



RESEARCH ARTICLE

Development of an Arts-Based Edutainment Learning Model to Increase the Level of Learning Motivation among the Orang Asli Primary School Students

Mohd Azam Sulong^{1*}, Mohd Hassan Abdullah², Mohd Fauzi Sedon³, Mohd Azlan Nafiah⁴

^{1,2,3,4} Universiti Pendidikan Sultan Idris, 35900, Tanjong Malim, Perak, Malaysia

ARTICLE INFO	ABSTRACT
Received: Oct 24, 2024 Accepted: Dec 19, 2024	The issue of dropouts among Orang Asli (indigenous) students is frequently reported, particularly by the Ministry of Education Malaysia. One of the main factors contributing to this dropout rate is the lack of interest and motivation towards education among these students. They tend to prefer learning outside the classroom and engaging with their natural environment. Traditional teaching methods used by teachers often fail to capture the interest and motivation of Orang Asli students, leading to their decreased motivation to attend school. This study aims to develop an arts-based edutainment education model to boost learning motivation among Orang Asli students in primary schools in Malaysia. The study employed a Grounded Theory design to develop this model, collecting qualitative data through document analysis, focus group discussions, interviews, and field observations. A constant comparison method was used to analyse these data types and determine relevant constructs for the model. The model then underwent an evaluation phase to assess its suitability and applicability. Findings from this study will contribute to fulfilling the requirements of the 2012 Orang Asli Education Policy outlined by the government. This study also aligns with the Strategic Plan for Orang Asli Development 2011-2015 set by the Department of Orang Asli Development (JAKOA). Additionally, it can guide teachers in selecting appropriate, enjoyable, and effective teaching and facilitation methods.
Keywords	
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*Corresponding Author: azamdungun@fmsp.upsi.edu.my	

INTRODUCTION

Achievement in academics is one of the important factors in realising the dream of a brilliant and prosperous life. However, achieving such success in education requires a persistent and continuous effort that involves many things and parties. Quality education is believed to make the social, political and economic system of a country strong and respected by others (Hassan, 1998; Norizan et al., 2013). However, the standard of education among Orang Asli students is still far behind that of other races in Malaysia. This group of Malaysian society is still lagging behind in various aspects, including economic, social and educational, compared to other ethnic groups. The Orang Asli community generally belongs to the category of poor and is far behind compared to other races in the country (Farhana & Jumaat, 2010), regardless of social, economic, and cultural development, as well as the aspect of education.

Efforts to improve the standard of education of the Orang Asli community have been implemented by various parties, especially by the Ministry of Education Malaysia. The Malaysian government has focused seriously on improving the standard of education of the indigenous community. Various

efforts are carried out to attract the Orang Asli students to learn, including providing direct assistance through JAKOA and the Ministry of Education Malaysia. However, students' achievement is still at a low level and this is likely due to the students having low motivation. Additionally, the lack of facilities provided for the Orang Asli students could be reason behind this issue other than the less attractive teaching methods of teachers. This situation causes most of them to only complete primary school without connecting to secondary school (Sharifah et al., 2011).

Only 30% of Orang Asli students complete secondary school, which is less than half of the national average of 72%. Compared to the national average, which is 87%, only 61% of Orang Asli students passed the core subjects in the UPSR (Primary School Achievement examination). As many as 35% of Orang Asli primary schools are in the low -performing school band (Bands 6 and 7) compared to only 1% of public schools (Sharifah, et.al, 2011). As a result, an Education Policy for Orang Asli and Penan students has been formulated. The main goal of this policy is to reduce the dropout rate among Orang Asli students while improving their level of education (Ministry of Education, Malaysia, 2012). In the Education Development Plan 2013-2025, the government has clearly laid out the focus that will be implemented to upgrade their education. This policy was made due to the high dropout rate among Orang Asli students, which, in turn, resulted in low achievement in the field of education compared to the national average (Ministry of Education, Malaysia, 2013).

Orang Asli students are less interested in coming to school because they have difficulty understanding lessons, are less interested in school work and often fail in lessons, as reported by Hassan, Shaharudin and Aziz (2001) and Khan (1987). Meanwhile, Ma'rof and Sarjit (2008) said that the factors that cause Orang Asli students to be less competent in their studies and not to attend school are the difficulty in cultivating interest in learning culture and lack of motivation to learn.

Orang Asli students are also found to easily feel bored and tired of the learning activities used by teachers. According to Ahmad & Mohd Jelas (2009), through the experience of the mentee-mentor program with Orang Asli, students around Selangor found that they easily felt bored and could only focus for 15 minutes in class. However, if the learning activities are conducted in open areas such as by the river or under a tree, they can focus for 30 minutes. This may be due to their close nature and love of the environment. These findings align with the statement of Ma'rof and Sarjit (2008), who stated that Orang Asli children are more inclined to non-formal education, especially which gives freedom by doing more fun activities with the environment. For Orang Asli students, the forest is so important in their lives. This is because aspects of Aboriginal beliefs are related to the environment (Gregory, 2003).

Examining the factors of lack of interest and low motivation towards learning among Orang Asli students, appropriate, fun and effective teaching and facilitation methods should be chosen by the teachers who teach them. Smith and Sobel (2010) state that more constructive and effective learning and teaching approaches, such as learning outside the classroom, are needed.

Objectives of the study

Four main objectives are outlined for this study.

1. Analyse the requirements of the Arts-Based Edutainment Learning Model constructs and elements to increase the level of learning motivation among Orang Asli students.
2. Develop an Art-Based Edutainment Learning Model to increase the level of learning motivation among Orang Asli students.
3. Validate the Art-Based Edutainment Learning Model to increase the level of learning motivation among Orang Asli students.
4. Evaluating the suitability and doability of the Art-Based Edutainment Learning Model to increase the level of learning motivation among Orang Asli students.

METHODOLOGY

This study utilises a Grounded Theory design that involves qualitative data collection through document analysis, interviews, focus group discussions and observations. Glaser and Strauss (1967)

proposed Grounded Theory as one way to systematically develop theory using data collected from field research. Therefore, in accordance with the objectives of this study, the grounded theory design used in this study will produce strong and valid findings. This study involves three main phases, namely Phase 1, Theoretical sampling; Phase 2, Model Development; and Phase 3, Model Validation and Evaluation. The design of this study is shown in Figure 1 below.

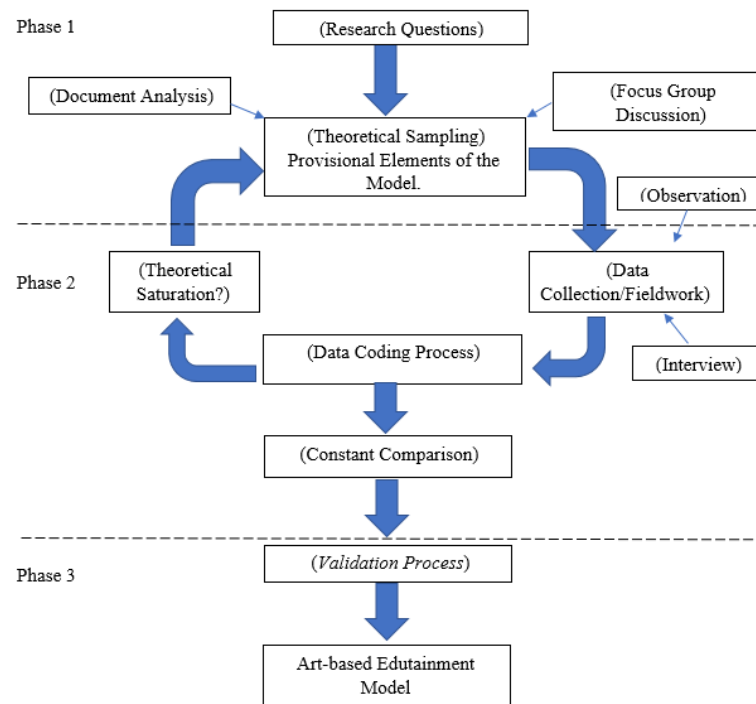


Figure 1: Research Design

RESULT AND DISCUSSION

Based on the collected and analysed data, several key constructs and elements were utilised in developing an arts-based Edutainment Model. According to the demographic study of Orang Asli students, it was found that they are more inclined to learn when entertainment and art elements, particularly those practised in their community, are incorporated. This includes key musical elements such as the Siwang ritual. The Siwang ritual combines elements of singing, music, and dance. *Siwang Kebut* is conducted in complete darkness, while *Siwang Asik* is held in a lively and brightly lit environment. The Orang Asli community uses resin obtained from the surrounding forests to light the Siwang area. The ritual is led by a shaman called *halaq*. At times, Siwang Asik involves the skills and expertise of several *hala'*.

The Siwang ritual is accompanied by the music produced by striking the *centung*. *Centung* consists of a pair of bamboo tubes of different lengths made from a type of bamboo called *awat neng ro*. This musical instrument, used in the Siwang ritual, is made of bamboo because bamboo is a material widely used in Southeast Asian communities for spiritual purposes. *Centung* is played in pairs, symbolising gender: the longer bamboo tube represents men, while the shorter tube represents women. *Centung* is struck on wooden boards to produce specific rhythms and timbres. The shorter bamboo tube produces a high timbre, while the longer tube produces a low timbre. The striking of the *centung* helps the *hala'* achieve a state of trance. In the Siwang Asik ritual, the *centung* is also accompanied by the beating of *remana* (a single-headed frame drum) to enliven the atmosphere. Participants sing and dance in a circle, an activity highly enjoyed by Orang Asli school children in remote areas of Malaysia. Therefore, the music and dance elements of Siwang are incorporated as one of the main constructs in developing this edutainment module. Educational content can be taught to students using various Siwang-based activities to make learning more engaging and motivating.

In addition to Siwang, other forms of singing and music are also practised by the Orang Asli community, such as solo singing based on events within the community. Several traditional solo musical instruments, such as selengut (nose flute) and ginggong (mouth-zither), are also played solo as a form of entertainment. Teachers need to learn about these musical cultural forms to plan learning activities more effectively. In addition, the Orang Asli community also like to make carvings using materials from their environment, especially wood and bamboo. These carvings are made not only for personal satisfaction and home decoration but also for daily-use items such as bamboo cups, utensil racks, and various household goods. Besides carving, the Orang Asli community also enjoys weaving using materials from their surroundings, like rice straw, pandan leaves, coconut leaves, and tree roots. The woven products, such as hats, baskets, mats, and more, are used for home decoration and daily use. This weaving activity can be adapted and utilised as a learning activity to foster interest and motivation in learning among Orang Asli students.

Based on the data obtained through interviews with the Orang Asli community, teachers, and students, as well as field observations, a learning model based on arts-based edutainment has been developed. This model aims to increase learning motivation among Orang Asli students in Malaysia. The diagram below shows the Arts-Based Edutainment Model that has been developed.



Figure 2: Arts-Based Edutainment Learning Model to Increase the Level of Learning Motivation among the Orang Asli Primary School Students

Based on this model, eight lesson plans have been developed for four subjects: Mathematics, Bahasa Melayu, English, and Science, which align with the curriculum provided by the Ministry of Education Malaysia. Two teaching and learning sessions for each subject were conducted by teachers at selected Orang Asli primary schools to assess the suitability and feasibility of the model through the developed lesson plans. Regular observations were made throughout the implementation of these lesson plans to monitor changes in students' interests and motivation. Additionally, interviews were conducted with the teachers and 10 students who participated in all the lessons.

The results from the observations and interviews revealed that all the teachers who implemented the lessons found them suitable and effectively executable. The teachers were pleased to implement the planned lessons as they observed significant improvements in their students' interest and motivation. Based on formative assessments conducted by the teachers, students' achievements were found to be more satisfactory compared to the previous methods used. The interviews with students indicated that they were more interested and enjoyed learning with this approach, which encouraged them to attend school daily with greater confidence and enthusiasm.

This study has produced significant findings in enhancing learning interest and motivation among Orang Asli students in Malaysia. These results can be utilised by teachers in planning their lessons according to the curriculum using the developed model. Teachers need to be exposed to and trained in planning lessons using elements from this model. The Ministry of Education Malaysia, through various divisions such as the Curriculum Development Division, School Division, Examination Board, and Inspectorate, can plan further actions to strengthen learning in Orang Asli schools across Malaysia.

This model is not only applicable to Orang Asli schools but can also be used in schools with marginalised and underperforming students due to low interest and motivation. However, further studies are necessary to determine the effectiveness of this model for other categories of schools.

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