

Challenges Of Early Childhood Education Teachers in Conducting The Classroom Online During Movement Control Order

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ABSTRACT

Nowadays, many various challenges need to be faced by Teachers of Early Childhood Education to ensure that the teaching delivered is practical and comprehensive. This study aimed to identify the level of online classroom handling during the Movement Control Order by Early Childhood Education Teachers, identify the challenges of Early Childhood Education Teachers in conducting online classes and examine the steps teachers can take in handling online courses to reduce the difficulties of operating online classes. This study uses a quantitative approach and population. The sample of this study was randomly selected among Early Childhood Education Teachers consisting of 80 respondents of Early Childhood Education Teachers in Kuantan District, Pahang. The research instrument used in this study is to use a questionnaire. Researchers distributed face-to-face questionnaires and obtained respondent data using Google Forms. This is due to the pandemic season, which makes it challenging to get complete data face-to-face. The 4 -point Likert scale consists of 3 parts to answer each objective that has been stated and consists of a choice of yes or no answers used in this study. Researchers using Statistical Packages for Social Sciences (SPSS) version 25.00 was used to analyse the information obtained from the study respondents. The data analysed are descriptive, namely frequency, percentage and mean. The study's findings describe the challenges of Early Childhood Education Teachers in conducting online classes during the Movement Control Order. This study has shown that many teachers experience challenges in teaching classes online during the Movement Control Order. The implication of this study is to see whether Child Education Teachers share challenges in conducting online courses during the Movement Control Order.

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1. Introduction

The spread of the Covid-19 epidemic has had an enormous impact on the world and has also affected the economic sector in Malaysia. The outbreak of Covid-19 has led the State of Malaysia to implement Movement Control Order (MCO). Many parties were involved in terms of income and had to be fired. The kindergarten had to be closed because, according to Dato Sri Dr. Mohd Uzir Mahidin (2020), as many as 46.6% of 168, 182 individuals who self-employed lost their job during the period of the Movement Control Order, and these statistics are statistics for the State of Malacca. According to UNESCO (2020), until 5 March 2020, as many as 300 million pupils and students do not go to school worldwide, involving 13 countries.

When the MCO was implemented, the Malaysian Ministry of Education closed Kindergartens, Schools, and Institutions. According to the Special Messages of the Prime Minister of Malaysia (2020), the Prime Minister of Malaysia has announced that the government decided to implement the Movement Control Order (MCO) throughout the country starting on 18 March. All schools, institutions and religious places were ordered to close during the MCO period. This instruction is done to curb the spread of disease caused by the Covid-19 virus. Although the MCO is implemented, teaching and learning must be carried out, so students stay caught up.

Besides, the life of the new norm has changed everything in everyone's life, let alone children. According to Mohd, it takes work for children to adapt to the current situation. Radzi (2020), the negative attitude towards online learning is because the students still need to adjust to the new norms where they prefer face-to-face PDPR. According to Dhawan (2019), online learning is a learning experience in the environment synchronously or asynchronously by using multiple devices and accessing the internet. The use of technology is a ready platform used by everyone. Teaching and learning done by the teacher online can attract students to be more enthusiastic about learning. However, aside from being able to attract students' interest and make learning fun, there are still challenges in conducting online classes. According to Noriyani (2017), there are several obstacles in supporting the implementation of online teaching and learning processes, such as a need for more equipment facilities and a connection to the internet network.

Next, this study was carried out because we wanted to see the challenges of teachers in Early Childhood Education in conducting online classes currently on Movement Control Order. Although many studies have been done on online learning and the Movement Control Order, it is more focused on Early Childhood Education; Teachers still need to be done. The results of this study can be used by lecturers, as well as educators to be used as their reference material. In addition, many teachers and students still need to be skilled in using technology and ICT in teaching and learning online. Although teachers and students are less experienced in using technology and ICT, it allows students to explore ICT when there is a Movement Control Order (MCO) because, according to Ratheeswari, K (2018), in the digital age, the use of information and communication technology provides opportunities for students to learn and apply skills which are needed in the 21st millennium.

The implementation of conducting classes online is not a matter which is easy and takes time to master using ICT and technology. Therefore, this study was conducted to identify the level of online classroom management during the Movement Control Order by teachers in Early Childhood Education, identify the challenges of Early Childhood Education Teachers in conducting online classes and studying the steps that teachers can take in online classroom management for reduce the challenge of the online class operation.

1.1 Research Objectives

- Identify the current level of online class handling Movement Control Order by Early Childhood Education Teachers.
- Identify the challenges of Early Childhood Education Teachers in conducting classes online.
- Review the steps teachers can take in online classes to reduce classroom handling challenges.

1.2 Research Questions

- What is the level of online class handling during the Control Order Movement by Early Childhood Education Teachers?
- What are the challenges of Early Childhood Education Teachers in conducting classes online?
- What steps can the teacher take in conducting online classes to reduce challenges in online class handling?

2. Literature Review

2.1 ADDIE Model Theory

The theory that the researcher used in this study is that the researcher has used the idea from Rosset (1987), which is the ADDIE Model. This model is a design model that functions as a guideline for the construction of software and teaching materials as well as learning materials based on specific needs. This model is designed to produce plans for teaching and learning materials so that the delivery of a lesson will be more effective and efficient. The ADDIE model is a generic process that needs to be modified before it can be used. The ADDIE model is based on behaviourism, an idea developed by Dick and Carry (1996) to design a learning system. Abdul Jasheer, Noriati, Boon, et al. (2019) explained that the ADDIE model is an acronym for analysis, design, development, implementation, and evaluation.

The ADDIE model is the basis for most instructional design models as improving the module can be done immediately, based on receiving feedback from respondents. Five levels of the ADDIE Model can be used in

this study, and it helps the researcher to describe, based on the ADDIE model, the study that the researcher wants to study and the study that the researcher intends to conduct. The acronym ADDIE, it can be known that ADDIE applies five elements or levels for interrelated activities that guide practice for forming teaching programs or learning modules. Each of these levels or features does not necessarily follow a sequential pattern, but they inform each other in a system for design, where the output of a group will be the input to the next level. (Steven J. McGriff, 2000).

2.2 Previous Studies

Online teaching and learning continue to grow and play an essential role in education in Malaysia (Gunawan et al., 2020). In education today, the Movement Control Order (MCO) has caused changes in teachers, children and society and started to move towards online teaching and learning. According to Shirley Anne (2019), online teaching and learning are face-to-face learning that uses computer equipment where students can see and hear other students from a distance. At the same time, educators and students also need to face the challenges of conducting PdPR online (Losius Goliong et al., 2020). Various challenges were faced by teachers while running classes online during the Movement Control Order. It is not easy because many challenges occur either regarding technical problems or from the students themselves. While Hazwani, Noor Raudhiah and Norziah (2017), in their study, stated that only some students get an advantage in online learning because this learning will emphasise customs for more effective learning so that the user is willing to convince students to learn independently. According to Yahaya and Hayat Adnan (2021), some students face the challenges of using facilities for mobile phones and computers. All students should have these facilities. After the government implemented the MCO, higher education institutions did not operate, and other educational institutions needed to work. According to Yahaya and Hayat Adnan (2021), a learning environment that could be more conducive is one of the challenges students have to face to conduct online learning. It causes some to get low marks if there are exams, exercises, or quizzes in their knowledge because it is challenging to focus and give full attention and concentration when learning online. After all, many challenges need to be overcome throughout learning.

3. Method

3.1 Research Design

According to Kalamiah Krishnan and Md. Yusoff Daud (2020), the study design is a set of systematic research guidelines to achieve the study's objective. The researcher conducted qualitative research by using a questionnaire and distributing the questionnaire to the respondents randomly. The researcher uses a questionnaire because it makes getting the number of respondents easier. According to Jas Laile (2008), questionnaires are easy, cheap, fast and can save time. This research concerns the challenges of Early Education, Teachers' Children in conducting online classes during the Control Order Movement.

3.2 Population and Sampling

According to Mohd. Majid (2009), Population is defined as a set of characteristics that show a particular insight or measurement of a group of individuals or objects. According to Noraini (2010), a sample is a group that sources necessary information. This study's respondents are an Early Childhood Education teacher from Kuantan, Pahang. Sample study involving 80 respondents consisting of Early Childhood Education Teachers and Children in Kuantan District, Pahang, who were randomly selected.

3.3 Instrument

The research instruments used by the researcher in the study are questionnaires. The questionnaire forms the researcher has used have been adapted from the questionnaire the researchers have used. The last one is from Fiza Joon Mblaq. There is a questionnaire reference from past researchers, which indirectly makes it easier for researchers to see how to produce a good questionnaire. This form is adapted from Fiza Joon Mblaq. The questionnaire is provided as a 4-point Likert scale and options for yes or no answers.

3.4 Data Analysis

According to Mohd. Majid (2009), data analysis is a way to collect, process, analyse, store and release data after. The researcher obtained information from the questionnaire given to respondents. The researcher used a questionnaire and collected questionnaires by the researcher and then started to analyse the above study data obtained from the respondents. Later data will be analysed using the "Statistical Package for Social Science" version 25.0. The purpose of using SPSS is to determine the frequency, mean and percentage for each item and answer the question form.

4. Results and Discussion

The study's findings have been divided into parts A and B. Part A contains questions about the respondent's background. In contrast, part B is associated with the analysis of the data that has been obtained from aspects

related to the topic of the study conducted. In addition, in the analysis section, the researcher has used descriptive statistics containing frequencies (frequency), charts and percentages. Researchers also display diagrams, rates, and frequencies in this study, making it easier for all parties to see and read it.

4.1 Demography

This study will involve 80 sample kindergarten teachers in the district of Kuantan, Pahang and consisting of gender, age, race, qualifications, employment sector, marriage status, and teaching experience. The following is a result of the study. A total of 80 respondents were involved in this study. A total of 11 respondents are males representing 13.8% of the total number of respondents, while female respondents are 69 people representing 86.3% of the total number involved in this study. The study sample consists of various age groups of teachers aged 18 to 25 years, 26 to 40 years, 41 to 60 years, and 60 years upward. A total of 42 teachers (52.5%) were in the age group of 18 to 25 years, 33 teachers (41.3%) were in the age group of 26 to 40 years, five teachers (6.3%) were in the age group of 41 to 60 years, and 0 teachers (0%) are in the age group of 60 years and above. Several respondents were involved in this study based on educational background. A total of 5 teachers from PMR (6.3%), while from SPM 8 teachers (10.0%), teachers from STPM 6 people (7.5%), teachers from DIPLOMA were 40 people (50.0%) and obtained a bachelor's degree were 19 teachers (23.8%), and the other choices were two teachers (2.5%).

4.2 Statistics and Data Analysis

4.2.1 Identify the current level of online class handling movement control order by early childhood education teachers

Analysis of the distribution of respondents according to frequency, percentage, and mean of level online classroom operation during the Movement Control Order by the Teacher-Early childhood education. (n=80). The mean score is found in Table 1.

Table 1. Distribution Of Respondents According to Frequency, Percentage and Mean for Level Conducting Online Classes During Movement Control Orders by Teachers Early Childhood Education

No.	Statement	SD	D	A	SA	Mean
		1	2	3	4	
1.	I can handle Microsoft Words	0	1 1.3%	37 46.3%	42 52.5%	3.51
2.	I can use Power Point with comfortable	1 1.3%	4 5%	34 42.5%	41 51.2%	3.44
3.	I can rotate the video installation	0	9 11.3%	36 45%	35 43.8%	3.33
4.	I can produce interesting learning notes using Power Point	2 2.5%	10 12.5%	37 46.3%	31 38.8%	3.21
5.	I can handle Google Meet and Google Classroom	0	6 7.5%	41 51.2%	33 41.3%	3.34

The table above shows objective 1, which represents five questions that have been answered and selected by the respondents. The amount in the table represents the overall average for 80 respondents. The highest selection is that I can handle Microsoft Words. i.e., mean 3.51. One respondent (1.3%) disagreed, 37 respondents (46.3%) agreed, and 42 respondents (52.5%) strongly agreed. While the lowest selection is, I can produce exciting learning notes using PowerPoint which is a mean of 3.21. 2 respondents strongly disagree (2.5%), ten respondents disagree (12.5%), 37 respondents agree (46.3%), 31 respondents strongly agree (38.8%).

4.2.2 Identify the challenges of early childhood education teachers in conducting classes online

Analysis of the distribution of respondents according to the frequency, percentage, and mean of the Teacher's challenge in Early Childhood Education in conducting online classes. (n=80). The mean score is found in Table 2.

Table 2. Distribution of Respondents According to Frequency, Percentage and Mean for The Challenges of Early Childhood Education Teachers Conducting Online Classes

No.	Statement	SD				Mean
		1	2	3	4	
1.	I always use ICT.	1 1.3%	9 11.3%	44 55%	26 32.5%	3.19
2.	I'm stress when teaching and learning by online.	7 8.8%	27 33.8%	32 40%	14 17.5%	2.66
3.	Poor internet access makes it difficult for teachers to teach.	2 2.5%	3 3.8%	32 40%	43 53.8%	3.45
4.	It is difficult for teachers to carry out teaching and learning if children do not present themselves in class.	2 2.5%	3 3.8%	40 50%	35 43.8%	3.35
5.	Teachers are proficient in using ICT.	0	7 8.8%	46 57.5%	27 33.8%	3.25

The table above shows objective 2, which represents five questions that have been answered and selected by the respondents. The amount in the table represents the overall average for 80 respondents. The highest selection is Poor internet access makes it difficult for teachers to teach, i.e., mean 3.45. 2 respondents (2.5%) strongly disagreed, three respondents (3.8%) disagreed, 32 respondents (40.0%) agreed, 43 respondents (53.8%) strongly agreed. While the lowest selection is that I am stressed when teaching and learning online. Which is a mean of 2.66. Seven respondents strongly disagreed (8.8%), 27 respondents disagreed (33.8%), 33 respondents agreed (40.0%), and 14 respondents strongly agreed (17.5%).

4.2.3 Review the steps teachers can take in online classes to reduce challenges in online class handling

Table 3. Distribution Of Respondents According to Frequency, Percentage and Mean of Steps Teachers Can Take in Online Class Management to Reduce the Challenges of Online Class Management

No.	Statement	SD				Mean
		1	2	3	4	
1.	I often communicate with parents about children's learning.	0	1 1.3%	52 65%	27 33.8%	3.33
2.	I provide interesting strengthening exercises.	1 1.3%	3 3.8%	49 61.3%	27 33.8%	3.28
3.	I am creative and innovative in planning methods for teaching and learning.	2 2.5%	5 6.3%	44 55%	29 36.3%	3.25
4.	I help children to understand how to use ICT.	3 3.8%	11 13.8%	45 56.3%	21 26.3%	3.05
5.	I give prizes to children who have full attendance.	1 1.3%	2 2.5%	43 53.8%	34 42.5%	3.38

The table above shows objective 3, which represents five questions that have been answered and selected by the respondents. The amount in the table represents the overall average for 80 respondents. The highest selection is I give prizes to children who have total attendance. i.e., mean 3.38. One respondent (1.3%) strongly disagreed, two respondents (2.5%) disagreed, 43 respondents (53.8%) agreed, and 34 respondents (42.5%) agreed. While the lowest selection is, I help children understand how to use ICT, a mean of 3.05. Three respondents strongly disagree (3.8%), 11 respondents disagree (13.8%), 45 respondents agree (56.3%), and 21 respondents strongly agree (26.3%).

4.3 Discussion

The study's overall results show that (mean = 3.51) is the highest mean for the level of online class operation During the Movement Control Order. A teacher can handle Microsoft Word between the story of the process of online classes during the Movement Control Order. When teaching and learning by implemented online, many teachers need to be clever and skilled in using Microsoft Word, and most teachers choose to be able to handle Microsoft Word. This is due to the habit of teachers who often do their work using Microsoft Word and prepare everything a lot using Microsoft Word.

The overall result of the study shows (mean = 3.45) the highest challenges Early Childhood Education teachers face in conducting online classes. Teachers also must deal with various challenges in carrying out PdPR online (Losius Goliong et al.,2016). Among the challenges for Early Education Teachers' Children in conducting online classes is weak internet access, which makes it difficult for teachers to teach. This is because when access to weak internet will prevent teachers from having trouble teaching students well and more clearly. The problem caused by what the teacher wants to convey will experience a lack of clarity, and the delivered presentation will fail to happen encouragingly.

The overall results of the study show (mean = 3.38) the highest for steps teachers can take in online classroom management to reduce the challenge of online class operation. Among the steps that the teacher can do in online classes to minimise the challenge of conducting an online course is that the teacher gives gifts to the children who have total attendance. This is because the teachers know that children or students like gifts. After all, they will feel loved and appreciated by their teachers.

5. Conclusion

In conclusion, the results of this study have achieved the objective and can answer the question of established studies. The study results have shown that the level of online class operation while the Movement Control Order (MCO) is in place high level. This means that many teachers experience challenges when conducting classes online, and this is due to changes in the situation that occurs as well as the changes in the epidemic situation that arise in our country. While in terms of the teacher's level, the teacher can handle Microsoft Word because the teacher is often used to using Microsoft Word before the online class run again. The study's findings also show that many Early Childhood Education Teachers face challenges conducting online courses today, Movement Control Order (MCO). This is due to internet access needing to be stronger, which makes it difficult for teachers to teach, and then children who do not attend online classes make it difficult for teachers to teach and learn. This can indirectly disrupt teachers' teaching and learning processes and productivity for a personal teacher. It also makes teaching objectives challenging to achieve.

Finally, the challenges that occur to Early Childhood Education Teachers' Children in conducting online classes during the Control Order Movement (PCO) needs to be looked at seriously and taken seriously due to various challenges faced by a teacher can disrupt the learning routine and the teaching done by the teacher and the teacher's challenge to get used to the new everyday life in the pandemic season. It not only provides a challenge for the teacher and even for the students, which need to catch up and drop out in learning. This is because it can be an annoying achievement and the development of children's education during PdPR. Therefore, Schools, Kindergartens, or the Government must find initiatives to deal with problems and challenges in conducting online classes during the Control Order Movement (PKP) among Early Childhood Education Teachers.

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