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# Thinking Outside the Box from The Perspective of a Malaysian School Administrator During A Pandemic as A New Educational Form

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## ABSTRACT

The purpose of this study was to describe Out of the Box from Malaysian School Administrators' Perspective During Pandemic. We did a literature review to explain this matter. We believe that this study can be used as a reference for the education perspective.

## ARTICLE INFO

## 1. INTRODUCTION

The Coronavirus Disease (COVID-19) has brought the world to a halt, but it has also revealed flaws in the educational system and provided an opportunity for new standards and adjustments to take hold. No one can foresee the full impact of the pandemic on the global economy, but there are clear decisions to be made at this critical juncture (Bringle *et al.*, 2016b; Heimans & Timms, 2014). To do this, school administrators should provide support to executive leadership and share the burden while maintaining appropriate management separation. The way school administrators carry out their duties at this time will be a key component in an organization's ability to emerge from the current crisis and move forward into a new age of economic recovery and opportunity for all stakeholders (Al-Alawi *et al.*, 2019; Cavazotte *et al.*, 2013; Hallinger, 2018).

Today, online education is a topical topic that is causing widespread concern in many countries. However, we must continue to educate our children and young since idleness is incompatible with the constitutional foundations of civil society. The field of online pedagogy is gaining traction. Online, or digital, teaching is quickly becoming a viable alternative to traditional face-to-face teaching and learning. Countries all around the world have made many successful attempts at online education in the era of mobile internet, but online education is more of a supplement to classroom education, and large-scale normal online education lacks cases.

The manner of learning, on the other hand, is mostly determined by the motivation of the students; this desire must come from the students themselves. Students must be provided regular opportunities to interact with norms through self-reflection, peer and class assessment, and discussion in addition to engaging in their formation. The COVI-19 crisis's abrupt and unpredictable nature, as well as its impact on labor and businesses, necessitate a rethinking of our way of life. 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.

Without a doubt, everyone's work is being re-evaluated in terms of its importance and nature. The truth is that teaching online is difficult, but it is possible and gratifying. With an increase in enrolments in online learning, more people are using their time during the Movement Control Order to create new skill sets. As a result, our government's efforts to break the transmission chain fast while keeping our students' competence must be backed up.

Post-Movement Control Order (MCO) education will continue to rely heavily on digital learning. Aside from improving internet access and ICT facilities, the current exam-centric, the fast-paced educational system must reform (Pursel *et al.*, 2016; Schankin *et al.*, 2016; Zhou *et al.*, 2020). Regardless of their status or location, e-learning platforms give educators and students with access to resources they would not otherwise have (Helms *et al.*, 2015). During the MCO, this became brutally obvious.

The current system's concept of success is limited, focusing mostly on grades rather than outcome achievement, competency, and character development. Every additional MCO day will have a negative economic impact. Global oil prices have plummeted to new lows as a result of the COVID-19 epidemic, exacerbating an already dire situation. This makes it considerably more difficult for Malaysia to relaunch its economy while remaining fiscally responsible. As a result, it is now more important than ever to think outside the box to boost the government's resources to fund its post-COVID-19 economic recovery (Husnu *et al.*, 2016; Azmy *et al.*, 2016).

## 2. METHOD

This study discussed new norms in the world of education, specifically regarding the perspective out of the box from the Malaysian school administrator's perspective during the pandemic. We did a literature review to discuss this matter.

## 3. RESULTS AND DISCUSSION
### 3.1. Think Out of The Box

COVID-19 is a pandemic that demonstrates how globally interconnected we are. Isolated situations and acts no longer exist. Different ways of perceiving and arranging the world are required in the post-COVID-19 era. Educators all over the world are discovering new ways to do things differently and with more flexibility, which could improve access to education for kids all over the world (Rodriguez & Rodriguez, 2015). The system exists in Malaysia; however, some factors may be done to improve it (Dolhan & Ishak, 2017). 'When you think outside the box, the box goes away,' is a good way to summarize thinking outside the box. Consider rescheduling classes to accommodate remote learning. Thinking outside the box is difficult since it entails stepping out of one's psychological comfort zone, becoming open to new perspectives, and being prepared to experiment (Naseri, 2019).

Young people demand resilience and adaptability abilities in this ever-changing global environment, which are proven to be critical for efficiently navigating through this pandemic. Thus, if that's the worst-case scenario, what should institutions do to avoid it? Understanding how to learn needs more than just knowledge of study techniques. Emotional intelligence, emotional wellness, and a grasp of the learning process are all linked in some way. As a result, we may conclude that a good learner can think outside the box and that because instructors, by definition, are also learners, those effective teachers are also out-of-the-box thinkers (Stapa & Mohammad, 2019).

There are a few rules to follow in addition to marshaling all of their resources to provide students without internet connectivity with the support they need to teach and study online. To begin, develop active learning experiences that include synchronous communication, obligatory class sessions, numerous opportunities for students to answer questions and defend answers, debate their peers, solve issues, and other similar activities (Zhou *et al.*, 2020). While Zoom may be an appropriate technology for this, schools may also consider employing an active learning platform. Second, keep in mind that, unlike MOOCs, online learning is not about placing the class front and center. That means that showing a multimedia clip, anything from Khan Academy, a small simulation, or allowing students to teach each other might be a better way to teach particular topics than using lecture capture tools.

### 3.2. New Norms in The World of Education

The agreements we form with one another are known as norms. They represent communal goals, and as such, all students in the classroom should be able to participate in their construction. Students must be able to describe and explain norms because they exist to be used by them. Furthermore, selecting a few norms encourages student acquaintance with and ownership of the rules. Amid this crisis, the community must be empowered, and parents and teachers must band together to develop a robust support system (Schankin *et al.*, 2016). When children are at home, parents play an important part in their education. This includes creating a comfortable study atmosphere and minimizing distractions. Parents must set the correct priorities and remain devoted. Teachers and schools must develop techniques to ensure that learning objectives are met (Pursel *et al.*, 2016). When it comes to using online

platforms, children require assistance. Parents and guardians must also possess pedagogical skills to assist their children with online lessons. However, we remain confident that things will finally fall into place (Naseri, 2019).

Schools must communicate with parents transparently and consistently. There is a need for a guide for parents who are juggling a distant job, domestic obligations, and assisting their children with schoolwork. Parents and guardians can also create their support network by participating in chat rooms and social media groups to share their ideas and experiences (Hashim *et al.*, 2020). We require a video library with content prepared following national curricular guidelines and available via digital devices. Consider rescheduling classes to accommodate remote learning. Physical attendance is only required for professors and students to communicate with one another (Schankin *et al.*, 2016). This way of learning, on the other hand, is heavily reliant on student motivation, which must come from within the students themselves. Unfortunately, it will unintentionally separate people who want to learn from those who aren't. Smaller classrooms allow teachers to get to know and engage with kids and parents more easily (Bringle *et al.*, 2016b).

Millions of pupils have been forced into temporary homeschooling circumstances as a result of these risk-management measures, particularly in some of the most severely affected countries, such as China, South Korea, Italy, and Iran. Although these changes have created some discomfort, they have also generated fresh examples of educational creativity. Although it is too soon to tell how COVID-19 will affect education systems around the world, there are hints that it will have a long-term impact on the evolution of learning innovation and digitization. While school closures appear to be a natural approach to establishing social separation within communities, lengthy closures disproportionately harm the most disadvantaged pupils. COVID-19 is teaching us that, like with prior pandemics, preparation is essential (Sangsawang, 2020). While other scenarios exist, several of them anticipate that the COVID-19 outbreak would occur in waves, implying that the response should be cyclical.

### 3.3. Education Nudged and Pushed to Change Could Lead to Surprising Innovations

The COVID-19 pandemic caused a significant disruption in the way we teach around the world. With centuries-old, lecture-based approaches to teaching, entrenched institutional biases, and obsolete classrooms, the glacial pace of change in academic institutions around the world is regrettable. COVID-19, on the other hand, serves as a catalyst for educational institutions all around the world to find innovative solutions in a relatively short amount of time. We've seen learning consortiums and coalitions spring up in recent weeks, with a wide range of stakeholders, including governments, publishers, educators, technology suppliers, and telecom network operators, banding together to use digital platforms as a temporary solution to the situation. This could become a common and consequential trend in future schooling in emerging countries where education is mostly sponsored by the government (Rodriguez & Rodriguez, 2015).

### 3.4. The Digital Divide Could Widen

Most schools in affected locations are finding workarounds to keep teaching going, but the quality of learning is strongly reliant on the amount and quality of digital access available. After all, only about 60% of the world's population has access to the internet. Furthermore, the less wealthy and digitally skilled a family is, the further behind their children are. These children lose out when classes move online due to the high expense of digital gadgets and internet subscriptions. Unless access costs fall and access quality rises in all countries, the gap in educational quality, and consequently socioeconomic inequality, would widen (Bringle *et*

*al.* 2016b). If educational access is dictated by access to the latest technologies, the digital gap may grow much more extreme. Nobody believes that this is the best way to deliver online education. Students may prefer to postpone their course and wait for normal service to resume if the substitute for face-to-face training is proposed as interaction through a forum or a platform with limitations. When students have expectations of face-to-face training, satisfaction levels drop because there is an apparent gap in those expectations, and students may prefer to postpone their course and wait for normal service to resume (Helms *et al.,* 2015). If the substitution is done with a tool that allows for a lot of interaction, this is less likely to happen. Although e-learning from home is unavoidable in the current circumstances, pupils are unable to concentrate as well as they can in a classroom. Message boards, Facebook groups, and, yes, even chatbots are some of the ways that e-learning has attempted to emulate the social features of a classroom. They offer pupils the impression that they are conversing with actual individuals about their assignments rather than staring at an empty message board (Kahn *et al.,* 2014).

The pandemic, on the other hand, provides an opportunity to remind ourselves of the abilities that children will need in this unpredictable environment, such as making informed decisions, solving innovative problems, and, probably most importantly, adaptability. COVID-19's quick growth has highlighted the significance of establishing resilience in the face of a variety of dangers, including pandemic disease, extremist violence, climate insecurity, and, yes, rapid technological development. Limiting the number of pupils in a class, in our opinion, should not be an issue as long as the safety requirements and standard operating procedure (SOP) are strictly followed. Because e-learning is the future of education, teaching and learning through online platforms must be reinforced. The evident potential that has emerged from this era is to "reset," and we can see places where one might rebuild by recalibrating one's mentality. The first thing we need to do is focus more on upskilling and reskilling ourselves.

## 4. CONCLUSION

The COVID-19 epidemic will almost certainly continue to pose obstacles beyond those encountered in ordinary virtual education. Even if the viral outbreak subsides or a vaccine becomes widely available, the transition from online to in-person learning may cause its own set of problems, such as readjusting to higher standards of accountability, weaning off of phone-checking habits, and transferring comments back to hard copies rather than digital notes. Hopefully, these lessons can help prepare people for future difficulties such as epidemics, pandemics, and other natural calamities.

## 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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