

THE IMPACT OF THE ONLINE MALAYSIAN TECHNICAL COOPERATION PROGRAMME (MTCP) IN TRANSFERRING KNOWLEDGE OF MALAYSIA RURAL DEVELOPMENT

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Abstract

The 2021 Malaysian Technical Cooperation Programme (MTCP) was organized by the Ministry of Rural Development (KPLB), and it is a four-day course for sharing knowledge, skills development, and experience of Malaysian sustainable rural development. During the COVID-19 pandemic, the workshop has shifted from a face-to-face workshop to an online environment. This study aims to investigate the MTCP participants' perceptions of the online MTCP workshop and to assess the efficacy and the impact of this workshop. This study employed a qualitative research method through the collection of data from semi-structured interviews. 15 participants from 10 countries (out of 68 MTCP countries) participated in this study, which consist of Chile, Uganda, Qatar, Indonesia, Uzbekistan, Nigeria, Philippines, Ghana, Jordan and Zimbabwe. Participants were among the civil servants in relation to the development of MTCP countries and it's their first participation in this programme. The results of the course evaluation have identified the effectiveness factors in terms of changed perceptions and knowledge and attitudinal aspects towards the rural development programme or project through the MTCP online course. The use of Kirkpatrick's model has successfully formulated the reaction, learning, and attitude of the participants after they completed the course. This study is expected to serve as a foundation and reference in the implementation by the responsible parties involved in the MTCP online course in the future, particularly Institute for Rural Advancement (INFRA) and the KPLB. It can also be used as a reference for future organizers and researchers that contribute to the quality and outcome of online courses.

Keywords: MTCP, online courses, qualitative research, rural development, Kirkpatrick's model.

1.0 Introduction

The MTCP was initiated through the First Commonwealth Heads of Government Meeting (CHOGM) in Sydney in February 1978. The programme was officially launched on September 7, 1980 at the Commonwealth Heads of Government Meeting in New Delhi, India to mark Malaysia's commitment, specifically towards the South-to-South Cooperation, particularly the Technical Cooperation among Developing Countries (TCDC).

Malaysia believes that the MTCP will provide greater benefits in terms of international diplomatic relations, the economy, and Malaysia's social development [1]. Besides that, Malaysia also believes that

the best form of development assistance is through knowledge sharing and being a partner for a maximum impact on each assistance provided [1].

The Ministry of Foreign Affairs Malaysia (MOFA) is the ministry responsible for coordinating the MTCP. Beginning in 1998, INFRA was a training branch under the KPLB and has become the implementing agency for MTCP. The following are the main objectives of organising the MTCP:

- (i) to share development experiences with other countries.
- (ii) to strengthen bilateral relations between Malaysia and other developing countries.
- (iii) to promote South-South Cooperation; and
- (iv) to promote technical cooperation among developing countries.

Since its inception for 40 years starting in 1980, the MTCP has recorded 33,000 participations from 144 countries. The programme has attracted interest and participation from many countries including Africa, Europe, Latin America, and the archipelago in the Pacific Ocean [1]. However, in general, MTCP focuses on Southeast Asian countries such as Indonesia, Myanmar, Cambodia, Vietnam, Philippines, Laos, and Thailand.

Until 2021, the MTCP has organised various programmes in the form of technical cooperation based on Malaysia's expertise and experience in national development activities. The scope of sharing includes public administration, agriculture, poverty eradication, investment promotion, information and communication technology, banking, as well as English language proficiency through the organisation of various physical training [1].

Due to the Covid-19 pandemic in 2021, the MTCP only takes place virtually and no physical activity is performed. The MTCP took place from July 12 – July 15, 2021 in covering the scope of "Rural Development from the Malaysian Experience" organised by INFRA in collaboration with Universiti Malaysia Terengganu (UMT) under the Centre of Fundamental and Continuing Education (PPAL). In total, there were 23 participants from 11 countries, including Chile, Azerbaijan, Jordan, Uzbekistan, Qatar, Philippines, Indonesia, Nigeria, Uganda, Ghana, and Pakistan. Since 1998, INFRA has organised the MTCP under the scope of "Sustainable Rural Development, Poverty Eradication, and Rural Transformation" and participated by 1,376 participants from 144 countries.

In line with this year's theme of sharing knowledge, upgrading skills, and capabilities among the MTCP countries in the aspect of rural development, three specific objectives are outlined:

- i. understand rural development policies, strategies, and programmes especially in the Malaysian context;
- ii. share information through rural development programmes or projects, especially the development of rural institutions through skills/training programmes, solid waste management projects, and also digital business platforms for rural communities; and
- iii. encourage collaboration and networking among officials involved in rural development and poverty reduction efforts from the participating countries.

It is the first time this year that the webinar platform is held after 40 years of the MTCP; hence, it is important to identify the effectiveness of MTCP online courses based on Kirkpatrick's four-level training, which is a large step forward to improving the quality of training evaluation. The implementation of MTCP is also experiencing drastic changes. Due to the movement constraints in Malaysia and around the world, the implementation of MTCP 2021 was different from the previous year as it has to be implemented using an online platform.

To determine how the MTCP participants perceive the online workshop and assess the online learning efficacy of the MTCP workshop, this study has investigated the perceptions of participants on online courses and their knowledge and attitude towards MTCP before and after the MTCP online course. The research objectives of this study are as follows:

- i. To examine the effectiveness of MTCP through an online platform.
- ii. To identify the changes in **perceptions or reaction**, knowledge, and attitudinal aspects towards the rural development programme or project.

2.0 Literature Review

Kirkpatrick's four-level training evaluation model (1996) is a method for evaluating the results of training and learning programmes [2]. It measures both formal and informal training methods and rates them against the following four levels of criteria:

TABLE 1
Kirkpatrick's Four-level Training Evaluation Model

Level	Types of Evaluation	Description
Level 1	Reaction	This level will measure the responses of participants on the training experience (including training experience).
Level 2	Learning	This level will measure the learners' learning outcomes and improvement in knowledge and skill towards the attendance experience (how much participants learned the content after training). This level usually is measured through a pre-test and a post-test.
Level 3	Behaviour	This level will measure the participants' change in behaviour and improvement (whether the learning transferred into practice in the workplace).
Level 4	Results	This level is the ultimate impact of training. This level looks into the output as the result of the training.

Many researchers [3,4,5] used Kirkpatrick's (1996) model [2] to evaluate technical communication products and services. For instance, the assessment of learning outcomes in higher education [6,7,8], the performance of medical educators [9,10,11] the participation in research methodology workshops [12], online general education information literacy materials [13], the blended-learning professional development programme for teachers [14], and management training [15,1,16].

Several recent studies [10,17] used Kirkpatrick's model to identify the effectiveness of online training. The finding may be varied as the training was conducted using an online medium. As a result, Kirkpatrick's model does not only help to understand the factors that facilitate the knowledge transfer and measure the results of the training, but it also monitors participants' change in behaviour and improvement. Steensma and Groeneveld [16] researched the administration management training and found that the trainees' knowledge improved significantly. Trained managers also demonstrated more good management behaviours and scored higher on long-term results.

Moldovan [18] also identified the elements that covered all levels in Kirkpatrick's model. The study found that the model helped the training professional in planning the intervention and trainee's employers in understanding the factors that facilitate the training in transferring and producing business results.

For health education, Heydari et al. [10] applied Kirkpatrick's model using an online platform to identify three elements namely Levels 1, 2, and 3 in the model from the research finding. The workshop learning and teaching methods in health are significant on health staff satisfaction about the workshop teaching environment, their knowledge of new teaching and learning methods, and their behaviour during the workshops to teach people.

The finding is aligned with the research by Ragsdale et al. [17] on the effectiveness of clinical curricula of medical schools using Kirkpatrick's (1996) model [2]. The research found that some strategies related to data system management should focus on clinical curricula. The data evaluation requires the institution to employ deliberate strategies to monitor signals in real-time and aggregate data so that informed decisions can be made. Future steps in programme evaluation include increased

emphasis on patient's feedback and multi-source feedback, as well as better integration of existing data sources.

Kirkpatrick's model has successfully evaluated the effectiveness of training, teaching, and learning workshop for Level 1 (reaction – participants' satisfaction) and Level 2 (measure of learning). However, they [17,19] found that Level 3 (changes of behaviour) and Level 4 (results – ultimate impact of training) of the model have restrictions as they were time-consuming, resource-intensive, and expensive. Therefore, this model might not be suitable for certain training or workshops [19].

Furthermore, there are also research that examined the effectiveness of training or workshops without using Kirkpatrick's model. As previous studies [20,21,22] that were conducted by using online courses as their case studies due to the Covid 19 pandemic have identified participants' satisfaction with organised courses in acquiring new knowledge and changes in attitudes. Without the order of levels in Kirkpatrick's model, these three studies had successfully identified the elements that underlined the effectiveness of the training or course.

Previous studies were similar to the present study in terms of the use of Kirkpatrick model, therefore it is relevant for this study to use this model in order to meet the objectives of the present study. Although other evaluation model has its strengths and weaknesses to measure training activities, but research has shown that the Kirkpatrick's program evaluation model is most appropriate for this study.

3.0 Methodology

Qualitative approach was employed for this study. Semi-structured interviews were conducted after the MTCP online course to investigate the impact of online MTCP in terms of the perception, learning, and attitudinal aspects among the participants of the course.

In total, 15 participants who participated in the four-day course from ten developing countries were interviewed. Most of the participants are government officials from developing countries and it should be their first participation in this course. They were chosen based on their participation in countries' rural development. In sum, this study carried out 30 in-depth interviews after the MTCP online course.

The instrument of the research was one sets of questionnaires divided into four categories that were used for the interviews. The categories were developed based on Kirkpatrick's four-level training evaluation model. The interview protocol has four parts, and each item is made up of open-ended questions on the participants' reflections. The findings were analyzed qualitatively using thematic analysis.

TABLE 2
Respondents Demographic

No.	Gender	Age	Participating Countries	Tagging
1	Male	46	Chile	A
2	Female	29	Uganda	B
3	Female	35	Qatar	C
4	Female	52	Indonesia	D
5	Male	29	Uzbekistan	E
6	Female	41	Nigeria	F
7	Male	34	Nigeria	G
8	Female	40	Philippines	H
9	Male	40	Ghana	I
10	Female	30	Jordan	J
11	Female	35	Zimbabwe	K
12	Female	30	Ghana	L
13	Male	34	Nigeria	M
14	Male	37	Nigeria	N
15	Male	48	Jordan	O

The limitations of the study were the short duration of the course, the small number of participants, and the most significant was the course was conducted online. Thus, the measurement of the fourth level of Kirkpatrick's model could not be performed as it is time-consuming. Due to the online nature of the MTCP online course, it is difficult to identify and measure participants' changes in behaviour and the improvements of the participants. For the Level 3 measurement, the researcher adapted "measure behaviour" to "attitude measurement".

The following [23,24] is the explanation of attitudes and behaviours. Attitude refers to a person's point of view, opinion, judgment, or thought towards something or someone that is formed based on one's values and emotions. In other words, attitude is a personal response to certain things according to one's preferences. Thus, several factors such as life experiences, values, moral nature, and a person's living environment (family, society) can directly influence a person's attitude towards a particular thing or person. More importantly, attitudes vary from one individual to another and from one thing to another. Behaviour is the way a person acts or do something, especially towards others. Behaviour is our actions that have a concern for interactions or relationships that we persist with the external environment.

The data were categorised according to the main theme and sub-themes derived from Kirkpatrick's four-level training evaluation model [2], and the findings were presented in thematic analysis by Braun and Clarke [25].

4.0 Results and Discussion

Data analysis revealed a significant change among the participants of the study. A new finding emerged from this study that the implementation of the MTCP online courses is effective in delivering information about Malaysian's rural development programme/project to the participating countries. These findings contrast Mazlan et. al [26], as they stated that participants' involvement in online training is less encouraging when compared to face to-face implementation mode. In this study, the changes among the participants between before and after the online course can be categorised into three themes: (i) perception, (ii) learning, and (iii) attitudinal aspects.

Before discussing the changes after the participants completed the courses, it is important to report the major changes between the expectation of the MTCP online course and the post-experiences of the participants. From the interview results, all 15 participants showed strong evidence of having very limited knowledge about the MTCP project. This study obtained findings as follows: participating countries having zero exposure to MTCP, the preference to attend webinar class, positive perceptions about the MTCP online course instructional strategies, and optimism about the MTCP online course design. In addition, participants also have a positive perception regarding the benefits of the MTCP online course to their community and country development, and they also have high expectations for a strong bilateral relationship between Malaysia and the participating countries.

In terms of the participants' attitudes before taking the MTCP online course, this study showed that they have a high-interest level to learn about Malaysia's Rural Development Programme, a good intention for knowledge sharing of the MTCP project for their country's rural development in the future, as well as having the concern about implementation barriers for the country's rural development programme/project.

Moreover, the participants' learning aspects before taking the MTCP online course specified that the course is useful for the development of their country. Besides, the course can promote the exchange of ideas for the different geography, cultures, and languages. The attainment of new knowledge about rural development and the optimistic views of the output of the MTCP project for the country's rural development were based on Malaysians' experiences.

A significant change was found in the perceptions, learning, and attitudinal aspects of the MTCP online course as follows.

A. Perception/Reaction Level

In this study, perception or reaction level looks at the reaction of the respondents towards respondents' reactions to the operation of MTCP online course and their understanding of course content, in which how Malaysia conducts development projects in rural areas. In general, all of the participants' perceptions have changed when compared to their prior responses about the MTCP online course and rural development knowledge. This finding shows that Kirkpatrick's first level model of perception/reaction was achieved, in which participants demonstrated their positive feedback to the MTCP online training experience. There are 10 themes that emerged from this level of analysis and five of them are perceptions/reactions to MTCP online course as shown in Table 3.

TABLE 3
Perception/Reaction: Positive Perceptions about MTCP Online Course

No.	Themes	Selected Direct Quotations from the Respondents
A.1	MTCP online course has met the prior expectation	<i>B: I liked the rural waste management programme. Very interesting.</i>
		<i>E: As I expected they shared their experiences. I got useful information.</i>
		<i>J: The online course met my expectation even beyond by detailing how Malaysia has conducted their sustainable rural developments by all these and their vision to the year of 2030.</i>
A.2	Systematic instructional strategies and structural design of online course	<i>B: They were detailed to provide good insight at virtual level.</i>
		<i>F: Good. The instructional materials and resources are very updated. The lectures were very detailed.</i>
		<i>I: There were explicit and insightful lectures...The necessary learning materials in presenting their various topics and exhibited professionalism...Kindly shared with us.</i>
A.4	Mutual engagement during the online course	<i>B: I communicated with others by using the chat box and answering the quiz.</i>
		<i>E: We had chat to engage to everyone and personally, and we had WhatsApp group to talk.</i>
		<i>H: I engaged myself with others by reading and listening to their questions and ideas regarding the topic.</i>
A.5	Accessible materials of the courses	<i>H: Very easy to get the materials. The fact that Malaysia and the Philippines are both in Southeast Asia, not to mention that we are very near to each other. we have very similar and relatable practices and experiences in implementing rural development.</i>
		<i>I: The course materials were sent to the participants.</i>
		<i>J: The content of this course was accessible since the materials were shared through PowerPoint and all the materials emailed to us.</i>
A.6	Tangible benefits of the online course at the individual level	<i>H: First of all, I got to meet a lot people from different races and cultures (I think it's amazing!) Also, I began to realise what the Malaysians are doing to improve their rural areas that has resulted to a very significant degree of poverty reduction.</i>
		<i>I: It helps me to meet my individual needs for professional development and the content of the course materials are accessible at anytime and anywhere.</i>
		<i>K: By understanding waste management.</i>

From this analysis, it was found that even online, this course can meet the expectations of the participants. They were satisfied with the operation of this online course in terms of knowledge distribution, distribution of course materials, can increase knowledge and bilateral involvement. These five identified themes illustrated that the effectiveness of the MTCP online course can contribute to participants' satisfaction. As argued by Zhang et al. [21], the effectiveness of an online course can significantly increase knowledge and influence participants' behavior during discussion and consultation activities. In fact, it strengthens the participants' awareness of the needs of the course and delves into the difficulties of the content of the course followed. This will make them more focused and more appreciative of what they have learned from the online courses they are taking. According to McCoy et al. [27] online course also provided more chances for open discussions that not only resulted in the exchange

and sharing of ideas but also evoked two -way communication that further strengthened two -way understanding.

While the next five themes are perceptions/reactions to the knowledge of Rural Development as shown in Table 4.

TABLE 4

Perception/Reaction: Positive perceptions about Malaysia Rural Development

No.	Themes	Selected Direct Quotations from the Respondents
A.3	Informative and relevant case studies	<p><i>B: Very relatable and can be transferred to my own village. Like exchanging waste for food materials and the bus lectures as well.</i></p> <p><i>E: Case studies were selected appropriately, waste management, bio diesel from used palm oil or innovation technology, smart fertigation system, hearing youth and woman empowering, all were useful information for me.</i></p> <p><i>I: The case studies were in line with the various topics and interesting.</i></p>
A.7	Enhancing the knowledge about rural development	<p><i>H: I learned a lot from the online course. The topics are relevant and interesting. I would greatly appreciate if you could send a soft copy of all the topics discussed.</i></p> <p><i>I: MTCP online course increased my knowledge because the materials and resources were related to the training objectives. Faculties exhibited professionalism and the training was well organised.</i></p> <p><i>M: This course has advanced my knowledge and introduced me to new information regarding rural development plan, particularly in the Malaysian context.</i></p>
A.8	Tangible benefits at the individual level	<p><i>J: Have gain knowledge, skills, and experience for joining this MTCP 2021 course.</i></p> <p><i>K: Yes, by understanding waste management.</i></p> <p><i>H: First of all, I got to meet a lot people from different races and cultures (I thinks it's amazing!) Also, I began to realise what the Malaysians are doing to improve their rural areas that has resulted to a very significant degree of poverty reduction.</i></p>
A.9	Significant contribution to the organisational needs	<p><i>B: The knowledge will improve my performance at my organisation. For example, planning maps in rural areas.</i></p> <p><i>F: It is as I can share the knowledge gained with my colleagues. Boosting rural productivity amidst COVID.</i></p> <p><i>I: I work closely with people from the rural areas. So, this training will help me and my organisation achieve its mission to improve the quality of the lives of its beneficiaries.</i></p>
A.10	Beneficial for the community and country development of the participating countries	<p><i>H: Because MTCP online course combines topics that applies to the implementation of community development...When small communities began to improve through trainings and various programmes and projects, the whole country will also begin to develop.</i></p> <p><i>F: I have discovered we have a lot in common which we can explore in Nigeria. Our rural areas will gain a lot from the techniques employed in Malaysia.</i></p> <p><i>L: Shared ideas through similar programmes. The course opens our horizon in the approaches of tackling sustaining rural development.</i></p>

From this analysis, the participants stated the increase in knowledge about rural development that can be a reference to the participants individually and to their organizations. The course content provided is relevant and useful that can be applied in their country. This is in line with the conclusions [28] that the basis for the decision of the participants to participate in online lectures was driven by course content and the quality of the lecturer.

Overall, the data analysis shows the effectiveness, benefits and satisfaction of the MTCP Online Course. The findings of the study suggest that the Ministry of Rural Development to continue the MTCP through an online platform across the countries during or after the pandemic in the future. This is in line with the study [22,18] that just like face -to -face courses, online courses are also very effective and provide many benefits to participants and suggest that online learning should be continued. And the use of

online as a platform is a new arrangement of educational activities efficiently compensated for the suspension of face-to-face teaching in the era of the Covid 19 pandemic [23]. This data suggests that MTCP online course provides opportunity for the country to lessen country's expenses in organizing this course in the future, which include participant's transportation, accommodation, and food and beverages.

B. Learning Level

Learning level will measure the learners' learning outcomes, improvement in knowledge and skill of Malaysia rural development programme/project towards the attendance experience (how much participants learned the content after training). The enhancement of learning about rural development can be categorised into four sub-themes as shown in Table 5.

TABLE 5
B. Learning Level

No.	Themes	Selected Direct Quotations from the Respondents
B.1	New knowledge/approach about the rural development programme/project	K: <i>Knowledge about ICT role in sustainable rural development, women and youth as agents for rural development, and also leadership play a critical role in governance.</i>
		A: <i>I learnt sustainable waste, leadership, and digital marketing in rural areas.</i>
		I: <i>I learnt that people from rural areas are migrating to the urban areas because of the wide income gap. This should not be the case that's why the government is trying its best to close the gap through training, programmes, and projects on rural development. Also, the importance of Rural Development, the principle that "no one should be left behind" and to incorporate the use of technology and internet in improving productivity and boost marketing and sales of rural products.</i>
B.2	Greater development of ideas at the individual level for future country development	H: <i>I became more equipped with knowledge and skills in rural development. I learned many examples that are very useful in my line of work. As a result, I will be able to help in the development of the community and the country as a whole.</i>
		B: <i>I will be able to put all I have learnt into practice.</i>
		J: <i>Absolutely right! Since I have already acquired such knowledge and skills, involving in the development of my country will really help matters because of the experience.</i>
B.3	Exchange of ideas between different geography, cultures, languages	E: <i>Yes, I got to meet different people from different races and countries I would never have met within my country.</i>
		I: <i>While most of the faculties enlightened the participants about what is happening in other countries in terms of sustainable rural development.</i>
		O: <i>Yes, appreciating other cultures.</i>
B.4	Malaysians' diverse experiences about the rural development programme/project	D: <i>Through various seminars and trainings, Malaysian government has been successful in Educating and Promoting Sustainable Waste Management (SWM) than brings awareness to the community.</i>
		B: <i>Malaysia's Rural Development Programmes/Projects are helpful and practical. It has been an instrument in providing better quality lives to the people in rural areas.</i>
		G: <i>It is understood that knowledge sharing affects knowledge creation. Leaders' ability to transfer their knowledge in rural governance pave way for development. The rural development success depends greatly on the leader appointed to lead the development in the rural areas.</i>

It can be concluded that all of the participants' learning aspect about rural development were improved as they learnt new approach based on Malaysians' experience in handling and developing rural areas. This finding shows that Kirkpatrick's second level model of learning is achieved, in which the participants demonstrated their increased knowledge, skills and capabilities about the rural development programme/project. This change is believed to be a positive factor to continue the MTCP through the online course across countries during or after the pandemic. This finding is similar to Heydari et al. [10] and Ragsdale et al. [17] that knowledge transfer can be successfully facilitated through online training. Among the factors that underlie the success of knowledge distribution are lecturers as the most important

factor for instructional strategy of online course [22]. So here it can be concluded, courses conducted either face to face or online can be channeled well and will have a positive impact in learning.

C. Attitudinal Level

Attitudinal level in this study looked at the respondents' **changes** to the operation of MTCP online course and their understanding of the course content, specifically focus on how Malaysia conducts development projects in rural areas. There were five sub-themes identified from the findings of this study as shown in Table 6.

TABLE 6
C. Attitudinal Level

No.	Themes	Selected Direct Quotations from the Respondents
C.1	The intention to implement the knowledge	<i>A: I'll apply what I have learned in the rural areas in Chile.</i>
		<i>B: I absolutely will apply the knowledge gained from the course in related waste management programme.</i>
		<i>H: The course provided many examples that we could follow. Having the right resources and the support, the leaders from our leaders, it would be much easier to apply what I have learned from the training.</i>
C.2	The intention to share the knowledge	<i>H: I haven't shared much about my country's future rural development programme/projects. Maybe because of time constraint and I understand that it was an online course, so there would not be a lot of room for interaction between speakers, moderators, and participants.</i>
		<i>K: Very necessary as it promotes growth and development and as most of them for future reference.</i>
		<i>N: I did share information and also assure to transfer the skills and the knowledge to help my country developments.</i>
C.3	The intention to participate in extended learning	<i>F: I hope to continue learning about updates in Malaysia's rural development programmes and would like to participate in an extended course.</i>
		<i>J: Because the training exposed me to various knowledge, skills, strategies, and I hope to be given another chance to learn and acquire new knowledge and skills.</i>
		<i>E: I'll join the extended course in future to further investigation about how to Implement.</i>
C.4	The need for government support to implement rural development in the participating countries	<i>J: I will need government, organisational, and logistics support depending where and how am I starting. The government should look at how to mobilise women and children for rural development.</i>
		<i>M: Encouragement from the government and communities.</i>
		<i>I: Yes, the said topic is a major developmental policy in my country; so, the knowledge acquired will be used to assist the ministry of local government in developing and implementing sustainable rural development.</i>

This finding shows that Kirkpatrick's third-level model of behaviour is reached, in which participants demonstrated their changes in attitude resulted from the MTCP online training experience. It turns out that the MTCP online courses have influenced the participants' attitudes after they completed eight training sessions about Malaysia's rural development. According to Heydari et al. [10], participation in a course can also be effective in motivating the staff. This is in line with the theme identified from the data where it influences the attitude of MTCP course' participants to apply the knowledge gained, recommend this course to their colleague and desire to know more in depth about rural development programme.

5.0 Conclusion

This qualitative study investigated the impact of MTCP online course in terms of perception, learning, and attitudinal aspects among the participants. The current study believes that the positive outlook towards online training involving international participants during the pandemic, knowledge transfer that leads to enhanced knowledge, and positive attitude towards future rural development by the participating countries. This study confirmed that Level 1 (reaction – participants' satisfaction), Level 2 (measure of learning), and Level 3 of Kirkpatrick's model were successfully evaluated and achieved for the international online training programme.

In conclusion, the objectives of the present study were achieved. The effectiveness factors were identified in terms of changed perceptions, increased knowledge and positive attitudinal aspects towards rural development programme/project through the MTCP online course. The use of Kirkpatrick's model has successfully formulated the reaction, learning, and attitude of the participants after they completed the course. Overall, these findings can be used as a reference for future MTCP courses and can contribute to the implementation of the course content in the future. Hence, future research needs to examine the fourth level of Kirkpatrick's model by visiting the participants in order to identify the implementation of the online course towards participant's countries rural development in the long run.

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