



THE ASSOCIATION BETWEEN TEACHER'S READINESS AND PERCEIVED ONLINE TEACHING EFFECTIVENESS DURING COVID-19 PANDEMIC AMONG ISLAMIC TEACHING CREDENTIALS HOLDERS IN THE FEDERAL TERRITORY OF LABUAN

FARHANA BINTI YAAKUB

Universiti Teknologi MARA, 88997, Kota Kinabalu, Sabah, Malaysia
Email: farha5472@uitm.edu.my

FARIDA JILIS

Universiti Teknologi MARA, 88997, Kota Kinabalu, Sabah, Malaysia
Email: farjilis29@gmail.com

DANG SAHFINAZ BINTI WAHAB

Universiti Teknologi MARA, 88997, Kota Kinabalu, Sabah, Malaysia
Email: alfienz3113@gmail.com

SHARIFAH SARI BINTI DATU ASAL

Universiti Teknologi MARA, 88997, Kota Kinabalu, Sabah, Malaysia
Email: sharifahsari@uitm.edu.my

SITI SAIDATULAKMAL BINTI ARISHIN

Universiti Teknologi MARA, 88997, Kota Kinabalu, Sabah, Malaysia
Email: saidatul1862@uitm.edu.my

Abstract

The Covid-19 pandemic has had a great impact on a country, especially in the field of education. Online learning is no new and has become the main medium in teaching and learning at various levels and institutions. This action is efficient to break the chain of the Covid-19 virus from continuing to spread. As a result, educators need to do online teaching and learning to replace face-to-face learning. Due to the sudden changes in the education system, this study aims to examine the relationship between teachers' readiness to perform online teaching and their perception on the effectiveness of online teaching. This study uses a survey form with a quantitative approach involving a total of 200 Islamic Teaching Credentials Holders in The Federal Territory of Labuan. Respondents has participated and answered online questionnaires using Google Forms. The findings of the study found that the relationship between teachers' readiness and their perception of the effectiveness of online teaching is positively moderate related. The level of readiness of the teachers to teach online is at a moderate level. The study also indicated that the teacher's perceived effectiveness on online teaching is also at the moderate level. An in-depth study is very necessary in the future on the country's readiness to face various unexpected situations so that the effectiveness and quality of the education system in Malaysia is not affected and guaranteed.

Keywords: online teaching, perceived online teaching effectiveness, teacher's readiness

1. Introduction

The primary mode of education was changed in an unprecedented way during the COVID-19 epidemic. Online education weights more than ever before and gives schools with a teaching medium that can sustain educational standards (Van Rensburg, 2018). The Malaysian National Security Council, Prime Minister's Department through a press statement on March 18, 2020 stated that the Malaysian government has declared a Movement Control Order to prevent the spread of coronavirus outbreak (COVID-19) which started from Wuhan City in China in November 2019. Malaysian National Security Council therefore ordered all Islamic Religion and Fardu Ain (KAFA) classes to be closed, physical knowledge activities in mosques and suraus (generally smaller physical structures, its ritual functions are similar to a mosque) were not allowed and it was encouraged to hold knowledge gatherings through online. Act 342 and the Infectious Diseases Prevention and Control Regulations 2020 have been gazetted. The Ministry of Higher Education of Malaysia (MOHE) has decided that all learning and teaching be implemented online and all face-to-face learning and



teaching activities be postponed. These results have shifted the mode of learning and teaching from face -to -face learning to online learning and teaching. While online learning and teaching (e-learning) is nothing new, its comprehensive implementation has suddenly left the teachers and students unprepared. In fact, there are many constraints and obstacles that have yet to be identified and addressed Siti Azura, Suzana and Zulkarnain (2021).

Berita Harian (May 2020) reported that the global crisis of COVID-19 epidemic not only delayed learning and teaching conventionally, but also made teachers' tasks more challenging when they had to adjust to new life norms and habits that require teaching and learning to be implemented online. Ehwan Ngadi (2020) in the news of Universiti Sains Islam Malaya reported that various annoyances arose when learning methods were implemented online. Among educators, there is scepticism about online and most of them use the method of trying to succeed, which is to use any platform and look for suitability.

The main goal is to ensure that the learning and teaching process is continues even if face -to -face learning and teaching activities are not allowed. Even though all of the changes are sudden, the teacher’s readiness to teach online become one of the factors that associate with the effectiveness of the online teaching and learning. Therefore, this study aimed to examine the association between the teacher’s readiness and their perceived effectiveness on online teaching during pandemic covid-19 among Islamic Teaching Certified Holders in the Federal Territory of Labuan.

2. Research Framework

Figure 1 shows the independent (teacher’s readiness in online teaching) and dependent variables (perceived effectiveness on online teaching during pandemic covid-19 among Islamic Teaching Certified Holders in the Federal Territory of Labuan) that involved in the study.

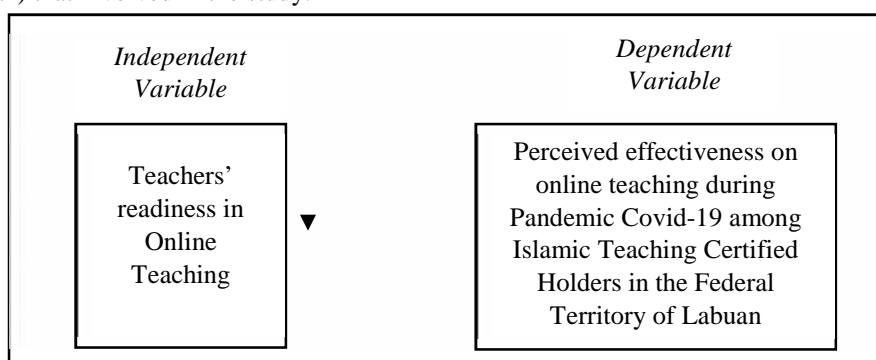


Figure 1: The Research Framework

3. Teacher’s Readiness on Online Teaching

As referred to Downing & Dyment (2013) within the teacher education literature, many aspects of the online preparation of teachers remain poorly understood. More specifically, there is scant literature on the experiences and beliefs of teacher educators in relation to their readiness and preparation for online teaching as well as their beliefs in relation to the appropriateness of online education for preservice teachers. Further, they have found that with regards to readiness and preparation for teaching online, the majority of teacher educators reported lacking confidence and competence in the technological and pedagogical skills required to teach online.

Bolliger and Wasilik (2009) states that online teaching readiness can impact faculty satisfaction which is a critical factor in the quality and effectiveness of online courses and programs. As referred to Daniel et al. (2021) the readiness of lecturers is one of the essential pre-conditions for online learning in medical education system. Lecturers should gain familiarities with online teaching tools and have necessary skills in online teaching.

According to Daniel et al. (2021) it is important to evaluate the readiness of lecturers to teach online so that we can identify what they are still lacking of and the barriers to their ability in online teaching. Furthermore, Rajab et al. (2020) states that the transition to online learning system also requires the institution’s support in planning such a transition. Daniel et al. (2021) find that the study shows a good level of lecturers’ readiness to teach online. It is important for the lecturers to be prepared in all four areas of online teaching including course design, course communication, time management, and technical.

4. Perceived Effectiveness on Online Teaching

A study by Reisha et al. (2021) states that the teachers also reported positive perceptions of the effectiveness of online teaching strategies in effectively communicating with students and engaging the students in critical thinking and clinical reasoning. Although the teachers felt confident and adequately equipped for online teaching, they still felt it was not



easy to adapt to online teaching, despite over 80% of teachers having formal training in online teaching prior to COVID-19. However, only half perceived that they adequately prepared their students for clinical practice.

A study by Kapasia et al. (2020) states that teacher’s skills and strategies also have a significant effect on effectiveness of online teaching. These results indicate that teachers’ skills and strategies related to the use of technology will ultimately affect their output in terms of effective teaching. In contrast, In the study among K-12 teachers’ perceptions of the effectiveness of online teaching done by Bin Zou et al. (2022) indicates that teachers did not consider their online teaching during COVID-19 to be effective. This may be largely because they received insufficient training and support before conducting online teaching.

4. The Association between Teacher’s Readiness and Perceived Effectiveness on Online Teaching

Bolliger and Wasilik (2009) states that online teaching readiness can impact faculty’s satisfaction which is a critical factor in the quality and effectiveness of online courses and programs. Teachers in online learning play a significant impact and association in the education system's success or failure (Sri Suryanti *et al.*, 2021). In a study conducted among 68 teachers experienced in higher education in Bangladesh, Thailand, India and Indonesia by Rajib (2021), it is found that the association is existed between teachers are well planned for online classes’ and ‘Effective Teaching workshop. Psychological traits of teachers have long been theorised to contribute to teaching efficacy (Barr, 1952). As a result, a condition of well-being and readiness of teachers is required for effective teaching performance.

5. Research Methodology

This research used cross-sectional design to explore and descript the study. Roscoe (1975) offered a rule of thumb to follow for calculating sample size, which is that the number of questionnaire participants should be greater than 30 but less than 500. Therefore, this study has selected a total of 200 respondents out of 600 total of registered Islamic Teaching Credentials Holders in the Federal Territory of Labuan by the Istinbat Unit, Mufti Office of the Federal Territory of Labuan Branch. The sampling techniques applied is purposive sampling technique and the study also focused on primary data analysis through online questionnaire distributions to the respondents.

6. Data Analysis and Discussion

Table 1 shows the descriptive response on the third independent variable in this study which is teacher’s readiness. It shows that the total of 162 respondents are Agree with the statement “I am sensitive to the advancement and development of information technology (IT) and with only six respondents choose Strongly Disagree with the statement. The other statement such as “I have prepared lots of online teaching materials for my classes” with total 158 respondents, “I am confident I can teach online well” with total 154 respondents, “I have enough equipment and tools to teach online” with total 151 respondents and “I can manage my personal affairs without interrupting the task of teaching online” with total 115 respondents are also score high respectively of Agree scale. The table also shows that the highest Mean recorded which is 4.0150 fall under statement “I can manage my personal affairs without interrupting the task of teaching online” and the statement “I have enough equipment and tools to teach online” records the lowest Mean which is 3.6900. As overall, the mean for teacher’s readiness in online teaching is 3.734 which can be determined as moderate level of readiness to perform online teaching.

Table 1: The Descriptive Statistic on Teacher’s Readiness in Online Teaching

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Mean
I have prepared lots of online teaching materials for my classes.	7	4	18	158	13	3.3800
I am always sensitive to the advancement and development of information technology (IT).	6	8	14	162	10	3.8100
I have enough equipment and tools to teach online.	6	17	18	151	8	3.6900
I am confident I can teach online well.	6	9	20	154	11	3.7750



I can manage my personal affairs without interrupting the task of teaching online.	7	12	9	115	57	4.0150
N = 200						

Based on Table 2, it shows that the statement “I am satisfied teaching by way of online teaching” recorded the highest score for Agree which is 156 respondents with only seven respondents are Strong Disagree with the statement. The other statements also recorded high responds for Scale Agree which is 154 respondents for statement “With exposure and training in online learning strategies, my students are very happy to attend the online classes that I conducted.”, 150 respondents for statement “I agree online teaching is better and more effective by using the right techniques and strategies”, 146 respondents for statement “I have received training and how to use teaching aids for online teaching” and 150 respondents for statement “I agree online teaching is better and more effective by using the right techniques and strategies”. Total of 126 respondents are Strongly Agree with the statement “I have been teaching online with full of creativity and innovative to make learnings more interactive and fun.” with only four respondents are Strongly Disagree. This statement also recorded the highest Mean which is 4.4650 dan the lowest Mean is 3.6650 under the statement of “I am able to deliver lessons well through online after getting various related training”. As overall, the study recorded the overall mean of 3.853 for Teacher’s Perceived Effectiveness on Online Teaching which shows that the perceived online teaching effectiveness among Islamic Teaching Certified Holders in the Federal Territory of Labuan is at the moderate level.

Table 2: The Descriptive Statistic on Perceived Effectiveness on Online Teaching

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Mean
I am able to deliver lessons well through online after getting various related training.	11	17	13	146	13	3.6650
With exposure and training in online learning strategies, my students are very happy to attend the online classes that I conducted.	10	17	9	154	10	3.6850
I am satisfied teaching by way of online teaching.	7	17	11	156	9	3.7150
I agree online teaching is better and more effective by using the right techniques and strategies.	9	15	11	150	15	3.7350
I have been teaching online with full of creativity and innovative to make learnings more interactive and fun.	4	8	5	57	126	4.4650
N = 200						

Table 3 highlighted the bivariate correlation test between the teacher’s readiness to teach online and their perceived effectiveness on performing online teaching during pandemic Covid-19. From the result, it is indicated that there is strong positive correlation between the two variables where $r = .646$, $p < 0.05$. Therefore, the data has shown that the teacher’s readiness to teach online has a moderate positive correlation with their perceived effectiveness on online teaching during Pandemic Covid-19 among Islamic Teaching Certified Holders in the Federal Territory of Labuan. The results of moderate relationship between these variables are the evidence that the teacher’s readiness plays the important roles to determine the level the perceived effectiveness of online teaching among Islamic Teaching Credentials Holders in the Federal Territory of Labuan.

Table 3: The Spearman Correlation Matrix between teacher’s readiness and perceived effectiveness of online teaching

	Mean	1	2
Teacher’s readiness in online teaching		1	



Perceived effectiveness of online teaching during Pandemic Covid-19.	3.824	.646	2
N = 200			

7. Conclusion

The readiness of teachers in any future situation in the education sector is important to determine the success of students in their academic performance. In the face of difficult situations such as pandemics, the government plays an important role in implementing initiatives by providing exposure to current technology as well as offering courses related to learning techniques in line with Industrial Revolution 4.0. It is to ensure that teachers are given sufficient support to face any unwanted situation such as the impact of the Covid-19 epidemic that affects the world as a whole. Although in general online teaching is not something new in this era, the effectiveness of online teaching is something that needs to be studied further in Malaysia following the sudden shift in the education approach that used to be from face-to-face learning to online.

The transition of online learning methods has dealt a great blow to the performance and quality of the country's education. Changes in the implementation of new learning methods had to be done suddenly without a clear structure causing a lot of confusion among educators and affecting the development of students. Therefore, re-examination of the readiness of the national education system as a whole in facing undesirable situations should be prioritized so that the quality and effectiveness of Malaysian education system remain guaranteed in various circumstances.

REFERENCES

- Berita Harian Online (May, 16 2020), "COVID-19: Pendidikan Menerusi Dunia Maya Cabaran Baharu Buat Guru", Retrieved from <https://www.bharian.com.my/berita/nasional/2020/05/689322/covid-19-pendidikanmenerusi-dunia-maya-cabaran-baharu-buat-guru>
- Bolliger, D. U., & Wasilik, O. (2009), "Factors influencing faculty satisfaction with online teaching and learning in higher education", *Distance Education*, 30(1), 103–116. <https://doi.org/10.1080/01587910902845949>
- Daniel, A. S. et al (2021), "Lecturers' Readiness in Online Teaching during COVID-19 Pandemic", Atlantis Press SARL
- Das, Rajib & Meredith, David. (2021). Factors affecting effective online teaching transition in Asian universities during COVID-19. *Journal of University Teaching and Learning Practice*. 18. 10.53761/1.18.8.8.
- Downing J. and Dymont, J. (2013). Teacher Educators' Readiness, Preparation, and Perceptions of Preparing Preservice Teachers in a Fully Online Environment: An Exploratory Study. *The Teacher Educator*. 48. 96-109. 10.1080/08878730.2012.760023.
- [6] Kapasia, N. et al. (2020), "Impact of lockdown on learning status of undergraduate and postgraduate students during COVID-19 pandemic in West Bengal, India", *Child. Youth Serv. Rev.*, vol. 116, p. 105194, 2020.
- Rensburg, Elsie. (2018). Effective online teaching and learning practices for undergraduate health sciences students: an integrative review. *International Journal of Africa Nursing Sciences*. 9. 10.1016/j.ijans.2018.08.004.
- Siti Azura, Suzana and Zulkarnain (2021), "Keberkesanan Pembelajaran dan Pengajaran dalam Talian (E-Pembelajaran) Terhadap Pembelajaran Pelajar di Kolej Komuniti Hulu Langat", Retrieved from <http://journal.ump.edu.my>
- Rajab M, Gazal A and Alkattan K. (2020), "Challenges to Online Medical Education during the COVID19 Pandemic", Retrieved from <https://www.cureus.com/articles/30131-challenges-to-onlinemedical-education-during-the-covid-19-pandemic>
- Reisha, R. et al (2021), "Effectiveness of Rapid Transition to Online Teaching during COVID 19: An Online Cross-Sectional Survey of Students' and Teachers' Perceptions in a West Indian Dental School", Retrieved from <https://www.scirp.org/journal/ce>
- Roscoe, J.T. (1975). *Fundamentals Research Statistics for Behavioural Sciences*. (2nd.). in Hill, R. (1998). "What Sample Size is 'Enough' in Internet Survey Research"? *Interpersonal Computing and Technology: An electronic Journal for the 21st Century*. Available at: <http://www.emoderators.com/ipct-j/1998/n3-4/hill.html>
- Sri Suryanti et al (2021). An Assessment of Teachers' Readiness for Online Teaching. *Journal of Physics: Conference Series*, Volume 1933, Virtual Conference on Engineering, Science and Technology (ViCEST) 2020, 12-13 August 2020, Kuala Lumpur, Malaysia.



-
- Van Rensburg, E. S. J. (2018). Effective online teaching and learning practices for undergraduate health sciences students: An integrative review. *International Journal of Africa Nursing Sciences*, 9 (73–80), 73–80. <https://doi.org/10.1016/j.ijans.2018.08.004>.
- Zou, Bin, Chen, Xinyi and Sun, Weifeng (2022). "K-12 teachers' perceptions of the effectiveness of online EFL teaching and learning during the COVID-19 pandemic" *Journal of China Computer-Assisted Language Learning*, vol. 2, no. 1, 2022, pp. 45-68. <https://doi.org/10.1515/jccall-2022-0003>.

eISSN 2948-5045

