Post Pandemic Resilience: A Transition From Learning at Home to Hybrid Learning at School in Malaysia–A Case of SMK Dato Seri Maharajalela, Perak, Malaysia

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Abstract
Pandemic COVID-19 gave an impact to the whole world including education and training sector focusing in Technical and Vocational Education and Training (TVET) at Malaysia. With the current challenges we must face volatile and uncertainty situation across the globe. Malaysia Education system especially TVET at every level from secondary to higher TVET sector adjusted from traditional system to the latest industry 4.0 technology to make teaching, training and delivery of instruction happen effective to produce highly skilled worker for the country development. Teaching and Learning (TnL) is divided into 2 namely Learning and Facilitation (PdPc) and also implementation of Teaching and Learning at Home (PdPR). Therefore, this study was conducted to identify the level of student readiness through aspects of interest in the field of Agriculture, the level of student interest in the practical/theory of Agriculture subjects as well as student attitudes during the learning session. In order to achieve the objectives of the study, the method used is quantitative, which is by distributing questionnaires to respondents through a google form that consists of part A, which is demographics, part B, the level of readiness, part C, the interest aspect, and part D, the attitude aspect. Findings shown that 3 main stakeholders in vocational college teacher/instructor, students/trainees, and administrative having some challenges to coupe back with new normal of teaching and learning process. They need to move on and adapt with the current challenges specially to maintain high quality of delivery and instruction in order to produce human capital for Malaysia.

Keywords: Learning and Facilitation (TnL), Teaching Implementation and Home Learning (PdPR), TVET, Digital Gap

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1. Introduction

Learning is a process of knowledge acceptance, mastery and the formation of a student's attitude assisted by the teacher (Ropisa & Rahimah, 2018). The Malaysian Ministry of Education (KPM) has introduced a teaching and learning method (PdP) that can improve the achievement and knowledge of each student. Facing the challenges of the current era, teachers need to ensure that they undergo continuous learning to master various fields of knowledge and be able to absorb all current changes so that they appear flexible, relevant and have high teaching effectiveness (Shamilati et al., 2017). The Malaysian Education Development Plan (2013-2025) stipulates that every student has access to education to achieve their potential to face future life. Therefore, students are entitled to the opportunity to attend education, even if they cannot attend school (Ministry of Education Malaysia).

Teaching and Learning at Home (PdPR) was created to help teachers to implement teaching as an alternative to learning the new norm. This is due to the presence of a new virus that has been discovered in Wuhan, China and is known as Novel Coronavirus (2019-nCov) (COVID-19). Yunus and Rezki (2020) argue that year 2020 is a year that worries the whole country. This is because of the outbreak of the Corona virus that started in the Chinese city of Wuhan and has spread all over the world, including Malaysia. It is one of the viruses that will infect the human respiratory tract and refers to a new sepsis virus that has never been discovered by humans. However, it can spread among humans and animals. However, this virus infection is almost the same as the flu but the complications due to the infection are worse such as MERS-CoV and SARS-CoV, especially for people with weak immune systems. The COVID-19 pandemic has indeed brought a great influence to the socioeconomic as well as the education field around the world (Lekhraj Rampal, 2020; Rohayati Junaidi et al. 2020).

2. Literature Review

2.1 The Movement Control

The Movement Control Order (MCO) has given a very large impact on the country in various sectors including the education sector. The declaration was made by the Prime Minister of Malaysia, Tan Sri Muhyiddin Yassin on 18 March 2020. This order applies throughout Malaysia and will be in effect from 18 March 2020 until 31 December 2020. There are six instructions contained in the MCO, namely the prohibition of movement and mass gatherings including religious, sports, social and cultural activities. Then a total ban on all Malaysian travel abroad. Restrictions on the entry of all tourists and foreign visitors into the country. Closure of all nurseries, government and private schools as well as primary and higher secondary education institutions. On 18 March 2020, the prime minister announced the Movement Control Order (MCO) as an effort to break the chain of epidemic transmission COVID-19.

All educational institutions are closed and the revolution of the education system can be seen when students use virtual technology to learn during the MCO period in this country. Online learning is an alternative to the survival of educational activities during the COVID-19 pandemic crisis. According to Nor Aziah and Mohd Taufik (2016), online learning is an electronic knowledge delivery system that is usually better known as a learning management system, a virtual learning system, and a content management system supported by learning content and infrastructure facilities. In addition, Rosfazliszah and Nurul (2020) also think that the learning process through online discussion is easier and more effective. However,

Munirah (2021) states that face-to-face learning is more easily accepted by students compared to online learning and will be well received if equipment facilities such as personal computers and unlimited internet flow are available at home.

2.2 Teaching and Facilitation (PdPc) vs Teaching and Learning at Home (PdPR)

Teaching and Facilitation (PdPc) has been considered important because it is a process in completing the dynamic needs of students. PdPc in this 21st century, every educator should master more knowledge and 21st century skills among students. The teachers should have a teaching strategy through selection and planning in order to determine the approach, method, technique and also activities in a lesson to achieve the teaching objective (Ismail Suardi, 2014). The implementation of PdPc online has been practiced for a long time in developed countries because they believe that it is capable of providing various benefits and benefits to students. The 21st century PdPc requires teachers to face the challenges of the Malaysian education curriculum. Teaching approaches, strategies, methods and techniques should be carried out with KBAT characteristics and student-centered (Raja Abdullah Raja Ismail & Daud Ismail, 2018). To produce students who are balanced, resilient, curious, principled, have confidence and communicate effectively, students should be provided with curriculum skills and competencies. According to Raja Abdullah Raja Ismail and Daud Ismail (2018), teachers need to be exposed to the implementation of the PdPc of the 21st century. Teachers who have a high commitment to implement PAK21's desire to produce students for the future human capital market. Rapid changes in the education system in the 21st century era need to be dealt with systematically because education is the main field as a factor that leads to the progress of the country. This is to face the challenges of the 21st century, which is to produce first-class mental human capital (KPM, 2006) and to produce high-quality human capital as in the idea of the Malaysian Education and Development Plan (PPPM) 2013-2025 (MOE, 2012).

The National University of Malaysia (2020) study shown 80% of teachers face the issue of Teaching and Learning @ "Home" (PdPR) tools and student participation the issue of learning dropout and 'learning burnout'. It generate the 'Lost generation' to the cohort of students who dropped out of education, causing their level of educational achievement to be lower. Ministry of Education (KPM) statistics released on 11 Oct 2020, the dropout rate of primary school students increased to 0.13 percent in the year in question compared to 0.12 percent in 2019, while the dropout rate of secondary school students increased from 1.14 percent to 1.26 percent for the same period. More than half or 51.2 percent of the 52,413 school students in this country, admitted to being stressed by the Teaching and Learning method at Home (PdPR) throughout the duration of the COVID-19 pandemic. 48.9 percent of students cited interaction with teachers as a source of stress, while 55 percent of respondents felt stressed due to limited interaction with friends. 53.4 percent of students are stressed due to lack of guidance in learning sessions while 34.1 percent stated that the results of learning at home are not the same as those obtained at school 52,413 respondents involved students, the study also included 13,156 school administrators, 39,967 teachers and 59,624 parents or guardians.

2.3 Student's Intention

The development of quality and world-class education is the main agenda Ministry of Education Malaysia (KPM) and Ministry of Higher Education (KPT). Based on this important agenda, teachers are a group that is directly involved in implementing efforts and

teaching approaches to improve the quality of education and ensure that the maximum learning results are obtained by students at school. Therefore, teachers need to be more creative and innovative to ensure that the delivery system becomes more effective, interesting, fun and can stimulate students' interest in learning. The teacher factor is significant in influencing students' interest and commitment to learning and has the potential to change students' attitudes and status towards a curriculum (Salleh 2003; Hattie, 2003). Public concern about the quality of teacher teaching as presented in the statement of the School Inspectorate (Jemaah Nazir Sekolah, 2001) should be given serious attention by all educators because this matter indirectly reflects the role of teachers in achieving national education goals.

This phenomenon can also be considered as a manifestation of parents' and the public's lack of trust in the quality and performance of education provided by public schools (Hamzah, 2001). Teachers play an important role in implementing additional learning during the pandemic era. Students who have been locked in the house for a long time and carry out online learning without face-to-face between the teacher and the student cause the student to easily feel bored and clumsy after the initial face-to-face learning. Student interest is also driven by interest in a subject, especially in the subject of agriculture. In Kampung Gajah itself, it can be said that the majority of the residents there are directly involved in agriculture and are followed by their children. Teachers need to play an important role in fostering the student's interest in agriculture to study at school.

3. Methodology

Methodology is to discuss the methods used to obtain information as well as the data necessary to achieve the objectives of the study. For this study we used the quantitative method by conducting a questionnaire to achieve the objectives of this study. The objective of this study is the first to identify the students' readiness level through the aspect of interest in agriculture. The second is to identify the level of interest of the students in the practice/theory of the subjects of Agriculture and the last objective is to identify the attitude of the students during the learning session. for agricultural subjects. The study used a questionnaire that used a population guided by the Krejchie & Morgan (1970). While for the selection the answer has used the Likert scale (1-5) which is 1= Strongly Disagree (ATS), 2 = Disagree (TS), 3 = Neutral (S), 4 = Agree (SS) and the latter is 5 = Strongl Agree (ASS). This data will also be analyzed using the *Statistical Package for Social Science SPSS* 25.0 program.

3.1 Population and Sample

In this study, the reviewer will conduct a study of the target population which consists of form 4 and form 5 students of SMK Dato Seri Maharajalela, Perak. The population of this study was 31 respondents using the Krejcie & Morgan table 1970 so the sample was only 28 respondents.

N	S	N	S	N	S
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384

Note.—*N* is population size. *S* is sample size.

Source: Krejcie & Morgan, 1970

Figure 1 Krejcie & Morgan Table 1970

3.2 Study Instruments

In this study, it involved only one study instrument, which is one set of online questionnaires that use the *google form* app to get answers from respondent. This online questionnaire is in the form of closed and open questions. The answer option is provided using the Likert scale (1–5) as in fig. 3.2. Part A is a demographic with respect to the respondent's background information. While in fig. 3.3 shows the questions in part B of the questionnaire given to the respondent. Figure 3.4 shows the questions on part C of the questionnaire and diagram 3.5 indicate the question on part D of the questionnaire.

Level	Scale
1	Strongly Disagree (ATS)
2	Disagree (TS)
3	Neutral
4	Agree (SS)
5	Strongly Agree (SS)

Table 1: Likert Scale

PART B: THE LEVEL OF READINESS OF STUDENTS THROUGH THE ASPECT OF INTEREST IN AGRICULTURE

	QUESTIONS
B1	I like to see green plants.
B2	I love the farm animals that are around my house.
B3	I am not clumsy or amused to touch animals.
B4	I love eating vegetables and fruits.
B5	If I visit, I prefer to choose places such as vegetable farms or fruit plantations.
B6	From an early age, I used to play with the ground outside the house.
B7	My parents raised animals.
B8	My parents farmed in the house.
B9	My family has a livestock farm or crop farm
B10	There are members of my family who have a background in agriculture.

Table 2: The Level of Readiness of Students Through The Aspect of Interest In Agriculture

PART C: LEVEL OF STUDENTS ' INTEREST IN THE PRACTICALITIES/THEORY OF AGRICULTURAL SUBJECTS

	QUESTIONS
C1	I like to practice Agriculture because it can improve my skills.
C2	I tend to practice agriculture rather than theory in the classroom.
C3	I like to practice in the Agricultural Lab.
C4	I love hearing teachers tell stories about agriculture.
C5	I like to do farming
C6	I like to practice Agriculture due to the influence of friends
C7	I like to practice Agriculture due to the teaching of teachers.
C8	I was happy when my crops in the school garden produced a yield.
C9	I will try to get information on Agriculture through blogs and websites.
C10	I like to apply the KBAT element in the Agriculture Subject.

Table 3: Level of Students ' Interest In The Practicalities/Theory of Agricultural Subjects

PART D: ATTITUDE OF STUDENTS DURING THE LEARNING SESSION	
	QUESTIONS
D1	I am very passionate about Agriculture subjects if I study in groups
D2	Group learning encouraged me to think in Agriculture subjects.
D3	Group learning made me more diligent and passionate.
D4	I am less active during solitary activities
D5	The understanding in the concept and theme of Agriculture makes me more confident
D6	I am active in issuing ideas and opinions when answering questions
D7	Group learning can create tolerance among yourself
D8	The group assignment made it easier for me to understand the agriculture subjects well.
D9	I feel that Agriculture is the easiest subject to learn when studying with friends.
D10	I was eager to do schoolwork for the subject of Agriculture.

Table 4: Attitude of Students During The Learning Session

3.3 Data Analysis Methods

All data obtained from the Google forms questionnaire will entered into Microsoft excel and will be analyzed using the Statistical Package for Social Science SPSS 25.0 program. The analysis used is a descriptive analysis that has included percentages, mean and even standard deviations. According to Muhson, A. (2006) states that descriptive analysis is a statistic to be used to analyze data by describing the data that has been collected to conclude against studies.

4. Findings

In descriptive data analysis by finding the mean, standard deviation and frequency for each research question. While the discussion is about the convergence of the findings that have been obtained, then the discussion will be done according to the previously desired objectives.

4.1 Part B: Level of Pupils' Readiness Through Aspects of Interest in the Field of Agriculture

The highest mean is on livestock around the house, while the lowest is the mean reading (M=3.93) and standard deviation (SP=0.766). So, it can be seen that the respondent is very interested in the animals around him but to touch the respondent is a bit clumsy or amused.

4.2 Part C: Level of Student Interest in Practical/Theory of Agricultural Subjects

The highest mean reading in this section is that "I will try to get information related to Agriculture through Blogs and Website" While the lowest is the mean reading (M=4.00) and standard deviation (SP=0.720). So, respondents try to get information related to Agriculture

through blogs and websites and respondents are also more inclined towards practical than theory when hybrid learning occurs.

4.3 Part D: Student Attitude During Ongoing Learning Session

The highest mean reading is (M=4.46) with a standard deviation (SP=0.508). While the mean amount is low (M=4.04) with a standard deviation (SP=0.744). This is because, the respondents indicated that group learning makes them more diligent and enthusiastic, but that is not an obstacle for them to improve their thinking in the lesson.

The results that have been shown in part B regarding the level of student readiness through the aspect of interest in the field of Agriculture with a mean value of 4.14 and a standard deviation of 0.50. Then, part C about students' interest in practical and theoretical Agriculture subjects with a mean reading of 4.0 and a standard deviation of 0.540. Lastly, is part C about students' attitudes towards the subject of Agriculture, the mean reading is 4.21 while the standard deviation is 0.53. Because of this, it can be seen that students in the 4th and 5th grade of SMK Dato Seri Maharaja Lela have a good attitude towards the agriculture subject learning session because they show a high mean value.

5. Discussions

Findings from this study indicated that the student still having highest level of perceptions towards learning agriculture subject after pandemic. Hybrid learning is an alternative to the survival of educational activities post COVID-19 pandemic crisis before we can take off to the full face to face interaction. As Nor Aziah and Mohd Taufik (2016) have mentioned, online learning is an electronic knowledge delivery system that is usually better known as a learning management system, a virtual learning system, and a content management system supported by learning content and infrastructure facilities but when reflect back to the before 2019 technology is not optimized in our classroom interaction. Although, Rosfazliszah and Nurul (2020) think that the learning process through online discussion is easier and more effective but our teacher needs some stimulus to move toward using technology in classroom.

The implementation of PdPR online has been practiced for a long time in developed countries because they believe that it is capable of providing various benefits and benefits to students. Findings shown that the students still have highest level of interest in learning agriculture. The 21st century PdPc requires teachers to face the challenges of the Malaysian education curriculum. Teaching approaches, strategies, methods and techniques should be carried out with KBAT characteristics and student-centered as Raja Abdullah Raja Ismail & Daud Ismail, (2018) said in there study. Malaysian education system need to produce students who are balanced, resilient, curious, principled, have confidence and communicate effectively, students should be provided with curriculum skills and competencies by 2025 to achieved high developed nation by 2030 shared prosperity vision.

As Siva and Vimala (2021) said that referring to the aspect of reporting in teaching and learning at home, teachers need to provide training, assignments, carry out assessments and evaluations. Students are responsible for completing and submitting the exercises and assignments that have been given. Thus, various methods or ways of reporting can be implemented in teaching and learning at home.

6. Conclusions

It is hoped that in the future, the students of the Agricultural stream will be more interested in the subject of Agriculture, whether in daily High School or Vocational College and so on. Not only that, it is also hoped that the next study can be done by involving students in the field of Agriculture from each district or state. Finally, both education and teachers are recommended to take into account also being involved in order to get the results of the study obtained in more depth.

The three main stakeholders in vocational college teacher/instructor, students/trainees, and administrative having some challenges to coupe back with new normal of teaching and learning process. They need to move on and adapt with the current challenges specially to maintain high quality of delivery and instruction in order to produce human capital for Malaysia.

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