

# APPRECIATION AND EFFECTIVENESS OF THE USE OF MULTIMEDIA IN THE MALAY MAGNUM OPUS COURSE AT UNIVERSITI MALAYSIA KELANTAN

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## ABSTRACT

*The use of multimedia in the process of teaching and learning is crucial in helping lecturers to disseminate understanding among their students during a lecture. In the field of Malay literature, the use of multimedia in translating the text into a visual form enables students to better understand abstract works. This study was conducted using a questionnaire given to 58 respondents. The findings of the study shows that the use of multimedia in the teaching of the Malay Magnum Opus course has increased student understanding and appreciation in classes. The results of the study proved that multimedia software applications assisted in the lecturer's teaching process, making it more flexible and effective. Besides this, these multimedia tools have also diversified the lecturer's teaching methods in an effort to attract interest towards and motivate learning that is based on classical literature.*

**Keywords:** Multimedia, Malay Magnum Opus, Teaching and Learning.

**Cite this Article:** Nordiana. AJ, S. Sukri, SN. Apandi and Sudirman. K, Appreciation and Effectiveness of the Use of Multimedia in the Malay Magnum Opus Course at Universiti Malaysia Kelantan, *International Journal of Advanced Research in Engineering and Technology*, 11(10), 2020, pp. 1005-1019  
<http://www.iaeme.com/IJARET/issues.asp?JType=IJARET&VType=11&IType=10>

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## 1. INTRODUCTION

The respondents comprise of 58 students who are taking the Malay Magnum Opus course. This course provides an early impression on the general definition of masterpieces. The general definition is then linked to the concept of masterpieces in the context of the Malay world. The following discussion is connected to the elements that elevate those works as Malay Masterpieces. Subsequently, the function of Malay Masterpieces is discussed and linked to Malay excellence or intellect, as reflected in the Malay masterpieces. Based on the concept of masterpieces that was discussed earlier, therefore the “Malay Masterpiece” is a work that symbolises the ingenuity of Malay artisans, writers and thinkers in depicting idealism, values, life views, traditions, courtesy, moral awareness and the vision of a race and its community in the form of literature and art with a high aesthetic value, so much so the impact of the art, culture and philosophy has survived through the ages in the collective mind of the Malay people. The Malay civilisation has, through the ages, been shaped and characterised by this literary tradition.

The respondents were chosen among the heritage literature students of Universiti Malaysia Kelantan. This course involves five traditional texts, which are Hikayat Seri Rama, Cik Anggun Cik Tunggal, Hikayat Malim Dewa, Hikayat Malim Deman and Hikayat Malim Dewa. The students’ process of appreciation and understanding of a classic prose is difficult to achieve without the use of multimedia and supplementary teaching tools.

The element of technology and multimedia, such as text, graphics, audio, video and animation really helps the students to understand the five works better. The use of text in the process of communication is a tradition that must be continued, but the support of technology adds value in easing the teaching and learning process. A multimedia system is a term that is frequently used in the information technology era. According to Saifuddeen (2002), a multimedia system is the use of information technology that combines audio and visuals that are then processed by the mind to shape a piece of information. In other words, the multimedia system used the ears and eyes, as well as processes the information received. Multimedia software is a new alternative that diversifies the teaching medium and exposes students to the sophistication of today’s multimedia systems (Ismail, 2010). The effective and efficient application of multimedia technology in teaching and learning, particularly to produce interactive learning materials, is hoped to motivate students to continue to explore the contents while enriching existing learning approaches.

Conventional education is one of the oldest teaching tools in the field of education. This form of education education is more lecturer-centred and focuses on learning through memorisation. In traditional education, the student’s role is to be the recipient of information and more passive. They are less active in class and do not possess the skills to solve problems. Therefore, the use of multimedia in our lives is important. This is because it is full of various elements, such as text, graphics, audio, video and animation. All these elements can be seen in our surroundings and is used in various fields, uch as eduction, training, business, games, as well as science and technology. This is proof that multimedia is important. In fact, multimedia can change learning itself. Rather than limit students with conventional education such as reading text, multimedia offers various upgrades in learning by introducing various dynamic elements.

## 2. RESEARCH OBJECTIVE

- 1) To see the effectiveness of the use of multimedia in the teaching and learning of Malay Magnum Opus.
- 2) To measure student appreciation in understanding the text of classic works using multimedia applications.

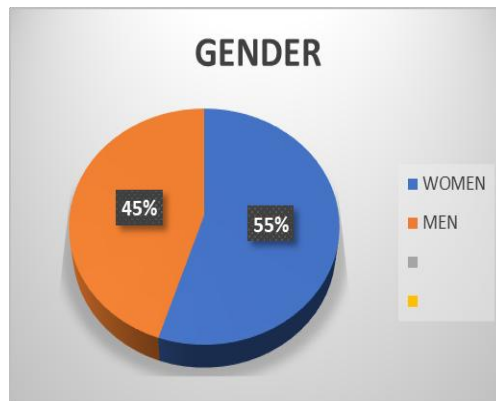
## 3. RESEARCH QUESTIONS

- 1) What is the impact of the use of multimedia in the teaching and learning of the Malay Magnum Opus course?
- 2) How well do students understand the text of classic works using multimedia applications?

## 4. RESEARCH FINDINGS

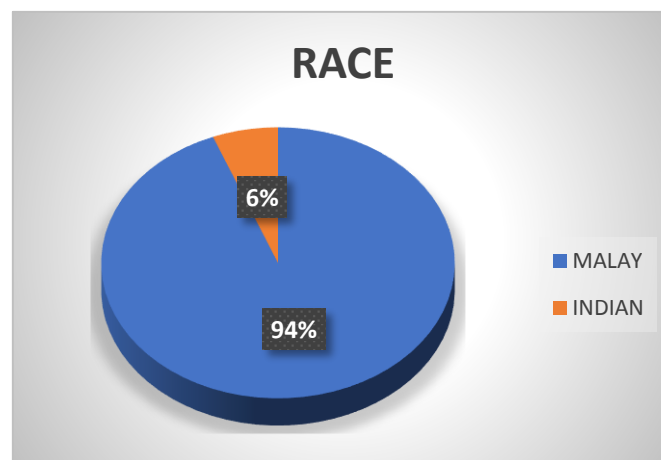
### 4.1. Section A

Pie Chart 1 shows the gender of the respondents. Female respondents comprised of fifty five percent (55%). While male respondents comprised of forty five percent (45%).



**Pie Chart 1** Gender

Pie Chart 2 shows the race of the respondents. Ninety four percent (94%) of the respondents are Malay and six percent (6%) are Indian.



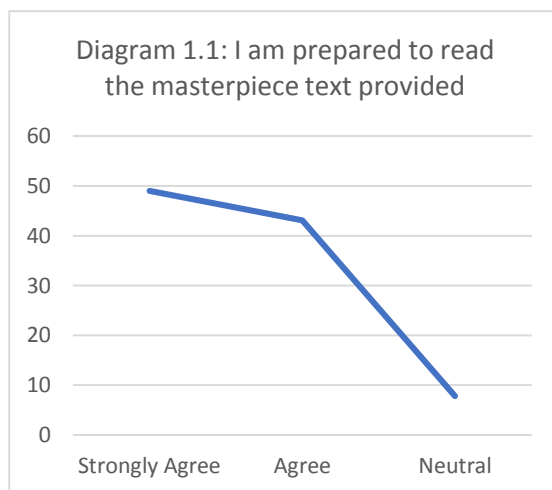
**Pie Chart 2** Race

### 4.2. Section B (Appreciation)

Section B comprises of two (2) categories namely 1) appreciation and 2) effectiveness of the use of multimedia in the Malay Magnum Opus course among heritage literature students at UMK. Appreciation contains seven (7) domains, which are 1) I am prepared to read the masterpiece provided, 2) I will try to read it although I am not interested in this course, 3) I was able to finish reading the masterpiece text, 4) I understood the storyline of the masterpiece when I read it, 5) I can recall the characters of each masterpiece text, 6) I can create a synopsis of the masterpiece once I read it, and 7) I did not understand the masterpiece text at all even after reading it. Meanwhile, for effectiveness, there are eight (8) domains, which are 1) I will give my full attention in a class that uses multimedia, 2) I like attending classes that are taught using multimedia software, 3) I am interested in masterpiece texts that have been adapted using multimedia, 4) I understand the masterpiece text better when multimedia is used, 5) I am confident when presenting my assignment using multimedia software, 6) I have found that the use of multimedia software in the Malay Magnum Opus course has increased my interest in learning, 7) Teaching and appreciation through multimedia software makes it more fun and I am more excited during lectures, 8) I am able to appreciate the entire plot of the masterpiece even more through multimedia software.

Diagram 1.1 shows the findings of the research related to the appreciation of respondents towards the use of multimedia in the Malay Magnum Opus course among the heritage literature students of UMK. A total of (49%) of the respondents strongly agree that they are

prepared to read the masterpiece text provided. Meanwhile, respondents who agree comprise of (43%) and respondents who were unsure were (7.8%). Table 1.1 shows that the mean of respondents who are ready to read the masterpiece text is at scale 4, while the median is at scale 4 and the mode is at scale 5. The standard deviation is at 0.6, meaning the respondents are ready to read the masterpiece text provided. Overall, in terms of appreciation, the respondents strongly agree that they are prepared to read the masterpiece text provided.



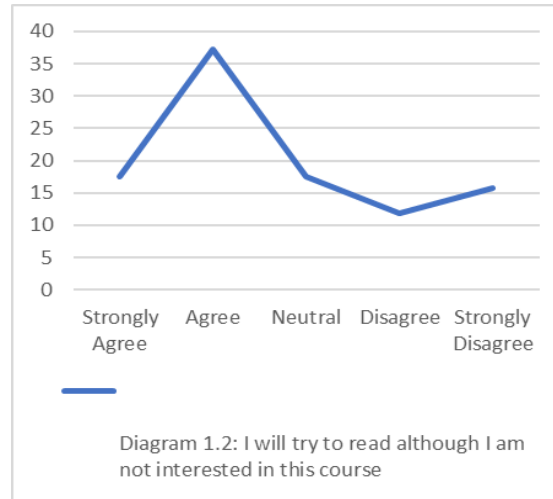
**Diagram 1.1** I am prepared to read the masterpiece text provided

**Table 1.1** Scale summary of respondents who are prepared to read the masterpiece text provided

Mean	Median	Mode	Standard deviation
4	4	5	0.6

Diagram 1.2, on the other hand, shows a total of 37.3 percent of the respondents agree that they will try to read although they are not interested in this course. Meanwhile, 17.6 percent of respondents strongly agree and are unsure. A total of 15.7 percent of the respondents strongly

disagree and 11.8 percent of the respondents disagree. Table 1.2 shows that the mean of respondents who will try to read although they are not interested in this course is at scale 3, meanwhile the median is at scale 4 and the mode is 4. The standard deviation is 1.3, and this shows a minimal disparity gap between scales 1 and 5. Overall it shows that most respondents are not interested in this course, but they will make an effort to try.

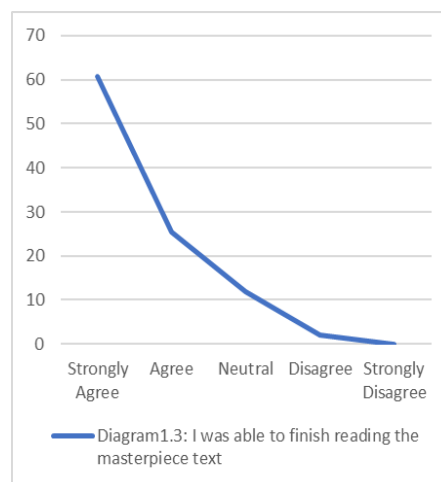


**Diagram 1.2** I will try to read although I am not interested in this course

**Table 1.2** Scale summary for respondents who will try to read although they are not interested in his course

Mean	Median	Mode	Standard deviation
3	4	4	1.3

Diagram 1.3, on the other hand, is related to respondents who were able to finish reading the masterpiece text. Research findings found that 60.8 percent of the respondents strongly agree that they were able to finish reading the masterpiece text. Meanwhile, as much as 25.5 percent of respondents agree. 11.8 percent of respondents were unsure and 2 percent disagreed. Table 1.3 shows the mean of respondents who were able to finish reading the masterpiece test is at scale 4, while the median is at scale 5 and mode is 5. The standard deviation is at 0.7, this indicates that the disparity gap is not too significant on a scale of 1 to 5. Overall it shows that respondents succeeded in reading the text although they are not interested in this course.

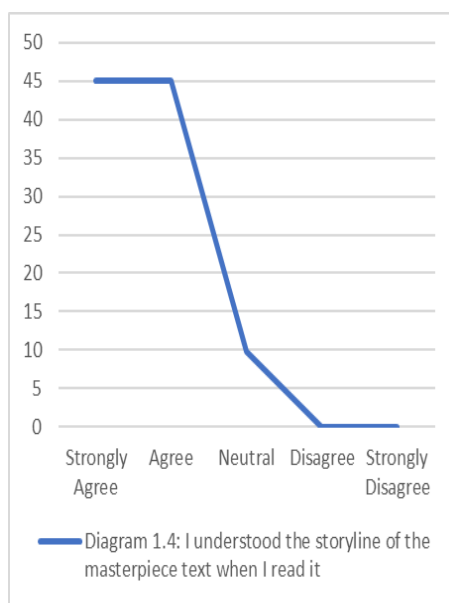


**Diagram 1.3** I was able to finish reading the masterpiece text

**Table 1.3** I was able to finish reading the masterpiece text

Mean	Median	Mode	Standard deviation
4	5	5	0.7

Diagram 1.4 is related to respondents understanding the storyline when they read it. Research findings indicate that a total of 45.1 percent of the respondents strongly agree that they understood the masterpiece text upon reading it. Meanwhile, 45.1 percent of the respondents agree. 9.8 percent of the respondents were unsure. Table 1.4 shows that the mean of respondents who understood the storyline of the masterpiece text when they read it is at scale 4, while the median is at scale 4 and the mode is 4. The standard deviation is at 0.6, this shows that the disparity gap is not too significant on a scale of 1 to 5. Overall it shows that the respondents understood the storyline of the masterpiece text that they read.



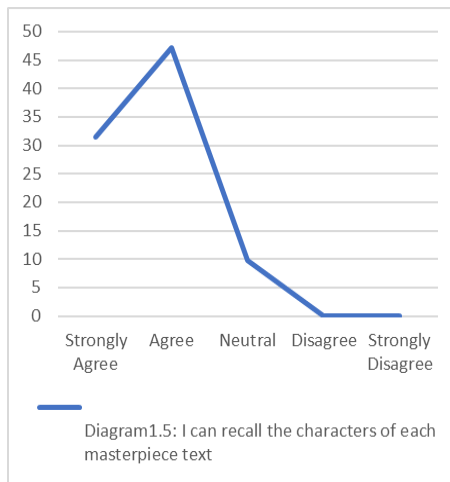
**Diagram 1.4** I understood the storyline of the masterpiece text when I read it

**Table 1.4** I understood the storyline of the masterpiece text when I read it

Mean	Median	Mode	Standard deviation
4	4	4	0.6

Diagram 1.5 is related to the respondents being able to recall the characters of each masterpiece text. Research findings indicate that a total of 47.1 percent of the respondents agree that they were able to recall the characters of each masterpiece text. Meanwhile, as many as 31.4 percent of respondents strongly agree. 21.6 percent of respondents were unsure. Table 1.5 shows that the mean of respondents who could recall the characters in each masterpiece text is at scale 4, while the median is at scale 4 and the mode is at 4. The standard deviation is 0.7, this indicates that the disparity gap is not too significant on a scale of 1 to 5. Overall it shows that respondents were able to recall the characters of each masterpiece text.

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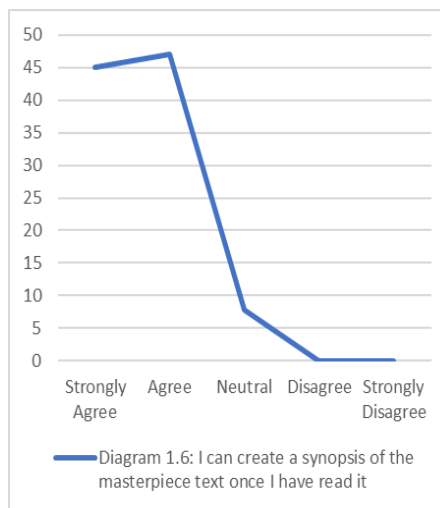


**Diagram 1.5** I can recall the characters of each masterpiece text

**Table 1.5** I can recall the characters of each masterpiece text.

Mean	Median	Mode	Standard deviation
4	4	4	0.7

Diagram 1.6 is related to respondents being able to create a synopsis of the masterpiece text once they have read it. Research findings indicate that a total of 47.1 percent of the respondents agree that they can create a synopsis of the masterpiece text once they have read it. Meanwhile a total of 45.1 percent of the respondents strongly agree. 7.8 percent of respondents were unsure. Table 1.6 shows that the mean of respondents who can create a synopsis of the masterpiece text once they have read it is at scale 4, while the median is at scale 4 and the mode is at 4. The standard deviation is at 0.6, this shows that the disparity gap is not too significant on a scale of 1 to 5. Overall, it shows that the respondents could create a synopsis once they have read the masterpiece text.

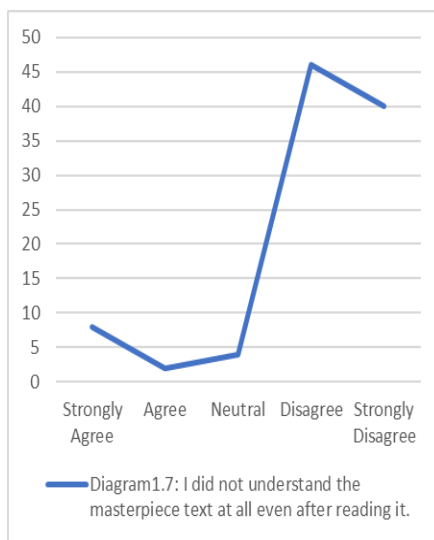


**Diagram 1.6** I can create a synopsis of the masterpiece text once I have read it

**Table 1.6** I can create a synopsis of the masterpiece text once I have read it

Mean	Median	Mode	Standard deviation
4	4	4	0.6

Diagram 1.7 shows that a total of 46 percent of the respondents strongly disagree that they were not able to understand the masterpiece text at all even after reading it. On the other hand, 40 percent of the respondents disagree and 8 percent of the respondents strongly agree. Meanwhile, 4 percent of the respondents were unsure and only 2 percent agree. Table 7 shows that the mean of respondents who did not understand the masterpiece text at all even after reading it is at scale 1, meanwhile the median is at scale 2 and the mode is at scale 1. The standard deviation is at 1.1, this shows that the disparity gap is not too significant on a scale of 1 to 5. Overall this shows that most respondents can understand the masterpiece text that they read.

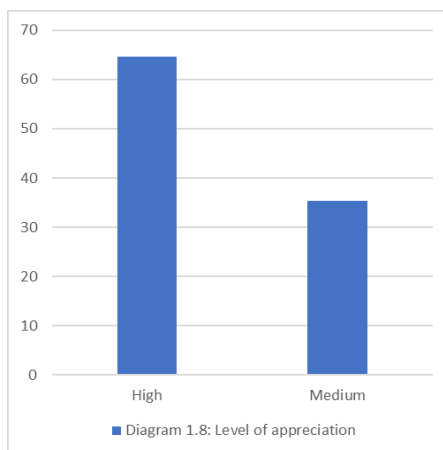


**Diagram 1.7** I did not understand the masterpiece text at all even after reading it.

**Table 1.7** I did not understand the masterpiece text at all even after reading it.

Mean	Median	Mode	Standard deviation
1	2	1	1.1

Diagram 1.8 shows that the respondents' level of appreciation towards the use of multimedia in the Malay Magnum Opus course among students of heritage literature at UMK is high, which is 64.7 percent. Meanwhile, the medium level of appreciation stands at 35.3 percent. In conclusion, respondents appreciate the use of multimedia in the Malay Magnum Opus course.

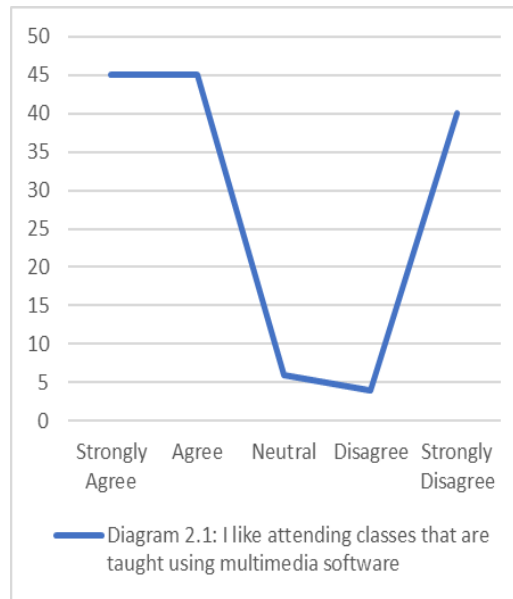


**Diagram 1.8** Level of appreciation



### 4.3. Section B (Effectiveness)

Diagram 2.1 shows the research findings related to the effectiveness of the use of multimedia in the Malay Magnum Opus course among students of heritage literature at UMK. A total of 45.1 percent of the respondents strongly agree and agree that they like to attend classes that are taught with multimedia software. Meanwhile, 5.9 percent of the respondents are unsure and 3.9 percent disagree. Table 2.1 shows that the mean of respondents who like to attend classes taught using multimedia software is at scale 4, while the mean is scale 4 and the mode is scale 4. The standard deviation is 0.7, and this shows that the disparity gap is not too significant on a scale of 1 to 5. In conclusion, the respondents prefer to attend classes that are taught using multimedia software. This may help students to understand and remember faster.

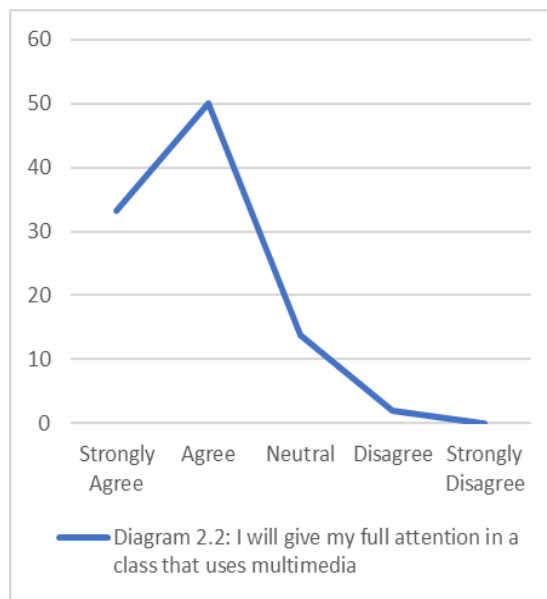


**Diagram 2.1** I like attending classes that are taught using multimedia software

**Table 2.1** I like attending classes that are taught using multimedia software

Mean	Median	Mode	Standard deviation
4	4	4	0.7

The research findings in diagram 2.2 show that a total of 51 percent of the respondents agree that they gave their full attention in classes that used multimedia software. Meanwhile, 33.3 percent of the respondents strongly agree, 13.7 percent were unsure and 2 percent disagree. Table 2.2 shows that the mean of respondents who gave their full attention in classes that used multimedia software is at scale 4, while the median is at scale 4 and the mode is at 4. The standard deviation is at 0.7, this shows a disparity gap that is not too significant on a scale of 1 to 5. In conclusion, the respondents gave more attention in classes that used multimedia software.

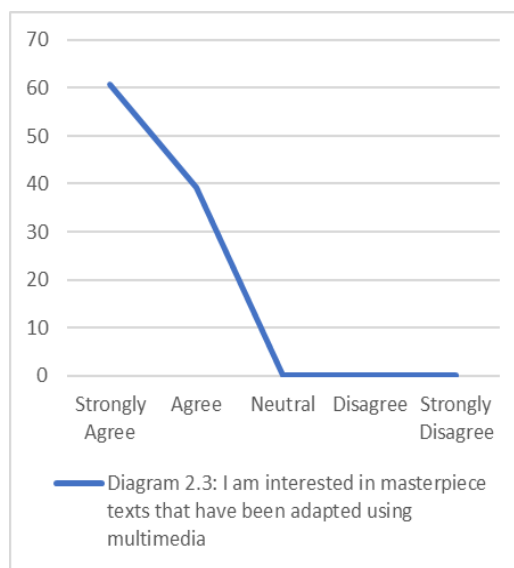


**Diagram 2.2** I will give my full attention in a class that uses multimedia

**Table 2.2** I will give my full attention in a class that uses multimedia

Mean	Median	Mode	Standard deviation
4	4	4	0.7

Diagram 2.3 shows that a total of 60.8 percent of the respondents strongly agree that they are interested in masterpieces that have been adapted using multimedia. Meanwhile, 39.2 percent of the respondents agree that they are interested in masterpieces that have been adapted using multimedia. Table 2.3 shows that the mean of respondents who were interested in masterpieces that were adapted using multimedia was at scale 4, meanwhile the median was 5 and the mode was 5. The standard deviation was at 0.4, and this shows that the disparity gap is not too significant on a scale of 1 to 5. In conclusion, the respondents were interested in masterpieces that were adapted using multimedia.

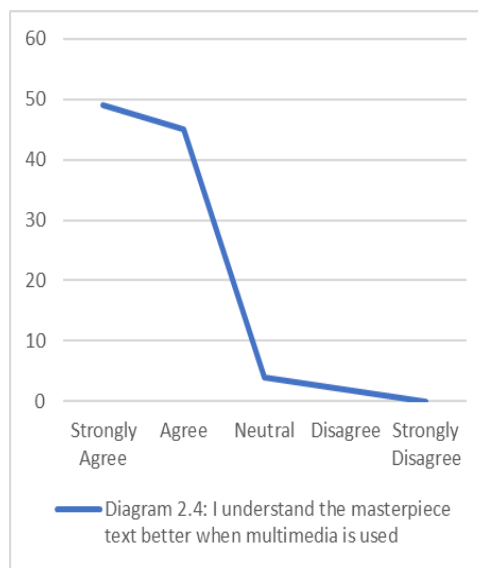


**Diagram 2.3** I am interested in masterpiece texts that have been adapted using multimedia

**Table 2.3** I am interested in masterpiece texts that have been adapted using multimedia

Mean	Median	Mode	Standard deviation
4	5	5	0.4

Diagram 2.4 shows that the number of respondents who strongly agree that they understood the masterpiece text better when multimedia is used is at (49%) and 45.1 percent of the respondents agree. Meanwhile, 3.9 percent of the respondents are unsure and 2 percent of the respondents disagree. Table 2.4 shows that the mean of the respondents who understand the masterpiece text better when multimedia is used is at scale 4, while the median is at scale 4 and the mod is 5. The standard deviation is at 0.6, and this shows that the disparity gap is not too significant on a scale of 1 to 5. In conclusion, the respondents can understand the masterpiece text with the use of multimedia.

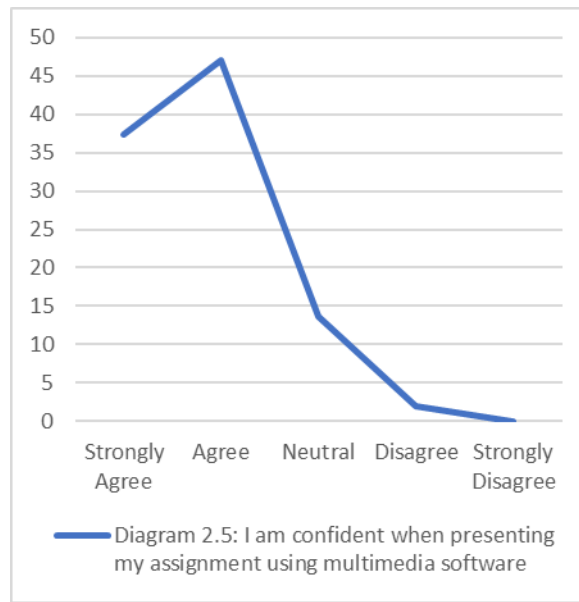


**Diagram 2.4** I understand the masterpiece text better when multimedia is used

**Table 2.4** I understand the masterpiece text better when multimedia is used

Mean	Median	Mode	Standard deviation
4	4	5	0.6

Diagram 2.5 indicates that the respondents agree that they are confident when presenting an assignment using multimedia software (47.1%) and 37.3 percent of the respondents strongly agree. Meanwhile, 13.7 percent of the respondents are unsure and 2 percent of the respondents disagree. Table 2.5 shows that the mean of respondents who are confident when presenting an assignment using multimedia software is at scale 4, meanwhile the median is at scale 4 and the mod is 4. The standard deviation is at 0.7, this indicates that the disparity gap is not too significant on a scale of 1 to 5. In conclusion, the respondents are confident when presenting assignments using multimedia software.

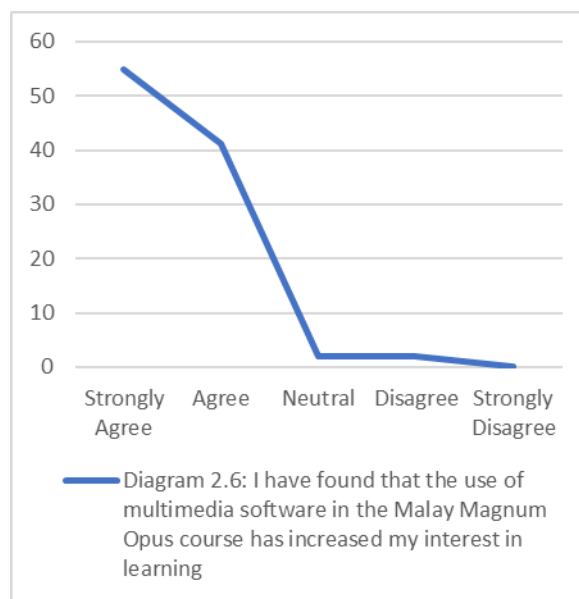


**Diagram 2.5** I am confident when presenting my assignment using multimedia software

**Table 2.5** I am confident when presenting my assignment using multimedia software

Mean	Median	Mode	Standard deviation
4	4	4	0.7

Diagram 2.6 indicates that the respondents strongly agree and find that the use of multimedia software in the Malay Magnum Opus course increases their interest in learning (54.9%) and 41.2 percent of the respondents agree. Meanwhile, 2 percent of the respondents are unsure and 2 percent of respondents disagree. Table 2.6 shows that the mean of the respondents who find that the use of multimedia software in the Malay Magnum Opus course increases their interest is at scale 4, meanwhile the median is at scale 5 and the mode is at scale 5. The standard deviation is at 0.6, showing that the disparity gap is not too significant on a scale of 1 to 5.

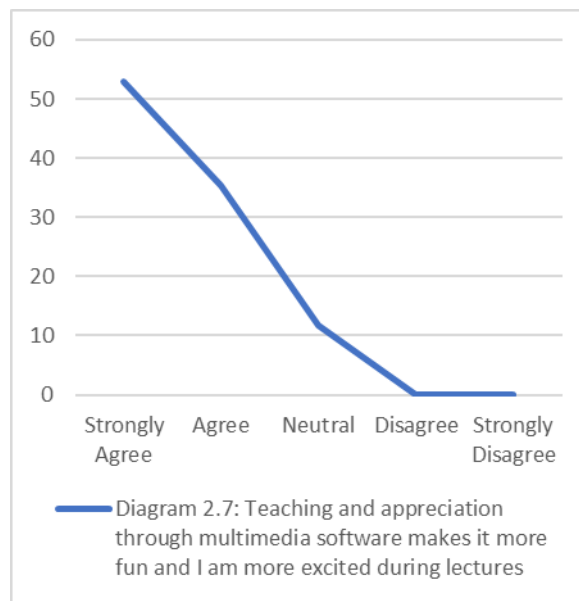


**Diagram 2.6** I have found that the use of multimedia software in the Malay Magnum Opus course has increased my interest in learning

**Table 2.6** I have found that the use of multimedia software in the Malay Magnum Opus course has increased my interest in learning

Mean	Median	Mode	Standard deviation
4	5	5	0.6

Diagram 2.7 indicates that teaching and appreciation through multimedia software makes it more fun and they are more excited during lectures (52.9%) and 35.3 percent of the respondents agree. Meanwhile, 11.8 percent of the respondents are unsure. Table 2.7 indicates that the mean of the respondents who found that teaching and appreciation through multimedia software makes it more fun and they are more excited during lectures is at scale 4, meanwhile the median is at scale 5 and the mode is 5. The standard deviation is at 0.6, this shows that the disparity gap is not too significant on a scale of 1 to 5.

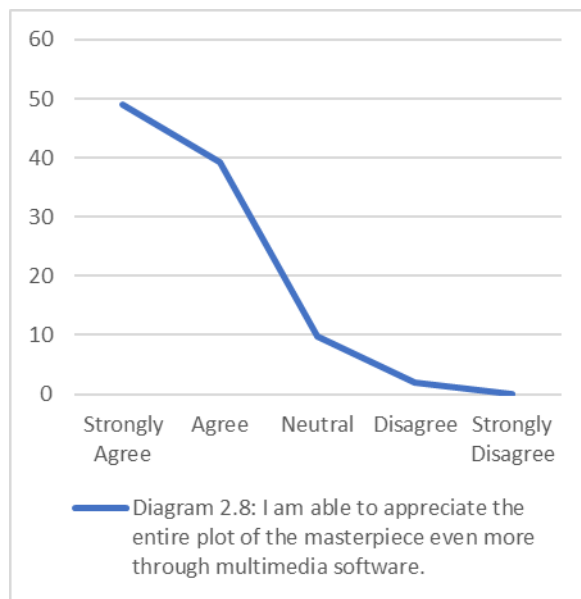


**Diagram 2.7** Teaching and appreciation through multimedia software makes it more fun and I am more excited during lectures

**Table 2.7** Teaching and appreciation through multimedia software makes it more fun and I am more excited during lectures

Mean	Median	Mode	Standard deviation
4	5	5	0.6

Diagram 2.8 indicates that the respondents strongly agree that they appreciate the entire plot of the masterpiece even more through multimedia software (49%) and 39.2 percent of respondents agree. Meanwhile, 9.8 percent of the respondents are unsure and 2 percent disagree. Table 2.8 shows that the mean of the respondents that appreciate the entire plot of the masterpiece even more through multimedia software is at scale 4, meanwhile the median is at scale 4 and the mode is at 5. The standard deviation is at 0.7, this shows that the disparity gap is not too significant on a scale of 1 to 5.

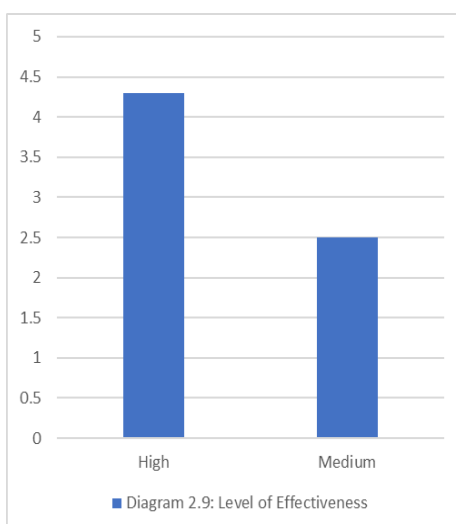


**Diagram 2.8** I am able to appreciate the entire plot of the masterpiece even more through multimedia software.

**Table 2.8** I am able to appreciate the entire plot of the masterpiece even more through multimedia software.

Mean	Median	Mode	Standard deviation
4	4	5	0.7

Diagram 2.9 indicates that the level of effectiveness on the use of multimedia in the Malay Magnum Opus course among the heritage literature students of UMK is at a high level of 90.2 percent. Meanwhile, the medium level is at 9.8 percent. There is a significant difference between the high and medium levels. In conclusion, the use of multimedia is extremely effective in learning and assisting students to better gain a deeper understanding, attracting the interest of the respondents and provides a high level of understanding regarding the course taught.



**Diagram 2.9** Level of Effectiveness

## 5. CONCLUSION

Today's technological advancements cannot be denied. The use of technology to elevate heritage literature does not mean that we reject traditional means of appreciating and understanding it, but in reality, it is one of the most relevant methods in attracting student interest to "get closer" to heritage literature in particular. Through this questionnaire, it has been proven that the use of multimedia is able to increase understanding and provide more of an impact to students in the process of teaching and learning heritage literature.

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