

# Malay Language Teachers' Knowledge level, Skills and Attitude in Implementing Digital Learning in Teaching and Learning

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**ABSTRACT:** Digital learning is one of the learning methods that involves technology or teaching practices that use technology effectively. However, there are still a few teachers who still use traditional teaching methods over digital learning. Therefore, this study aims to identify the level of knowledge, skills and attitudes of Malay language primary school teachers to implement digital learning in teaching. This quantitative study involved 112 Malay language teachers in Semenyih, Selangor, using the questionnaire form as a research instrument for obtaining data. The research data is analyzed using the Statistical Package for the Social Sciences (SPSS) version 29. Descriptive data through T-test was used to obtain the mean values, frequencies and percentages to identify the level of knowledge, skills and attitudes of Malay language primary school teachers to implement digital learning in teaching. The result of the study shows that the level of knowledge, skills and attitudes of Malay language teachers in Semenyih zone of implementing digital learning was at a high level. Implications of the research are that the knowledge, skills and attitudes of Malay language are high that can affect the attitude, interest and motivations of students to learn Malay language based on digital materials.

**KEYWORDS:** knowledge, skills, attitude, Malay language, digital learning

## I. INTRODUCTION

Learning and education nowadays has been influenced by digital learning based on the transformation of education in pursuit of the rapidly expanding education stream. The advancement of technology has made digital learning one of the keys of the dynamic development of the future of the Malaysian education system. This coincides with the seventh item in the Malaysian Education Development Plan 2013-2025 (Ministry of Education, 2013), which emphasizes the use of information and communication technology to improve the quality of learning in Malaysia. This shows that major changes have been experienced in the education system through the development of digital technology. Digital learning using technologies such as the Internet, computers, mobile phones and various forms of devices is an important part of the educational process worldwide, including the context of teaching and learning of Malay language.

Digital learning is seen to enhance the learning and education process in school. The integration offered through digital learning enables students to gain extensive, engaging and interactive access in every subject. Earlier, a study issued by UNESCO (2012) found that the use of information technology was limited to the usage of word processing applications such as Microsoft Word and Microsoft Powerpoint digital which has great potential to drive the learning process and new skill wider. Nevertheless, after COVID-19 epidemic hit the world, digital use in the learning and teaching process has increased and the potential for the seventh generation is becoming more apparent. This also stated in Idawarna et. al. (2022) that the chain of closures of all educational institutions from low to high has had a positive impact on teachers and students towards digital

learning. Indirectly, the pandemic has made the technology world flourish in the education system and emphasized the integration of technology into learning. (Idawarna et al., 2022).

The era of technology is now contributing to the transformation of the education system in Malaysia through digital learning. The transformation of the education system aims to ensure all institutions in Malaysia can reach education at the global level (Muhamad Nazrul et al., 2021). According to the Ministry of Education (2022), digital learning is any kind of learning that includes technology or teaching practices that use technology effectively. Digital learning is also a teaching practice that ultimately helps students by using a variety of educational strategies enhanced using technology (Norrizzathy & Mohd Affendi, 2022). The younger generation, also known as alpha generation, is the generation most familiar with electronics and the Internet (Urmadin, 2017). The existence of this digital element emphasizes a change towards the whole idea of learning and teaching, so as the educators advance forward to make a change by implementing digital learning in education extensively at the same time to renew conventional teaching methods.

### **1.1 Study Objective**

The aims of this study are based on the following objectives:

1. Identify the level of knowledge of Malay language teachers in implementing digital learning in teaching and learning
2. Identify the level of skills of Malay language teachers in implementing digital learning in teaching and learning
3. Identify the level of attitudes of Malay language teachers in implementing digital learning in teaching and learning

## **II. LITERATURE REVIEW**

Digital learning is a method of approach that applies the development of digital technology in the implementation of teaching and learning (Maimun Aqsha Lubis et al., 2021). In this era of modern technology, educators not only need to focus on mastering the content of teaching but also requires mastering and deepening modern technology. The knowledge in this field of digital learning can be combined with pedagogy to produce teaching and learning that is conducive to education of the 21<sup>st</sup> century (You Eng & Choo Keong, 2019). Nevertheless, teaching traditionally is still frequently practiced by educators who teach Malay language in primary schools. Digital integration aimed at learning in the 21<sup>st</sup> learning century, in Malay language subjects, has not received an encouraging welcome from language teachers. The result of a study by Norlela and Shamsudin (2022) found that teachers still used traditional teachers centered methods as chalk and talk in conveying Malay syllabus when the teaching and learning process took place.

It is undeniable that teachers are the key to the success of implementing the technology (Papadakis, 2018). If teachers can apply learning digitally in Malay subjects based on relevant pedagogies, it is certain that popular issues related to language skills can be overcome. Nevertheless, most Malay language teachers are still unable to realize the teaching using technology because the level of knowledge about new aspects of digitalization, especially online, is still at a simple stage. This is also stated by Noormarizan and Ariff (2024) that the level of knowledge of information technology and digital teachers is not positive and weak. This is because most teachers are ignorant of the new online system instead of just skilled with old software like Microsoft Word and Microsoft Powerpoint.

According to Ismail (2015), the two biggest challenges in digital learning are technical skills and changing teachers' attitudes in responding to the changing currents of the educational world. This is also supported by the results of the Mastura and Santaria study (2020), that there are a few less skilled teachers in the use of the technology. From the point of view of under-skilled teachers this will pose a challenge to them especially in terms of controlling technical matters, uncertainty in the provision of digital teaching materials and a lack of use of creative elements in language teaching (Geoffrey et al., 2024).

The attitudes of Malay language teachers in implementing digital learning in teaching and learning process at schools is also one of the challenges to ensure that the Digital Education Bases are implemented. Sarvinthanraj and Zamri (2024) in the study carried out that the attitude of teachers to the application of technology in teaching of KOMSAS is unfavorable. According to Sameri (2018), the lack of motivation in controlling digital applications in teaching is due to lack of skills and time constraints. In fact, various problems arise in an attempt for a Malay language teacher to implement digital learning when teaching and learning takes place. This is because this element of digitalization is a new norm even in the world of technology of various systems and new applications have begun to exist. Not all teachers have knowledge of information technology, especially experienced teachers (Abdul Halim, 2020).

Therefore, this study is important to identify the level of knowledge, skills and attitude of Malay language teachers in implementing digital learning in teaching and learning. This is an effort to increase digital usage along with the new policy issued by the Ministry of Education, the Digital Education Policy.

### **2.1 Digital Learning**

Digital learning includes learning about knowledge, skills and values related to digital technologies as well as teaching and learning that use digital technologies in an integrated, creative and innovative way to generate a generation skilled in technology (Ministry of Education, 2023). The sophistication and modernization of today's digital use encourages teachers to apply digital technology in teaching both inside and outside the classroom. According to Hairol Anuar et al. (2014) this changes along with the development of education from the old traditional methods to the new methods based in digital technology.

Device usage such as mobile phones, tablets, laptops as well as the existence of new learning applications and platforms such as Delima, Quizizz, Kahoot! and Canva are among the important tools and pages in ensuring this digital teaching and learning process can be implemented. Therefore, teachers today need to be knowledgeable, skilled and have a positive attitude in applying the latest digital devices and platforms in the education world so that the integration of technology can be implemented in the teaching and learning process. Furthermore, this study will focus on the knowledge, skills and attitude of Malay language teachers in implementing digital learning in teaching and learning in primary schools.

Malaysia starts to define a new direction in the country's education system that can raise more digital-friendly generations. This effort provides a competitive human in the future. Along with the aspirations and commitments expressed, the Ministry of Education introduced digital education through Digital Education Policy (DPD) which focuses on improving the competence of pupils and educators in professional development and the integration of digital technologies as well as networking and strategic partners. This policy serves as a statement of commitment to drive educational change to improve the knowledge, skills and values of pupils, educators, educational leaders and quality content from the preschool level to high school graduation.

In addition, DPD is being drafted to be consistent with various national agendas including the concept of Building Stated of Finance, the Digital Economy of Malaysia (MyDIGITAL) Framework of Action (Blueprint), the Fourth Industrial Revolution (4IR) of the state the National Digital Infrastructure (JENDELA), the Malaysian Education Development Plan (PPPM) 2013-2025 and the National Science and Technology Innovation (DSTIN) 2021-2030. The continuity of all these foundations makes the DPD one of the structured and planned initiatives to meet the challenges of 5IR.

In an effort to create a digitally literate generation, the Ministry of Education has also listed the challenges that require change in the implementation of DPD. Among them are the need to provide digital skills to teachers so that they can implement the skills effectively in the teaching and learning process and facilitate creativity and innovation in a comprehensive manner. To equip educators with digital knowledge, the Digital Education Monitoring Program towards educators has begun through four phases such as:

1. Filtering and tracking of educators' digital master group
2. Development of competence of teachers
3. Implementation of digital training by stage
4. Development of knowledge (experts) that can lead the digital innovation of other teachers

The strategy outlined in DPD is essential to ensure that educators have extensive knowledge and skills in digital use to ensure technology-based teaching and learning processes are implemented. In Malay language subjects, teachers can apply digital learning using technology as a teaching aid. For example, using video learning as a teaching aid as a learning introduction when teaching aspects of language art related to poetry or verse. These videos can provide a clear picture to the students at the lower school, especially non native speakers, about how to rhyme and write poetry properly. Implementation of Malay language training digitally through Quizizz, Kahoot and Word Wall platforms also can help students master these subjects in addition to improving digital basic skills as intended by the Ministry of Education.

### **III. METHODOLOGY**

#### **3.0 Research Design**

This study employs quantitative study that uses a survey research design. Chua (2006) stated that quantitative research is associated with numerical data and accuracy. According to Lee Keok Cheong et al. (2018), the collected data in this quantitative research is analyzed with statistical tests and the problem of the study is stated in the form of hypotheses. Thus, the survey study becomes a suitable design for conducting this study so that the researcher can analyze and evaluate the level of knowledge, skills and attitudes of the teacher of Malay language of the primary school to apply the digital learning in the teaching and learning process. Researchers also will explain the findings of the study obtained statistically descriptive.

#### **3.1 Sampling Methodology**

The study population consisted of Malay language teachers who teach in Semenyih zone, Hulu Langat district. According to data received from the Regional Education Office, Hulu Langat, the Semenyih zone has 120 Malay language teachers teaching in 17 primary schools, namely 11 national schools, 3 Chinese National Type Schools (SJKC) and 3 Tamil National Type Schools (SJKT). 120 Malay language teachers have been selected as a population in a sample study selected through targeted sampling. Nevertheless, only 112 Malay language teachers responded to the polls that have been circulated.

#### **3.2 Research Location**

Malay language teachers in this district have been exposed to how to apply digital learning in Malay language subjects. The schools in Semenyih zone are also equipped with high-quality internet infrastructure as well as digital devices that are essential in the implementation of digital learning such as laptops and projectors. Thus, Malay language teachers in Semenyih felt suitable to be used as a sample study to answer study questions and the numbers of Malay language teachers at each school shown in table 1.

Table 1: numbers of Malay language teachers in Semenyih

<b>School Names</b>	<b>Respondent (Numbers of Malay Language teachers)</b>
SK Bandar Rinching	10
SK Bandar Sunway Semenyih	12
SK Bandar Tasik Kesuma	8
SK Bandar Teknologi	10
SK Beranang	11
SK Kg Kuala Pajam	5
SK Kg Rinching	6
SK RinchingHilir	6
SK Semenyih	9

SK Taman Jasmin	7
SK Ulu Semenyih	6
SJKC Kg Baru Semenyih	5
SJKC Sin Ming	6
SJKC Ton Fah	4
SJKT Ladang Semenyih	5
SJKT Ladang Dominion	4
SJKT Tamil Ladang Rinching	6
<b>Jumlah</b>	<b>120</b>

### **3.3 Research instrument**

In this study, the researchers used a questionnaire instrument. According to Chow and Jaizah (2011), questionnaires are one of the most used data collections in research. The questionnaire consists of several series of questions that can be used to collect study-related data directly from the study participants. The question built in this questionnaire is guided by two studies named Meenachi and Norazrena (2022) and Julianah et al. (2023) and modified according to objective relevance of this survey study to ensure that the data obtained is accurate and can answer the survey question.

The questionnaire in this study consists of four sections. Section A is to obtain respondent demographics such as gender, age, period of teaching experience and teacher options meanwhile Section B related to the level of knowledge of Malay language teachers on digital learning contains 10 items. Next, Section C contains 10 items related to the skills of Malay language teachers in implementing digital learning in the teaching and learning process. Lastly, Section D focused on Malay language teachers' attitudes to implement digital language subjects in the teaching and learning process.

The questionnaire uses a likert scale ranging from strongly disagree (1), disagree (2), Not sure (3), agree (4) and strongly agree (5). Respondents must answer the questionnaire that is administered using Google Form, an online application for Malay language teachers teaching in the Semenyih primary schools. The data obtained from the questionnaire was processed using the Statistical Package for Social Sciences (SPSS) Version 29.

### **3.4 Data Analysis Procedures**

Descriptive statistics are used to describe or summarize information or data obtained for a population or sample (Leong et al.,2018). For this study, data on the level of knowledge, skills and attitudes of Malay language teachers in implementing digital learning in teaching and learning process were analyzed using descriptive statistics. Data analyzed using the Statistical Package for Social Sciences (SPSS) Version 29. Frequencies, percentage and min data obtained are included with descriptive statistical analysis. The mean value analysis refers to the study of Mohamad Yazid (2017) from mean scale 1.00-2.33 (low), 2.24-3.66 (moderate) and 3.67-5.00 (high).

## **IV. RESULTS**

### **4.1 Respondent Demographics**

This study involves 112 Malay language teachers in primary school in Semenyih zone, Hulu Langat districts, Selangor. This section describes information about the demographics of the respondents in a descriptive way such as gender, age, period of teaching experience and teacher options. The profile of the respondents is shown in detail in Table 2. The data shows that the respondents consist of 91(81.25%) female teachers and 21 (18.75%) male teachers. This shows that most Malay language teachers in the Semenyih are female teachers. Respondents aged 41 to 50 years were many respondents with 51 (45.54%) teachers, followed by respondents aged 51-60 years with 39 (34.82%), 31-40 years with 14 (12.50%) teachers and 30 years and 8 (7.14%) from the last 30 years of age. Data shows that there are many senior Malay language teachers in Semenyih. A total of 33 teachers (29.46%) were respondents who had Malay language options while 79 (70.54%) teachers were non-

optional teachers. This shows that many teachers in Smenyih are non-malay language teachers. Teachers with less than 10 years of teaching experience were 9 (8.90%) while teachers with 11-20 years of teaching duration were 44 (39.30%), 21-30 years 40(35.71%) and teachers with teaching experience 31 years and over were 18 (16.07%). This suggests that most of the respondents of this study consisted of teachers who had 11-20 years teaching experience.

Table 2: Demographics profile of respondents

Demographics Factors	Frequency (f)	Percentage (%)
Gender		
• Male	21	18.75
• Female	91	81.25
Age		
• 30 years and below	8	7.14
• 31 – 40 years	14	12.50
• 41 – 50 years	51	45.54
• 51 – 60 years	39	34.82
Option		
• Malay language teachers	33	29.46
• Non-optional Malay language teachers	79	70.54
Period of teaching experience		
• 10 years and below	9	8.90
• 11 – 20 years	44	39.30
• 21 – 30 years	40	35.70
• 31 years and above	18	16.10

#### **4.2 Knowledge of Malay Language Teachers in Digital Learning**

Table 3 represents the analysis result in the survey question refers to the level of knowledge of Malay Language Teachers in implementing digital learning in teaching and learning process. Based on table 3 of teachers' knowledge themes in digital learning the questions "I can use search engines like Google to browse information related to Digital learning and Malay language" showed the highest mean of 4.29. Analysis shows that 55.4% of teachers agreed, and 41% of teachers strongly agree that they could use search engines to browse learning information. However, 9.0% of teachers are unsure if they can use search engines to browse learning information such as Google. The data shows that more than half of teachers in Semenyih have a high level of knowledge in using search engines.

Meanwhile, the question "I can use multiple learning strategies in Malay language subjects while using digital integrated learning" showed the lowest mean score of 3.76. Analysis shows that 4.5% teachers strongly agree and 67% agreed with the statement that they could use a variety of learning strategies in Malay language subjects while using digital integrated learning. However, 28.6% of teachers are unsure they can use a variety of learning strategies in Malay language subjects while using digital integrated learning.



The other items all show high mean values levels. The overall mean value is high at 3.96. The data shows the Malay language teachers in Semenyih zone have a high level of knowledge in implementing digital learning.

Table3: Level of knowledge of Malay Language Teachers in implementing digital learning in teaching and learning

Num	Knowledge Item	Frequencies and Percentage					Mean	Mean level
		SD	D	US	A	SA		
1	I clearly understand the concept of the digital integrated learning model used in teaching and learning processes.	-	-	20 (17.9)	90 (80.4)	2 (1.8)	3.84	High
2	I understand the use of digital learning can make Malay language teaching and learning process more interactive and effective.	1 (0.9)	-	-	90 (80.4)	21 (18.8)	4.16	High
3	I know how to apply digital learning in teaching and learning Malay.	-	9 (8.0)	4 (3.6)	99 (88.4)	-	3.80	High
4	I know the integration of digital learning into Malay subjects can make teachers a facilitator.	-	3 (2.7)	16 (14.3)	89 (79.5)	4 (3.6)	3.84	High
5	I know how to use digital devices such as laptops, tablets, smartphones, loudspeakers and projectors.	-	5 (4.5)	17 (15.2)	70 (62.5)	20 (17.9)	3.94	High
6	I know how to use digital learning apps like Quizizz and learning websites in Malay language teaching and learning process	-	-	10 (8.9)	88 (78.6)	14 (12.5)	4.04	High
7	I can use a variety of learning strategies in Malay courses while using digital integrated learning.	-	-	32 (28.6)	75 (67.0)	5 (4.5)	3.76	High
8	I can use search engines like Google to browse information related to Digital Learning and Malay language.	-	-	9 (8.0)	62 (55.4)	41 (36.6)	4.29	High
9	I know that digital learning in Malay can create student centered learning.	-	6 (5.4)	14 (12.5)	77 (68.8)	15 (13.4)	3.90	High
10	I know that integration of digital learning in the Malay language can improve the level of mastery and understanding of students.	-	-	19 (17.0)	74 (66.0)	19 (17.0)	4.00	High
Overall Mean							3.96	High

#### 4.3 Skills of Malay Language Teachers in Digital Learning

Table 4 presents the result for the skill level of Malays language teachers in digital learning. The highest mean values for the teacher's digital learning skills theme are 4.04, for the question "I'm good at using search engines such as Google to find suitable reference materials". Based on the survey, 13.4% of teachers strongly agree and 77.7% agree that they are skilled in using search engines such as Google to find suitable reference materials. Meanwhile, 8.9% of teachers are unsure of their skills using search engines to find suitable reference materials.

The lowest mean value for this theme is for the question “I’m good at using interactive learning apps such as Quizizz, Kahoot! And Edmodo” with a mean rating of 3.52. The mean is on a moderate level. Based on the survey, 8.0% of teachers strongly agreed and 47.3% agreed to statements of proficiency using interactive learning apps. This revenue indicates that some of the teachers are proficient in using such interactive learning apps. Meanwhile, 33.0% of teachers were unsure about their skill using interactive learning apps while 11.6% of teachers disagreed with such statements indicating that they were less proficient with those interactive learning apps.

The other items all show high and moderate mean values levels. The overall means values are high at 3.67. The data shows the Malay language teachers in Semenyih have a high level of skills in implementing digital learning.

Table 4: Level of skills of Malay Language Teachers in implementing digital learning in teaching and learning

Num	Skills Item	Frequencies and Percentage					Mean	Mean level
		SD	D	US	A	SA		
1	I’m good at applying digital learning to the Malay language teaching and learning process.	-	7 (6.3)	30 (26.8)	75 (67.0)	-	3.61	Moderate
2	I’m good at using digital devices such as laptops, tablets, smartphones, loudspeakers and projectors.	-	16 (14.3)	7 (6.3)	80 (71.4)	9 (8.0)	3.73	High
3	I have high skill at using the internet.	-	22 (19.6)	17 (15.2)	50 (44.6)	18 (16.1)	3.60	Moderate
4	I’m good at using digital learning apps such as Quizizz, Kahoot! And Edmodo.	-	13 (11.6)	37 (33.0)	53 (47.3)	9 (8.0)	3.52	Moderate
5	I’m good at adapting digital usage to the Malay language syllabus	-	16 (14.3)	15 (13.4)	72 (64.3)	9 (8.0)	3.66	Moderate
6	I have skills of applying digital learning in Malay language subjects to attract the interest and attention of students	-	16 (14.3)	18 (16.1)	71 (63.4)	7 (6.3)	3.62	Moderate
7	I’m good at using search engines such as Google to find suitable references.	-	-	10 (8.9)	87 (77.7)	15 (13.4)	4.04	High
8	I’m good at sharing tasks using Google Classroom that drives towards digital learning.	-	9 (8.0)	28 (25.0)	66 (58.9)	9 (8.0)	3.67	High
9	I optimize the use of social media in finding references or sharing information about learning.	-	9 (8.0)	34 (30.4)	58 (51.8)	11 (9.8)	3.63	Moderate
10	The high skill in digital usage makes me more keen to use the Internet as the primary source of reference.	-	15 (13.4)	22 (19.6)	64 (57.1)	11 (9.8)	3.63	Moderate
Overall Mean							3.67	High



#### **4.4 Attitudes of Malay Language Teachers in Implement Digital Learning**

Table 5 shows the level of attitudes of Malay language teachers in implementing digital learning. The question “I use digital devices in the Malay language teaching and learning process” and “I found student involvement in Malay language very stimulating when teachers implement digital usage in teaching” obtained the highest mean value of 4.05 which means the level value is high. On the question “I use digital devices in the Malay language teaching and learning process”, 14.3% of teachers strongly agreed and 76.8% agreed that they use digital devices in teaching and learning process. However, 8.9% of teachers state that they are unsure about the usage of the digital learning process. Meanwhile, the question “I found student involvement in Malay language very stimulating when teachers implement digital usage in teaching” showed that 14.3% of teachers strongly agreed and 66.1% agreed with the statement. 19.6% of teachers disagreed with the statement. This revenue demonstrates the positive attitude of the Malay language teachers in supporting the use of digital learning.

Meanwhile, the question “I support the use of digital learning in Malay language teaching and learning process” and “I believe the use of digital learning in Malay language can improve the understanding of students about the content of lesson” showed the lowest mean is 3.42. Mean 3.42 is on the moderate. Based on the survey, 6.3% of teachers strongly agreed and 50.0% agreed that they support the usage of digital education in the Malay language teaching and learning process. In addition, 24.1% less certain teachers indicate that they are less supportive of the utilization of digital teaching. In fact, 19.8% of teachers disagree and 0.9% strongly disagree with using digital learning in their lessons. The question “I believe the use of digital learning in Malay language can improve the understanding of students about the content of lessons” also showed that almost 54.5% agreed that digital learning to the Malay language teaching and learning process can improve students’ understanding of the content. Meanwhile, 33.0% teachers disagree, and 12.5% teachers strongly disagree that the usage of digital learning improves the learning of pupils about the contents of a lesson.

The other items all show high mean values levels. The overall mean value is high at 3.80. The data shows the Malay language teachers in Semenyih have positive attitudes in implementing digital learning.

Table 5: Level of attitudes of Malay Language Teachers in implementing digital learning in teaching and learning

Num	Skills Item	Frequencies and Percentage					Mean	Mean level
		SD	D	US	A	SA		
1	I support the use of digital learning in the Malay language teaching and learning process.	1 (0.9)	21 (18.8)	27 (24.1)	56 (50.0)	7 (6.3)	3.42	Moderate
2	I use digital devices in Malay language teaching and learning process	-	-	10 (8.9)	86 (76.8)	16 (14.3)	4.05	High
3	I use interactive learning apps to convey the content of the Malay language lesson to the students.	1 (0.9)	14 (12.5)	32 (28.6)	65 (58.0)	-	3.44	Moderate
4	I believe the use of digital learning in Malay language can improve the understanding of students about the content of lessons.	-	14 (12.5)	37 (33.0)	61 (54.5)	-	3.42	Moderate
5	I believe the use of digital learning in Malay language can help teachers deliver their teaching smoothly.	-	-	11 (9.8)	84 (75.0)	16 (14.3)	3.97	High

6	I found student involvement in Malay language very stimulating when teachers implement digital usage in teaching.	-	-	22 (19.6)	74 (66.1)	16 (14.3.3)	4.05	High
7	I believe its' easier for students to learn the subject of teaching because of the stimulus than the interactive digital element used.	-	-	23 (20.5)	73 (65.2)	16 (14.3)	3.95	High
8	I'm more confident to teach Malay using digital elements.	-	9 (8.0)	31 (27.7)	69 (61.6)	11 (9.8)	3.94	High
9	I'm interested in learning new technology regarding digital learning.	-	-	17 (15.2)	82 (73.2)	13 (11.6)	3.96	High
10	I'm interested in taking a digital learning course to enhance my knowledge and skills in applying technology to education.	-	9 (8.0))	33 (29.5)	61 (54.5)	17 (15.2)	3.84	High
<b>Overall Mean</b>							<b>3.80</b>	<b>High</b>

## V. DISCUSSION

This study identifies the level of knowledge, skills and attitudes of Malay language teachers in implementing digital learning.

### 5.1 Knowledge of Malay language teachers in implementing digital learning

Based on findings, the level of knowledge of Malay language teachers in implementing digital learning is at a high level. Revenue shows 92% of Malay language teachers know the use of search engines such as Google to browse information related to digital learning. It shows that most teachers know how to use technology correctly as needed. The findings of the study are consistent with the study conducted by Yagneswary et al. (2024). The study carried out on the readiness of teachers to conduct digital learning in the classroom showed the same level of study done by the scholars that is at the highest level. The study also examined the knowledge, skills and attitudes of teachers in using the latest digital learning apps. The study also formulates the importance of using varied digital learning applications in consolidating the effectiveness of teaching and learning process.

In addition, the findings of this study are also supported by a study conducted by Emily Angelina et al. (2021) who have studied the level of knowledge and willingness of primary school teachers in Sri Aman district to use multimedia in language teaching. The mean score of 4.18 for the level of teacher knowledge in the use of multimedia is high. Although this study shows a high level of teacher knowledge in the use of multimedia, the level of teacher readiness in the use of media is at a moderate level. This is because respondents tend to use traditional methods instead of using multimedia.

Intan Marfarrina and Simah (2021) in their study that examines the level of knowledge, skill and use of technology in the teaching and facilitation of Malay teachers in Kelantan found that the level of teachers knowledge is high in using digital technology in Malay language teachers in Kelantan. This shows that the teachers are very proficient in technology such as Microsoft Excel, Microsoft PowerPoint and Microsoft Word.

### 5.2 Skills of Malay language teachers in implementing digital learning

The result of the study shows that the skill level of Malay teachers in Semenyih in implementing digital learning in teaching and learning process is high, with an overall mean of 3.67. This study shows that 90% of teachers in Smenyih are proficient in using search engines correctly to find relevant information. Although this study shows a high level of teacher's skills in implementing digital learning, teachers are also found to have moderate skills in using interactive learning applications such as Quizizz, Kahoot! And Edmodo. The study showed a mean

value of 3.54 for the teacher's skill level and 44.6% of teachers were less skilled in the use of interactive learning applications.

. The findings of the study are consistent with the study conducted by Yagneswary et al. (2024) where the study shows that the high level of teacher's skills in implementing digital learning is at a high level. However, there are study findings that contradict the study findings. The findings of the study show that teachers have moderate skills in the use of interactive learning applications such as Quizizz, Kahoot! And Edmofo but the study conducted by Yagneswary et al. (2024) showed that teachers are very proficient in digital learning applications such as Kahoot! , Quizizz, Jamboard, Plickers and Word Wall.

In addition, the finding of this study is contrary to the study carried out by Intan Marfarrina and Simah (2021) which shows a moderate level of teacher skill in the use of information and communication technology in KOMSAS teaching and learning process. This study shows that teachers are less skilled in the use of technology because they are not given the opportunity to improve their skills in the use of technology carried out in the KOMSAS teaching and learning process.

### **5.3 Attitude of Malay language teachers in implementing digital learning**

The findings show the positive attitude of teachers in implementing digital learning in the teaching and learning process. With an overall mean value of 3.80, the level of teacher attitude is seen to be high in implementing digital learning. This finding is supported by Yagneswary et al. (2024) who concluded that the level of teachers' attitudes in using the latest digital learning applications is at a high level. This shows that teachers have a positive attitude in using the latest learning applications according to the requirements of the syllabus. The findings are also consistent with the study by Meenachi and Norazrena (2022) which shows that the level of application of digital media in teaching and learning process is at a high level. This study shows that teachers are ready to apply digital media as required by the Ministry of Education.

However, this finding is contrary to the study conducted by Emily Angelina et al. (2021) where the study shows that the level of teacher readiness is moderate. Respondents tend to choose to use traditional teaching methods instead of using multimedia in the teaching and learning process. This shows the attitude of teachers who do not use multimedia in their lessons. The study carried out by Intan Marfarrina and Simah (2021) also shows a moderate level of technology use in Malay language teaching and learning process.

## **VI. IMPLICATION**

This study provides positive implications to related parties. The Malaysia Ministry of Education can obtain data on the level of knowledge, attitudes and skills of Malay language teachers in implementing digital learning in their lessons. The Malay language curriculum needs to be considered if it is found that the data obtained does not meet the standards required by the Ministry of Education. The constraints of the convenience of digital devices such as laptops, projectors and screens should be overcome immediately if digital learning is to be enforced in line with this advanced technological age. This study also provides inspiration to the District Education Office to design various related programs or workshops to improve the level of knowledge and skills of teachers in digital learning. In fact, the program to improve students' knowledge and skill needs to be carried out by the District Education Office to help launch digital learning in the teaching and learning process.

School administrators need to help teachers in implementing digital learning by encouraging discussion and Professional Learning Communities (PLC) among teachers in schools. The implementation of PLC can help teachers improve their knowledge and skill together with their colleagues at school. Teachers themselves also need to constantly strive for their knowledge and skills in digital learning. There are many courses and webinars conducted regarding digital learning. The positive attitude of teachers' efforts to improve knowledge and skill should be nurtured so that they are always enthusiastic and committed in implementing digital learning in teaching.

## VII. CONCLUSION

In conclusion, this study has answered all the research questions. The result of the study shows that the level of knowledge, skills and attitude of Malay teachers' language in Semenyih in implementing digital learning is at a high level. This shows that teachers have a high level of readiness and implementation in digital learning. Teachers should always strive to improve their knowledge and skills so that they can deliver meaningful lessons to students. Not only teachers, but all parties, especially the school administration and parents should work together in implementing digital learning in the school community. Digital learning is important because it affects students' attitude, interest and motivation in learning Malay language subjects. Besides, digital learning also can prepare individuals who are ready to face the challenges of the globalization era.

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