

Implementation and Challenges of Home-Based Teaching and Learning (PdPR) in Religious Schools in Kubang Pasu, Kedah

Rukhaiyah Abd. Wahab¹, Sharifah Ismail¹, Rafidah Mohamad Cusairi¹

¹ Universiti Utara Malaysia (UUM), Malaysia

Correspondence: Rukhaiyah Abd. Wahab, Universiti Utara Malaysia (UUM), Malaysia.

Received: January 16, 2023

Accepted: May 16, 2023

Online Published: June 5, 2023

doi:10.5430/wjel.v13n6p339

URL: <https://doi.org/10.5430/wjel.v13n6p339>

Abstract

Covid-19 has significantly impacted many sectors worldwide, including the education sector. This impact also affects educators in implementing home-based teaching and learning (PdPR). PdPR is implemented to ensure that students are not left behind even though the world is going through the Covid-19 pandemic. Therefore, research is carried out where the research questions and objectives are about PdPR implementation and challenges. Surveys are done in five religious schools in Kubang Pasu district, which involves 77 teachers. The research found that teachers still carry out PdPR even though they face many challenges such as limited interactions with students, lack of student attention, and limited internet access. To successfully implement PdPR, teachers need support from all parties, including parents, students, NGOs and the government. Thus, the research finding is crucial to the schools and Islamic education sector to study and improve PdPR to achieve educational objectives.

Keywords: Home-based teaching and learning (PdPR), religious school teachers, e-learning, implementation, challenges

1. Introduction

The transmission of Covid-19 has affected many sectors, including the education sector. Many countries ordered a temporary closure of educational institutions as a part of their effort to curb the transmission of Covid-19.

Up until 21st October 2021, schools closure has been carried out, which involve 7,780 primary schools and 2,440 secondary schools where there are around 2.7 million primary school students and 2 million secondary school students (Azlin, 2021). The Malaysian government also implemented Movement Control Order (MCO), Conditional Movement Control Command (CMOC), and Recovery Movement Control Command (RMCO), which is executed in phases according to the current pandemic situation. All schools and educational institutions were ordered to close during phases 1 and 2 of the MCO. The decision to shut down schools massively disrupted the teaching and learning process in many countries and caused long-term issues in the education sector, even though the closure was temporary (Azlin, 2021; Indradjaja. L., 2021). However, Covid-19 may have given leadership and administration organizations at the ministry and school level to reflect and change the existing education system to teach the students better in the future, aligning with the current times.

It has been a long time since the discussion of the renewal of the education system that is aligned to the Industrial Revolution 4.0. However, the response and the application is not promising, especially in schools (Jamalludin Harun & Zaidatun Tasir, 2013). Indirectly, Covid-19 has pushed the world's and nations' education system driven by digital technology and more flexible and interactive approaches. PdPR cannot happen without a mobile phone and good internet access. Therefore, PdPR and digital technology align with the plan to shape an educational space based on technology for students in this generation. Advanced technology in this modern era allows remote learning to happen anywhere and anytime. Due to Covid-19, online learning is not a choice during the restricted movement phase, but it is necessary. Global education has become a challenge to governments worldwide to ensure remote learning can be carried out even though students and teachers are not present at schools. Since students live in different places and can only learn at home, most countries have implemented online learning to ensure the teaching process carries on generally as an alternative to the conventional learning method, the face-to-face method in the classroom.

In Malaysia specifically, teaching and learning activity during the pandemic is PdPR, which is short for Pembelajaran dan Pengajaran di Rumah (Home-based teaching and learning). PdPR is a teaching and learning process carried out in a community centre or any suitable location (KPM, 2020). PdPR can be done online, offline and offsite in a structured and well-planned manner (KPM, 2020). Teachers, students and parents must play their roles to ensure the effectiveness of PdPR is optimized. It is known that many challenges need to be overcome, such as technology usage, teacher's readiness, students and parents, finance, facilities and many other issues that can disrupt the PdPR process. With well-planned PdPR and e-learning facilities, it can change the education system to prepare the future generation better and create an education system that stays innovative and technological for the future.

Problem Statement

Due to Covid-19, most teachers and students have to transition to technology usage during lessons. It is a challenge for educators because they have to face new norms during lessons, which forces them to adapt to technology. This new norm may also be an advantage as it causes innovation to the education system.

Even though ICT usage has been used and introduced in higher education institutions, unfortunately, it is rarely utilized in schools, especially religious schools. The lack of ICT usage happens because the Islamic subject legacy itself is traditional. Islamic studies history has stated that the *talaqqi* system is widely used by Islamic studies institutions (Abdullah Ishak, 1994; Rosnani Hashim, 1997; Rukhaiyah, 2019). However, the pandemic has pushed religious teachers to change the landscape of Islamic studies teaching from traditional to modern and technological methods that align with the current situation. In this situation, every educator will carry out lessons online and the paradigm shift that allows lessons to be implemented in any situation so that student's education is not left behind.

In reality, nowadays, students are categorized as Generation Z (Gen-Z), who live and interact with technology where their daily lives and environment is surrounded by technology. In this case, they obtain information worldwide through the internet and information shared on social media. It is reasonable to assume that the students are familiar with digital technology. However, in the PdPR context, the technology is still outdated because of a few factors: teachers and students' readiness, teaching materials, technology devices, and many more (Nur Aisyah et al., 2012).

Therefore, this article will discuss implementation, challenges and improvement for e-learning or PdPR during the pandemic in religious schools in Kubang Pasu. Thus, this study can make room for discussion and improvement for PdPR so that the value of knowledge can be understood and appreciated even though the country is facing the Covid-19 pandemic.

Research Question

These are the research questions for this study:

1. What is the PdPR implementation applied in religious schools in Kubang Pasu district?
2. What are the challenges in implementing PdPR in religious schools in Kubang Pasu district?

Research Objective

These are the research objectives for this study:

1. To identify the PdPR implementation method applied in religious schools in Kubang Pasu district.
2. To investigate the challenges faced by teachers and schools to implement PdPR in religious schools in Kubang Pasu district.

2. Literature Review

Based on a few literature reviews, this study was found to have filled some of the research gaps. There is some research about the implementations and challenges of executing e-learning. It is one of the main problems for educators in Malaysia, including PdPR, Web 2.0 competence, internet access, lack of devices and emotional stress.

PdPR

There are several studies have been done related to e-learning (Jamalludin & Zaidatun, 2003; Pettaniti & Cigognini, 2007; Wiley, 2008; Ehlers, 2009; Nur Aisyah, 2011; Nur Aisyah et al., 2012). However, there is still a lack of research about PdPR (Azlin, 2021). The lack of research is because the Covid-19 pandemic is still a new phenomenon, and thus, research about PdPR is needed to fill in the research gap.

Web 2.0 Application

The emergence of Web 2.0 applications such as blogs, podcasts, wikis, facebook and youtube has brought changes to the concept and criteria of Web 1.0 e-learning. As mentioned before, Web 1.0 e-learning initially focuses more on the distribution of information. Web 2.0 e-learning emphasizes construction and sharing knowledge through collaboration between students in an open, non-structured social environment (social networking) (Pettaniti & Cigognini, 2007). E-learning 2.0 also displays digital, mobile, connected, personal, innovative and open (Wiley, 2008). According to Ehlers (2009), e-learning 2.0 can be linked to the features below:

1. Ubiquitous learning can happen anywhere.
2. Life-long learning: a lesson that is not tied to any institution.
3. Lessons in learning community. Students involve themselves in an open and limited learning community.
4. Formal and informal learning can happen anytime at home or the workplace.
5. The learning process does not entirely depend on educators and education institutions anymore.

Based on the statement above, conventional e-learning focuses on information distribution, while e-learning 2.0 emphasizes teaching strategies, active and engaging learning in a social environment. According to Aisyah et al. (2012), development in multimedia technology opens more extensive opportunities in changing learning styles, acquiring and applying the information in general knowledge. Jamalludin and Zaidatun (2003), Zamri and Nur Aisyah (2011) also mention that multimedia opens room for educators to various teaching techniques while students are given opportunities to move actively in learning sessions. This phenomenon shows that multimedia can

create a friendly learning environment compared to conventional textbooks.

Internet Access

Regarding internet access, 83% of citizens living in rural areas and 60% living in urban areas find that access to ICT is too expensive. There are 1.5 million Malaysians who use the internet, and 50% of them live in Selangor and Federal Territory. This situation has created a massive digital gap in Malaysian society (Education Quarterly: 35, 2001). The lack of access to the internet and limited internet access is a big challenge to many schools. It includes schools with no computers (except for administration purposes) or electric power, which is also an obstacle in e-learning implementation. How can e-learning be implemented during the Covid-19 pandemic? Therefore, this research is carried out to fill the gap in the question.

Lack of Device and Financial Problem

Technology usage in education is meant to ease students' teaching and learning process, not to cause trouble for them until it causes social problems to their families. Since Covid-19 effects are long-term, the government should help ease low-income families' students' financial burden. If they do not receive any aid, they may not continue their education, especially when schools stay closed for a long time. In Singapore, the Minister of Education had lent around 3,300 devices including tablets and laptops, and over 200 dongles for needy students on 3rd April 2020 so far (The Malaysian insight, 2020). Besides, families with lower incomes also can apply for subsidized computers and free broadband through the NEU PC Plus program prepared by Infocomm Media Development Authority (IMDA). Other than that, in countries like the United Kingdom and the Netherlands, schools are opened for a small group of students who have parents working in the critical and crucial sectors and do not have time to supervise them at home. Therefore, this research can fill the gap to observe the roles of schools, the state and federal government to support and help teachers with teaching materials.

Emotional Stress

Adibbtp (2015) mentioned in his work about mental health among students. According to him, in a normal situation (before the Covid-19 pandemic), there are a few studies conducted by Halimatus S.M. and Tasneem A.A., (2019) and Lee, M.F., & Syaid, S., (2016) about statistics among undergraduate students who are facing mental health issues. Studies showed that around 8-11% of students have depression, 23% have extreme anxiety, and 5-6% have extreme stress. However, those statistics were gathered when the country was peaceful and ideal. If the same studies are conducted during Covid-19, the data may show that many students struggle with mental health problems. It is also possible that the statistics drastically increase since there is the existence of new stressors. Thus, a proactive effort needs to be taken by the authorities to curb the mental health problems before it gets worse (Adibbtp, 2015). Therefore, this study is meant to observe if these stressors are challenges in implementing teaching and learning activities from the teachers' perspective.

3. Research Method

Instrument

The research uses a qualitative method, and the instruments used are library research and survey. These instruments are chosen because they can help answer the research questions in detail to solve problems, and generalization can be made to evaluate a phenomenon and assess the theory of variables studied. Mohd Majid (1990) stated that design and research methods align with the research objectives to obtain effective results.

Library Research

Library research obtains information related to the research title through books, paperwork, journal and documentation. All library research material is vital to assure, support or 'check and balance' the data obtained from the survey.

Survey

The survey method is done using Google Form. Researchers can collect data with more understanding about the issues discussed. Covid-19 and MCO are causing difficulties for the researcher to collect data directly from respondents. The Google Form survey questions are adapted from other studies that discuss the same issue as this research. It has been checked by a few experts in Islamic Studies before the survey is distributed to the respondents. Google Form is used in this research because it is easier to collect and keep data directly in a spreadsheet. Analyzing the data can give the information needed by the researcher. Google Form is an online form that enables the researcher to obtain specific information collected from the selected respondents. Respondents can access the form using the latest gadgets such as smartphones, tablets, laptops or computers (<https://sites.google.com/ipgkmb.edu.my/hyperdocsbm/google-forms-google-sheets>).

Research Sample

Survey method involves 77 teachers from 5 religious schools in Kubang Pasu district. Those schools are:

1. Sekolah Agama Attoyyibah, Changlun.
2. Sekolah Rendah Integrasi Teras Islam (SRITI), Jitra.
3. Sekolah Rendah Islam Al- Azhar, Jitra.
4. Pondok Moden Darussalam Changlun, Changlun.

5. Maahad Tahfiz Darul Muttaqin (MASDAR), Changlun.

These schools are chosen based on a few aspects such as locality, background and demography. Besides, these schools are chosen due to locality, background and demography factors. This choice also involves primary and secondary schools. Kubang Pasu is chosen because it is known for its Islamic studies development (Ahmad Jelani, 1989; Rukhaiyah, 2019). Meanwhile, the respondents' selection is limited to teachers who teach *diniyyah* subject or Islamic Studies only to answer the research questions and reach the research objectives.

A survey done on religious teachers in these schools is essential to gain experience, insight, challenges and suggestions for an effective PdPR throughout the school closure. Improvement for PdPR implementation is essential to ensure the teaching quality is unaffected.

Data Collection

Data collection and all information related to the PdPR issue and research questions are based on the data collection procedures. In this research context, the researcher has combined two methods which are the library research method and survey method. Library material research involves a few written research and documents related to the problem statement.

Meanwhile, for the survey method, the researcher firstly makes phone calls to ask permission to research the school. After the school agree, the researcher sends the Google Form link to the school, and it is shared with every teacher who agrees and is illegible to be a respondent. Respondents are given one (1) week to answer the Google Form survey.

Data Analysis

All data collected from library research and survey are narrative and descriptive. Since the survey is done using Google Form, the data collected can be analyzed and categorized. All findings are displayed directly according to every school's sequence of survey questions. In this situation, the researcher only needs to review and compare the data in detail, make a summary and organize the data systematically.

4. Research Findings

Based on the data collected, it is found that the teachers implemented PdPR using a lot of methods, but they faced a few challenges while doing so. Therefore, teachers have suggested a few means and initiatives to ensure an effective PdPR. Below are the research findings.

Implementation

Many assume that teachers from religious schools face difficulties in implementing PdPR because most do not have professional teaching training (Rosnani, 2004; Rukhaiyah, 2015). Plu, schools in this research are not under government authority. To be a teacher in a government religious school, one must have a professional teaching qualification, and therefore, teaches with no qualifications can only work in private religious schools. This research finds that these teachers join forces with the government and ministry to implement PdPR throughout MCO. Below are the findings of PdPR implementation by teachers to ensure students in religious schools can keep up with the lessons and students from public schools.

Methods Used During PdPR

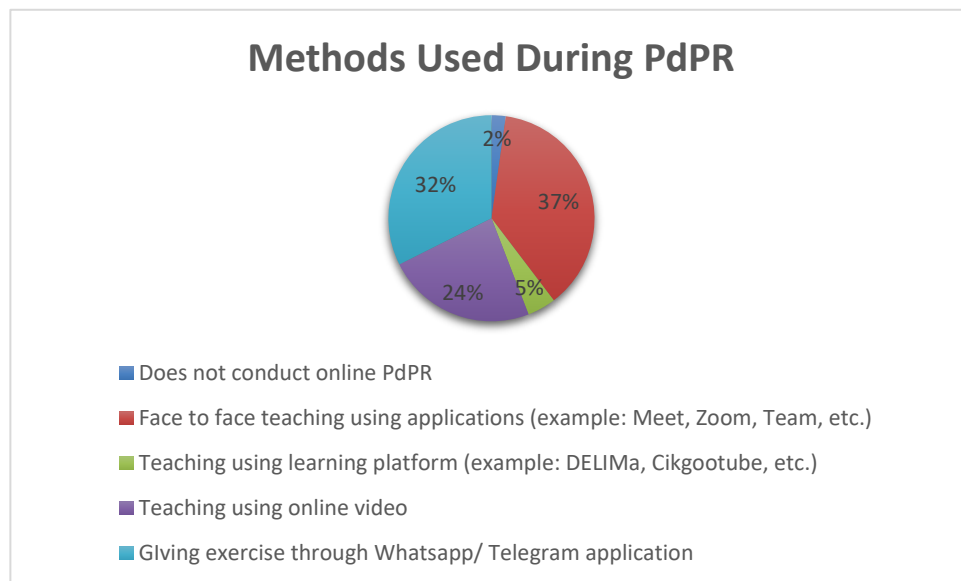


Figure 1. Methods used during PdPR

To implement PdPR, religious school teachers in Kubang Pasu have used many methods. The majority of the teachers use a few applications such as Google Meet, Zoom, Microsoft Teams and many more to implement PdPR, which is 37%. Many teachers prefer this method because the applications are easy to use and do not consume too much data. The giving exercise through Whatsapp and Telegram applications method is 32%. Both of these applications are convenient to be used. However, dependence on these applications alone will affect the

effectiveness of the lesson. Thus, the usage percentage for Google Meet, Zoom, Microsoft Teams and the usage percentage for Whatsapp and Telegram are close. The percentage is close to each other because both methods perfectly complement PdPR. The majority of the religious school teachers agree that these applications combination help ensure the effectiveness of PdPR. The third-highest percentage is the online video method which is 24%. Religious school teachers and students need video as a medium to refer and check the recitation of *Al-Quran, Hadith* and many more. In this case, teachers will share videos using communication medium with students, and students will also upload their recitation videos for *tasmik* (listening and checking recitation). However, only 2% of teachers do not use the online PdPR method. These teachers prefer offline PdPR, using notes, worksheets and other exercises distributed at the school guard post or other suitable locations. This method gets the lowest percentage because it is troublesome to all parties; teachers, parents, students and school administration.

Applications Used During PdPR

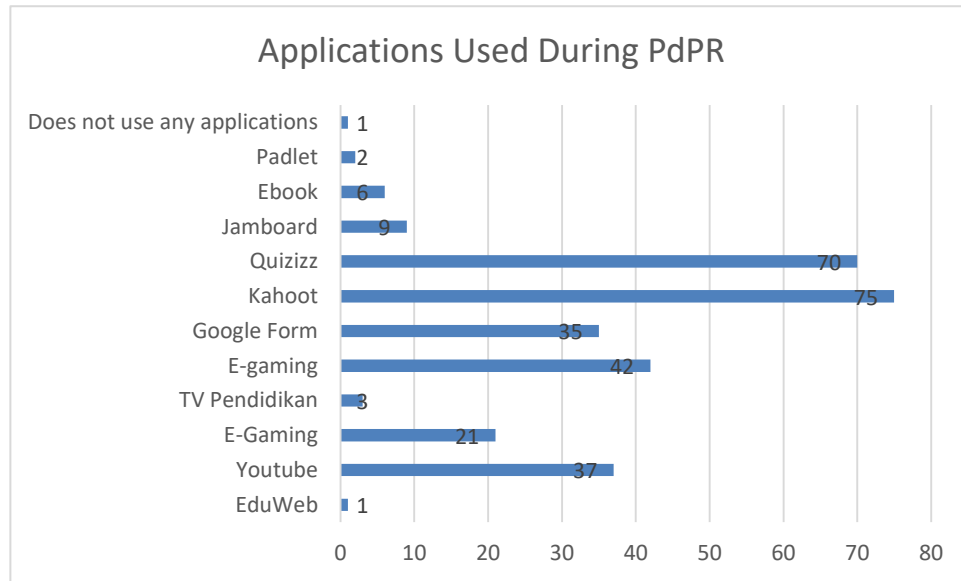


Figure 2. Applications Used During PdPR

Various applications can be used when implementing PdPR to ensure that teaching is more exciting and not dull. Among the challenges teachers face during PdPR is attracting students to focus and interest in the subjects taught. The study shows that 75 teachers prefer to use the Kahoot application during PdPR, followed by Quizizz, which 70 teachers use. Both of these applications are for doing formative quiz tests. Formative testing is a form of continuous formal or informal testing to track students' level of mastery, knowledge, and progress (Othman, 2018).

Meanwhile, Kahoot and Quizizz are an interactive and fun learning-based game applications. Teachers make the questions in this application with several answer choices (<http://kahootkms.blogspot.com/p/pelaksanaan.html>). Both of these quiz apps look very easy to use. It can assess the level of understanding of each student and encourage students to get a high score on the quiz. Indirectly cultivate students' enthusiasm to understand and remember what is learned.

PdPR Duration in a Day

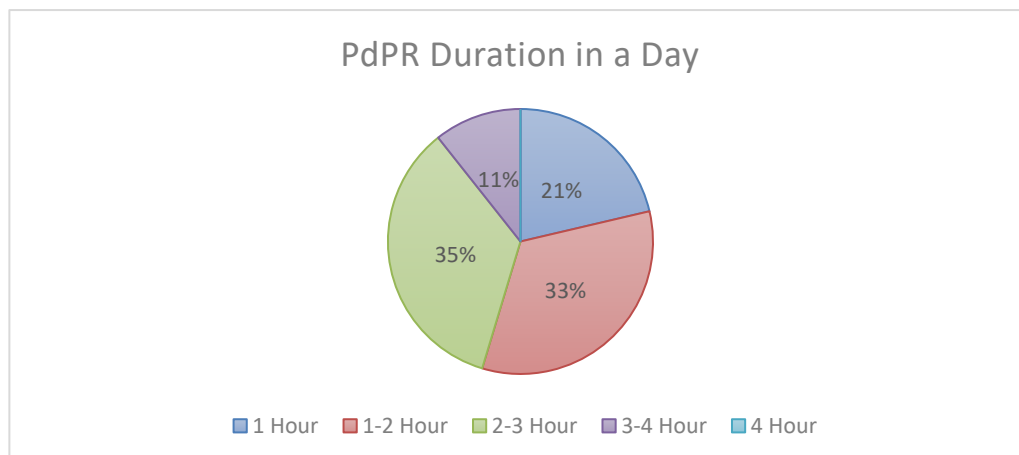


Figure 3. PdPR Duration in a Day

The data obtained shows that the highest percentage for PdPR time in a day is as much as 35% of teachers perform PdPR for two (2) to three (3) hours in a day. The following period is equivalent to three (3) subjects, and most schools allocate one (1) hour for each subject. Interestingly, the time allotted in this online learning situation is quality compared to face-to-face learning. Online learning does not require allocating time to move and various other demands of time while in the classroom, such as directing, controlling and entertaining various students before, during and after teaching and learning processes. Therefore, PdPR is seen as very good in time management and benefits.

Type of Tasks

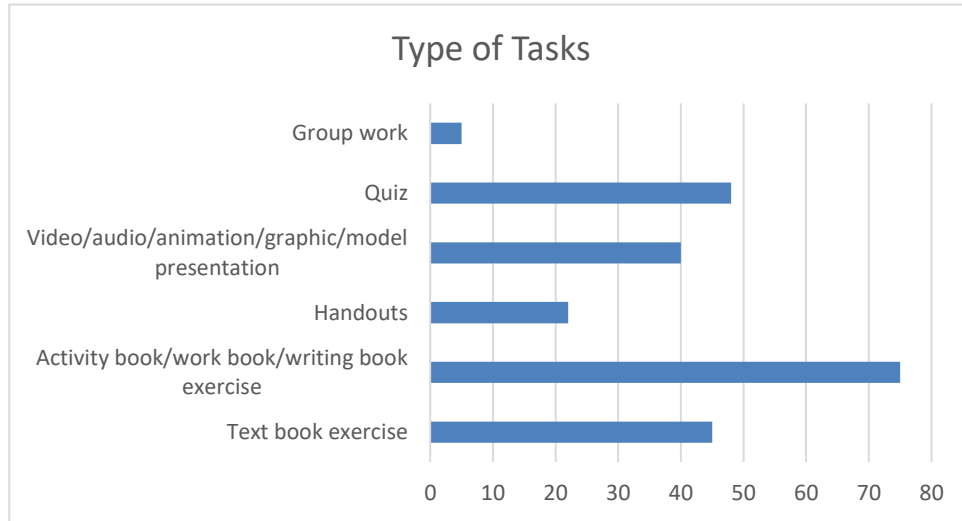


Figure 4. Type of Tasks

Although learning online, subject reinforcement tests are done to assess a student's level of understanding and cultivate good values such as discipline, valuing time, working together, helping each other, etc. The graph above displays the types of assignments teachers give to students to ensure that the teaching objectives, skills, and values to be nurtured are achieved. The data shows that most teachers, 75 people, give training in activity books or workbooks to strengthen students' understanding. This highest percentage due to the family's financial background of the students. Note that this activity book or workbook is quite expensive and requires a specific cost allocation compared to textbooks. Textbooks are generally lent free of charge to students. Since these religious schools are private, parents have to spend a certain amount of money to pay monthly fees, unlike government schools where admission of students to the school is free. Therefore, it is not surprising if the teachers in these religious schools use activity books and workbooks in PdPR.

The lowest percentage is to give assignments in groups of only five teachers. Due to the difficulty of communicating and discussing, most teachers refused to perform group assignments. This group assignment is suitable for adult students. While for primary school students, it is difficult to let them do group tasks without monitoring and the inability of students to continue to remain disciplined after PdPR time.

PdPR dan PdP (Teaching and Learning)

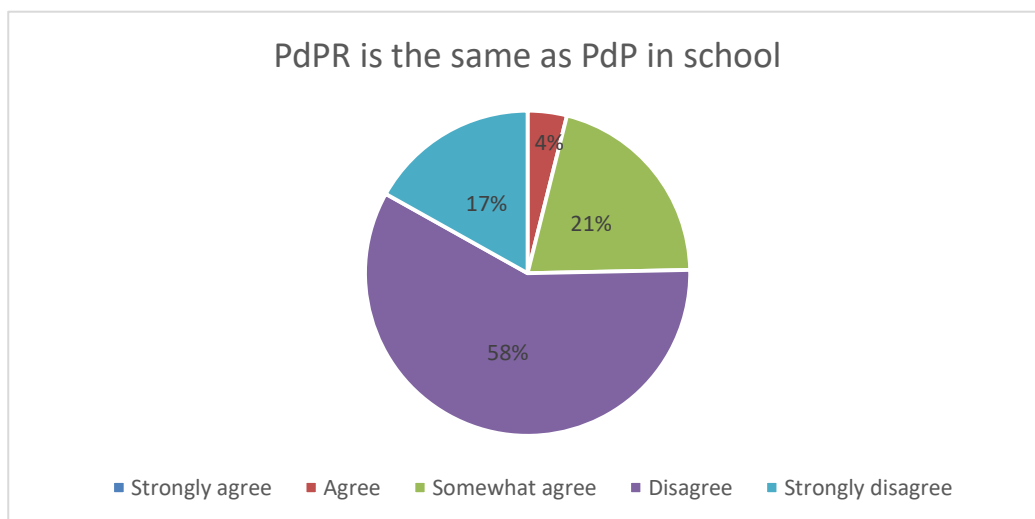


Figure 5. PdPR is the same as PdP in school

The graph above shows that the majority of religious school teachers that is 52% do not agree that PdPR is the same as PdP in schools. In fact, none of the teachers, 0%, said they strongly agreed that PdPR is the same as PdP in schools. The percentage clearly shows that PdPR is a method of learning that is not the same as learning in the classroom. PdPR is different in terms of teaching methods and in physical terms, where learning takes place in the respective homes (MOE, 2020).

Challenges

The results of a study of 77 teachers in Kubang Pasu religious schools stated that they had faced several challenges during the implementation of PdPR during the pandemic. There are five (5) main challenges they face among them are:

- 6. Interaction with students is limited
- 7. It is not easy to get students' attention during PdPR
- 8. Limited internet access
- 9. Percentage of student involvement
- 10. Comply with the annual lesson plan (Rancangan Pengajaran Tahunan)

Interaction Challenges, Student Attention and Internet Access

PdPR Implementation Challenges

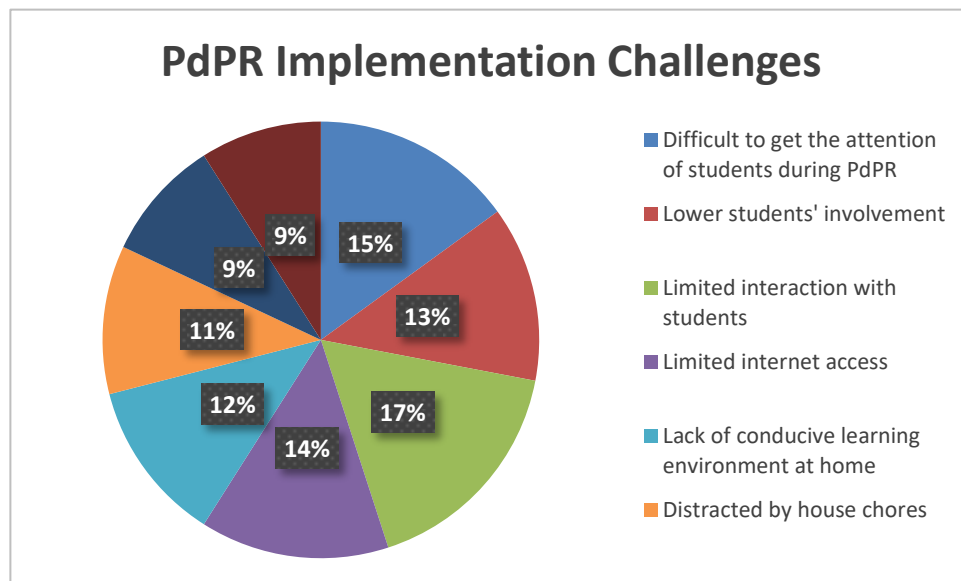


Figure 6. PdPR Implementation Challenges

The survey showed that most teachers agree that the problem of interaction with limited students is the most challenging at 17%, followed by difficulty to get attention from students at 15% and limited internet access at 14%. However, the factor of interference from family members and limited teaching aids were the minor challenges faced by teachers, both of whom obtained only 9%.

The problem of limited interaction with students is due to the atmosphere of PdPR, which does not meet face to face in real life. As is well known, the primary medium in implementing PdPR among teachers are Google Meet, Zoom, Teams, Whatsapp, Telegram and so on. There is no denying that mediums like Whatsapp and Telegram are challenging as two-way interaction at the same time is difficult to achieve. However, mediums such as Google Meet, Zoom, Teams and their contemporaries are relatively easy to obtain two-way interaction. This situation is due to the presence of teachers and students directly and simultaneously, even online. Next, to optimize the interaction and effectiveness of PdPR, a combination of more than one medium is recommended. For example, a combination of Google Meet and Whatsapp. In this case, Google Meet will be the primary medium for PdPR, while the Whatsapp application is the secondary medium. Thus, the interaction between teachers and students is optimized.

As Gen-Z, students are now more interested in interactive and creative teaching. The traditional teacher-centred way of teaching is no longer appropriate. Instructors need to understand the way Gen-Z students learn and redefine conventional teaching concepts so that teaching content remains relevant (Nur Aisyah et al., 2012). Adapting new teaching methods in line with technological developments is necessary for online learning. If the teachers continue to adopt the old way of learning and just transfer learning to online platforms, this effort is meaningless.

The role of educators in the 21st century is no longer just to channel knowledge but towards educating and guiding students into resilient, flexible, lifelong learning, critical and creative thinking individuals. Teachers should not simply impart information and knowledge to students but encourage student participation in discussions and communication.

The problem of limited Internet is closely related to financial factors. Note that teachers' salaries in non-government religious schools are relatively low compared to government religious school teachers. This situation happened because these schools are private schools and the cost of operating and managing the school depends on the payment of tuition fees, donations, *waqf* (endowment) and public contributions. Most of these teachers only earn the minimum wage, which is certainly quite challenging to survive in the current economic situation. Therefore, teachers need financial support to implement PdPR, such as internet data package incentives. Financial support is very needed because the cost of an internet data subscription is relatively high, and of course, it requires a lot of data for PdPR.

Challenges in Percentage of Student Involvement in PdPR

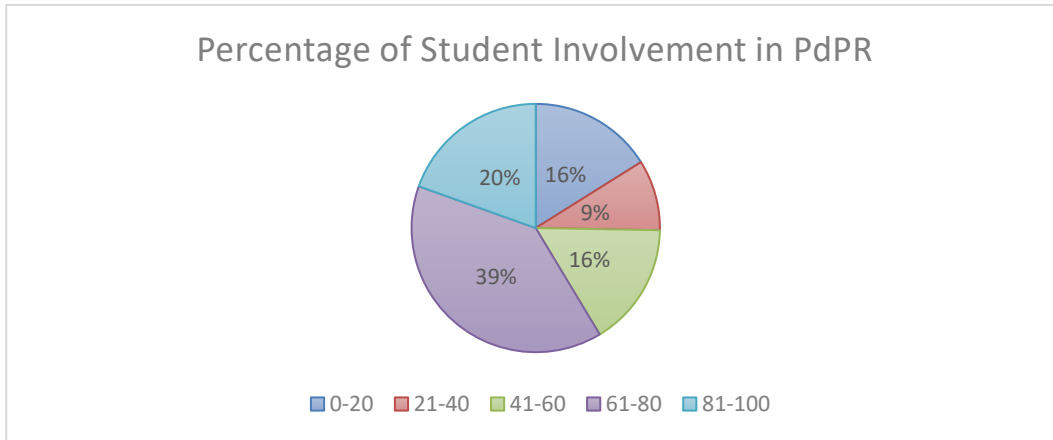


Figure 7. Percentage of Student Involvement in PdPR

The involvement of students in PdPR is one of the biggest challenges faced by many teachers, including government school teachers. The graph above shows that as many as 39% of the students were involved for the 61% to 80% involvement category. In comparison, the lowest percentage is 9% for 21% to 40% attendance rate. These highest and lowest percentages reflect a relatively satisfactory student commitment to PdPR compared to the percentage of student involvement from government schools in general. The high number of student involvement is because the school's fees to parents have encouraged them to ensure that their children participate in PdPR to be worth the fees paid.

Challenges of Adhering to the Annual Lesson Plan

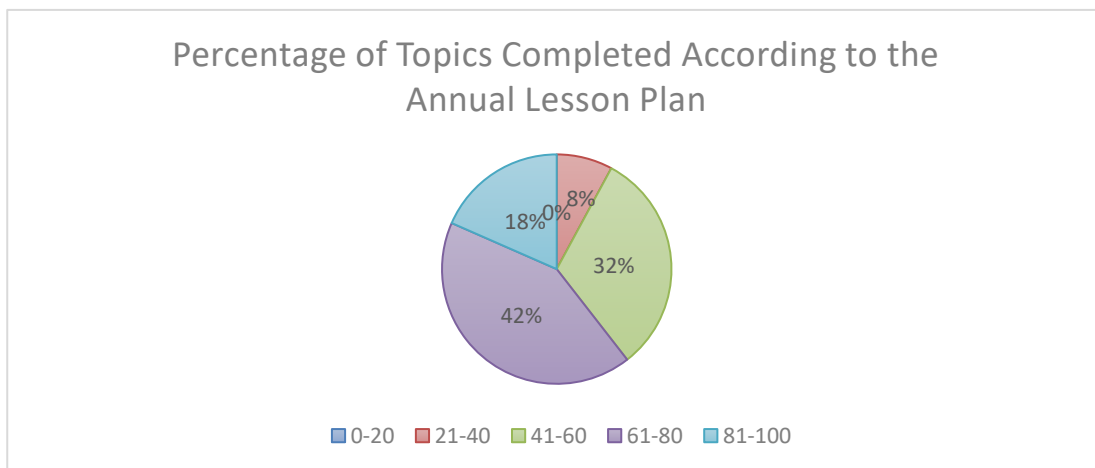


Figure 8. Percentage of Topics Completed According to the Annual Lesson Plan

Teachers also face challenges in ensuring that topics are completed according to the annual lesson plan (Rancangan Pengajaran Tahunan). The data showed that as many as 51% of the teachers had completed the topic for the 61% to 80% category and only 39% for the 81% to 100% category. Undoubtedly, it is challenging to comply with the annual lesson plan due to the pandemic and the unstable political situation in Malaysia that indirectly affects the education system. During the pandemic, schools were often closed and reopened several times, thus disrupting the PdP of teachers and students. It has been a challenge for teachers, especially in involving the expectations and perceptions of parents, to ensure that their children get the best education from the best teachers and schools so that they are willing to spend a certain amount of money for school funding.

5. Conclusion

The Covid-19 pandemic has forced all students and teachers to use the existing technological tools to conduct online learning. However,

technology-based learning is not as easy as expected. To ensure effectively and quality PdPR, the entire constitution, including teachers, students, parents, schools, state and federal governments, work together so that the objectives and processes of PdPR can be achieved and implemented successfully. Failure to do so will impact students in terms of academic achievement, emotions and the PdP process.

Finally, the Covid-19 crisis has forced us to accelerate the existence of an innovative and high-tech educational environment. Society needs to take advantage of information technology and learn through cyberspace on a massive scale for the first time. If religious schools can take this opportunity further to strengthen the existing shortcomings in teaching and learning, it is likely to help build a more flexible education system in the future.

Acknowledgement

This work is funded by the SLCP Research Generation University Grant. The authors wish to thank the Research Innovation and Management Center (RIMC) of Universiti Utara Malaysia (UUM) for providing the opportunity to perform this research.

References

- Adibbtp. (2015). *Wabak Covid-19; Mahasiswa Manja & Kesehatan Mental: Sejauh Mana Kebenarannya?* Retrieved from <https://medium.com/@adibbtp/wabak-covid-19-mahasiswa-manja-kesehatan-mental-sejauh-mana-kebenarannya-63a748245469>
- Ahmad, J. H. (1989). *Sistem pendidikan Melayu (Islam) tradisional merujuk kepada sistem pendidikan pondok di Kedah*. Unpublished Dissertation, Universiti Sains Malaysia, Pulau Pinang.
- Azlin, N. M. (2021). *Penutupan semua sekolah keputusan terbaik?* Retrieved October 20, 2021, from <https://www.sinarharian.com.my/article/135003/BERITA/Nasional/Penutupan-semua-sekolah-keputusan-terbaik>
- Berita Mediacorp. (2020). *Sekitar 3,300 peranti digital dipinjamkan kepada pelajar bagi pembelajaran di rumah sepenuhnya*. Retrieved October 10, 2021, from <https://berita.mediacorp.sg/mobilem/singapura/sekitar-3-300-peranti-digital-dipinjamkan-kepada-pelajar-bagi/4427562.html>
- Botea, I., & Rouanet, L. (2020). *Empowering adolescent girls in the time of COVID 19*. Retrieved November 16, 2020, from <https://blogs.worldbank.org/developmenttalk/empowering-adolescent-girls-time-covid-19>
- Ehlers, U. D. (2009). Web 2.0 e-learning 2.0 quality 2.0? Quality for new learningcultures. *Quality Assurance in Education Journal*, 17(3), 296-314. <https://doi.org/10.1108/09684880910970687>
- Halimatus, S. M., & dan Tasneem A. A. (2019). Risks of mental problems among medical students in a public university in Malaysia. *Mal J Med Health Sci*, 15(SP3), 65-69.
- Indrajaja, L. (2021). *Pendekatan pdpr dalam talian (online) luar talian (offline) off-site*. Manual pengajaran dan pembelajaran di rumah (PDPR). Retrieved September 22, 2021, from <https://docplayer.info/203510854-Pendekatan-pdpr-dalam-talian-online-luar-talian-offline-off-site-manual-pengajaran-dan-pembelajaran-di-rumah-pdpr.html>
- Ishak, A. (1995). *Pendidikan Islam dan pengaruhnya di Malaysia*. Kuala Lumpur: Dewan Bahasa dan Pustaka.
- Jamalluddin, H., & Zaidatun, T. (2003). *Multimedia dalam pendidikan*. Bentong: PTS Publication & Distributors.
- Kementerian Pelajaran Malaysia (2020). *Manual pdpr*. Retrieved September 24, 2021, from <https://www.moe.gov.my/muat-turun/lain-lain/manual-pdp-di-rumah/3727-manual-pdpdr/file>
- Lee, M. F., & dan Syaid, S. (2016). Factors contributing towards Malaysian Technical University (MTU) students' mental health. *Pertanika J. Soc. Sci. & Hum*, 25(S), 93-100. <https://doi.org/10.12934/jkpmhn.2016.25.4.356>
- Mohd., M. K. (1990). *Kaedah penyelidikan Pendidikan*. Kuala Lumpur: Dewan Bahasa dan Pustaka.
- Nur Aisyah, M. N., Zamri, M., Afendi, M., & Mohamed, A. E. (2012). Persepsi pelajar terhadap aplikasi perisian multimedia dalam pembelajaran komsas Bahasa Melayu tingkatan 1. *Jurnal Pendidikan Bahasa Melayu*, 2(1), 1-16. Bangi: Universiti Kebangsaan Malaysia.
- Nurul, F. J., & Zaidatun, T. (2016). Facebook as a Platform for Academic-Related Discussion and Its Impact on Students Success. *Fourth International Conference on Information and Communication Technologies (ICOICT)*.
- Othman, L. (2018). *KPD 3016: Pengajaran teknologi dan pentaksiran*. Retrieved October 24, 2021, from <https://kpd3016sesi1819.blogspot.com/2018/12/perbezaaan-pentaksiran-formatif-dan.html>
- Penggunaan aplikasi kuiz secara online (kahoot!) dalam pdp. Retrieved October 24, 2021, from <http://kahootkms.blogspot.com/p/pelaksanaan.html>
- Pettaniti & Cigognini. (2007). Social networking theories and tools to support connectivist learning activities. *International Journal of Web-Based Learning and Teaching Technologies*, 2(3), 42-60. <https://doi.org/10.4018/jwltt.2007070103>
- Rosnani, H. (2004). *Education dualism in Malaysia: Implications for theory and practice*. Kuala Lumpur: The Other Press.
- Rukhaiyah, A. W. (2005). *The approaches of teaching and learning process at pondok and SMKA*. Unpublished Dissertation. International

Islamic University Malaysia.

Rukhaiyah, A. W. (2019). *Islamic schools and Muslim women identity: a comparative study of Muslim girls' schools in Kedah, Malaysia and Leeds, United Kingdom*. Unpublished Doctoral Dissertation. Universiti Utara Malaysia.

The Malaysianinsight. (2020). *Pembelajaran dalam talian pada masa krisis Covid-19*. Retrieved from <https://www.themalaysianinsight.com/bahasa/s/238042>

Zamri, M., & Nur Aisyah, M. N. (2011). Persepsi guru tentang penggunaan aplikasi multimedia dalam pengajaran komponen sastera Bahasa Melayu. GEMA Online. *Journal of Language Studies*, 11(3), 163-177.

Copyrights

Copyright for this article is retained by the author(s), with first publication rights granted to the journal.

This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (<http://creativecommons.org/licenses/by/4.0/>).