

PERSPECTIVES OF APPLIED EMERGING MEDIA IN EDUCATORS TEACHING METHOD DURING COVID-19 PANDEMIC

Arif Bahari Bin Mohamed Musli & Mohd Hanafi Bin Jumrah

ABSTRACT

Due to COVID-19 pandemic, the largest disruption of education systems in history occurred, affecting nearly 1.6 billion learners in more than 190 countries and all continents. Closures of schools and other learning institutions had impacted 94 per cent of the world's student population, up to 99 per cent in low and lower-middle income countries. When the pandemic started both educators and students had to replace traditional teaching with online teaching. Educators had to adapt to new pedagogical concepts and modes of delivery of teaching. This research is to determine the perspectives of educators in using online teaching approaches and identify emerging media applied on online teaching. Diversity in teaching approach for effective teaching as a good method must be adopted by an educator. Educators look for new approaches of attracting students to distance learning and integration of media is one of them to deliver the education. This research was conducted using a qualitative method that is an interview with educators in Malaysia and the data will be analysed using thematic analysis. Two main findings have been obtained: i) Perspectives of online teaching during Covid-19 Pandemic and ii) Applied of emerging digital media in online teaching. The study shows that the first main theme is the perspectives of educators in using online teaching approaches to divide into three main themes that are teaching technique, teaching tools and education management. The second theme is mixed digital media in online teaching like social media, video, audio visual, digital publishing, and digital information is used throughout online platforms. Online teaching more interactive learning has to be wide, open, easy access, and more sources to explore. The theory that is the strongest in supporting this study is The Unified Theory of Acceptance and Use of Technology (UTAUT) contains the key areas which are 1) performance expectancy, 2) effort expectancy, 3) social influence, and 4) facilitating conditions.

Keywords: Perspectives of teaching, emerging media, online teaching, and pandemic Covid-19

INTRODUCTION

In the year 2020, coronavirus pandemic (Covid-19) that is plaguing the world was caused by severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2) and affected all over the world. On 16 March 2020, our Malaysian government has announced that they have decided to implement the Movement Control Order (MCO) which will take effect three months nationwide to reduce the spread of Covid-19 through social distancing. This pandemic indirectly affects the closure of many sectors such as tourism, business, employment and education.

According to the United Nations (2020), the COVID-19 pandemic has created the largest disruption of the education system in history that affects nearly 1.6 billion learners in more than 190 countries and all continents. The closure of schools and other learning institutions has impacted 94% of the student's population in the world which up to 99% is in the low and lower-middle income countries. When the pandemic started both educators and students had to replace traditional teaching with online teaching. Educators had to adapt to new pedagogical concepts and modes of delivery of teaching.

Online learning is the most popular form of distance education today because of the covid-19 pandemic, educators don't have any choice when the school closes. According to Horn and Staker (2010), online learning can be fully online, with all instruction taking place through the Internet, or online elements can be combined with face-to-face interactions in what is known as blended learning. The term online learning can refer to a program that use the internet to provide instructional materials and facilitate interactions between teachers and students and in some cases among students as well. According to Barr, A. and Miller, F. (2013), online learning and e-learning are other terms used in describing distance education. Both terms represent a two-sided relationship between student and teacher which embraces the deliberate goal of helping students to learn through use of the internet. The term online learning (or, as it is sometimes called, distance learning) includes a number of computer-assisted instruction methods (Poe, Mya and Martha, L., 2002).

While there are some scholars who associate online learning same with e-learning. E-learning can be known as consumption technology in learning and teaching to convey information (Aisha, 2012). According to Clark and Mayer (2003), agree with that definition by adding that e-learning content should take into account learning objectives and teaching, teaching methods to aid learning, media elements that different to convey content and try to build knowledge and new skills related to individual learning goals. Therefore, online learning can be defined as instructional materials given by educators to students through the internet.

While online teaching offers exciting opportunities to expand the learning environment for diverse student populations. Online teaching shares much with face-to-face teaching, but it also has a unique set of skills and requirements (Sadiku, N., Adebo, O., & Musa, M., 2018). Besides, online teaching shares much with face-to-face teaching, but it also has a unique set of skills and requirements if educators are to teach well online (National Education Association). As an educator need to be creative in delivery of teaching through a variety of methods such as applied emerging media. Concept of emerging media can define how emerging media will alter the influence of distance, increase the volume and speed of communications, enable interactive communications and permit the merging of media forms (Neuman, 1991). According to Boczkowski, J. (2005), emerging media is that new media emerge by merging existing social and material infrastructures with novel technical capabilities, a process that also unfolds in relation to broader contextual trends. Therefore, emerging media is media that used to share and exchange information with emergent digital technologies having the feature of interactivity and combined media. Applied emerging media on online teaching can be more interactive and creative. One of the factors that determines success of student achievement is use of media teaching and learning (Rian Vebrianto and Kamisah Osman, 2012). Chaeruman (2005) said, effective and efficient learning processes can only be achieved through the use of appropriate media.

According to Leonard (2006) the teaching and learning materials delivered through the media have text, animation, simulation, audio and video. During pandemic Covid-19 educators need to change the teaching method from traditional to online teaching. The pandemic situation moved the world with rapid changes including the education sector and today it shows the commitment between the teacher and the students as close as possible to the real classroom experience used virtual classrooms (Sathish et al., 2020).

This research is to determine the perspectives of educators in using online teaching approaches and identify emerging media applied for online teaching. Diversity in teaching approach for effective teaching as a good method must be adopted by an educator. Educators look for new approaches towards attracting students to distance learning and integration of media is one of them to deliver the education.

LITERATURE REVIEW

According to Horn and Staker (2010), Barr, A. and Miller, F. (2013), online learning is the use of the internet and the medium or platform to teach students online without the requirement of a face-to-face interaction. Problem-based learning online (PBL), whereby to direct students in self-directed learning but online is widely discussed by Sulaiman, F. (2013) and saw an enormous potential in integrating PBL online that is merging the pedagogy and delivering the content via Web, and this was agreed with Poon WC., Low K. and Yong D. (2004), E-learning that refers toward internet technologies used to deliver solutions to enhance the instructional process. Sulaiman, F. (2013) mentioned in her study online learning can foster or develop key-skills, such as ability to work in groups, problem solving, critique, improve personal learning, self-directed learning, and also communication. But problems arise in terms of online learning not only in terms of structure but in terms of teachers training, students' preferences, technological pedagogical knowledge, Poon WC., Low K. and Yong D. (2004) and Garba, Yusuf & Busthami (2015) had discussed this in their study.

Integration of applied emerging media had really been widely discussed by Siti Balqis and Muniroh (2020) with the usage of Whatsapp and Google Meet. In their study, they found that students are almost at 75% level of satisfaction even with problems arising from online learning through these platforms. During the Movement Control Order (MCO) in Malaysia, they mentioned in their study that Zoom was much more preferable compared to Whatsapp for their teaching and learning requirements. This was a contradiction from other studies such as Martin, Hendro and Indro (2020) found that Whatsapp group is much more effective compared to Zoom application and Mojtaba and Mahsa (2018) also found that Whatsapp is much more effective towards teaching and learning during the pandemic.

The key area that we found are studies discussing the transition from face-to-face class to online learning platform. According to Jamal, Rozita, Norazah, and Nurhafizah (2020) educators were forced to make a face transition to online teaching due to the current pandemic issue. Educators need to use several methods and technologies in order to make the teaching and learning process effective so that students' studies are not affected even with the on-going pandemic issue. Garba *et. al.* (2015), did highlight that changing trends is difficult as to see that

educators are more towards using technology for personal use compared to being used for learning purposes. Making this sudden transition a challenge and studies on how to improve and assess this situation arises especially for educators since the main process of teaching and learning comes from the educator itself.

SIGNIFICANT OF RESEARCH

The significance of this research is to determine which are the suitable media to apply for online teaching during pandemic Covid-19. Since the pandemic began all traditional teaching has been replaced to online teaching. Educators need to use several mediums of media and also integration of media to make the teaching and learning process effective. Other than that, this research is also useful for educators to identify what are the problems that they are facing during online teaching so that they can solve the problems effectively. Educators have faced lots of challenges during online class and online teaching like engagement with students, internet problems and students' attitude. It helps educators to manage the problems effectively. This significance of research also helps the Ministry of Education in Malaysia (KPM) to identify the educators' challenges during online teaching. Finally, it is to make sure that we can develop a suitable framework to align the teaching methodologies used as well as making sure that educators are not overwhelm by this transition from face-to-face teaching to online learning that might take some time to resolve. Framework here is meant to serve as a guideline so that educators will have the necessary time to prepare and adapt using the tools that were discussed in this research. It can help in terms of future development whereby if another pandemic arises and the need to shift to using emerging medias among our educators will transition smoothly since we have managed to put in the necessary framework.

METHODOLOGY

This research was conducted using a qualitative method that is an in-depth-interview involving 15 educators around 23 to 60 years old and also using a purposive sampling method. The selected informants was based on that the informant must be one of the educators either a teacher (primary or secondary school) or a lecturer from a private college or government university. Informal interviews were conducted using online interviews through google meet because of cross state bans by the government and the researcher used the constructed questions as a guide in the interview process with the informants. The data was analysed using thematic analysis by Braun and Clarke (2006) to answer the research objectives. The thematic analysis was divided into main and sub themes from the data.

RESEARCH FINDINGS

This finding data analysed using thematic analysis by Braun and Clarke (2006). From the thematic analysis, two main findings have been obtained: i) Perspective of online teaching

during Covid-19 Pandemic and ii) Applied of emerging digital media in online teaching.

Perspectives of online teaching during Covid-19

The result shows that the main theme in this study is Perspective of online teaching during Covid-19 by educators based on Chart 1. Three main themes that are found in this research are teaching technique, teaching tools and education management. This research was conducted using a qualitative method that is an in-depth-interview involving 15 educators around 23 to 60 years old and also using a purposive sampling method. The selected informants based on the informant must be one of the educators either teacher (primary or secondary school) or lecturer from a private college or government university. Informal interviews were conducted using online interviews through google meet because of cross state bans by the government and the researcher used the constructed questions as a guide in the interview process with the informants. The data will be analysed using thematic analysis by Braun and Clarke (2006) to answer this research objective. This thematic analysis is divided into main and sub themes from the data.

The first main theme in this paper is Teaching Techniques have two sub-themes: i) Used tools for mobile learning and ii) Visualization. First sub-theme uses tools for mobile learning, most of the informants said they use tools like mobile phones as a device for online teaching. Informants using mobile phones for non-verbal instructions and upload notes then sent to social media like whatsapp and telegram to students. Others informants said:

"I use whatsapp to give instructions to students, easily because most of my students are from rural areas," (I4).

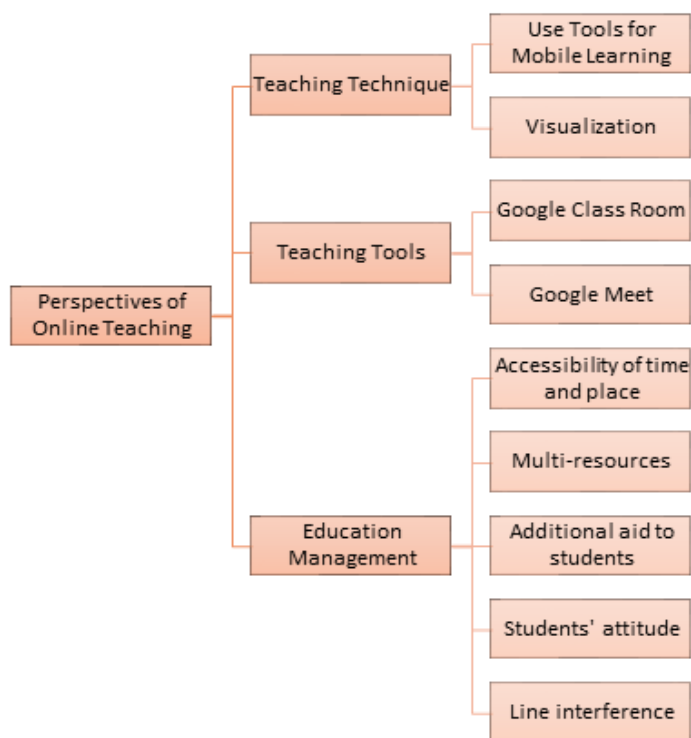
"Easy for me to upload notes through WhatsApp, since most of my students got those apps," (I1).

"I use telegrams to give instructions and upload pre-recording video, then if necessary we meet at Google Meet," (I5).

"Most rural students have access to such an app which is easy for simple instructional teaching and learning purposes," (I3).

Therefore, usage of mobile learning is most popular nowadays because of pandemic Covid-19 and also due to the function of the apps makes it easy to access. Internet access is a part of the reason why a lot of students and teachers use mobile as the platform for online learning, especially in rural areas.

Chart 1: Perspective of online teaching during Covid-19



Other than that, the mobile phone itself is easy to attain due to the price point which is cheaper compared to computers, laptops and tablets. For sub-theme number two which is visualization most of the informants said they combine the visual and practical learning for practical class to help students more understand about the topic. Visualization like videos, audio clips and display photos help students to get more understanding about the content and can encourage students to pay attention in online class. Others informants said:

“Videos can be reviewed repeatedly for better and clearer understanding of teaching content,” (112).

“Using visual students can learn in creative and interesting ways (videos, graphics etc.),” (15).

“I used audio clips for online teaching, it is more convenient for students and also attracts students to stay in my class,” (12).

“Using suitable videos to teach practical classes that involve all the 4 skills; listening, speaking, reading and writing,” (16).

Visualization can help students to understand more on the topic especially in practical class. Students can get more understanding when reading notes given by educators and support with visualization. From visualization it describes certain topics more in-depth and shows them step by steps.

The second main theme is Teaching Tools have two sub-themes. Two sub-themes under teaching tools were identified: Google classroom and Google meet. For Google classroom most of the informants said using Google classroom for upload notes because it is more convenient, easy to access and friendly. Others informants said:

“All students can access the platform, easier to manage,” (I1).

“For me, google classroom is more stable and easy user friendly,” (I13).

“My students use google classroom because it's more convenient and friendly to use. Students can also download and submit assignments,” (I2).

“Google classroom is used to give notes and for the students to submit their assessments.,” (I10).

Other than being convenient, easy to access and user friendly, google classrooms have a lot of functions, educators can also monitor for assessment and quiz submission, make written discussion, can edit student's assessment directly and pass back to the students and so on. For the second sub-theme under teaching tools is Google Meet most of the informants said Google Meet as a platform for online class, discussion, and video conferencing. Others informants said:

“I integrated both google classroom and google meet as both platforms are needed. Google classroom is used to give notes and for the students to submit their assessments. While, google meet is used for classes,”. (I10).

“We use google meet for meetings, since we work from home, so it's more convenient to interact and discuss with our colleagues,” (I11).

“My students use google meet as platforms for presentations on their project and I also use it to evaluate their presentations,” (I2).

“I use google meet for online teaching because it is easy to use and can link with google calendar,” (I8).

Google meets one of the popular mediums used by educators and students nowadays because it free apps, friendly to use and easy to connect. Other than online class, discussion and video conferencing, google meets also can support with education activities like education conferences, forums and training. These apps replace traditional face-to-face meetings with virtual, especially those educators or students stay far from the office and the staff work from home.

The third main theme is Education Management has five sub-themes. Sub-themes under education management are Accessibility of time and place, Multi-resources, Additional aid to students, students' attitude, and Line interference. For sub-theme accessibility of time and place most of the informants said using online teaching makes it convenient for teaching any time and place. Others informants said:

“Online teaching can be implemented at any time,” (I1).

“More independent compared to a traditional classroom in terms of time management,” (I13).

“Online teaching and learning items which can be accessed easily online while teaching and learning process on the run,” (I4).

“Students have no excuse for not attending classes on a regular basis because they can online at

home,” (I7).

For accessibility of time and place give more advantages for educators and students because they no need to come to the campus or schools unless they have more practical subjects that are necessary to use special equipment like lab, cooking kitchen, workshop, radio studio, tv studio and so on. Both educators and students can do online teaching or online learning at home anytime and anywhere, also students can play the video recording back if they don't understand. Flexible schedule and it is easy to interact with a large number of students from different locations. Next sub-themes is Multi-resources, from this theme most of the informants said from online teaching educators can provide multi-resources to students and help educators be more creative in teaching. Others informants said:

“Teachers can incorporate many teaching resources in one lesson,” (I2).

“Many choices of sources,” (I4).

“Limitless of creativity in conveying information,” (I3).

“I used multi-resources to help me be creative with my teaching, sources like video, photos, website and e-book,” (I13).

Educators use multi-resources like e-books, e-journals, video, music and display photos for online teaching because it is more creative and more interactive. Combination with audio, visual and digital text from multi-resources also help students to understand more in depth, especially for practical subjects. Next sub-theme is Additional aid to students in applying the media in online learning. Most of the informants said usage of the media in online teaching becomes an additional aid to students and grabs student's attention in online learning. Others informants said:

“Usage of media in online learning has a more effective impact in online teaching because some of the contents are interesting and catchy, this media could grab students' attention easily,” (I7).

“In my opinion using media in online teaching is very helpful to students and helps smooth in my teaching process,” (I8).

“Applying media in online teaching can help students a lot more about the topic, some topics are difficult to explain during online class,” (I5).

“Media like YouTube can attract students to stay and be interested in our teaching and I'm happy if my students enjoy it,” (I12).

Applying media in online teaching helps both side students and educators. Media like video and music construct more understanding in online learning for educators to be more creative with new learning experiences and teaching online has also made educators a better teacher. Next sub-theme under education management is students' attitude. Most of the informants said students' paid attention and were responsive during online class, but some students were not responsive. Others informants said:

“Most students are attentive and only a few of them are responsive,” (I8).

“Mix responses. Depends on how the nature of the online class,” (I11).

“They are always excited to participate in online class because they can voice out their opinion and the teacher can't see their face.,” (I9).

“Brighter students tend to be more disciplined and responsive. Beginner students are more likely to be reserved,” (I11).

Students were responsive and paid attention during online class, but undeniably they are a few students that were not responsive due to internet connection problems. If all students open the camera and educators share the screen, maybe it's used a lot of data and sometimes it can cause line interruptions such as lagging, slow and screen freeze. Final sub-theme is Line interference. Most of the informants said internet line interference from students. Other's informants said:

“Considering the internet service in the country which is not up to the satisfactory level especially in the rural areas, disruption of teaching and learning process may occur frequently,” (I3).

“A poor internet connection and lack of mobile data that inhibit students to join the lessons conducted by a teacher,” (I4).

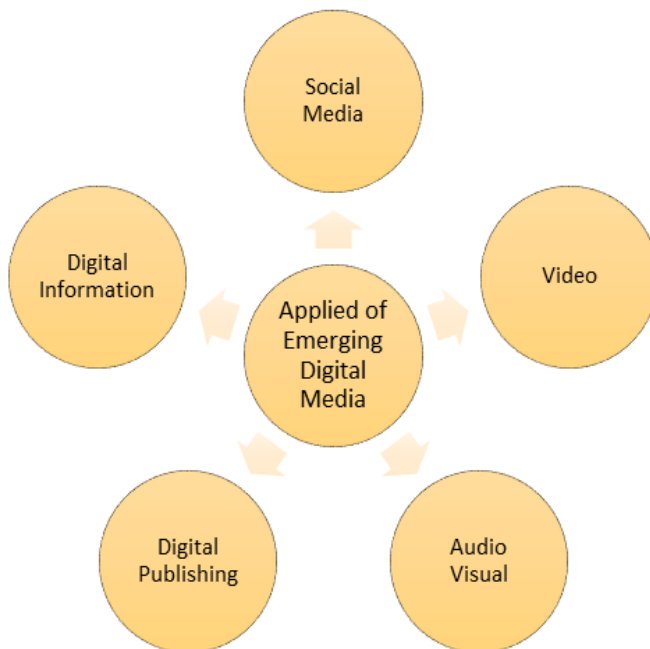
“It's not a big problem for teachers to use Google Classroom. But the problem comes from the student cannot log in and not enough data,” (I6).

“Students in rural areas facing internet/ data problems,” (I9).

Connection problems faced by students especially in rural areas. Sometimes the internet line is not stable, limited internet data constraints and not enough money to buy the internet data. Other than that, there are other issues students face in online learning like one gadget shared with other siblings and can't afford to buy gadgets for children.

This data showed the perspective of educators related to online teaching during Covid-19. Educators need to change from traditional face-to-face teaching to online teaching using digital platforms and new tools. Other than that, applying media in online teaching like video, audio, website, e-books, e-journals and display photos helps educators be creative and interactive to deliver the teaching. It also can help students more understand about the topic, especially practical subjects. Online teaching has the benefit of allowing instructors to focus on individual interactions with students and opening up more time during the course for direct interaction. So educators are no longer confined to classroom and lecture, educators are free to be creative with new learning experiences in online teaching.

Chart 2: Applied of Emerging digital media in online teaching



Applied of emerging digital media in online teaching

Evolution of teaching from face-to-face to online teaching involves emerging digital media to implement creative and innovative teaching. Applications of emerging digital media that are found in this research are divided into five categories based on Chart 2: Social media, Video, Audio Visual, Digital Publishing and Digital information. Online teaching gives opportunities to educators to apply media as a medium alternative to support and explain topics more in depth. Educators use the internet and access to new digital content while introducing teaching, indirectly giving opportunities for students to engage with the information and knowledge.

The first sub-theme is social media, most of the informants said they also used social media like WhatsApp and Instagram for giving instruction, sending material, and faster to contact with students. This is because most of the students easily access this social media and they come from rural areas and they have limited access to the internet. Others informants said:

“I use Whatsapp and telegram, because it is easy to access and all students have these media,” (I5).

“WhatsApp and Telegram. These are the most popular and convenient apps which most rural students can download on their cellphones, tablets or laptops,” (I12).

“Whatsapp to contact the students as I could reach the students faster,” (I13).

“Most rural students have access to such an app which is easy for simple instructional teaching and learning purposes,” (I3).

Educators use social media for helping students have internet connection issues normally in rural areas. Educators use this platform to distribute teaching material, video per-recording, teaching instruction and engage with students. This medium also has advantages because both educators and students easy to communicate and fast respond. Next sub-theme is video. Most of the informants said using video in online teaching is easy to share, download and can repeat. Educators use pre-recording video as a teaching material before conducting the actual class. In addition, educators share videos like YouTube to students because it is easy to understand and more interactive. Others informants said:

- “Easy to share pictures and videos. More attractive,” (I7).*
Using suitable videos to teach practical classes that involve all the 4 skills; listening, speaking, reading and writing,” (I6).
“Online teaching is flexible as we could have pre-recorded the teaching videos beforehand,” (I14).
“Videos can be reviewed repeatedly for better and clearer understanding of teaching content,” (I12).

Videos are more effective to build engagement with students because it is the key to producing good content and being creative. Students also can refer back to the pre-recording video if they do not understand about the topic. Educators also can upload the video in Google classroom or Google drive and only give the link to students, so it is easy and helps students not to worry about the capacity of their storage. Next sub-themes is Audio Visual, most of the informants said that using audio visual more easily and faster to understand compared to verbal explanation. Others informants said:

- “I always use audio to teach english, I really love to use songs, so students can learn and enjoy at the same time,” (I4).*
“From audio in online learning can help students more understand difficult topics, sometimes we need additional mediums to help in our online teaching,” (I6).
“Audio visual aids teachers to create a new environment in online teaching, if face-to-face class you can easily explain, but in online class you need another medium to help you explain more, because it has some distraction and noise,” (I10).
“I use audio to help my students understand some of my topic, sometimes it's hard to explain during online teaching,” (I15).

Usage of audio can make online teaching more interactive and engaging. Other than that, using audio can create more interest and students always have fun during class. From using audio also providing a good teaching environment for capturing and giving attention to students in the classroom. Next sub-theme under applied of emerging digital media is digital publishing. Most of the informants said digital publishing like e-journals, e-books, and e-text books are used by educators because they are easy to access and do not consume much students' data. Others informants said:

“From online books students can easily access as long as they have the internet,” (I1).
“As a lecturer I always refer to an online journal for my online teaching and tutorial class. Students can download by just clicking the link I gave,” (I8).
“I used an online textbook given by the government to my students, they can access the textbook using their phone and read anytime they like. It also does not consume much students’ data. (I13).
“Online material like books and journals helps students a lot to gain knowledge apart from being easy to get, it saves the students’ data,” (I14).

Educators using digital publishing to provide information to students, it's more quickly and easy to access. Before this educators used printed textbooks, journals and a few chapters in books to support teaching and learning class. During Covid-19 pandemic educators use digital publishing as an alternative medium to help them in online teaching. Next sub-theme is digital information, most of the informants said they use digital information like websites, blogs and canva more interesting contents which can be used for online teaching. Others informants said:

“In my opinion, using websites is very helpful and smooths the teaching process especially in hard subjects like history, mathematics and sciences. So to get attention from students I used an online game site, they can learn and have fun at the same time,” (I6).
“I use Canva to teach them how to edit video, photos, slides, presentations, and social media to make their presentation content interesting and interactive,” (I10).
“I teach culinary subjects so I allow my students to refer to cooking blogs to get inspiration for their blogs and cooking. Some blogs, especially international cuisine blogs give more recipes in detail with the steps of food presentations,” (I12).
“I also use live worksheets to make the teaching and learning process more engaging,” (I14).

Digital information as a medium to get more information through online platforms. It can be a variety of different types of information helps educators and students to be creative and informative. Digital information also helps educators to think of alternative ways to teach interactive content, like allowing students playing online games to create a fun environment for the learning process.

This data showed that the application of emerging digital media in online teaching is a mix of media used throughout online platforms. Educators use some media to create interactive and creative content to attract and engage with students in online learning. Evolution of technology students nowadays really expose themselves to digital media compared to traditional media. Educators use digital media in order to gain understanding of students and easy to access because students can use their smartphone, laptops or computer anywhere and anytime.

DISCUSSIONS

The study shows that the perspective of educators in using online teaching approaches to divide into three main themes are teaching technique, teaching tools and education management. From the thematic analysis shows the educators using mobile apps for distribution of teaching instructions, it is because most of the students have more exposure to the mobile phone compared

to laptops and computers. Moreover, apps like WhatsApp and Telegram applications are well established and familiar, in fact students have used these applications every day to communicate with other students and educators. So, educators use it because students have more exposure to these apps. In addition, owning a smartphone is cheaper to students compared to laptops, tablets and computers. Other than that, the remote area is one of the contributing factors to educators using mobile learning. Students came from remote areas always having problems with internet connection. According to Siti Balqis and Muniroh (2020), to avoid the internet access problems lecturer can still continue the teaching by sending a video recording of the teaching via WhatsApp, Telegram or Google Classroom. This statement is supported by Ehwan Ngadi (2021) from Genius Insan College said to avoid screen freeze teachers need to know the level of internet stability, whether low, medium or high before choosing an appropriate teaching platform. If you have low internet access platforms such as WhatsApp, Telegram and Instagram are suitable to be used as teaching platforms for students. For helping students to stay in class, educators also applied visualization as a teaching tool. Visualization really helps students to understand theoretical and practical subjects. Educators also can use suitable videos to teach practical classes that involve all the skills like listening, speaking, reading and writing.

This study shows that the main teaching tools applied by educators are google classroom and google meet, because these apps are free and easy to use. Educators also can connect with others google apps like google drive, Gmail, google sheets, google docs and google slides. Apart from this are free apps, google classrooms are also easier for students to view notes, marks and submit the assignments. Educators can upload notes, material, video and audio either directly or just share the links. Educators can evaluate students' assessments with the grades and private comments directly to students. For google classroom educators use this platform as video conferencing, meetings and presentations. This google meet can connect students who are far from the campus or schools with educators, so students do not drop out of lessons. In addition, it is easy to interact with a large number of students from different locations.

The theme under education management shows the educators perspective toward online teaching agreed that online teaching is accessibility of time and place, during Movement Control Order (MCO) by the government of Malaysia all education sectors close, so educators need to conduct online teaching from home. Educators feel that online teaching has a more flexible schedule compared to face-to face teaching. After one year facing Covid-19 pandemic educators feel that they want face-to-face teaching, but at the same time can apply online teaching also. It means the educators want hybrid teaching including teaching after outbreaks clear. Face-to-face is more convenient in a way where educators can have realistic interaction and educators have seen how many learners were feeling excited and motivated to have their teachers next to them to guide and facilitate them. While online teaching uses technology it is very useful during this pandemic era. Educators can try and implement new pedagogy style during the class. From online teaching also educators used multi-resources to additional aid students, combination with audio, visual and digital text from multi-resources also help students to understand more in depth, especially for practical subjects. The others perspective under education management is student's attitude show mix responsive by students, some students will responsive we the educators ask questions, but the slow learners or those students not really interested with the subjects not responsive. So, students still need face-to-face methods to reinforce each topic learned because

not all students have good internet facilities and not all students can afford gadgets such as laptops or mobile phones. Other than that, the educators found some of the students take turns and share their gadgets with other siblings who are also involved in online learning. This is one of the challenges that educators face during online class. Connection receptions and problems face with the limited internet connection a major problem for online teaching. This major problem will cause the process of teaching and learning to become ineffective.

The study shows that mixed digital media in online teaching is used throughout online platforms. Online teaching more interactive learning has to be wide, open, easy access, and more sources to explore. Popular media such as YouTube, music, live worksheets are familiar mediums to students and help maintain their attention and interest during lessons. Students could also experience a world beyond their own based on emerging digital media.

The theory that is the strongest in supporting this study is The Unified Theory of Acceptance and Use of Technology (UTAUT) by Venkatesh (2003) as this theory will look into areas such as the use of technology, the use of applied media, educational management. The four main key areas of Unified Theory of Acceptance and Use of Technology are performance expectancy, effort expectancy, social influence and facilitating conditions. Much of our findings relate back to this as educators are assessed in terms of their coping as well and not just the students. Elements of performance expectancy in this theory shows that educators use social media like WhatsApp and Telegram for helping students that have internet connection issues normally in rural areas. This is one of the alternative ways for support in online teaching. Other than that, educators use this platform to distribute teaching material, video per-recording, teaching instruction and engage with students. For the effort expectancy, educators use all the digital media like video, audio visual, digital publishing, and digital information in online teaching. Usage of this digital media construct more understanding in online learning for educators to be more creative, innovative, interactive and informative with new learning experiences and teaching online has also made educators a better educator. Other than understanding the online learning, this digital media also helps with attention and engage students to stay and follow the lesson. The next key area of UTAUT is social influence belonging to a mixed response from a student's attitude during online learning. Some of the students are responsive and some others not responsive during online class, the environment plays an important role in this area. The geographical area and poor internet connection students can be one of the reasons students are not responsive during online classes. These three areas from UTAUT form of behavioural intentions that relates back towards the usage of internet connectivity and how students will engage in online learning especially when they are studying online during this pandemic.

Therefore, facilitating conditions which is one more key area that we look into in what we are studying at the moment which really stresses upon the ability to be able to conduct the learning process online. For example, the educators themselves need to be able to have internet access and technologies to conduct the teaching and learning process. These are one area from the UTAUT form of use behavior to make sure that students are engaging in online learning at 100% like they are doing in a face-to-face classroom environment. The UTAUT model clearly is the most suitable theory for this study since all of the questions in our study relates back to this theory.

This is line with satisfying a gap whereby educators are also having difficulties in terms of transitioning from a face-to-face class to online learning especially during this pandemic that hit the whole world and affecting the education sector and others sectors as well.

CONCLUSION

As a conclusion, this online teaching gives a fair impact based on how far the objectives can be achieved by educators and the student. The good one always comes with satisfaction for both. With some effort, with creative thinking, with curiosity and courage, both educators and students can discover the liveliness of the online teaching learning process. Judging from the current situation, with proper and systematic strategies it is possible to cater the needs of learners theoretically and practically subject in online teaching. It is the educator's part of responsibility to come up with the best possible approach to achieve the learning objectives online. Applied emerging digital media in online teaching give interactive, informative and creative content to help students more understand the lessons.

REFERENCES

- Aisha Abd. Ghani. (2012). *Penggunaan Sistem E-pembelajaran Author dalam Pengajaran dan Pembelajaran di UTHM*. Johor: Universiti Tun Hussein Onn Malaysia.
- Anzaku Francis (2011). *Library Experts Speaks on Audio-Visual Material. A paper presented at the United Nations Educational, Scientific and Cultured Organization (UNESCO) World Day for Audio-Visual Heritage*.
- Barr, A. & Miller, F. (2013). *Higher Education: The Online Teaching and Learning Experience*. United States: University of Phoenix.
- Boczkowski, J. Pablo. (2005). *Digitizing the News: Innovation in Online Newspapers*. London: The MIT Press.
- Braun, V. & Clarke, V. (2006). *Using Thematic Analysis in Psychology. Qualitative Research in Psychology*, 3 (2), 77-10.
- Chaeruman, A.U. (2005). *Integrasi TIK ke dalam Proses Pembelajaran. Jurnal Teknodik* 16, 46-59.
- Clark, R. C. & Mayer, R. E. (2003). *E-learning and The Science of Instruction*. San Francisco: Jossey-Bass/Pfeiffer.
- Ehwan Ngadi. (2021, February 23). *COVID19: Implikasi Pengajaran dan Pembelajaran atas Talian*. Retrieved from www.usim.edu.my/ms/berita/in-our-words-ms/covid19-implikasi-pengajaran-dan-pembelajaran-atas-talian/.
- Fauziah Sulaiman. (2013). *The effectiveness of PBL Online on Physic Students' Creativity and Critical Thinking: A Case Study at Universiti Malaysia Sabah*. *International Journal of Education and Research*, 1(3), 1-18.
- Garba, SA.; Yusuf B. & Busthami Nur, AH. (2015). *Toward the Use of Technology and 21st Century Teaching-Learning Approaches: The Trend of Development in Malaysian Schools within the context of Asia Pacific*. *International Journal of Emerging*

- Technologies in Learning (iJET)*. 4(10), 72-79.
- Goi, Chai Lee & Ng, Poh Yen. (2009). *E-Learning in Malaysia: Success Factors in Implementing E-Learning Program. International Journal of Teaching and Learning in Higher Education*. 20(2), 237-246.
- Horn, M., & Staker, H. (2011). *The Rise of K-12 Blended Learning*. Boston: Innosight Institute.
- Jamal Othman; Rozita Kadar; Norazah Umar & Nurhafizah Ahmad. (2020). *Covid-19 Pandemic Effects in Teaching and Learning Methods During Movement Control Order (MCO)*. Pulau Pinang: Unit Penerbitan JSKM, UiTM Pulau Pinang.
- Leonard, Bet. (2006). *E-learning: Strategies for Delivering Knowledge in The Digital Age*. New York: McGraw-Hill.
- Muniroh Hamat; Siti Balqis Mahlan & Ch'ng Pei Eng. (2020). *Adaptasi Pengajaran dan Pembelajaran Secara Maya dalam Kebiasaan Baharu Semasa Pandemik Covid-19*. Pulau Pinang: Unit Penerbitan JSKM, UiTM Pulau Pinang.
- National Education Association. (2021, February 21). *Guide to Teaching Online Courses*. Retrieved from www.cstu.org/files/onlineteachguide.pdf.
- Neumann, W. Russell. (1991). *The Future of the Mass Audience*. Cambridge: University Press.
- Poe, Mya & Martha, L. (2002). *Teaching and Learning Online*. United States: University of Massachusetts.
- Poon, Wai-Ching; Low, Kevin Lock-Teng & Yong, David Gun-Fie. (2004). *A Study of Web-based learning (WBL) environment in Malaysia. International Journal of Educational Management*. 6(18), 374-385.
- Rian Vebrianto & Kamisah Osman. (2012). Keberkesanan Penggunaan Pelbagai Media Pengajaran dalam Meningkatkan Kemahiran Proses Sains dalam Kalangan Pelajar. *Jurnal Pendidikan Malaysia* 37(1), 1-11.
- Sadiku, Matthew. N.; Adebo, Philip. O. & Musa, Sarhan,. M. (2018). *Online Teaching and Learning. International Journals of Advanced Research in Computer Science and Software Engineering*. 8(2), 73-75.
- Sathish, MT; Sornaganesh, V.; Sudha, G. & Chellama, AV. (2020). *A Study on Shift of Traditional Classroom Methods to Online Teaching Methods in Higher Education Scenario During Lockdown. International Journal of Multidisciplinary Research and Development*, 7(7), 96-100.
- Siti Balqis Mahlan & Muniroh Hamat. (2020). *Pengajaran dan Pembelajaran dalam Talian Semasa Perintah Kawalan Pergerakan*. Pulau Pinang: Unit Penerbitan JSKM, UiTM Pulau Pinang.
- United Nations. (2021, February 23). *Policy Brief: Education During Covid-19 and Beyond*. Retrieved from www.un.org/development/desa/dspd/wp-content/uploads/sites/22/2020/08/sgpolicybriefcovid19andeducationaugust2020.pdf.
- Venkatesh, Viswanath; Morris, Michael G.; Davis, Gordon B. & Davis, Fred D. (2003). User Acceptance of Information Technology: Toward a Unified View. *MIS Quarterly*. 27 (3): 425-478.

ABOUT THE AUTHORS

ARIF BAHARI BIN MOHAMED MUSLI

Han Chiang University College of Communication, Penang
arifbhari@gmail.com

MOHD HANAFI BIN JUMRAH

Han Chiang University College of Communication, Penang
hanafijumrah@yahoo.com