

IMPROVING ONLINE TEACHING AND LEARNING QUALITY IN
PUSAT TUISYEN SERI MINDA MUDA

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IMPROVING ONLINE TEACHING AND LEARNING QUALITY IN
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A project report submitted in partial fulfilment of the requirements for the award of
the degree of Master of Business Administration

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DEDICATION

For my papa and mama.

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ABSTRACT

The education industry traditionally uses the Face-to-Face classroom while most students in Malaysia who desires academic excellence are accustomed to attending after-school tuition class. The unprecedented Covid-19 pandemic forced educators to shift into online classrooms, tuition centre alike. This new home-based education caused a nearly 52% reduction of total enrolled students in Pusat Tuisyen Seri Minda Muda. The exit interview disclosed that 67% of the parent were doubtful of online class effectiveness. This mixed-method action research aims to improve online teaching and learning quality in Pusat Tuisyen Seri Minda Muda through the implementation of flipped classrooms as the two-cycle intervention. In cycle one intervention, the effectiveness of teaching quality and student satisfaction is evaluated through interview sessions and survey questionnaires, respectively. Flipped classroom implemented within a total quality management framework enables repetitive learning, active participation, and timely feedback; these criteria are a better form of pedagogy in improving tutors' teaching quality. The tutors are keen and eager to continually implement the flipped classroom as their future pedagogy. An increment of 27% secondary students is more satisfied with flipped classrooms over the online classrooms. The student's satisfaction is in a linear function of learning quality, service quality, and student engagement. The cross-sectional study conducted in cycle two intervention proved that the students that learned through the flipped classrooms were performed 23% excellent than those who learned through the online classroom. With that, trusted that the student's parents feel worthy of every single cent they paid. Therefore, the total enrolled student was increased from 107 to 140 students while the increment has bigger weightage on the secondary students where intervention was implemented. Generally, the intervention successfully improved teaching and learning quality, as well as increased student satisfaction and academic performance in the secondary school segment in Pusat Tuisyen Seri Minda Muda.

ABSTRAK

Industri pendidikan secara tradisinya menggunakan bilik darjah bersemuka manakala kebanyakan pelajar Malaysia yang inginkan kecemerlangan akademik menghadiri kelas tuisyen selepas waktu persekolahan. Pandemik Covid-19 yang pertama kali telah memaksa para pendidik beralih ke bilik darjah dalam talian, samanya pusat tuisyen. Pendidikan cara baharu ini mengurangkan 52% jumlah pendaftaran pelajar di Pusat Tuisyen Seri Minda Muda. Temu bual keluar mendedahkan bahawa 67% ibu bapa meragui keberkesanan kelas dalam talian. Kajian tindakan kaedah campuran ini bertujuan meningkatkan kualiti pengajaran dan pembelajaran dalam talian di Pusat Tuisyen Seri Minda Muda melalui pelaksanaan bilik darjah terbalik sebagai intervensi dua kitaran. Dalam intervensi kitaran satu, keberkesanan kualiti pengajaran dan kepuasan pelajar dinilai melalui sesi temu bual dan soal selidik tinjauan. Bilik darjah terbalik melalui rangka kerja pengurusan kualiti menyeluruh membolehkan pembelajaran berulang, penyertaan aktif dan maklum balas yang cepat; kriteria ini merupakan bentuk pedagogi yang lebih berkesan dalam meningkatkan kualiti pengajaran. Tutor berminat untuk meneruskan pelaksanaan sebagai pedagogi masa depan. Terdapat peningkatan sebanyak 27% pelajar sekolah menengah lebih berpuas hati dengan bilik darjah terbalik berbanding dalam talian. Kepuasan pelajar adalah fungsi linear kualiti pembelajaran, kualiti perkhidmatan, dan penglibatan pelajar. Kajian keratan rentas dalam intervensi kitaran dua membuktikan bahawa prestasi pelajar yang belajar di bilik darjah terbalik adalah 23% lebih baik daripada yang dalam talian. Oleh itu, dipercayai bahawa ibu bapa pelajar berasa puas dengan setiap sen yang mereka bayar. Dengan itu, jumlah pelajar yang mendaftar telah meningkat daripada 107 kepada 140 manakala kenaikan itu lebih ketara di pelajar sekolah menengah di mana intervensi dilaksanakan. Secara umumnya, intervensi berjaya meningkatkan kualiti pengajaran dan pembelajaran, serta meningkatkan kepuasan pelajar dan prestasi akademik dalam segmen sekolah menengah di Pusat Tuisyen Seri Minda Muda.

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LIST OF ABBREVIATIONS

LQ	-	Learning Quality
SWOT	-	Strength, Weakness, Opportunity, Threat
SE	-	Student Engagement
SS	-	Student Satisfaction
TQ	-	Teaching Quality
TQM	-	Total Quality Management

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CHAPTER 1

INTRODUCTION

1.0 Introduction

Chapter 1, the introduction includes the company background and research rationale of this action research. The chapter starts with the introduction of the cooperated tuition centre, follows by the problem statement resulting from the interview session with their operation manager. From there, the research questions were formulated. The research objective, scope of work, researcher's role, and ethics were explained thereafter to summarise the overall research direction. Lastly, the significance of the research was described.

1.1 Company Background

This action research aims to assist one cooperated company to improve their operational quality. The cooperated company in this action research is Pusat Tuisyen Seri Minda Muda, the letter of intent was attached in Appendix A. Pusat Tuisyen Seri Minda Muda is a registered private tuition centre (SSM Registration No: JM0629515-D) established in November 2011 at Gelang Patah, Johor. The company's goal is to assist students in achieving academic excellence through the guidance of their professional and experienced tutors. The tuition centre provides small group tuition classes and after-school homework tutoring services that cater to the Gelang Patah

neighbourhood. Pusat Tuisyen Seri Minda Muda has altogether 8 tutors and 107 students; the ratio of the tutor to the student is 1:14 as of November 2020. Their demographic structure is summarised in Figure 1.1. In fact, the total student number is originally 224 students in March 2020. About 52% of parents decided to unsubscribe from the tuition service as they were doubtful about online class effectiveness, giving severe impact on their business operation.

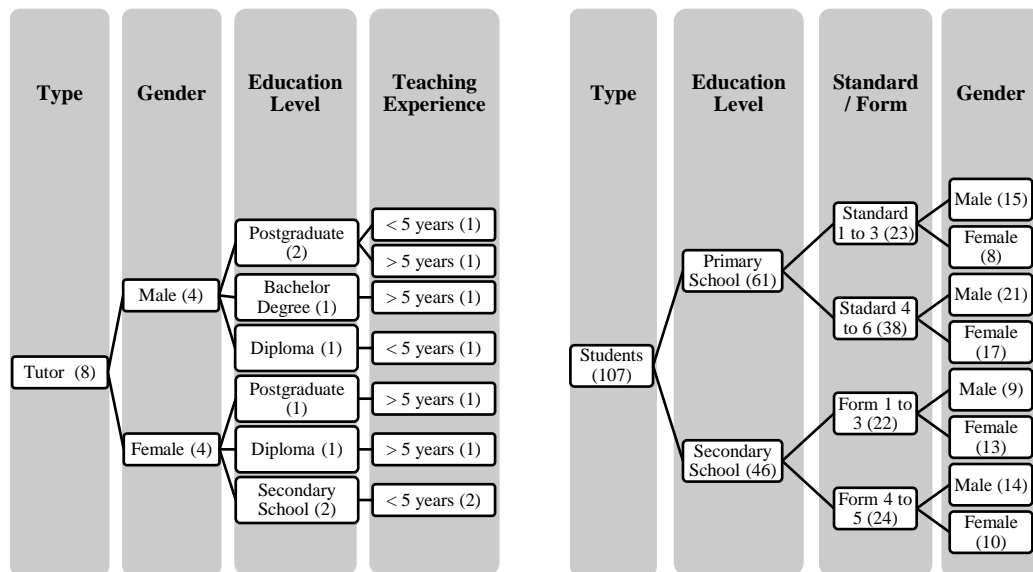


Figure 1.1 Demographic structure of Pusat Tuisyen Seri Minda Muda

1.2 Problem Statement

Compulsory education (primary and secondary education) in Malaysia has traditionally been based on face-to-face classroom learning while most students are accustomed to attending after school tuition classes or receiving private tutoring at home, a commonplace for the parent who desires to improve their children academic excellence (Nair, 2012). The unprecedented occurrence of the deadly COVID-19 pandemic has reformed the educational industry nature. The unprecedentedly pandemic forced educators to have no choice but mandated to adapt to online teaching immediately, the same goes for the tuition centre nationwide. Since the declaration of Movement Control Operation in Malaysia in March 2020, Pusat Tuisyen Seri Minda Muda faces a major problem that is huge student withdrawal within a short timeframe.

About 52% reduction of the enrolled student until November 2020 which gives severe impact to the business operation. The feedback of the exit interview indicated that 67% of parents are sceptical about online tuition class effectiveness. This leads to a devastating impact on business operation, the profit and revenue reduced while original operation costing maintained. At this junctural, the utmost action needed for Pusat Tuisyen Seri Minda Muda is to redesign the current pedagogy to adapt to the business environment change. It is believed that innovating the teaching pedagogy could improve the overall online teaching quality and thus the students could perceive better learning quality. The utmost challenge, for now, is to improve the level of customer satisfaction to retain students' enrolment and engage parent trust.

1.2.1 Problem Formulation

COVID-19 is a pandemic first identified in December 2019 and continually spreading currently. In the year 2020, 60,816,653 infected patients while 1,429,791 were dead worldwide (World Health Organisation, 2020). As a health disease, it influences our daily lifestyle; as an economic crisis catalyst, it triggers rapid business and financial changes. To cater the social distancing, the long promoting remote working concept was forced to implement. Education is now conducted inside the virtual classroom, while the whole process is digitalised. All the relevant stakeholders shifted into “home-based” learning to conform to the trend (Teo, 2020).

Nonetheless, all stakeholders were unprepared and panicky for this emergency policy. The teacher is unfamiliar with new technologies, the student gets distracted due to low self-discipline, the parent is preoccupied with their remote working task, and other objective factors such as outdated devices and unstable internet connection would definitely reduce the learning quality. Owing to that, the total student number in Pusat Tuisyen Seri Minda Muda reduced by 52% since March 2020, which is from 224 students to 107 students as of December 2020. About 67% of the unsubscribe parent stated in the exit interview that they are uncertain about the online class effectiveness while minorities due to financially unstable.

1.2.2 Problem Diagnosis

The main obstacle for Pusat Tuisyen Seri Minda Muda is the vast student reduction since the declaration of Movement Control Operation. Many parents are uncertain and reckon about online class effectiveness. Hence, this action research is mainly to retain student enrolment by improving overall quality in Pusat Tuisyen Seri Minda Muda. Using SWOT analysis as the diagnosis model as shown in Figure 1.2, four strategy options were proposed in tackling the student withdrawal issue that is:

1. S-O Attacking Strategy: To implement an innovative teaching strategy to improve student learning effectiveness;
2. S-T Defensive Strategy: To improve online teaching quality to stay competitive advantage;
3. W-O Supplementary Attacking Strategy: To expand the online market reach by utilising free online resources to match the EdTech trend;
4. W-T Supplementary Defensive Strategy: To encourage tutors to improve service quality to engage parent trust.



Figure1.2 SWOT analysis of Pusat Tuisyen Seri Minda Muda

Since online learning is inevitable, educational technology (EdTech) through digitalisation is a business opportunity worth exploring (Lee, 2020). The education market remains to exist, but a transformed spending need. The institutions shall stay agile and responsive for instant change to earn customer trust and engagement. The classroom is the most critical component in a formal education system where the student and teacher come in contact, the teacher formally instructs about the course of knowledge, and the student response to the delivered message. Wasriep & Lajium (2019) mentioned that 21st-century learning focuses on 4C that comprises creativity, critical thinking, collaboration, and communication. Proper support of digital literacy and technology use is essential to nourish the overall teaching-learning process. With the current advancement in technology, various borderless classrooms and innovative teaching-learning activities are available. Therefore, strongly believe that the quality improvement on online education in Pusat Tuisyen Seri Minda Muda would gain better customer satisfaction in retaining student enrolment. The implementation of flipped classroom as an innovative teaching strategy is a techno-structural intervention that aims to improve overall quality of online learning in Pusat Tuisyen Seri Minda Muda. The review work of Siti Fatimah et al.(2019a) demonstrated that flipped classroom is a popular model of innovative teaching strategy in Malaysia. They concluded with the positive practicability of the flipped classrooms in various disciplinary and different class settings at both higher education and school level in Malaysia.

1.3 Research Questions

There are three research questions identified in this action research, that are:

1. How do I improve the online teaching quality in the tuition centre?
2. How do I increase the student satisfaction of secondary students over online learning in the tuition centre?
3. How do I increase the student performance of secondary students over online learning in the tuition centre?

1.4 Research Objective

The research objectives set in fulfilling the aims of this action research are:

1. To improve online teaching quality by implementing the flipped classroom;
2. To improve the secondary school students' satisfaction through flipped classroom intervention;
3. To improve the secondary school students' academic performance through flipped classroom intervention.

1.5 Scope and Limitation

In order to answer the problem statement aforementioned, the researcher would conduct action research through the two-cycle of the intervention implementation process. The study subject of this action research is Pusat Tuisyen Seri Minda Muda while the scopes and boundary limits are:

1. The total duration of this action research is 18 months that is from October 2020 until March 2022;
2. The intervention was conducted on the selected secondary school student because Zakaria & Md Yunus (2020) noted that the success of flipped classrooms is largely dependent on student's self-disciplinary while younger students tend to have lesser independence and required more guidance;
3. This action research applies a quasi-experimental research design whereby subjects were assigned to groups in accordance to non-random criteria. Gopalan et al. (2020) stated this research design could effectively reflect on how the implemented intervention causes a significant change in the observed outcome;
4. This action research is mixed-method research where together the qualitative and quantitative methodology adopted in cycle one to measure the teaching quality and student satisfaction while cycle two focuses on

quantitative methodology in measuring the learning quality. By replicating the four steps proposal of Chun & Sathappan (2020), the researcher conduct the data collection after the implementation of flipped classroom intervention whereby the respondent could give greater reflection with accuracy;

5. The qualitative measuring variable is teaching quality whereas quantitative measuring variables are the student satisfaction, learning quality, service quality, student engagement, academic performance over the flipped classroom.

1.6 Researchers Role

The researcher serves as an independent consultant to the client in solving the problem that arises in the time of COVID-19. This action research aims to introduce flipped classroom implementation as a techno-structural intervention to retain student enrolment in Pusat Tuisyen Seri Minda Muda during and post-pandemic. The ultimate goal of action research aims to introduce the total quality management framework as the underpinning theory in improving the operational quality to retain students through higher customer satisfaction attainment and improve the company's overall operational performance as a long-term goal.

1.7 Research Ethics

The following research ethic adhered throughout the research period:

1. Data in any form collected in this study shall remain confidential, and shall not be disclosed or published without granted permission;
2. There is no conflict of interest in this research.

1.8 Significance of Research

The implementation of the flipped classroom within the total quality management framework would assist Pusat Tuisyen Seri Minda Muda to retain students through an improved level of student satisfaction. The implemented intervention, the flipped classroom implementation, could make positive changes in the business environment to the cooperated company. The online teaching and learning quality of flipped classrooms is better than the conventional method, owing to better service quality and enhanced student engagement. In addition to the industry implication that is assisting Pusat Tuisyen Seri Minda Muda in improving student satisfaction, equally importantly, this research output also delivers theoretical and practical contributions that are:

1. An effective innovative teaching strategy that suits the private education industry in Malaysia was recommended;
2. A new research direction where no former research conducted pertaining the flipped classroom implementation in private tutoring services was formulated;
3. A conceptual framework improves understanding of total quality management in educational industry was proposed;
4. A new equation that demonstrates the association of student satisfaction over learning quality, service quality, and student engagement was developed;
5. A few publications that could act as documentation in supporting ongoing knowledge generation in respect to flipped classroom implementation in Malaysia setting;
6. A little effort in tackling UN Sustainable Goals 4: Quality Education was contributed.

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APPENDIX H LIST OF PUBLICATION

A. Indexed Journal paper

1. C. S. Tan, N. Zakuan, M.I. Abd Aziz. Trends of Blended Learning and Flipped Classroom in Malaysia. *Arabian World English Journal*, 2nd Special Issue on Covid19 Challenges (2), 290-301 (**Indexed by WOS**)

B. Non-indexed Journal paper

2. C. S. Tan, N. Zakuan, M.I. Abd Aziz. (2021). Improving Quality Pedagogy in Malaysian Tuition Centre through Flipped Classroom: Action Research. *Innovative Teaching and Learning Journal*, 5(2), 40-48.

C. Non-indexed Conference Proceeding

3. C. S. Tan, N. Zakuan, M.I. Abd Aziz, S.Z. Omain (2021). Tutor's Viewpoint on Implementing Flipped Classroom in Tuition Centre. *15th International Malaysian Educational Technology Convention, Perak, Malaysia*, 9-10 October.
4. C. S. Tan, N. Zakuan, M.I. Abd Aziz, (2021). Flipped Classroom Changes Pedagogy in Tuition Centre. *The Second International Professional Doctorate and Postgraduate Symposium 2021*, Johor Malaysia, 25 September.