Readiness to Perform Digital Alternative Assessments among Primary School Malay Language Teacher

Nur Athirah Hamizah Binti Yahya[1]*, Wan Muna Ruzanna Binti Wan Mohammad[2]*

Universiti Kebangsaan Malaysia
Correspondent Author Email: p130754@siswa.ukm.edu.my

Abstract
Digital learning refers to effective use of technology in the teaching and learning process (Ministry of Education Malaysia, 2023). In line with the advancement of the technology world, teachers need to be able to apply digital learning to ensure that the teaching and learning process can be carried out more effectively and relevant to the current needs. To support these changes, teachers can conduct digital alternative assessments in teaching. Such an approach enables assessment to be done more effectively and flexibly thus enhancing the effectiveness of assessing students' skills and achievement in classroom assessment. However, the willingness of change in the world of education is often debated. Knowledge, skills and implementation are important things that every educator needs to evaluate to ensure that they are fully prepared to cope with the changes made by the Ministry of Education Malaysia. Therefore, this study was conducted to identify the level of knowledge, skills, and implementation of the Malay language teachers in conducting digital alternative stages. This study is a survey study using the questionnaire form as a research instrument. A total of 193 Malay language teachers teaching in 47 Kuala Pilah District Primary Schools were selected as respondents of the study. Descriptive analysis results show their level of knowledge, skills, and implementation of digital alternative assessments.
Keywords: Readiness to Perform Digital Alternative, Primary School, Malay Language Teacher

Introduction
In the era of digital technology, educators not only need mastery in the content of teaching syllabus but are also required to master knowledge in modern technology. The knowledge owned in this digitization can be applied in the field of teaching and learning and can be in line with the alternative assessment. However, digital assessment directed at 21st century learning especially in Malay language subjects has not received overwhelming response from language teachers. This is because, the change in the assessment method is a very difficult effort to be implemented as traditional assessment methods have become a culture in the education system in Malaysia (Lenore et al. 2021). Most teachers are still bound to conduct

traditional assessments of using written tests by focusing on the use of pencils and paper (Mohd Haidzir & Norasmah, 2019). Zanariah (2023), also stated that 91 respondents comprising educators and parents still agreed that the Primary School Assessment Test (UPSR) was restored.

In addition, most Malay language teachers are still unable to create teaching and assessment that use technology due to the level of knowledge of new digitization aspects, especially online still at a moderate level. This was also stated by Noormarizan Mohamed Nawi and Ariff Mohamad (2024), that the level of knowledge of information technology and digital Malay language teachers is not positive. Similar findings were obtained from the study of Siti Nurbaizura and Nurfaradilla (2020) who found that teachers were less knowledgeable in implementing Teaching and learning online. More complicated there are some teachers who are less knowledgeable to build assessment items. They prefer to take the questions contained in the training book or examples of past questions. In this regard, digital alternative assessments cannot be fully implemented.

Subsequently, the implementation of this digital alternative assessment requires teachers to master the skills in the use of rapid technology. In the study of Mastura and Santaria (2020), there are some teachers who are less skilled in the use of technology. Lack of skills in the use of technology presents teachers especially in matters of technical matters, uncertainty in the provision of digital assessment materials, and lack of use of creative elements in language teaching (Geoffrey, Norshamshizar & Marlissa, 2024).

Details are also made on the use of digital materials in Malay language subjects and the findings show that the level of implementation of digital alternative assessments is still at a moderate level (Nabilah Nasriyah et al. 2024). Sarvinthanraj Subramaniam and Zamri Mahamod (2024), also reported in a study that the teacher's attitude towards applying technology applications in KOMSAS teaching is not encouraging. This includes training and online assessment.

Objectives of the Study
The purpose of this study was to achieve the following objectives:
i.   Identify the level of knowledge of the Malay language teachers to implement digital alternative assessments in teaching and learning.
ii. Identify the level of skills of the Malay language teachers to implement digital alternative assessments in teaching and learning.
iii. Identify the level of implementation of the Malay language teachers to implement digital alternative assessments in teaching and learning.

Research Questions
The following are the questions that want to answer in this study, namely:
i.   What is the level of knowledge of the Malay language teachers to implement digital alternative assessments in teaching and learning.
ii. What is the level of skill of the Malay language teacher performing digital alternative assessments in teaching and learning.
iii. What is the level of implementation of the Malay language teachers to conduct digital alternative assessments in teaching and learning.

Literature Review

Alternative Assessment

Alternative assessment refers to a variety of activities other than the examinations used to evaluate student mastery and development. This assessment is in line with the teaching methods presented in 21st century learning based on elements of collaboration, creativity, communication, critical thinking and values. According to Monday Thursday and Asri Safe (2019), alternative assessments in line with the Classroom Assessment (PBD) implementation that focuses on student -centered learning and ensuring holistic student incarceration. Abdul Halim and Zuraini (2021), on the other hand, are of the opinion that alternative assessments refer to the assessment of mastery and detection of student learning development as a result of various activities besides examinations such as project -based assessments or portfolios. In fact, this alternative assessment is a form of evaluation that complements all the shortcomings of conventional assessments (Nurul Akmar Said, 2020).

Digital Alternative Assessment

One of the alternative assessments held today is a digital alternative assessment. Digital assessment can be defined as a non -conventional form of assessment, the examination method that only uses pencils and paper (Suhaida, Norhisham and Abd Hadi, 2023). In the latest technology era, platforms such as WhatsApp, Telegram, Kahoot, YouTube, Delima and so on are used as a tool for teachers to evaluate students' understanding of the content of the lessons. The use of digital platforms for assessment for students actually has a positive impact on the education system in Malaysia. This is because, the latest online application provides the convenience and smoothness of the classroom assessment (PBD) that has been emphasized by the MOE itself.

Research Method

The Design and Method of Study
This study is a quantitative study and uses the study design.

The Population and Sampling of the Study
The population of this study consisted of 193 Malay language teachers teaching at the Kuala Pilah District Primary School. The Kuala Pilah district has 193 Malay language teachers who have been housed in 47 primary schools, 36 National Schools (SK), 9 Chinese National Type Schools (SJKC) and 2 Tamil National Type Schools (SJKT). A total of 193 educators who taught the Malay language subjects in the area were selected as the population in the study sample through the purpose of sampling. Therefore, all 193 Malay teachers were selected as respondents of the study and the questionnaire form was distributed to them as a research instrument to answer each of the research questions.

Research Instruments
In this study, the questionnaire was used as a research instrument. There are four sections contained in the questionnaire, part A on the demographic of the respondents. Furthermore, Part B relates to the level of knowledge of digital alternative assessment, Part C on the level of skills and section D of the implementation of the Malay language teachers to conduct digital alternative assessments in teaching and learning.

Data Analysis
The questionnaire data obtained from 193 teachers were systematically analyzed using Statistical Package for Social Science (SPSS) version 30.0. Data were analyzed descriptively for the knowledge, skills and implementation of the Malay language teachers in conducting alternative assessments online. The mean score reading for the level of knowledge, skills and attitudes of teachers conducts digital alternative assessments based on the interpretation of Mohamad Yazid's (2017) study as found in Table 1.

Table 1
Interpretation of Score Mean

Mean Score	Interpretation of Score Mean
1.00 - 2.33	Low
2.34 - 3.66	Simple
3.67 – 5.00	High

Study Findings

Demographics of Respondents
This study involved 193 Malay language teachers teaching in Kuala Pilah District primary schools, Negeri Sembilan. This section explains descriptive information on the sample of the study on several aspects such as gender, highest education, teaching experience and options. The profile of this respondent in detail is displayed as in Table 2.

Table 2
Demographics of Respondents

	Category	Frequency N=193	Percentage (%)
Gender	Male	77	39.9
	Female	116	60.1
Higher Education	Diploma in Education	38	19.7
Teaching	Bachelor's Degree	145	75.1
	Master's Degree	10	5.2
Experience in Teaching	3 Years and Under (Novice)	48	24.9
	4-9 Years (Proficient)	29	15.0
	10-14 Years (Proficient)	48	24.9
	15 Years and Over (Expert)	68	35.2
Option	Malay Language Option Teacher	127	65.8
	Non Malay Language Option Teacher	66	34.2

The Knowledge Level of the Malay Language Teacher Performs Digital Alternative Assessments in Teaching and Learning
First Study Question: What is the level of knowledge of the Malay language teacher in conducting digital alternative assessments?
To answer this first research question, the level of knowledge of the Malay language teacher in the implementation of the digital alternative assessment was identified based on the 10 items found in the section B questionnaire. This item was measured using a five -point Likert

scale, namely (1) SD = Strongly Disagree, (2) D = Disagree, (3) U = Uncertain, (4) A = Agree and (5) SA = Strongly Agree.Frequency analysis, percentage and mean scores were conducted as shown in Table 3. The following are described in detail the items showing respondents' feedback on the level of knowledge of primary school teachers in digital assessment implementation.

Table 3
The Knowledge Level of the Malay Language Teachers Performs Digital Alternative Assessments in Teaching and Learning

Item	Statement	Frequency/Percentage %					Mean	Standard Deviation	Interpretation of Score Mean
		SD	D	U	A	SA			
1.	Teachers know the concept of implementing digital alternatives.	12 (6.2)	13 (6.7)	24 (12.4)	103 (53.4)	41 (21.2)	3.77	1.05	High
2.	Teachers know to plan digital alternative assessments based on the assessment guidelines issued by the MOE.	9 (4.7)	17 (8.8)	27 (14.0)	106 (54.9)	34 (17.6)	3.72	1.00	High
3.	Teachers ensure that digital alternative assessments are in line with the Malay language DSKP.	12 (6.2)	11 (5.7)	20 (10.4)	101 (52.3)	49 (25.4)	3.85	1.06	High
4.	Teachers know that the mastery of Malay and ICT pedagogy is important.	9 (4.7)	14 (7.3)	18 (9.3)	95 (49.2)	57 (29.5)	3.92	1.04	High
5.	Teachers use digital devices such as laptops, tablets and smartphones	12 (6.2)	11 (5.7)	17 (8.8)	97 (50.3)	56 (29.0)	3.90	1.07	High
6.	Teachers are aware of digital applications that can be used for Malay language assessment.	9 (4.7)	15 (7.8)	23 (11.9)	108 (56.0)	38 (19.7)	3.78	1.00	High
7.	Teachers develop assessment questions through interactive learning applications (Kahoot, Quizizz, Wordwall Edmodo or Padlet).	12 (6.2)	15 (7.8)	36 (18.7)	82 (42.5)	48 (24.9)	3.72	1.11	High
8.	Digital alternative assessment helps the Malay language teacher assess	9 (4.7)	16 (8.3)	30 (15.5)	94 (48.7)	44 (22.8)	3.77	1.04	High

							Mean	SD	Level
	students more organized.								
9.	Teachers know that there is a digital alternative assessment application that records student achievement.	12 (6.2)	12 (6.2)	25 (13.0)	103 (53.4)	41 (21.2)	3.77	1.05	High
10.	Digital assessment recording makes it easy for teachers to analyze student progress.	9 (4.7)	17 (8.8)	22 (11.4)	103 (53.4)	42 (21.8)	3.79	1.03	High
	Overall						3.79	0.95	High

Overall, the level of knowledge of the Malay language teacher in conducting digital alternative assessments in teaching and learning is at a high level. The total mean score for this level was 3.79 and the standard deviation was 0.95. This finding shows that the level of knowledge of the Malay language teacher in conducting digital alternative assessments is very satisfactory as it is at a high level.

The Skills Level of the Malay Language Teachers Implement Digital Alternative Assessment in Teaching and Learning.

Second Study Questions: What is the skill level of the Malay language teacher performing digital alternative assessments in teaching and learning.

To answer this second research question, 10 items were answered by the respondents in the questionnaire distributed in Section C. The items focused on questions related to the level of Malay language teacher skills implementing digital alternative assessments in teaching and learning. The results of the analysis received, are shown in Table 4 below.

Table 4

The Skills Level of the Malay Language Teacher Performs Digital Alternative Assessments in Teaching and Learning

Item	Statement	Frequency/Percentage %					Mean	Standard Deviation	Interpretation of Score Mean
		SD	D	U	A	SA			
1.	Teachers have the skills to use digital alternative applications in the formative assessment of the Malay language.	12 (6.2)	16 (8.3)	34 (17.6)	101 (52.3)	30 (15.5)	3.63	1.04	Simple
2.	Teachers handle digital alternative assessment applications well.	9 (4.7)	19 (9.8)	35 (18.1)	91 (47.2)	39 (20.2)	3.68	1.05	High
3.	Teachers diversify their teaching methods through digital alternative applications.	12 (6.2)	15 (7.8)	28 (14.5)	100 (51.8)	38 (19.7)	3.71	1.07	High
4.	Teachers conduct a constant and consistent digital alternative assessment in the teaching and learning of the Malay language.	10 (5.2)	25 (13.0)	43 (22.3)	74 (38.3)	41 (21.2)	3.58	1.12	Simple
5.	Skilled teachers develop assessment questions through digital applications.	13 (6.7)	19 (9.8)	37 (19.2)	89 (46.1)	35 (18.1)	3.59	1.10	Simple
6.	Skilled teachers use digital platforms such as Delima, Google Meet, Google Classroom or Microsoft Teams to interact with students.	10 (5.2)	23 (11.9)	27 (14.0)	88 (45.6)	45 (23.3)	3.70	1.11	High
7.	Teachers are skilled in using the Kahoot, Quizizz, Wordwall, Edmodo or Padlet applications for assessment.	13 (6.7)	19 (9.8)	36 (18.7)	89 (46.1)	36 (18.7)	3.60	1.11	Simple
8.	Teachers have the skills to plan digital alternative assessments according to the level of student mastery.	10 (5.2)	20 (10.4)	38 (19.7)	85 (44.0)	40 (20.7)	3.65	1.08	Simple
9.	Skilled teachers address technical issues that arise during assessment.	14 (7.3)	21 (10.9)	33 (17.1)	94 (48.7)	31 (16.1)	3.55	1.11	Simple
10.	Teachers record student achievement for Malay language subjects in writing.	11 (5.7)	23 (11.9)	21 (10.9)	94 (48.7)	44 (22.8)	3.71	1.12	High
Overall							3.64	0.98	Simple

Overall, the interpretation of mean scores shows the level of skill of the primary school teachers performing digital alternative assessments in teaching and learning is at a moderate level. The total mean score for this construct was only 3.64. This finding explains that the level of teachers' skills in digital alternative assessment is simply satisfactory.

The Level of Implementation of the Malay Language Teacher Performs Digital Alternative Assessments in Teaching and Learning
Third Research Questions: What is the level of implementation of the Malay language teachers to conduct digital alternative assessments in teaching and learning.
To answer the third research question regarding the level of implementation of the Malay language teacher implementing digital alternative assessments in teaching and learning, the researcher provided ten items that the respondents needed to answer in the questionnaire distributed in Section D. Frequency analysis, percentage, mean scores and standard deviations were conducted and shown in Table 5 below.

Table 5
The Level of Implementation of the Malay Language Teacher Performs Digital Alternative Assessments in Teaching and Learning

Item	Statement	Frequency/Percentage %					Mean	Standard Deviation	Interpretation of Score Mean
		SD	D	U	A	SA			
1.	Teachers plan and provide digital assessments based on the Malay language DSKP.	13 (6.7)	16 (8.3)	27 (14.0)	100 (51.8)	37 (19.2)	3.68	1.08	High
2.	Teachers perform formative Malay language assessments alternatively digital.	10 (5.2)	24 (12.4)	32 (16.6)	91 (47.2)	36 (18.7)	3.62	1.08	Simple
3.	Teachers use a variety of digital assessment methods to help students master language skills.	13 (6.7)	17 (8.8)	32 (16.6)	93 (48.2)	38 (19.7)	3.65	1.09	Simple
4.	Teachers use Kahoot's digital application when providing Malay language training.	9 (4.7)	28 (14.5)	46 (23.8)	69 (35.8)	41 (21.2)	3.54	1.12	Simple
5.	Teachers use Digital Quizizz applications when providing Malay language training.	12 (6.2)	17 (8.8)	37 (19.2)	92 (47.7)	35 (18.1)	3.63	1.07	Simple
6.	Teachers use Wordwall's digital application when providing Malay language training.	12 (6.2)	21 (10.9)	37 (19.2)	80 (41.5)	43 (23.3)	3.63	1.13	Simple
7.	The teacher uses the Edmodo digital application when giving Malay language exercises.	11 (5.7)	35 (18.7)	50 (25.9)	61 (31.6)	36 (18.7)	3.39	1.15	Simple

8.	Teachers use digital padlet applications when providing Malay training.	14 (7.3)	26 (13.5)	52 (26.9)	63 (32.6)	38 (19.7)	3.44	1.16	Simple
9.	Student involvement in teaching and learning Malay language is very encouraging when teachers use digital alternative assessments.	9 (4.7)	19 (9.8)	26 (13.5)	100 (51.8)	39 (20.2)	3.73	1.04	High
10.	Teachers respond to students after conducting digital assessments.	12 (6.2)	17 (8.8)	28 (14.5)	97 (50.3)	39 (20.2)	3.69	1.08	High
	Overall						3.60	0.98	Simple

In short, based on Table 5, the results of this study found that the implementation of the Malay language teacher implemented digital alternative assessment in teaching and learning was moderate to a mean value of 3.60 and standard deviation of 0.98. This can give the impression that the attitude of the Malay language teachers to implement digital alternative assessments in teaching and learning needs to be enhanced to a high level.

Discussion
Knowledge of the Malay Language Teacher Performs the Digital Alternative Assessment
This study aims to evaluate the level of knowledge of the Malay language teachers in conducting digital alternative assessments in teaching and learning. The results show that the primary school teachers in the Kuala Pilah district have a high level of knowledge in this aspect. They not only understand the basic concepts of digital assessment, but are able to integrate applications such as Kahoot, Quizizz and Wordwall in teaching and learning formatively.

The matter is in line with the findings of Marzni Mohamed Mokhtar et al. (2024), who found that potential Malay language teachers also showed high knowledge of using digital applications to teach KOMSAS. In addition, the findings of the study were also supported by the Yang Norasi, Mohd Mahzan and Norasmah (2024), which stated that History teachers also had high knowledge of digital applications in teaching. Meenachi Dorasamy and Norazrena (2022), in turn, found that Tamil teachers were skilled in using the Internet and technology for systematic and interactive digital assessment purposes. Meanwhile, a study by Khodijah Abdul Rhaman, Siti Zaharah and Roslinda Ramli (2018), also showed that teachers agree that knowledge and application technology applications can increase student interest in Teaching and learning and help plan and implement assessments more effectively.

However, there are also findings that are contrary to the findings of the study. A study by Nabilah Nasriyah, Anuar Ahmad and Norasmah Othman (2024), found that the level of knowledge of teachers in digital materials as the medium of assessment is still at a moderate level. Although they are aware of the importance of technology and digital, there are constraints in increasing that level of knowledge.

The Malay Language Teacher Skills Perform Digital Alternative Assessments
The study found that overall the level of skill of the Kuala Pilah District Malay Language Teacher, Negeri Sembilan conducted digital alternative assessments in the teaching and learning was at a moderate level of 3.68 and standard deviation of 0.98. Although analyzed data shows that most teachers use digital platforms such as Delima, Google Meet, Google Classroom, Microsoft Teams to interact with students but in terms of use skills, there are still 62 (32.1%) of the district Malay language teachers who have no comprehensive skills in using digital applications such as Edmodo and Padlet. These lack of skills have made a major challenge in the implementation of digital Malay formative assessments, especially for teachers with low skills in digital fields.

In addition, the findings of this study were also supported by Intan Marfarrina and Simah (2021), which found that the level of teachers' skills in the use of information and communication technology during teaching and assessment of KOMSAS is still at a moderate level. This shows a lack of opportunities to improve digital skills among educators. A study by Kayalvili Munusamy and Khairul Azhar Jamaludin (2022), also showed that Malay language teachers are still left behind in the use of technology because of their lack of skills, and only skilled teachers in the digital world are able to perform interactive reading assessments. Thus, both studies emphasize that digital skills are an important aspect of realizing alternative assessments effectively and not only depends on traditional methods.

The Implementation of the Malay Language Teacher Performs Digital Alternative Assessments
Overall, a study found that the level of implementation of the Kuala Pilah Primary School Teacher of the Kuala Pilah Primary School conducting digital alternative assessments in teaching and learning was modest. The findings of this study are in line with the findings of the study issued by Intan Marfarinna Omar et al. (2021) in which the level of use of technology is either in teaching or training distributed in KOMSAS subjects at a moderate level. A study conducted by Emily, Nurfaradilla and Ahmad Zamri (2021), also showed that the level of multimedia use of Sri Aman District Primary School teachers is still at a moderate level. Moralista and Oducado (2020), also explained that teachers who teach Malay literature also have a low level of implementation to apply ICT in the assessment conducted in the classroom. This is due to the lack of knowledge and skills in the ICT itself.

However, the findings received from the results of this study were slightly different from the findings conducted by Mohamad Aiman Syazwan et al., (2024) The use of Kahoot, Quizizz and Padlet applications in the teaching of KOMSAS by prospective teachers is at a high level. Siti Aisyah Zainudin and Kamariah Abu Bakar (2021), however, say the level of use of TMK as a pedagogical tool in the interior of Baram District is high.

Research Implication
The implications of the study show that the knowledge and skills of the Malay language teachers in implementing digital alternative assessments are crucial to supporting the implementation of 21st century teaching and learning. Mastery of the technology world enables teachers to implement more interactive, relevant and in line with the Digital Education Policy. A study by Saedah and Sani (2021), emphasizing that teachers play a role in the main presentation of knowledge and skills. Therefore, digital mastery needs to be improved.

However, a study by Intan Marfarrina and Simah (2021) and Kayalvili Munusamy and Khairul Azhar Jamaludin (2022), show that there are still less knowledgeable Malay teachers, skills and less use in technology for assessment. This shows the need for continuous training and exposure so that teachers can effectively conduct digital alternative assessments. Therefore, the improvement of digital knowledge and skills among teachers is important to strengthen the quality of education and to ensure that the assessment is systematically and comprehensive.

Conclusion

In this regard, it is hoped that stakeholders such as the Ministry of Education Malaysia and school administrators will be able to ensure and help teachers implement digital alternative assessments in the classroom. This is to ensure that the assessment can be implemented more systematically, effectively and in line with the requirements of 21st century education. Training support, digital infrastructure facilities and ongoing guidance should be provided so that teachers are more prepared and confident in integrating technology into the assessment process. In this way, assessments not only assess the level of student mastery of the student, but also increase their interest, active engagement and student achievement in learning.

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