be conducted this February can be used as a benchmark to test the effectiveness of the connectivism theory involved ([Fahmi & Syamsyul, 2021](#)).

## 2.1. Maxis Explores Digital Gaming Industry Opportunities

Maxis Bhd explores business potential in the digital gaming industry by expanding its services, product offerings and package development to support the development of the industry ecosystem in Malaysia. Its Head of Brand and Marketing, Tai Kam Leong, said Maxis strengthened its presence in the market by offering three high-performance mobile devices for digital games packaged with Maxis Zerolution, in-game purchases through billing operators for Maxis, Hotlink and Ookyo customers. He said, although the latest data states that more than 40 percent of young people between the ages of 16 and 24 in Malaysia are digital game enthusiasts, but the digital game industry is much larger covering all ages, mobile devices, consuls and home fiber networks. For the future, Maxis expect there is great business potential for this industry to be explored as a telecommunications company. In fact, Maxis collaboration with Team Secret provides an opportunity for companies to enrich their customer experience with digital sports (eSport) content. Maxis also play an important role in shaping the Malaysian digital

gaming ecosystem by meeting the needs of consumers through future Maxis products. Team Secret is the eSport Malaysia professional team for PUBG Mobile games to the international level. Through the collaboration, both parties will develop exclusive world-class digital game content for a year to produce more local digital game enthusiasts representing the country to the world eSport arena. Meanwhile, the company's current focus was on offering mobile digital games and related services through the three smartphone devices it offered. However, Maxis also saw the opportunity to explore the residential segment through the fiber optic network by expanding service support across mobile games to the segment (Che Wan, 2019).

## 2.2 Teachers Need to Creatively Assess Students in New Norms

Malaysia is facing the situation of the third wave of the COVID-19 pandemic starting October last year after the Ministry of Health (MOH) confirmed that Malaysia was hit by the wave after the country recorded three new cases. In this regard, the national education system is once again affected due to the analysis of positive case data, close contact and quarantine among students, teachers and school staff is increasing. As a result, schools across the country had to close for the second time. The Ministry of Education (MOE) took some initial initiatives. First, the MOE distributes professional circulars, release letters, notification letters and relevant MOE guidelines. Second, MOE provides a Manual for Teaching and Learning at Home (PdPR). This initiative coincides with the Malaysian Education Development Plan (Pelan Pembangunan Pendidikan Malaysia-PPPM) 2013-2025 which stipulates that every student must have access to education to achieve their potential to face the future life. Therefore, students have the right to the opportunity to pursue education even if they are unable to attend school. Accordingly, the national education system needs to create a new mechanism in the PdPR assessment method when schools had to be closed when the third wave of the COVID-19 pandemic hit the country.

Teachers not only need to plan and apply the implementation of learning and teaching (PdP) in a quality manner through home learning, but also need to explore and plan alternative assessments to replace examinations and written tests face-to-face. This is so that formative and summative assessment can continue to be implemented to students. Coincidentally, alternative assessment can ensure the continuity of quality learning throughout students through home-based learning. The implementation of alternative assessments allows teachers to monitor student learning progress, conduct assessments and improve the quality of their students' learning during the COVID-19 pandemic. There is a need for teachers to incorporate alternative assessment methods in PdP so that teachers can assess students' abilities effectively. The definition of alternative assessment refers to a variety of activities other than examinations to assess mastery and track student learning progress. This assessment is in line with the 21st Century Learning method based on the elements of collaboration, creativity, communication, critical thinking and values. Alternative assessment in line with the implementation of Classroom Assessment (PBD) focuses on the development and development of students holistically (Abdul Halim & Zuraini, 2021).

Thus, teachers implementing PdPR during the COVID-19 pandemic could replace conventional assessment methods with alternative assessments. Alternative assessment can be divided into three approaches, namely cognitive, performance and portfolio assessment. Cognitive assessment focuses on measuring students' high-level thinking skills (HLTS) abilities, mastery, attitudes and communication skills. Performance

appraisal is defined as a method requiring students to demonstrate their ability to directly use student work results in a particular activity. Performance appraisal focuses on students' ability to apply knowledge, skills, and judgments in realistically unclear contexts. Performance appraisal criteria focus on the complex learning of problem - solving skills. Students show seriousness in completing assignments requiring a variety of steps and time. Portfolio evaluation is defined as a method of producing student work in the form of a process and ultimately acquiring a product.

Even teachers now have the option to produce portfolios electronically. Teachers can select customizable alternative assessments based on the PdPR method. Among the alternative assessments for learning that can be done online are online quizzes, e-games (gamification) and question and answer activities during online classes. Online quizzes use the same concepts as conventional quizzes during face-to-face learning. The difference is the implementation of the quiz using online media. The quiz form can be conducted as a subjective test or an objective test. A subjective test is a test for students to be able to show the way they work in problem -solving questions. Several educational technologies can be applied by teachers such as Spreadsheets, Geogebra, Graphing Tools, Computer Algebra Systems (CAS), Dynamic Geometry Software (DGS) and Applets. In addition, objective testing can be conducted in four forms. First, the form of the test is right and wrong. True false test there is a statement needs to be determined its truth (Abdul Halim & Zuraini, 2021).

### 3. Methodology

This research method used literature review, which included new insights into the quality of action and scientific papers. The literature review activity began with four steps: 1) developing questions; 2) searching the literature; 3) data evaluation; 4) analysis and interpretation. All steps are performed in stages. Analytical techniques are performed in the following ways: 1) Compare (find the equation); 2) Contrast (discovering inequality); 3) Criticism (giving opinions); 4) Synthesis (comparative); 5) Summary.

### 4. Findings & Discussion

#### 4.1. Teachers Need to Be More Creative in Teaching During a Pandemic

Teachers need to work harder than before to adapt to the home teaching and learning process (PdPR) introduced by the Ministry of Education (MOE) during the current COVID-19 pandemic. The pandemic caused teachers to face challenges because from face-to-face teaching, it has now changed to online, thus making them need to be more creative to attract students. After more than two years of the country going through the challenges of facing the COVID-19 epidemic, teachers will continue to succeed in their important mission of teaching and educating students. For teachers, the task of educating is going on as usual, but they need to work harder than before and need to be more creative to adapt to the PdPR process introduced by MOE during this pandemic. educators now need to be more sensitive to changes and transformation of education to produce excellent students holistically, including in terms of academics, co-curriculum and personality. Students now not only need to listen to what the teacher is teaching, but also need to interact bilaterally so that they can think well. This means that teachers need to increase the number of programs to shape the future of students in schools so that they are more creative, innovative and independent.



Due to the spread of COVID-19, the task of teachers is now more challenging when they cannot teach face to face, instead have to adapt to the PdPR method. For schools in rural areas, teachers need to creatively complete modules for students who face device or network constraints. Fortunately, parents are more understanding with PdPR and teachers are also more creative, innovative and good at teaching using that method, even students are more involved than year 2020. Also touching on the PdPR issue, the COVID-19 pandemic was one of the difficult challenges not only for the MOE, but also schools, teachers and parents who have children at home. Some difficult decisions had to be made to safeguard the safety and health of the students, at the same time it was also necessary to ensure that PdP was not left behind in the situation. Learning online is not the same as face-to-face learning in the classroom. We know there are students who are on (logged in) but the video is not open. So we don't know physically whether he is there or not. So, there must be creativity of teachers to ensure that students can be together in PdPR, so that students continue to be motivated to learn even online. The abolition of the Primary School Achievement Test (*Ujian Penilaian Sekolah Rendah-UPSR*) completely showed that the country's education system was now on the right track. The initial intention of the UPSR implementation was good to give a public picture of the mastery of primary school students, but in the end the purpose of the examination was 'abused' to the point of consuming the education system. Only now we have to think of alternatives to the UPSR. Because it has been abolished, we need an approach on how to get normative data that gives an overview of the achievement of primary school students. However, the COVID-19 pandemic also brings blessings, it helps turn back to ensure students learn. During this pandemic, people do not talk about exams, instead focus on how students can learn (Bernama, 2021a).

#### **4.2. No Internet Access and Gadgets Is Like Studying in A Poor School**

The school session opened on January 17, 2021 with students taking the main examination allowed to go to school, while others had to undergo home teaching and learning (PdPR). If the data is examined, 65 percent or 5,772 national primary schools are in rural and remote areas. This is the reality. When the Ministry of Education (MOE) has to switch to PdPR, who is actually the main target and who benefits? PdPR if not managed well is feared to increase the gap in educational achievement between students, especially between rich and poor groups, as well as between students in urban and rural areas (Michelmores & Dynarski, 2017). The MOE should scrutinize not only the issue of access and effectiveness of the PdPR platform whether wanting to use online or hybrid, but also the issue of the art of delivering PdPR teaching or pedagogy effectively. We know PdPR is still in the process of adjustment. The teacher is not yet fully prepared. PdPR needs some time to be consolidated. MOE, on the other hand, should focus on the balance of PdPR access among students nationwide. Tired and tiring. It is not easy to operate PdPR in a traditional teaching and learning (PdP) framework. Of course the MOE knows all this, but they do not want to accept the fact that online learning has a different format and flow (flow) than face-to-face learning. The MOE knows this, but still maintains the format and practice of face-to-face in the implementation of PdPR. Online learning (PdPR) is self directed learning. This means that students will decide what and when they want to learn. The teacher determines the 'why', which means the learning objective. Students plan their own learning activities. That means self-directed learning. Teachers become mentors and facilitators of learning. When students have a problem, they call the teacher. Teachers do not 'lecture', but are active in discussion sessions in PdPR. But self-directed learning is not a practice in our country's education system.

Face-to-face learning is structured learning, there is a timetable, there is a specific time for each subject and there are teachers who teach. Teachers plan and lead learning. Learning resources also come from teachers. Students are receivers. This is our school practice. When MOE decided to use the structured learning format (PdP) for the purpose of online learning (PdPR), it was not appropriate to answer. The teacher must be tired.

It has only been three days since we heard the complaints and frustrations of parents. Some claim teachers do not teach, but simply ask students to watch videos on YouTube ([Peter, 2020](#)). Some parents claim teachers do not teach well. No less also said PdPR failed. This way, let's be fair to the teacher. First, no teacher in the country is trained to teach by PdPR, let alone have a certificate or degree in education in this field of teaching. All are trained to teach face -to -face in the classroom. PdPR is the first experience of all teachers. So it is not fair to claim that teachers are incompetent in teaching in PdPR. Pandemic is everyone's first experience. In the PdPR process, teachers not only had to manage 40 students online, but were also observed and evaluated at all times by parents who participated in the PdPR process. It is not an easy task. That is why parents have to give time and a little space for teachers to adjust to PdPR. A Cambridge University study proves that teachers in Malaysia have a high level of commitment. For PdPR to be successful, teachers need time to develop teaching materials and teaching aids. Patience and parental support will greatly help strengthen the spirit of teachers. The stronger the spirit of teachers, the faster they adapt and the faster our children can learn effectively through PdPR. Give some space for teachers to adjust themselves in PdPR. Coordination of information is important in implementing PdPR effectively and balanced to all students. MOE has the ability to build a PdPR dashboard. Through this dashboard, all information can be integrated, including the industry and companies that want to be involved in PdPR. From digital textbooks, instructional videos, training for each subject, self-examinations to private fund activities for PdPR and circulars as well as important announcements of the MOE to students. All in one ([Anuar & Jamal, 2021](#)).

One gigabyte of internet data will usually run out when continuously online for 20 to 25 minutes. Maximum 30 minutes. That means you need three gigabytes to be online for an hour. If you are online for three hours a day, that means you have to have seven to nine gigabytes. How much is a month? ([CableAmerica, 2020](#)). Imagine if there were four children in school. Want hundreds of dollars for parents to provide. Not to mention that parents have to buy gadgets and phones. For families who can afford it there is no problem, but what about the B40 group and parents who lost their jobs? What about a family with many children? It means that online learning as the main platform of PdPR, although it seems like great and good, but is actually impractical and beyond the ability of most of the people. What will happen if it continues? We will see more and more children 'skipping' PdPR if online learning continues. Children in villages and rural areas have long 'raised the white flag'. They really have no hope of taking online classes because there is no internet. It is very necessary, in fact it must be expedited. Not only the government, but also the industry and government -linked companies (GLCs). This is the time for them and the government to help the community in need. First, provide internet infrastructure with good speed. Second, a package of gadget assistance to groups of students in need. Gadgets are no longer a luxury item, but are now a learning necessity. When the government invests in education it means the country is developing the country's manpower. No harm, just don't let there be leakage and leakage of allocations as well as middleman games in ensuring our children get the gadget assistance package. If there is no allocation leakage, more people will be able to own gadgets for their learning. In fact, if we read the document of the Malaysian Education

Development Plan (PPPM) 2013-2025, it has been stated that 'one student one computer' from the third wave of PPPM starting in 2021. This is MOE's promise since 2013. This is not the reason PdPR was implemented ([Anuar & Jamal, 2021](#)).

The education gap, let us not forget the issue of poor schools. After 63 years of independence, there are still more than 600 poor schools in the country and hundreds more lack infrastructure and learning facilities. Many schools in the interior do not have electricity facilities and still use generators. The issue of poor schools and under-facilitated schools is still critical and has yet to be resolved. This is one of the main reasons for creating an education gap. This is not over. Now we face a new issue that will increase the education gap, namely gadget ownership and access to the internet. In an environment of rapidly changing society, I believe the education gap due to the lack of gadgets and internet access is far more critical and serious than poor schools as this issue penetrates to the most basic unit level of educational institutions namely students. How to solve this issue, the government must provide learning facilities immediately. The government is responsible for providing these learning facilities especially to children from vulnerable family groups and B40 so that they do not drop out. The government must immediately implement comprehensive and integrated learning through television (TV) channels. RTM access is available nationwide. MOE prepares class schedules from Year One to Form Six. Prepare instructional videos by expert teachers of each subject. Appoint as many teachers as possible to create instructional videos for each topic. Teachers throughout the country act as facilitators for their students. If there are students who do not understand after watching the video on television, can consult their respective teachers. Teachers can use online discussions, in addition to giving additional training based on videos on television and then reviewing the training of each student. Through it, teachers also indirectly gain new knowledge when watching teaching techniques by expert teachers on television. In teaching practice in the country, teaching through educational TV is far more effective than online. The cost is also much cheaper and almost all homes in the country have a television. Just make sure the teaching schedule doesn't overlap. Can start at 7 am to 10 pm. That means 15 hours can be used a day, 10 hours for high school and five hours for elementary school. Online teaching is still at the stage of innovation in the country, still at the bud stage. Although good, the national education system is not yet fully prepared. So, in the case of PdPR, Education TV is the best option. Now we are implementing emergency time education. This is not the time for us to innovate. Generally, in the social stratification of a society there will definitely be four groups. First, the vulnerable group consists of very poor, destitute and homeless groups. For example, single mothers with many small children, homeless people, the disabled (Orang Kurang Upaya-OKU), the elderly without heirs and those with chronic diseases. They have no jobs and no income. This group needs care and facilities provided by the government, for example homes for the elderly, single mother service centres, care centres for the disabled, dialysis centres and so on. This group needs an ongoing care agenda and will usually not decrease in the community, instead constantly increasing. So the improvement of the care system for vulnerable groups must be an ongoing agenda in government planning ([Anuar & Jamal, 2021](#)).

The second group is B40 such as daily wage workers, small farmers, rubber tappers, river fishermen, small hawkers, support category government employees and students. They need direct help and support in the form of finance as well as ongoing advisory services. For example, aid schemes, business start-up capital, scholarships and so on. The government needs an agenda to improve the living standards of the B40 group. The



M40, on the other hand, does not require constant care or assistance. Only when necessary. For example, when the economy declines or the country is hit by a disaster. T20, on the other hand, requires industry and business friendly policies. They do not need care, assistance and direct subsidies. That's why when the tax exemption for the purchase of gadgets, was announced, the smiling knots were of course M40 and T20, whereas the issue of not having gadgets to learn involved children of vulnerable groups and B40s. The government needs to focus more on direct assistance to target groups in ensuring education ([Economy Plan Unit, 2019](#)). children are not neglected. The data consistently shows the academic achievement of urban school students is better than that of rural ones. All sorts of educational infrastructure exist in urban schools. Expert and excellent teachers are more prevalent in urban schools. Students in urban schools are always 'lucky'. As online PdPR begins to be used by teachers, the gap in educational access between urban and rural areas will continue to widen. As I mentioned, the majority of primary schools in Malaysia are in rural and remote areas. PdPR if not balanced between urban and rural students will result in a very large educational achievement gap. Worried that the COVID-19 problem will be solved, we are facing the 'PdPR education pandemic' when the education gap widens between urban and rural students or groups of rich students and poor students ([Anuar & Jamal, 2021](#)).

Malaysia has good access, but PdPR needs a suitable ecosystem. For now we are not at the required level because it was implemented in a sudden situation due to the COVID-19 pandemic. However, this can be improved from time to time involving policy improvements in accordance with what is required in the PdPR. To change to a fully online learning system we do not yet have sufficient infrastructure. We are stuck because many assume this pandemic is not long, but in fact it will be a long time with us. We are not yet fully prepared as it is implemented in the very near future. The implementation and effectiveness of PdPR is highly related to internet access and devices. Finally, it is related to aspects of family ability and income, in addition to being related to the issue of the PdPR education ecosystem itself. It must include aspects of the skills and preparation of teachers or instructors in preparing appropriate learning and teaching materials (PdP). The Malaysian Economic and Citizen Protection Assistance Package (PERMAI) was announced by the Prime Minister to extend tax relief to purchase devices until December this year, in addition to providing free data for education. For me this is a good thing, but this PdPR should not be seen only from an online perspective that relies on certain gadgets and platforms. Students explore other alternative media or platforms such as educational television (TV) or the use of printed materials that are more accessible to the less fortunate or those who face internet access problems. This is a desirable initiative in today's school environment taking place online through PdPR. However, it is very important that the group or individual of the recipient who really needs the help can be identified based on certain criteria that are more objective and reflective. Determining a target group based solely on income categories in general may have the potential to exclude certain groups of households while public budgets are typically limited. The presumption that the COVID-19 pandemic is a transitory issue that may not go beyond 2020 may affect the listing of program priorities as well as the provision of allocations for the ministries concerned. However, with the enactment of the Second Movement Control Order (PKP) and the Proclamation of Emergency, the Ministry of Education will do something ([Anand, 2021](#)). It is not impossible that the government, including the Ministry of Education, will be motivated to review the allocation and priorities for the programs outlined in the 2021 Budget presented earlier. The same consideration also applies in the question of whether the government can shift the allocation of infrastructure that was common in past budgets, to be used for the

purpose of providing gadgets and educational content which is now the new norm in education. Government aware of the importance of the digital economy for the future and the establishment of the Malaysian Digital Economy Corporation (MDEC) in 1996 is a reflection of our awareness of the digital economy. We will fully implement 4G and 5G next year and the country is on track. The government is quite forward compared to many other countries. Yet the problem when associated with PdPR, this aspect of learning from home is lost because COVID-19 appeared suddenly while our teaching and learning system is still conventional. We had to change to virtual in a bit of a hurry. That's what's causing the problem ([Anuar & Jamal, 2021](#)).

#### **4.3. Parents, Rural Students Are Excited About EducateTV MOE (DidikTV KPM)**

Parents and students in rural areas are among the most excited to wait for the broadcast of a special Education TV channel known as DidikTV KPM which starts 17 Feb 2021. They hope that with the initiative taken by the MOE, the home teaching and learning process (PdPR) can be implemented more effectively, compared to online which is often disrupted due to poor internet coverage. In Sik, a student of Sekolah Kebangsaan (SK) Chepir, Nurul Ain 'Muhamad Nazri, 12, admitted that she was very excited when she found out that DidikTV KPM will start broadcasting. Internet access at home is less satisfactory for learning virtually. I am also less comfortable studying because the size of my phone is small. So, when there is DidikTV, I am more comfortable and confident to learn more because the television screen is bigger. MOE announced that it will introduce a special Education TV channel known as DidikTV KPM starting February 17. The launching ceremony of the channel, which airs from 7 am to 12 midnight every day, will be officiated by the Prime Minister, Tan Sri Muhyiddin Yassin, at 8 am on the first day of broadcast. MOE informed that the DidikTV channel is also a platform to strengthen the culture of knowledge, inculcate noble values and create an informed society. Bakai National Secondary School (SMK) teacher in Kuala Ketil, Baling, Habibah Md Tanziri, 33, also admitted that the MOE initiative will provide many benefits and new dimensions for students to follow PdPR. As an educator in rural areas, he saw for himself the challenges faced by his students due to slow internet access ([Noorazura, Ramli & Omar, 2021](#)).

Previously, if sharing video tutorials, the process to upload or download videos was very slow due to internet problems. Now with DidikTV, students will find it easier to learn without interruption ([Harun, 2021](#)). If students do not understand the subject taught through watching TV, surely the teacher will be easier to give further explanation because we also see and hear the same thing on television. For Tan Guang Cheong, 56, he was very happy when the government introduced the special channel after almost a year his son had to study at home. If the child can learn through television, we parents can also sit down once to appreciate what the teacher teaches, just like learning face to face. Children will be more focused than online PdPR. What is seen, when studying online, the child is less serious because it is not fully monitored, my wife and I also work. When there is DidikTV, I am sure that children will more easily understand each subject taught. In Gua Musang, parents of Orang Asli students in eight rural schools in the district welcomed the MOE's efforts which are believed to facilitate all students to study more effectively as long as the school is closed following the Movement Control Order (MCO). The eight schools in the Orang Asli village in Gua Musang are Sekolah Kebangsaan (SK) Balar, Bihai, Tohoi, Pasik, Pasir Linggi, Hendrop, Pos Brooke and Pulat. Pos Tuel Orang Asli chief, Halim Shariff admitted that Orang Asli students in the interior find it difficult to study online due to poor internet access, in fact, some villages in the community have no internet coverage at all and most residents do not have

smartphones. They hope that with DidikTV, it will bring changes in the world of education and can be followed at home (Noorazura, Ramli & Omar, 2021).

Kamal Rami, 52, from Pos Brooke, said he wanted to see his children learn in perfect conditions, thus seeing DidikTV as a wise move to ensure there was no education gap between urban and rural areas. In Johor Bahru, a private employee, R Chitra, 42, hopes that DidikTV can fulfill the latest student learning calendar syllabus, besides being able to attract students to follow the learning. Visual learning is preferred by children, presentation techniques need to attract attention so that students stay in front of the television and understand the subject. In the current situation, I am confident that DidikTV can help and support the PdPR method. It is expected to be able to solve 70 percent of the internet access problems used in PdPR because all houses have television broadcasts as opposed to internet access. It is hoped that DidikTV can provide a deeper understanding of a subject because learning on television is easier and more fun. If you use a phone, the screen is quite small and internet access is slow. Maybe learning on television is different, interesting and more comfortable. DidikTV is one of the necessary options to support PdPR, apart from training (Noorazura, Ramli & Omar, 2021).

#### **4.4. PdPR Technique for Students with Disabilities (*Orang Kurang Upaya-OKU*)**

The National Education Policy emphasizes on every citizen the right to education. In this regard, the Ministry of Education Malaysia (MOE) also introduced a special program for groups of students with disabilities undergoing PdPR. The implementation of these special education policies and programs is enshrined in the Education Act 1996 and the OKU Act 2008. Through it, OKU students can obtain education on an equal footing with mainstream students. However, the curriculum, methods and techniques of teaching and learning need to be modified. In fact, curriculum delivery will be more effective if special education teachers successfully use interactive teaching materials according to different abilities and needs. The difference occurs due to the category of special needs or conditions experienced by students with special needs are not the same, in fact their acceptance of the topics taught also differs according to the three levels of cognitive, affective and psychomotor ability, namely low, medium and high. In ensuring the effective delivery of PdPR to special education students, teachers must use Visual, Auditory and Kinesthetic (VAK) conceptual learning techniques and styles that involve learning styles using the senses of sight (visual), hearing (auditory) and movement (kinesthetic) (Abdul Rahim, 2021).

#### **4.5. VAK Learning Style Method**

The visual learning style method can be applied using interesting interactive media through letters, text size, color fonts, images and graphics. Auditory learning style requires teaching aids that combine clear images and voices so that the information received by special students can be understood and remembered in the long run. Kinesthetic learning style requires special students to perform directly (hands-on), usually special teachers implement teaching in pre-vocational subjects, namely cooking, sewing and agriculture.

The combination of learning styles using VAK was successfully implemented during PdPR for students in the autism, down syndrome, sluggish and hyperactive categories through the use of video recordings and links on Youtube. At the same time the evaluation of learning outcomes also uses 'google form' and learning application,

wordwall. Meanwhile, for the category of students with special needs with Visual Impairment and Hearing Impairment, it is not so difficult to teach them because the syllabus used is the same as mainstream students with technology -based assistance as well as subject module assistance. The only major challenge faced by special education teachers is when educating students who face learning difficulties, such as autism, dyslexia, sluggishness, down syndrome, intellectual disability, spasticity, hyperactivity and mental disorders (Humphrey, 2014).

However, armed with their teaching skills and experience, special education teachers know how to distinguish the most appropriate techniques to be adapted according to the category of students' problems during PdPR. Here are some of the methods used (Abdul Rahim, 2021);

- i. If the student is able to hear, such as vision problems the teacher will use the Google Classroom application to teach as well as give instructions.
- ii. For visually impaired students, PdPR is conducted using Job Access With Speech (JAWS) software to enable them to write and read the sharing given by the teacher in Braille, and even print the material using a special machine.
- iii. If a hearing involving disabled students, teachers should use visual teaching techniques, such as video to the medium of communication is Sign Language Malaysia (BIM) or Code Watch English (KTBM).
- iv. Conducting PdPR with autistic students requires teachers to give short, concise and concise instructions through video because they have limited comprehension and concentration problems.
- v. For dyslexic students who have reading problems, teachers approach them through a 'multisensory' method that aims to improve communication, listening and writing skills to ensure that the guidance given can be mastered. This multisensory method is also suitable for sluggish children, down syndrome, intellectual disabilities, spasticity, hyperactivity as well as mental disorders.

Teaching in the form of therapy can also be implemented through PdPR for example speech therapy through speech training activities using interactive multimedia. In addition, PdPR involving special education students should be implemented interactively and in various ways, such as using video, pictures, text size, screen design, color, music and interesting games so that they do not get bored quickly. Although in each special education class there are only five to eight students, but their problems are different, so to ensure the delivery of PdPR can be handled effectively, parents should provide full support by helping children follow the learning process, especially when involving students with low functional learning disabilities. low level. One thing that can be shared, in ensuring more effective online methods, MOE is expected to provide courses in the near future to special education teachers on the provision of teaching aids in the form of various media in parallel with IR 4.0 while strengthening the implementation of Inclusive Education Program achieved as best as possible to be felt by educators in Malaysia. Currently, teachers teach using materials that they modify from the curriculum to suit each student, so it is time they are given information and communication technology skills as well as the preparation of more interactive materials and use the latest mobile applications. This can help launch PdPR either from teachers or students (Abdul Rahim, 2021).

#### **4.6. Provide Opportunities for Teachers and Improve Teacher Training**



There is a sense of dissatisfaction of some parents with the implementation of Teaching and Learning at Home (PdPR). Some claim that teachers are not ready to teach through the PdPR approach to disrupt the learning process. However, the 'strong people' in the education industry think that educators should be given space and opportunity to adapt in new ways. President of the National Parents and Teachers Association (Persatuan Ibu Bapa dan Guru Nasional-PIBGN) Consensus Council, Assoc Prof Datuk Dr Mohamad Ali Hasan, said relevant teacher education training could be introduced to existing teachers to expose them to proactive PdPR methods and processes. Given that PdPR is relatively new, all parties must understand the current situation by providing sufficient space and opportunities for educators to be truly fluent and skilled in cultivating PdPR in educational life. So at the same time, it is proposed that the Ministry of Education Malaysia (MOE) hire two educators who are experts and skilled in PdPR either local or from abroad, to reveal the methods and processes to these teachers ([Bernama, 2021b](#)).

The course can be done online or in person by adhering to strict standard operating procedures (SOPs), to equip teachers to no longer be clumsy teaching in front of a monitor screen. At the same time, intensive retraining to educators such as Science and Mathematics Teaching and Learning in English (*Pengajaran dan Pembelajaran Sains dan Matematik dalam Bahasa Inggeris-PPSMI*) teachers, English teachers and vocational teachers needs to be done immediately and periodically. At the same time, some of the basic constraints that the country still faces also need to be given the main focus because even though teachers are capable, the goals of PdPR will not be achieved if there are still many barriers. Among them, the problem of coverage (internet) which has not been comprehensive, especially in rural areas; availability of adequate devices and other tools; systematic E-textbook material; immediate local technical assistance; balanced assignment scheduling and curriculum; fun to learn and not too stressful facing computers and devices only as well as effective monitoring and evaluation of each level of PdPR. Meanwhile, in line with Mohamad Ali, President of the National Union of Teaching Professions (NUTP), in the future, PdPR courses should be included in the curriculum of teaching courses at the Institute of Teacher Education (*Institut Pendidikan Guru-IPG*) and also the Institute of Higher Learning (*Institut Pengajian Tinggi-IPT*) ([Bernama, 2021b](#)).

MOE also needs to improve and strengthen skills improvement courses for educators, especially after the school environment returns to normal and can run as usual. The aspect of training for teachers in the field of PdPR is indeed a necessity after this even if the school is opened as usual, PdPR will be an important medium of support for schooling face to face. However, the average teacher in 2021 is actually ready to teach through PdPR as they have faced the situation last year, but not all students have the willingness to learn that way. The year 2021 is the second year that teachers use PdPR as a teaching medium. The year 2020, because it came suddenly and without the planning of the MOE, it is acknowledged that teachers lack experience and skills, so how to manage and organize PdPR. But for this year, the MOE, schools and teachers already know that the school session is in the era of COVID-19, so various initial preparations have been made ([Cathy & Farah, 2021](#)). what is problematic now is that students have various categories and levels in terms of readiness learning through PdPR. So, that is the root of the problem. Society asking to be given space for teachers to carry out the plans they have put together.



Each party must agree that the impact of PdPR will not be the same as teaching and learning in the classroom as PdPR is a support to face-to-face learning process that cannot be implemented because schools are closed due to COVID-19. At the same time, it is needed to be aware that there are various categories of students. Some have devices and internet access, some only have devices without internet access, some have devices and internet access but have to take turns with siblings- other siblings or waiting for the father to return from work because they want to borrow the father's phone and some have nothing (Bernama, 2021b).

#### **4.7. Pandemic Tests Educator Creativity**

The Ministry of Education (MOE) has instructed all primary school and Form One to Form Five students in secondary schools to follow Teaching and Learning at Home (PdPR) starting yesterday to get various reactions from parents. Initially, there were complaints about spending money on school uniforms, shoes, bags, books and related equipment. Many are also relieved to be worried the number of COVID-19 infections is getting alarming. However, there are doubts about the ability to control learning at home. For those who have personal computers including laptops, tablets, smartphones and printers or scanners at home, the learning environment will be more systematic. Comfortable and dedicated space for learning activities also helps the child to be more focused. Not all parents can provide these facilities. Limited devices and internet access, the number of children and still small, cramped space and parents having to work outside will hamper the learning process at home. MOE emphasizes that schools and teachers take into account all the constraints faced by students at home in setting the best and appropriate methods to implement teaching and learning (PdP) at home. The age and attitude of the students should also not be taken lightly. Not all students are able to master the online learning method. Excellent motivation and momentum also play a big role in ensuring the effectiveness of PdPR. The factor of teachers being less technologically literate may also be undeniable. Getting used to the new norms in education is not easy especially for veteran teachers. Their prowess and experience while teaching face to face cannot be channeled effectively if there is a lack of knowledge about the latest technology (Noraini & Alizah, 2021).

The school session continued even though the country is still battling with COVID-19. There is no compromise for education. So, virtual learning is the best method in this emergency situation. Teachers must be creative in handling the process of imparting knowledge so that neither students nor parents are stressed and burdened. Let the method be simple, practical, economical and comfortable according to the level of ability. One of the simple teaching sessions is to make a video recording. It provides an advantage when students can see and recognize the teacher's face, while recordings can be replayed for revision. Many interesting and interactive teaching applications fit the Industrial Revolution 4.0 (IR4.0) method that teachers can try. But it is better if the teacher chooses a fixed medium so that students are not confused. Training and homework must also not be too much and burdensome. Some schools are taking steps to place training sets for students in special baskets at guard huts. Completed assignments will be placed back in the basket, making them suitable for students who do not have gadgets. Parents, on the other hand, should provide precise support and facilitate teachers by providing the PdP needs as much as possible. It should be considered an investment in the future of the child because knowledge can be imparted to them. Two-way communication should be given priority but do not put pressure on both parties. Parents and teachers have a big role to play in making the PdP a success. The situation is

not much different from a university. Nearly two semesters of lecturers and students 'struggle' in the virtual world of higher education. Lecturers may be more fortunate because students' thoughts and attitudes are more mature and mature, helping to facilitate the PdP process on the go (Kelly, 2020). But there are also cases of students 'losing' in the struggle due to various factors such as lack of parental concern, home conditions do not help, having to work to meet the needs of the family or take care of the family and declining motivation. However, we need to move on to living a new norm even if it is difficult. The best education for a child cannot be ignored. Society expect educators to continue to persevere in dealing with this situation with experience and expertise. Indeed, the sustainability of teachers, will build the glory of a new generation (Noraini & Alizah, 2021).

#### **4.8. There Is No Dropout in The Delivery of New Millennium Education**

Digital education is an important instrument to the world of education today to ensure teaching and learning (PdP) especially during a pandemic by ensuring no disruption in the learning process. The Prime Minister, Tan Sri Muhyiddin Yasin said, since 2020, the conventional PdP process has relied heavily on online learning which is now a new habit in the national education system. In this inclusive education agenda, the government will focus on reducing the dropout rate and ensure that certain groups, including Orang Asli and indigenous students also receive education like other students. Digital education is becoming an option as a PdP method to ensure students remain receiving education even when schools are closed. The changes that have taken place clearly prove that the concept of learning should not be trapped between the 'four walls of the room'. The concept of good learning must be relevant at all times and in every place. In an environment of new norms, the delivery of virtual services has begun to expand, especially for educators (The National Academies, 2021). Muhyiddin said, although teachers faced the challenge of implementing PdP online, especially when PdP at home (PdPR) was implemented, but many of the teachers managed to produce various forms of PdP materials to ensure students are not left behind in the learning process (Mohd Nasaruddin, 2021).

This is a process that has vast room for improvement and hope the Ministry of Education (MOE) will continue to listen to suggestions and input from all levels of educators, parents and children themselves in order to improve the PdP approach from time to time. The implementation of digital education as an element in 21st Century Learning is also in line with the seventh shift of the Malaysian Education Development Plan (Pelan Pembangunan Pendidikan Malaysia-PPPM) 2013-2025 in implementing e-learning, which is ICT-based teaching. PPPM also intends to create a learning system that is dynamic and effective, as well as relevant and flexible at all times and places. For that, teachers must provide a 'mindset' that this universe is a lifelong learning class for our children. This requires teachers to strive to produce students who are civilized, excellent and have a curious nature. The children we want to give birth to must be able to face not only the needs of the current job market, but also be ready to be members of a society that is virtuous and civilized and able to compete globally. In the meantime, since June 15 last year, the MOE has announced a new digital learning platform for teachers, educators and students, namely the Digital Educational Learning Initiative Malaysia (DELIMa). This platform is one of the opportunities for teachers to strive to empower themselves in developing teaching and learning materials digitally. Teachers are now taking steps to master various educational digital applications for online PdP

use that enable students to follow new normal learning methods (Mohd Nasaruddin, 2021).

The spirit, mental resilience of all parties made PdPR a success. The education of children in schools requires a high jihad from all whether it is the Ministry of Education (MOE), State Education Department (JPN), District Education Office (PPD), administration, teachers, parents and children, even the community. The teaching and learning process (PdP) needs to be continued more vigorously and effectively so that children's education is not affected to face the COVID-19 era that continues to spread. Based on the latest statistics, the number of schools in the country is 10,225 schools, with 5,897 schools in urban areas, while another 4328 are in rural areas. This involves 413,825 teachers, namely 293,694 female teachers and male teachers (120,131). The number of secondary and primary school students is 4,799,814, thus requiring special attention in ensuring that PdP at Home (PdPR) can be carried out effectively and systematically. What's more, the learning session after the Aidilfitri holiday will continue with PdPR for two weeks to replace the face-to-face session at school as announced by the Minister of Education, yesterday. The fact is, education requires patience, perseverance and creativity that can bring about changes in children's thinking and behavior. The efforts and synergy of all parties are needed to ensure that they are not left behind and are able to go through the Primary School Standard Curriculum (KSSR) and Secondary School Standard Curriculum (KSSM) successfully. What's more the objective of change in child behavior as a result of PdP is effectively passed even virtually (Mohd Aderi, 2021).

## 5. Conclusion

PdPR requires a high-level parental monitoring system to ensure that the child follows the prescribed learning process. The schedule needs to be informed by parents to smooth the learning process at home. The challenge of working parents in monitoring their children's learning at home, needs to be given serious attention to ensure that the child can be with the teacher during PdPR. What's more, parents can be with their children during the learning process. In short, PdPR needs parents to know and organize the best strategies. The fighting spirit of teachers emphasizes creativity when PdPR is very proud. Teachers need to ensure that all students in the class can be together during the PdPR process. The hard work of the teacher is not only closely related to the content of the subject delivered, but also acts as a motivator to ensure that all students can follow the class effectively. Teachers not only face the challenge of completing the curriculum, but also ensure the attendance and involvement of students during PdPR. The most significant challenges in PdPR involve facilities such as the internet, computers, laptops and tablets. The plight of the less affluent family, requires the attention of all parties. The Parents and Teachers Association (PIBG) plays a big role in helping schools, students and the MOE to ensure that children with problems are not left behind in PdPR. The process of identifying the number of children with problems to be given facility assistance to launch PdPR is very proud of through collaboration with industry and philanthropists who assist in Corporate Social Responsibility (CSR). The PTA's efforts ensure that underprivileged children can compete with their peers who follow PdPR. However, the effectiveness of PdPR requires strong mental resilience of all parties to face challenges never imagined before. Children need to be given continuous motivation and advice from parents and teachers, even the school and the MOE in order to go through this learning process as a new norm to seek knowledge. The process of completing the curriculum and the steps to seek knowledge virtually do not hinder the

formation of children's identity. Therefore, the mental resilience of those involved in education is very important. Students are the future of our country. Congratulations to Malaysia Education Ministry, State Education Department, District Education Office, school administration, teachers, parents, Parent Teacher Association and the community who are relentlessly looking for best ideas and practices to ensure that the pandemic generation is great in the future.

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