Training Requirements among MDTCA Officers for Professional Training Improvement via Mobile Learning

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Abstract: M-Learning is a very suitable alternative for learning in improving professional training development. In order to implement M-Learning, it is necessary to do a preliminary study. There are three main aspects that need to be considered such as content, context, and characteristics of potential users. However, there is no specific study on the Ministry of Domestic Trade and Consumer Affairs (MDTCA) enforcement officers for the use of M-Learning for their training purposes. This case study involves eight experts and the data was collected using quantitative data and interview data. The instrument of this study consists of questionnaires and it was analyzed using frequency and percentage data. The reliability value for the questionnaire was 0.91 alpha Cronbach, besides the interview protocol method for expert validation. The expert was selected purposively based on their experience and expertise in online training. The interview data was analyzed using thematic methods. The findings of the study show that MDTCA enforcement officers need extra training for professional development. Besides that, its shows that training via M-Learning is needed continuously to improve the efficiency of enforcement officers. The implications of this study will improve the quality of training MDTCA Northern Zone Malaysia to enhance the competency of the enforcement officers.

Keywords: Ministry of Domestic Trade and Consumer Affairs Enforcement Officers, M-Learning, Training Quality, Development Studies, Needs Analysis Study

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1. Introduction

M-Learning is a new dimension in learning approach where it can provide more flexible and easy learning platform **(Rakime et al., 2014)**. M-Learning in the context of this study focus on learning through the interaction of the content of teaching modules using the devices belong to the enforcement officers to be used at flexible time. Through this learning approach, the enforcement officers can attend training at any time using their own devices. Mobile devices are now able to perform all functions that involve online and offline learning **(Cassandra et al., 2019; Samed et al., 2018)**. According to Weiqin Chen (2019), it is necessary to consider pedagogical terms of knowledge to learn in a smart learning environment. Knowledge and skills are abstract and complex intellectual concepts **(M.Khairul & S.Zuraida, 2017)**. Therefore, in the situation of the Covid19 Pandemic, enforcement officers face constraints to follow the course conventionally. Due to the situation there are no courses related to the Act organized at the **MDTCA, (2021)** to provide guidance. Thus, a preliminary study has been conducted on the eight experts representing MDTCA enforcement officers. The results of this preliminary study have identified the reason why there is a need to implement M-Learning courses among enforcement officers. All experts confirmed that no more course offers following the spread of the Covid19 Pandemic. This has resulted in section tasks given also increasing. Therefore, supervisors need to have a big role in the employee experience, workload and employee well-being in an organization **(Nerina et al., 2021)**. The MDTCA enforcement officers strongly agree of this M-Learning implementation that attracts enforcement officers to follow it. According to the statement **Norliza, (2013)**; **Syed Ardi & Dr.Zaidatun (2017)**, sharing knowledge and notes is easy by only using the broadband service provided and subscribed through a mobile phone provider to download notes anytime and anywhere. M-Learning can provide a data-sharing center as a reference regarding **MDTCA, (2021)** Acts whenever needed. At the end of the training, the enforcement officer will be given and tested with quiz questions as an assessment. Assessment is an important learning step in a learning process, where it represents activities that make it possible to examine and control the learning process **(Fatima et al., 2018)**. In this regard, enforcement officers need professional training for continuous knowledge improvement.

2. Literature Review

M-Learning is defined in a variety of literary ways. M-learning is a type of specialized learning model that uses a wide variety of mobile technologies **(Yuen et al., 2008)**. M-Learning is also known as mobile learning where it refers to the learning process through the internet or network using personal mobile devices such as smartphones, tablets, laptops, and iPads **(Harvey Singh, 2020)**. M-Learning is a self-learning concept where learning can be accessed through various mobile technologies. Training through M-learning can be followed at

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any time flexibly. Supported **Sarah Flasher (2020)**, M-Learning has many benefits and can leverage in terms of flexibility and access to M-Learning. M-Learning provides the concept of a new learning approach where learning styles using mobile devices enable students and tutors to manage their learning time effectively **(Samed et al., 2018)**. In this study, M-Learning is a medium for professional training development. M-Learning is through gadget enforcement officer to access M-Learning to the flexibility time of the enforcement officer himself.

Enforcement officers need professional training through M-Learning to increase knowledge and skills in the **MDTCA, (2021)** Act enforced. The study **K. Anuar et al., (2017)** stated that appropriate knowledge, skills and, techniques can enhance professional development. Professional training among enforcement officers can improve the quality of work performance. This statement is supported by studies **M. Jyothi et al., (2020)** that training and development play an important role in improving performance in employee's behavioral intentions.

In the development of effective M-Learning, a preliminary study needs to be implemented. It is to identify that the important things that are required are not left out, including the needs and gaps in development. According to **Jack McKillip (1987)**, the process of preliminary study is needed for the problem assessment process and solution methods identified in a population. The process is through face to face interview at MDTCA Office. The results of the needs analysis show a positive response to the development of M-Learning among enforcement officers. Supported by **M. Khairul & S. Zuraida (2017)**, the results of the needs analysis showed a positive response.

3. Methodology

This is a case study that used quantitative methods and interview data. The quantitative instrument is a questionnaire and it was analyzed for frequency and percentage data. From the interview data, it was analyzed using thematic methods. The respondents of this study were selected from eight MDTCA enforcement officers from Penang state. The expert was selected purposively based on their experience and expertise in training online development. Which is two expert respondents from the job position of Assistant Enforcement, two expert respondents from the job position of Assistant Enforcement Officer, and two expert respondents from the job position of the Enforcement Officer. While two expert respondents from the top management division, namely the Director of MDTCA Penang state and the Head Director of Enforcement MDTCA Penang state. The reliability of this study instrument is 0.91 alpha Cronbach. The questionnaire data were analyzed using frequency and percentage data. Finally, the interview data were analyzed using thematic analysis to support the quantitative data.

4. Findings

4.1. Sample

The MDTCA Pulau Pinang State consists of 124 enforcement officers from the Enforcement Section. This study uses purposive sampling for selecting samples. This study only involved seven expert respondents from various job positions of enforcement officers and top management division involving the Director of MDTCA Pulau Pinang. The experience of the working year of these expert respondents is between five to 18 years of service at MDTCA. There are three female and five male expert respondents. The expert participation of these respondents is voluntary. Table 1 shows the demographic background.

Table 1. Demographics of expert respondents.

Expert Respondents	Gender	Year of Working Experience	Job of Positions
R1	Female	5	Enforcement Assistant
R2	Female	6	Enforcement Assistant
R3	Male	5	Assistant Enforcement Officer
R4	Female	6	Assistant Enforcement Officer
R5	Male	5	Enforcement Officers
R6	Male	5	Enforcement Officers
R7	Male	18	Head Director of Enforcement Officer
R8	Male	5	Director of MDTCA Pulau Pinang

4.2. Quantitative Data Needs Study

Interpretation of table-2.

Table 2 explains the number of frequencies and percentage of experts in the study. Findings of 41.66% with ten frequency experts strongly agree, followed by 54.17% percentage with 13 frequency experts agree and, 4.17% with one frequency experts are unsure of the sub-theme statement lacking skills and knowledge. A total of 83.33% with ten frequency experts strongly agree and followed by 16.67% with two frequency experts agreed with the sub-theme constraints and a lot of workloads. A total of 33.33% with eight frequency experts strongly agreed 66.67% with 16 frequency experts agreed with the sub-theme no centralized reference source among enforcement officers. As much as 25% with 12 frequency experts strongly agreed 75% with 36 frequency experts agreed with the sub-theme of the existing course offer is limited among enforcement officers.

Table 2. Frequencies and percentage of respondents related to the issue and problems.

Statement	SD	D	U	A	SA
Lack of knowledge and skills	0	0	1	13	10
	0%	0%	4.17%	54.17%	41.66%
Task constraints and workload	0	0	0	2	10
	0%	0%	0%	16.67%	83.33%
Limited of references sources	0	0	0	16	8
	0%	0%	0%	66.67%	33.335
Limited professional training	0	0	0	36	12
	0%	0%	0%	75%	25%

Interpretation of table-3.

Table 3 explains the number of frequencies and the percentage of experts in the needs studies through M-Learning. A total of 73.81% with 31 frequency experts strongly agree 26.19% with 11 frequency experts agreed with the sub-theme statement of course expectations on mobile. Findings 100% with 18 frequency experts strongly agreed with the sub-theme of the mobile course experience. A total of 61.11% with 11 frequency experts strongly agreed and, 38.89% with seven frequency experts agreed with the sub-theme of the M-Learning module course. A total of 58.33% with 35 frequency experts strongly agreed 41.67% with 25 frequency experts agreed with the sub-theme of self-learning methods.

Table 3. Frequencies and percentage of respondents related to the M-Learning.

Statement	SD	D	U	A	SA
Expectations in M-Learning	0	0	0	11	31
	0%	0%	0%	26.19%	73.81%
Experience in M-Learning	0	0	0	0	18
	0%	0%	0%	0%	100%
M-Learning course module	0	0	0	7	11
	0%	0%	0%	38.89%	61.11%
Self-learning PdP methods and materials	0	0	0	25	35
	0%	0%	0%	45.67%	58.33%

Interpretation of table-4.

Table 4 describes the number of frequencies and the percentage of experts in the study. A total of 58.33% with seven frequency experts strongly agrees 41.67% with five frequency experts agreed with the sub-theme statement of course competence is an SKT Enforcement Officer. A total of 88.89% with 31 frequency experts strongly

agreed 11.11% with two frequency experts agreed with the sub-theme of the competency career path. Findings 100% with 12 frequency experts strongly agreed with the sub-theme of constraints of attending courses outside the office due to the symptoms of Covid19 Pandemic. And as many as 100% with 12 frequency experts strongly agree with the sub-theme of innovation.

Table 4. Frequencies and percentage of respondents related to the challenges and desires

Statement	SD	D	U	A	SA
Course competency is SKT Enforcement Officer	0	0	0	5	7
	0%	0%	0%	41.67%	58.33%
Competitive career path	0	0	0	2	31
	0%	0%	0%	11.11%	88.89%
Constraints of attending courses outside the office due to Covid19 Pandemic symptoms	0	0	0	0	12
	0%	0%	0%	0%	100%
Innovation	0	0	0	0	12
	0%	0%	0%	0%	100%

4.3. Qualitative Data Needs Study

Interpretation of table-5.

The qualitative data for each interview was conducted through thematic analysis **(Luis et al, 2018)**. Through thematic analysis, found and reporting of themes in the identified data. Interview times range from 30 to 45 minutes. The length of each transcript is between 1263 to 1860 words. As a result of the interview findings of the eight experts, the researchers translated the transcript of the interview data and classified it into three main themes based on the frequency of words frequently obtained through the interview analysis data. Interview data obtained through thematic analysis using Nvivo 12 software have identified key themes and sub-themes for the frequency of comments and comments from respondent feedback.

Table 5. Summary of the findings

Expert	Statement	Theme
E1	Courses organized by the headquarters level are centralized according to zones example northern zone.	Limited of professional training
E2	The workload task given has made it difficult for enforcers to attend courses offered outside the office.	Task contraints and workload
E3	Lack of disclosure related to the Act to all enforcers.	Limited of references sources
E4	Off-office courses require cost savings that were including accommodation costs, travel costs, and food costs.	Task contraints and workload
E5	The courses organized by the headquarters are around ten courses in a year. In addition to this pandemic season, there are fewer offers of learning courses.	Limited of professional training
E6	M-Learning as a medium for accessing information and reference during the examination.	Limited of references sources
E7	M-Learning is an innovation to increase the knowledge of enforcement officers. And it is indirectly can improve the competence of the officers.	Innovation Competitive career path
E8	M-Learning is an innovation for enforcement officer, which facilitates them to acquire knowledge. And it indirectly avoids social imprisonment following the Covid19 pandemic with new norms.	Innovation Covid19 Pandemic

Table 1 shows the respondents' feedback related to the needs for M-Learning through the BYOD concept to the enforcement. Feedback respond 2 provide comments related to the theme of constraints and a lot of workloads is one of the factors for this M-Learning needs to enforcers where they can practice the course by using BYOD without having to attend courses outside the office. Another themes due constraints and workload because a lot of official duties that cause difficult to enforcers to attend courses outside the office, limited time to study the Act **MDTCA, (2021)**, and movement restriction to attend courses outside the office.

Meanwhile, feedback related to the theme of limited training offers was argued by respondents R1, R4, R5, and R6. Among the comments were given by respondents R1, R4, R5, and R6 are related to the courses organized by the headquarters are according to the zones that have been set. Among the northern zones involving the States of Perak, Pulau Pinang, Kedah, and Perlis. On average, only 10 courses in a year that have been organized by headquarters according to the job of positions and zones involved.

Next, the theme is related to the unavailable of the source of reference to the enforcers to be used as a guide during the inspection. This theme was argued by respondents R1, R3, R4, and R6 where they stated that the reference of the Act **MDTCA, (2021)** is required during the inspection to determine the types of offenses and the determination of the compound rate to be set. Previously, when enforcers got the problem regarding the Act they have to contact the head of the unit involved to solve a problem while in the field. Therefore, with the existence of M-Learning through the BYOD concept, it makes it easier for the enforcers to access all the information related to the inspection until the process of determining the compound rate in the field is easy access by using the BYOD enforcers only.

5. Discussion

The findings of questionnaires show the need for training for enforcement officers. The interview data show that the training development via the M-Learning is really important for MDTCA. The data will be discussed in below.

5.1. Training Quality

This study shows the lack of skills and knowledge related to enforcement to perform their task during inspections. In an organization, knowledge, and skills is not only through documents or repositories, but also in the ratio of routines, processes, practices, and norms of an organization **(Hanno et al., 2016)**. Knowledge can be disseminated in an information-sharing module. Shared information can be accessed by MDTCA enforcement officers through M-Learning. Supported by the study of **Carmem et al., (2017)** the concept of knowledge sharing is an additional module for employees in all aspects of daily work and is a good partnership practice. The role of the management division is also necessary in utilising innovation. This innovation can be applied through sharing information with the M-Learning module. Support from transformational leadership has a positive relationship with knowledge sharing in the civil service sector **(Naseer Abbas .K & Ali Nawaz .K., 2019)**. The heavy workload will put pressure on enforcement officers to follow the course. According to **Henry et al., (2020)** an employee will feel treated biasedly if he receives more assignments among colleagues in the same workplace with the same income as those who are their subordinates. Therefore, the quality of training for enforcement officers through M-Learning needs to be developed and employed with quality learning modules.

5.2. Development of Studies

In this study, the content material of the course module in the M-Learning courses will be developed. The experience of enforcement officers through M-Learning has been identified. According to **Sarah Flasher (2020)** M-Learning has many benefits to the students where it is more flexible to access, but learning methods will not always be easy and effective if the content of delivery for educational or training purposes is complex. Therefore, enforcement officers expect simple, fun, flexible, and the visual learning features of the course content should be interesting. It is for the gain retention of the course at the end of the developed subject. According to **Sehoon Kim (2021)**, M-Learning applications used in an organization should have various gamification strategies to encourage voluntary participation. Besides that also continuous learning can be done among the enforcement officer. In this study, enforcement officers recommend a quiz in M-Learning developed to attract their interest in retention until the end of the course.

5.3. Need Analysis Study

The findings of this study state that M-Learning is a new innovation of the department as a solution. That solution in the management of course attendance in the achievement of SKT competencies of enforcement officers. According to studies **Naseer Abbas .K & Ali Nawaz .K. (2019)**, innovation has become a necessary condition to bring changes in the thinking and practice of the public sector workforce. Through M-Learning,

learning approach can be practiced methods formally or informally through mobile devices **(Luis et al., 2018)**. Therefore, continuous learning and practices can be improved and implemented with more flexible time among enforcement officers.

6.Conclusion

Based on this study, the need of training via M-Learning among enforcement officers is needed to continuously improve knowledge and skills using personal devices among enforcement officers. The module on information sharing is able to enhance organizational relationships with innovative employee behavior **(Tayyaba Akram et al., 2020)**. The workplace environment encourages complementary between mobile ICT in organizational practice **(Steffen Viete & Danial Erdsiek 2020)**. The load in daily tasks can be reduced through training with more flexible time. The enforcement officers are not required to attend courses outside of the office and only using personal devices can access the training and also can reduce the traveling cost **(Naseer Abbas .K & Ali Nawaz .K. 2019)**. The study by **Ellen & Ariane (2020)** showed that the role of an organization is really important to make sure the professional development training can be conducted as plan. Besides, practices via M-Learning can help the enforcement officers to download notes either offline or online.The general implication of this study is toward Malaysian enforcement officers where there are highly knowledgeable and skilled in all Enforcement Acts. However, the Malaysian enforcement officers can still improve their knowledge and skills through M-Learning more flexibly and continuously **(Marcel F., 2020)**. The enforcers will become more confident in performing the given tasks because they have sufficient knowledge and skills through reference and guidance only using their devices. Finally, a broader study can be conducted especially in overcoming the problem of professional training of civil servants to improve the existing opportunities to be further strengthened via the M-Learning.

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