The Challenges in Teaching and Learning for Teachers and Students during Covid-19 Quarantine Time

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Abstract: The basis of education in developing human is very important in forming a new generation that can be balanced in terms of intellectual, emotional, physical, spiritual and personality as well as in preparing for the transformation of education in Malaysia. However the system education implemented in the country underwent into drastic changes and was severely affected when all schools had to be closed completely due to Malaysian facing the covid-19 pandemic crisis which is now a phenomenon of great concern to people around the world. The situation was really has a profound impact on all Malaysian especially teachers and students when the method of learning from home in addition to the need to adhere by standard operating procedure (SOP) and practice new norms in daily life. The Malaysian Ministry of Education as the leader of the national education system in overcoming challenges in the education sector needs to ensure that students have access to teaching and learning process widely and effectively during the covid-19 pandemic as well as help the teachers to implement new normative learning alternatives through the structured and planned learning from home and face to face. The implementation of teaching and learning appropriate to the situation of the students when they are unable to attend school or quarantine within a certain period due to covid-19 outbreak.

Keywords: Challenges, Teaching and Learning, Covid-19 Quarantine.

1. INTRODUCTION

The Education Policy in Malaysia today is based on the National Education Philosophy (FPK) written in the National Education Policy (DPK) which was updated and improved in 2012. The first DPK was produced based on the Razak Statement (1956) which was written in the Ordinance Education (1957) and the Rahman Talib Report (1960) written in the Education Act (1961). This policy was later reviewed by the Cabinet Committee in 1979 and subsequently the Education Act 1996 [Act 550] was enacted with the aim of enabling the education system to enable the community to master the knowledge, skills and virtues required in a highly competitive and global world as a result of the development rapid development of science, technology and information. In the FPK, Education in Malaysia is

outlined as a continuous effort towards developing individual potential comprehensively and integrated to create a balanced and harmonious person intellectually, spiritually, emotionally and physically based on faith and obedience to God. This effort achieves personal well-being and contributes to the harmony and prosperity of society and the country. (Ministry of Education Malaysia, 2017).

The Malaysian Education Development Plan (PPPM) (2013-2025) is the guideline and pillar in the management of the education system throughout the country. PPPM is an education policy reform plan that has been thoroughly studied and implemented through the transformation process of the existing education system which aims to equip students in this country with all the new skills needed with international education standards as a preparation for them to seize various opportunities and face the challenges of the 21st century. This plan outlines the vision of the education system and the aspirations of individual students that need to be achieved to meet the needs of the country in the future.

The Malaysian Education Development Plan (2013-2025) has set every student access education to achieve their potential to face future life. Education can be carried out either face-to-face in a class with a teacher or separately without a teacher. The community usually receives education face-to-face with the teacher and the teacher must be in the classroom teaching his students. The success of student learning through teaching and learning at home (PdPR) is the main focus in teaching reflection. Teachers as facilitators need to ensure that teaching and learning (PdP) can be implemented without any obstacles with student-centred teaching strategies and learning materials. Eleven major shifts consisting of strategies and operations are set to be implemented holistically by the Ministry of Education to transform the national education system and achieve the desired vision and aspirations within the 13-year period, which is through the achievement of success in the aspects of access, quality, equity, unity and efficiency. In addition to focusing on success in the education system, each student also needs to be equipped with a balanced level of quality in terms of knowledge, thinking skills, leadership skills, bilingual skills, ethics and spirituality as well as national identity Ministry of Education Malaysia (2013).

Research Background
Scenario of the Covid-19 Pandemic in Malaysia
People around the world are now in a anxiety and alertness to the latest coronavirus outbreak crisis that was first detected in China on December 31, 2019. The World Health Organization (World Health Organization - WHO) on February 11, 2020 announced the name of this latest coronavirus outbreak as the Coronavirus. 2019 (Covid-19) and declared it as a pandemic due to its easy spread nature and drastic contagion around the world on March 11, 2020 (World Health Organization, 2020). According to the Malaysian Ministry of Health (KKM), Covid-19 is a type of virus that can cause an acute respiratory tract infection and it is different from the Severe Acute Respiratory Syndrome Coronavirus (SARS) and the Middle East Respiratory Syndrome- Related Coronavirus (MERS-CoV) that have been found before this. According to the message of the Prime Minister of Malaysia (2020), nature has witnessed the spread of the Novel Coronavirus (Covid-19) which has caused all sectors to lose the strength to continue their daily routine. According to Lekhraj Rampal (2020); Rohayati Junaidi et al. (2020), the Covid-19 pandemic being the cause of the SARS-CoV-2 virus is a very big risk and has an impact on the socioeconomics. The field of education is either at the pre-school level, primary level, secondary level or higher education level. When this situation hit our

country, the Malaysian Ministry of Education (KPM) in conjunction with the National Security Council (MKN) implemented the appropriate action by closing all educational facilities to stop the spread of Covid-19 Mohd Rohiman Subri (2021). Based on this, the Malaysian Ministry of Education (KPM) has distributed the Ministry of Education circular letter Number 3 of 2020: Guidelines for the Implementation of Teaching and Learning (PdPc) during the Movement Control Order Due to the Transmission of Covid-19 infection dated 27 March 2020 to guarantee student learning affected. KPM School Opening Education Guidelines (2020).

In order to ensure that student learning is not affected and disrupted, educators have been given instructions to implement PdPR, online or offline according to the level of education and students. This is in line with the Malaysian Education Development Plan (2013-2025) which in its first shift is "providing equal access to international quality education as well as the sixth shift in utilizing information and communication technology (ICT) to improve the quality of learning in Malaysia.

The Purpose of the Study.
The purpose of this study was:
1. Ensure that students have access to teaching and learning (PdP) widely and effectively during the Covid-19 pandemic.
2. Helping teachers implement alternative learning norms through PdPR and face-to-face in a structured and planned manner.
3. Planning the implementation of teaching and learning (PdP) in accordance with the condition of students when they are unable to attend school or quarantine for a certain period due to a disaster or Covid-19 outbreak.

Challenges Facing Teaching and Learning during the Covid-19 Quarantine Period.
The government has taken the decision to announce the complete closure of educational institutions involving all government and private schools as well as other primary and secondary education institutions across the country beginning with Movement Control Order (MCO) Phase 1 on 18 March 2020 and continuing until MCO Phase 5 which ends on 9 June 2020. This instruction is a drastic action that the government needs to take to curb the spread of the Covid-19 pandemic in addition to safeguarding the safety and health of students from being affected by the Covid-19 infection. This is because children, especially those aged 12 and under, are among the most at high risk and easily infected with the Covid-19 virus Ministry of Health Malaysia (2020). In the meantime, the Prime Minister on 10 April 2020 asked the MOE to implement home-based learning initiatives throughout the MCO period until schools are allowed to reopen (Prime Minister's Department, 2020).

The instruction to close the school session, the Ministry of Education is faced with various issues and challenges in finding the best approach and method to ensure that the (PdP) process can continue as recommended by the Prime Minister that the structure of (PdP) from the face-to-face method in the classroom to the home learning method during the MCO period . This situation has indeed changed the practice of education in this country and at the beginning it must have been difficult to adapt and affect all parties, especially teachers and students who are at home.

Teacher's Challenge

Most individuals infected with Covid-19 will experience symptoms such as cough, fever, headache, cold, sore throat, vomiting or nausea, chills, lethargy, muscle cramps and diarrhoea. In more critical situations, individuals also experience shortness of breath, difficulty breathing, chest pain, loss of sense of smell, loss of sense of taste which can be fatal if not taken care of in the early stages. Teachers are also not exempt from being infected with Covid-19 because their environment is more exposed to the public and communicating with outsiders and colleagues. The government has taken the decision to announce the complete closure of educational institutions at the primary and secondary level involving all government and private schools. The Malaysian Ministry of Health has drawn up a quarantine period during positive cases and close contact among teachers and students.

In a limited movement, teachers need to prepare and organize appropriate PdP methods and ensure that students have access to PdP widely and effectively. For the implementation of PdPr online, internet access and the use of certain devices such as computers, laptops, tablets or smartphones are required to enable real time learning during screen time. Learning platforms that can be used for PdPR online are such as Digital Educational Learning Initiative Malaysia. (DELIMa). For this reason, the school management system needs to ensure that the planning and management of PdPr can be carried out carefully, efficiently and effectively to avoid overlapping of time between subjects and dumping tasks/training for students. The challenge of teachers during PdPR is very complicated and they often do not get the involvement of students in this PdPR method for several reasons including due to the current situation and having to take into account the ability resources that students have.

Tamilmullai and Salini (2021) stated that the small mobile phone screen is also a challenge because what is uploaded by the teacher during online learning using google meet or zoom meeting where students cannot be seen clearly. The teacher's challenge increases when the teacher confronts the parents. In New (2020) a private worker, who has children in Years One and Two in Selangor stated that there are inconsistent teachers in teaching sessions where teachers often exchange social media platforms and teaching mediums in conducting PdPR classes. This challenge is increasing even more because the teaching materials used are not sufficient for the students' needs in implementing PdPR, the scheduling system and other alternatives for students and teachers who do not have access to these facilities. In addition, taking into account that the online implementation of PdPR is still new in the education system in the country, there are certainly many challenges and constraints in its implementation as well as complaints heard from all parties.

Student Challenge

The intention of the National Education Philosophy (FPK) is to ensure that all students receive continuous education in developing their student potential with the Sixth Aspirations in the Malaysian Education Development Plan (PPPM) (2013-2025). Previously, student involvement in PdP activities was usually assessed based on classroom observations. However, when implementing PdPR, only the teacher speaks from the beginning to the end of the class and the students are not given space to interact with their peers. In addition, students spend more time helping their families. Sumitra and Roshan (2021) some students stated that they should take care of their sick family members and take them to the hospital. Pupils have taken responsibility when they are at home full time and there is no focus during PdPR.

This challenge is increasing, when the lack of ICT skills in accessing DELima, Zoom, Google Meet and various PdPR methods among students. This causes teachers to focus more on teaching students to use ICT. If students are not explained about ICT usage procedures, student motivation will decrease to implement PdPr. Low internet access in some locations where students live presents a challenge to teachers and students when students find it difficult to get online, do not get access smoothly and find it difficult to upload teaching materials during PdPR. There is also a challenge where among students who are complete with all the equipment and access to the internet but face the challenge of students' idleness and lack of motivation causing them to not want to get involved in PdPR. Based on research in rural areas, it was found that students have to share devices and they cannot fully access online lessons due to internet access. Due to the various challenges that students have gone through, over time students are less interested in attending learning sessions and eventually they will drop out. Student dropout will invite various problems such as not being able to access teaching materials online and then dropping out in taking online assessment tests.

Crisis Is a Risk
The COVID-19 pandemic crisis is a risk that teachers and students must face. Accordingly, throughout the period of the MCO of COVID-19, risk management is one of the main elements that needs to be emphasized for any organization that is affected, especially school management. Every administrator in an organization needs to know and take risk management strategies in order to continue to be implemented in a new work culture where to get the perfect solution when the pandemic is spreading.

In the face of a crisis, the administrator together with the school community needs to set direction and control risk (MS ISO 31000: 2010 Risk Management - Principles and Guidelines). Administrators need to have the ability to analyse risk focusing on the above assessment; (i) the probability of an event or incident occurring, (ii) the effect or impact of an event or incident on school management.

In general, risk management is:
1. Identify the main threats and weaknesses to the school organization;
2. Analyse what functions of the school organization are critical in terms of operation;
3. Identify the resources needed to protect critical organizational functions;
4. Establish a crisis management team and appoint certain individuals in such as the Covid-19 Task Force Authority responsible for the communication aspect of the organization.

Figure 1: Actions in risk management

Figure 1 shows the main actions that can be implemented in risk management. When faced with a risk, a leader can identify the appropriate course of action to either accept, avoid, transfer or reduce the risk. Leaders' actions in managing risk require leaders to make changes in management and leadership.

2. CONCLUSION AND SUGGESTION

Teachers are the main pillar in the education system and must always be ready to improve their own competence and teaching professionalism. Teachers must always be ready to improve themselves and change their teaching approach in line with the development of technology and current career needs Nor Amalina and Zanaton (2018). Teachers need to position themselves in line with the changes that occur. skills and knowledge of technology and approach strategies used are the main thing for all teachers. The same view was expressed by Rahayu et al. (2020) who stated that teachers must have a high level of readiness and sensitivity in facing changes in the ever-changing environment, especially in facing challenges in the world of education. Therefore, today's teachers need accurate preparation that goes beyond the boundaries of education and human civilization in addition to being flexible to current and future needs.

Therefore, it can be seen that the drastic change in the PdP process in this country from the face-to-face method in the classroom to the online PdPR method is still at the level of adaptation by all parties. Nevertheless, all the initiatives that have been taken either by the Ministry of Education, the State Education Department, the District Education Department, school administrators, teachers, parents and students in ensuring the continuity of the PdPr process need to be noted and appreciated. At the same time, any problems that arise in the implementation of this PdPR need to be discussed immediately by the stakeholders through the appropriate platform so that the best methods and solutions can be achieved in ensuring that the PdP process can be continued and distributed to all students without any dropouts during the MCO.

Apart from the issue of changes in the PdP method as well as concerns about the constraints faced by students in obtaining and accessing learning information through the PdPR method online throughout the MCO period, the implementation of public examinations at the primary and lower secondary levels for 2020 was also affected following the announcement Ministry of Education regarding the cancellation of the Primary School Assessment Test (UPSR) and Form 3 Assessment (PT3) for the mastery of pupils at the primary and lower secondary levels because the assessment can be done with the criteria for selecting pupils for admission to special schools such as Boarding Schools (SBP), Sekolah Kebangsaan Agama (SMKA), MARA Junior College of Science (MRSM), Royal College (MTD) and technical schools, then the MOE will introduce a new method for the purpose of the selection which is not only focused on academic performance alone, MOE (2020).

In addition, the MOE also has to face issues and challenges related to the reopening of schools after the MCO Phase 5 period and amendments to the school calendar. All these matters need comprehensive research and discussion with various parties so that all new decisions and planned implementations can run smoothly and the impact on the education sector in the future can be reduced. Support and cooperation from the private sector also play an important role in facing the Covid-19 crisis situation. Accordingly, the interweaving and

networking by the MOE and the private sector is very important to support the various initiatives that are planned and implemented.

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