



The Impact of Movement Control Orders on Malaysian School Administrators during COVID-19

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ABSTRACTS

The COVID-19 problem has the potential to change our planet and our global outlook. It could also inform us about how education needs to evolve to better prepare our young students for the future. For the time being, educators all across the world are debating the necessity to rethink how future generations will be educated. This could simply be a disruption that forces us to reconsider how we educate and ask ourselves what should be taught and what we should be preparing our students for. In the future decades, successful people will need to be able to recognize this interconnectedness and traverse across boundaries to leverage their uniqueness and collaborate globally. As educators struggle to find new ways to communicate with students outside of the classroom, now is a good opportunity to consider how these disruptive crises might help us define what learning should include. What adjustments would have to be made in school administrators' preparation if the focus of their training switched to assisting them in more consciously selecting the lenses that guided their school change efforts?

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1. INTRODUCTION

COVID-19 has altered the way children around the world are educated. These changes provide a look into how education may evolve in the long run, both for the better and for the bad (Rodriguez & Rodriguez, 2015; Cosner, 2014). Indeed, as projected by the World Economic Forum, the COVID-19 epidemic is hastening changes in the scope of the labor environment (WEF). According to the World Economic Forum, 65 percent of youngsters entering primary school today will end up working in wholly new professions kinds that do not yet exist.

We still have time in Malaysia to start preparing in case the situation worsens and the ministry is forced to implement mitigation measures. Stock up on non-perishable foods to last roughly two weeks; however, we must avoid excessive hoarding of goods, which could result in a shortage and provoke panic in the community.

Those on regular prescription drugs for chronic diseases such as diabetes, heart disease, liver disease, kidney disease, cancer, and chronic respiratory illnesses should stock up on face masks and hand sanitizers. This is well documented at <http://www.astroawani.com/berita-malaysia/akses-komunikasi-tersedia-sepanjang-tempoh-perintah-kawalan-pergerakan>. This is extremely disruptive to social life and necessitates public cooperation and commitment. This has been well documented in news on 6 April 2020 at <http://www.astroawani.com/berita-malaysia/akses-komunikasi-tersedia-sepanjang-tempoh-perintah-kawalan-pergerakan-234239> and on 1 July 2020 at <https://ms.chalized.com/de>.

2. METHODS

This study used a literature review to discuss the phenomenon of the impact of movement control orders on Malaysian school administrators during covid-19.

3. RESULTS AND DISCUSSION

3.1. Covid-19 In the School: A New Norm

The COVID-19 pandemic is exposing new layers of inequality, which could put us back even more. Education leaders are confronted with the unexpected difficulty of using distant learning as the principal mode of instruction for weeks, months, and possibly the entire school year (Azmy *et al.*, 2016; Ana 2020). This has been well documented on 6 April 2020 at <http://www.astroawani.com/berita-malaysia/akses-komunikasi-tersedia-sepanjang-tempoh-perintah-kawalan-pergerakan-234239>.

As an emergency step, rescheduling the school academic calendar and public tests is fair, but this action plan must be reassessed for the upcoming school session. Public exams would have to be properly scrutinized, and appropriate substitute evaluation will have to become the new standard in schools and universities (Azmy *et al.*, 2016; Dohlan and Ishak, 2017; Mulyanti *et al.*, 2020). This is well documented on 6 April 2020 at <http://www.astroawani.com/berita-malaysia/akses-komunikasi-tersedia-sepanjang-tempoh-perintah-kawalan-pergerakan-234239>.

The traditional written test must be phased out, and evaluations must be redesigned. If schools are to reopen soon, the Minister of Education (MOE) has stated that each class should only have 16 to 17 children in it at any given moment. This is well-documented on 6 April 2020 at <http://www.astroawani.com/berita-malaysia/akses-komunikasi-tersedia-sepanjang-tempoh-perintah-kawalan-pergerakan-234239>. This is to maintain social distance and prevent the COVID-19 virus from spreading. While it is encouraging to hear that the ministry is planning to return pupils to school, it must also ensure that schools, instructors, and other

personnel are adequately prepared to operate under the new standard (Rodriguez & Rodriguez, 2015; Cosner, 2014). The following should be included in the new conditions and norms:

- (i) Because social distancing will be the norm, teachers must be better prepared to teach in a new norm environment before sending pupils back to school;
- (ii) Because social distancing will be the norm, teachers must be better prepared to teach in a new norm environment. It is necessary to develop new teaching methods and approaches. Teachers must be consulted on this, and a new schooling pedagogy based on the sop may need to be implemented;
- (iii) In addition to social distancing in classrooms, schools must ensure that students who return to school have their body temperatures have taken again, those hand sanitizers and face masks are provided and that shoes are sanitized before students enter classrooms; and
- (iv) Teachers should be able to convey the importance of social distancing to pupils while emphasizing that it is not the same as being anti-social. They must explain why this is required and that it is simply a temporary solution.

3.2. Covid-19 In Learning: A New Standard and Innovative Norm

The key difficulty is ensuring proper access and readiness of stakeholders, students, and instructors to the digital environment, as "real" teaming may be overlooked due to learners' "readiness" for independent self-learning as well as teachers' wellbeing and readiness for online teaching (Mansaray, 2019; Khan *et al.*, 2014; Naseri, 2019). As a result, the education 4.0 strategy is perfectly suited to the new normal, even in the event of potential pandemics in the near or far future (Kilber *et al.*, 2014). This has been well documented on 1 July 2020 at <https://wearesocial.com/global-digital-report-2019>. But there are challenges. This has been well documented on 6 April 2020 at https://www.researchgate.net/publication/323794732_Barriers_to_Effective_Communication/citation/download. The approach for Education 4.0 comprises, but is not limited to:

- (i) Personalized teaching based on students' independence and unique approach to studying and the ability to learn;
- (ii) Project-based learning is targeted to ensure a wide range of skill roles; and
- (iii) Personalized teaching is based on students' independence and unique approach to studying and the ability to learn.

The COVID-19 pandemic has had a significant impact on education, as it has boosted the usage of personal telecommunications devices such as smartphones for learning and teaching reasons, which were previously prohibited on school grounds (Khan *et al.*, 2014; Naseri, 2019). Teachers should improve their online teaching and home-based learning skills, as this will become the new normal in the teaching sector as e-learning is the future of education (Hallinger, 2018). Teachers must increase their knowledge, competency, attitude, and readiness to embrace the new normal in education, particularly as it relates to online learning. Teaching, evaluation, and knowledge distribution will all reflect this preparation (Kilber *et al.*, 2014).

Teachers continue to impart knowledge via online platforms throughout the Movement Control Order (MCO) and the Conditional Movement Control Order (CMCO). Teachers must undergo a paradigm change to accept the new reality in global education and to raise a generation of digitally literate individuals who are prepared to meet the challenges posed by the Fourth Industrial Revolution (IR 4.0) (Akhtar & Azmi, 2017). This worldwide crisis has had

an impact on traditional teaching and learning, as well as educators' obligations, making it more difficult for them to adjust to the new normal, which mandates that the process be completed online (Khan *et al.*, 2014; Naseri, 2019). We came to terms with the concept of working from home, rather than the cubicle structure we had grown accustomed to, thanks to online technologies such as Google Meet and Zoom. Online and virtual classrooms are becoming more common in schools and higher education, and professors are finding ways to teach from home while caring for their children (Ng *et al.*, 2008).

3.3. School Administration's Role in Covid1-9: Normal Vs Normal

We've seen an unparalleled shift in our way of life as a result of COVID-19 over the last few months. One thing is certain: adjusting to change can be difficult: whether planned or unexpected, gradual or rapid, change is unavoidable and an important part of being human (Al-alawi *et al.*, 2019). School administrators can play a significant role in putting an organization's position and purpose to the ultimate pressure test, as what is determined today will define the future. Employers will be looking for innovation, communication, and collaboration in the future, as well as empathy and emotional intelligence, and the ability to collaborate across demographic lines to harness the collective potential through successful teamwork (Naseri, 2019).

When you add in a pandemic, as well as changes to habits and plans for the weeks and months ahead in 2020, it's more critical than ever to recognize the problems and difficulties that COVID-19 presents. Developing a school leader's knowledge and sensitivity to these viewpoints necessitates a focus on the process by which schools change and the interpersonal aspects of school organizational life (Mansaray, 2019). Professional development should focus on introducing aspiring school leaders to the various epistemologies that underpin their administrative practice, to help them understand how diverse constructions of reality might support or hinder change. Rather than weighing the respective strengths and constraints of each lens to determine if one combination of lenses is inherently superior to another (Rodriguez & Rodriguez, 2015; Cosner, 2014), assess the relative strengths and constraints of each lens.

As a result of the COVID-19 pandemic, educational institutions all over the world have been forced to immediately grasp and use the suite of accessible technological resources to develop content for remote learning for students across all sectors. This epidemic and its aftermath put organizations' stamina to the test in terms of preserving, enduring, and resiliency. Technology and online education are the way ahead in this new millennium, which stresses life-long learning.

The modern educational environment necessitates sophisticated literacy in information technology for educators (Azmy *et al.*, 2016). As a result, today's leaders require extensive preparation that goes beyond education and civilization. Furthermore, executives must be adaptable to their current and future needs to meet global demands (Mansaray, 2019). Collaboration and support from a variety of stakeholders are critical, as the leader's rise is dependent on the environment's support (Naseri, 2019). Furthermore, features of risk management must be integrated properly for leaders at all levels of MOE to be prepared and actionable.

4. CONCLUSION

The ideas described here suggest that during COVID-19, we may learn a lot about how to reorganize and improve schools, as well as how to redefine the role of school administrators in those efforts. The COVID-19 epidemic has just hastened the arrival of what specialists in

the domains of human resources and management have prophesied would occur in the future. Without a doubt, there is a reevaluation of the importance and character of everyone's work, particularly the role of school administrators.

5. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

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