

THE USE OF MUDAH CS2 IN HOME-BASED LEARNING: A CASE STUDY

Goh Kok Ming

SJKC Chi Sheng 2

*Corresponding author's email: kokming888@pgsm.edu.my

ABSTRACT

The widespread prevalence of COVID-19 pandemic has affected educators and parents alike. Due to the sudden closure of schools, students are missing social interaction which is vital for better learning and grooming while most schools have started online classes. This has become a tough routine for the parents working online at home since they have to ensure their children's education. Thus, parents and students faced problems in following the learning timetable, especially for those in the rural area. This smart application was developed to facilitate teachers, students and parents to attend online classes according to the PdPR 2.0 (Home-Based Learning) timetable based on MOE guidelines. This application was developed in the Android version which can be downloaded and installed in smartphones. Through this application, tutorial materials and notes can be accessed easily and systematically according to subjects. Besides, parents can monitor their children's learning progression and attendance easily. Addressing these contextual challenges, it fulfills the requirement gap for remote learning.

Keywords: Home-Based Learning

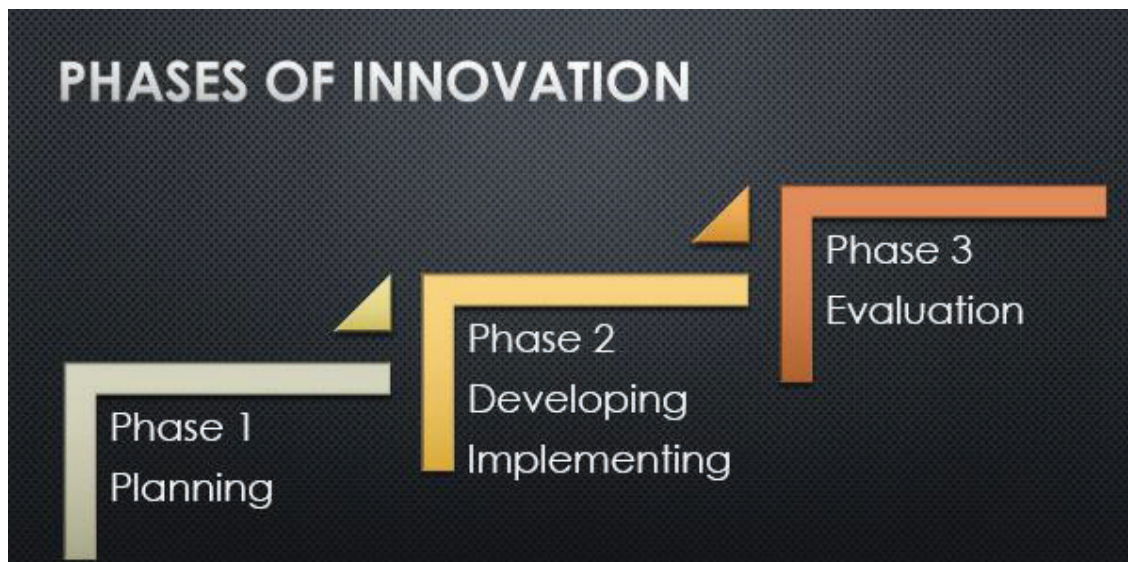
1. INTRODUCTION

The COVID-19 pandemic is a stress test for education systems around the world. Because of the crisis, more than 190 countries faced complete or partial school closures and as a result, more than 1.7 billion students were affected. With hundreds of millions of students forced to stay at home, education foundations strive to ensure that classes continue, and at best they don't slip and fall behind in lessons. Technology is one of the most important tools to support distance learning when students need to be outside the classroom. As shown by a recent study (Mohalik & Sahoo, 2020), online learning is the only option left by academics to conduct academic activities, in line with the COVID-19 preventive measure. Many institutions running professional courses such as teacher education institutions where both theoretical and practical parts are equally important for training are also starting to provide education through online mode. In addition, the online teaching mode provides a sense of psychological security to the learning community while suffering from COVID-19 (Mishra et al., 2020).

Several studies are showing that online teaching should be promoted and should be continued, especially during these unusual times. Once teachers and students gradually recognize and accept the online teaching model, they also have positive views and thoughts about online teaching. It was also found that the majority of teachers and students accepted online learning as a better option for learning during this pandemic time, but did not agree as an alternative to traditional learning approaches, namely face-to-face learning methods (Mohalik & Sahoo, 2020). Next, Verma and Priyamvada (2020) in turn revealed that some school teachers found significant teaching benefits through online mode and some of them did not feel confident and more comfortable teaching traditional methods. The results of the studies discussed in this section are very contradictory. These findings will be one of the main reasons for the implementation of this study.

2. MATERIALS AND METHODS

The methodology used in this innovation was a case-study research design. The usefulness of this application as the intervention to the problem faced was collected through interviews and questionnaires.



3. RESULTS AND DISCUSSION

Both results have shown that this intervention helps them much in managing and accessing the learning materials.

4. CONTRIBUTION AND USEFULNESS/COMMERCIALISATION

To facilitate the teaching and learning process, Mudah.CS2 has been implemented to help the school communities by systematically putting the learning materials according to subjects. This learning management eases the process of accessing tutorial materials and notes and also promotes self-paced learning in students. Besides, it also helps the parent to monitor their children learning progression and attendance from time to time.

5. CONCLUSION

This smart application was developed to facilitate teachers, students and parents to attend online classes according to the PdPR 2.0 (Home-Based Learning) timetable based on MOE guidelines. This application was developed in the Android version which can be downloaded and installed in smartphones. Through this application, tutorial materials and notes can be accessed easily and systematically according to subjects. Besides, parents can monitor their children's learning progression and attendance easily. Addressing these contextual challenges, it fulfills the requirement gap for remote learning.

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