



Implementation of the Circle Learning Approach in Geography Teacher Candidate Training

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ABSTRACT

The study aims to build and evaluate the impact of teaching fun learning approach. This study are using a quantitative approach with survey design using questionnaires. The sample of studies consists of 137 Geographic trainee teachers. Sample selection is by using simple random sampling techniques. The research variable consists of a descriptive analysis and inferential analysis. The findings showed that all variables achieved high levels i.e. knowledge level (M = 4.35, SP = 0.55), readiness (M = 4.16, SP = 0.58), skills (M = 4.13, SP = 0.57) and implementation (M = 4.05, SP = 0.66). In scrutinizing the relationship of all variables, Pearson correlation analysis shows that there is a significant positive relationship between all variables namely knowledge, readiness and skills for the implementation of the fun learning approach in a Geographic PdPc i.e. knowledge (R = 0.589, P = .000), readiness (r = 0.619, P = .000), skills (R = 0.784, P = .000) each. In addition, double linear regression analysis showed two predictors, namely the knowledge and readiness of the trainees contributing a higher percentage of 41.9 percent in value (R² = .383, F = .000). In conclusion, this study showed that the trainee teachers had a good level of knowledge, readiness and skill on the implementation of the fun learning approach.

ARTICLE INFO

Article History:

Submitted/Received 24 Feb 2020

First Revised 24 June 2019

Accepted 24 June 2019

First Available online 25 June 2020

Publication Date 26 June 2020

Keyword:

Fun learning,
Knowledge,
Readiness,
Skills,
Trainee teacher.

1. INTRODUCTION

In an educational institution, the teaching and learning process (Teaching and Programming / PdPc) can be seen as an important force or catalyst to shape human capital that is born. Along with the National Education Philosophy, which is a continuous effort towards developing individual potential as a whole in the process of building an advanced and developing nation. In the course of Garba, Byabazaire and Busthami the dynamic and systematic management of PdPc is able to develop scientific culture, new knowledge, the spark of creative and innovative ideas, the development of more sustainable human potential and the dissemination of information (Garba, 2015). In the context of PdPc, teachers will use various delivery methods to facilitate changes in interests, behaviors, skills and facilitate the PdPc process. The diversity of teaching delivery methods is an important component in motivating student interest and engagement in PdPc sessions.

Teachers teaching Geography subjects in Secondary Schools need different approaches to attract students in Geography subjects. Which in his study discusses nationality, economy, and history (Arrasyid and Sugandi, 2019). The entertainer approach is an alternative in diversifying the pedagogical process of teacher teaching. The entertaining approach is implemented to make the teacher's teaching and facilitation (PdPc) process more attractive in attracting students, in addition, the PdPc delivered by the teacher is more relaxed and fun so that students can supervise and not get bored easily when teaching a subject (Mahamod and Hasan, 2018).

Educate entertain is a teaching method that educates while entertaining. Therefore, entertainment is an approach to relaxed and entertaining processes such as games, singing, storytelling, acting and poetry that can also be incorporated into 21st Century Learning (PAK-21). This educational approach is in line with the National Philosophy of Education (FPK) which aims to produce people who are intellectually, spiritually and emotionally, emotionally and physically harmonious. A student-centered PdPc is more effective than a one-way, teacher-centered PdPc.

The Ministry of Education Malaysia (KPM) introduced entertainment to realize a more effective student-centred PdPc transformation in the classroom. Entertaining education or Fun Learning can be carried out using various techniques that are entertainment elements such as singing, plays, rhymes, and gamification, namely learning with game elements. Didik enterur focuses more on two-way learning, namely student-centered, where the teacher acts as a facilitator, manager, assessor and facilitator in helping students increase motivation and master teaching goals more effectively which involves maximum student involvement so that it is more effective in the classroom (Inten and Peko, 2016).

To create a more fun and enjoyable environment in PdPc which is the use of entertainment learning techniques, this study was conducted to identify the knowledge, readiness, skills and implementation of Geography teacher educators about learning approaches in Geography PdPc in schools. In addition, this study also identified the level of effectiveness of techniques and methods used using entertainment methods for student achievement in Geography subjects. The government's plan to introduce this

approach to entertainment education is to realize the transformation aspirations of PdPc in the classroom. Therefore, the teaching delivered by the teacher is easier to understand and understand in a pleasant environment. This can make students more comfortable learning Geography and PdPc can be planned, systematic and fun. This article aims to test the level of knowledge, readiness, skills and implementation of trainee teachers in entertainment learning approaches in PdPc Geography. This is because, the serious and tense atmosphere of PdPc has made students more depressed and want to be involved in the teaching process in class. This leads to poor performance and disinterested students. In an article published by Alis, Alis stated that the teaching of non-student teachers makes students skip school to avoid involvement in boring PdPc (Fisol and Samuri, 2020). A teacher's unpositive attitude about PdPc in the classroom will create a situation where students are not interested in participating in the ongoing PdPc. Therefore, teachers need to practice learning while entertaining so that the content of the lesson can be delivered effectively and can attract attention so that it has the potential to make learning more interesting and fun.

1.1. Educate Entertain Approach

The entertaining approach is an approach used in Teaching and Facilitating (PdPc) or the teaching and learning process to improve student mastery in listening and speaking skills, reading and writing with teacher teaching in a relaxed and fun manner.

This fun approach to learning emphasizes the various techniques of singing, storytelling, acting, poetry, and gamification that teachers can use when teaching Geography subjects. Educate entertain is a teaching method that educates while entertaining. So, entertaining education is an approach in the PdPc process that is relaxed and entertaining such as games, singing, telling stories, acting and also poetry which can also be inserted in 21st Century Learning (PAK-21).

The government's plan to introduce an arts, language and entertainment approach in schools is to realise the transformation aspirations of PdPc in the classroom. The classroom-based learning approach will make the PdPc process more interactive and student-centered. Thus, the teacher's teaching will be easier for students to understand.

1.2. Use of musical elements in entertainment

The use of songs or music to suit different learning styles encourages a positive learning experience and also increases students' understanding of what is being learned. Songs or music act as an important driver in the learning process for language subjects. It is also important for language teachers to create an inspiring environment and encourage increased student motivation (Kaplan and Patrick, 2016; Waxman and Huang, 1996).

Reney's opinion states that, what needs to be done to explore students' understanding in rounding topics using singing techniques (Pantun, 2016). This type of action research uses singing techniques as the main intervention in identifying students' level of understanding as well as the use of several instruments, such as document analysis, pre-test and post-test. The use of singing techniques such as loading song lyrics using children's song melodies that contain song lyrics that are easy to practice based on steps in rounding round numbers (Keskin, 2011; Sevik, 2011).

In agreement with Razak, stated that the approach used was a singing technique, namely singing songs to remember "Days of the Week" for first-year students and it was found that 80 percent of students could remember the name of the day after the PdPc process in class (Ahmad and Othman, 2020). The technique used in this study is the next acting technique, which is when acting activities sell fruits while singing, students are very happy and enjoy singing the song.

1.3. Use of Acting in Educate Entertain

Historically, the use of drama and theater, namely the use of storytelling techniques in teaching methods, has long been known as a method used in the delivery of subject matter. However, the latest techniques and methods used differ in some aspects when compared to traditional methods.

The study of Değirmenci and Yazuz found that the use of acting elements, namely drama, can increase students' cognitive growth in developing thinking, spoken language, reading and writing skills (Nanda and Susanto, 2021). Through the use of acting in PdPc has an impact on reading skills such as remembering the storyline, verse comprehension and vocabulary besides that it also improves thinking power and also speech skills (communication).

1.4 Use of Games in Educate Entertain

According to Schrier's states that conducting studies on entertainment are carried out using game techniques in teaching history subjects (Perez, 2017). The findings of this study have shown positive results in the use of games in the teaching of History subjects to assist students in solving problems based on historical facts with current events, foster a sense of cooperation among students, and also encourage student involvement in "role playing" games.

Hairul and Rohana learned about the use of entertainment learning through "Snake and Ladder Games" to teach Javanese script when students face difficulties in Javanese script PdPc (Zai, et al., 2022). The method of learning entertainment through multimedia games based on the traditional game Snakes and Stairs is used to teach Javanese writing. The aim is to provide interactive elements and interesting ways to teach Jawi. The use of games in entertainer methods is very effective and has a positive impact on teaching and learning. Students are actively involved in play activities designed by teachers and successfully help them acquire knowledge or skills more easily than conventional teaching and learning.



Figure 1. Example image with two-column format

2. RESEARCH METHODS

This study used a quantitative approach by collecting data using questionnaires aimed at studying the application of entertainment learning approaches among teachers participating in the Geography training, UPSI. This study focuses on knowledge, readiness and skills among geography teachers in applying entertainment learning approaches using research instruments, in data collection techniques using this questionnaire there are four variable measurements, including; level of knowledge, readiness, skills, and even implementation of the coaching staff in the entertainment learning approach.

A total of 173 respondents from the Faculty of Human Sciences majored in Geography and had spent two months teaching at the school in July and August. However, to achieve the research objectives, only 137 students were in semesters 6 and 7, students in semester 7 amounted to 92 students while semester 6 took 45 students who had undergone Teaching Practice as research samples.

The main instrument used in this research is the questionnaire. Questionnaires were developed to measure student learning styles among trained teachers. Research variables consist of knowledge, readiness, skills and even implementation. The questionnaire is divided into five parts namely part A, part B, part C, part D and also part E.

1. In Part A, the questionnaire made is respondent profile data such as gender, age, semester of study and last education level.
2. Part B deals with trainees' knowledge of entertainment learning approaches. In part B, there are three other areas where trainees' knowledge of entertainment learning approaches is tested in three different aspects, covering with regard to techniques, methods and strategies.
3. Part C, this is about the willingness of teachers in implementing entertainment instruction in PdPc.
4. Part D is about the skills of the trainee teachers which is seen in three aspects: verbal-linguistic, musical, and even kinestatic.
5. Part E is about the application of the entertainment learning approach in PdPc.

The questionnaire uses a measurement technique with the Likert Scale method consisting of a score of 1 to 5. For sections B, C and D, we used a 5-point Likert scale based on the level of agreement point 1 represents 'strongly disagree' point 2 represents 'disagree', point 3 represents 'disagree', point 4 represents 'agree' and point 5 represents 'strongly agree'. Meanwhile, for section E, we also use a 5-point likert scale consisting of point 1 representing 'never', point 2 representing 'sometimes', point 3 representing 'sometimes', point 4 representing 'often' and point 5 representing 'very often'. To verify the content in each question. Research trials are small studies conducted before the actual research. This research trial involved 30 people to test the validity of items in a questionnaire consisting of grade 6 and 7 students from the Faculty of Humanities and the Faculty of Language and Communication. Using Cronbach's Alpha model, it would determine the average reliability coefficient for all items that were part of the

questionnaire. Reliability tests conducted in the areas of knowledge, readiness, skill and performance showed that Cronbach's Alpha results ranged between 0.917 and 0.977.

Table 1. Cronbach s Alpha Value of Each Variable on the Questionnaire Tested

CONTEXT	NUMBER OF ITEMS	CRONBACH'S ALPHA
Knowledge	21	0.977
Willingness	10	0.936
Proficiency	15	0.977
Implementation	10	0.969

The collected data is analyzed using software called SPSS Statistic. The three main focuses of this article are to identify the level of knowledge, readiness, skills and implementation of the entertainment learning approach among Geography teachers. The study also examined the relationship between knowledge, readiness, skills and implementation of trainee teachers in entertainment learning approaches in PdPc Geography. The Pearson p correlation method is used at a significant $p < 0.05$. R values between +1 and -1 are used in this calculation if $r = +1$ means there is a high correlation between the two variables and if $r = -1$ means the opposite, there is no correlation between the two variables. Next, multiple regression analysis to examine the effect of knowledge, readiness, skills and implementation of trainee teachers on entertainment learning approaches in PdPc Geography. Through this regression analysis, it is possible to determine the contribution of the independent variable to the dependent variable. The value of R² (multiple squared correlation) can identify predictor variables that affect the dependent variable.

3. RESULTS AND DISCUSSION

Based on the overall research population of Geography teachers, which amounted to 173 people. The gender profile shows that the majority of trainee teachers are 102 (75%) are women while 34 geography teachers (24.3%) are men. The frequency of the semester type represents the number of geography teachers consisting of semester 6 and semester 7. Based on the research sample, most geography teachers came from semester 7 which was 89 people (65%) followed by semester 6 which was 47 people (34%). For geography teachers. The majority of trainer teachers came from Malay, namely 100 people (73.5%), Bumiputera Sarawak as many as 16 people (11.0%), and followed by Bumiputera Sabah as many as 20 people (14.7%). The results of observations made found that the majority of teachers trainers were mostly from Malay tribes followed by Bumiputera Sabah and Sarawak tribes.

Table 2. Frequency and percentage distribution for respondent profiles

RESPONDENT BACKGROUND		SUM	PERCENTAGE (%)
Gender	Man	34	24
	Woman	102	75
	Sum	136	100
Semester	Six	47	34
	Seven	89	65
	Sum	136	100

	Malay	100	73.5
Tribe	Bumiputera Sarawak	16	11.0
	Bumiputera Sabah	20	14.7

Source: Research Processing Results (2020)

Level of Knowledge, Readiness, Skills and Implementation of Learners Entertain Among Teacher Trainers. Table 3 discusses the overall analysis of the research results regarding levels that include minimum values and also standard deviation values. The construct is divided into four, namely knowledge, readiness, skills and implementation of the entertainment approach. The overall analysis shows that all variables are at a high level. For the level of knowledge, the min value is (M = 4.35, SP = 0.55) which indicates a high level. Furthermore, the level of readiness is also at a high level, namely the min value (M = 4.16, SP = 0.58). Next, in the overall analysis the level for skills was also at a high level (M = 4.13, SP = 0.57). Then, the results of the overall analysis of each level of implementation of entertainer education among training teachers also showed a high level (M = 4.05, SP = 0.66).

Table 3. Overall level of knowledge, readiness, skills and implementation of entertainment learning approaches among geography teacher educators

Context	Low Level		Intermediate Level		High Level		Min	Sisihan Piawai (SP)	Kategori Level
	N	%	N	%	N	%			
Knowledge	0	0	1	4.8	20	95.2	4.35	0.55	Tall
Willingness	0	0	0	0	10	100	4.16	0.58	Tall
Proficiency	0	0	0	0	15	100	4.13	0.57	Tall
Implementation	0	0	0	0	10	100	4.05	0.66	Tall

Source: Research Processing Results (2020)

Pearson Correlation Analysis of the Relationship of Knowledge, Readiness, Skills and Implementation of Trainers with Learning Approaches in Pdpc Geography

The correlation test is used to answer the second question and to test the research hypothesis Ho (1) to Ho (3). Related to the second research question is whether there is a relationship between knowledge, readiness, skills and implementation of trainees with the entertainment learning approach in PdPc Geography. The results of the correlation analysis from the research conducted are shown in Table 4 which shows that there is a significant relationship between all variables namely knowledge, readiness and skills in the implementation of entertainment learning approaches in PdPc Geography subjects. Coaching knowledge among trainee teachers showed a strong and significant positive correlation ($r = 0.589$) with the application of the entertainment learning approach in PdPc. The level of entertainment knowledge had a significant correlation $p < 0.01$. The analysis showed that the null hypothesis (1) that there was no significant relationship between entertainment knowledge and the application of entertainment learning approaches among Geography teachers was rejected. This means that the higher the level of entertainment knowledge among trainee teachers, the higher the application of entertainment learning approaches in Pdpc Geography.

A strong and significant positive correlation was also shown between teacher readiness in PdPc Geography ($r = 0.619$) and the application of entertainment learning approaches in PdPc. The results of data analysis showed that the zero H_0 hypothesis (2) was not significantly related to the desire of trainee teachers and the application of entertainment learning approaches among Geography teachers was rejected. This means that the higher the readiness of trainee teachers, the higher the application of entertainment learning approaches in PdPc Geography.

Finally, a strong and significant positive correlation was also shown in the trainee teachers' skills to apply the entertainment approach ($r = 0.784$) and had a significant correlation $p < 0.01$. Therefore, in Pearson's correlation analysis, H_0 's hypothesis (3) that there is no significant relationship between teacher training skills and the application of entertainment learning approaches among Geography teachers is rejected. This means that the higher the skills of the trainee teachers, the higher the applicability of the entertainment learning approach in PdPc Geography.

Table 4. Relationship of Knowledge, Readiness, Skills and Implementation of Teacher Training on Entertainment Learning Approaches in Pdpc Geography

Variable Variables	Knowledge		Willingness		Proficiency		Implementation	
	<i>r</i>	<i>p</i>	<i>r</i>	<i>p</i>	<i>R</i>	<i>p</i>	<i>r</i>	<i>p</i>
Knowledge			0.750**	.000	0.758**	.000	0.589**	.000
Willingness					0.754**	.000	0.619**	.000
Proficiency							0.784**	.000

**Significant at confidence level 0.01 (2-tailed)

Analysis of the Influence of Trainers' Knowledge, Readiness, Skills and Implementation on Entertainment Approaches in PdPc Geography

Multiple regression analysis will be used to analyze the data for the third research purpose, namely to examine the influence of knowledge, readiness, skills and implementation of trained teachers on entertainment learning approaches in PdPc Geography. Regression analysis method is an analysis method that looks at the influence of variables represented in the form of equations, called regression equations. Multiple regression analysis is research that is about the influence of dependent variables and independent variables. This research hypothesis is based on the third research question as far as knowledge, readiness and skills influence the performance of trainee teachers in entertainment learning approaches in PdPc Geography.

Based on Table 5, there are results of regression analysis of learning knowledge which shows a contribution of 3.6 percent to the application of entertainment learning approaches in PdPc Geography. This showed that each unit of added value on entertainment learning among trained teachers affected the implementation value of the changed approach by 0.285 units and beta was not shown to indicate $B = 0.344$. Based on H_0 's Hypothesis (4) there is no significant influence of entertainment learning knowledge and the application of entertainment learning approaches among Geography teachers is rejected. This clearly shows that entertainment education knowledge influences the application of entertainment learning approaches in PdPc Geography.

Furthermore, regression analysis on the readiness of trainee teachers showed a 41.9 percent contribution to the implementation of the entertainment learning approach in PdPc Geography. This shows that any increase in trainee teacher readiness will affect the value of applying the learning approach 0.405 units and the standard beta value $B = 0.464$. Based on Ho's Hypothesis (5) there was no significant effect of teacher readiness and the application of entertainment learning approaches among Geography teachers was rejected. Overall, the readiness variable had a major impact on the application of entertainment learning approaches among trainee teachers in PdPc Geography.

Table 5. Findings on the Effect of Trainer Knowledge, Readiness, Skills and Implementation on the Entertainment Approach in PdPc Geography

Independent Modifiers	Variable Learning Learners Implementation Entertain		Statistics t	Percentage of Donations (%)
	Understandardized Coefficient B	Standardizing Coefficient β		
Konstant (Reasoner)	.628	.405	1.747	0.83
Knowledge	.344	.285	2.857	.005
Willingness	.464	.405	4.053	.000

R=.619 Sig-F=.000

R2=.383

*Significant at $P < 0.05$

4. RESULTS AND DISCUSSION

Based on research findings regarding the level of knowledge of trainee teachers in the entertainment learning approach, it was found that each item submitted had an average of more than 3.50. It can be concluded that most respondents have a high level of knowledge in the application of entertainment approaches in PdPc Geography. The trainee's knowledge of technical aspects showed the highest average ($M = 4.56$, $SP = 0.65$) that the trainee teacher knew that 'student-centered learning techniques such as learning by playing can encourage student engagement in PdPc'.

This is because fun learning elements need to be introduced to students as an alternative method during the PdPc process. The aim is to make every PdPc meeting of Geography subjects more enjoyable for students to follow. This is in line with Shafee's opinion which explains that fun learning in the classroom can facilitate smooth communication between teachers and students to increase the effectiveness of PdPc (Bidin and Ahmad, 2022).

The findings of this study are reflected in the willingness of the trainee teachers to implement entertainment education in PdPc Geography. The highest average readiness was ($M = 4.49$, $SP = 0.67$) which was the item 'I want to improve my knowledge of pedagogics related to entertainment'. A total of 44.8 percent showed the highest percentage that respondents responded strongly to. In an activity, readiness is the most important aspect to

do apart from the knowledge aspect. Teacher readiness for entertainment learning approach can be obtained through experience or attended courses and workshops to increase teacher potential in the teaching process. This shows that teachers can use their knowledge well and their positive attitude towards the learning approach can enhance and enhance the teaching process to produce high-quality student achievement. This is also in line with Shulman's desire for Content Pedagogic Knowledge Modeling which requires a high level of knowledge in curriculum implementation in schools including pedagogical content knowledge (Cueli, et al., 2022).

Entertainment practice for skill aspects can be seen from trainee teacher skills in music, linguistic verbs or skills in body kinesthetic aspects. Based on analysis of findings, in music skills the highest average score ($M = 4.40$, $SP = 0.76$) was that in skill items providing teaching aids involving music such as songboxes. It has been shown that, during the Teaching Exercise, the trainee teachers are skilled in performing this song box activity which also involves skills in using music in the PdPc process. Most trainee teachers agree (42.9%), which is the highest percentage of music skills analysis. This is supported by An's opinion (Dewi, 2022), which states that songs or music act as an important catalyst in PdPc.

The study found that the highest mean distribution was for items applying appropriate learning techniques in PdPc ($M = 4.32$); The highest of the 66 people equals 40.5 percent of the regular grading scale. This clearly shows that the trainee teachers practice most of the entertainment techniques in PdPc. Various entertainment learning techniques such as the use of play, singing, PdPc elements involving the use of games create fun learning.

Meanwhile, the results of Pearson's correlation analysis looking at the relationship of knowledge, readiness, skills and implementation of instructors with entertainment learning approaches in PdPc Geography show that there is a significant relationship between all variables in the implementation of entertainment learning approaches in PdPc Geography subjects. Variations in knowledge, readiness, and skills play an important role in the implementation of teacher coaching for entertainment learners in PdPc. Applying the entertainment learning approach in PdPc Geography would not have been possible without teachers as catalysts. To function as policy and curriculum-based learners, teachers must have the knowledge, readiness, and skills to apply this approach to PdPc.

Overall, the percentage of knowledge influence contributed 3.6 percent in contrast to the influence of readiness variables which showed a contribution of 41%. Therefore, it is clear that readiness contributes significantly to the implementation of the entertainment learning approach in PdPc Geography for UPSI trainee teachers. In terms of teacher readiness, it applies to teachers.

5. CONCLUSION

The use of entertainment learning approach in PdPc cannot be achieved without teachers who are beginners. It also serves as the implementer of planned policies and curricula, teachers must also have knowledge, readiness and skills in the implementation of these and not only a high positive attitude in implementing this approach in the PdPc. To increase the efforts given to specific educational practices. It is expected that teacher mastery in the use of entertainment learning approaches will help facilitate students to understand, appreciate, and master Geography Subjects. The results have been proven in many studies that the use of this entertainment approach has a positive effect on students on the PdPc

process. The overall study results show that the trainee teachers have a high level of knowledge and readiness to apply the entertainment learning approach in the PdPc Geography subject. This mastery allows teachers to teach content for Geography subjects using appropriate and effective pedagogics based on students' abilities in the classroom.

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