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## Chapter 11

### Teaching Malaysian Culture: The Fun Way

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**Abstract:** *The teaching of culture as a subject can be interesting and difficult at the same time, especially when it involves understanding another aspect of culture such as religion and customs besides one's own. Assessing students' knowledge and understanding in subjects such as culture is no easy task either. In the digital world today, there are many online assessment tools which can be used to facilitate teaching and learning. One such application is Quizizz, a game-based online quiz. The purpose of this research is to measure the effectiveness of MARC 2.0 (acronym for Malaysian religion and customs), an online Quizizz game to teach culture and gauge students' knowledge and understanding of Malaysian culture. Descriptive questionnaire was used to obtain feedback after students played MARC 2.0, the quizizz game. Results of the survey indicated that students responded positively to the use of MARC 2.0 as a quizizz game to learn and embrace Malaysian culture in a fun and interactive manner and to introduce the culture of Malaysia to any foreign or local students pursuing their studies in Malaysia. The inclusion of attractive visuals, a timer, correct answers as well as scores obtained using MARC 2.0 motivated students to understand, learn and gain insights to the culture of Malaysia in a fun and engaging way. Additionally, MARC 2.0 could be installed in their handphones for convenience. In conclusion, it is important for teachers to consider using fun and entertaining technology-based applications to teach culture to make learning more engaging and meaningful. MARC 2.0 can be further explored and extended to include other aspects of Malaysian culture such as food, festivals, traditional songs, clothes and even taboos to tourists visiting Malaysia in the hope of introducing Malaysia as a land of beauty and diversity.*

**Keywords:** *online platform, culture, interactive*

#### 1. INTRODUCTION

The use of information communication technology (ICT) in education has seen tremendous growth in promoting e-learning (Devi & Astuti, 2021). This is also seen in the integration of many web-based games which has benefited both teachers and students in making teaching and learning more effective, fun and interesting. According to Callista and Hua (2021), this technological medium has not only helped increase students' motivation by providing autonomy for independent and self-learning but also by providing immediate feedback to assessments, questions, and tasks. In Malaysia,

the most popular web-based games used for teaching and learning are Kahoot, Quizlet, Edupuzzle and Quizizz (Callista & Hua, 2021).

Online learning using various technological applications such as e-games, quizzes, as well as mobile gadgets has seen a tremendous increase, especially during the COVID-19 pandemic for the years 2020-2022. Although online learning, especially online distance learning, has been widely used in various institutions, it has become even more prominent during the pandemic due to travel restrictions and exclusion of face-to-face learning. This has not only affected instructors worldwide to make changes to the mode of delivery of content in their lessons, but also the running of other general programmes such as orientation programmes for students who embark on their designated programme of study.

Quizizz is a gamified online tool for teaching and learning a subject. As such, it is appropriate and useful to be used as a reinforcement tool in the teaching of the Malaysian Religion and Customs subject, which that allows students to assess their knowledge and track progress. Quizizz also allows for instant feedback of quiz questions, and players can access the quiz questions multiple times via their computers or mobile phones.

According to Zhao (2019), Quizizz is available for free, and it is easy to use. Quizizz can be played by individuals or multiple players at the same time. Visuals in the form of pictures can be added in and there is scoring and ranking as well as performance data. The Malaysian and Culture quiz questions can also be repeated multiple times. There are 4 options of multiple-choice answers of A, B, C and D and students just need to select the correct option, and they will receive immediate feedback to the correct answer. Additionally, Quizizz is free and carries a multitude of features such as incorporating multiple-choice questions, fill-in-the-blank questions and open-ended questions. It also allows quiz makers to input audio and visuals. The strength of Quizizz lies in its multi-platform feature which allows the ability to be used by any device with a browser. All in all, Quizizz is a learner-friendly tool to be used by students.

This paper reports the success of using *MARC 2.0*, an online quizizz game to teach culture to students in a fun manner. *MARC 2.0* can be accessed at: <https://quizizz.com/join?gc=70420009>

## **2. PROBLEM STATEMENT**

Although Malaysia is world renowned as a learning hub, it still has strong Asian culture and values which may be “strange and different” to students of various cultural background especially foreign students who are pursuing studies here. So, how can Malaysian religion, beliefs and culture be introduced to students in a fun manner. *MARC 2.0* (short for Malaysian Religion and Customs). Quizizz game is the answer to this!

*MARC 2.0* was developed as part of the teaching and learning for the Malaysian Religion and Customs subject and is taught to a group of foreign students from universities in China as requirement for the Global Short Course Programme (GSC) in UITM Shah Alam under the ICEPS Global Studies programme. These students were taught the major religions in Malaysia which is Islam, Buddhism, Hinduism and Christianity, as well as festivals and customs pertaining to each religion. PowerPoint slides containing notes and visuals such as pictures were also incorporated into the lessons. These foreign students were given insights into the Malaysian way of life. At the end of course they had an internal assessment to answer. To enhance their learning and understanding of the lessons taught in class, *MARC 2.0* quizizz game was developed.

### 3. METHODOLOGY

*MARC 2.0* was developed using the Quizizz platform where questions were posed in an online game platform. Figure 1.0 below describes the process in developing *MARC 2.0* and utilizing it in the classroom for teaching-learning. A total of 155 used *MARC 2.0* and answered the survey questionnaire.

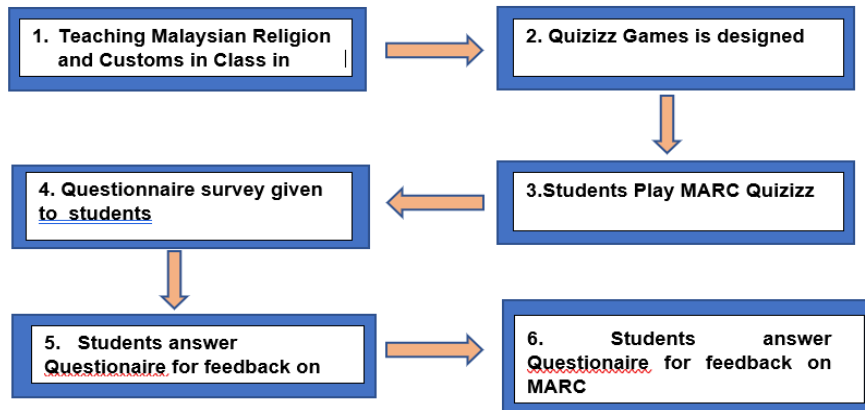


Figure 1.0: *MARC 2.0* Design Framework

### 4. RESULTS AND FINDINGS

Results of the effectiveness of using *MARC 2.0* to integrate Malaysian Religion and customs is given below:

- i) *MARC 2.0* is easy to use

Likert Scale response	Percentage
Strongly disagree	1.15
Disagree	2.30
Neutral	11.49
Agree	42.53
Strongly Agree	42.53

In terms of usage, 85% of the respondents agreed that *MARC 2.0* was easy to install and use. The students could install *MARC 2.0* easily on their laptops as well as mobile phones. Many of them preferred to use their mobile phone to play *MARC 2.0* as it can be played anywhere and at any time by just clicking on the link provided. As such, *MARC 2.0* is viewed as an interesting and user-friendly gaming tool.

ii) *MARC 2.0* is effective in enhancing my learning of Malaysian religion and culture

Likert Scale Response	Percentage
Strongly disagree	8.05
Disagree	0.00
Neutral	6.90
Agree	50.57
Strongly Agree	34.48

One of the primary objectives in developing *MARC 2.0* as a gaming tool was to enhance understanding of the lessons taught beyond lecture hours. This objective was fulfilled, as 85% agreed that they were able to better understand the lesson by using *MARC 2.0* outside the classroom environment. This is in line with a study conducted by Zhao (2019) which stated the use of Quizizz in an accounting classroom whereby it was reported that the students enjoyed Quizizz beyond classroom hours. The inclusion of fun and interactive elements such as pictures and music made it an enjoyable game to be played.

iii) *MARC 2.0* has an attractive story board display

Likert Scale response	Percentage
Strongly disagree	1.19
Disagree	1.19
Neutral	22.62
Agree	46.43
Strongly Agree	28.57

75% of the respondents agreed that the pictures and visuals in *MARC 2.0* helped them better understand Malaysian religion and culture. Students said that the visuals were appropriate and relevant to the quiz questions posed. Some students did state that although they have some insights into the religion and customs in Malaysia, *MARC 2.0* has added more learning experience on this subject. They now are more aware of the culture and lifestyle of Malaysians. In addition, students were able to learn in their comfort zones. As these students were foreign students involved in online distance learning, *MARC 2.0* enabled them to study remotely in the comfort of their home country. The features in quizizz platform such as memes, avatars, themes and music were incorporated into *MARC 2.0* and this increased students motivation to learn the subject( Zhao, 2019).

iv) *MARC 2.0* is fun and interactive.

Likert Scale responses	Percentage
Strongly disagree	3.49
Disagree	0.00
Neutral	8.14
Agree	40.70
Strongly Agree	47.67

88.37% agree that *MARC 2.0* is fun, interactive; and challenging. Quizizz lets students compete to measure their abilities against each other. The ranking in *MARC 2.0* allows students to compete against one another thus increasing their motivation to do better each time. Students who get average and mediocre scores will put in more effort to study harder to better their scores and rankings.

## 5. CONCLUSION

Results from the studies on the effectiveness of *MARC 2.0* as an online quiz game to introduce Malaysian culture and religion reveal that the students who used it found it to be highly beneficial and gave favorable feedback towards its design and content. Meanwhile results from the survey also stated that 79% of the students found that *MARC 2.0* has reinforced their understanding of the lesson taught in class while 81% agreed that the feedback on correct answers options in *MARC 2.0* has helped them better understand and have insights into the various religions, beliefs and customs in Malaysia. Thus, *MARC 2.0* has been able to fulfill the objective of teaching and learning of the Global Study Programme and can be used as an extension beyond online lectures. Ross, et.al, (2018) advocates that quizzes also encourage independent learning.

In short, *MARC 2.0* can be used as a technological teaching tool in line with the objectives of the Industrial Revolution 4.0 in teaching and learning (IR 4.0) which calls for the use of interactive methods in teaching-learning and assessments. *MARC 2.0* in this study is an effective interactive game in providing knowledge and input to the subject of Malaysian religion and customs and to teach Malaysian culture in a fun manner, especially to foreign students pursuing their studies in Malaysia. An added advantage is it is easy to install on any platform and is free for students to use at any time. Kim and Bong (2006) in Nuci et.al (2020) state that interactive games and multimedia in online teaching and learning fulfill the needs of IR 4.0 in this new digital era. *MARC 2.0* is a welcomed innovation as it “harnesses the potential of digital technology and meets the demand of technology enabled platforms that compels students to have self-learning skills” (Oke & Fernandes, 2020). Future research could incorporate other aspects of Malaysian culture in *MARC 3.0* such as festivals, food, clothes and lifestyle.

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## 8. AUTHORS' CONTRIBUTION

All authors worked together on this study, which included writing the literature review, administering and analysing the questionnaires to the undergraduate students, presenting the data suitably, and assisting in writing the manuscript. All authors offered valuable feedback and contributed to shaping the research, analysis, and manuscript.

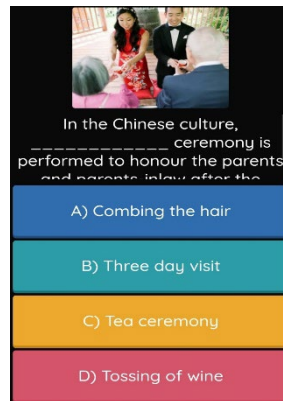
## 9. CONFLICT OF INTEREST DECLARATION

We certify that the article is the Authors' and Co-Authors' original work. The article has not received prior publication and is not under consideration for publication elsewhere. This research/manuscript has not been submitted for publication nor has it been published in whole or in part elsewhere. We testify to the fact that all Authors have contributed significantly to the work, validity and legitimacy of the data and its interpretation for submission to ICGSPB.

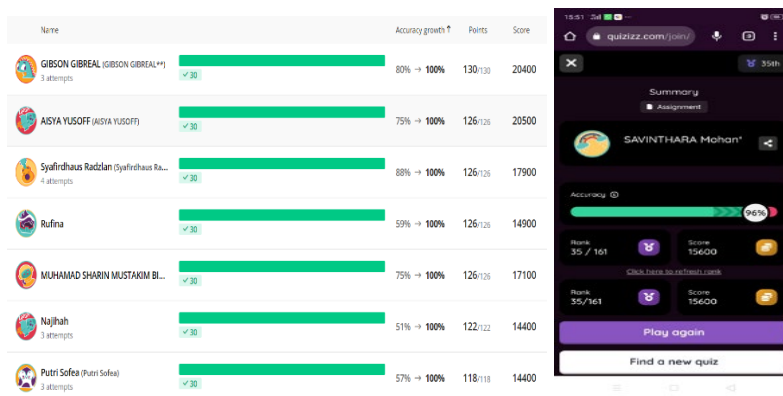
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# APPENDIX



Questions and visuals in Marc 2.0 quizizz game



Ranking, score and correct answers given.