



Students' Perceptions of the Ease of Learning Malay Proverbs Using Dual Strategies via Google Form Media

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ABSTRACT

This study aims to describe students' perceptions of the ease of learning Malay proverbs using a dual strategy via Google Forms. This study uses a descriptive-quantitative method. Through this method, the research data are presented in a descriptive statistical table. This study took place at Sekolah Menengah Kebangsaan Ideal Hieght in 2025. The population of this study consisted of 3rd-grade students who had participated in learning Malay proverbs using a dual strategy through Google Forms media. They were selected from a group of 150 students, divided into five parallel classes: 32 students in the Lestari class, 24 students in the Innovative class, 34 students in the Ideal class, 34 students in the Holistic class, and 26 students in the Gemilang class. This study employed a total sample, utilizing all members of the population as sample members. Data on students' perceptions of learning Malay proverbs using a dual strategy were collected through a Google Form-based questionnaire. Data on students' perceptions of learning Malay proverbs using a dual strategy, collected through Google Forms, were analyzed using descriptive statistics, specifically the percentage presented per indicator in three tables. The results of the study prove that students: 1) find it very easy to follow the learning of Malay proverbs, the indicator of student attributes in section-1 of the Google form; 2) find it very easy to follow the learning of Malay proverbs, the indicator of the description of the meaning of Malay proverbs in section-2 of the Google form; 3) find it difficult to understand the learning of Malay proverbs, the indicator of working on practice questions to determine proverbs at the level of case questions in section-3 of the Google form.

Keywords: students' perception, easy of learning, Malay proverbs, dual strategies, google form media

Persepsi Siswa terhadap Kemudahan Belajar Peribahasa Bahasa Melayu Menggunakan Strategi Ganda melalui Media Google Form

ABSTRACT

Penelitian ini bertujuan untuk mendeskripsikan persepsi siswa terhadap kemudahan belajar peribahasa bahasa Melayu menggunakan strategi ganda melalui media google form. Penelitian ini menggunakan metode deskriptif-kuantitatif. Melalui metode ini, data hasil penelitian disajikan dalam tabel statistik deskriptif. Penelitian ini berlangsung di Sekolah Menengah Kebangsaan Ideal Hieght pada tahun 2025. Populasi penelitian ini adalah para siswa tingkat 3 yang telah mengikuti pembelajaran peribahasa bahasa Melayu menggunakan strategi ganda melalui media google form. Mereka dipilih sebanyak 150 siswa yang terbagi dari lima kelas paralel yakni 32 siswa kelas lestari, 24 siswa kelas inovatif, 34 siswa kelas ideal, 34 siswa kelas holistik, dan 26 siswa kelas gemilang. Penelitian ini menggunakan sampel total sehingga semua anggota populasi dijadikan anggota sampel. Data persepsi siswa terhadap pembelajaran peribahasa bahasa Melayu menggunakan strategi ganda melalui media google form dikumpulkan menggunakan kuesioner berbasis google form. Data persepsi siswa terhadap pembelajaran peribahasa bahasa Melayu menggunakan strategi ganda melalui media google form dianalisis menggunakan statistik deskriptif yakni persen yang disajikan per indikator dalam tiga buah tabel. Hasil penelitian: 1) siswa sangat mudah mengikuti pembelajaran peribahasa bahasa Melayu indikator atribut siswa di section-1 google form; 2) siswa sangat mudah mengikuti pembelajaran peribahasa bahasa Melayu indikator deskripsi makna peribahasa bahasa Melayu di section-2 google form; 3) siswa sulit memahami pembelajaran peribahasa bahasa Melayu indikator mengerjakan soal latihan menentukan peribahasa bahasa Melayu atas soal kasus di section-3 google form.

Kata kunci: persepsi siswa, kemudahan belajar peribahasa, bahasa Melayu, strategi ganda, media google form

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INTRODUCTION

Perception is a cognitive process that occurs in a person when selecting, organizing, and interpreting every stimulus received through sight, hearing, smell, touch, and feeling to produce a meaningful picture of something that has the potential to change in the future. "Perception is an active process of sorting, organizing, and interpreting people, objects, events, situations, and activities (Faisaluddin, 2024). Humans sort only the things they are certain of in their lives, then organize and interpret them selectively. Perception shapes how humans understand other people and their world, as well as the various choices made in their lives. For example, if someone perceives another person as hostile or opposing them, then they can interact defensively or minimize communication. By itself, perception motivates a person to behave and act in most of their life activities.

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Meanwhile, perception and motivation cannot be separated. Both influence each other. Perception shapes a person's view of others, the world, and everything in it. In turn, this personal view motivates a person to adopt a confident stance and take action. For example, the issue of Public Relations has created a specific polarization in the academic community. Even though they sit and study PR on the same bench, their views on PR will differ. Perception consists of three interrelated processes: selection, organization, and interpretation (Faisaluddin, 2024). These three processes are mixed. Humans organize perceptions even as they sort out what is felt and interpret it in a certain way. Each process influences the other two processes. What is included about people, the world, and everything in it affects how a person interprets all of it. Interpretation of a situation directs a person to include certain aspects of the setting while excluding others and to focus on specific aspects of the setting, not others. Perception is nothing more than the process of giving meaning to reality through the senses. Perception begins to develop slowly from childhood and continues to grow through interaction with other people. This means that perception can grow and develop due to the influence of interaction and learning on people. Therefore, a person's perception is influenced by social factors, and every human being has a perception of an object. According to the Psychology dictionary quoted by Yahya (2019), perception is defined as the process by which a person observes everything in their environment using the senses they have, thereby becoming aware of everything in the environment.

According to Toha (2008), the process of perception formation involves several stages. The first stage is stimulus. Perception begins when someone is faced with a stimulus/stimulus that comes from their environment. The second stage is registration. A visible symptom is a physical mechanism that involves sensing and the conditions that enable someone to be influenced



through their senses. Someone can listen to or view the information sent to them and then register all the information they receive. The third stage is interpretation. Interpretation is an essential cognitive aspect of perception, namely the process of giving meaning to the stimulus they receive. The interpretation process depends on a person's depth of understanding, motivation, and personality.

From the perspective of students who participate in learning, their perceptions of specific learning are interesting to study. The learning in question involves learning the meaning of seven Malay proverbs containing the word 'batu' in grade 3 of high school. Malay proverbs are presented below:

- 1) like a stone falling into the depths
- 2) throw stones, hide your hands
- 3) like a shrimp behind a rock
- 4) fortunately, the coir appears. Fortunately, the stone sinks
- 5) types of stone crabs
- 6) it rains gold in someone else's country; it rains stones in their own country
- 7) It was thought to be a stone, but instead, it is a diamond

Based on the description above, it is necessary to research students' perceptions of learning Malay proverbs. This study is entitled 'Students' Perceptions of Learning Malay Proverbs Using Dual Strategies through Google Form Media.

This article uses a single-problem formulation. How do students perceive learning Malay proverbs using dual strategies through Google Forms media?

In line with the single-problem formulation, this article presents a single research objective. The intended objective is to describe students' perceptions of learning Malay proverbs using dual strategies via Google Forms.

First, from the perspective of principal supervision, this article is helpful for principals as supervision material on learning Malay proverbs for grade 3 high school students. Second, from the perspective of learning strategies, this article is also helpful because it enriches learning strategies for

learning Malay proverbs. Third, from the perspective of learning media, this article also has benefits because it can add variety to electronic learning media in learning Malay proverbs.

Kotler (2009) argues that perception is the process by which an individual selects, organizes, and interprets information inputs to create a meaningful picture of something in their environment.

Perception of something has the potential to change. Initially, an individual likes one object, but eventually, they develop a preference for another object. This change is attributed to several internal factors, including mood and new knowledge acquisition (Rajendran et al., 2019; Faisaluddin, 2024).

Perception of something can also change due to external and internal factors—the external factors referred to include peers and significant changes in the perceived object. Changes caused by internal factors are increased knowledge that occurs in a person (Hidayah et al., 2017; Yahya, 2019; Adriyana & Darumoyo, 2018). “Relevant articles were found in online journals in the field of education. The articles in question include:

- 1) Noor, N. A. M., Mahamod, Z., Hamat, A., Embi, M. A. (2012). Persepsi Pelajar terhadap Aplikasi Perisian Multimedia dalam Pembelajaran KOMSAS Bahasa Melayu Tingkatan 1 (Students' Perceptions Towards The Usage of Multimedia Applications In Learning Form 1 Malay Literature Component). JPBM, Vol. 2, Bil. 1 (Mei 2012), 1-16
- 2) Eng, Y. P., & Peng, C. F. (2024). Persepsi dan Penerimaan Pelajar terhadap Penggunaan Aplikasi Quizizz dalam Pembelajaran Bahasa Melayu di sebuah Sekolah Menengah Persendirian Cina (Students' Perception and Acceptance of the Use of the Quizizz Application in Learning the Malay Language in A Chinese Private Secondary School). JPBM, Vol. 14, Bil. 1 (Mei 2024), 89-101

- 3) Rodzi, M. H. M, Lambri, A. (2024). Persepsi Murid Tahap 2 terhadap Pembelajaran Karangan Bahasa Melayu di Sekolah Rendah (Perception of Level 2 Students towards Malay Language Composition Learning in Primary School). JPBM, Vol. 14, Bil. 2 (November 2024), 208-215

METHOD

This study uses a descriptive-quantitative method. Through this method, research data are presented using the principles of frequency and percentage in tables. "The study took place in 2025 at Sekolah Kebangsaan Ideal Height. This school is located at No. 1, Jalan Bukit Idaman, 68100 Batu Caves District, Selangor, Malaysia.

The population of this study consisted of 3rd-grade students who participated in learning Malay proverbs. They selected as many as 150 students, divided into four parallel classes: 32 students in the remaining sustainable class, 24 students in the innovative class, 34 students in the ideal class, 34 students in the holistic class, and 26 students in the brilliant class. This study employed a total sample, utilizing all members of the population as sample members.

Data on student perceptions of learning Malay proverbs were collected using a Google Form-based questionnaire. The questionnaire was compiled using systematic and objective procedures, following the steps outlined below.

First, determine the form of the questionnaire. Questionnaires are categorized into three types: open, closed, and mixed questionnaires (Fraenkel et al., 2012; Cohen et al., 2000; Creswell, 2014; Darussalam & Hussin, 2021; Fah & Hoon, 2015; Konting, 2005). This article uses a closed-form questionnaire.

Second, determine the scale value in the questionnaire. This article employs a simplification of the Likert scale, specifically converting a value of 1-10 to a scale value of 1-4 (Budiadji, 2013;

Azwar, 2014). A scale value of 1 is tough (VD). A scale value of 2 is not easy (D). A scale value of 3 is easy (E). A scale value of 4 is straightforward (VE).

Third, determine the questionnaire media. The questionnaire media is divided into offline media and online media, such as Google Forms. This article uses Google Forms media.

Fourth, determine the questionnaire indicators related to students' perceptions of learning Malay proverbs. This article uses the following indicators:

- 1) section-1 Google form about student attributes
- 2) section-2 google form about the meaning of Malay proverbs
- 3) section-3 Google form about the practice of determining proverbs based on cases

Fifth, determine the sub-indicators for each indicator. The section-1 Google form indicator about student attributes contains the following sub-indicators:

- 1) It is easy to enter in section-1 of google form
- 2) It is easy to fill in the name in section 1 of the Google form.
- 3) It is easy to fill in the class name in section 1 of the Google form
- 4) It is easy to fill in the WA address in section 1 of the Google form
- 5) It is easy to fill in the gender type in section 1 of the Google form

The second indicator, namely section 2 of the Google form on the meaning of Malay proverbs, contains the following sub-indicators:

- 1) It is easy to enter section 2 of Google form
- 2) It is easy to find Malay proverb-1 in section 2 of Google form
- 3) It is easy to find Malay proverb-2 in section 2 of Google form
- 4) It is easy to find Malay proverb-3 in section 2 of Google form
- 5) It is easy to find Malay proverb-4 in section 2 of Google form



- 6) It is easy to find Malay proverb-5 in section 2 of Google form
- 7) It is easy to find Malay proverb-6 in section 2 of Google form
- 8) It is easy to find Malay proverb-7 in section 2 of Google form

The third indicator, namely section 3 of the Google form on practicing determining Malay proverbs based on cases, contains the following sub-indicators:

- 1) It is easy to enter section 3 of Google form
- 2) It is easy to define Malay proverbs according to the first case in section 3 of the Google form
- 3) It is easy to define Malay proverbs according to the second case in section 3 of the Google form
- 4) It is easy to define Malay proverbs according to the third case in section 3 of the Google form
- 5) It is easy to define Malay proverbs according to the fourth case in section 3 of the Google form
- 6) It is easy to define Malay proverbs according to the fifth case in section 3 of the Google form
- 7) It is easy to define Malay proverbs according to the sixth case in section 3 of the Google form
- 8) It is easy to define Malay proverbs according to the seventh case in section 3 of the Google form

Data on students' perceptions of learning Malay proverbs using dual strategies and Google Form media for grade 4 students of Ideal High School, Batu Caves, Selangor, Malaysia, were analyzed using descriptive statistics. The statistical measure relevant to the type of data and the purpose of this Malay proverb research is the percentage presented per indicator in a table.

Students' perceptions of learning Malay proverbs using dual strategies through Google are determined through the principle of mode. The

most common answer categories are categorized by student perception.

Students' perceptions of learning Malay proverbs using dual strategies and Google Forms media for grade 4 students of Ideal High National High School were analyzed using nonparametric inferential statistics. The appropriate procedure for this data is contingency correlation.

RESULTS

1. Students' Perceptions of Learning Proverbs in Section-1 Google Form on Student Attributes

Students' perceptions of learning Malay proverbs using dual strategies through Google Forms media indicate that the student attribute indicators are categorized as very easy. Of the five sub-indicators, four are categorized as very easy, and one is categorized as easy.

Here are students' perceptions of learning Malay proverbs for indicators of filling in student attributes in section 1:

- 1) ease of entry in section-1 Google form is categorized as easy (65,33 percent)
- 2) ease of filling in name in section-1 google form is categorized as easy (69,33 percent)
- 3) ease of filling in class name in section-1 Google form is categorized as very easy (77,12 percent)
- 4) ease of filling in WA number in section-1 Google form is categorized as very easy (75,33 percent)
- 5) ease of filling in gender in section-1 Google form is categorized as very easy (77,33 percent)

Table 1
Students' Perceptions of Learning Malay Proverbs in Section-1 Google Form on Student Attributes

No.	Section-1 Google Form: Student Attributes	1	2	3	4
		VD	D	E	VE
1	It is easy to enter in section-1 of google form	7	8	98	37
		4,67	5,33	65,33	24,67
2	It is easy to fill in the name in section 1 of the Google form.	5	7	34	104
		3,33	4,67	22,67	69,33
3	It is easy to fill in the class name in section 1 of the Google form	7	11	17	115
		4,67	7,33	11,33	76,67
4	It is easy to fill in the WA address in section 1 of the Google form	8	7	22	113
		5,33	4,67	14,67	75,33
5	It is easy to fill in the gender type in section 1 of the Google form	7	9	18	116
		4,67	6,00	12,00	77,33

Notes: VD (very difficult), D (difficult), E (easy), VE (ver easy)

2. Students' Perceptions of Learning Proverbs in Section-2 Google Form on Description of Meaning of Proverbs

Students' perceptions of learning Malay proverbs using a dual strategy through Google Forms media for the indicator of describing the meaning of Malay proverbs are categorized as very easy. All sub-indicators are categorized as very easy, as contained in the table below.

Table 2
Students' Perceptions of Learning Malay Proverbs in Section-2 Google Form on Description of Meaning of Proverbs

No.	Section-2 Google Form: Description of the Meaning of Proverbs	1	2	3	4
		VD	D	E	VE
1	It is easy to enter section 2 of Google form	8	7	98	37
		5,33	4,67	65,33	24,67
2	It is easy to find Malay proverb-1 in section 2 of Google form	5	7	31	107
		3,33	4,67	20,67	71,33
3	It is easy to find Malay proverb-2 in section 2 of Google form	7	8	27	108
		4,67	5,33	18,00	72,00
4	It is easy to find Malay proverb-3 in section 2 of Google form	7	7	23	113
		4,67	4,67	15,33	75,33
5	It is easy to find Malay proverb-4 in section 2 of Google form	7	7	18	118
		4,67	4,67	12,00	78,67
6	It is easy to find Malay proverb-5 in section 2 of Google form	7	8	27	108
		4,67	5,33	18,00	72,00
7	It is easy to find Malay proverb-6 in section 2 of Google form	7	7	23	113
		4,67	4,67	15,33	75,33
8	It is easy to find Malay proverb-7 in section 2 of Google form	7	7	18	118
		4,67	4,67	12,00	78,67

Notes: VD (very difficult), D (difficult), E (easy), VE (ver easy)

3. Students' Perceptions of Proverb Learning in Section-3 Google Form on Practice of Determining Malay Proverbs in Case Questions

Students' perceptions of learning Malay proverbs using dual strategies, as measured by Google Forms, for the indicator of determining Malay proverbs in challenging case questions. This occurs in all sub-indicators contained in the table below.

Table 3
Students' Perceptions of Malay Proverb Learning in Section-3 Google Form on Practice of Determining Malay Proverbs in Case Questions

No.	Section-3 Google Form: Practice Defining Malay Proverbs Based on Cases	1	2	3	4
		VD	D	E	VE
1	It is easy to enter section 2 of Google form	11	12	101	26
		7,33	8,00	67,33	17,33
2	It is easy to define Malay proverbs according to the first case in section 3 of the Google form	12	78	52	8
		8,00	52,00	34,67	5,33
3	It is easy to define Malay proverbs according to the second case in section 3 of the Google form	10	82	49	9
		6,67	54,67	32,67	6,00
4	It is easy to define Malay proverbs according to the third case in section 3 of the Google form	13	67	57	13
		8,67	44,67	38,00	8,67
5	It is easy to define Malay proverbs according to the fourth case in section 3 of the Google form	12	86	19	33
		8,00	57,33	12,67	22,00
6	It is easy to define Malay proverbs according to the fifth case in section 3 of the Google form	5	99	35	11
		3,33	66,00	23,33	7,33
7	It is easy to define Malay proverbs according to the sixth case in section 3 of the Google form	16	89	29	16
		10,67	59,33	19,33	10,67
8	It is easy to define Malay proverbs according to the seventh case in section 3 of the Google form	12	77	48	13
		8,00	51,33	32,00	8,67

Notes: VD (very difficult), D (difficult), E (easy), VE (ver easy)

DISCUSSION

The students admitted that it was very easy to accept learning through section 1 and section 2 of the Google form. This happened because it was suspected that the teacher was able to choose the right media that aligned with the learning objectives and the character of the students. Surat & Mahamod (2022) suggest that teachers with high pedagogical competence have the potential to package learning effectively.

The students admitted that it was difficult to follow the learning in Section 3 of the Google form, specifically answering the 7 case questions. Below

are seven cases. Students were asked to write one Malay proverb according to the case.

Case-1

He is a male student in the 4th grade of high school. His parents are wealthy, but he is known as a stingy student who is reluctant to share with others. He is also arrogant and does not want to be friends with students from lower socioeconomic backgrounds. Suddenly, he was very kind to my friend, who was the class champion, but his own life was poor. He became friendly and gave my friend food and soft drinks to eat.

Case-2

Every dawn, Ahmad bin Hasan would perform the Subuh prayer in congregation at the mosque in our village. In addition, if there was a dawn lecture, the quiet teenager always followed it. Now, Ahmad bin Hasan never stands in the row for the Subuh prayer in the congregation at our mosque. Now, there is also no longer a teenager who always diligently listens to the lectures of the ustadz at our mosque. Ahmad bin Hasan has not been heard from for almost 15 days

Case-3

There is a classmate of mine. All his friends are afraid of him. When he was at school, he often bullied other classmates in secret. If his classmates accuse him, he immediately denies it, saying that another student committed the act.

Case-4

There is a new student who has moved to our school. Her name is Fatimah Azzhara. Her appearance is ordinary. None of our classmates want to be good friends with her. Moreover, many of her classmates do not want to engage in conversations with her. Therefore, she becomes an isolated student in class. One afternoon, a man arrived at our school in a luxurious private car. The principal and several teachers greeted him. He was in the principal's office for a considerable amount of time. After that, the principal took him to our class. It turned out that he was Fatimah Azzhara's parent.

Case-5

A 20-year-old man. He only graduated from elementary school. He lives in the village with his very poor and very old father. His place of residence is far from the hustle and bustle. His daily work is barely enough to feed him and his father for a day. One day, he decided to move to a city despite lacking adequate work experience and knowledge. His determination to go was firm, with the worst possibilities that would happen in the

city of his departure. He went to travel after getting permission from his parents.

Case-6

Since he was an adult, he went to a city far from his hometown. He was considered successful in his hometown because he earned a substantial income each month. However, his mind was not calm. He always remembered the comfort and security in his village even though he worked there with a small salary. Therefore, he decided to return to his village to live out his life there until his death.

Case-7

There was a merchant. He was wealthy. His wealth was immeasurable, both in cash and money in the bank. He was very friendly and enjoyed socializing with the surrounding community. However, if there was a request for donations for orphans and people experiencing poverty, he did not give it. If there was a meeting at the mosque to raise funds, he only gave a little.

The answer key to the case question above is presented below. Point 1 is the answer to case question 1; point 2 is the answer key to case question 2, and so on, namely:

- 1) like a shrimp behind a rock
- 2) like a stone falling into a hole
- 3) throwing a stone but hiding your hand
- 4) I thought it was a stone, but it turned out to be a diamond
- 5) fortunately the coir emerged, fortunately the stone sank
- 6) like a stone crab
- 7) raining gold in other countries, raining stones in our own country.

CONCLUSION

Here are three conclusions of the study. First, students in Grade 4 of Ideal High School, Batu Caves, Selangor, Malaysia, find it very easy to follow the learning of Malay proverbs with student attribute indicators in Section 1 of the Google form. Second, students in Grade 4 of Ideal High School,

Batu Caves, Selangor, Malaysia, find it very easy to follow the learning of Malay proverbs with Malay proverb meaning description indicators in Section 2 of the Google form. Third, students in Grade 4 of Ideal High School, Batu Caves, Selangor, Malaysia, find it difficult to follow the learning of Malay proverbs with case study indicators in Section 3 of the Google form.

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