ONLINE LEARNING CHALLENGES DURING PANDEMIC COVID-19: TEACHERS' PERSPECTIVES

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Abstract: Online learning (e-learning) has become something that is no stranger to us since the Covid-19 epidemic hit the world. This has caused teachers and students to drastically need to change the method of learning and facilitation (PDPC) by doing it online. There are some challenges faced by teachers living in rural areas especially facing the problem of teaching in cyberspace due to poor internet access. There are still many teachers who are less skilled in the use of information technology to enable them to deliver teaching materials online. This study uses a qualitative approach by interviewing three secondary school Islamic Education teachers as study participants. The findings of the study found that teachers utilize social media such as WhatsApp and Telegram to convey various information, instructions, and training. Learning mediums also vary, from the Zoom app to Google Meet and video calls. In addition to online learning that is not 'real time' such as using Google Classroom. Teachers also practice flexible online teaching and learning timetables according to the level of students to overcome the issue of parents who have problems with lack of gadgets but have many school children. With this flexible timetable, kids can use gadgets not simultaneously. However, several supreme challenges had been issued from the students' cooperation whether in an online or offline class to the neglected duty of parents to monitor the children's education. As well as continuing challenges of Internet accessibility and facilities among students to participate in e-learning. As a result, educators needed to be more creative and ready to learn new knowledge to meet today's challenges. Educators need to diversify online teaching and learning methods in line with the concept of 21st Century Learning (PAK21). The use of these appropriate and creative platforms is expected to be able to attract students to follow the learning sessions and to avoid dropouts.

Keywords: Online Learning, Challenges, Islamic Education Teacher, Covid-19 Pandemic.

Introduction

In January 2020, the World Health Organization (WHO) declared a pandemic situation due to the spread of a new type of Coronavirus that caused the COVID19 outbreak. In line with the declaration of this epidemic, all countries have closed all sectors including the education sector. The closure of the education sector has resulted in the closure of all schools and institutions of higher learning to break the chain of transmission of this dangerous epidemic. As a result, the face-to-face teaching and learning process that has been practiced since ancient times had to be stopped during the Movement Control Order (PKP). According to Khadijah Mukhtar et. al 2020, many institutions have become interested in how to best deliver course content online, engage learners and conduct assessments. Hence, COVID-19 while being a hazard to humanity, has evolved institutions to invest in online learning.

To ensure that all students are not left behind in learning, educators are beginning to use the option to conduct classes online. Various challenges arise when wanting to implement this online learning method. Some students do not have personal gadgets or smartphones, some do not have enough internet data, and some do not have direct internet access. As for educators, there is doubt as to which platform is suitable for conducting online learning and most of them use the trial-and-error method, which is to use any platform and look at the suitability.

The Concept of Online Learning

Several theories have been proposed for online learning as learning is done by utilizing the facilities of the Internet with the help of various technologies. This is evidenced from the results of a survey conducted that 82.6% of teachers admit that online learning helps them a lot (Fauzi & Sastra Khusuma, 2020) Online learning can be conducted in either synchronous mode or asynchronous mode. Synchronous mode means that the teacher conducts online learning at a certain time of the week and asynchronous mode means that the teacher conducts online learning for a longer period (Atmojo & Nugroho, 2020; Sepulveda-Escobar & Morrison, 2020). The learning process is still based on the interaction between teachers and students. However, the way of interaction is different because it is done through online media(Fitriyani *et al.*, 2020). Online learning synergized with the right learning foundation will provide more optimal learning effects (Arizona *et al.*, 2020).

Learning activities that were previously done by the face-to-face method in the classroom switched to the online learning system. The concept of social distancing and physical distancing requires everyone to stay home so that the spread of this virus is not expanding. Thus, both teachers and students are expected to remain at home and still carry out their duties and responsibilities. Creative and innovative, lecturers are required to keep teaching to keep students informed of proper education and teaching (Marcus Deli, 2020).

Online Learning Challenges

A series of recent studies show that teachers consider that online learning is not very effective to be applied in the learning process (Fauzi & Sastra Khusuma, 2020). A large number of previous studies have stated that students perceive that online learning is not important due to students 'misconceptions about online learning. They assume that online learning is informal and just like a vacation, so they are too relaxed (Atmojo & Nugroho, 2020). In the COVID-19 shift to online education, many educators have sought out video conference technologies (such as Zoom) aiming to replicate traditional classrooms online. At face value, the synchronous video appears to offer more immediate replicability of existing f2f synchronous teaching than asynchronous modalities. However, moving pedagogy from one medium to another is not always a smooth transition. The COVID-19 situation forced urgent transitions, and without adequate opportunities to design for a new medium, some instructors have struggled with old challenges, made new by the medium.

There are many lists of problems found in online learning namely availability of facilities, use of network and internet, planning, implementation, and evaluation. For example, 25% of teachers argue that not all students have communication tools to conduct online learning (Fauzi & Sastra Khusuma, 2020; Sepulveda-Escobar & Morrison, 2020). The unprecedented transition from face-to-face or traditional teaching to distance education from the homes of students and teachers demonstrates the need for appropriate internet access. Teachers living in rural areas, lacking knowledge in using such technology where most teachers revealed the complexity of the technology used in the teaching and learning process during COVID-19 (Habibi *et al.*, 2021). Some students do not even have their smartphones. It is usually due to the financial situation of their family in addition to adequate internet network access also greatly influences the implementation of online learning (Fauzi & Sastra Khusuma, 2020; Arizona *et al.*, 2020).

Furthermore, many students have low digital literacy while some students also have low literacy in general. Some students are not on time in online learning as scheduled by the school. Some students submitted their work after the deadline. Another problem that arises is the different levels of students 'mastery of the subject resulting from the diverse cognition and learning styles of students. This resulted in several students complaining about the workload they had to do in a set amount of time and understanding the material that made students stressed and traumatized (Fitriyani *et al.*, 2020; Atmojo & Nugroho, 2020).

Basilaia & Kvavadze, 2020 mentioned that teachers also had technical problems related to personal computer video/voice configuration or misuse of functionality. The obvious challenges require that ICT integration among teachers, such as online teaching and online assessment, be mastered at a lower level (König *et al.*, 2020). Also, the teaching environment is more difficult and tiring than the classroom environment because the conditions at home are not suitable to do all the necessary teaching work (Sepulveda-Escobar & Morrison, 2020). Coupled with financial circumstances that prevented some teachers from teaching and learning during the outbreak. Therefore, it was a difficult challenge for teachers to work from home (Habibi *et al.*, 2021). Equally important, salary cuts were another dilemma as challenging financial barrier including limited financial subsidies to teachers for internet credit purchases. On that, teachers informed that they had a small amount of money to support them buying Internet credit. (Habibi *et al.*, 2021).

Accordingly, teachers do not maximize the use of technology in online learning. Atmojo & Nugroho, 2020 detected that teachers find it difficult to create materials in an online learning environment because they only use low-tech applications. This research also claims that this is due to the lack of experience and knowledge of teachers in conducting online learning. The latest evidence by (Atmojo & Nugroho, 2020) is that teachers also find problems in giving personal feedback and teaching moral values to students with minimal time. Teachers find it difficult to engage low-motivated and passive students in an online learning environment. Besides, the lack of quality of content delivery and limited social interaction. The problem arises when teachers have new experiences with online learning where they have trouble understanding classroom conditions, student moods, and the dynamics of content delivery. Also, teachers face difficulties in organizing learning activities as those teachers have limited knowledge of technology integration during this epidemic (Habibi *et al.*, 2021).

Online Platform and Medium Utilized by Teachers

There is a large amount of literature on online learning media that can be separated into learning management systems, chat and messaging, video conferencing, makers, assessments, video streaming and sharing, online learning providers, and additional resources. All we know is that teachers use platforms like Microsoft Teams, Zoom, or Google Meet — Google Classroom, Skype, and Edmodo to manage their online learning in general. In line with that, teachers make short video clips on specific content making learning more effective also making interaction more intensive (Sepulveda-Escobar & Morrison, 2020; Atmojo & Nugroho, 2020). Online learning emphasizes Internet-based courses offered synchronously and asynchronously. Synchronous learning is a form of learning with direct interactions between students and teachers while simultaneously using online forms such as conferences and online chat. Meanwhile, asynchronous learning is a form of learning indirectly (not at the same time) using an independent learning approach (Rasmitadila et.al 2020).

They are a lot of teacher-populated media such as Autodesk SketchBook, TEDEd, and FastStone Capture as well as Google Form, Quizizz, and Kahoot. They are used to create online quizzes for students in the form of multiple-choice, essays, and true or false alternatives. Coupled with YouTube which is mostly used by teachers as visual material in the form of videos and animations even many

YouTubers have uploaded various procedures to become teachers and students on online learning platforms (Arizona *et al.*, 2020).

Atmojo & Nugroho (2020) show materials used by teachers for creating their materials in the form of videos, pictures, PowerPoint slides, Word documents, and PDF documents. These materials are shared through messaging apps like WhatsApp. Not to be outdone, 66.7% of teachers modified teaching materials from various sources to be given to students (Fauzi & Sastra Khusuma, 2020). A study by Fauzi & Sastra Khusuma, 2020 also showed that 44.4% of teachers often make media in the form of audiovisual, because according to him audiovisual is a very interesting form of content to be taught to students.

However, the most widely used ordering platform, WhatsApp media is seen as inappropriate media, as WhatsApp is made only as a communication medium and is not set for distance learning classes and makes learning less meaningful. Similarly, it is recommended to use low quota applications such as E-Knows when studying. Similarly, the delivery time of the material should not be too long, as the total quota will consume a lot (Fitriyani *et al.*, 2020).

The Challenges among the Parents

Atmojo & Nugroho (2020), mention that teachers face difficulties in collaborating with parents. Undoubtedly because the role of parents is very clear and involved in implementing online learning, but many parents request that teachers only submit assignments that should be done by children, as it is often contrary to the duties/jobs of parents. Another problem is the lack of parental care. Some parents do not keep their children studying because they are busy with their jobs and businesses. Similarly, 90% of teachers reported they successfully communicated with students and parents regularly. This means that as long as digital devices such as mobile phones are available to students and their parents, communication, is possible. Despite that, some of the challenges are very much reflecting on the socio-cultural context around the school students and their families they face and how all these situations can affect the learning process of their students. This causes teachers to be more assertive and consider their students 'backgrounds as a fundamental foundation in their planning and teaching (Sepulveda-Escobar & Morrison, 2020).

Financial difficulties in the purchase of the device, due to its high price and parents cannot afford it. At the same time, purchasing data packages or internet quotas is also a challenge. Also, unstable signals cause the content of the lesson given by the teacher to not be perfectly accepted by the students. However, parents do not understand the material and are unable to teach the content of the lesson to their children due to a lack of educational knowledge, which is possessed by the teachers. This is due to, the inability of parents to carry out the profession as teachers and the difficulty of replacing the teaching profession at home. This has to do with, many parents have low educational backgrounds and the material learned by students cannot be completed and completed by parents. Among the results of the thinking, it has been stated that because there is no intensive and harmonious relationship between parents and teachers and there is no good cooperation between teachers and parents, this has caused difficulties for parents in completing their child's tasks (Cankar *et al.*, 2012; Xiaoyang *et al.*, 2018). Inadequate understanding of teacher instructions, learning done online is very difficult for students to understand so it requires further translation but even parents do not understand what instructions are conveyed by teachers in gadgets, so difficult to understand and solve (People *et al.*, 2020).

Teachers' Role

The role of teachers in building online learning readiness is the key to learning success (Fauzi & Sastra Khusuma, 2020). Teachers provide personalized feedback aimed at helping students to progress in their learning. One way to increase the effectiveness of group teaching is by reviewing assignments

individually and returning feedback to students (König *et al.*, 2020). Teachers should also be creative and innovative in providing activities to students in an online learning environment. According to Atmojo & Nugroho, 2020, teachers must be knowledgeable and skilled to teach through online learning. They must master the content they teach. Besides, teachers have a mix of online activities to clear doubts, provide feedback on students 'learning processes and provide instructions for weekly work.

Teachers are suggested to prepare short material to give a stimulus to the students about the material. In this case, teachers can make small discussions through WhatsApp groups, Google classes, or other applications that are more efficient in the use of quotas (Fitriyani *et al.*, 2020). In the study of Basilaia & Kvavadze (2020) mention 55% of participants agreed that the online learning experience was a learning opportunity to get out of the comfort zone with learning new technologies. Participants also assessed the fact that they were able to adapt to uncertain situations and new scenarios, solving emerging problems but lack of relationships affected this teaching experience in such a way that it caused much anxiety and their motivation levels declined. In general, teacher self-efficacy is key in assigning tasks to students in different ways and in providing feedback in online learning (König *et al.*, 2020).

A webinar activity aid teacher to teach writing techniques with ongoing assistance to students. Monitoring is also done to discuss students' mistakes in composing words or sentences that are still confused. This demands the skills and competencies of teachers in developing online media in the coaching process. Also, the discussion between teachers is one of the efforts to improve their competence. Through the discussion emerged suggestions and instructions related to the problems faced by the students. In addition to discussions with peers, principal guidance becomes a key point in the development of teacher competencies such as providing media and contacts and managing online learning (Febriani *et al.*, 2020).

Research Objectives

1- Exploring the challenges faced by Islamic education teachers in implementing online teaching.
2- Exploring the approaches used by current Islamic education teachers online teaching.

Methodology

The design of this study uses a descriptive qualitative study which can help the researcher investigate the identified issues in-depth and detail by maintaining its originality holistically (Patton 1990). This qualitative approach was chosen to enable the researcher to see the real situation that is the activities that occur, are seen and experienced in a real atmosphere in the environment of the study area (Yin 1994).

This study is useful to explain how and what happened, add knowledge, develop, and analyze findings from various sources as well as provide extensive data as well as triangulate data for information validity. Repetition of the same study in separate places using similar protocols aids validation and replication (Ginsburg & Rhett 2003). Researchers collected information through a multi-source interview process and were supported with observational data and data from documents to analyze and make interpretations about this phenomenon. Next, the researcher makes a description of all the information obtained, analyses by making interpretations, categorizations, and constructs concepts from various sources supported by diverse methods.

In this study, informants or study participants are referred to as those who are asked to focus on facts based on interview questions that require a person to actively reconstruct the experience in the context in which they are (Seidman 1998). The purpose of the selection of study participants was to provide an overview from various angles for the phenomena studied (Barbour, 2008; Wills, 2007). In this study,

the researcher has interviewed three Islamic Education teachers including Islamic Education teachers who teach in Secondary Schools in the state of Selangor and the state of Negeri Sembilan.

The selection of study participants was made based on the recommendations of Gay (1996), using the purposive sampling technique which means that the study sample was selected for a specific purpose. Purposeful selection of study participants is also based on selected study participants who can convey information about a phenomenon holistically and meaningfully (Cresswell, 1998; Mills & Airasian, 2003; Seidman, 1998).

In this study, the study participants had the following criteria:

1- Involves Islamic Education teachers who teach in daily secondary schools that use the standard secondary school curriculum (KSSM) of the Ministry of Education Malaysia.
2- Teachers of Islamic Education a secondary school teacher that has undergone training or courses related to online learning.
3- Willingness to be a study participant and permission from the school management were also considerations.
4- Willingness to be a study participant.

For data collection, the researcher has applied for permission of study participants to observe, interview, and record the interview, permission of study participants to store and examine and use materials related to research questions (Marohaini, 2001). This study uses Atlas ti 8.5 program software to manage the data that has been collected by coding themes, categorizing, and analyzing each data obtained. In addition, this continuous analysis can determine the data to be collected next is not repetitive. Information from the initial analysis process allows the researcher to avoid collecting the same data. This is of course profitable in terms of time and energy costs. Data analysis done continuously throughout the data collection period has avoided the occurrence of data piles. Such a process allows the researcher to organize and store data systematically which will facilitate the work of analysis after data collection.

Findings and Discussions

The first objective of this study is to explore the challenges faced by Islamic education teachers in implementing online teaching. Based on the analysis of the findings of the study on the first objective the themes that can be identified were from the aspects of the internet, student involvement, knowledge, and skills, infrastructure, emotional disturbances, and time. To facilitate understanding, the display in Table 1 below summarizes the problems faced by Islamic Education teachers in implementing the integration of science and the Quran in the teaching of Islamic Education. The findings of this study were taken from in-depth interviews with GPI.

Categories	Theme	Sub-theme
The challenge	Internet	Unstable
	Student involvement	Student attendance is too low
		Lack of parental monitoring
		Disruption at home, do not open the camera
		Student attitude, no response to the teacher
	Knowledge and skills	Lack of exposure, insufficient training
	Facilities	Insufficient facilities
	Emotional disorders	Less stable
	Time	Too much business, multitasking

Table 1: Summary of Themes And Sub-Themes for the Challenges Faced by GPI in Implementing the Teaching of Islamic Education Online

Table 1 shows the findings of the study on the challenges initiated with the themes of i) internet, ii) student participation, iii) knowledge and skills, iv) facilities, v) emotional disturbances, vi) time limitation.

1- Internet

Regarding the first theme on the internet, participant 1 and participant 2 mentioned that students have limited access to the internet because they use top-up credit services. This means this credit will only last for a few days with the Internet quota apart. Once the top-up credit or Internet quota is exhausted, students are required to purchase a new top-up credit to gain access to the Internet. This statement is supported by participant interviews "*not all students have Internet facilities, they use top-ups. The problem is that students do not enter the classroom, later they will apologize to the teacher due to slow internet.*" This was supported by prior research by (Fauzi & Sastra Khusuma, 2020; Arizona *et al.*, 2020) where it is usually due to the financial situation of their family to purchase internet data in addition to adequate internet network access which greatly influences the implementation of online learning.

2- Student Participation

Next, the interviews also discussed student participation. Student participation was considered less during the online class said Participant 2. The transcript of this statement is "*cooperation from students ... they do not participate in PdPr. Teaching using google meeting, from 50 people entered not up to half of the class..only a few of them so the target was not reached...Want to be able to do reflection..they were also the same students. We do not see them, so we do it indifferently, if it's a quiz, they do it ... but if it's a little harder..hots..longer notes, only a few people will send..sending them notes in video form, teaching was not the same...no...There were silent with no questions, I was dissatisfied..when everyone closes the camera as if nothing..we don't feel like talking to each other. Students themselves are less involved .. they don't face us, you can't see them.*" Previous studies strongly support this issue as they have stated that students perceive that online learning is not important due to students 'misconceptions about online learning. They assume that online learning is informal and just like a vacation, so they are too relaxed (Atmojo & Nugroho, 2020).

Disruptions experienced during online learning can also affect student participation. Participant 3, stated that both students and teachers face various disruptions during online learning. This fact can be proved as she quotes "*The problem is in the student's house..they live in a flat. Teachers who have small children too ... disturbance at home. If at home, it's hard to concentrate. There is indeed a 30-minute break or 1 hour before another class starts but teachers need to be multitasking as well, there is other housework to be done. Sometimes shopkeepers arrive, pick up the goods*".

3- Knowledge and Skills

This third theme which emphasizes the aspects of knowledge and skills can be seen from several perspectives. First, from a parental perspective, participant 2 mentioned that most of the parents of the students in the school have low knowledge in conducting online learning. This is well supported by her statement "*Parents ...when the kids are in secondary school..they just let him be, let him without any monitoring..*"

Coupled with the same idea by Participant 3 stated that parents play a key role during online learning by monitoring their children. However, in most cases, parents have low knowledge of the implementation of online learning. This can be seen through the interview where she said "*..parents also lack knowledge, parents play a huge role in the aspect of PdPr..parents should monitor the children, we can't see our students in the Google Meet, they are there but they do not respond ..*"

Second, from the student's perspective. In many cases, students fail to respond well to online learning. This can be acknowledged from the interview of Participant 2. She quoted in her transcript *"...Hafazan using video calls..not many will do...we assess the students from there. Islamic education is more than just practical, learning in terms of ibadah, bringing the students to the surau, teaching complementary prayers, now there are no practical only theories. Hafazan if they are not ready, they do not appear for google meetings..students tend to run away, the same if they do not know how to read Jawi ..."*

Third, from the teacher's perspective. Participant 1 had difficulty in delivering lessons online, as teachers they were trained to be educators, not content creators. She quoted in her interview *"... the need to attract the attention of students ... The content of learning that students need to achieve ... sometimes the teachers cannot achieve..."* This idea is strongly supported by prior researchers which stated that problem arises when teachers have new experiences with online learning where they have trouble understanding classroom conditions, student moods, and the dynamics of content delivery. In addition, teachers face difficulties in organizing learning activities as those teachers have limited knowledge of technology integration during this epidemic. (Habibi *et al.*, 2021)

Similarly, Participant 2 revealed that senior teachers lacked knowledge about online devices, applications, and platforms. This was discussed during her interview *"We do not have skills, we lack in technology like this ..we need to learn."* Similarly, participant 3 presented a similar problem in which she also revealed that they lack in digital literacy. This was quoted in her interview *"..The challenge is that we are in our 50s, and we have to study..it's not easy, young people do not have any problems.."*

4- Facilities

These interviews emphasized that facilities played a key role in online teaching and learning. Participant 3, stated that students are the most influential group for online learning when it comes to facilities. She revealed the matter *"challenge..first of all, devices. If we teacher, we have the device, there is Wifi..teachers have no problem, but students..not all students have mobile phones, there are laptops, used to share with siblings...parents have to buy additional tools, have to buy tables for the children to use ... This is a day school, usually the socio-economic backgrounds of students are from various classes ..."* Some of the challenges are very much reflecting on the socio-cultural context around the school students and their families face and how all these situations can affect the learning process of the students. (Sepulveda-Escobar & Morrison, 2020).

She also said that the school was not available with a wifi facility. However, as many teachers are conducting online classes from the school, the administration decided to install wifi in the staff room. This statement can be seen from the transcript *"..first there is no wifi at school..then there is..because teachers want to use their wifi, it finishes quickly... the wifi at the staff room, if many uses at the same time, the line will also be lost .."*

5- Emotional Disturbance

In general, Participant 1, stated that teachers who are exposed to online learning suddenly, it's a big challenge. This is supported by her transcript *"...For a teacher who is not proficient in all applications or any method, he or she should start from scratch. If there are a lot of things to do, it will cause stress be emotionally exhausted. Especially veteran teachers."*

In addition, there is a tendency for teachers to mentally and physically fatigued while conducting online learning. This idea was strongly agreed by Participant 3, who stated *"...At first, I didn't feel tired ... now I feel tired because the schedule is starting to get packed. I think we teachers need to be ready, even if we're tired of adjusting ... we also have to do Erph, we have to turn it in on time. We feel lost the first week."* König *et al.*, (2020) discussed that teachers were able to adapt to uncertain situations and new scenarios, solving emerging problems

but lack of relationships affected the teaching experience in such a way that it caused much anxiety and their motivation levels declined.

6- Time Limitation

Participant 2, through her interview reported that time constraint is one of the critical problems faced in online learning. For example; she stressed that *".. class starts at 8 am, yet the students are still in the dream world... we open the link at 8 am..we should wait for the students to enter until 20 minutes..."* The latest evidence by Atmojo & Nugroho (2020) is that teachers also find problems in giving personal feedback and teaching moral values to students with minimal time.

While for the second objective is to explore the approach used by Islamic education teachers during online teaching. Based on the analysis of the findings of the study on this second objective, among the themes that can be identified were synchronized and asycronise.

To facilitate understanding, the display in Table 2 below summarizes the approach used by Islamic Education teachers in implementing online teaching and learning in the teaching of Islamic Education.

Categories	Theme	Sub-theme
Medium/approach	Synchronize	Google meet
		Zoom
		Quiziiz Live
		FB Live
	Asyncronize	Google classroom
		Whatsapp
		Telegram
		Google form

Table 2: Summary of Themes and Subthemes for the Approach Used by GPI in Implementing the Teaching of Islamic Education Online

Table 2 shows the findings of the study on the approach or medium that started with the theme i) synchronize, ii) asychronize.

The study also provided an in-depth insight into the teaching and learning approaches by the participants. Participant 1, Participant 2, and Participant 3 will usually start their class by getting to know their students and basic background before deciding how to teach them. They discussed the approach during the interviews held where they would *"... Examine the student's family background so that I can find out, any of my students who have device problems. This student I will exclude or grant leniency if he or she does not attend the Meet."* Also, participants will mark the attendance of their students during their classes using the prescribed form. This can be seen from the interviews *"..mark the attendance of students every time they attend a Meet..indicate also every task they have performed…There is a special form I made.."* Also, any problems regarding student attendance will be addressed by the teacher personally. The transcript supports that statement *"... Asked personally to the students who did not attend and did not send assignments to me..."*

This study also demonstrates the online and offline approaches used by the participants. There are many mediums used such as Google Meet, Google Classroom, PowerPoint slides, video, Wordwall, Quizizz, and others. This can be gleaned through their interviews *"I use various methods to attract my students to attend Meet. I use slides, videos, Wordwall games, build quizzes in Quizizz, Exercises in Google Classroom.* Besides, Participant 1 will also use interactive activities during the online lessons. The supporting transcript is *"Using*

also the method of playing while learning, for example, after teaching 1 topic, before entering the next topic, I will give puzzles and so on. They will also race to complete Quizizz live."

It was very interesting when Participant 1 used reward techniques in engaging students. This is evident from her interview *"...Rewards to any of my students who complete assignments, and their answers are correct. This was made since MCO 1."* The study also provided additional support on assessments performed during online classes. Participant 1 will generally evaluate the work once students submit their assignments. This was quoted through her interview *"Immediately assessed each submitted task.."* Finally, Participant 1 will update the student's behavior in the designated system. She revealed in her interview that *"..include good behavior in the Student Personality System (SSDM) of every student who attends the Meet .."* Participants 2 and 3 need to fill in the Google form in *Delima* Portal for each class that has been conducted either online or offline.

By comparison, Participant 2 and Participant 3 often used WhatsApp and Telegram as their communication media and for distance learning. It is said to be easier to use and almost all students have accessibility to these platforms. This is evident from the transcripts they stated *".. Or the easiest will be WhatsApp, Telegram, in PdPr we still use textbooks but relaxed .."* Prior research by (Sepulveda-Escobar & Morrison, 2020; Atmojo & Nugroho, 2020) agreed to the study as teachers use platforms like Microsoft Teams, Zoom, or Google Meet — Google Classroom, Skype, and Edmodo to manage their online learning in general. In line with that, teachers make short video clips on specific content making learning more effective also making interaction more intensive.

Conclusion

Looking at the spread of the COVID-19 epidemic positively, sparked an extraordinary enthusiasm and effort for educators in Malaysia in ensuring that students are not left behind in education. Educators try their best to be creative in diversifying teaching methods. They unabashedly study to improve their ability to educate in line with technological advances. In line with the new normal, this online learning requires the unwavering commitment and support of parents in helping educators educate students. Parents need to understand the new normal of education, provide space for children to attend online classes as well as also monitor their learning sessions and schoolwork. This extraordinary effort is no exception requiring the undivided commitment of the students. Changes in learning systems force schools to implement distance education or online learning, e-learning, distance education, correspondence education, external studies, flexible learning, and massive open online courses (MOOCs).

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