

## 2LKS: Increasing Mastery of Student Remembering Skills

Norfatimah A.Ghani, Syar Meeze Mohd Rashid

Faculty of Education, Universiti Kebangsaan Malaysia, 43600 UKM Bangi, Selangor Darul Ehsan, Malaysia

Corresponding Author Email: P144795@siswa.ukm.edu.my

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### Abstract

21<sup>st</sup> Century Learning (21<sup>st</sup>CL) in teaching and learning is a new change in the world of education. To bringing new changes in education, 21<sup>st</sup> CL is said to be a teaching and learning process centred on students and teachers. In 2017, the Ministry of Education and Culture has provided vocational education to help students with Special Educational Needs (SEN) venture into vocational fields including Basic Vocational Skills (BVS) Basic Cooking. This study aims to improve mastery of SEN recall skills for the napkin folding subtopic in BVS Basic Cooking subjects using the 2LKS method. The design of this study is an action study based on the Kemmis and McTaggart Model. The research instruments used are quizzes, observations, questions and answers and questionnaires. This study involved 4 respondents consisting of SEN Diamond class at SMK Kampong Soeharto. Based on the previous teaching and facilitation reflection, it was found that SEN could not answer quiz questions accurately. The results of the teacher's observation also found that SEN was also unable to express the folds of napkins accurately because SEN did not master the technique of remembering well. Action planning is focused on the skill of remembering napkin folds by combining two 21<sup>st</sup> CL activities, namely 2LKS. 2LKS is Lyrical Lesson, writing lyrics and singing songs and Kinesthetics Symbol, forming hand or body symbols to explain the content of the lesson. The findings of the study show that all SEN can remember the folds of napkins thus allowing SEN to state and answer the quiz accurately using the 2LKS method. SEN was also found to feel fun, happy and easy to remember using the 2LKS method. This proves that the 2LKS method is effective and helps SEN in improving the ability to remember napkin folds very well.

**Keywords:** 21<sup>st</sup> Century Learning, Lyrical Lesson, Kinesthetics' Symbol, Students with Special Educational Needs.

### Introduction

Through my past observation and reflection of my teaching and learning subjects in the cooking subject, the napkin folding subtopic, after going through various activities such as the questions and quizzes in the classroom, it was found that SEN failed to answer the questions accurately. SEN also cannot accurately state the napkin folds due to the weakness of SEN

to remember. As we all know, this SSEN has a slightly weak memory compared to typical students. The failure of the students to master the napkin folds due to the lack of focus while in the classroom, having a relatively weak memory and a lifeless attitude.

Mirror researchers and list problems that may be due to the weaknesses of the researchers as the researchers think SSEN has understood when no one asked after the teaching and learning was implemented. SSEN may be afraid and embarrassed to ask because this SSEN is mostly low self-confidence and requires teachers to ask them questions.

Based on the problem, the researchers are aware that this problem cannot be abolished as this is a Level 1 student. This diamond class cents need to be skilled in the Basic Classroom Assessment (BCA) BVS Basic Cooking Form 1 to qualify for the cents to follow the Specific Vocational Skills (SVS) of the bread.

### *Research Focus*

From the above reflection, it was found that the SSEN could not answer the quiz and the question that the teacher asked accurately because SSEN did not try to remember the napkin folds, not focus on the classroom and had relatively weak memory.

This problem occurs among the SSEN mainly due to the less reading of the SSEN. SSEN still cannot remember the napkin folds that need to be remembered and stated when the UN is implemented. No SSEN can focus well, in addition to this SSEN has a relatively low focus during teaching and learning. This is also supported by Zubaidah (2019) who states that students have weak memory, have low self-concept and are not focused on the cause of student problems during the teaching and learning. Teaching and learning BVS Basic Cooking for SSEN Form 1 is a subject with the greatest number of teaching and learning time of 16 times a week.

Also, SSEN cannot remember the napkin folds well. When in the classroom, teachers will ask students about past learning, but most SSEN cannot answer the questions asked by the teacher. SSEN will be able to answer once the teacher gives the hint answer. The effect of this problem if not addressed immediately, SSEN will not be skilled. Therefore, if the SSEN is unable to answer the question, then the SSEN is not skilled thus causing the SSEN to be unsuccessful to take the bread class next year. The unspecified SSEN will remain in the same class by 2024.

SSEN cannot remember the napkin folds well. Therefore, Teaching and learning researchers will focus on how the content of the lesson is presented to students (Nurmelda & Roslinda, 2020). According to Matzin and Mundia (2018), subject teachers with skills and knowledge can certainly make Teaching and learning more efficient. Researchers are trying to solve the problem of SSEN to remember the napkin folds and guide them using 21<sup>st</sup> CL activities of 2LKS.

### *Objective*

The objectives of this study are as follows: Increasing mastery of SSEN Remembering Skills for Napkin's folding subtopics using 21<sup>st</sup> CL activities of 2LKS (Lyrical Lesson and Kinesthetics' Symbols).

### *Sample*

The target group of this study involved SSEN Medium functionality, a diamond class at SMK Kampong Soeharto. The sample consisted of 4 SSENs, all Malay students, 2 female SSEN and 2 male SSEN. Researchers choose this SSEN as a sample because the researcher is the teacher who teaches this SSEN. The sample was also selected based on a very weak quiz decision. The selection of samples for this study also used sampling methods as the respondents were identified through preliminary reviews and had the characteristics that teachers needed to solve the research problem (Rosinah, 2015).

### ***The Initial Review***

This study was an action study. Muhammad Lukman (2018) states that action research aims to develop specific teaching strategies to resolve teaching issues in a subject. According to Kalai (2019), action research is a method of research in education. Action Studies in Education are defined as in -depth research on educational practices (Mohd Syafiq Aiman et al., 2021).

The research instrument is quiz, observation, question and questionnaire. The data analysis method is an analysis using frequency descriptive statistics and translated into table form. This study is based on the Kemmis and McTaggart (1988) models with 4 main steps, which are reflection, planning, acting and observing.

### *Initial Review of Problems*

Initial reviews by researchers found that Napkin's folding subtopics were a new subtopic learned by SSEN in secondary schools. SSEN needs to remember the napkin folds so that the SSEN can state the napkin folds as well as the BCA. In the implementation of this study, problems are made based on quiz questions, observations and questions.

### *Quiz after Teaching and Learning*

The quiz is conducted by the researcher as soon as the Teaching and learning session is completed. Researchers provide only one question related to napkin folds that allocate 6 overall marks. SSEN was given 10 minutes to answer the quiz question. The purpose of this quiz is to detect the level of knowledge and mastery of SSEN after the teacher teaches this subtopic using the presentation through the teaching and learning.

### **Observation**

Based on the observations made during the Napkin folding subtopic session, teachers found that the method of delivery of Teaching and learning used could not maintain the SSEN focus. Learning is seen as boring. Student engagement is also limited and makes them passive. At the end of the teaching and learning session also SSEN did not ask when the teacher opened the opportunity to ask questions.

### *Early Survey Analysis Problem Analysis*

The problem review shows the data obtained from the quiz that was performed during the prior observation of the intervention.

*Analysis of Quiz Results*

After napkin's teaching and learning, the teacher asked a quiz question to see the SSEN memory on the subtopic that had been learned by the Teaching and learning presentation. Table 1 shows the SSEN quiz score.

Table 1  
*Quiz Result*

Sample	Quiz Mark	Quiz Full Mark
A	0	6
B	0	6
C	0	6
D	0	6

Based on this quiz score, it was found that SSEN failed to answer the Napkin folding subtopic questions. All SSEN got empty marks. This is very frustrating for teachers as this subtopic needs to be mastered for SSEN to be skilled in the BCA.

During the teaching and learning session are conducted, when the teacher asks the question, the SSEN is silent. SSEN failed to state the napkin folds that were learned. SSEN also takes a long time to answer. This shows that SSEN does not focus completely during the Teaching and learning session. In addition, teachers also found that SSEN did not master the techniques of remembering well.

**Implementation of Intervention***2LKS*

Programme based on preliminary reviews and data obtained, the researchers have taken intervention action by integrating two 21<sup>st</sup> CL activities, Lyrical Lesson (2L) and kinesthetics Symbols (KS). This is because when the researcher gives the quiz or the SSEN and the SSEN is unable to answer the question, the researcher needs to give the answer hint. Hint the answer that the researcher gives is by performing a hand symbol or body movement, kinesthetics' learning (Mahadi et al., 2022). Students can easily remember the singing method (Awang, 2020). Singing and kinesthetics, when combined and researchers refer to 21<sup>st</sup> CL, then this 2LKS method triggered.

**Evaluation***Reflection*

After the researcher analysed the preliminary review of the teaching and learning conducted, the researcher made the teaching and learning reflection specified in the past teaching and learning reflection.

*Planning*

After preliminary surveys were conducted and analysed, researchers planned to use the 2LKS method to make SSEN easy to remember. Researchers introduce the 2LKS method of Lyrical Lesson (2L) and Kinesthetics Symbols (KS).

*Acting*

After the quiz was analysed by the researcher, the researchers implemented the 2LKS method. Researchers take important lessons (Lyrical Lesson) and then the researcher sings the song and forms the kinesthetics symbol based on the content. SSEN will follow the researchers by singing and making movements. SSEN needs to repeat the activity so that SSEN can remember the napkin folds using the 2LKS method. According to Behaviourism theory, teaching can be mastered through the process of repetition as possible as a common or routine (Ishaque, 2022). Efficiency will be mastered if students often practice.

*Observations*

Observing made after intervention using the 2LKS method. Observations are made based on quiz decisions given to SSEN. The same quiz question is used as a quiz question before and after the intervention. The questionnaire was also given to SSEN for feedback on the 2LKS method.

**Reflection of the study***Quiz Comparison Findings 1 with Quiz 2*

After implementing the quiz on 4 SSEN, the researchers made comparisons to analysed the two marks obtained by SSEN. Quiz 1 is carried out before the use of method 2lks while quiz 2 is carried out after SSEN uses the 2LKS method.

Table 2

*The difference in Quiz 1 and Quiz 2*

Sample	Quiz 1	Quiz 2	Difference
A	0	6	6
B	0	6	6
C	0	6	6
D	0	6	6

Table 2 shows the comparison of the scores between the quiz before the intervention and the quiz score after the intervention. This shows a significant difference that all SSEN successfully answered the quiz questions accurately and achieved excellent results. The 2LKS method used in learning is very effective and helps SSEN to remember the napkin folds very well.

*The Findings through Observations*

After intervention using the 2LKS method show a very positive effect on SSEN. It is found that students can easily remember using the 2LKS method. SSEN also enjoyed the teaching and learning and active in the classroom.

*The Findings through a Questionnaire*

A questionnaire was given to 4 SSEN who were sample of the study. This questionnaire was conducted to see the perception of SSEN using the 2LKS method. Table 3 shows the findings of the questionnaire from SSEN on methods 2LKS.

Table 3

*Questionnaire Findings from SSEN on Methods 2LKS*

No.	Item	Yes	No
1.	I like to learn the basics of cooking by using activities 21 <sup>st</sup> CL.	4 (100%)	-
2.	I understand the subtopic of napkin folds by using methods 2LKS.	4 (100%)	-
3.	I easily remember the napkin folds using the method 2LKS.	4 (100%)	-
4.	I am confident in answering the quiz questions using the method 2LKS.	4 (100%)	-
5.	Method 2LKS can increase my motivation to learn.	4 (100%)	-

Based on the findings of the survey, it was found that all SSEN liked to learn the basics of cooking when 21<sup>st</sup> CL activities were implemented during the Teaching and learning. SSEN also understands and easily remembering Napkin's folds using the 2LKS method. SSEN successfully answered the quiz questions well and increased SSEN's motivation to learn using the 2LKS method. This finding shows that the 2LKS method is best used during the Teaching and learning and can enhance the mastery of SSEN remembering skills in the Napkin folding subtopic.

### Conclusion

Based on the findings of the study, the objectives of this action study were achieved. This 2LKS method is effective and very helpful in SSEN in improving the skills of remembering the napkin's subtopics very well. All SSENs can remember 6 napkin folds accurately and earn excellent quiz scores. All SSENs also provide positive feedback on the 2LKS method. Based on the researchers' observations were also found that SSEN was happy, fun and easy to remember by using the 2LKS method.

The Kemmis and McTaggart model is one of the most widely used action research models in education due to its reflective, systematic and practical nature. The model consists of four main phases, namely planning, action, observation and reflection, which operate in a continuous cycle. This approach allows teachers or researchers to identify issues in their practice and carry out interventions directly in the real context of the classroom, subsequently evaluating their effectiveness through reflection (Borg et al., 2020).

One of the main advantages of this model is its flexibility, teachers can adjust actions based on current observations and feedback. In addition, this model also increases teachers' professional awareness through a reflective process, thus contributing to continuous professional development (Mahmood, 2022). It also encourages collaboration between teachers and colleagues and builds active learning communities (Adams, 2023). The ability of this model to be used in real situations makes it suitable for addressing complex pedagogical challenges, especially in the context of 21<sup>st</sup> century education. Overall, the Kemmis and McTaggart Model not only helps improve the quality of teaching but also empowers teachers as agents of change in the education system.

## Recommendations

This action study focuses on moderate functional students only. Therefore, the researchers suggest that this action study can be conducted among other medium -sized functionality of the SSEN 2 to Form 5 or SSEN Low functionality. Future studies can focus on subjects such as Mathematics, Social Science Education and so on. This 2LKS method is very easy as it does not require materials and costs and is very helpful especially SSEN to remember the content very well. In the future, the researchers intend to make the SSEN implement this 2LKS method thus making student centred, creative and innovative learning in line with 21<sup>st</sup> CL.

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