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Alternative Pedagogies Used by Teachers in Teaching History During the Covid-19 Pandemic

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ABSTRACT

The topic of the alternative use of the pedagogies in the teaching system of Malaysia deals about the pedagogies used by the teachers help in the proper understanding of students and help them study in a more focused and distinct way. The teachers use the methods of reviewing the systems and analyzing the data that has been published, critically, to provide a deep learning knowledge to the students. The research has been done on the alternative pedagogies used in teaching processes and the impacts of these alternative pedagogies in the student motivation. In the findings and discussions, the research has been done based on the primary qualitative data that has been collected according to which the surveys have been conducted. After the completion of all the necessary practices and strategies of the teachers, a feedback round is conducted where the students are required to fill in the forms and answer about the various learning processes that impacted them and helped them grasp the desired knowledge. In case of primary data collection method, an interview has been where the history of pedagogical approach is analyzed. In summary part, the overall view of the study is discussed which fulfils the approaches of pedagogy by the teachers in the covid. This provides a continuity of education process and motivates the students to develop their skills and make a sustainable develop in future. The study provides an outcome of student's satisfaction in their education in covid which also provide them psychological balance in learning.

Contribution/Originality: This study is one of very few studies which have investigated the pedagogy used by teachers in teaching history during Covid-19 Pandemic. This study contributes the alternative pedagogies that can be use by history teachers to improved student's perception in history subject.

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1. Introduction

“The Covid-19 pandemic” made a disruption in education, affected students and teachers used alternative pedagogies to keep the learning and teaching process maintained. Many countries have implemented many teaching initiatives, remote learning and pedagogies in the emergency response to covid. Teachers along with the countries tried to reach students, understand their implications and provide them learning through online platforms. This “pandemic” created a crisis and made it hard for the education system of Malaysia to continue. The study provides an overview of different measurements, and initiatives taken by Malaysian governments to endure the crisis. Pedagogical learning helps students to create innovative ideas through “differentiated instruction, inquiry-based learning”. This enhances the learning process and engages students in the pandemic through encouraging activism.

1.1. Research Background

"The covid-19 pandemic" has badly affected the education system and socio-economy of Malaysia and enhanced the anxiety level of students. The government takes many policies in health, public and education to make a progress in the pandemic and control covid's impact. The students are not ready mentally or physically for the sudden changes because this is unknown to them and they are not aware of its impact (Aziz et al., 2022). The pandemic creates a lot of stress and suicidal attempts for the students and the employees due to losing jobs and the close of the educational institution. The Malaysian government tries to mitigate the mental health issues of the students and create sustainability in their learning process. This has a psychological impact on the students which changes the cultural norms, behaviour of students and their frameworks throughout the regulations (Chan, 2022). The general public and students ignore going to school, and colleges and lockdowns impact the students and their families with psychological distress.

This search has the primary aim of investigating the impact of pandemics on the students of Malaysia and changing the daily guidelines of a student’s life. The Malaysian government first took the “Movement Control Order '' to fight against the pandemic and provided many restrictions, rules and regulations in the country (Djajadikerta et al., 2021). The government restricts the shops through operating procedures and closes the education sector like schools, colleges, and kindergartens. Lockdown measurements and school closure help in reducing the covid impact and the daily disruption in their routines of learning. Many training and therapies help students to develop their progress during the “covid outbreak” and also teachers internally support the children to maintain their learning (Etando et al., 2021). Alternative Pedagogies by teachers help students in fostering creativity and building social responsibility through effectively addressing societal problems.

Pedagogies enhance the teaching process and emphasise teaching goals through creative, innovative education. This also builds social and global responsibility and provides the importance of engagement in learning through the implementation of learning approaches (Paristiowati et al., 2022). Pedagogical principles ensure individuals’ learning and it helps the students to equip theoretical and academic knowledge through diverse development. Malaysian teachers used the pedagogy to develop students’ interpersonal values, ideas regarding their health, social, practical skills and critical thinking ability (Ewim & Uduafemhe, 2021). They implement theories and practices

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which are very effective in their learning experience which include “personal growth and skills training”. This helps to improve their “long-term memorisation”, and increase their “gratification in the learning process” through theoretical studies.

1.2. Objectives

i. To Identify the impact of a pandemic on students' education in Malaysia
ii. To determine the process of alternative pedagogy used by Malaysian teachers in the education system
iii. To determine how alternative pedagogies impacted the student's perception of education
iv. To understand the behaviour of students towards alternative pedagogy in the Malaysian education system

2. Literature Review

2.1. Use of alternative pedagogies in teaching

The covid-19 outbreak has created havoc in all parts of the world. Therefore, it has impacted several areas, particularly the education sector. Providing education to the youth of the country is very necessary and as per the research of Bures et al. (2022), covid-19 has impacted education hugely. Students have literally stopped taking regular classes and their motivation for studies has almost gone. That is the reason the teachers have adopted several pedagogies to bring back the focus of the students so that they can be motivated gain to study with the same zeal and enthusiasm as it was before the pandemic (Chet et al., 2022). Throughout the world an online system of education has been established and according to that, the teachers have been adopting the pedagogies. The alternative pedagogies adopted by the teachers are slightly different from the mainstream pedagogies. As per the research of Byrne and Carthy (2021), an alternative pedagogy consists of the open classroom, a close relationship between students and teachers, and comprises different methods of teaching and learning. There are various fields or attributes that are taken into consideration during the alternative or the non-traditional methods used by the teachers and these fields are needed to be considered by every teacher willing to apply these approaches. They are “mutual respect” which is a very important aspect as the teachers and students both need to share a mutual respect for each other and have patience with the learning processes of the teachers, “a proper balance” is necessary to maintain the decorum of the learning process, and “non-interference of any other higher authority of the school” is very much needed by the teachers to conduct a smooth and effective learning process.

These pedagogies used by the teachers help in the proper understanding of students and help them study in a more focused and distinct way. The teachers use the methods of reviewing the systems and analyzing the data that has been published, critically, to provide a deep learning knowledge to the students. According to Coancă (2021), they also use several tools to analyze the methods and learning processes that can be well absorbed by the students. After getting through with the proper learning procedure, they conduct a question-answer round for the students to find out the level of grasping that they underwent and the amount of knowledge they gathered. Since most of the classes are conducted online, the question-answer round has been conducted via the online platforms in an MCQ mode. These questions were intriguingly answered by the students and were constantly monitored through the college or school’s webcam. After the completion of all the necessary practices and strategies of the teachers, a feedback round

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is conducted where the students are required to fill in the forms and answer about the various learning processes that impacted them and helped them grasp the desired knowledge. Therefore, this method was extremely beneficial as it helped the teachers understand the areas they were lacking in and needed to strengthen more to teach the students (Heriyanto et al., 2022).

2.2. Impact of alternative pedagogies in motivating students after covid-19

The beginning of anything new or any kind of strategy that is used for the first time needs immense effort and huge patience for it to get comfortable. Therefore, as per the findings of Gillaspy and Vasilica (2021), the students have been affected both positively and negatively.

2.2.1. Positive

a) Students have been given several learning equipment's in their homes so that they can make the best use of them to gain the desired knowledge. The distribution of kindles and laptops has actually helped them in the evaluation of their learning skills.
b) Online resources are also provided in different languages that have helped the students from different cultural backgrounds to understand and emphasize their learning techniques (Jiang et al., 2021).
c) The schools which are being conducted offline are also providing the opportunity of free meals so that the less fortunate students are able to derive the most out of it. Therefore, this is an immensely good initiative by the schools and colleges (Leonardo & Cha, 2021).
d) The student has also learned the proper use of technology and the classes that were conducted to teach computer and technology are no longer needed because the provision of online classes have helped them gain the best knowledge and its regular use have less made every student proficient in it (Laleh et al., 2021).

2.2.3. Negative

a) Parental engagements have excessively increased and this has contributed severely to the low morale of the students as they are used to studying independently without any hindrance. Therefore, staying at home has adversely affected their method of learning (Lee & Insung, 2021).
b) The use of computers and other gadgets has increased so much that the student spends most of their idle time on computers and this has quite noticeably reduced the impact of the learning processes.

2.3. Styles of alternative pedagogies in teaching

The various styles and strategies as shown in Figure 1, have to be implemented by the teachers in order to apply an effective pedagogy in the learning processes of the students. As per the research of Castañeda-Trujillo and Jaime Osorio (2021), the several pedagogies used by the teachers to plan an effective learning process includes,

a) *"Systematic reviews":* The various information analyses are a part of this step. A proper analysis of the published studies is done and the students are provided with the information of the proper analysis based on the learning topic.
b) *"Meta-analysis"*: This is conducted based on the data received from the studies that are already published (Matthews et al., 2021).

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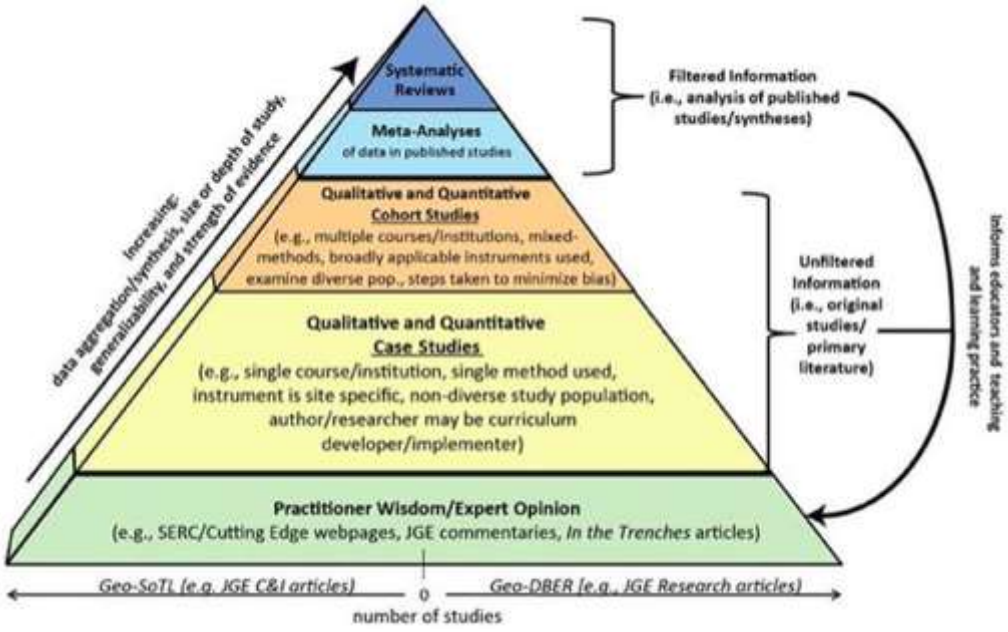
c) *"Cohort studies":* This is the qualitative and quantitative approach of the framework that deals with the use of several mixed methods that are used for teaching like questionnaires, journals, resource tools, etc., and this step is necessary to minimize biases among teachers and students (Nasim & Sima, 2021).
d) *"Case studies":* this is also considered to be a qualitative and quantitative approach where only a single method of teaching is used where the journal site is a specific site and only one author is referred to in this particular teaching method (Petrila et al., 2022).
e) *"Expert opinion":* The final and foremost step is the opinion of the experts according to which the teachers provide information to their students about the particular journal that they are considering for teaching (Mcnair et al., 2022).

Figure 1: Styles of alternative teaching used by the teachers



Source: Herodotou et al. (2019)

2.4. Issues and problems

2.4.1. Issues during the pandemic

"The Global Pandemic" has affected the "tertiary education sector" in Malaysia and created financial pressure on the student as well as the government. Private and public schools, and universities in Malaysia face disruptions and the pandemic creates a risk of unemployment. The pandemic causes a lot of issues like the non-renewal of teaching contracts which affect the livelihood of the people and disrupts their daily life (Gavriluță et al., 2022). Scientific research classes have also been affected due to the absence of physical access and the conduct of experiments. This pandemic creates an urgent action to curb 'learning disruption', and increase an educational budget to protect education from the outbreak. Millions of students stop going to school which creates humanitarian crises, conflict and disaster in their education (Umar & Ko, 2022). A contingency plan can ensure the educational rights of "children, young and adults" and the government should give priority to that (Hashemi, 2021). Many students have to stay away from their houses as they are unable to come home due to lockdown and they are unable to plan. The study describes encountered challenges by the students, and taken strategies, and pedagogies

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by the teachers to sustain the education. School closure due to lockdown reduces the infection risks but it creates an extreme change in students' daily routine and their behavior (Ilangarathna et al., 2022). The pandemic hampers the education system, reduces the output of learning and creates a national crisis through unemployment. The government safeguards the education system by taking effective initiative, and many "modes of educational growth". The pandemic impacted millions of kids' lives, decreased productivity in learning and stopped their learning due to debts. The Malaysian governments make "clear and actionable guidance" to prevent pandemics and make the lives of people safe (Miyah et al., 2022).

2.4.2. Problems in doing the research

I face problems at the time Gathering information during the pandemic and all the information is not also adequate and justified. This becomes harder for me to make interviews with students and take other opinions on the impact of Covid on education. I also face financial problems in doing the research because of the lack of availability in the transportation system during the lockdown. Several restrictions also create many problems regarding doing the research. The lack of respondents and lack of proper evidence also created a distraction for me. I cannot do proper group discussions which can help me to do further good research through acquiring the required piece of evidence.

3. Methodology

3.1. Qualitative research

There are mainly two types of research strategies that researchers follow, including qualitative and quantitative research strategies. This research follows the primary qualitative strategy by conducting interviews (Jiang et al., 2021). Qualitative research has been selected in this study to determine the current challenges faced by the education system in managing the structure of education after the pandemic. The primary qualitative data collection process has been followed in this research to identify the potential impact of alternative pedagogy in teaching history during the pandemic (Prodhan Mahbub et al., 2022).

3.2. Participants

31 participants are selected from the Malaysian university students and teachers to conduct interviews by creating a Likert scale. Interview questions are created by the Likert scale and information is gathered through the google survey process to make a descriptive analysis of the use of alternative pedagogy in teaching.

3.3. Thematic Data analysis

The thematic data analysis process has been selected to identify the use of alternative pedagogy in the Malaysian Education system. Themes are created based on the objectives and analysis given in the result of the interview and primary qualitative data analysis. Thematic analysis is very important to summarise the "key features of a large data set" and help the researcher to focus on "well-structured approaches" (Kaur et al., 2022). This analysis is unsupervised, and easily captures the new algorithm training and sets up advanced categories. This is a quick method to do the research and identify the

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pedagogical teaching of teachers in Malaysia during a pandemic. Qualitative research helps in the development of themes, understanding of the texts, and enhancing the academic endeavours of the students (Laato et al., 2022). Thematic analyses also build psychological discipline on several topics and apply the "personal and theoretical knowledge". This helps to acquire the best knowledge of the given topic and analyse its rigid results. This helps the researchers to analyse the "big texts and can work in a team" and develop several themes. The thematic analysis also creates analytical options, enhances the experience of the researcher and educates the people (Michael, 2022).

3.4. Interview protocol

There are five parts of structured interview protocols such as:

i. Researchers have to ensure that the interview question is based on the research questions and objectives to make a successful result from the close-ended interview.
ii. The researcher needs to conduct an enquiry-based conversion strategy to make alignment with the research goals and objectives
iii. Gather responses in the interview protocol and analyse the information by data analysis techniques.
iv. Develop a pilot strategy for monitoring the interview process.

3.5. Data Analysis

The interviewers used a primary data collection method to determine the relevant pieces of information of alternative pedagogies and also for gathering all types of necessary information. The researchers have also used a questionnaire to conduct the survey and interview session with five correspondents who are the teachers of the institution who follows or will follow the protocols of alternative pedagogies. In the present study, all the relevant themes have been made based on the usage of alternative forms of teaching methods and the various methods used in the classroom.

4. Findings and Discussion

An interview process has been conducted according to which the review of five teachers has been taken down and important data has been collected from the process. Using the data from the process several themes are analyzed and help in concluding and they are:

4.1. Theme 1: Method of usage of alternative pedagogies in teaching history

An interview session has been conducted where the teachers were asked How are alternative pedagogies used by teachers in teaching history? In reply to this several answers were noted down which proved to be beneficial for the teaching process. A total of five teachers were interviewed and teacher 1 said that alternative pedagogies are used by the teachers to make learning more effective whereas teacher 2 argues that it creates a more improved and advanced method of learning, this method is used by them. Teacher 3 and teacher 5 argue about the same points and they are Alternative pedagogies are used because the primitive methods of teaching have become monotonous and students find it boring and much information has been provided regarding alternative pedagogies that the teachers use to initiate the learning process, respectively. Teacher 4 replies that alternative pedagogy is the best alternative teaching method during the pandemic.

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4.2. Theme 2: Creating an effective mode of communication using alternative pedagogies

An interview session has been conducted where the teachers were asked how can teachers create an effective mode of communication with students via alternative pedagogies. In reply to this again the five teachers were interviewed and they gave different opinions of their thoughts about the usage of alternative pedagogies. Teacher 1 told that the teachers can conduct a one hour class to discuss the various teaching forms which will be proved effective shortly. Teacher 2 told that teachers have to encourage students by either holding a live class or face-to-face communication to enlighten the students about the teaching forms. Teacher 3 told that various sessions have to be created to meet the necessary norms of the teaching. Teacher 4 told about the presentations that have to be made, questionnaires have to be made which will help to create an interest among students. Teacher 5 told that face-to-face discussions prove to be the most effective which also helps in solving the doubts among the students.

4.3. Theme 3: Problems faced by teachers while using alternative pedagogies

An interview session has been conducted where the teachers were asked What problems are faced by teachers while conducting a class based on alternative pedagogies? Teacher 1 told that a lack of pre-knowledge disrupts the learning process along with the argument by teacher 2 who said that students sometimes do not coordinate with the teachers which make them incapable of learning something new and disrupted the learning process. Teacher 3 told that sometimes the timings of the sessions do not match with the students and the teachers too that the reason it becomes difficult to teach. Teacher 4 and teacher 5 concluded by saying that teachers themselves create such presentations and content that become uninteresting for several students and also the irregularity of the students creates a lot of problems as it disrupts the teachers from conducting and proceeding with the class if all are not aware of what is going on.

4.4. Theme 4: Satisfaction of teachers while using alternative pedagogies

The question asked was how are teachers satisfied with the process of using alternative pedagogies? In reply to this teacher 1 told this method proves to be very much different from the primitive method used by the teachers. Teacher 2 argues that new technology becomes interesting for the students if implemented well. Teacher 3 made confusing replies and teacher 4 told these prove to be an innovative method and students show a keen interest in the learning process. Lastly, teacher 5 told that this gives a lot of information about the new teaching methods and creates a strong comparison between the traditional and the modern methods of teaching.

4.5. Theme 5: Role of alternative pedagogies in teaching history

Based on the interview conducted the question that was asked was What is the main role of alternative pedagogies in the teaching history, in reply to that teacher 1 answered that Alternative pedagogies are very useful in Covid-19 and prove to be very effective whereas teacher 2 said that it is very necessary for the teachers to teach about the various methods that can be implemented during a crisis. Teacher 3 and teacher 4 told that it helps in creating a good and composite structure of the teaching process and also influences the teachers to teach something new to the students. Lastly, teacher 5

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concluded by saying that it influences the students to learn something new that helps in their proper evaluation.

5. Impact of the pandemic on the education system in Malaysia

The pandemic has disrupted the system of education severely. Therefore, this has created a severe change in the educational system of Malaysia. Previously the students used to go to schools and colleges and move out of their comfortable spaces and mix with people from various cultural backgrounds which helped them in their personal growth too. Not only Malaysia but no other country was also prepared beforehand to convert themselves into the mode of online platforms at such lightning speed. They had to cope with the changing times and bring about these changes so that education is not brought to a halt and the students continue to pursue them. As per the research of Pischetola (2021), there were several impacts of the pandemic on the education system in Malaysia and they are as follows:

a) The pandemic has caused the students to move from their areas of social interactions to the areas of being alone. This impacted their psychology too as they were not able to mix with their peers and the sense of competition that revealed among them, was ceasing in due course.
b) Digitalization was bettered and the use of technology gained a better sphere. The students were starting to get enlightened about the computer and technology where they had to take specific classes for it. This helped the students learn more technical skills which led to the betterment of their other professional skills (Rahayu et al., 2022).
c) Malaysian infrastructure is too good for education hence, this brings about the idea of launching several applications through which the classes can be conducted and the assessments can be taken. The entire system shifted to the personalized applications that they used, to conduct their classes (Rajeh et al., 2021).
d) The teachers also uploaded the resources on the web and hence, these resources were accessible to anyone, not only to the particular students of the schools but also from the other schools or universities. This also helped the less privileged students and helped them gain knowledge without having to bear any expense for it (Prodhan et al., 2022).

6. Alternative pedagogy techniques used by the teachers in teaching history

As far as teaching history is concerned there were also several alternative pedagogies used but they were not a result of a pandemic that came into play. According to the research of Samson et al. (2022), there were several other techniques used by the teachers previously that impacted the education of the students and they included the *"chronological approach"* and the *"thematic approach".*

6.1. Chronological approach

The chronological approach as shown in Table 1 constituted the goals and objectives that were set by the teachers before starting the lesson. The students were also expected to have knowledge about the particular topic beforehand so that it would be easier for them to grasp the knowledge that was being delivered by the teachers. To determine the pre-knowledge of the students, the teachers held a small assessment before starting the topic and this helped them to properly analyze which students had the maximum grasp of the

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topic and which students possessed the minimum knowledge. There were several procedures conducted by the teachers at the time of teaching their subjects (Scott, 2021).

Table 1: Chronological needs

Time (one hour of class)	Procedure teacher does	Aim
First 10 minutes	Motivation	The teacher aims to provide pre-built knowledge to the students that helps them to gain motivation and the teacher creates the zeal of learning something new.
Next 10 minutes	Teaching	The teacher teaches the lesson and provides all the necessary information that might be helpful for the students to plan their academic goals.
Next 15 minutes	Group work	This time is given to the students to perform a group work based on the present-day topic as per the assessment topic given by the teacher. This helps them in building communication.
Next 15 minutes	Individual work	This is equally important as it aims to build the confidence among students who lag behind and are stage shy. The teacher provides certain related topics to the present topics.
Final 10 minutes	Closure	The final step is where the teachers assess every student individually as well as while they perform in groups. They are then given a small assessment sheet where they are required to write the answers to the present-day topic questions.

Source: Jude Bokovoy (2022)

6.2. Thematic approach

The thematic approach focuses more on the topic that is given and lays stress on the collection of evidence from the following prevailing topic that helps to analyze the proficiency of the students in solving the particular topic. According to the findings by Treve (2021), the analysis method used for the thematic approach is quite similar to the chronological approach however there are certain differences like the use of evidence to support the learning process and the holding of several assessments and questionnaires.

7. Impact of alternative pedagogy on the student's behavior

Alternative pedagogy has several approaches to the behavior of the students and these impact them in the following ways:

i. It increases the ability of the students to socialize among them and helps them to gather confidence about themselves and the other relevant areas.
ii. It also helps in removing alienation that is very much prevalent among the students.
iii. Alternative pedagogy also provides huge flexibility to the students and provides them a vocational platform that helps in emphasizing the importance of school in the later spheres of life (Whalley et al. 2021).

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iv. This also creates a sense of responsibility among students and helps them to be responsible for their own morals and behavior that will help them determine their success and the goals that they are setting for their lives (Yikici et al., 2022).

8. Conclusion

The research describes the impact of the "covid-19 pandemic" which creates many implications in the education sector of Malaysia and makes a pause on regular classes of students. This study provides a brief description of the pedagogies taken by Malaysian teachers to prevent the outbreak and make sustainable development in education. As opined by Rahayu et al. (2022), the adaptation of pedagogies provides students with an open classroom and an effective relationship with teachers and builds mutual respect toward others. This study helps to maintain a proper balance in the education system and provides a brief knowledge of education and the effect of the outbreak. As per the data of Riofrío-Calderón and Ramírez-Montoya, (2022), the teachers use many effective methods, several tools, and technologies to enhance the knowledge of students. "Proper learning procedure" helps in finding the grasping level and gathering knowledge through the online platform of learning in the form of quizzes, MCQ modes and "Question-answer analysis". The feedback method also provides a chance to rectify their implications, better understand their strengths or weaknesses and overall monitor their skills (Shaheen, 2022).

Strategic changes, and several 'learning equipment' provide students with a desirable knowledge and evaluate their learning skills. Online resources provide the student's knowledge to learn different languages and enhance the learning techniques of the teachers (Shijian & Andrew, 2022). The government takes good initiative; teachers make opportunities for the students and provide "proper knowledge in technological uses" which makes them efficient. Parental engagements and alternative pedagogical styles also help them mentally in their learning process. The survey, data analysis, case studies, and journal help to do the research and these are very significant to understanding the pedagogical teaching process in the outbreak. During the survey, many people and students are not ready to answer questions for their lack of knowledge. Pedagogy motivates students in engagement, promotes their learning and supports them with generic information. Pedagogical practice in teaching enhances the "growth of human consciousness" and emerges a progressive future. This makes an identity in creating responsible behaviour and understanding their mistake to rectify urgently. Pedagogy provides students with a changing atmosphere and developing society.

The teachers in Malaysia adopted the approaches of Pedagogy in the covid to provide valuable knowledge to students and wisdom to the children to properly guide them. The study describes the issues, problems, and students' understanding of cultures and building of prior learning. Pedagogy provides an idea of the previous learning process, attitudes and development process of the learners. Teachers provide important and "meaningful course information" which builds responsibility in nation-building and character-building in their future. This pedagogy approach is collaborative, integrative, reflective and constructive. This helps to understand questions, make questions, encourage a "cooperative learning environment" and improve teaching quality (Pauline et al., 2021). This provides a drastic improvement in the teaching quality and understanding of the main material of education through learning outcomes.

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Implementation of pedagogy encourages the students to work together collaboratively and increase learning perceptions. The pandemic has provided a lot of unknown knowledge and ideas in the education system and also increased technological advancement. One of the primary needs of the students in higher education institutions is to focus on the learning process and its outcomes. Some activities can be developed for helping the students' learning needs and to create a better understanding of different aspects of business management. Thus, students who are coming from different backgrounds can feel safer and included in an organisation (Krishnan & Hassan, 2021). Thus the organisations set a foundation for the creation of flexibility in their learning environments according to the internal or external changes. Recently after the COVID pandemic hit the entire world and forced the learners all across the globe to be home-bounded as per the safety protocols for social distancing. The institutes were also shut down due to the same reason that confused the educators and the authorities on how they should continue their teaching process in such conditions. Thus, they came up with the idea of the E-learning process via a "*Virtual Learning Environment"* and took classes and took exams so that the learning process and sessions would not get interrupted.

Technology enhances the learning procedures and minimises interaction time with the teachers. This also helps them to become good leaders in the future and eliminates their monotonous learning process. Their creative thinking lowers the implications of learning and analyses their strengths and better improves their learning. That also provides better outcomes and enhances the mainstream of the ' 'learning community" through online engagement in social media. This approach also provides a sustainability development in the communication between teacher and student through a better way of communication. Teachers can easily understand the weakness of students and guide them properly through the pedagogical approaches. These techniques also set actions by teachers, mitigate their several daily problems in life and encourage them to think deeper. This approach helps the Teachers to understand students' throat and neck hem beliefs on a specific topic. That also makes a cultural difference among the students and makes solutions to their everyday problems. Therefore, these provide gaining skills and subject knowledge to mitigate psychological problems in the covid period and make responsible ways of learning (Singh-Pillay & Naidoo, 2020). Continuous assessment improves the skills of students, makes target outcomes and encourages their teamwork. They also develop their cognitive approaches through data analysis, course application, evaluation and detailed analysis.

Ethics Approval and Consent to Participate

The researchers used the research ethics provided by the Research Ethics Committee of Universiti Kebangsaan Malaysia (RECUKM). All procedures performed in this study involving human participants were conducted in accordance with the ethical standards of the institutional research committee. Informed consent was obtained from all participants according to the Declaration of Helsinki.

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Conflict of Interest

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