

Google Classroom for Teaching and Learning in Malaysia Primary School during Movement Control Order (MCO) due to Covid - 19 Pandemic: A Literature Review

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Abstract— *The recent outbreak of Coronavirus (Covid-19) pandemic is the most global disruptive pandemics which affects the society in general and particularly in education. Malaysia has been aware of this pandemic and it leads the government to impose a Movement Control Order (MCO) to contain the spread of the pandemic. Covid-19 pandemic has had such a huge impact on the global education sector. Conventional teaching and learning have been replaced with online learning due to the school's closure. Many education centers rushed to convert the curriculum to online learning by considering the available technology devices, online learning platforms, and internet connection. Conducting teaching and learning via online platforms is very challenging to both the teachers and pupils particularly ESL primary school teachers and the ESL upper primary school pupils. All ESL primary school teachers and ESL upper primary school pupils are not ready with the unprecedented way of teaching and learning. However, teaching and learning should take place despite MCO so that there will be no child left behind. Therefore, many public schools in Malaysia are integrating Google Classroom in online teaching and learning. Thus, this paper aims to explore the challenges towards the integration of Google Classroom in teaching and learning among the ESL primary teachers, ESL upper primary pupils, and parents during MCO due to Covid - 19 outbreak.*

Keywords— *Challenges, Covid-19, Google Classroom, Movement Control Order, Online Teaching and Learning.*

I. INTRODUCTION

The world is facing Coronavirus Disease 19 (Covid - 19) which has been declared as a global pandemic by WHO. The people who were infected will experience difficulties in breathing. This contagious virus spreads via small droplets which are spread when the person with the virus coughs or sneezes [1]. This unprecedented situation of Covid - 19 pandemic brings a severe impact on people all around the world [2]. According to UNESCO, more than 50% of student population around the world has been affected by the school closure due to Covid - 19 pandemic [3]. Malaysia also experienced the situation of the Covid - 19 pandemic. The government has taken measures to contain Covid - 19 by implementing a movement control order (MCO). Nonetheless, the teaching and learning process should take place despite Covid - 19 pandemic [4]. Thus, electronic learning (also known as e-learning) or generally called online learning took over the classroom teaching and learning practices.

All education institutions including preschools, primary schools, and secondary schools have been ordered to temporarily closed [4]. Therefore, the conventional classroom teaching and learning practices are shifted to e-learning to ensure not even one child is left behind in education despite Covid - 19 pandemic. The new norm in Malaysia has started after the prime minister announced the order to stay at home due to Covid - 19 pandemic. [5] mentioned Malaysian have adapted the new norm in economics, education, and social situation after two months of MCO. [5] also states that Director-General of Health in Malaysia, Datuk Dr. Noor Hisham bin Abdullah has announced the new norm practices such as one-meter social distancing, avoid the crowd and the practice of 3W: Wash (wash hands with soap frequently), Wear (wear a face mask in a public area or if you have any symptoms), and Warn (avoid skin contact with the people, frequent disinfection, stay home, and always practice the ethics of sneezing and coughing).

Work from home is also one example of a new norm which temporarily implemented to break the chain of Covid - 19 pandemic. The teaching and learning process takes place at home. E-learning is a platform used to ensure teaching and learning are conducted despite MCO due to Covid - 19 pandemic. E-learning is not a new term in the education sector (Soon 2020). Malaysia education has integrated ICT a few years ago with the emergence of Virtual Learning Environment (VLE) Frog and currently shifted to Google Classroom to improve students' access to learning materials [6]. These online platforms help the teachers and students to complete tasks at home without face to face interaction as in conventional classroom settings.

The implementation of VLE using online platforms particularly with Google Classroom seems to be a high demand in education to conduct teaching and learning during MCO. Conventional teaching and learning in the classroom normally focused on the students' activities such as hands-on activities, projects, group work, and many others. The integration of Google Classroom does not seem to be important in classroom practices. Teachers will be able to achieve their lesson objectives by only conducting the lesson without integrating Google Classroom. Therefore, Google Classroom has not being utilized in conventional classroom

practices. It resulted in a lack of exposure to integrating Google Classroom in teaching and learning. According to [7], Google Classroom is a type of VLE platform for either distance, online, or blended learning. Thus, teachers are not aware of the importance of integrating Google Classroom in conventional classroom practice as it utilized more on online and blended learning.

Therefore, the needs to explore the ESL primary schools teachers, ESL upper primary school pupils and parents' challenges towards the integration of Google Classroom are very important so that we can evaluate the effectiveness of integration Google Classroom in teaching and learning during MCO due to Covid - 19 pandemic in Malaysia.

II. LITERATURE REVIEW

The present teaching and learning process is different from the conventional way of teaching. Previously, the teaching and learning process was held only by face to face or the traditional way of teaching such as teacher-centered and student-centered learning. Educators or teachers using visual aids such as pictures, word cards presentation slides, or whiteboard to deliver the content [8]. However, due to the Covid - 19 pandemic, primary school teachers need to use an online platform in delivering the content of the syllabus as teaching and learning activities need to be completed from home. MCO has been implemented to break the chain of Covid - 19 and protect people for their safety. Thus, distance education via Google Classroom is being used by many schools and universities all over the world to ensure continuous learning takes place.

A. An Overview of 21st Century Demands on Virtual Learning Environment (VLE)

The employment of computer systems in Malaysia in 1996 has brought a lot of programs that have been introduced by the government to increase the application of ICT in every field especially in education and business sectors [9]. 21st-century learning has been introduced to fulfill the aspiration of Malaysian education as stated in National Education Blueprint (NEB) (2013), Wave 1 (2013 - 2015) is mainly focus not only to improve the quality of its curriculum and assessment but also to attain strong integration between both the curriculum and assessment. Wave 2 (2016 - 2020) and Wave 3 (2021 - 2025) of Malaysian education transforms focus on the uplifting of skills and competencies to ensure ones' success in a globalized environment such as the emphasis on the science practical lesson and ICT integration. The advance learning appeared to contribute benefits to the learners as it emphasizes on higher order thinking skills [10]. Therefore, 21st-century learning needs to be emphasized by converting the traditional way of teaching to a new pedagogical approach to enhance the quality of teaching and learning.

The ministry starts with the upgrading of school infrastructure where the internet is provided to all schools regardless of the location of the school. To meet this aspiration, 1Bestarinet has been introduced in 2011 to provide internet access to all public schools in Malaysia and to support the integration of ICT in daily teaching and learning processes

through Virtual Learning Environment (VLE). VLE is a platform for teachers, pupils, and parents to communicate virtually regarding the students learning. The ministry also considering the special needs groups as in the third measure, ICT can be utilized to high-quality teaching and learning resources to groups with special needs such as rural schools.

A virtual learning environment (VLE) was introduced to support school administrations especially the teachers to plan and produce education resources, support classroom practices, and allow the implementation of distance learning [11]. The main principle of VLE was to help the teachers, parents, and students to perform educational routines such as assignments and virtual classes at any time and anywhere [7]. It also encouraged the asynchronous teaching and learning activities without their presence in real-time. Ministry of Education [12] states that VLE has started to be embedded in Malaysian education since 2012. Thus, VLE is not a new term in Malaysia education. In the context of Malaysia education, the implementation of the VLE platform previously known as Frog VLE used to describe the e-learning platform in education, particularly in higher education. However, due to some circumstances, Frog VLE has been terminated and replaced with Google Classroom [13].

B. Purpose of Google Classroom Integration in Teaching and Learning during MCO

The integration of Google Classroom in primary school just officially started in 2019 to replace Frog VLE. Frog VLE was expected to be used for at least thirteen years in conjunction with the Malaysia Education Blueprint (2013 - 2025) aspiration to ensure access learning materials for all students in Malaysia [14]. However, due to some circumstances, it has been terminated and replaced with Google Classroom. The usability for distance education brings Google Classroom to the known in primary schools in Malaysia. Google Classroom is a new tool introduced in Google Apps for education in 2014 which facilitates teachers to create, organize, grade, and provided feedback for assignments as well as communicate with classes with ease [15]. The functions of Google Classroom are very crucial in distance learning, particularly during MCO. Distance education is a kind of education where teachers and pupils are separated and learning materials are carried out through telecommunications systems [8].

The era of technology presents advancement of ICT and internet. Hence, teachers will easily retrieve resources for their lesson [16]. Google Classroom enables the English primary school teachers as educators to explore and encourage the flipped instruction method more easily without the distribution of physical materials as usually happened in a face to face classroom instructional environment. The pupils might feel that it is easier to do assignments in Google Classroom as they can search for information easily in other web technology systems. This is supported with pupils nowadays are expected to be more active in searching for information for their learning process [17]. Learning outcomes experienced a significant increase when using online platforms compared to conventional learning [18]. Thus, perceived usefulness is a

construct where the users of the technology believed it will improve their performance. One of the benefits of Google Classroom is it is easy to use as it simplifies the process of teaching and learning process in terms of delivering materials by teachers and submitting assignments by pupils [19]. Apart from that, English primary school teachers will be able to grade the pupils' work effortlessly as everything has been provided in Google Classroom. Teachers just need to choose the best options to grade the work. On the other hand, pupils will be easily received feedback from their instructors or teachers without feeling uncomfortable.

English primary school teachers' quality way of delivering the virtual lesson helps to develop the positive attitudes of the pupils towards the use of Google Classroom as a teaching and learning tool during MCO due to Covid - 19 pandemic [20]. Technical support is one of the major aspects of the acceptance of technology in the virtual teaching and learning process and it affects their satisfaction using the technology [21]. The higher the supports from the administration, the greater the positive acceptance and it precisely develops positive attitudes of using Google Classroom as a teaching and learning tool. The attitude affects the intention of the stakeholders to use Google Classroom in the future. Attitude is an extent where the user is keen on using a specific system and it has a direct effect on the intention to use the system in the future. Good and positive intentions can be predicted through intrinsic and extrinsic motivation [22].

C. Challenges Faced by ESL Primary School Teachers in Integrating Google Classroom in Online Teaching during MCO

Teaching has been a struggle for teachers especially when they have to teach other fields than the major course taken in universities or teacher training centers. ESL teachers who teach English also face challenges in dealing with pupils in the classroom. However, due to enthusiasm in the teaching profession, the teachers have to face those challenges as a normal situation. Nonetheless, due to Covid - 19 pandemic, MCO has been imposed and it resulted in the closure of all education centers. Thus, work from home becomes a new challenge to teachers as they are not ready with this unprecedented situation. They need to switch the teaching and learning process to online learning throughout the MCO period. Many teachers are using Google Classroom as the medium of online teaching and learning because the teachers and pupils have been given identification passwords since Google Classroom first introduced.

Google Classroom is still new in the Malaysian context intending to optimize the integration of ICT for distance and self-learning. Many primary school teachers complained that many pupils are unable to join the virtual classes. This is because access to the internet is a challenge [23], particularly in rural areas. However, ESL primary school teachers need to use an online platform in delivering the content of the syllabus as teaching and learning activities need to be completed from home during MCO due to Covid - 19 pandemic. Malaysia education system is transforming to a better version, the teachers need to be expert to the advancement of technology

to develop students' qualities [24]. However, the ESL primary teachers also state that they are given less support and guidance in handling Google Classroom with their pupils [23]. The stakeholders might have doubts about integrating Google Classroom in teaching and learning as they received inadequate exposure to using Google Classroom. Hence, internet accessibility and skills in using the technology are the most highlighted issues in teaching and learning during MCO.

Most teachers in Malaysia are normal users who know how to use their computers but not as an expert [25]. Some teachers agreed that they do not teach their pupils to find information but rather use technology as a teaching and learning tool in the classroom. Their findings show that the readiness of using technology-based teaching and learning is at a moderate level. Besides, teachers know how to use the technology but they do not encourage the students to utilize their learning using technology devices. Teachers in schools were facing limited access to technology devices such as computers and network connection [25]. Thus, this is one of the reasons for teacher incompetence in integrating Google Classroom in teaching and learning as they have inadequate support in using the technology devices. Several kinds of research have been conducted and the results showed that teachers encountered issues with lack of effecting training in using technology-based materials.

D. Challenges Face by ESL Upper Primary School Pupils and Parents in Using Google Classroom as a Platform for Online Learning

Each individual of upper primary school pupils may face different challenges in using Google Classroom for online learning. The challenges will hinder the upper primary school pupils' to learn English via Google Classroom. The following paragraphs are about the challenges faced by ESL upper primary school pupils in using Google Classroom in online learning during MCO.

The obstacles such as difficulty in navigating the system faced by some ESL primary school pupils and the awkward virtual class hinder the utilization of Google Classroom in aiding teaching and learning outside classroom settings [15]. Upper primary pupils are not ready with this unprecedented Covid - 19 pandemic. They used to have a face-to-face learning environment in schools. Thus, upper primary school pupils' readiness is not that high to use the online learning platform. Besides, some ESL upper primary school pupils were not motivated to join the virtual learning due to the lack of interaction between teachers and students because they used to have face to face instruction [26].

Apart from that, lack of support from administrators in school in the context of providing infrastructure also one of the challenges of using Google Classroom as an online learning tool. Furthermore, internet connection is also one of the challenges faced by the ESL upper primary school pupils to use Google Classroom for online learning. The ESL upper primary school pupils also unable to submit the assignments given in Google Classroom due to inadequate support to online learning [27]. Many parents complained that slower internet connectivity is one of the problems that hinder the

teaching and learning process at home. It is very important for the students to have good internet access and have devices for virtual learning to avoid disruption in their learning activities [28].

III. CONCLUSION AND IMPLICATIONS

This study is to explore the challenges faced by the stakeholders which referring to ESL primary school teachers, ESL upper primary school pupils, and parents in the integration of Google Classroom as a teaching and learning tool during MCO due to Covid - 19 pandemic. It can be concluded that all the stakeholders faced different challenges in using Google Classroom as the medium for online learning due to many problems such as weak internet connection and insufficiency of technology devices. The existing literature has identified an overview of 21st-century demands on Virtual Learning Environment (VLE), the purpose of Google Classroom integration in teaching and learning during MCO, and challenges faced by the stakeholders particularly ESL primary school teachers, ESL upper primary school pupils, and parents.

Getting to know the stakeholders' challenges on the integration of Google Classroom as teaching and learning during MCO due to Covid - 19 pandemic, Google Classroom integration in teaching and learning need to be improved for future undertakings. Moreover, school administrations need to take actions to optimize the integration of Google Classroom in teaching and learning so that the ministry's aspiration will be accomplished. Last but not least, teachers need to encourage the pupils to use Google Classroom in online learning to enable them to be motivated and familiarized with the online platform. Some implications can be derived from this study which can be useful for other ESL teachers and pupils. In regards to the challenges faced by the ESL upper primary school pupils and parents, school administrators should be aware of the problems faced by both pupils and parents and choose appropriate online platforms to ensure asynchronous teaching and learning and ubiquitous learning of the pupils.

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