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BEYOND LECTURES: INSIGHTS FROM BUSINESS DISCIPLINES (REFLECTIONS, TRANSFORMATIONS, AND THE HUMAN SIDE OF TEACHING)

FACULTY OF BUSINESS AND MANAGEMENT
UiTM CAWANGAN JOHOR

Beyond Lectures: Insights from Business Discipline-

(Reflections, Transformations, and the Human Side of Teaching)

Chief Editor
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THE ROLE OF INTERACTIVE AND VIDEO-BASED PLATFORMS IN SUPPORTING BLENDED LEARNING IN MALAYSIAN HIGHER EDUCATION INSTITUTIONS

Zaibedah Zaharum, Ruziah A. Latif, Nurul Haida Johan, Mardziyana Mohamad Malom

Introduction

The transformation of education in the digital era has brought significant changes in learning methods especially in higher education. Rapid technological advancement, globalization and the increasing demand for digitally competent graduates have reshaped how knowledge is delivered, accessed and constructed. In the digital era of the 21st century, the development of information and communication technology has had a significant impact on the world of education, opening more flexible learning spaces through online platforms. The integration of high-speed internet, cloud computing, mobile devices and digital applications has enabled institutions to move beyond traditional or teacher-centered approaches toward more interactive and student-centered learning environments.

Nowadays, learning is no longer limited to the classroom yet heading towards blended learning - a combination of face-to-face and online learning to accommodate the needs of developing 21st century skills of critical thinking, creativity and collaboration (Wahab & Adawiyah, 2025). Blended learning allows educators to combine the strengths of direct interaction in physical classrooms with the flexibility and resource richness of online environments. Through blended learning, students are encouraged to engage in discussions, problem-solving activities and collaborative projects while also accessing digital content independently. Such integration supports active learning strategies and prepares students to adapt to rapidly changing technological and professional landscapes.

A study by Hidayah et al. (2024) indicated that the appropriate implementation of blended learning in Malaysian higher education institutions has great potential to enhance students. According to their findings, the extent to instructional design is carefully planned and digital tools are aligned with learning outcomes, students will demonstrate higher motivation and stronger academic performance along with improved participation. However, the effectiveness of blended learning also depends on institutional readiness, digital infrastructure and lecturers' competencies in utilizing technology effectively.

Online resources such as learning management systems, educational websites, video lectures, e-books and interactive applications provide flexible and accessible learning opportunities for students, enabling asynchronous and synchronous communication, real-time feedback, collaborative document sharing and multimedia content delivery. As a result, students can revisit recorded lectures, access supplementary readings and engage in interactive assessments according to their own pace and schedule, allowing students to balance academic responsibilities with part-time employment or family commitments.

Within this context, interactive and video-based platforms such as YouTube, Google Classroom and Kahoot! have become increasingly prominent in Malaysian higher education. These platforms offer diverse functionalities that support content delivery, collaborative learning and formative assessment. YouTube enables lecturers to upload recorded lectures, demonstrations and curated educational videos; Google Classroom facilitates assignment management, announcements and communication; while Kahoot! enhances engagement through gamified quizzes and instant feedback. Together, these platforms create a more dynamic and inclusive learning environment.

This article examines the role of interactive and video-based platforms in supporting blended learning in Malaysian higher education institutions, the benefits associated with their use and implications for future practice. By exploring the pedagogical strengths of these digital tools, the discussion aims to provide insights for educators and institutions ways to optimize blended learning strategies in the evolving digital education landscape.

Blended Learning: Concept and Significance

Blended learning is the integration of traditional face-to-face learning with technology, the internet, and distance learning (Muxtorjonovna, 2020). This pedagogical model is grounded in the belief that learning is optimized when diverse teaching strategies are employed to meet varying student needs. The use of blended learning is expanding globally and within Malaysian higher education institutions, where blended learning has gained momentum to enhance academic quality, support flexible learning pathways and respond to technological shifts in educational practice. Evolving student expectations, increased internet connectivity and institutional investments in educational technology have contributed to the adoption of blended learning in Malaysia.

The integration of interactive and video-based platforms becomes essential to the blended learning framework since these tools deliver multimedia content, allow for student involvement and provide immediate feedback mechanisms, which traditional lectures may rarely do. Understanding YouTube, Google Classroom and Kahoot! function within blended learning is very crucial as Malaysian higher education institutions migrate to more digitally enriched campuses. The significance of blended learning lies in its ability to accommodate different learning styles, support self-directed learning and leverage technology to improve academic outcomes. In the context of 21st century education, where digital literacy and adaptability are essential skills, blended learning provides a strategic framework that aligns pedagogical practices with technological advancements, making it highly relevant and valuable for modern higher education institutions.

Interactive and Video-Based Platforms in Malaysian Higher Education

Interactive and video-based platforms encompass a range of technological tools that facilitate communication, engagement and content delivery. The following sections highlight the key platforms such as YouTube, Google Classroom and Kahoot! in Malaysian higher education.

YouTube as a Video-Based Learning Resource

YouTube has developed as a significant video-based learning resource in higher education because of its huge storage of educational content and ease of access to a vast collection of instructional knowledge across many disciplines. YouTube enables educators to share recorded lectures, tutorials, demonstrations and explanatory videos that support classroom instruction and extend learning beyond scheduled contact hours. In Malaysian higher education, educators regularly use YouTube to supplement lectures with educational videos, demonstrations and visual representations of complex topics. Video lectures and tutorials posted on YouTube allow students to review material at their own pace, improving comprehension and retention. Kay (2012) stated that video-based learning can improve student engagement and accommodate different learning styles as video content is particularly effective for visual and auditory learners and can transform abstract or technical material into accessible formats. In blended learning practices, faculty members often curate YouTube videos to reinforce theoretical concepts, illustrate real-world applications, and enrich classroom discussions. This increases the diversity of learning resources available to students and fosters self-directed learning.

Google Classroom for Content Management and Communication

Google Classroom is an online learning environment that allows educators to organize course content, distribute learning resources, and encourage discussion with students. Although Google Classroom is not as widely institutionalized in Malaysian higher education institutions

like Moodle, many instructors use it informally due to its ease of use and integration with other Google services (Mail Google Drive, Docs, Sheets, etc.). Google Classroom allows lecturers to offer work, provide comments and involve students in collaborative activities. Google Classroom supports blended learning by centralizing course materials, allowing both synchronous and asynchronous interactions. Students can view lecture notes, submit homework online and participate in discussion threads. This platform bridges the gap between classroom activities and online involvement, extending learning beyond the scheduled class hours.

Kahoot! for Fun Learning, Interactive Assessment and Engagement

Online games are very popular in this century and undeniably are one of the most interesting ways to learn new things. Kahoot! is an interactive game-based platform that allows lecturers to design quizzes, polls and competitive learning activities. Kahoot! uses gamification to transform assessment into an interesting experience. In Malaysian higher education, educators use Kahoot! to create real-time quizzes during face-to-face sessions as well as virtual classrooms, making learning more dynamic and engaging. Kahoot! uses playful and colorful graphics and audio to increase engagement. Educational games are one of the techniques and procedures that educators may implement in teaching foreign languages. According to a study by Faizan et al. (2016), digital game-based learning is more successful in boosting students' motivation in studying subject matters. A game feature can encourage unmotivated students to be more engaged as they undergo the learning process and interactions among their peers. Bicen & Kocakoyun (2018) stated that gamification of instruction increases students' engagement with the material and motivates them to set higher goals for themselves.

Benefits of Interactive and Video-Based Platforms in Blended Learning

The use of interactive and video-based platforms in Malaysian blended learning environments offers multiple pedagogical advantages:

1. Enhanced Student Engagement

Digital platforms significantly increase student engagement by transforming traditional passive learning into active participation. Video-based platforms such as YouTube allow educators to present content visually, contextually and creatively through animations, demonstrations, interviews and real-life case studies. This multimodal presentation captures students' attention and sustains their interest for longer periods compared to conventional lectures. In addition, interactive tools like Kahoot! introduce gamification elements such as quizzes, leaderboards and instant scoring, which create a competitive yet enjoyable learning atmosphere. This gamified approach motivates students to participate actively, enhances classroom interaction and reduces boredom. As a result, students become more emotionally and cognitively involved in the learning process, leading to better knowledge retention and deeper understanding of concepts.

2. Flexibility and Accessibility

One of the most significant benefits of blended learning is flexibility. Online platforms such as Google Classroom and YouTube allow students to access lecture materials, recorded videos, notes, and assignments anytime and anywhere, the extent to which internet connectivity is at hand. Such flexibility is especially valuable for students to balance academic responsibilities, part-time employment, family commitments or extracurricular activities. Furthermore, students can revisit complex topics multiple times until they fully understand the content. This self-paced learning approach supports differentiated instructions, as students with varying academic abilities can learn according to their own speed. Accessibility of digital materials also ensures continuity of learning despite unexpected disruptions occurring, such as health crises or natural disasters, making the education system more resilient and inclusive.

3. Support for Diverse Learning Styles

Interactive and video-based platforms cater to diverse learning styles, including visual, auditory and kinesthetic learners. Video lectures appeal to visual and auditory learners through images, diagrams, narration and demonstrations. Meanwhile, interactive quizzes and problem-solving activities on platforms like Kahoot! engage kinesthetic learners who prefer hands-on participation.

Additionally, these platforms provide instant feedback, which is essential for formative assessment. Immediate results from quizzes help students identify their strengths and weaknesses in real time. Performance data can be analyzed to determine which topics require further clarification. This timely feedback loop strengthens the learning process, enables early intervention and ultimately improves academic performance.

4. Promoting Self-Directed Learning

Blended learning environments promote self-directed learning by encouraging students to take ownership of their educational journey. With access to recorded lectures, digital notes and supplementary online resources, students are empowered to plan their study schedules and review materials independently. The ability to pause, rewind, and replay video content enhances comprehension, especially for complex subjects. Students can also explore additional resources beyond classroom materials, fostering curiosity and lifelong learning habits. Over time, this autonomy develops important skills such as time management, critical thinking, problem-solving and digital literacy. These competencies are crucial for success in the 21st century digital era, where independent learning and adaptability are highly valued.

Conclusion

Interactive and video-based platforms play a significant role in strengthening blended learning practices within Malaysian higher education institutions. Digital tools such as YouTube, Google Classroom and Kahoot! have transformed conventional teaching methods into more dynamic and student-center learning experiences. These platforms enhance student engagement through multimedia content and interactive activities, promoting flexible access to learning materials and accommodating diverse learning preferences, contributing to improved participation, deeper understanding and stronger academic performance in blended learning environments.

Nevertheless, the successful integration of these technologies is not automatic. Their effectiveness depends on several critical factors, including students' and lecturers' digital literacy skills, stable internet connectivity, well-structured instructional design and learners' intrinsic motivation. Without proper guidance and pedagogical planning, digital tools may become underutilized or fail to achieve meaningful learning outcomes. Therefore, it is essential for educators and institutions to carefully evaluate how online resources influence teaching effectiveness and student achievement.

Through targeted institutional policies, continuous professional development programs and robust technical and academic support systems, Malaysian higher education institutions can optimize the use of digital platforms. They can maximize the pedagogical benefits of blended learning while minimizing potential challenges, ultimately enhancing educational quality and producing graduates who are adaptable, digitally competent and prepared for the demands of the 21st century learning landscape.

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