

Confidence and Success of Teachers Integrating ICT in TaF Enhancing Student Interests in Malay Literature



Ani Omar, Mohd Amir Mohd Zahari, Minah Sintian

Abstract: *In this paper, the authors discuss on the integration of Information and Communication Technology (ICT) in teaching and facilitating (TaF) Malay Literature where it plays an important role in keeping with current educational developments. Through the Malaysian Education Development Plan 2013-2025 (Pelan Pembangunan Pendidikan Malaysia 2013-2025) it appears that efforts to increase ICT in education in preparation for generating human capital that ICT literacy need to be further enhanced. Furthermore, the country is facing severe challenges in its efforts to provide a quality education system. The main objective of this study was to identify the TaF method practiced by the teachers of Malay Literature and how they integrate ICT in TaF. The study was conducted in three selected schools in Negeri Sembilan which offer elective Malay Literature in the fourth grade. A semi-structured interview method for six teachers was conducted. Questionnaire techniques and observations during the TaF process were also implemented. Studies have found that various applications such as Kahoot, Nearpot, Powtoon, Google, animated creativity, audio materials and interactive games have simplified and furthered the TaF method of Malay Literature teachers and made it more effective and engaging. In addition, the animated app was found to be able to attract students to continue their TaF activities in the classroom. This is because animation is a set of graphics that is quickly displayed in a series of frames or objects. It would not be too much to say that TaF Malay Literature-based TaF could transfer information from a static textbook to a pattern. Based on the transformation in the TaF method that the teacher was trying to apply, the study found it had a positive effect. This is because the confidence and success of teachers in integrating ICT in TaF has increased the interest and enthusiasm of students in the subject of Malay Literature.*

Keywords: *Confidence, Teacher, Information and Communication Technology, Teaching and Facilitating, Malay Literature*

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I. INTRODUCTION

Like most teaching models, it involves three important elements, namely, the teaching objectives, the teaching and learning activities and the assessment. But in the 21st century, the importance of technology applications in classroom teaching has increased. Technology is booming and is gaining ground in the education system. Advances in the field of education technology have been instrumental in enhancing the effectiveness of the teaching and facilitating (TaF). This is because the use of Information and Communication Technology (ICT) in TaF in schools has a great impact on students regardless of students in primary or secondary schools. As such, the growing sophistication provides many benefits in today's educational system. TaF activities are not only more engaging and engaging, but also enhance students' interest and focus. In addition, the study found that the use of ICT has helped teachers to prepare lessons more quickly and effectively. This is because technological facilities can add value to the search for information on topics to be presented in the classroom. In addition, teachers can deliver TaF more effectively because through the use of ICT as a teaching tool, teachers can use various software such as Powtoon, Kahoot, Google, Nearpot, in addition to powerpoint, video, flash, visual and so on during the TaF process. is happening. This teaching method is not only interesting, it also provides a clearer understanding of the students while also creating a more active and enjoyable learning environment. Noor Azean and Beatrice Andrew (2010) say that today, ICT is widely used in teaching and learning in the national education system. The use of ICT is also often linked to its effectiveness among teachers. The skills in using them can add value to the teacher in order to convey the knowledge to the students more efficiently. For reference only part of the research findings are presented for this paper in accordance with the stated title.

Statement of the Problem

The current scenario of the number of students taking the subject of Malay Literature has deteriorated and the lack of encouragement from various quarters to bring it to fruition has allowed researchers to conduct research related to it so that the subject is the choice of the students and encourages everyone. In order to create a better situation or situation in the TaF of Malay Literature, teachers should not lose sight of the two reasons often heard, that students who take Malay Literature say they have no other choice, meaning they are forced or forced to take this subject. Or the reason "I picked up this subject because other elective teachers don't want to accept me".



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Various reasons are given not only among students but also from administrators, parents and certain parties. It would not be too much to say that some not only look down on the subject but offer less of this subject in high school. In addition, the subject of Malay Literature is often overlooked because it assumes that it does not create or guarantee the future for students.

In fact, Malay literature is a boring subject and only suitable for students in the end-of-class classes. In this regard, teachers of Malay Literature need to take initiative and think more openly to diversify their activities and compete in developing a more attractive TaF method for students taking this subject. It is not surprising, therefore, to say that today's technological advances remind Malay Literature teachers not to miss out on the 21st century modernization and to be in line with technological advances especially in the TaF method that is intended to be delivered to students. It can be said that the task of the teacher is increasingly challenging, as educators are responsible to help each student improve their performance in the lesson. Therefore, to create effective learning, educators should be smart and creative in selecting and designing TaF methods in the classroom. Therefore, the TaF implemented should be appropriate and attractive to the students to follow. Quality teaching methods will help students to learn well as they acquire knowledge, skills and inculcate deep interest in the students. As a result, various efforts and efforts to improve the quality of education have been made in various forms of innovation and creativity. In this regard, conventional teaching practices through chalk and talk are no longer relevant. Students are easily bored when teaching one-way lessons that do not give them the opportunity to voice their opinions. Passive teaching without the aid of ICT will certainly be boring for students. This is because there are some students today who are more computer literate so that they can help teachers in the world of computing. These are some of the challenges that teachers face today.

Research Objectives

This study was conducted for these specific objectives:

- i. Identify the teaching and facilitating (TaF) methods practiced by current Malay Literature teachers.
- ii. Analyze technology integration in teaching and facilitating (TaF) Malay Literature teachers at three schools in Negeri Sembilan.

II. LITERATURE REVIEW

Most of the references in this study were books that covered the subject, academic journals and research seminar. To identify the research gap, the researchers reviewed and identify the teaching and facilitating (TaF) methods practiced by current Malay Literature teachers. Teaching innovation needs to be expanded and implemented at the school level. The selection of teaching aids is very important in helping students understand the content of the lessons being learned. Syed Ismail Syed Mustapa (2017) argues that teachers need to master the resources. Teachers cannot use conventional sources of teaching materials and techniques for new generations of students. The use of technology is one of the best practices for communicating the content of teacher teaching to students. Teachers need to think about the variety of teaching methods through 21st century teaching. It guides

students on how to master the content of the lessons learned. Students will be able to concentrate on the classroom and take an active part in the activities. The incorporation of various technologies is to attract students to remain engaged in learning sessions. Coombs Bryan (1995), states that without diversity in learning, students will lose interest in lessons and begin to get bored. Teacher creativity plays an important role in boosting students' self-esteem to further their education. ICT makes education development a priority for students and educators to master this information technology in the teaching and learning process. (Robiah & Nor Sakinah, 2007). The use of ICT will stimulate students' interest in engaging in teaching and learning activities. this will make the learning process more enjoyable. Azwan Ahmad (2005) points out that in the context of contemporary education, ICT information technology is an electronic network for finding, collecting, storing, processing, disseminating and disseminating information effectively, efficiently, quickly and widely to aid the teaching and learning process. Thus, a lot of information will help improve the quality of learning and facilitating in the classroom. In summary, the rapid development of ICT has brought about many changes in teaching and facilitating methods among teachers. As a result, learning methods among students have become more effective and effective.

III. METHODOLOGY

This study is qualitative. In addition to text analysis and library research to complete the study, field methods were also implemented. Methods of data collection were performed by observing teachers teaching in 3 selected schools in Negeri Sembilan. These schools were selected based on the elective offer of Malay Literature. Through this fieldwork, researchers have focused on semi-structured interviews and individual interviews with 6 teachers. Questionnaire techniques and observations during the teaching and facilitating (TaF) process in the classroom are also implemented. The following is a table of evaluation of knowledge of Malay Literature teachers on the use of ICT. Assessment of Knowledge of Malay Literature Teachers on the Use of ICT

Table 1: Evaluation of Knowledge of Malay Literature Teachers on the use of ICT

Question	Yes		No	
	f	%	f	%
1. Do you have	5	83	1	17
2. Are you got	2	33	4	67
3. Are you use	3	50	3	50
4. Have you e	5	83	1	17
5. Did you get	3	50	3	50
6. Does teachi	6	100	0	0
7. Do you dive	6	100	0	0
8. Does using	4	67	2	33
9. Does your it	4	67	2	33
10. Does the s	4	67	2	33
11. Does ICT i	6	100	0	0

Based on table 1 above, there are 11 questions as a research instrument. The 'yes' or 'no' answers were answered by six teachers as survey respondents. For the following details are provided a chart for each answer.

1. Do you have any early disclosures regarding ICT?

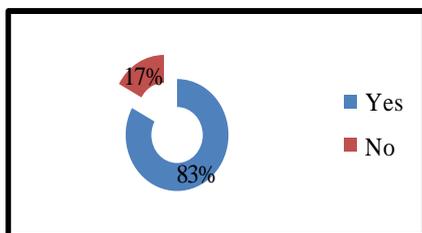


Chart 1: Evaluate the number of teachers who have early exposure to ICT

Based on chart 1 above, 5 out of 6 respondents said 83% said they had been exposed to prior knowledge of ICT while one out of 6 respondents said 17% that they had not been exposed to prior knowledge related to ICT. This is because nowadays there are many opportunities offered by teachers regardless of the option to take courses related to the application of ICT in TaF. The course has been conducted by the Ministry of Education either through the State Education Department or through the District Education Department. There are also teachers looking for alternative alternatives such as taking classes organized by several institutions or taking private classes. For teachers who say no, this may be due to teacher constraints or other problems and it may be that teachers are less interested in applying ICT in TaF in the classroom. But not to mention that the growing sophistication of technology provides many benefits in today's educational world. Instead, traditional teaching and learning techniques should no longer be the main principle in teaching, instead, teachers should strive to apply a variety of new techniques that enable students to continue to pursue teacher teaching without being overwhelmed and bored.

2. Are you good at using ICT

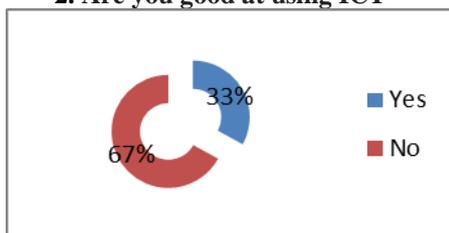


Chart 2: Evaluate the number of teachers who are proficient in the use of ICT

Based on chart 2 above, 2 out of 6 respondents, 33% said they had skills in using ICT while 4 out of 6 respondents, 67% said they had no skills in using ICT.

This is because to gain skills in the use of ICT requires teachers to take a long time. This may be due to a number of factors other than time constraints, teacher loadings and possibly some of the inadequate facilities such as inadequate computer labs as TaF facilities. Sometimes teachers focus more on teaching so that their students pass the exam alone. However, the study found that teachers 'deep interest in influencing teachers or teachers' use of ICT in their TaF. In this regard, teachers should enhance teaching methods, techniques and activities in Malay literature in keeping with

the current educational world. The use of ICT in the teaching and learning process enhances the efficiency and effectiveness of learning outcomes. This is because teachers can prepare and be prepared in advance of the TaF process. In this way teachers can find information about teaching better and can effectively convey to students.

3. Are you used to using programs other than Microsoft Office to get work done?

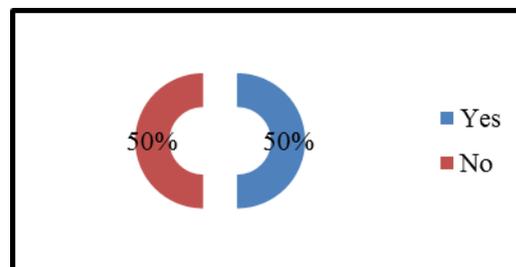


Chart 3: Evaluate a number of teachers who are familiar with the use of programs other than Microsoft Office for job completion

According to chart 3 above, 3 out of 6 respondents said 50% were familiar with using non-Microsoft Office programs for work improvement while 3 out of 6 respondents, 50% said they were not used to programs other than Microsoft Office for the completion of work. This is because the skills in using ICT can add value for teachers to use them to convey knowledge to students so that they are easy to understand. In this regard, the use of TaF, ICT can help teachers and students improve their current technological skills as they will be exposed to various tools and materials on ICT such as computers, LCDs, CDs, pendants, software, the internet and more. All of these tools have their own functions and applications in the process of TaF in schools. In addition, teachers and students can increase their knowledge of the ICT system through the ongoing TaF. This is because throughout the TaF process, teachers and students interact with each other on what they learn and exchange ideas on the effectiveness of the application of the ICT software used.

4. Have you ever used ICT (LCD projector) equipment in the classroom?

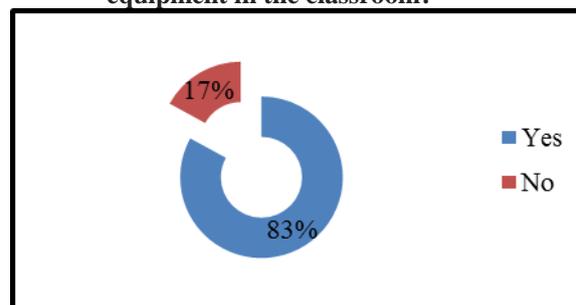


Chart 4: Evaluate the number of teachers who operate the ICT equipment (LCD projector) in the classroom.

According to chart 4 above, 5 out of 6 respondents, 83% said they had used ICT equipment (LCD projector) in the classroom while one in 6 respondents, 17% said that they had never used ICT equipment (Projector) LCD) in the classroom. This is because operating the ICT equipment in the TaF process requires educators to be creative and innovative and to want to make changes in their TaF even more interesting.

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The passion for teaching using the latest technological alternatives can enhance effective ICT and help it accelerate the process of student appreciation. The use of information and communication technology will encourage students to engage in TaF activities, making the learning process more enjoyable. Azwan Ahmad (2005) points out that in the context of today's education, ICT information technology is an electronic network for finding, collecting, storing, processing, disseminating and disseminating information effectively, efficiently, quickly and widely to assist the ICT process. Thus, a lot of information will help improve the quality of learning and facilitating in the classroom. Studies have found that teachers need to have high initiative and dedication to implement their ICT in their TaF. Although at the same time they have many other problems to implement. Only the determination, interest and cooperation of all educators of this problem can be overcome.

5. Do you obtain ICT information through the course?

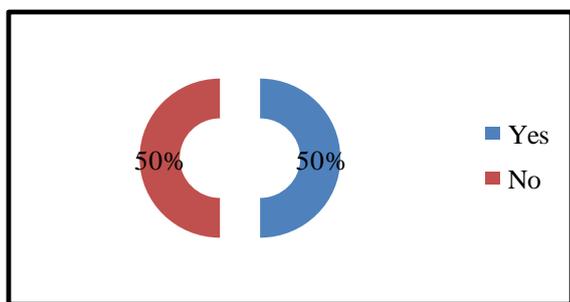


Chart 5: Evaluate the number of teachers who have obtained ICT information through the courses provided.

Based on chart 5 above, 3 out of 6 respondents, 50% said they had obtained ICT information through the courses provided while 3 out of 6 respondents, 50% said they had no ICT information through the courses provided. This is because it depends on the current situation. Teachers' readiness for knowledge in relation to ICT is wide open today. These skills can be acquired in many ways, other than courses provided by various parties, either by the government or the private sector, teachers can learn them through peer tutoring or training provided by the school. In this way teachers can find information about teaching better and can effectively convey to students. With the application of ICT as a teaching tool then the TaF process will be more interesting and effective for example using powerpoint, flash, video, visual software and they just need to apply the tools into TaF. This way the TaF can be run more easily and concisely as students will be exposed to interesting visuals and presentations and easily understand the teaching topics that teachers are trying to convey. Therefore, students are more interested in the teacher's TaF method and they do not get bored easily.

6. Does teaching using ICT attract students' attention?

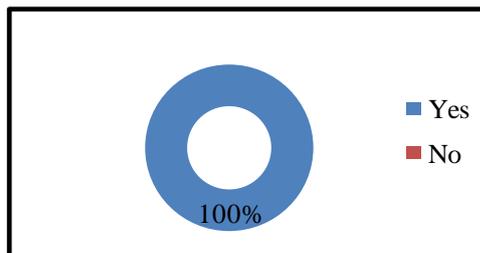


Chart 6: Evaluate the number of teachers who use the ICT method to attract students.

Based on chart 6 above, a total of 6 out of 6 respondents, 100% said that they used the ICT method to attract students. This is because the study found that creativity in the PdPc practice of teachers can encourage students to continue to engage in planned activities in the classroom. This is because they are not bored and it is easier to understand the content that teachers have to convey in various genres of Malay Literature such as novels, short stories, essays, modern poetry and traditional poetry. For example audio applications in TaF can provide a great experience for students because the right picture can be obtained more effectively. The interactive game is perfect for answering the quiz questions of Malay Literature. Indirectly interactive games such as this can attract students to answer the questions that have been provided compared to the old method of asking teachers to copy and answer them. It would not be too much to say that technology-based Malay Literature TaF could transfer information from a static textbook to a more engaging learning pattern. Indirectly the students' professions taking up this subject will become reality in line with the demands of today's job market. This is because the subject of Malay Literature not only develops students into human beings with high humanity values, but it also nurtures appreciation, creativity, imagination, and rational thinking.

7. Do you diversify your teaching activities to the best of your ability?

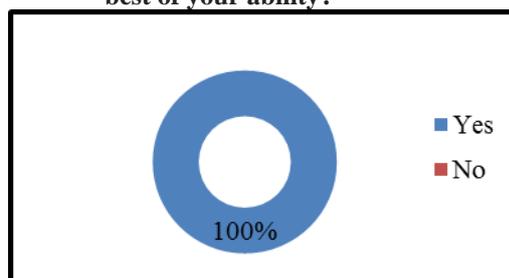


Chart 7: Evaluate the number of teachers who diversify their teaching activities to the best of their ability.

Based on chart 7 above, a total of 6 out of 6 respondents, 100% said they diversified their teaching activities to the best of their ability. This is because the understanding of effective and efficient use of ICTs that are able to develop and bring out new ideas in learning is so important that students are motivated to explore the content and further enrich their learning process. The impact of globalization and the development of information technology has led to some major changes in the education system in Malaysia. The quality of education of the country is expected to improve if ICT is used effectively.

This will expand the use of ICT in teaching and learning process in a more dynamic and quality manner while delivering information and supporting the development of more effective teaching and learning applications. Indirectly, this will enhance the students' interest and motivation thus accelerating their learning process. Technology-based Malay literature is able to transfer information from static textbooks to more engaging learning patterns. The importance of applying audio in TaF can provide a great experience for students as the accurate picture can be obtained more effectively. The interactive game is perfect for answering the quiz questions of Malay Literature. Indirectly interactive games such as this can attract students to answer the questions that have been provided compared to the old method of asking teachers to copy and answer them. Based on the transformations in the TaF method that teachers try to implement during teaching, it has been found to be positive. This is because the confidence and success expected during teaching is not disappointing.

8. Has the use of computers in the classroom convinced you to teach?

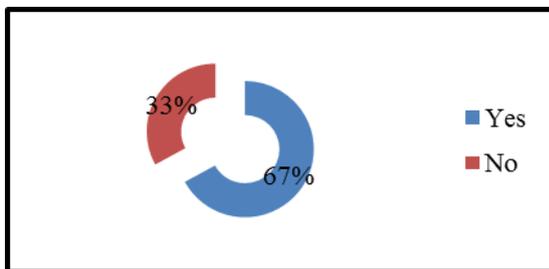


Chart 8: Assess the number of teachers who are confident in teaching using the computer while in the classroom

Based on chart 8, 4 out of 6 respondents, 67% said they felt more confident when using computers while in the classroom while 2 out of 6 respondents, 33% said that they did not have confidence when using computers during teaching in the classroom. This is because there are generally six media elements in ICT that can contribute to improving the quality of the process teaching and facilitating (TaF) namely internet, text, graphics, audio, video and animation. The skills of teachers in the field of ICT can help students to master the skills and knowledge that suit the interests, talents and potential of the students while also cultivating a love of science. As such, it can indirectly produce first-class human capital as envisaged in the Education Development Master Plan. This will eventually give birth to a generation of knowledgeable and wise people who are capable of realizing the vision of the country 2020, thus shaping a more advanced civilization. These advancements lie in creativity as well as individual effort. In general, creative and highly motivated teachers create a fun TaF atmosphere and students will better understand what to say. In this regard, teachers need to utilize internet technology in the TaF process during teaching, teachers need to provide students with topics related to teaching. Inadequate teachers should be more open-minded in furthering ICT knowledge to become more confident, creative and innovative in line with the demands of the 21st century TaF.

9. Does your initiative as a teacher want to implement innovation in teaching and learning in the classroom?

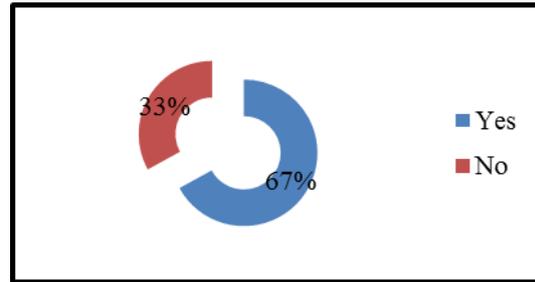


Chart 9: Evaluate the number of teachers who have the initiative to implement innovation during teaching and learning in the classroom

Based on chart 9, 4 out of 6 respondents, 67% said they had the initiative to implement innovation during teaching and learning in the classroom while 2 out of 6 respondents, 33% said that they had no initiative to implement the current innovation teaching and learning in the classroom. This is because According to Thornburg (1997), the educational system implemented should be able to adapt to the changing times and needs of the times. The younger generation of the nation will face a negative phenomenon if this aspect is ignored. In the era of wireless technology and e-generation, teachers must constantly change and strive to create a new understanding of the impact of advanced technological advancements on society and help their students use technology, while constantly improving their technology application skills and rejecting the phobias of technology. In this regard, a teacher not only has the power to change the behavior of her students, but at the same time they are constantly learning from her students to reinforce their beliefs, values and attitudes in triggering and sustaining change. The incorporation of various technologies is to attract students to remain engaged in learning sessions. Coombs Bryan (1995), states that without diversity in learning, students will lose interest in lessons and begin to get bored. Teacher creativity plays an important role in boosting students' self-esteem to further their education. According to Drs. Cece Wijaya et.al (1988), teachers play many roles: teacher as mentor, teacher as regulator (planner), teacher as participant (instructor), teacher as counselor, teacher as supervisor (supervisor), teacher as motivator (motivator) , and the teacher acts as the evaluator.

10. Does the Malay Literature subject have a close relationship with the ICT?

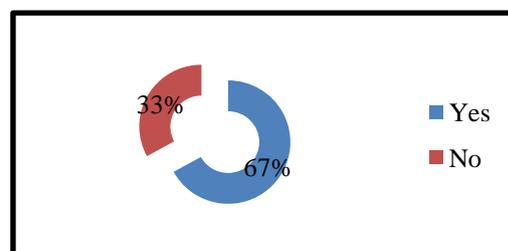


Chart 10: Evaluate the number of teachers for their opinions on the subject of Malay Literature and ICT

Based on chart 10, 4 out of 6 respondents, 67% of whom felt

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that Malay Literature subjects had a close relationship with ICT while 2 of 6 respondents, 33% said that Malay Literature subjects had no close relationship with ICT. This is because technology integration in Malay Literature education should continue to be enhanced. Therefore, the success of the application of ICT in TaF Malay Literature depends on other factors such as the extent to which the policies, incentives, facilities provided and monitoring are implemented in the current education system. Furthermore, it is the role played by all parties in utilizing the existing facilities with high enthusiasm, determination and commitment. In this regard, well-educated, creative and innovative citizens can be born through the use of the ICT based education system. In this regard, the educational world is very much looking forward to the presence of high quality TaF media to improve the quality of education especially in the subject of Malay Literature. As a professional teacher, skills in the use of technology are crucial in realizing the ambition of the Ministry of Education to reach potential students and IT literacy in academia by incorporating the use of ICT in teaching, in line with the desire to improve the quality of education.

11. Does Information and Communication Technology (ICT) have an impact on students taking Malay Literature?

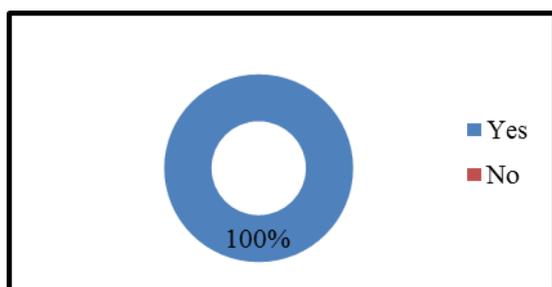


Chart 11: Evaluate a number of teachers for their opinion on the impact of ICT in Malay Literature subjects.

Based on chart 11 above, overall 6 out of 6 respondents were 100% said that ICT could have an impact on students taking Malay Literature. This is because technology-based Malay Literature is able to transfer information from static textbooks into a more interesting learning pattern. The importance of applying audio in TaF, for example, can provide a great experience for students as the accurate picture can be obtained more effectively. The interactive game is perfect for answering the quiz questions of Malay Literature. Indirectly interactive games such as this can attract students to answer the questions that have been provided compared to the old method of asking teachers to copy and answer them. Based on the transformation in the TaF method that the teacher was trying to apply while teaching the study found that it had a positive effect. This is because the confidence and success expected during the TaF process with the application of ICT does not surprise everyone.

IV. FINDINGS AND DISCUSSION

The research analysis found that the teaching and facilitating (TaF) of Malay Literature, has a variety of interesting teaching methods, methods or techniques and has been implemented by teachers in three schools which are the focus of the study. The main focus of the methodology in the TaF of teachers in Malay Literature is to focus on the ideas and themes as well as the ability of students to become

independent of their teachers. Accordingly, the success or failure of the teaching and facilitating (TaF) depends on the teacher delivering the lesson. In this case, the teacher should not only have the knowledge that is very effective in the content of the teaching to be delivered, but the teacher should also have the knowledge of psychology, sociology and most importantly pedagogical knowledge. Effective pedagogy is a very important part of today's education world. This is because with the extensive pedagogical knowledge of the trainee teachers, various improvements and innovations can be implemented to achieve the TaF objectives in the classroom, thus contributing to the improvement of student performance. Traditional teaching and learning techniques should no longer be the main principle in teaching, but teachers should strive to apply a variety of new techniques that will attract students to continue teaching the teacher without being bored and bored.

The study also found that creativity in the practice of TaF teachers was able to attract students to continue their activities in the classroom as they were not bored and easier to understand the content that teachers were to deliver in various genres of Malay Literature such as novels, short stories, essays, modern poetry and traditional poetry. For example audio applications in TaF can provide a great experience for students because the right picture can be obtained more effectively. The interactive game is perfect for answering the quiz questions of Malay Literature. Indirectly interactive games such as this can attract students to answer the questions that have been provided compared to the old method of asking teachers to copy and answer them. It would not be too much to say that technology-based Malay Literature TaF could transfer information from a static textbook to a more engaging learning pattern. Indirectly the students' professions taking up this subject will become reality in line with the demands of today's job market. This is because the subject of Malay Literature not only develops students into human beings with high humanity values, but it also nurtures appreciation, creativity, imagination, and rational thinking. This is what is said to be one of the transformations in educational practice that modern Malay Literature teachers need to take to attract more students to take this subject seriously. Abdul Said Ambotang (2008: 175) states that information and communication technology skills will change the way students acquire, use and distribute knowledge on a large scale. This will certainly enable students to be ready to compete globally. Understanding effective and efficient use of ICTs that are able to develop and bring out new ideas in learning is crucial to enabling students to explore the content and further enrich their learning process. The impact of globalization and the development of information technology has led to some major changes in the education system in Malaysia. The quality of education of the country is expected to improve if ICT is used effectively. This will expand the use of ICT in teaching and learning process in a more dynamic and quality manner while delivering information and supporting the development of more effective teaching and learning applications. Indirectly, this will enhance the students' interest and motivation thus accelerating their learning process.

Joseph (1992) states that information literacy competencies have given rise to awareness of the need for information, the ability to analyze information and evaluate its use and the ability to use such information for the purpose of knowledge. Therefore, information literacy competency is essential to enable the above process to be implemented effectively.

The development of information and communication technologies has greatly influenced the culture of modern life, in the field of education in particular, the application of this technology in teaching and learning has given rise to a new shift in teacher pedagogical techniques. Recent research has shown that the use of technology has revolutionized teachers' teaching techniques, student learning methods and the overall way education is handled according to the present day. As teachers who face the onslaught of information in this borderless world we need to take a step forward with the advancement and sophistication of science and technology as a preliminary step to building trust and accountability to the nation in building a nation that is capable of standing tall in the world. Mastery of ICT can help teachers to face the challenges and challenges of the education world and respond to current needs. Teacher function as an agent of social change can meet the demands of the local community through the knowledge and skills they possess and become a reference and idol in the community. The skills of teachers in the field of ICT can help students to master the skills and knowledge that suit the interests, talents and potential of the students while also cultivating a love of science. This indirectly generates excellent first-class human capital as envisaged in the Education Development Master Plan. This will eventually give birth to a generation of knowledgeable and wise people who are capable of realizing the vision of the country 2020, thus shaping a more advanced civilization.

Information and Communication Technology Integration in Malay Literature Teaching and Facilitating Enhances Teacher Confidence and Success

According to Thornburg (1997), the educational system implemented should be able to adapt to the changing times and needs of the times. The younger generation of the nation will face a negative phenomenon if this aspect is ignored. In the era of wireless technology and e-generation, teachers must constantly change and strive to create a new understanding of the impact of advanced technological advancements on society and help their students use technology, while constantly improving their technology application skills and rejecting the phobias of technology. This is in line with Awang Lim's (1998) opinion, stating that teachers with the following characteristics will be able to contribute professionally in their teaching profession, including;

- i. Act as a human teacher
- ii. Appreciate and practice the values of teaching
- iii. Able to advise and motivate his students effectively
- iv. Perform an effective role as a learning manager
- v. Proficient in using ICT technology in teaching and learning processes
- vi. It does not compromise on standart and does not sacrifice excellence or quality
- vii. Uncover the talents and abilities of its undergraduate students and realize them
- viii. Be a model for her students in all aspects such as leadership, writing, speaking, language, behavior, character and verbal gestures

- ix. Efficient methodology and pedagogy in teaching and learning processes
- x. Serve all his students with a variety of abilities and backgrounds
- xi. Always has the initiative to master and overcome any of the problems his students face
- xii. Satisfied and happy with his students' determination, achievement, success from a variety of abilities and backgrounds.

Teachers are managers, teaching leaders and agents of change (Abdullah, 2004; Ozmon & Craver, 2003; Swee Chiew, 2002). A teacher's leadership lies in his determination and success in changing the attitudes, beliefs and behaviors of individual children into adults. Not only does a teacher influence their students' behavior, but they also learn constantly from their students to reinforce their beliefs, values and attitudes in triggering and sustaining change.

V. CONCLUSION

21st century education focuses on three main components, namely technological knowledge, pedagogical knowledge and content or curriculum knowledge and assessment. Teaching and learning in the 21st century has different characteristics to the education of the past. The purpose of 21st century education is to produce high-achieving students who are proficient in communication, high-level thinking skills and proficient in the use of information and communication technology. This is because, in order to ensure that the objectives of the teaching are achieved, teachers must first equip themselves with a variety of skills before effective teaching. Teaching and learning in the 21st century reflects the technology used in teaching. As a professional teacher, the skills in technology use are crucial to realizing the Ministry of Education's aspiration to reach potential students and current technologically literate learners by incorporating the use of ICT in teaching, in line with the desire to improve the quality of education. In this regard, the education world is highly committed to the presence of high quality educational media to improve the quality of education. Technology integration in Malay Literature education should continue to be enhanced. Therefore, the success of the application of ICT in TaF Malay Literature depends on other factors such as the extent to which the policies, incentives, facilities provided and monitoring are implemented in the current education system. Furthermore, it is the role played by all parties in utilizing the existing facilities with high enthusiasm, determination and commitment. In this regard, well-educated, creative and innovative citizens can be born through the use of the ICT based education system.

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