Theoretical Implementation as Folklore Digital Reconstruction in Malay Literature Education

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ABSTRACT

Folklore encompasses a variety of aspects, whether narratives or in other formats, and it needs to be moulded into a more creative and innovative form in line with the revolution of this century. Folklore which conveys messages underlying the expression of feelings of society can be categorised into two forms, i.e. narratives and non-narratives or the ones that are told in prose and poetry. The intrinsic values and lessons in the storytelling of folk tales are sub-primary elements in folk literature that can create deep learning in learners. For literary works to have a significant impact on literary education, they must take into account the evolving interests and demands of today's learners. In addition to emphasising the value of folklore teachings offered to secondary students, folklore education should be prioritised in the adult education curriculum. Folklore research has been done from a variety of angles, primarily qualitative ones in the language and semantic domains. Despite this, several literature reviews noted that some folklore studies using other methodologies are still insufficient. Therefore, this concept paper outlines theoretical adaptation, which can be implemented in folklore studies particularly to develop a new module. The aspects of the discussions are based on theoretical andragogy literature reviews by Knowles (1996), and Vygotsky Social Constructivism (1978), which can be applied in folklore learning. As a suggestion, this theoretical discussion will serve as the foundation for literary studies in transition to digital reconstruction using Richey and Klien's (2007) Development and Design Research (DDR) to design and build a new innovative module, a model, guideline, a framework or even an instrument, particularly as an added value in teaching and facilitation in the field of the Malay literature education.

Keywords: Adragogy Theory, Social Constructivism Theory, Design & Developtmen Research (DDR), Folklore, Malay Literature Education.

1 INTRODUCTION

Folklore which encompasses a variety of aspects either narratives or non-narratives (Harun Mat Piah, 2003) should be developed in a more innovative and creative way so it can have a significant impact on student development and outcome. Folklore should be created in a more inventive and creative approach so that it can have a significant impact on student growth and outcome. Folklore contains several features, either narratives or non-narratives (Harun Mat Piah, 2003). Folk literature can be explained as part of oral literature which belongs to a social entity, and it is also passed down from generation to generation (Harun Mat Piah et al., 2000); literature that is transferred orally among primitive societies, civilized societies, urban and rural societies or small dominant (Francis Lee, Utley, 1965); the genre of Old Malay Literature (Mohd Taib Osman 1974); and oral tradition that existed prior

to written literature (Literary tradition) that resulted from inventions, enjoyed by people outside the royal circle (Ismail Yusoff 2008). Folklore is the expression of feelings by a community which derives from societal expression and sentiment (Bascom, 1965). The comprehensive conceptualisation and definition in regards to folklore can be concluded that folklore can be explained as an idea and expression of a community which hopefully can be deemed as the conveyance of a certain message which is continuity in nature, and created in two formats, either narratives or non-narratives. The uniqueness and preservation of folklore learning in education provide the main reason why this concept paper was written, in line with the sustainability of folklore element,

Specifically, the Pantun (quatrain), which was acknowledged by the United Nations Educational, Scientific, and Cultural Organization (UNESCO) in France on December 17, 2020, and included to the list of Intangible Cultural Heritage of Humanity (Bernama, 2020; in Rahman & Mahamod, (2022). The fact that one of the literary narratives was recognised on a global scale demonstrated how crucial folklore is becoming to society, especially in the sphere of education.

2 STATEMENT OF THE PROBLEM

The use of learning resources and convergent approaches in facilitated learning in the classroom is no longer appropriate due to technological advancements. To make literary works more accessible to the public, particularly among teenagers, they even need to be reissued in digital form (Mamat et al., 2021) and published in a variety of media (Omar et al., 2019).

Education should include instruction in folk literature and digital reconstruction these days. The distribution of literary materials does not have a sophisticated initiative apparatus in place. As technology advances, folklore becomes less important (Normaliza et al., 2016). To solve the issue, research and reconstruction of traditional literature are necessary. Previous research in a variety of educational sectors has shown that student-centered learning is more effective than new technology-based learning (Tiven et al., 2018; Rahman & Mahamod 2019, Mamat et al., 2021)

The majority of studies on Malay literature, whether they were in the form of conventional analysis or not, focus solely on the study of text analysis rather than the development of modules (Rahman & Mahamod 2022; Ishak, 2018; Ghani & Mohamed, 2020). Digital books are starting to emerge, but the analysis only considered books that have been released on the market, not the ones that students are studying in the classroom. While there are many literary works and lessons that can be generated in digital modules as additional value to the growth of national education, the focus is only on well-known folk stories such Si Tanggang, Mahsuri, and Puteri Santubong (Omar et al., 2019). The publication of literary works in a variety of formats is necessary in order to make them accessible to society (Mamat et al., 2021). The effort to generate digital books is not being dispersed far enough, similar to how they have been published during the past ten years.

The exploration in research has also evolved with various new approaches to produce competitive research. New approaches such as Development & Design Research (DDR) developed by Richey & Klien (2007) began to attract researchers as a method of choice for formulating modules. DDR is an approach that encompasses a systematic study (Mohd Ridhuan & Nurul Rabihah, 2021). This can be observed through the DDR process which consists of three very systematic and dynamic phases. The first phase involves the analytical requirements phase: the second phase is design and development; and the third phase is evaluation. This approach requires theories and models to underpin each ongoing phase. Hence, the theories of Andragogy and Constructivism constitute a broad theoretical framework for the DDR.

3 ANDRAGOGY THEORY (1980)

Three approaches to teaching were examined: pedagogy, andragogy, and heutagogy. The pioneer of the andragogy approach, Knowles (1980), expanded on it by establishing a number of constructs during

his research. It is claimed that andragogy is a scientific approach to teaching adults (Knowles, 1980, p. 43). (Blakcley, S., Sheffiled, R, 2015) The impact of technological advancement changed educational methods and philosophy. Learning strategies that are ideal for high-level learners, as well as the unique perspective of adult learners (Abeni, 2020), (Aljohani et al., 2021). Andragogy, a phrase coined by Alexander Kapp in 1833, is derived from the Greek words "arder" and "agogus," which both mean "to lead." Knowels (1990) argued that adult learning was at a different level when there was complete engagement as well as the use of applications. The development of folk literature as a lesson plan for such adult instruction is demonstrated by constructs with specific assumptions.

Adult learners have more autonomy and focus more on applying prior knowledge to new situations. Particularly in regards to matters involving professions and motivation for their education, they have more experience and expertise. Adult learners preferred descriptions including issues relevant to their everyday lives (Siti Hajar Halili, 2020) and were more interested in topics that would benefit them (Ucu, 2017).

This theory of andragogy can improve the credibility of educators to be more understanding of students in devising meaningful learning. The principles of andragogy are introduced by Malcolm Knowels (1980) by giving the principle construct six items. (i) The need to know the reason for learning (Need To Know) (ii) Self-perception (iii) Learning based on experience (iv) Readiness to study (v) Learning orientation and (vi) Motivation to study.

4 SOCIAL CONSTRUCTIVISM (1978) INTRODUCTION

Student environment and prior knowledge create individual experience resulting in the creation of new experience. According to constructivism, the knowledge of a individual's mind is considered to be generated from the adaptation of new information through actual observation in constructing their own experience. (Gheisari & Jamali, 2014; Kim, 2001; Colburn, 2000).

The environment and the pupils' prior knowledge combine to create individual experiences that can result in the creation of new knowledge. According to constructivism, a person's knowledge is considered to be generated by the adaptation of new information through direct observation in the process of constructing their experiences. Developing new constructs (Dixon-Krauss 1996), the occurrence of active learning (Bruner, 1996), the formation and accumulation of knowledge outside of the classroom which revolves around their environment (Mohd Shukri, 2020), (Lantolf & Thorne, 2006),

In order to establish credibility optimally, learning must be designed with the expectation that students will be able to develop meaning via understanding the subject's content. Virginia (2007); Richey, R. C., Klein et al. (2004); Virginia; 2004. The teacher's job is to create a strategy that connects learning, prior knowledge, and new material in order to get it to the proximal zone (Zone Proximal Development).

4.1 Zon Proximal Development (Zpd)

In respect of Vygostky's study from 1978, it is evident that the environment has an impact on and affects the psychology of students who are focused on their own environment. His research from 1984 also demonstrated how the development of a child's learning style was influenced by the emphasis placed on interaction. Students' knowledge acquisition is influenced by the interactions they have with people in their environment. (Rahman & Mahamod, 2022) It is also claimed that learning takes place while considering alternatives to internal motivation in processing thoughts as well as functioning as an intermediary in the learning process in ZPD. (Vygostky, 1978). According to Mohd Shukri's study (2020), ZPD considers various individuals and gives communication learning priority. The teacher will assist the students in developing critical knowledge and will also impart comprehension of the procedure and tasks that must be completed. Different mental functions can be consistently provided

dependent on the engagement and communication that occurs. As shown in the accompanying image, there are two circumstances where the ZPD combines the knowledge zone and the existing knowledge acquisition zone.
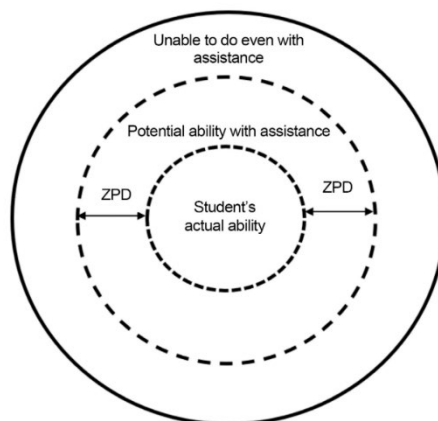
Figure 1 Illustration of ZPD scaffolding activity (Malik, 2017)

Figure 1 represents students who are on the top layer do not acquire new knowledge because they think that the learning process is critical and challenging to do even though they are being guided. (Malik, 2017: Azizan & Hussin 2017). The second layer indicates that ZPD shapes the potential abilities of students under the guidance of individuals in their immediate environment, including their peers. (Rahman & Mahamod, 2022). In order for learners to reach their full abilities, ZPD needs to be optimised to the maximum level with a functional teacher serving an active planner of teaching activities and student facilitator. The process of achieving an ideal proximal zone is also aided by the adaptation of enjoyable instructional methods. (Shaaruddin & Mohamad, 2017; Mohd Shukri 2020; Rahman & Mohamad 2022). A teacher being a facilitator of engaging instruction will act as a catalyst for the capabilities and abilities of the pupils. In addition, this layer establishes a scenario of scaffolding process which students can utilise as their ZPD manual.

4.2 Scaffolding
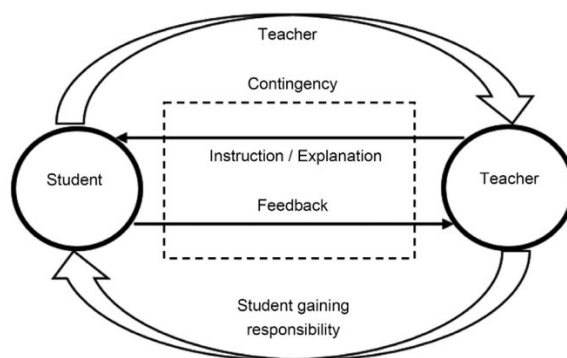
Figure 2 Illustration of ZPD scaffolding activity (Malik, 2017)

The term scaffolding is described as an adult's effort to provide leadership to someone who is initially unable to reach their level of independence. (Wood et al., 1976). Due to their limitations, students must concentrate on how to approach challenges in a way that suits their skills. According to Malik's (2017) research, when a teacher lowered the functional level of the learning process, students gradually began to be self-aware, and then attempt to take on their own responsibility for learning the material and gaining the knowledge they need (Malik, 2017). As a result, during this process, students begin to comprehend and grasp the instructional content being taught by developing self-conceptual

generalisations through a variety of special techniques. Therefore, the teacher's role in collaborating with students can also serve as a catalyst for students to share their knowledge, and even their social interactions.

5 IMPLEMENTATION OF THEORITICAL BASIS

The theory of constructivism and theory of andragogy complement each other in learning and facilitating learning. Moreover, its focus as a basis of knowledge in the exploration, and reconstructive design of folk literature becomes a necessity. Contemporary folk literature education for adult learners is formed by the interplay between the six constructs that make up adult learning (Knowels, 1984).

All the six constructs, namely, (i) Learner's need to know (ii) Self-concept (iii) Previous experience (iv) Willingness to learn (v) Learning motivation (vi) Learning orientation are adapted as a basis and model of folk literature learning components and the implementation of module development will be accelerated by having gone through the process and product development in research, design and development. (DDR).

5.1 Need To Know

Adult learners expect that they always want to know the reason for learning something before doing so. (Knowels et al. 2014). At the adult level, learners are to be able to meet their needs in all respects, develop mature criteria and sustainable development (Lu et al., 2022) to handle any constraints such as stress, lack of time, and work. Hinkson (2010) also stated that adult learners should recognise the relationship between the efficacious value and significance of teaching and their lives. Through the instruction of literary works that adult learners could adapt, the folk literature content unquestionably imparted great value and common sense (Harun Mat Piah 2009). Adult learners make sure that they are aware of the learning objectives before gaining knowledge in class. Learning content is assessed based on their needs for internally oriented aspects. Adult learners perceive the need for understanding about values as a necessity as well. Folk literature is coherent and applicable to daily needs, giving the sense that there are many morals and teachings (Mamat @ Mustafa et al., 2021) that can be emphasised to learners.

5.2 Self-Perception

The ability and independence to express viewpoints on literary criticism, declamation, presentation, and creative activities revealed how self-reliant adult learners were in learning folk literature. According to Abeni (2020); Aljohani and Alajlan (2021); Merriam, (2017) they were able to be independent and make decisions and instructions independently when they possessed a mature attitude. The literary learning atmosphere such as techniques for understanding literary works, teaching value acronym, and singing memorization methods formed by adult learners also creates self-directedness. Referring to the previous research, self-directed learning is defined by Caffarella and Baumgartner (2007) in the study of Aljohani and Alajlan (2021) as a learning process where individuals took the lead in planning, carrying out, and evaluating their own experiences. Regulations and conditions which are formed by learners independently allow them to create independent scenarios, such as receiving assistance from peers and mentors, utilising cutting-edge tools like digital texts, providing them a place to study on their own, and joining learning groups to enjoy the learning process.

One of the most crucial aspects of learning literature is the formation of regulations and self-concept. According to earlier research, students' learning of Malay communicative literature was significantly influenced by their attitudes toward self-regulation (Mohd Effizan Wahid (2020). According to this study, learning requires strong self-control, self-analysis, and self-evaluation. Learning folk literature that modifies the process on its own will encourage the formation of learning expectations.

5.3 Experiental Learning

Adult learners develop self-regulation through experiences that are relevant to their current environment (Effizan Wahid et al., 2019) and they construct and apply those experiences to support individual learners in the classroom. It is important to note that this group's attitude and maturity can create a situation when they feel insulted if their knowledge and talents are not used (Knowels, 1980), but despite this, the dependence on their engagement and expertise is seen as unlimited and equally crucial (Knowels et al. 2014). Teachers who serve as facilitators help students create collaborative projects that encourage discussion, problem-solving, and the optimal use of all of their experience. Adult learners, who primarily experience cultural environments during their primary and secondary education, frequently learn by synthesising past experiences. Most of these students have already had learned literature through literary texts in the Malay and Malay Literature courses while still in the lower secondary school. For this group, the experience of the language arts learning environment can help create a simple learning structure.

5.4 Readiness To Study

According to Ferreira et al. (2018), pedagogy in the teaching of literature explains the state of learner readiness the condition in which learners meet all of their needs and achieve the success expected by their teacher while also being socially influenced to allow for the skill growth (Purwati et al., 2022). The desire of adult learners to receive direct instruction and the applicability of what they learn to their current life are determined by their interests. Due to the variety of student attitudes, each student's role in learning is unique and sometimes requires guidance (Aljohani & Alajlan, 2021). Additionally, the teacher's facilitation role is essential to eliciting student replies, thus assisting learners in going through the learning process (Mohd Yusoff et al., 2022; Purwati et al., 2022)

5.5 The Orientation Of Learners To Learn

Adults focus on the direct application of their learning over the future practice. Adult learners have a tendency to focus on problem-solving tasks, task-oriented learning, and real-life circumstances rather than academic subjects. As a result, "learning experiences should be arranged in accordance with competency development." People's learning approach is performance-centered (Knowles, 1980, p.44). Instructional strategies should focus on using what is learnt to resolve problems in the actual world (Hinkson, 2010).

5.6 Learner Motivation to Learn

The psychological state of a person's mind that affects their action is referred to as motivation. (Dornyei, 2020), conditions that motivate them to learn (Rogers & Horrocks, 2010), and it is crucial that these conditions can support and sustain learners' education. (Purwati, 2020). Adult learners are purportedly to have higher internal motivation including self-esteem and the role of quality of life (Knowels et al 2005) which is used as a catalyst in learning (Aljohani & Alajlan, 2021) compared to external motivation such as salary and job which is not expected to have much impact on adult learners. (Knowels et, al 2014). In this situation, the teacher assumes a dominant role and serves as a inventor of a functional environment, acting as a catalyst for effective levels of motivation. This can be accomplished by encouraging and appreciating their group (Purwati et al., 2022) as well as providing self-directed learning opportunities. (Izzah and Hadi, 2018).
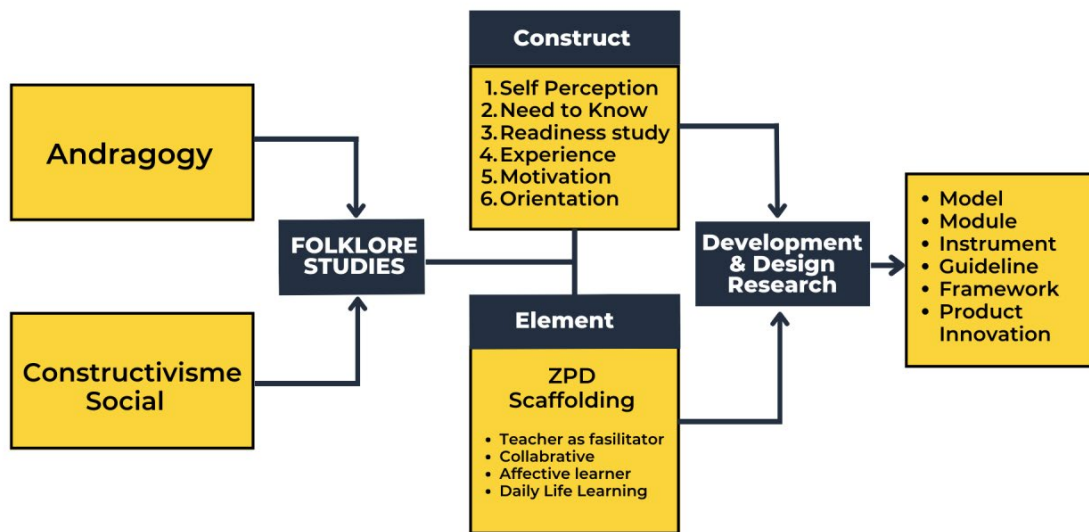
Figure 3 Suggested Theoretical Model for the Study of Reconstruction of Folk Literature in Learning Malay Literature.

The adaption of social constructivism is the reinforcement and underpinning for the implementation of andragogy in the teaching of folk literature. The learning environment that influences this group, such as classroom design and lighting, has a bearing on the current knowledge formed by adult learners. Other elements, such as exhaustion and health issues, also have an impact on the teaching and learning process. (Siti Hajar Halili, 2020). Adult learners' understanding of folk literature components that include stories and non-stories is explained by a clear constructivist concept. That knowledge requires effort to learn by putting existing experience to use.

The ZPD and scaffolding are essential in teaching folk literature based on what is already known. The folk literature components, like the appreciation of literary works, i.e. narrative or non-narrative, such memorising poetry or Hikayat Pelanduk Jenaka. Learning examines the contents of the appreciation of literary works, which includes the following: (i) theme; (ii) instructional aspects; (iii) form; (iv) language style; and (v) thinking. In the study by Rahman & Mohamad, (2022); Vygotsky (1984) recommended that teachers' use of ZPD and activities involving the creation of scaffolding by merging students' prior knowledge be incorporated into the teaching and learning process.

Figure 3 illustrates a few constructivist principles for using ZPD to advance prior knowledge, and scaffolding is required to put these principles into practise when learning folk literature: (i) Social collaboration; (ii) Student active learning; (iii) Teacher as a learner-centered facilitator; and (iv) Application of daily life. (2010) Mohd Shukri Constructivism views an instructor or a lecturer as a guide who is approachable and understanding. (Rahman & Mahamod, 2020). Adult learners' exposure to folk literature also highlights the significance of the necessity for lecturers to act as facilitators during class sessions and engage students in the teaching and learning process (Knowels, 1980).

Various learning activities, such as project-based learning (Tonge & Mahamod, 2020), hands-on language arts activities (Rahman & Mahamod, 2019), cooperative learning, gamification (Aziz et al., 2019), and language arts games, are designed with creativity by teachers and should be wisely integrated into the teaching of literature (Hirakawa et al., 2018).

Constructivism requires teachers to act as both monitors and guides for all learners, and it demands learning related to the understanding of folk literature. Independent learning occurs when students learn from reading, experience, observation, and the environment. The outcomes of reading, observation, experience, and the environment made by sixth form students are processed to create their appreciation

of literature. Teachers take on the roles of motivators and facilitators that help pupils create ZPD. The creation of digital learning modules will aid in learning scaffolding and enable students to build ZPD. The digital reconstruction of folk literature is a suggestion to create an engaged class, one that is capable of producing knowledge that students may use to their daily lives. Along with digital folk literature learning, teachers will offer engaging, active learning opportunities.

Andragogy (1980) and social constructivism (1978) which implement ZPD and scaffolding into the Design and Development Research (DDR) will create a very holistic and innovative expected product of folk literature, such as models of invention and modules, as well as learning tools in language arts, that has a great potential for digitalization and technological reformation.

Enhanced knowledge acquired through the combination of the theories is of utmost importance to new researchers, as well as curriculum designers for schools, particularly in the area of Malay literature. This digital reconstruction using comprehensive approach called DDR development & design research is a new alternative to the current literary education age. The DDR is a research methodology used in the context of developing products, including programmes, with the goal of creating innovations or refining those that have already been created (Saedah Siraj et al., 2022). A decade-long research illustrated that the trend of DDR applications was mostly initiated in the field of information technology and, even more so, in the education sector. (Siraj and others, 2020). In comparison to conventional textbooks, digital reconstruction that adheres to the three DDR systematic procedures and incorporates the theories of andragogy and constructivism will also demonstrate a difference with added value and credibility to the development of student knowledge.

6 CONCLUSION

The conceptualization that came out of this research may undoubtedly be used to debate theoretical knowledge and even has the potential to positively affect the development and continuation of the learning of Malay Literature. While constructivism theory changed a more technical situation to a more contemporary and comprehensive scenario, particularly in the teaching of Malay Literature, andragogy theory gives a personification to the learning in the sixth form including adult learners. Recommendations for conceptualisation in the next research, a theoretical basis as the main focus of literature and culture is discussed in order to become more dominant so that its implementation will be rich in knowledge and a holistic reconstructive value.

In an effort to serve as a basis for the digital reconstruction of folk literature, both of these theories are used in folk literature education. A DDR technique that is also contextually articulated goes along with the implications and suggestions of these two theoretical approaches. The use of this DDR approach, which is more varied, dynamic, and scientific in the development of modules and the invention of something new, can also enhance qualitative literature studies. The development of research in this field of literature will contribute towards the recognition of digitization in education as announced in the national education ministry's ten-year policy. Researchers who are more competitive and creative will pay more attention to research which is of quality, providing brainstorming platforms on practice, practicality and contributions to knowledge.

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The authors have contributed equally to the production of this paper.

CONFLICT OF INTEREST / KONFLIK KEPENTINGAN

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