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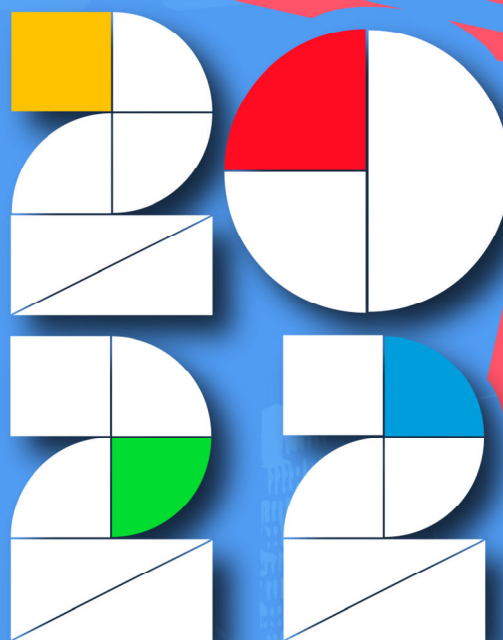
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Reengineering
Knowledge &
Creativity for
Global Excellence

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June



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TeSSH 2022***

**Reengineering Knowledge and Creativity
for Global Excellence**

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30 June 2022
UiTM Cawangan Kedah, Merbok
Kedah, Malaysia**

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Foreword

The papers compiled in these e-proceedings are papers presented online at Technology, Science, Social Sciences and Humanities International Conference 2022 (TeSSH I 2022) held on 30 June 2022 at Universiti Teknologi MARA (UiTM) Cawangan Kedah, Kedah, Malaysia. With the theme, ***Reengineering Knowledge and Creativity for Global Excellence***, the conference has brought together presenters of diverse background who shared their conceptual and empirical papers in broad areas that are subsumed under the fields of Technology, Science, Social Sciences and Humanities. These e-proceedings comprise current researches that were undertaken with the rigorous endeavour of knowledge enhancement to ensure that the world of academia will continue to flourish. It is thus hoped that readers will significantly benefit from knowledge contained in these proceedings.

TeSSH I 2022 and these e-proceedings would not have been possible without the great efforts from the presenters, and the generous support from the TeSSH I 2022 committee members and the Rector of UiTM Cawangan Kedah, Prof. Dr. Mohamad Abdullah Hemdi. A heartfelt gratitude is extended to all involved. It is hoped that these e-proceedings will be an impetus to stimulate further studies and research that benefit the society at large.

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Remote Learning In The Time Of Post - COVID-19: The Conceptual Framework Of An Interactive Pdpr For Primary School Via Visual Basic Programming

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ABSTRACT

It has been more than a year since the implementation of movement order control (MCO) on March 18, 2020, in Malaysia. Through this e-learning on educational distance, digital platforms have also taken place during that time. The situation is progressively demanding for teachers to be exact parents as well when the government agreed to extend the MCO from MCO 1.0 to MCO 2.0 and now MCO 3.0 has been extended from June 15 to June 28, 2021, and the government is expected to announce whether it will be continued or not soon. Nevertheless, The Ministry of Education (MOE) had made an early decision to postpone all schools and extra-curricular activities until September 2021. The impact a prolonged MCO will have on education has shown a huge gap in the digital divide among our students. To learn online via these platforms, a student would need to have access to the platform and guidance from parents. Some students who do not have reliable access to the internet or technology find it difficult to participate in digital learning. Hence, this study would help the teachers and students to fulfil the gap in the digital platform by introducing the conceptual framework based on Visual Basic programming to facilitate the teachers and students in the process of online teaching and learning process. This study focuses on the problem faced by primary school teachers (Year 4,5,6) who are concerned that their students may be missing their online class, quizzes, and some of the syllabus of learning that they have taught, also the implementation of the home-based teaching and learning (PdPR). Hopefully, using this framework will give some excitement to teachers and students for their online teaching and learning process.

Keywords: Movement Order Control (MCO), Online Learning, Visual Basic Programming, Home-based Teaching and Learning (PdPR)

INTRODUCTION

During the first movement control order (MCO) was announced by our prime minister because of the virus COVID-19, our daily routine was limited to that period, and all the processes of learning, working, and buying is carried out online. Many sectors have been affected because of the COVID-19 and it has brought extraordinary challenges to all sectors especially educational sectors. Most university students are already used to online learning or blended learning during their lecture week. However, this type of learning is a new method for primary school students and teachers. Since primary school teachers never or rarely use online learning materials, they also need to start finding and learning new methods by using Google classroom, Zoom, Microsoft Teams, etc.

Online distance learning is unfamiliar for students in primary school who are always used to face-to-face interaction with teachers and using textbooks as their main study materials. In a Channels News Asia post on 21 May 2020, the mathematics teacher said that most of her students could not seek guidance from their parents as the adults also do not have any prior experience in using electronic devices to study. The first hurdle encountered by teachers is that not every child owns an electronic device, especially those from low-income families. Moreover, in New Straits Time on 12 April 2020, Vanesri Kasi, who teaches English for year 4 to 6 pupils at SK Bertam Perdana, Penang said that more than 80 percent of pupils showed positive responses toward online learning. She added that time management is also an issue because it is a burden to parents when teachers assign tasks to children simultaneously.

Our education minister had earlier noted that 36.9 percent of about 900,000 students surveyed do not own an electronic device to study at home. It is not surprising because some parents did not give their children an electronic device at an early age, as it is not necessary for them to use it before this. But students need to keep their studies so that they would not miss gaining knowledge at their age. Therefore, this study tries to come out with a framework for Interactive PdPR to help all primary school teachers and students.

REVIEW OF PREVIOUS STUDIES

Adults have concerned about their children's health when using electronic devices. For example, they are concerned about online safety, general health such as eyesight issues, and addiction to electronic devices. But despite concerns like these, there are some very good reasons to get children or students to learn online, even during their primary school grades (Maher, 2014). Online learning can help students to be successful in the 21st century.

There are many benefits of online learning such as communication and collaboration skills. One of the benefits of online learning environments is they can help develop students' communication and collaboration skills. This can be achieved through a variety of different platforms, some of which are collectively known as social networking sites. There are many social networking sites but educators seeking a more private and safer social networking site have turned to Edmodo, which allows teachers to post alerts, assignments, notes, files, and links and it also allows students to reply, discuss and submit homework (Jarc, 2010).

In 2013, Malaysian teachers have been given access to an online learning space known as the FROG VLE. However, initial evidence has shown poor adoption of e-learning, it is because the FROG VLE is not fully used as a method of learning at that time and the teachers also still used old familiar teaching. Improving the present condition to sustain and increase e-learning uptake can only be enforced if we know the situations and conditions teachers encounter (Mei, 2017). In addition, the students' situation and conditions are also important in online learning.

The other benefit of online learning is it can help students develop media literacy skills needed in the 21st century (Maher, 2014). Media refers to all electronic or digital means print or artistic visual used to transmit messages. The word "literacy" usually describes the ability to read and write. Media literacy education is the educational field of teaching the skills associated with media literacy. These skills include being able to access media on a basic level, analyzing it critically based on certain key concepts, evaluating it based on that analysis, and finally to produce media oneself. Given that

literacy is now more diverse ranging from traditional paper-based texts to electronic texts (Maher, 2014).

Specifically, media literacy can help the student learn to think critically. As students evaluate any media, they keep asking themselves such as, why certain information was included? what is the message that the media want to deliver? what are the key ideas, and concepts? and so on. Media literacy is not specifically one medium, it can be blogs or Twitter nowadays. Blogs enable individuals or groups to share items of interest or their thoughts, or news to anyone (Williams and Jacobs, 2004) while at the same time enhancing their writing skills and storytelling skills.

In becoming a new normal, online, or digital teaching is a viable alternative to convent face-to-face teaching and learning. Teaching online is not easy and it comes with many challenges. Paulette Delgado who writes the article "Parents, Students, and Teachers face the challenges of adapting to Home schooling" said that another challenge showing that many teachers do not have the technological skills and training necessary to teach online. It has been seen that some school administrations do not have digital platforms suitable for online teaching. So, this project hopes that it will help school administration or teachers to have their platform for online teaching.

Maria del Carmen Morillas is a mother who lives with her daughters (between 11 to 15 years old) and her husband said that there is only one computer in the household, making it difficult for her daughters to learn and do homework (Paulette, 2020). National Union of the Teaching Profession (NUTP) secretary-general Harry Tan in The Star said that turning to online learning has created problems for students from the B40 group as well as teachers in rural schools. According to New Straits Time, the teachers need to identify the need for audience resources and digital infrastructure to support their delivery. For example, Google Drive is an item that students may interpret in a variety of ways. Google Drive may refer to the use of a shared drive or its feature that allows multiple users (Ngampornchai & Adams, 2016). Teachers easily can use Google Drive as a platform for online teaching to share their notes and exercise by sharing the link folder in Google Drive with their students.

Online learning is very significant nowadays, especially during the lockdown and so on. It is good for students to identify their learning skills at an early age whether they are in visual learning, auditory learning, or kinaesthetic learning (VAK Learning Styles Model) through online learning. Based on the Mind Tools article, learners prefer to absorb and retain information better when it is presented in, for example, pictures, diagrams, and charts. Meanwhile, an auditory dominant learner prefers listening to what is being presented. Hearing his or her voice repeating something back to a tutor or teacher is also helpful. Finally, a kinaesthetic dominant learner prefers a physical experience. He or she responds well to being able to touch or feel an object or learning prop (Singh, 2016). In online learning, teachers can give them notes in video form such as video interactive, so students can know their learning styles whether in visual learning which they are dominant to absorb or retain the information in the video, or auditory learning which they prefer to listening, or kinaesthetic learning which they tend to follow an experiments video and do by themselves.

Moreover, teachers and parents play an important role in the technological world (Singh, 2016) to help the student to identify their learning styles through online learning. Technology can transform education. Teachers should learn how online pedagogical functions through online learning, while parents can start learning how to use technologies or other applications to encourage students to learn online. Research evidence indicates that the proper implementation of online learning in education improves the efficiency of the educational process (Singh, 2016). Since it is also important for students to go to school, teachers maybe can use two methods to help their students in learning styles which are a face-to-face method and an online learning method.

Although there are lots of benefits of online learning, it also has challenges of online learning that need to be recognized and addressed by the teachers and parents. Furthermore, parents always need to monitor their children while they are using online learning so that their children will use the electronic device in a good way. The constant communication and connectedness among parents, educators, administrators, and students become crucial for knowing what challenges they are facing and how to overcome them together.

THE CONCEPTUAL FRAMEWORK DESCRIPTION

The function of this study is to help primary school students to learn in a good condition during MCO without worrying if they miss their online classes or tasks due to lack of time and gadgets. In this online distance learning study, teachers can save their teaching materials in the program such as notes, exercises, and and-so-forth. While the teaching materials are still in the Google drive, students can use it and finish their homework anytime they want before the due date. Their siblings also can use the same electronic device to learn and complete their tasks. So, it can help students from low-income families to save costs rather than buy a new electronic device.

Furthermore, the teachers can set marks on the exercises or quizzes in the Google Form as an assessment for students to see their level of understanding through the online learning or give them homework in the PDF form to save on paper usage. Since they can set the carry mark on the exercises and other tasks, the teachers do not have to check students' quizzes and another online examination one by one. Therefore, they can save their time preparing for the next lessons or add some exercises for students who get lower marks on the quizzes.

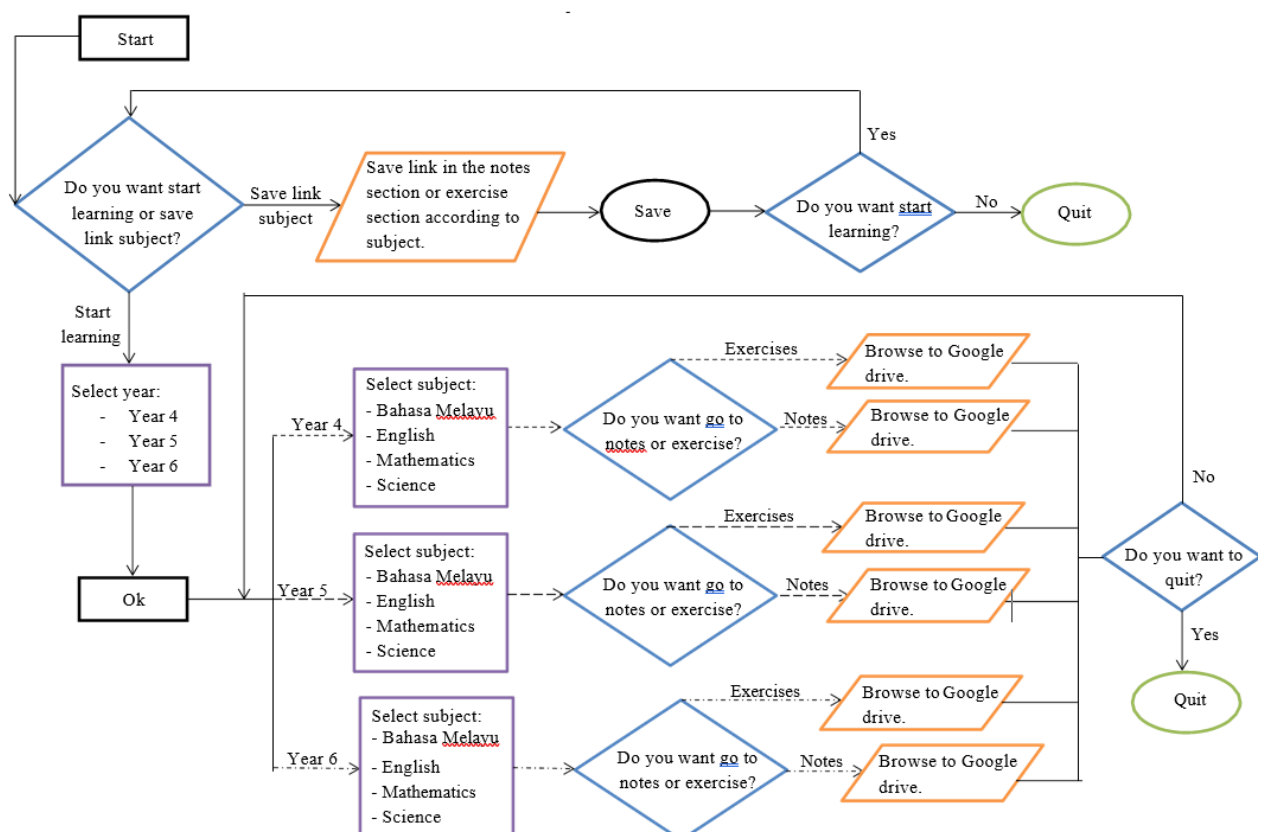


Figure 1 The Conceptual Framework of An Interactive Pdpr for Primary School Via Visual Basic Programming

Figure 1 depicts the conceptual framework of an interactive Pdpr for primary school via visual basic. In this platform, the students do not have to sign in their email address to start their class, but they can still join the class or get teaching material by choosing their teachers' subjects they want to learn although, they also can share with their siblings on the same application. Additionally, provided that the teaching materials are still in the Google drive it is beneficial for students who want to do a revision, especially for year 6 where they still can get access to their notes or exercises in years 4 and 5.

Lastly, applying this interactive online application will help school administration or teachers to have their own platform online teaching materials to teach their students. It is a good opportunity for

them to learn how to use Google applications or other learning applications as a learning method to teach their student for the next future. Meanwhile, parents also can learn, guide, or help their children to keep on their studies in any kind of situation.

CONCLUSION

Technology is only a tool to facilitate the process involved. Teachers and students are still the ones who must make teaching and learning happen in two ways. Although some students prefer the old way of learning, online learning and another medium of learning need to be a part of their learning. At least they know how to use online learning in an emergency, especially during a lockdown or movement control order, and hope that this study will help them to learn well. Either the old way of learning or online learning, it has pros and cons in the education sector. Hence it is crucial for the parents and the teacher to balance both the method equally in the learning process of the children.

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