

Issues and Challenges in Implementing ICT-Based Edutainment for Malay Language Teaching and Learning in SJKC (Chinese National-Type Schools)

Amir Afham Bin Aznizam, Khairul Azhar Bin Jamaludin

Fakulti Pendidikan, Universiti Kebangsaan Malaysia

Email: P144439@siswa.ukm.edu.my

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Abstract

This study discusses the issues and challenges in implementing the Information and Communication Technology (ICT)-based educational entertainment method in the Teaching and Learning (PdP) of the Malay language in Chinese National-Type Schools (SJKC). This issue paper presents information on the ICT-based educational entertainment method, the issues and challenges faced by teachers, as well as suggestions for improvements that can be made to successfully implement this approach in the teaching of the Malay language in SJKC. The ICT-based educational entertainment method can indeed provide an optimal PdP experience for both teachers and students, but the issues and challenges faced must be addressed in order to achieve success. Therefore, this issue paper will outline and propose steps to ensure that the use of the ICT-based educational entertainment method in Malay language PdP in SJKC can be implemented more effectively and positively impact students' academic achievements.

Keywords: Fun Learning, ICT, Teaching and Learning, Malay Language

Introduction

Education is a matter of paramount importance for every country. This is because the future of a nation depends on the current educational level of its people. Through good education, a country can produce more efficient grassroots national leaders in every necessary aspect. This argument is further proven by statistics released by the Our World in Data website (2025). Based on data surveyed in 2023, the current world literacy rate shows better development at 87.36% compared to 80.98% in 2000. Comparing the percentage difference in world literacy levels between 1960 and 2023, the global literacy rate has increased by 45%. This indicates that the more advanced technology becomes globally, the faster educational development progresses in every country.

The Malaysia Education Blueprint 2013-2025 (MEB 2013-2025) was introduced to improve the quality and standard of education in Malaysia, aligning with global educational

demands: to produce students who are competitive, possess high market value in the real world, and are capable of facing the challenges of the 21st century. Excellent students should master language skills, thinking skills, and possess broad knowledge. This aligns with the requirements of the Malaysian Education Philosophy (MEP), which aims to produce individuals who are balanced and excellent in all aspects: physical, emotional, spiritual, intellectual, and social (JERIS). Therefore, it is crucial for teachers to use effective approaches, such as edutainment (*didik hibur*) based on ICT (Information and Communication Technology), to uncover students' talents and potential to explore various fields of knowledge, especially during the teaching and learning process (*T&L or PdP*) in the classroom.

The concept of edutainment has garnered attention from the Curriculum Development Division (*BKP*), as stated in the Malay Language Curriculum and Assessment Standard Document, where students are encouraged to participate in T&L through various edutainment activities like singing, acting, storytelling, and poetry. According to Sivasanggari P. Saktianayakan (2023), she states that activities implemented in T&L do not necessarily have to strictly follow the textbook; instead, teachers should emphasize a learning atmosphere that is engaging and enjoyable. Furthermore, findings from a study by Sivasanggari P. Saktianayakan (2023) indicate that most teachers in SJKC (*Chinese National-Type Schools*) and SJKT (*Tamil National-Type Schools*) practice the edutainment method in Malay language teaching, and this approach is effective in attracting the interest of non-native speakers to learn Malay enjoyably. Therefore, the ICT-based edutainment method is an approach that remains relevant for successful and effective T&L implementation in the classroom. The edutainment learning method is an approach that is consistent with 21st-century pedagogy, where students play an active role throughout the learning process. Moreover, students actively engage in seeking knowledge and information and are capable of being independent and collaborating in the learning process. For this reason, the purpose of this study is due to the persistent existence of shortcomings and weaknesses in the planning and implementation of Malay language T&L in SJKC.

Problem Statement

The edutainment method is an approach capable of capturing students' interest through engaging learning, and in fact, this method can reduce anxiety among teachers in delivering lessons effectively to students. Nevertheless, many teachers still infrequently use edutainment in Malay language teaching, especially the use of Information and Communication Technology (ICT). This neglect and lack of attention from teachers regarding the integration of the edutainment method have led to a decrease in students' interest in Malay language T&L (Zamri Mahamod, 2012).

Through the integration of ICT-based edutainment, teachers can plan teaching materials more creatively and directly stimulate students' interest in the classroom. As found in the study by Mohamad Arifin and Muhd Zulkipli (2023), the edutainment approach that integrates interactive technology has been proven to increase students' interest in Malay language teaching in SJKC. This reflects a shift from traditional teaching methods to a more dynamic and student-oriented approach. Teacher-centered traditional teaching methods are no longer relevant because they hinder the students' development process in the classroom. This results in students lacking balance in the JERIS aspects as demanded by the Malaysian Education Philosophy (MEP). According to Abdul Rasid Jamian and Hasnah Ismail (2016),

these researchers stated in their study that enjoyable learning stems from the creative and effective planning of T&L activities.

The ICT-based edutainment method can not only improve teachers' teaching performance, but students will also be more motivated to participate in classroom learning. Additionally, moral values such as confidence and students' communication skills can also be enhanced through the integration of ICT-based edutainment in T&L.

Theory of Multiple Intelligences

The theory used in the implementation of this study is one of the popular theories among educational researchers worldwide: the Theory of Multiple Intelligences (MI), pioneered by Howard Gardner in 1999. According to Norazura Tukiran et al. (2017), the Theory of Multiple Intelligences comprises nine types of aspects: verbal-linguistic, logical-mathematical, visual-spatial, bodily-kinesthetic, musical, intrapersonal, interpersonal, naturalistic, and existential.

Verbal-linguistic refers to an individual's ability to communicate effectively through listening, speaking, reading, writing, and connecting things with prior experience. Students who lean towards verbal-linguistic intelligence are highly sensitive to language, and the effective learning method for them is orally. Logical-mathematical is an aspect that allows an individual to reason about things, solve problems related to numbers, and be skilled in using technology. Therefore, individuals with logical-mathematical intelligence are more inclined towards practical and technology-centered instruction.

Furthermore, the visual-spatial aspect is an approach that enables an individual to detect and visualize things, including the ability to present ideas creatively and graphically. The next intelligence aspect is bodily-kinesthetic, where individuals with this intelligence tend to be physically active and use their bodies to express ideas and feelings. They enjoy physical activities such as dancing and sports, and they are also skilled in using their motor skills.

In addition, there is also the musical intelligence aspect, which allows an individual to master all musical skills. They are capable of detecting melody and rhythm because individuals with musical intelligence are sensitive to the sounds of music. Such students tend to master all musical skills integrated into classroom T&L.

Subsequently, intrapersonal and interpersonal intelligences are aspects that involve an individual's natural disposition. Individuals with interpersonal intelligence have the advantage of understanding the feelings and intentions of people around them. This differs from intrapersonal individuals, who understand themselves better than others. Moreover, interpersonal individuals tend to have better communication skills than intrapersonal ones. However, this does not mean intrapersonal intelligence is unfavorable, as individuals with this intelligence tend to possess strong and high determination and memory in the classroom T&L process. Judging from these characteristics, it can be concluded that intrapersonal individuals are more self-oriented compared to interpersonal individuals, who excel more in cooperative learning.

The next intelligence aspect is naturalistic, where individuals are capable of identifying, categorizing, and appreciating the surrounding environment. These individuals

also have the ability to see the relationship between humans and nature. Therefore, they are highly encouraged to participate in outdoor activities.

Finally, the existential intelligence aspect is an individual's ability to interact with others. They are inclined toward philosophical and spiritual matters.

In conclusion, the Theory of Multiple Intelligences has a strong connection and relationship with the integration of the ICT-based edutainment method in Malay language T&L. This is because teachers can assess the inclination and interest of each student based on the theory and relate all the aspects of intelligence to the students. Through this assessment, teachers can plan student-centered learning activities that are more creative, effective, and enjoyable. Therefore, the Theory of Multiple Intelligences is deemed suitable for the integration of ICT-based edutainment in Malay language T&L in SJKC.

Research Objectives

The objectives of the study conducted are:

1. To identify the issues and challenges faced by teachers in the integration of ICT-based edutainment in Malay language T&L in SJKC.
2. To discuss the steps to overcome the issues and challenges in the integration of ICT-based edutainment in Malay language T&L in SJKC.

Literature Review

Many studies have been conducted by researchers on the edutainment method. Among them is Shamsudin and Abdul Rasid Jamian (2013), who conducted a study on the Integration of Literary Elements in the Teaching and Learning of Language Arts in the Primary School Standard Curriculum (KSSR). Based on their study, they found that edutainment can create a cheerful learning atmosphere. Furthermore, literary elements in teaching are an edutainment approach connected to KSSR pedagogy.

In addition, Mohd Razak and Masitah Ahmad (2015) conducted a survey study related to edutainment in Malay language teaching and learning. The results obtained showed that Orang Asli students enjoyed participating in Malay language teaching and learning sessions because their teachers used the methods of singing and acting in their lessons.

The study conducted by Tay Meng Guat (2015), "Enjoyable Learning in Malay Language Teaching and Learning," which surveyed the readiness of students at the Teacher Education Institute regarding the application and suitability of enjoyable learning practices in Malay language teaching and learning, found that teachers were positive and confident about the usability and suitability of enjoyable learning in Malay language teaching and learning.

Hafifi H. Horace et al. (2021) also conducted a study on the Humor method in teaching by Malay language teachers, exploring the humor method in the teaching of Malay language teachers in primary schools. The results showed that the use of the humor method by teachers was varied and appropriate to the context of Malay language teaching. The use of the humor method through communication indicated that this method is suitable for use in Malay language teaching.

The study by Ghazali Darul Salam et al. (2014) focused on students' interest in using edutainment software through interactive games in learning Malay grammar. The results found that students were interested in using edutainment software through interactive games in learning the grammar topic of classifiers (penjodoh bilangan). This is because games are part of students' interests.

In summary, past studies have proven the effectiveness of using the ICT-based edutainment method as a teaching aid in Malay language T&L. Nevertheless, this study can serve as an added value to the Malay language subject because it examines the level and effectiveness of the edutainment method in Malay language T&L in SJKC.

Issues and Challenges

In implementing the ICT-based edutainment method in Malay language T&L in SJKC, issues and challenges are inevitably present. Therefore, this section will discuss the issues and challenges faced in the effort to integrate the ICT-based edutainment method in Malay language T&L in SJKC.

Lack of Teacher Skills and Training

Firstly, the issue and challenge that arises is the lack of technical skills among teachers. This is a major challenge that hinders the integration of the ICT-based edutainment method in Malay language T&L in SJKC. Although ICT is now considered an essential tool in modern education, many teachers have not yet achieved the proficiency level needed to operate equipment such as computers, projectors, interactive learning software, and multimedia applications that can effectively enrich the teaching process. This inefficiency not only makes them feel less confident in using the technology but also creates a fear of technical failure during the T&L session. This situation is one factor that causes teachers to remain tied to traditional teaching methods, as they are considered more comfortable and easier to manage. This is inappropriate because it indirectly closes off opportunities for students to engage and gain new experiences through ICT-based T&L.

Furthermore, teachers who do not possess strong technical skills tend to face difficulties in planning and implementing technology-based learning activities effectively and creatively. This shortcoming ultimately affects the effectiveness of T&L because the intended edutainment method cannot be fully implemented, thus failing to capture students' attention with the new learning method. Although technology is readily available, the true potential of ICT as an interactive and enjoyable learning medium depends entirely on the teacher. Consequently, the effectiveness of using the ICT-based edutainment method in T&L becomes limited and cannot fully contribute to improving the quality of Malay language teaching and learning in SJKC.

Resource and Infrastructure Limitations

Constraints in terms of resources and infrastructure also pose a significant obstacle to integrating the ICT-based edutainment method in Malay language T&L, particularly in SJKC, especially in rural areas. Although technology is rapidly advancing, the reality is that not all schools are equipped with sufficient ICT facilities like those in urban areas. Many schools still suffer from a lack of devices such as computers, projectors, tablets, and other multimedia

equipment necessary for successful interactive and enjoyable learning sessions. Moreover, unstable and limited internet access in these areas further complicates the use of ICT-based teaching aids. This situation creates problems in the selection of usable ICT-based teaching aids. Consequently, planned activities are affected due to a lack of creativity and effectiveness in T&L activities. Teachers who are not provided with complete ICT tools are forced to rely on traditional teaching aids or ICT materials that are inappropriate for students' needs.

In the context of this study, the shortage of ICT-based teaching materials specifically designed for the Malay language subject is another major challenge faced by teachers. This is because the available materials are often generic and do not meet the specific language learning objectives. This makes it difficult for teachers to prepare ICT-based edutainment activities that are not only fun but also effective in improving students' language proficiency. Without suitable teaching materials and adequate infrastructure, teachers' efforts to integrate the ICT-based edutainment method into T&L will be hampered. Therefore, the challenges of resources and infrastructure must be given special attention in efforts to strengthen the use of ICT in Malay language education in SJKC so that all students can enjoy a higher quality learning experience that is relevant to current technological developments.

Teacher Attitude and Readiness

Teacher attitude and readiness play a vital role in ensuring the success of integrating the ICT-based edutainment method in Malay language T&L in SJKC. Although a few teachers are enthusiastic and open to integrating technology into their teaching, a significant number of teachers still feel more comfortable with traditional approaches. These traditional approaches often involve more static teaching methods such as one-way instruction, the use of blackboards, and textbooks. For these teachers, such approaches are considered easier and require less training or planning.

This lack of interest in trying new methods may stem from several factors. One is the lack of continuous training support to help teachers enhance their skills in effectively using ICT. Additionally, the time pressure faced by teachers in managing various daily tasks, such as lesson planning, marking, and classroom management, is another factor leading teachers to avoid using technology that requires extra preparation time before T&L.

Student Readiness and Capacity

Apart from teacher attitude and readiness, students' digital literacy also plays a very important role in ensuring the smooth and effective use of the ICT-based edutainment method in T&L. Digital literacy refers to a student's ability to understand, use, and interact with technology effectively. If students do not possess sufficient digital skills, the goal of making learning more interactive and enjoyable will be very difficult to achieve. The technology provided for T&L will not be beneficial if students do not know how to use it correctly. For example, without basic knowledge of how to use learning applications or interactive software provided by the teacher, students will be confused and unable to understand the teaching material in depth. ICT-based edutainment activities are supposed to stimulate creativity and provide engaging learning experiences for students, but due to the students' lack of skills and readiness, these activities can cause students to lose focus or become isolated.

Another problem that often arises is the students' inability to access or interact with the digital applications or materials provided. This situation becomes more complicated when students come from different backgrounds. Students with less experience with technology may need more time and support in understanding and using the ICT tools utilized in the classroom. This means teachers need to be more aware and prudent in planning T&L activities that involve the use of the ICT-based edutainment method so that every student can follow the learning effectively. This requires an adjustment in the teaching approach to ensure that all students can access and benefit from the use of the ICT-based edutainment method effectively (Tan & Ong, 2020).

Overall, these issues show that while the ICT-based edutainment method has great potential in enhancing students' motivation and achievement in Malay language in SJKC, there are still challenges and obstacles in its integration. Therefore, a deep understanding of these issues and challenges is crucial for developing effective and comprehensive strategies to support teachers in adapting this approach in the classroom.

Suggestions and Improvements

Several suggestions and improvements can be considered to ensure that the use of the ICT-based edutainment method in Malay language T&L in SJKC can be implemented more effectively.

Enhancement of Teacher Skills and Training

Efforts to enhance continuous training for teachers in the use of ICT are crucial for integrating this approach. Although the use of the ICT-based edutainment method in the classroom offers various benefits in improving teaching effectiveness, teachers who are less proficient in integrating it effectively still face challenges. It is clear that continuous training and courses can help teachers build confidence in integrating the edutainment method using ICT in T&L. Through this training, teachers will become more skilled in using various digital learning applications and software. For example, they will learn how to use digital materials, educational videos, and interactive applications that can increase students' interest and help them understand topics better. This aligns with the study by Lim & Cheah (2019), which emphasizes that regular and continuous training gives teachers the opportunity to enhance their skills in using technology more effectively in the classroom. Furthermore, a study by Yusof et al. (2021) supports this argument by showing that teachers who have received continuous training and guidance are more likely to adapt technology in their teaching more effectively. With sufficient training, teachers can introduce ICT-based edutainment activities into their teaching more creatively and master new techniques that can enhance learning effectiveness. This also helps them understand how technology can enrich Malay language teaching and make it more interactive, engaging, and relevant to the needs of today's students, especially non-native speakers.

Strengthening Technology Infrastructure

The strengthening of technology infrastructure is vital to ensure that the integration of ICT in T&L can be carried out more broadly and effectively. In the context of SJKC, especially in rural areas, unstable internet access and insufficient devices are major challenges that need to be overcome. Access to unstable internet services has limited the effectiveness of technology use in the classroom, as many digital applications rely entirely on a good internet connection.

Without sufficient infrastructure, students and teachers may not be able to use interactive digital materials effectively.

Schools must ensure that the existing technology facilities can support the use of ICT more effectively. In this regard, besides providing sufficient devices such as computers, tablets, and projectors, it is also important to ensure stable and high-speed internet access so that T&L sessions can be conducted without technical interruptions that hinder learning. Adequate infrastructure can support teachers in using various technology-based teaching aids more effectively. Furthermore, adequate infrastructure will also help reduce technical problems that often disrupt the flow of T&L sessions using ICT. For instance, problems like interrupted internet connection, faulty devices, or malfunctioning software can cause disruptions in T&L. If these technical problems are not addressed properly, they can reduce the effectiveness of technology use and prevent students from gaining the desired learning experience. Therefore, it is essential for schools and the Ministry of Education Malaysia (MOE) to invest in strengthening technology infrastructure so that the use of ICT can be integrated more smoothly and effectively in T&L (Rahman & Aziz, 2018).

Teacher Support and Motivation

Teachers may possess the skills to use ICT effectively, but without sufficient support, they will find it difficult to integrate technology with full confidence. This support can come in various forms, such as professional development, mentorship, and the provision of appropriate teaching materials relevant to their teaching needs. Motivation plays a key role in shaping teachers' attitudes towards the use of ICT. Without high motivation, teachers may be less enthusiastic about exploring or trying new approaches involving ICT. Therefore, it is important to provide incentives and moral support to teachers, especially those who are transitioning from traditional methods to newer approaches. Initiatives such as recognition of achievements or assistance from school administration can encourage teachers to strive harder and become involved in using technology in T&L. The study by Rahman & Aziz (2018) shows that teachers who receive continuous support from school administrators and colleagues are more inclined to switch to more innovative approaches and utilize ICT methods in their teaching. With strong motivation, teachers will feel valued and encouraged to continue trying new and more engaging approaches, such as the ICT-based edutainment method. Additionally, through collaboration and cooperative learning with colleagues, teachers have the opportunity to exchange experiences and teaching strategies for the better (Tan & Ong, 2020).

Digital Literacy Education for Students

Stakeholders, such as schools, need to introduce comprehensive digital literacy programs for students. Digital literacy refers to a student's ability to use technology effectively in various aspects of life, especially in the context of education. In the current digital age, mastering digital literacy is not only important for the smooth running of T&L but also crucial for ensuring students can keep up with the rapid pace of technological development. A comprehensive digital literacy program will provide students with the fundamental skills to efficiently use technological tools and software in learning activities. Without these skills, students will face difficulties in following technology-based learning activities, thus making it challenging for them to undergo the ICT-based edutainment T&L method in a more interactive and engaging way. If students are skilled in using the software and ICT tools

provided in T&L, they will be more easily involved in the interactive and edutainment learning activities planned by the teacher. For example, they will be more comfortable using learning applications that utilize technology. Good mastery of digital literacy will facilitate students' access to digital learning materials more effectively and enable them to obtain broader and deeper information easily. With these skills, students can enhance their language skills independently without relying entirely on direct instruction from the teacher. Finally, good digital literacy also has a positive impact on students' academic achievement in Malay language, especially in the aspects of mastering listening and speaking skills, reading skills, and writing skills. With easier access to interactive and digital learning materials, students can learn in a more enjoyable and effective environment. Therefore, the effort to introduce a comprehensive digital literacy program for students not only improves students' technological competence but also has a major impact on their academic performance (Tan & Ong, 2020).

Conclusion

Overall, the integration of the ICT-based edutainment method in Malay language T&L in SJKC has great potential to enhance T&L effectiveness. However, these challenges must be overcome to ensure its effectiveness. Among them, the lack of skills and continuous training among teachers, limitations of resources and ICT infrastructure in schools, weak teacher attitude and motivation, and students' unreadiness and inability to use ICT are the main obstacles in this effort. Therefore, the suggested improvements discussed need to be implemented to maximize the effectiveness of using ICT in Malay language teaching (Rahman & Aziz, 2018; Tan & Ong, 2020). This study therefore recommends that schools and the Ministry of Education Malaysia give greater attention to the development and use of a more comprehensive ICT-based edutainment method in the education system so that it can be integrated effectively, particularly in Malay language T&L in SJKC.

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