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PROCEEDINGS OF JOHOR INTERNATIONAL INNOVATION INVENTION COMPETITION AND SYMPOSIUM 2024 (JIIICaS 2024)



*"Flourish and Nurturing Sustainable
Innovation for a Prosperous Nation"*

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Preface

In the name of Allah, the Almighty who gives us the enlightenment, the truth, the knowledge and with regards to Prophet Muhammad (peace be upon him) for guiding us to the straight path. We thank to Allah for giving us guidance and strength to write this e-book.

This e-book compiles the extended abstracts that submitted to Johor International Innovation Invention Competition and Symposium 2024 (JIIICaS2024), where JIIICaS2024 is a virtual platform for all creative minds to share and present their invention and innovation. Each abstract gives a brief background on the innovation or project.

We hope that this e-book will help the readers to get to know the innovation done by the students and get some ideas to develop future innovation products.

Foreword Rector



Assalamualaikum warahmatullahi Wabarakatuh,
Salam Sejahtera, Salam Malaysia MADANI and
Salam UiTM Dihatiku.

In the name of Allah, the Most Gracious, the Most
Merciful.

It is a great honor to welcome you to the Johor
International Innovation, Invention, Competition, and
Symposium 2024 (JIIICaS 2024). This event

connects various disciplines, focusing on education and engaging educators,
students, researchers, and innovators from all walks of life.

Innovation is not just about ideas; it demands perseverance, creativity, and
determination to turn those ideas into reality. The remarkable projects
showcased today highlight the dedication and spirit of all participants.
Initiatives like this not only explore new technologies but also cultivate skills
and leadership among our youth. At Universiti Teknologi MARA (UiTM) Johor
Branch, we are fully committed to fostering a dynamic culture of innovation,
promoting the commercialization of new products, and encouraging
meaningful collaborations with industry and society.

As we celebrate this event, I would like to extend my heartfelt gratitude to all
sponsors, judges, the College of Computing, Informatics and Mathematics,
UiTM Pasir Gudang Campus as the event organizer, as well as to the
researchers and participants for their hard work in making this event a
success. Let us continue striving for innovation and excellence. May the
ideas presented today inspire us and lay the groundwork for future
achievements.

Thank you.

Associate Professor Dr. Saunah Zainon
Rector
Universiti Teknologi MARA (UiTM)
Johor Branch

(A-SS063) FROM INTENTION TO CONFIDENCE: THE EXPERIENCE OF DEVELOPING ENGAGING ESL TIKTOK VIDEOS

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ABSTRACT

The intention behind teaching is vital because it influences how educators approach their tasks, which in turn directly impacts student engagement, learning outcomes, and the overall success of the educational process. Having a clear intention directs teachers' instructional practices and shapes the educational experiences of their students. This study examines the process of the formation of confidence among teachers who create engaging ESL TikTok videos beginning from their initial intention. In-depth, semi-structured interviews were conducted with four English teachers; a secondary school teacher who is a national, Best of Education TikTok award winner; a primary school teacher who is a Ministry of Education (KPM) 'Edufluencer'; a Sixth-Form college teacher who is also a KPM 'Edufluencer'; and a tuition centre teacher with an online learning app. Data were analysed using the thematic analysis method. The study found that such teachers who created TikTok videos have noble intentions that differ from traditional teaching methods. They acquire a higher sense of courage to counter negative perceptions among traditionalists. This courage is built upon the belief that there is no need to worry about what others will say about the video produced due to the confidence that the video fulfils the noble intention. Confidence begins to build from the initial success of creating and posting a TikTok video. This study addresses a significant research gap by examining language teachers' use of TikTok, with a special focus on the educational philosophy of language pedagogy in creating multimodal content. The study's implication suggests improved student engagement, among others.

Keywords: teaching intention; teaching philosophy; instructional practice; social media content curation; TikTok.

1.0 INTRODUCTION

TikTok is a widely utilised social media platform across different societal segments and professional fields (Rejeeb, 2024). In the educational domain, educators have also adopted TikTok as a tool for instructional purposes (Tan et al. 2022). Although numerous studies have explored the use of TikTok, prior research has primarily emphasised its significance as a technological resource (Rueda-Arranz et al. 2023), with limited focus on the video creation process (Hartung et al. 2023). This study addresses this gap by investigating the experiences of educators who have successfully produced popular engaging ESL TikTok videos, analysing the processes through which they attained such success.

2.0 OBJECTIVE

This study aims to examine the process of the formation of confidence among Malaysian ESL teachers who create engaging ESL TikTok videos beginning from their initial intention.

3.0 METHODOLOGY

This study employs a qualitative research methodology, involving semi-structured interviews with four educators experienced in creating engaging ESL TikTok videos that have achieved widespread popularity, garnering thousands of views (Carpenter et al., 2023). The participants represent various educational levels; a high school teacher, who is the recipient of national TikTok award; a primary school teacher, recognised as an 'Edufluencer' by the Ministry of Education (Kementerian Pendidikan Malaysia) (KPM); a Sixth Form College teacher, who is also a KPM 'Edufluencer'; and a tuition teacher at an online-based tuition centre. The interviews were conducted both in-person and online, lasting between 1 and 1.5 hours. All interviews were recorded and fully transcribed. The data were analysed using thematic analysis to interpret the experiences of the educators in creating their ESL TikTok content. The findings presented here represent only a portion of the overall results.

4.0 RESULTS

A summary of the teachers who participated in the study is presented in Table 1 below. The selected teachers were identified based on their achievement of a significant number of likes on their videos and/or a substantial following on their TikTok accounts. One teacher, in particular, stood out for receiving extensive media coverage and news reports highlighting his proactive approach to teaching on TikTok.

Table 1. Background of participants

Participant	Background of participants	Total no. of followers (f) and likes (l)
Azlan	Secondary school teacher, Kelantan; 23-year teaching experience; first TikTok video posted on 29/11/2020; KPM Edufluencer 3.0 (2023); Winner of the 1st TikTok Awards Best of Education (2023); Top 5 Malaysia Teacher Prize; Best National Educational Influencer, KNKV Award 2024; Best National Educational Content, KNKV Award 2024	1,200,000 (f) 32,300,000 (l)
Husna	Primary school teacher, Kelantan; first TikTok video posted on 26/07/2021; KPM Edufluencer 3.0 (2023)	119,100 (f) 546,800 (l)
Faiz	MUET instructor, Penang; Form 6 English teacher; first TikTok video posted on 13/03/2023;	6,652 (f) 66,500 (l)

KPM Edufluencers 3.0 (2023); Appointed Rakan Strategik MOHE; Duta TWINKL		
Zahra	Online tutor, Kedah; English teacher at Pandai Official, Malaysia's No. 1 Smart Revision App; first TikTok video posted on 31/12/2022	7,225 (f) 62,800 (l)

Pseudonyms are used in place of the participants' real names.

The findings of this study reveal a commendable motivation among teachers who create engaging ESL TikTok content; a genuine intention to voluntarily produce TikTok videos to support students with limited English proficiency. This altruistic intent is accompanied by a sense of courage, which plays a crucial role in transforming the intention into reality. This courage propels the teachers to take bold steps, overcoming fear and uncertainty about the feasibility of creating TikTok content that deviates from conventional norms. This bravery is rooted in the belief that external opinions about the TikTok videos are inconsequential, as the teachers are confident that their content serves a noble purpose. Confidence begins to emerge from the initial successful experience of creating a TikTok video, leading to the continuous production of content until creating ESL TikTok videos becomes a routine activity. The entire process is depicted in Figure 1.

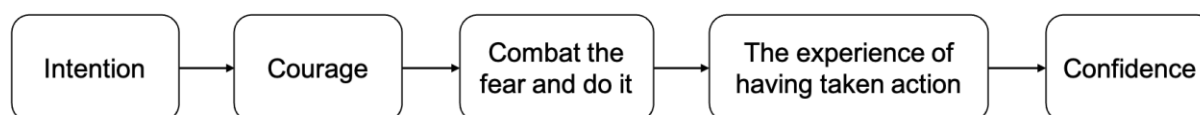


Figure 1. The formation of confidence beginning from initial intention.

4.1 INTENTION

i. Identify strategies to enhance students' comprehension of English and provide them with support

Azlan embraced the challenge of teaching at a school where the majority of students lacked proficiency in English as a problem that required a solution, prompting him to seek creative methods to support his students (Greenier et al., 2023). As Azlan explains:

Their English level is not that good...their lack of English exposure. So, that's why it's a bit challenging, for me...but...it's a way of – to push me; to become more creative, to find ways; how to make my students understand English more, to find ways to make it fun...I've faced a lot of challenges, I've seen a lot of different students and their abilities, and their proficiencies in English, their attitudes towards English...but that's – that's how you push yourself to be a good teacher. You see the problem, and you try to be better, for them, and for yourself. So, that's how it begins with TikTok!

4.2 COURAGE

4.2.1 COMBAT THE FEAR AND DO IT

i. Unafraid to make mistakes

In an effort to differentiate himself from the other teachers who do not create ESL TikTok videos as supplementary material to utilise in their teaching and learning, Faiz proclaimed himself as a “dare-taker” to characterise his personality in creating content. He exhibited courage in teaching his students (Turk et al., 2023) despite the ethical issues that revolved around the professionalism of educators acquiring a TikTok account and creating content openly. He further informed that he had also, once, committed an accidental error whilst teaching in one of his videos; yet, in spite of the flaw, he was unafraid due to his honesty and sincerity in teaching.

I'm not saying that I'm better than them (the other teachers) ...no. They just want to (teach) on the basic level (without having to create videos or any extra teaching materials). So, (that's) up to them. Maybe they don't want to be 'dikecam' or something; they are scared that they would do something; a mistake. I'm a dare taker, you know, I may make a mistake – ada, I pernah buat...so, some people are scared to make mistakes. So, they (teach) on the basic level; tak apa, silakan, no problem. So, I memang dare-taker, I buat je (i.e., create TikTok videos).

ii. Spontaneity in creating videos without worrying about what others may say later

Azlan emphasised that creating a TikTok video requires a strong passion for the process, without concern for potential external criticism or opinions (MacIntyre et al., 2020).

So, that's why – a few of my early videos were like, more – me and my students, doing crazy stuff, you know – don't care about, about the world, right? We just do, like, naturally –yeah – naturally. And it is just, just for me and my students.

iii. Create educational TikTok videos that deviate from traditional cultural norms

In traditional educational settings, teaching and learning are typically conducted with decorum and respect, and actions deemed unconventional are often viewed as contrary to the cultural norm. However, to engage his students in learning English, Azlan is willing to challenge these norms. According to Azlan, he creates TikTok videos that he believes are appropriate for both himself and his students, without concern for external judgements (Johnston et al., 2023). Consequently, many of his early TikTok videos feature unconventional or “crazy” elements.

With this – with this, kind of, uh...you know, behaviour, attitude, right? So... (regardless of) what people think (about our TikTok videos), I don't care. [Laugh] Because I'm comfortable with it – that's me, ha...

When he started producing numerous videos featuring unconventional content with his students, deviating from cultural norms, some individuals responded with negative comments. Despite the criticism, some teachers endorsed his approach (Carpenter et al., 2024), viewing it as an innovative addition to language learning that could be beneficial for students.

...I don't know why, [laughs] but the teachers – the whole teachers in Malaysia were behind my back, uh...so, I was like, surprised. They said that this is something new to the teachers, and something that's fun. They can use it with their students.

4.3 THE EXPERIENCE OF HAVING TAKEN ACTION

i. The joy of creating TikTok videos

According to Husna, she initially started creating TikTok videos at the suggestion of her husband, who encouraged her to pursue this endeavour. Her husband also supported her by taking care of their children, allowing her to concentrate on producing the videos. Initially, Husna experienced difficulty due to her shyness in front of the camera. However, as she gained experience in video creation, she began to find the process enjoyable (Vizcaíno-Verdú & Abidin, 2023). As Husna describes:

My husband made me do it, actually [laughs]...during PKP (Perintah Kawalan Pergerakan) (Movement Control Order) (MCO), and TikTok was in (trend) during that time, and he said, "Hey, look at these videos...why don't you (create TikTok videos) like Azlan...I think you can do it." I was hesitant because I'm, like, a camera-shy person... (My husband said), "Go on, I'll take care of the kids; go and record the video." And then I (realised), "It's quite fun, actually," because I can reach more people, and it's easier for me to share the videos with my students, and they like it.

4.4 CONFIDENCE

i. Perseverance in creating videos until it becomes a routine practice

In the process of producing creative and engaging videos, Azlan and his students consistently create a variety of content (Willis, 2023). Through repeated video production, the activity has become a routine practice, during which confidence has been developed. According to Azlan:

But, as – as we keep on trying, and trying (to make the Tiktok videos) we get used to ourselves, kan? Dah biasa dah – dah biasa dah with this voice, this face – [laughs]

5.0 CONCLUSION

This study illustrates the process of cultivating confidence from a particular intention. It finds that a positive intention is unlikely to materialise if it is overshadowed by fear (Roseman, 1984; Roseman et al., 1995; Roseman et al. 1996). Overcoming fear requires courage, supported by the belief that the action, grounded in a commendable

intention, is inherently valuable. Although this study focuses on teachers creating engaging TikTok videos, the steps outlined in this process are applicable to anyone who struggles with confidence despite having positive intentions.

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