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Online Learning in Empowering Mastery Towards Important Events of the *Legend of Hang Tuah*

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Abstract

This action study is done to test the effectiveness of online learning in empowering student mastery towards important events of the Legend of Hang Tuah (LHT). This study is aimed to see the effect of using online learning in elevating the skill and understanding performance of students to master and dissect the important events of Hang Tuah Legend in the Malay Literature subject at the pre-university level in Brunei Darussalam. The objectives of this study are to identify the score min difference of student achievement in pre test and post test after following the online learning intervention using Kahoot and Google Classroom. Secondly, to summarize student perception towards their experience following learning using Kahoot and Google Classroom to master important events of the Legend of Hang Tuah. This study was carried out using the qualitative and quantitative approaches. Through the quantitative method, this study uses a first year pre-university class in a form six center in the Brunei and Muara district. The researcher applies online activity, based on Kahoot and Google Classroom to help students more in mastering the important events in LHT. This research was able to prove the effectiveness of online learning to enhance the mastery of students towards important event of Legend of Hang Tuah (LHT) through online learning, based on Kahoot and Google Classroom and to help student master more the LHT important event.

Keywords: Google Classroom, Kahoot, Important Events, Legend of Hang Tuah

Introduction

For the pre-university or form six level, the Malay Language subject that is offered has two components, which are Malay Language and Malay Literature. Malay Literature occupies the

second paper in the 'A' Level examination. This subject uses six books as a reference in teaching and learning that are Hang Tuah Legend (LHT), First Peak, Gift of a Dream, The Legacy of Malay Poetry, History of Traditional Malay Literature and History of Modern Malay Literature.

The LHT book is a text book that is the most thick, containing 4++ pages. It is very difficult for students to finish the reading because they only have time of only less than 2 years before they sit for the A stage examination. Some students did not manage to read and fully analyze the legend. While the important events are supportive facts for answering any questions in examinations.

This action study seeks to see the effect of cooperative or learning together towards the mastery of important LHT events. The reading outcome of a group of students can be shared among them until they are able to save time to master important LHT events from a chapter to another. Sharing will happen through virtual media, that is Google Classroom. This media provides space for students to share, discuss, debate and make summaries. To see the effectiveness of the together learning, performance of the student mastery has to be tested through the Kahoot application. This makes the competition as a motivating generator for students. The playing environment while learning will envelop the learning process until students are motivated to read and make preparations of facing competition quizzes.

Research Background

His Majesty the Sultan Yang Di-Pertuan of Brunei Darussalam addresses the 31st Convocation Ceremony of the Brunei Darussalam University emphasizing technology that is increasingly expanding in the 4th industrial evolution era in the economic paradigm and new challenges. His majesty wants that this country to not be left behind in tidying up and updating the education system so that it is in line with the current needs (Media permata, 2019):

“Among the main needs is to generate skills. Skills are very important in competition. Without skills we will only become audiences”

Learning based on technology was made as an alternative in teaching and learning (TaL) to increase more of the student interest with learning patterns that are interesting. With the presence of interactive and collaborative learning will bring effectiveness to achieve a direction of learning and education. A student that is proactive and can think in a way that is critical and creative becomes the main objective of the SPN 21 education. Makmun & Mahamod (2015) believes that the TaL must be suitable with the current expansion and must fulfill the needs of the 21st century education.

However, the technological method is only a helping device of learning and teaching that is used for enjoyment and ease the process of teaching and learning. The application of this method must be integrated with high level thinking. This means, teachers must expose students with activities of high level thinking, among them are questions that needs discussions, analyses and design (Anderson & Krathwohl, 2001).

In the context of Malay Literature, the application based on technology and internet in TaL will surely expose students towards environment and experience that is different from the conventional method. The interactive PDT attribute gives students the chance to learn with co-operation and share views until it eases students in mastering the aspect of literature components and answer various types and levels of questions based on argument display, evidence and supportive facts that are shared among students under the assistance of

teachers as facilitators. In this PDT study the item that is made as the intervention is the Kahoot and Google Classroom application to attract the attention of students apart from creating a TaL environment that is more fun, interesting and more directed.

Problem Statement

Important event is a storytelling component in a short story, novel and legends that are organized in a planned manner as a motive to hide the theme and teaching as a whole. The organization of that sort is definitely based on a reason and cause until it shapes a unity that is exquisite intended to cover the theme. Without the line of important events that is corded, the theme will become hard to interpret. Other than that, with mastering the important events, students will easily master more of the aspect or other components, such as plot, storyline, cast and character, time background, environmental background, tool background and place background. Apart from that, with mastering the event organization, students will become more easily to present arguments and supportive events while answering contextual questions, also discussion questions, opinions, debates, comparisons and such.

However what happened was, the researcher found that students are still confused about concepts of important events. Based on the direct observation and analyzing the answer of students, the important events that were listed were quite loose from the aspect of cause. Even, there were events that are not important nor related. Teacher only teach the meaning of important events and then direct students to analyze important events without understanding the real concept and the supposed technical analyses. As a consequence the student can not master this skill.

HTL is very thick that causes the stemming of the refusal or lazyness attitude of reading among students. This phenomena is an issue that has long become the worry of teachers. The researcher also agrees with the opinion of Rozaiman Makmun in his book *Guidance on Understanding Hang Tuah Tales* (2008: viii):

“...the grievances of students always range from time that is not sufficient to read the thick legend. They have to struggle to read a lot of books in a timeframe of less than two years before sitting for the A level examination.”

When students do not have the readiness to read text books, the TaL process will be interrupted. The subject of Malay Literature heavily requires students to read works earlier before the structural, content and authorship analyses activity. Students that behave that way only depends on the short notes that are given by their teachers or reference books. Some teachers are forced to accede while changing the teaching style returning to traditional ways, that is by directing students to read in the classroom and teachers prepare notes for students. Then occurs the teaching style that is centred towards the teacher and spoonfeeding. This finally causes students to be less appreciative of text value and become not skilled in discussion activities, less interactive and collaborative.

During the placement of teaching in a form six school in the Brunei Darussalam Country, the researcher has interviewed several teachers to identify the problems that is frequently faced by them. Among them are the quality of student answers that are less satisfactory that is a consequence of answers without descriptions that are firm and lack of factual support. Teachers are also frequently faced with students problems where they are not motivated to read when instructed to do so (Makmun, 2011). Therefore, subject of Malay Literature has to be taught through various methods that are thrilling and is able to apply skillful values that are diverse as life-long learning.

As an effort to further improve the learning process of Malay Literature especially to attract the students to read, being skillful in analyzing important events and frame answers that are thoughtful, this study applies combination of two online applications, that are *Kahoot* and *Google Classroom*. The *Google Classroom* application is used as a medium of interaction among students and teachers, while Kahoot becomes a healthy competition field among students through Legend of Hang Tuah quiz contest.

Purpose of Study

This study is aimed to see the effect of using online learning in elevating the skill and understanding performance of students to master and dissect the important events of Hang Tuah Legend in the Malay Literature subject at the pre-university level in Brunei Darussalam. The ability of students in mastering important events is tested before and after intervention. Important event questions through contextual excerpt question is given in the two tests in accordance with the level of advanced level examination. Online learning that are interactive, challenging, creates healthy competition and collaborative in nature are chosen to increase the performance of students. Therefore, this study prepares a set of learning activity intervention using the Google Classroom and Kahoot application.

Study Objective

To achieve the study objective and based on the problem statement that has been discussed, this study seeks to:

1. To identify the score min difference of student achievement in pre test and post test after following the online learning intervention using Kahoot and Google Classroom; and
2. Summarize student perception towards their experience following learning using Kahoot and Google Classroom to master important events of the Legend of Hang Tuah.

Research Questions

To fulfill the research objectives that were mentioned above, this study will answer the following research questions:

1. Is there a significant difference of min score of the student achievement between pre test before intervention and post test after intervention?
2. How is the student perception towards learning activities in Kahoot and Google Classroom that they follow to master the Legend of Hang Tuah important events?

Research Hypothesis

According to Cates (1990), research hypothesis is a statement that displays relationship between two or more variables in a research. This research wants to reject a nul hypothesis, that is:

There is no significant difference towards min score in student achievement in a pre test and post test after online learning intervention using Kahoot and Google Classroom activities.

Research Importance

This action study is an initiative that is believed to be able to increase the motivation and interest of students to master the Hang Tuah Legend important events through collaborative activities and healthy competition. Sharing of results of reading among friends through Google Classroom is hoped to save time because students feel hard to end the

reading towards HTL that is very thick in a short period of time, while the other text books that also seize time to be read.

The application of online learning is also hope to vary techniques and activities of TaL KM, especially in answering the hope of the Education Ministry, especially SPN 21 that is now emphasizing technological application, industrial revolution 4.0 and student centered learning. Teacher and students must also realize that the application of technology in TaL has the capacity to save time, ease the learning process, medium of information sharing and learning output.

Research Rational

According to Wan (2015) that online learning is a learning process that is effective without taking into consideration distance and not limiting the amount of participants that is taking part. This technique is a platform for convenience and content teaching aid, practice and information that is more structured and integrated.

The Google Classroom Application has been implemented as a blended learning research in a base school in Surabaya by Vicky Dwi Wicksono and Putri Rachmadyanti (n.d). One of the research found that students are more responsible, active in discussing, sharing information, more active in following learning with reading materials earlier, increasing motivation and a lot more positive effects towards the attitude and learning of students.

The research of applying Kahoot application by Harlina binti Ishak, Zuaidah Mat Nor and Ainee Ahad in Malaysia has proved that the increase of student understanding happens after a few series of interactive quizzes online.

As for now the researcher has not found previous research in Brunei Darussalam about the application of Kahoot and Google Classroom in TaL, especially for the KM subject. Therefore the researcher wants to prove that the positive effect must also happen when both of these applications is applied in KM so that students more easily master and dissect the Legend of Hang Tuah important events.

Research Scope

This study is only executed by using the existing form six class with a number of 12 students. The mentioned class is handled by the researcher as has been determined by the school authorities. Students from other classes cannot be involved to avoid the occurrence of disturbance towards the TaL process because the block system that is used in the center will not allow the reasearcher to take over two classes that has different subject time tables and duration. This study is also only focused towards the important event component in HTL and only uses event contextual excerpt question as pre test and post test.

Operational Definition

Online Learning (OL) is also known as e-learning, is a form of teaching and learning that is delivered through the use of digital technology. Teaching and learning material is delivered using visual media graphic, words, animation, video or audio. Google Classroom is a platform for virtual reality TaL room without the usage of paper. Kahoot was pioneered by Johan Brand, Jamie Brooker and Morten Versvik through projects with the Norwegian University of Science and Technology. It is a game-based platform learning that is suited to be used in the learning form using the technology in school.

Important events in the Legend of Hang Tuah is a series of events that is formed through the effect of cause and effect. The whole event organization is determined that way by the

writer as a motive to deliver the theme and lesson. Therefore, the mastery towards the formation of every important event means the mastery towards the whole of HTL.

Research Framework and Concept

In the circle model of PCK Shulman (1986) there is no technological knowledge component, however that does not mean he does not pay attention about technological knowledge. There is a phrase of Sulman about the importance of technology that means analogy that is the most powerful, illustration, example and way to present and summarize subject (Mishra & Koehler, 2006). The phrase emphasizes that teachers have the ability to simplify teaching to students through re-appearance of teaching content to a form that is more easier to be learned with taking into consideration the aspects of pedagogy, context, students and material aid. In summary, according to Makmun & Mohamad (2015), the pedagogy content technological knowledge (PCTK) is the knowledge of teacher towards applying certain suitable technology with certain teaching and learning strategies to teach certain topics or subjects.

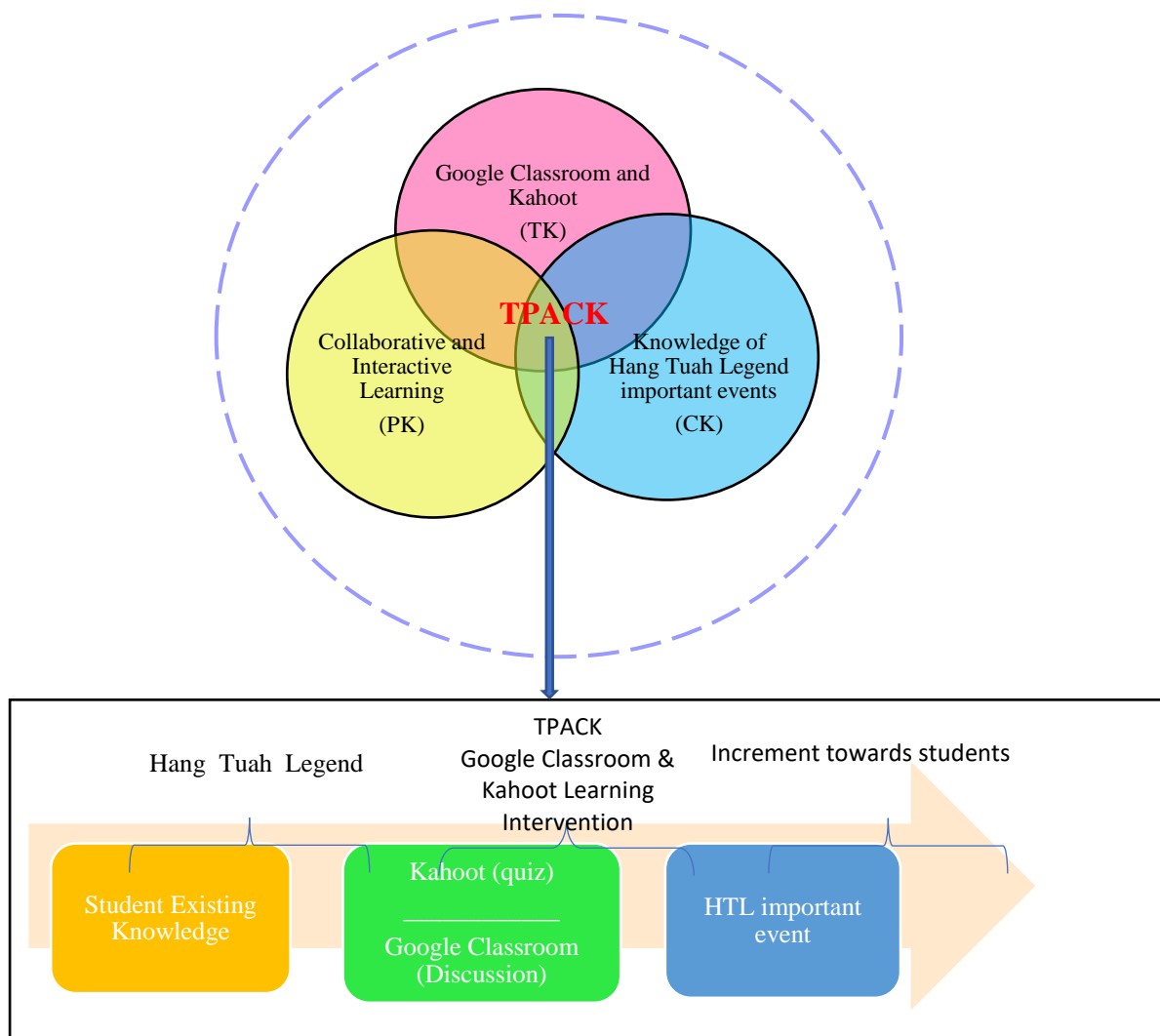


Figure 1: Action Mastery Concept Framework PP HTL

Concept framework visually portrays the intervention efforts a researcher using TPACK using Google Classroom and Kahoot application. The early reading outcome of students

towards HTL is considered as an existing knowledge. This knowledge is then shared in Google Classroom in various forms such as discussion, notation, and note sharing. The outcome of sharing and discussion will enforce the existing knowledge of students to become new knowledge that is followed by another enforcing activity through the Kahoot activity. The intervention outcome that is hoped is able to empower the mastery of students towards the HTL important event.

Google Classroom

This application was introduced by Google Apps for Education that was issued at 12 August 2014. According to an official website from Google, the Google Classroom application is a free product that encompasses email, document and data storage. This application can also save the time of teachers in handling classes and increase interactive and collaborative relationships with students. This application gives several benefits such as:

- 1) Classes can easily be finished; teachers can finish assignments and in the class group later, they can exchange information such as work, announcements and questions.
- 2) Save time and paper; teachers can make class groups, give assignments live online, make discussions and do management.
- 3) Better class management; students can see assignments in the assignments page, in the class stream or class calendar. All is automatically stored in the Google Drive folder;
- 4) Communication perfection; teachers can make assignments, send messages or announcements and start a class discussion live. Students can sort out the assignments among each other and interact in class groups through email. Teachers can also see with whoever that has or has not send the practice assignments as well as evaluated live by teachers.
- 5) Easily be accessed by students; class is prepared for free. Google Classroom can be browsed through two ways that are through the website and download application.

According to the examination that was done by Izenstark and Leahy (2015), the design from Google Classroom is no longer unfamiliar for students because they use several products from Google application. Students really like the contents between Google Classroom with Google Drive application. Among the advantage of both of them is they ease the work to store documents in a computer using autosave. In addition, the Google application is easily accessed and organized.

Noriyani (2017) made a study about the implication of Google Apps in teaching and learning of UTHM coastal students. The researcher was driven to undertake the research because of seeing the positive impact in learning in a teaching field that is made a medium in delivering information but students do not have the high motivational attitude to learn a new learning environment that is based on technology. This study is undertaken with using the feedback form as an instrument and data analysis through min score to determine the motivation stage and literacy stage as well as using the Pearson analysis to determine the relationship between the motivation towards student computer literacy using Statistic Packages for Social Science version 23.0 for windows (SPSS). Findings of the study show student motivation towards the usage of Google Apps and student computer literacy at a high stage. While there is a significant difference between motivation stage in google drive and google power point towards student computer literacy stage.

Kahoot Technique

Johan Brand, Jamie Brooker and Morten Versvik are people that are responsible in building the Kahoot application. In March 2013 this application was launched in the beta personal form in SXSWedu and was then officially launched in the month of September 2017. This application can be accessed and played through a website and through the Kahoot and Google Apps applications.

The Kahoot application is a form of free online application that is very interactive and interesting to make and answer quiz questions. The Kahoot application attraction is not only for the use of teaching students but also for the importance of students to do revision to test their level of memory to a teaching. Therefore, the application can strengthen the memory or help device to strengthen the understanding and memory of student.

Nailul & Zaleha (2016) has made a study about the effectiveness of using Quizlet and Kahoot IT in empowering teacher teaching and enrich student learning that emphasizes towards vocabulary learning. The use of both of these applications is made in the form of online exercise, revision and assignments. In relation to that, this study is to increase the the mastery of language especially from the aspect of the number of vocabulary that is understood by students, nurture the attitude of students towards self learning as well as building student self confidence to involve the self actively in learning in the classroom. The second use of this application also is found to succesfully nurture the lifetime learning culture among students with the aim of education of the second century. The analysis of research findings show that there are achievement of students whether in daily tasks and tests.

Harlina, Zubaidah & Ainee (n.d) has made a study about 'Interactive Learning Based on Kahoot Application in the 21st Century'. This study is aimed to identify the perception of students towards learning using the Kahoot interactive application through interactive quiz. It is targeted towards 40 students from two group classes of special courses PKBK3023 Basic Skills for Independence. The outcome of the student reflection analyses has reached the objective of this study because as much as 86.5% students can recall the skills that were thought at the interaction session.

Online Learning Past Studies

Noor & Mohd (n.d) made a research about E-learning in teaching and learning for the subject of information and communication technology for the Tawau IPG campus. The research was intended to explore the perception of the e-learning usage from the aspect of knowledge attitude and motivation among 40 trainee teachers of the campus that followed the Information and Communication Technology course. He targeted the Institute of Teacher Education because they will be responsible in teaching in schools later. The training is much needed with the attitude and perception that is positive towards the application and skill usage towards teaching and learning later. Fahrul (2002) notes the effectiveness of the use of websites for the use of learning is acknowledged to be effective and efficient. It can give an effect towards the learning process. The instrument that is used is by using questionnaires. From the research outcome, he found that 60% percent of them absolutely agrees with using e-learning.

Normah et al (2016) conducted a study about the role of smartphones in grammatical studies as a form of collaborative learning. Conceptualizing peer guided between students with students and lecturers with students. The research objective is to identify the use of WhatsApp in increasing student motivation in collaborative learning and is intended to identify the problem of students using this application. The quantitative method is used and

as the role of a moderator in the group that is developed from the application. The research outcome found that students are more interested and motivated to learn grammatical impressions with the help of the WhatsApp application compared to exercises in official lectures.

Abdul Aziz (2011) in his research intended to see how far the Information and Communication Technology (ICT) facility is used in literature teaching and learning. To respond to the SPN 21 cause, the researcher emphasizes the use of technology in teaching and learning. The integration of ICT in teaching and learning has produced various new methods to be introduced and is used so that the teacher teaching becomes more effective and student learning becomes more meaningful. This study is to gain more knowledge about integrating ICT in teaching and learning especially in the Malay Literature subject at the secondary school level. The information gathered are from library, questionnaire methods and interviews toward students and teachers in 9 secondary schools. The research outcome is that 72% agrees that the use of ICT in KM TaL is appropriate. With the effectiveness of the ICT facility there are more that is not sure about it at 62%. The researcher also intends to further the research using the insight and experimental methods.

Amran (2011) in his research intends to identify the use of ICT among religious school teachers in special religious schools in the Brunei IV area. This study involves five religious schools that is situated in the Brunei and Muara districts. As much as 57 respondents that consists of religious teachers, head teachers and senior teachers were interviewed and answered questionnaires. The outcome of the study found that about 53% of the religious teachers agreed with the use of ICT needs to be in the Tal and 60% of the teachers agreed that ICT can help with the execution of teaching and learning.

Legend of Hang Tuah Past Studies

This Legend of Hang Tuah that was organized by Kassim Ahmad definitely has been researched a lot and one of them is by (Makmun, 2010). The title of his research is about The Comparison of Hang Tuah Legend with Two Scientific Books; Culture Summary and The Pure Value of Martial Arts Across the Archipelago. This study is intended to summarize the attitude or character of Hang Tuah as a virtue of Martial Arts Archipelago. He explained the development of the Hang Tuah character in several significant events with virtuous values that is hailed by the Malay race and consecutively make comparison towards the virtuous values that has been summarized in two books of Gayung Fatani Martial Arts: History of the Development of the Traditional Malay Silat Curriculum and the Formation of the Modern Malaysian Silat Curriculum written by Anuar Abd. Wahab AMN, 2008 and *Pencak Silat Merentang Waktu* written by O'ong Maryono, 2000. The outcome of the study was able to reach the research objective with meeting the theme summary that is Human Perfection that is perfection that is balanced between worldly life and the hereafter.

Next, is the study by Mohd. Hanafi Ibrahim in the year 2005. The research is about the Ethics of Visiting and Feasting in the Legend of Hang Tuah: Overview of Normative Ethics and Islamic Behaviour Perspective. He uses the moral/ethics approach as a form of research about human behaviour seen from the aspects of material and spiritual. According to him the ethics of visiting and feasting implicitly relates to the good heart and social bonds of society. His research was able to manifest the Malay kindness apart from implicitly depict the livelihood of the Malay society that has lost its moral especially in the end of the downfall of the Malay Melacca government.

As of now, the researcher has not been able to find a specific research that studies the use of Kahoot and Google Classroom applications in the subject of Malay Literature that is taught at the Brunei Darussalam Country. This study is the first study that tests the effect of using the Kahoot and Google Classroom application in the Malay Literature subject.

Research Methodology

The researcher uses action research method and mixed-method. The quantitative approach is implemented through pre-test and post-test that is purposed to evaluate the teaching and learning effectiveness using Google Classroom and Kahoot in helping students mastering important events in the LHT chapter.

The quantitative action method is said as a method that emphasizes more to the aspect of measuring objectively towards social phenomenons (Aziz et al., 2017). One of the data collecting for the quantitative method is the t-test. Researchers will use the t-test that is the pre-test and post-test through question that has been prepared to collect data. T-test is used to see the significant difference of student min score during the live pre-test and post-test. Therefore, the result from the quantitative research will then answer the first research question.

The results of qualitative research ends with a report that is very expressive and descriptive with summarization that can be accompanied with design, pattern, concept, model or theory (Makmun, 2019). For this action research researchers use the descriptive approach to analyze the interview findings with the research participants. Through the interview session that will then be made the research will know student perception towards the online learning intervention technique that will be absorbed in their learning session. Therefore, the outcome from this qualitative research will answer the second research question.

Research Design

In executing the research the researcher has chosen one of the action research models that is appropriate with the action research of the researcher that was pioneered by Kemmis and McTaggart (figure 2).

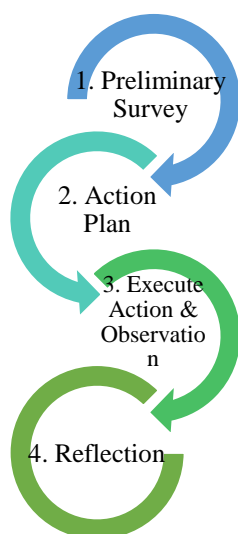


Figure 2: Kemmis & Mc Taggart 1988 Action Research Cycle

Data Collection

This research combines the use of quantitative and qualitative to gather and analyze data. For quantitative data collection, the researcher makes comparison of student achievement min score during pre and post of the conducted test. Then, interview session with students is qualitative data to support research findings.

1. Early Survey: Teacher makes survey of block 5 students and identifies problem, deficiency and student difficulties in learning and understanding HTL important event.
2. Action Plan: Design an intervention based on TPACK to overcome the problem that is faced by students. The researchers uses OL, through Google Classroom and Kahoot.
3. Implementing action and observation: researcher implements OL intervention and observe its effectiveness toward students.
4. Reflection: researcher makes reflection of OL absorption, analyze and collect data to evaluate the effectiveness of action.

Research Sample

This action research sample consists of a first year pre-university student class that takes Malay Literature subject in a form six center at the Brunei Muara district. This study involves existing students in a class with a crowd of 12 students that are 5 guys and 7 girls.

Research Instrument

To obtain data with high reliability, this research uses question papers that are validated by an experienced teacher in a Malay Studies Department. The research paper was used during pre-test and post-test. Both tests were checked and evaluated based on the rubric marking that was used in PTE for advanced level examinations (A Level). Intervention steps were prepared in the format of teaching preparedness for delivering teaching content about the aspect that is related to the LHT significant event, especially for preparing students facing or answering contextual questions. The interview inventory is also used to collect data about student perception towards their experiences following the PDT intervention. Researchers will use the group chat form of interview to establish an open mindedness attitude and accept response that are neutral in nature. All 12 students that are involved is divided into several groups based on group turn. The division of a group is much as 4 people. To establish a peaceful environment, the researcher does the interview in the Block 1 classroom.

PDT Intervention Learning Execution

In this research there are 11 sets of student daily preparedness that is prepared to be executed in every LHT teaching. This teaching preparedness is used along the teaching session as long as a month before post test is done. To ensure the reliability of instrument, the teaching preparedness has been checked and validated by Malay Literature teachers that are experienced.

Table 1

TaL PDT Intervention Table of Google Classroom and Kahoot

Date	Activity	Time
1 October 2019 (Tuesday)	Pre Test	8.55- 9.50 morning
3 October 2019 (Thursday)	Procedure explanation of answering contextual questions LHT Teaching Google Classroom Introduction Kahoot Introduction	11.15-12.10 afternoon
7 October 2019 (Monday)	Intervention 1 Individual Exercise and Significant Event Presentation in Google Classroom Discussion	7.55-8.50 morning
8 October 2019 (Tuesday)	Intervention 2 Individual Exercise and Significant Event Presentation in Google Classroom Discussion	8.55- 9.50 morning
10 October 2019 (Thursday)	Intervention 3 Individual Exercise and Significant Event Presentation in Google Classroom Discussion	11.15-12.10 afternoon
14 October 2019 (Monday)	Intervention 4 Kuiz Kahoot Individual Exercise and Significant Event Presentation in Google Classroom Discussion	7.55-8.50 morning
15 October 2019 (Tuesday)	Intervention 5 Individual Exercise and Significant Event Presentation in Google Classroom Discussion	8.55- 9.50 morning
16 October 2019 (Thursday)	Intervention 6 Kahoot Quiz Individual Exercise and Significant Event Presentation in Google Classroom Discussion	11.15-12.10 afternoon
22 October 2019 (Tuesday)	Intervention 7 Individual Exercise and Significant Event Presentation in Google Classroom Discussion	8.55- 9.50 morning
24 October 2019 (Thursday)	Intervention 8 Kahoot Quiz Repeating Important Event definition, Plot, Function/type of plot and Storyline Repeat terms of building sentences correctly, using Subject and Predicate Discussion Kahoot Quiz	11.15-12.10 afternoon

28 October 2019 (Monday)	Intervention 9 Kahoot Quiz Question and Answer Group Activity: Debate Discussion	7.55-8.50 morning
31 October 2019 (Thursday)	Intervention 10 Kahoot Quiz Question and Answer Group Activity: Debate Perbincangan	11.15-12.10 afternoon
4 November 2019 (Monday)	Intervention 11 Group Exercise (Peer Assessment) – Important Event correction in Google Classroom Discussion	7.55-8.50 morning
5 November 2019 (Tuesday)	Post Test	8.55- 9.50 morning
7 November 2019 (Thursday)	Interview about the use of PAT technique	

Teaching readiness set is a OL PDT session that is used for Kahoot intervention as a quiz activity apart from a few OL PDT sessions sets using Google Classroom application that encompasses OL following the original timetable and outside school hours. This application is used as a medium of significant event LHT outcome sharing, discussion and sharing room as well as assignment delivery. Discussion question that is asked by the researcher is a high level question so that students are able to relate every answer with the important event as a supportive argument.

Before starting intervention, researcher conducts pre test to see the academic level of students and decide their performance whether they are at the excellent, mediocre or weak level. After the last intervention, post test is given again to obtain the min score performance after finishing intervention.

Data Analysis

The quantitative method is used to answer research question 1 through acquisition of t-test value. Data in the form of min score pre and post test was analyzed using *Statistical Package for The Social Science* (SPSS) application version 2.0. Student response towards interview is then analyzed descriptively and thematically.

Table 2

Research question, instrument and data analysis

No.	Research Question	Instrument	Data Analysis
1	Is there a difference of min score performance of students in pre test and post test	Pre and Post Test set	T-Test SPSS
2	How is the student perception towards following PDT in Google Classroom and Kahoot experience.	Interview Inventory	Analysis and Verbatim Data Coding Descriptive analysis

Research Findings

Research findings from statistical data is used to answer research question 1, especially through the value that is produced by comparing the min score of pre test and post test. While the findings from qualitative data is used for answering research question 2, especially findings from thematic analysis towards student response in interview session.

Min score difference of students in pre test and post rest

Students are given two tests using the difficulty levels of the same question, that is contextual from the advanced level question paper. Marking towards student answer is also done based on the contextual question rubric evaluation that is used in the advanced level. Figure 3, the following bar chart is a student mark tabulation comparison in pre test and post test.

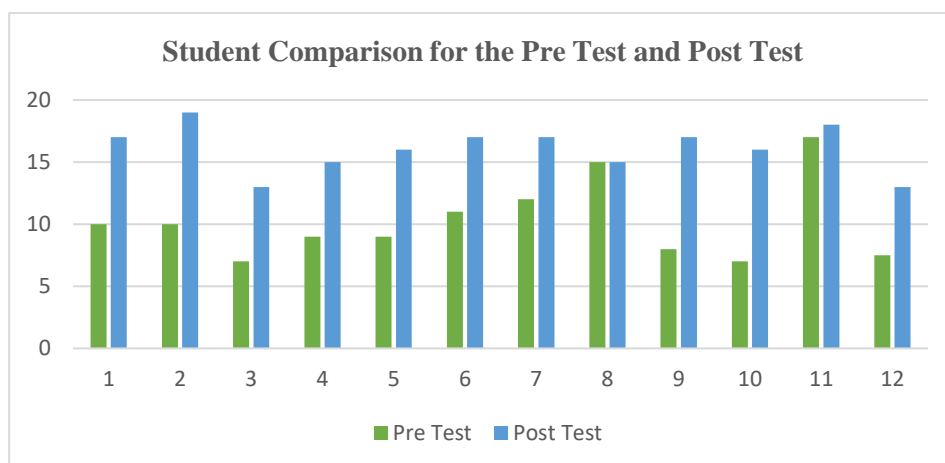


Figure 3: Comparison of contextual question marks of Pre Test and Post Test.

Based on the bar chart, there is an increase of marks of all the students in the post test compared to the pre test, except for the 8th student that records the same amount of marks. Based on this finding, the research summarizes that there is an improvement of performance and skill of answering contextual questions that is quite obvious. The research also runs t-test statistical analyses of paired data to determine whether there is an increase reaching significant level.

Table 3

T-test for the min score student performance in pre test and post test

	Min	N	Standard Deviation (SD)	t-Value	Df	Significance Level (p)
Pre Test and Post Test	-5.875	12	2.877	-7.073	11	.000

As many as 12 student has sit for the pre and post test. T-test show that there is a min score student mark between both of the test with the value of 0.000, significant at the level of <0.05. The research summarizes that there is an increase of performance in mastering significant event when students answered contextual question. Therefore, the null research hypothesis which sounds "there is no significant difference towards student achievement min

score in pre test and post test after PDT intervention using Kahoo and Goggle Classroom” has succesfully been rejected.

To strengthen the above findings, the researcher has done another data analyses for non-parameteric analysis t-test. This is because the sample that is used by the researcher does not reach 30 students. The analysis outcome show that the null hyptohesis is still succesfully rejected and significant calue is $0.003 < 0.05$, as shown in Figure 4 below.

Table 4

Non-parametric Paired Data T-Test Outcome

Hypothesis	Test	Significant Level (SL)	Result
Min Difference Between Pre Test and Post Test	Related Sample - Wilcoxon Signed Rank Test	0.003	Null Hypothesis is Rejected

In conclusion, the outcome from both of the tests that is parametric coupled data t-test and non parametric coupled data t-test has given the same outcome results that shows there is a significant increase.

Discussion

The skill of student in analyzing and writing the important event is a main finding aspect after following the PDT technique intervention technique. The results of the examination show that majority of students were able to produce a list of significant event that is complete and organized based cause and effect for every LHT chapter that is learned along the intervention.

Secondly, students also show skills of active sentence building of significant event that is increasing. This is very different than before intervention, student face difficulties to construct complete and standard when listing important LHT events. Student sentences before intervention are also mixed up between active sentence and pssive sentence. Whereas, according to the writing procedure of important even and plot, sentence that is used is active sentence, not passive sentence.

Thirdly and most importantly is that students are found to be skillful in picking important event and modifying it as a supportive argument when answering contextual questions. This can be seen from mark performances that is obtained by students when sitting for post test. The answer of students are more concrete and relevant with revealing related events as evidence or supportive argument.

Student emotion when following Kahoot and Google Classroom Activity

Students that have expresed various emotion about their experiences following intervention class. Some new students that first time used Kahoot and Google Classroom until they felt confused, nervous, but in the end became fun, enthusiastic and more motivated. The following is a excerpt of verbatim data of some students are interesting to be discussed.

Table 5

Student experience towards OaL PDT technique

Participant	Statement
P1	<u>"it is easy</u> to learn this because we are used to learning dislike writing..."
P8	<u>"it is fun</u> to learn this because we did not have this during secondary school..."
P9	<u>"it is easy that it can be done anywhere. It is no longer hard... Convenient."</u>

In general, students feel comfortable and at ease following the learning activity through PDT. In addition, the Kahoot and Google Classroom are easily accessed through mobile phones without limits and serves information sharing and quiz question activity. This technique is also very helpful for students that do not like to jot down notes in note books. They can also access and read material or teaching content and print them whenever needed. P8 students feel enjoyable and excited because this is the first time they followed OL. P9 states that this technique is easily used and can be accessed in wherever they are. With OL, the learning process is not limited to the classroom, activities can be held of extended out of school time.

Learning Outcome using Kahoot Activity and Google Classroom

As a whole, students admit that there is an increase of their skills in listing important event. Analysis towards score marks only show increase in perception. Through interview, the student itself will give explanation about certain skills that is needed in mastering important LHT events, Following are the statements of several students.

Table 6

Increase in student achievement

Pelajar	Pernyataan
P2	Ah... <u>there was an increase</u> teacher because we have classmates that give important events. After that we were able to read important points in a chapter and then... <u>before this we directly take the story dialog that are not important...sometimes there are that we do not really take important event</u> in the chapter.
P7	<u>There was increase...from the important event</u> we were able to <u>construct arguments ... So we were able to answer direct contextual questions</u> and then...eases us
P8	Yes... <u>before</u> when we directed Google Classroom, mostly we do like nothing... <u>the whole story</u> . After the teacher checked our important event the teacher <u>asked to change</u> and mostly <u>we took the important plots only</u> that happened in the chapter.

Based on the interview findings, students admit that they were able to list important HTL event correctly and with ease. Previously students do not know the production of important event structure. Before, intervention students often enter events that are not

related such as “dialogues of the stories that are not important” (P2) as a matter of fact was not able to distinguish the important events until the student “did not really take the important event” (P2). After the intervention was executed there was a significant increase in writing the important event. Student was given tasks to list important events according to the respective chapters that is determined by the researcher and then shared in the Google Classroom application to be discussed. Sharing of the important events clearly helped among students as said by P2 “we have classmates that give important events”.

According to P7, discussion through Google Classroom has eased their understanding towards the concept of significant events. Then, the understanding eases them to answer HHT contextual questions. P7 also admits they now “can make arguments” with quoting only events that are truly related as a support to their answers, unlike before, students were confused and took the easy way by entering the whole event.

P8 also admits that before intervention it was difficult to choose important events that are able to represent “the whole story.” Teachers were also able to find and identify the real weakness if students that is caused by their own misconception towards real criteria of the important event. P8 admits that the guidance of teacher correcting misconception and “tell to change”, that is asking students to write again the event based on cause and effect concept.

Contextual Question Answering Skill

In general all students gave positive views that the TaL OL has helped students in answering contextual questions. The following are a few response of students through interview.

Table 7

Ability of students answering contextual questions.

Student	Statement
P1	Yes <u>it can help</u> because teacher...we are still typing... <u>we read, we type</u> from Google Classroom we can... <u>we remember more</u> ...rather than not using that, we read only. Read only once...sometimes we forget, is when it comes during examination <u>we already know in every important event in chapters</u> what is...so automatically we <u>know the story</u> is about what. Like when there is a text <i>dialog</i> we already know what it is about...from when we only read once.
P10	Because <u>from the important event</u> eventhough we do not read we can still the story... from beginning until the end about the important event tells events that is in one of the chapter ...so we <u>can answer contextual questions</u>
P5	Like before we have contextual questions we answered them only. We do not know what it meant. What the question really wanted but then teacher taught us how to use Google Classroom. We recently <u>know...What is important of the need of the question</u> that is what we should

According to several students, online learning techniques that focuses on recovery of significant event appreciation also can help students answer contextual questions. Through practical tasks in Google Classroom website that is followed by students helps student more increasing their understanding as well as student memory that is then tested using the Kahoot

application. Previously student can not be given guidance in answering contextual questions. This causes the answer of students to be undirected because students insert events that are not important in answering without knowing the need of the question. In this intervention the researcher always increases the student in steps of answering contextual question and give contextual exercises in Google Classroom.

OL is able to increase understanding and memorization

For the fourth question, all the students gave the 'yes' answer. The amenity that is given in online learning technique can expand the student learning outside of class. In addition, student always do online learning about the HTL significant event. After that, this matter is brought to the classroom to be presented and discussed further until it reaches the discussion conclusion.

Table 8

Student Understanding and Memorization

Pelajar	Pernyataan
P4	Sometimes we are also <u>confused</u> of the other chapters. Especially like in the story of Patih Gajah Mada, it makes a plan. There is a lot of plants, yes sometimes <u>if we read from the book only...it makes us confused.</u> <u>Kalau arah Google Classroom dapat lagi kami beza-bezakan, this event is from where...this is event is from where.</u>
P9	We read...and <u>it is effective</u>
P3	Understood... by playing one, two, three <u>is much easier than memorizing from one paragraph or the whole book.</u>

The online learning technique application using the Google Classroom application gives positive impact to students from the side of memorization, analysis and comparison of HLT important event. According to P4, there is a lot of events specifically in the chapter that is related to the actor scheme of Patih Gajah Mada that is almost the same until "makes us confused" (P4). The outcome of student reading and memorization sharing eases them until they are able to "we differentiate" (P4). For P9 reading the notes outcome in Google Classroom is really effective and eases the memorization.

While P3 affirms that the organization of important event is recorded by each student with the way of "by playing one, two, three is much easier than memorizing from one paragraph or the whole book." This means that the outcome of analyses and dissection that is shared in Google Classroom is much easier to be referenced and memorized compared to only reading the HTL book that is thick. Sharing, jotting down notes and discussion in the Google Classroom Understanding chat and memorization is achieved from the student itself by running practical exercises that is finding important events in the original text book of the Legend of Hang Tuah and is then shared to the Google Classroom website. Not only that, the recovery of important event writing is also done. Apart from that, student can revise and read important event notes shared by other students. Therefore the important events are very important in helping student to recall the overall event that happens in every chapter.

Factor that makes student to continue OL

In general, student advocates to continue the OL as a medium of TaL. Some of the reasons are shares by students during the interview session. Part of it is in the following Table 9.

Table 9

Support to continye PAT technique

Pelajar	Pernyataan
P1	We want, teacher. Especially the Kahoot application if compared to teaching on paper, writing, speaking. We feel like we are sleepy students. If there is a play application like that <u>we would not get sleepy. It feels enlightening.</u>
P9	We want. Because...This apps for us is for our time and age...was not used in the previous time and age...with this apps, we <u>it is easier to learn</u>
P8	Because it <u>eases us to understand and remember</u> straight like from... sometimes it is like difficult right to know what is the meaning of important event.

P1 is of the opinion that TaL based on OL should be continued because “if we play like there is the application we do not feel sleepy.” TaL environment that is fun, playing (quiz) while learning, interactive and is filled by various activities makes student feel more enthusiastic, not sleep and able to give full attention. P9 also feels that the use of OL application is relevant with their time and age. Students of this time and age must be able to benefit from various technology era applications that for them sis able to ease the learning process. P8 also adds that the learning through interactive learning and sharing encouragement “eases us to understand and remember.”

Difference of Learning based on OL Compared to Conventional Methods

The student opinion that is recorded in Table 10 is a few differences that they experience during the OL following intervention. According to P1, the habit of lazyness in reading that has conquered them before can now be overcome with the existence of co-operation between them when following important events analysis activity among of their respective chapters while followed by sharing and discussion sessions in Google Classroom site. They are enthusiastic to read to make preparations facing quiz activity. The determination to win quiz becomes the motivator to continue reading and analyze chapter by chapter LHT chapters. P9 originally is not interested in learning LHT is now interested to follow event by event that happened in every chapter. P9 is of the opinion “with this apps, we are at ease to learn.” It is similar for P8 that feels student are more exposed and given enlightenment in writing important even after following this intervention.

Jadual 10

Difference that is faced by students during online learning

Pelajar	Pernyataan
P1	There is. The difference is like reading about it is that we are the kind that do not like to read so with the availability of Google Classroom we delegate those tasks. So you, instead of reading all of the chapters we know the events from there teacher. We are not burdened by flipping through the book anymore that has a lot of pages.
P9	Previously when there was no Google Classroom we were normal only right. If normal like us...for us the Legend of Hang Tuah is not important...is not enlightening...if using Google Classroom it becomes more enlightening...so this is how Hang Tuah lived...that is the story like...
P8	Some time ago returned from secondary school we made a way to find important event but like...can differentiate from sometime ago and now. But now how is it? That before teacher uses the Google Classroom is confused...right finding the important event that is why not sure which one is straight, which is wrong, afraid to mix events that are not important return but after learning the Google Classroom... can help us.

First, there are students that say after the intervention of this PAT technique application increases their analysis skill in mastering important events of the Legend of Hang Tuah. In general analysis is an activity that covers several evaluation, choosing and elaboration works in a script. However the student must first know the important event concept to make analyzing works. Therefore, the researchers exposes the important event concept and hold discussion activities to strengthen the understanding of students. This is acknowledged by several students in interview that from the PAT learning, it can further strengthen their understanding about the important event concept. The analysis activity, discussion and quiz question through Kahoot has helped students a lot in understanding this concept. As according to Anderson dan Krathwohl (2001) that teachers should expose to students with doing high level learning activities such as questions that need student discussion and research analysis.

Next, students feel comfortable in using the existing facilities in Google Classroom application that enables them to share knowledge in discussion and channeling information that is authentic. This technique is a platform for convenience and learning content aid, exercise and information that is more structured and integrated (Aziaris, 2015). In relation, the discovery of new information must be synthesized with the student existing knowledge (Shukri & Amin, 2010). Therefore, the researcher has strived to organize strategies to ease teaching and learning for the importance of students.

Following this effort and application, students has given positive response that this activity can empower their existing knowledge that secondly is balanced with the original knowledge of the Legend of Hang Tuah book also with information discussion in Google Classroom. According to student the PAT learning technique does not only apply technology only but it can bring towards mastering skill and dissecting important event, create a type of

thinking that is firm in modifying and picking important events as a supportive argument when answering contextual questions.

Conclusion

This research has involved 12 students of form 6 only and has been implemented in a Form 6 Centre in the Brunei and Muara District. Specifically, the main purpose of the research is to see whether this technique can help increase the student achievement and performance.

This research uses the qualitative and quantitative method. The pre test and post test as well as interview inventory interview is made as a research instrument for data collection. For quantitative method examination, as much as 12 student follow the pre test, intervention and post test. Data that is obtained is then analyzed using descriptive and inference statistical analysis. While for the qualitative examination, the researcher uses interview session that involves all of the students that is divided into three groups. Analysis in the descriptive and thematic form is used to summarize student perception along the PAT intervention technique.

As a whole, based on the research finding that was obtained show that the research objective that was given during the early section was achieved. This research finding show that there is a significant difference between the min score of student achievement between pre test and post test. The significant value that was obtained is $0.000 < 0.05$, this means that the online learning technique applied is effective to increase learning of significant event in the Legend of Hang Tuah.

Implications toward Teachers

The application of OL diversifies the teaching methods of teachers. There are many benefits that can be taken, among them are teachers are able to create a teaching environment that are more active, interactive and gain the interest of students. Teachers are also able to save time with having discussion activities online apart from strengthening activities through quizzes in the Kahoot application. The attitude of student of being not interested in reading LHT is because of the thickness can now be solved with discussion sessions, reading outcome sharing and summary activities. Teachers are only of the role as monitor, guide and consult expert. Teachers are able to identify if there is any occurrence of misconception through checking towards, discussion, conversation and information sharing in conversation room in Google Classroom. Limited time due to limited learning session in schools can now be solved with 'online class' because teachers and students can access the discussion room at any time of free time out side of school time.

Implications toward Students

The implementation of Learning Online techniques in learning and Hang Tuah Learning has given a positive effect towards students where it has succeeded in listing important events completely and accurately. Apart from that, through discussion and quiz activities, the misconception of students towards important events is identified and overcome. Through discussion rooms in Google Classroom, students are more responsible in the learning process with sharing views and ideas until it strengthens the student understanding towards important events concept. In addition, students are more motivated to read LHT that is thick and brave to come forward to debate.

Recommendations

With the proven effectiveness of OL towards student performance and their positive response, therefore the researcher recommends the following items:

1. Student and teacher benefits the amenities that exist in the Google Classroom and Kahoot application, apart from being free, it is obvious that various activities can be implemented to increase the performance and motivation of students.
2. Teacher uses it to solidify the existing approaches of TaL KM.
3. Further studies is done in schools in the secondary level because of the same problems that also happens in that level.
4. The related sides, especially the Education Ministry, through JPK and JSS should organize workshops related to application that is related to Google Classroom and Kahoot, and learning application online to enhance the ability of teachers applying technology in TaL.

Summary

The application of OL to master LHT important events can be made as an alternative appropriate to the purpose of technology education application in SPN 21. The convenience of Kahoot and Google Classroom enables student to access the learning sessions without time and schedule limitations. Student also save time with the availability of learning outcome sharing among them in the chat room. Consequently, student are more positive, interested and becomes more interactive.

Apart from that, the research also found the occurrence of increment in student skill in dissecting and mastering important events. Through this mastery too, student are more able to process and pick important events as a supportive argument when answering related questions, especially contextual questions.

OL is a learning that is flexible. It can create a learning that is rich with integration with various skills such as discussing, arguing, making comparisons, summarizing and such. Additionally, students are able to master the skills related to the technology application. The rationale of PDT application is more prevalent of its significance when during this ongoing of this research, the landscape of research in Brunei Darussalam specifically, and the whole in general is desperate for a change with the occurrence of the Covid-19 pandemic. The temporary closure of schools in whole world including Brunei Darussalam has increased the motivation, initiative, skills and also readiness of various sides, especially teachers and students applying various applications online.

Theoretical and Contextual Contribution of This Research

This research was able to prove the effectiveness of online learning to enhance the mastery of students towards important event of Legend of Hang Tuah (LHT) through online learning, based on Kahoot and Google Classroom to help student master more the LHT important event.

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