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PAPER PRESENTERS AND ABSTRACTS

PAPER PRESENTERS AND ABSTRACTS

THE IMPACT OF USING 'BLOOKET' ON LEARNING COMMON EVERYDAY VOCABULARY AMONG SPECIAL NEEDS STUDENTS

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Theme: Innovating Education System

Abstract

In literacy education, gamification has emerged as a powerful tool for evaluating and reinforcing prior knowledge, particularly in vocabulary acquisition. This study investigates the effectiveness and impact of employing the educational platform 'Blooket' to enhance the everyday vocabulary skills of special needs students across five thematic areas over ten weeks. Utilising a quasi-experimental design with pre- and post-test evaluations alongside a mixed-methods approach integrating questionnaires and interviews, this research aims to examine Blooket's potential as a valuable tool for improving vocabulary proficiency in this specific learner group. A thorough review of existing literature illuminates the challenges encountered by special needs students in vocabulary acquisition and underscores the potential of educational technologies, such as Blooket, to address these hurdles. The study provides a foundational framework for understanding the potential impact of Blooket on vocabulary learning outcomes, adopting a rigorous mixed-methods approach blending quantitative assessments with qualitative analysis of student feedback and perceptions regarding Blooket usage. The findings unveil promising outcomes regarding the effectiveness of Blooket in bolstering vocabulary acquisition among special needs students. Quantitative analysis demonstrates significant enhancements in vocabulary knowledge post-Blooket interventions, while qualitative insights highlight increased student engagement and motivation levels. Specific features of Blooket that resonate favourably with special needs students, including its interactive nature and customizable learning experiences, are identified. This study underscores the implications for special needs education, emphasizing Blooket's potential as a valuable tool for improving learning outcomes and fostering inclusivity in educational environments. It highlights the importance of integrating technology-driven approaches like Blooket into pedagogical practices to better address the diverse learning needs of special needs students.

Keywords: *Special needs students, Vocabulary acquisition, Blooket, Gamification, Mixed-methods research*



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PAPER PRESENTERS AND ABSTRACTS

LEARNING LOSS RECOVERY IN SCIENCE: BRIDGING LEARNING GAPS FROM PRIMARY TO LOWER SECONDARY SCIENCE EDUCATION

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Theme: Innovating Education System

Abstract

Learning gaps are the difference between what students have learned and what they're expected to know at a certain point in their education. There are many factors that can affect learning gap, one of them is learning loss due to Brunei school closure due to Covid-19. The study aims to reduce students' learning gap by improving Year 7 students' percentage of credits (grades A-C) in science by tackling Primary Science topics. Sample of 97 Year 7 students were given diagnostic test to identify students' weak Primary Science topics. The diagnostic test average marks indicated that Theme 5: Systems (55.75%) were the weakest followed by Theme 3: Cycles (57.86%), Theme 4: Personal Health and Environment (61.50%), Theme 2: Energy and Forces (61.76%), and Theme 1: Variety and Classification (70.66%). Consequently, intervention strategies were planned and conducted in 2 cycles - cycle 1: Theme 5 and 3; cycle 2: Theme 4, 2 and 1. For every lesson, teachers had linked Primary Science topics to Lower Secondary Science topics with variety teaching strategies such as mind mapping, doing past year papers, station rotation and differentiation. By the end of both cycles, post-test was conducted, and the results shows improvement of students having credits (grades A-C) from 55% to 59%. Primary Science topics (Theme 1 – 4) had shown average mark improvement by +2.69% except for Theme 5 which shows decline of -3.29%. Theme 5 may not have shown improvements due to discontinuity of some Primary topics in Lower secondary science furthermore, better teaching strategies need to be done to tackle this topic. By improving Primary Science topics, learning gap in Lower Secondary Science can be reduced using effective teaching strategies.

Keywords: Learning loss, Learning gap, Primary Science, Lower Secondary Science



SITI ZHRANI BINTI HAJI MD SALLEH holds a B.Sc. in Education (2003) and an M.Ed. in Science Education (2011), both from Universiti Brunei Darussalam (UBD), and is currently pursuing her PhD at UBD (2024-present). With over 20 years of teaching experience at SOASC and SMRII, she has presented posters in the 2nd International Conference on Public Health, Environment, and Education for Sustainable Development Goals and Lifelong Learning 2024, TDC 2023, Teachers Day Webinar 2021, and various mini conferences at SMRII. Her research interests focus on the Science Process Skills (SPS), School Learning Recovery Program (SLRP), Sustainable Development Goal (SDG), Science Literacy Project, and Problem-Based Learning (PBL), STEAM education, and students' attitudes toward science.

PAPER PRESENTERS AND ABSTRACTS

OVERCOMING STUDENTS' LEARNING DIFFICULTIES IN OSMOSIS AND DIFFUSION BY USING DIGITAL GAME BASED LEARNING

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Theme: Innovating Education System

Abstract

This research study explores the efficacy of adopting Digital Game-Based Learning (DGBL) as an alternative teaching strategy to improve students' understanding of biology. DGBL is a technological classroom intervention that can create an engaging and interactive learning environment by incorporating educational materials into video games. This study utilised a quantitative approach to investigate the effects of DGBL in overcoming students' learning difficulties in Osmosis and Diffusion. A total of 21 Year 9 students enrolled in Biology O level participated in the study. The digital game "Cell Defence," which was a free online game developed specifically to address the learning difficulties in osmosis and diffusion, was employed as the intervention tool. The diagnostic assessment used during the pre-test and post-test was the validated Osmosis and Diffusion Conceptual Assessment (ODCA), which consists of nine two-tiered multiple-choice questions designed to assess the students' comprehension of osmosis and diffusion. The analysis of the pre-test revealed prevalent misconceptions among students regarding the movement of molecules, movement of molecules across a membrane, membrane permeability, the effects of temperature on diffusion, and the effects of osmosis on animal cells. Additionally, the findings showed that students exhibited higher performance on first-tier items compared to second-tier items, indicating that students struggled to provide correct reasoning for their responses. After the intervention, the results of the post-test indicated a significant positive effect of DGBL on students' understanding of osmosis and diffusion. Hence, this study highlights the potential of digital game-based learning as an effective pedagogical tool for addressing learning difficulties among biology students.

Keywords: *Digital game-based learning, Osmosis, Diffusion, Learning Difficulties, Biology Education.*



SITI NOR FATIMAH BINTI HAJI ILIAS is a dedicated science teacher with experience in both primary and secondary education. A recent graduate of the Master of Teaching programme from Universiti Brunei Darussalam (UBD), specialising in secondary science, she is a strong advocate for integrating technology and gamification to enhance student engagement and performance in science education.

PAPER PRESENTERS AND ABSTRACTS

USING THE RESEARCH & DEVELOPMENT IN ORGANISATIONS (RADIO) APPROACH TO CONDUCT AN ONLINE STUDY OF DIFFERENTIATION IN BRUNEIAN PRIMARY SCHOOLS

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Theme: Innovating Education System

Abstract

This study explores the challenge of classroom differentiation using the Research and Development in Organisations (RADIO) model to conduct online action research with CfBT English teachers in Brunei, working in Government funded Schools. The research aimed to gather qualitative feedback through an internet survey and online interviews, translating this feedback into actionable insights to improve classroom differentiation. As classrooms become increasingly diverse, teachers face the challenge of meeting varied student needs, including preferences, interests, cultural backgrounds, and learning styles. Effective differentiation strategies can enhance student success and classroom management by aligning with Vygotsky's Zone of Proximal Development, focusing on students' developmental stages. In Brunei Darussalam, teachers encounter challenges such as inadequate training, conflicting assessment demands, and limited resources, which hinder their ability to differentiate effectively. The study employed an interpretive, qualitative, semi-ethnographic approach to understand teachers' perspectives on differentiation, guided by Grounded Theory to develop explanatory theories on its effectiveness. Action Research, a collaborative method for identifying and addressing areas for improvement, was central to this study, with the RADIO model providing the framework for implementing and evaluating strategies. The research highlighted the need for more professional development, emphasizing personalized learning, differentiated assessment, and student conferencing. The stakeholder group, including teachers, supported additional training and a more adaptive, differentiated curriculum. They noted that the current exam culture in Brunei often undermines equitable opportunities for students, suggesting a need for broader enrichment opportunities and further research into effective differentiation practices. This study underscores the necessity for enhanced teacher preparation and systemic changes to better support diverse student needs in Bruneian classrooms.

Keywords: *Differentiation, adaptive, teaching, Brunei, SEN*



EDWARD STONES is a qualified Special Educational Needs Coordinator (NaSENCo) and SEN Assessor (CCET), registered with the British Psychological Society. Holding a Master of Education (MEd) in Special Educational Needs, along with a PGCE and CELTA, he has over 20 years of teaching experience. Currently working with CfBT, Edward specialises in supporting children with Special Educational Needs, bringing extensive expertise and a deep commitment to inclusive education.

PAPER PRESENTERS AND ABSTRACTS

BOOSTING YEAR 11 STUDENT MOTIVATION AND SCIENCE UNDERSTANDING IN GCE 'O' LEVEL COMBINED SCIENCE THROUGH AN ACTIVITY THEORY AND TPACK (AT-TPACK) FRAMEWORK

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Theme: Innovating Education System

Abstract

This study examines the impact of science boost camp interventions, utilizing the Activity Theory framework, on the achievements of sixty-eight Year 11 Combined Science students following the new 5129 syllabus, including Paper 3 components, in Muara, Brunei. These students, learning Combined Science in English as their second language for three years, scored below 60% in their SPE Year 8 science exams, placing them in the Applied Secondary Education Programme (one class of 20 students) and the Special Applied Program (three classes of 48 students). The study uses a pretest-post-test and delayed post-test experimental design to evaluate the effectiveness of the proposed three-phase Activity Theory model. The primary goal is to enhance students' combined science achievement and reduce the number of students receiving Ungraded (below 30%) grades in the GCE O Level examinations. After mock exams, the sixty-eight students were randomly assigned to fourteen intervention groups based on academic performance. Each group, led by a higher achiever (HA) student, participated in science interventions. The study employs an explanatory sequential mixed-method design, analysing both quantitative (pre-, post-intervention, and delayed post-intervention test scores) and qualitative data (thematic analysis of transcripts). Results show significant improvement in achievement scores post-intervention and a reduction in Ungraded grades, with thematic analysis indicating sustained retention of scientific concepts even after the 20-week intervention period. Notably, students' GCE O Level exam performance improved, with the school achieving its 2023 target for Combined Science, increasing from 19% to 35%. These findings underscore the potential of targeted interventions to address challenges in combined science education, offering insights for educators aiming to improve student outcomes in similar contexts.

Keywords: *Activity Theory, Combined Science, motivation, science conceptual understanding, science boost camps.*

PAPER PRESENTERS AND ABSTRACTS



DR YVONNE YONG is a secondary Biology and Combined Science teacher and an educational researcher. She holds a B.Ed (Hons) in General Science from UBD, an MSc in Educational Technology and Society from Bristol, UK, and a PhD in Education from UBD, specialising in technological-enriched instructional design using the TPACK framework. She designs tech-enhanced learning activities to improve students' understanding of science. Her research also focuses on mixed methods designs in education, showcasing her dedication to advancing teaching and learning practices.



DAHLIAYANA BINTI HAJI BUJANG is an education officer who graduated with a BSc Ed in Biology from UBD and has accumulated over twenty years of experience as an educator in Biology and Combined Science, primarily centered around the GCE O Level syllabus. She specialises in crafting assessment strategies and teaching methodologies specifically catered to secondary level students

PAPER PRESENTERS AND ABSTRACTS

GREEN EDUCATION IN SCHOOL IMPROVEMENT PLAN (SIP): LEVERAGING OPPORTUNITIES & EXPLORING POSSIBILITIES

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Theme: Developing Human Resources

Abstract

Green education plays a crucial role in promoting sustainable development by equipping individuals with the knowledge, skills, values, and attitudes necessary to address environmental challenges and work towards a more sustainable future, hence supporting Sustainable Developmental Goals 2030. By exposing students from as earlier as their primary school level, the agenda of sustainable future will be made more relevant and can be materialized, especially when there is a proper and directed emphasis on it. Thus, this paper tends to shed light on the importance of incorporating green education agenda into an existing tool which in this case, a School Improvement Plan (SIP). A case of all schools in cluster 4 (27 schools), right from primary through to secondary and pre-university levels provide us insights on the importance of this emphasis when they put the agenda as their focus area 3 in SIP. The review using Deming Cycle PDCA conducted by the cluster officers on scheduled dates throughout the year demonstrates a significant capacity of using SIP as a platform not only to strengthen the green agenda, but also to improve their progress in various aspects of Whole-School Evaluation (WSE) and selected aspects of Teacher Performance Appraisal (TPA). Three schools are selected to further substantiate its success and signify the findings. This paper, therefore provides evidence-based account of the green initiatives using SIP in cluster 4 schools to enable further exploration on the possibilities to incorporate green education with other existing frameworks and guidelines and leverage it with other tools be made.

Keywords: *Green Education; School Improvement Plan; Whole-School Evaluation*



HAJI JUMA'ATA SONADEY BIN HAJI MORNIE began his teaching career in 1995, specialising in Geography and Mathematics at SM PDSM Mentiri, where he served for 10 years. He pursued further studies, earning a Master of Arts in Geography (by research) from Universiti Brunei Darussalam (UBD) from 2004 to 2006. Following his MA, he was posted to Maktab Duli PMAMB, where he taught A-level Geography until 2016. In 2010, he was appointed Deputy Principal (Academic) at Maktab Duli PMAMB and later became Principal at SM SMJA in 2016. Since 2019, he has been serving as Head of Cluster 4 (HOC)

PAPER PRESENTERS AND ABSTRACTS



SUTINAH BINTI HAJI MUHD ALI is an experienced Education Officer who has been with the Department of Schools since 2009. She holds a BA in Primary Education (1998) and a Master of Education (2013), with over 20 years of expertise in student literacy from preschool to primary levels. Currently based in Cluster 4, she plays a key role in leading the School Improvement Plan (SIP), with a recent focus on integrating Green Education. This initiative aims to strengthen teaching and learning by incorporating cross-disciplinary approaches and fostering the 6Cs skills, preparing students to become future-ready learners and problem solvers.



PENROOSE SALEHA BINTI HAJI MOHD SALLEH holds a Bachelor of Science in Education, majoring in Biology and minoring in Mathematics from the University of Brunei Darussalam (1993), and a Master of Education in Science Education from the same institution (2005). She began her teaching career in 1993 at SM RIPAS, Tutong, teaching Mathematics and Science at various levels. From 1995 to 2003, she taught Pure Science Biology, Combined Science, and N Level Science. After completing her Master's degree, she was posted to Maktab Duli, where she taught A Level Biology until 2008. In 2009, she transferred to Pusat Tingkatan Enam Katok, continuing to teach A Level Biology until 2012, during which she was appointed as Senior Mistress Academic and later as Deputy Principal Academic. In 2014, she joined Sekolah Menengah Katok as Deputy Principal Academic, teaching Biology O Level until the end of 2015. Since November 2015, she has been serving as Principal of Sekolah Menengah Katok.



DAYANG NORIAH BINTI HAJI SARUDIN completed her teacher training course at Sultan Hassanal Bolkiah Institute of Education, Universiti Brunei Darussalam (UBD) majoring in Primary Education (Strand B) in 1994 - 1998. She has served the Ministry of Education as an educator and continued to take a bigger school leadership roles and responsibilities as a School Headmistress from November 2015 till today. Currently she is the Headmistress of Pengkalan Batu Primary School. She was formerly a Deputy Headmistress of Sungai Siamas Primary School from 2009 till 2015. She had witnessed changes in the school and teaching practices for 26 years in the school. She had also celebrated many successes with teachers and students. Before Sg Siamas Primary School, she was also a former teacher of Mabohai Primary school for 10 years teaching level 6 pupils only. She has attended various leadership and professional development courses workshops, conventions, conferences, congress and forums organized by local institutions which provide opportunities for leadership roles.



HAJAH MASARRAH BINTI HAJI PAJJAN graduated from the Universiti of Brunei Darussalam in 1989 and began her teaching career at Sekolah Rendah OKAWSD Kupang as a trained teacher. In 2002, she pursued further studies at the University of Brunei Darussalam, earning a B.Ed in Primary Education. Upon completing her degree, she was assigned to Sekolah Rendah Datu Mahawangsa Lambak, where she held various roles, including Senior Administrative Headmistress and Senior Academic Headmistress. In December 2018, she was appointed as Penolong Guru Besar (Deputy Headmistress) at Sekolah Rendah Bengkurong, a position she held for five years. In October 2023, she was promoted to Guru Besar (Headmistress) at Sekolah Rendah Sinaut.

PAPER PRESENTERS AND ABSTRACTS

SELF-LEADERSHIP AND LIFE SATISFACTION AMONG POLITEKNIK BRUNEI STUDENTS: A MIXED METHOD CASE STUDY ON THE MODERATING ROLE OF EMOTIONAL INTELLIGENCE

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Theme: Empowering Learners For The Future

Abstract

The purpose of this mixed-method case study was to examine the influence of self-leadership on the life satisfaction of 155 Politeknik Brunei students. Self-leadership plays a crucial role, particularly in the lives of higher education students who are transitioning from adolescence into young adulthood. The outcome of this transitional phase can potentially be overwhelming and stressful, inducing several adverse problems, which in turn, can affect the students' life satisfaction. However, it is unknown if self-leadership plays a significant role in influencing life satisfaction, particularly in the context of Politeknik Brunei students. Employing a random sampling technique, a survey questionnaire consisting the Quality-of-Life Scale (QOLS), Satisfaction with Life Scale (SWLS), and Revised Self-Leadership Questionnaire (RSLQ) was administered to collect numeric data in the first phase, followed by conducting a regression analysis using SPSS (version 26). Qualitative data, in the second phase, was obtained from 16 students via a semi-structured interview, followed by a content analysis using NVivo. Phase one findings revealed that, although a weak correlation was observed ($r = 0.229$), a statistically significant and positive relationship exists between Politeknik Brunei students' self-leadership and their life satisfaction ($p = 0.004$), suggesting a directly proportional relationship. Further, phase two findings revealed six themes (self-awareness, self-regulation, self-acceptance, help-seeking, holistic approaches, and achieving control), suggesting that emotional intelligence moderates the positive relationship between self-leadership and life satisfaction of the students. The study's implications emphasise the need to assess factors that affect the students' life satisfaction, while also highlighting the need for self-leadership to be incorporated into Politeknik Brunei's educational program or curriculum to exert its influence on students' fulfillment and resilience by helping them cope with stress associated with academic and/or personal life.

Keywords: *Mixed-Method, Self-Leadership, Life Satisfaction, Emotional Intelligence, Politeknik Brunei*



DR. HAJI ZUL FAKHARI BIN MUKSIN is a Senior Education Officer at Politeknik Brunei with 19 years of teaching experience. He currently heads the Research and Statistics Division. As a PhD candidate in General Management, his research focuses on self-leadership, quality of life, life satisfaction, emotional, and spiritual intelligence.

PAPER PRESENTERS AND ABSTRACTS

PROGRAM DAN AKTIVITI PENDIDIKAN SEPANJANG HAYAT (PSH) BERORIENTASIKAN MAQASID SYARIAH DALAM MENGEKANG GAYA HIDUP SEDENTARI (KETIDAKAKTIFAN) DI PUSAT KEGIATAN WARGA EMAS (PKWE), NEGARA BRUNEI DARUSSALAM

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Theme: Developing Human Resources

Abstract

Kajian ini mengupas (i) Program Pendidikan Sepanjang Hayat (PSH) Berorientasikan Maqasid Syariah di Pusat Kegiatan Warga Emas (PKWE) mampu mengekang gaya hidup sedentari dan (ii) Membangun kerangka kerja komprehensif bagi penyelidikan ini. Negara Brunei Darussalam adalah negara yang terkandung menuju negara yang menua. Demi mencapai matlamat kedua Wawasan Negara 2035, gaya hidup penduduk perlulah kondusif dan bebas dari ketidakaktifan fizikal. Berdasarkan perangkaan tinjauan nasional, terbukti kadar ketidakaktifan fizikal sebanyak 88.5% pada 2019 bagi golongan dewasa (18 ke 64 tahun). Salah satu matlamat penubuhan Pusat Kegiatan Warga Emas (PKWE) adalah penggalakan Pembelajaran Sepanjang Hayat (PSH) menerusi lima program. Maka, keperluan untuk menerapkan Maqasid Syariah mampu mengekang gaya hidup ketidakaktifan sebagaimana Negara Brunei Darussalam menjadikan Islam sebagai gaya hidup yang unggul. Akta, strategi dan dasar berkaitan warga emas sudah tersedia di Negara Brunei Darussalam misalnya Garis Panduan Aktiviti Fizikal Negara Brunei Darussalam, Edisi 2022. Namun, kerangka kerja program Pendidikan Sepanjang Hayat (PSH) berlandaskan Maqasid Syariah di Negara Brunei Darussalam masih belum tersedia. Adapun sudah dilaksanakan sesebaik mungkin dalam memelihara kebajikan warga emas hasil kedinamikan kerajaan Negara Brunei Darussalam. Hal ini perlu sentiasa diketengahkan sepertimana isu warga emas akan bervariasi sesuai peredaran zaman. Kajian ini menggunakan metod kualitatif menerusi kaedah kepustakaan, temu bual, pemerhatian dan semakan dokumen. Penganalisan data dilaksanakan menerusi kaedah deskriptif dengan perisian pengaturcaraan iaitu NVivo Version 14. Hasil dapatan mendapati bahawa peranan Maqasid Syariah terhadap program Pendidikan Sepanjang Hayat (PSH) berdampak dalam mengekang gaya hidup sedentari sekali gus menyusutkan padah penuaan di Negara Brunei Darussalam. Diharap kajian ini dapat meningkatkan kesedaran semua pihak serta menyempurnakan apa yang sudah tersedia menerusi pendekatan senegara sebagaimana tadbir urus Negara Brunei Darussalam mendaulatkan ajaran Islam menerusi falsafah negara Melayu Islam Beraja (M.I.B) dan gagasan Negara Zikir serta merealisasikan penyusutan ketidakaktifan sebanyak 10% bagi 2025 dan 15% bagi 2030 berdasarkan garis panduan kerajaan yang tersedia.

Kata Kunci: Program dan Aktiviti, Pendidikan Sepanjang Hayat (PSH), Maqasid Syariah, Gaya Hidup Sedentari (Ketidakaktifan) dan Pusat Kegiatan Warga Emas (PKWE), Negara Brunei Darussalam



MUHAMMAD FURQAN FIRDAUS BIN DR. HAJI SAMSUL MUAWAN merupakan graduan 2023 bagi sarjana muda Syariah (Fiqh dan Usul) di UNISSA. Pada masa ini, sedang melanjutkan pelajaran di peringkat sarjana di Pusat Penyelidikan Mazhab Syafi'i (PPMS) secara penyelidikan bermula ogos 2023. Beliau menjadi presiden Ahli Nukhbah PPMS 23/24 sehingga julai 2024. Bidang yang diminati adalah Usul Fiqh, Qawaid Fiqhiyyah, Maqasid Syariah, Gerentologi dan Warga Emas.



DR CECEP SOLEH KURNIAWAN merupakan seorang pensyarah di fakulti Syariah (FS), UNISSA dan timbalan pengarah Pusat Penyelidikan Mazhab Syafi'i (PPMS), UNISSA. Beliau merupakan graduan sarjana dan doktor falsafah dalam bidang Syariah di UNISSA. Beliau juga merupakan graduan sarjana muda daripada Universiti al-Azhar, Mesir. Kepakaran beliau adalah Muamalat dan bidang yang diminati adalah Siyasah Syariyyah, Usul Fiqh dan Pengajian Halal.

PAPER PRESENTERS AND ABSTRACTS

A QUALITATIVE INVESTIGATION EXAMINING HOW THE FLIPPED CLASSROOM SUPPORTS STUDENTS' LEARNING IN A LEVEL BIOLOGY

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Theme: Innovating Education System

Abstract

Technological advances over the past decade have especially changed the way we teach. Educators have attempted several ways to innovate traditional teaching and the flipped classroom approach is one example of such innovation that has incorporated technology into learning. In the current study, twelve students from one of the sixth form centres in Brunei were interviewed about how the flipped classroom aids their learning in biology. A total of twelve topics were taught using the flipped classroom over five months. Overall, students report a more positive learning experience and a better understanding of difficult biology concepts in the flipped classroom. Semi-structured interviews were conducted and the data was analysed by thematic analysis. The analysis approach includes (i) familiarisation, (ii) constructing an initial thematic framework, (iii) indexing and sorting, (iv) reviewing data extracts, and (v) a data summary and display. A process of detecting elements and dimensions for each subtheme was carried out to develop categories for data abstraction and interpretation. The analysis revealed four major themes that the students highlight as especially conducive to their learning; (1) self-pacing facilitates learning, (2) learning materials/resources, (3) social interaction, and (4) application-oriented learning. The sub-category themes obtained from the thematic analysis of interview transcripts will also be discussed in this paper. To ensure the reliability of the data, all of the thematic findings were cross-checked with the a) students' peer assessment checklist and b) the assessment of peer collaboration by lesson observers. This qualitative study illustrates how students acquire better learning support in the flipped classroom. The results can be used to encourage and facilitate the innovation of educational delivery as Brunei plans to proceed with the blended learning approach for years to come.

Keywords: *Thematic analysis, flipped classroom, biology*



DR ASSYAKIRIN NURHUDA @ AMANDA BINTI HAJI AZMAN is a biology teacher at Pusat Tingkatan Enam Sengkurong. She graduated from Imperial College London with a degree in biochemistry. She earned her PhD from Sultan Hassan al-Bolkiah Institute of Education, Universiti Brunei Darussalam, with a research focus on the flipped classroom. Her research interest also includes the use of cognitive load theory as a base for instructional design.

PAPER PRESENTERS AND ABSTRACTS

PENGUNAAN M-PEMBELAJARAN DALAM MODUL PENDIDIKAN ISLAM DI POLITEKNIK BRUNEI

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Theme: Innovating Education System

Abstract

Dunia pendidikan hari ini jauh berbeza dengan era sebelum revolusi industri 4.0. Hari ini teknologi bukan sekadar alat pemangkin dalam pengajaran dan pembelajaran, malah ia juga berperanan sebagai medium bagi membantu dan memudahkan pelajar memahami isi kandungan pengajaran yang disampaikan oleh guru. Oleh itu, kajian ini adalah bertujuan untuk melihat keberkesanan penggunaan m-pembelajaran (Mobile-Learning) sebagai medium komunikasi interaktif antara guru dengan pelajar khususnya dalam penyampaian modul Pendidikan Islam di Politeknik Brunei. Politeknik Brunei merupakan sebuah institusi yang menjadikan Politeknik Brunei Learning Management System (PBLMS) sebagai platform pelaksanaan pengajaran dan pembelajaran disamping menerapkan konsep pengajaran PBhybrid sebagai kaedah utama yang digunapakai dalam proses pengajaran dan pembelajaran. Kajian ini menggunakan kaedah pemerhatian terhadap sampel (pelajar Politeknik Brunei) ketika sesi pengajaran dan pembelajaran di jalankan. Dapatan menunjukkan suasana pembelajaran yang komunikatif dapat diwujudkan bilamana komunikasi antara guru dan pelajar sangat efektif. Di samping itu, motivasi dan minat pelajar dalam memahami isi kandungan modul Pendidikan Islam juga meningkat. Hal ini, sejajar dengan Titah Ke Bawah Duli Yang Maha Mulia Paduka Seri Baginda Sultan Haji Hassanal Bolkiah Muizzaddin Waddaulah, Sultan Dan Yang Dipertuan Negara Brunei Darussalam, sempena Majlis Sambutan Israk dan Mikraj Peringkat Negara bagi Tahun 1438 Hijrah / 2017 Masihi “Pendidikan ugama, janganlah ia indah di atas kertas sahaja, tetapi hendaklah juga bagus pada amali nya, seperti cara belajar, jadual belajar, masa persekolahan, mata pelajaran, guru dan lain-lain. Ini semua sangat penting untuk menjamin keberkesanan pembelajaran,” tegas baginda.

Keywords: *m-Learning, PBLMS, PBhybrid*



MARYANI BINTI HAJI ASMAT merupakan tenaga pengajar di Politeknik Brunei, di mana beliau mengajar Modul Pendidikan Islam. Beliau memiliki kelulusan Sarjana Pengajian Islam dari Universiti Brunei Darussalam.

PAPER PRESENTERS AND ABSTRACTS

INVESTIGATING THE INFLUENCE OF FLIPPED CLASSROOM MODELS ON ACADEMIC PERFORMANCE: A QUASI-EXPERIMENTAL STUDY ACROSS EMERGING, DEVELOPING, AND SECURE PRE-UNIVERSITY STUDENTS

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Theme: Innovating Education System

Abstract

This study investigated the impact of various instructional approaches - the original flipped classroom model (oFCM), the extended flipped classroom model (eFCM), and the traditional classroom model (TCM) - on pre-university students' academic performance across different proficiency levels: emerging, developing and secure. The oFCM involves students watching instructional videos at home and engaging in active learning activities in class. The eFCM builds upon this by incorporating additional interactive and collaborative activities that emphasise higher-order application, evaluation, and assessment. In contrast, the TCM relies on direct in-class instruction followed by homework. The objective was to assess the effectiveness of these instructional methods and determine if the benefits of flipped classroom models vary among students with different proficiency levels. Using a quasi-experimental design, participants were divided into TCM, oFCM, and eFCM groups. Pre-test and post-test assessments were analysed using one-way and three-way ANOVA to compare academic performance between the groups. The results revealed significant improvements in academic outcomes for emerging students in the oFCM and eFCM groups compared to the TCM group. However, there were no notable differences in academic performance among developing and secure students across the instructional methods. These findings suggest that flipped classroom models are particularly beneficial for struggling learners but do not offer additional benefits for students who are already performing well. This study underscores the potential of flipped classroom models in supporting struggling learners, offering valuable insights into the effectiveness of various teaching methods on academic performance. Further research is needed to investigate the long-term effects and optimal implementation strategies of flipped classroom models across diverse student populations and educational contexts.

Keywords: *Flipped classroom, Quasi-experiment, Emerging, Developing, Secure*



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PAPER PRESENTERS AND ABSTRACTS

METOD PENGAJARAN KANAK-KANAK MENURUT PERSPEKTIF ABDULLAH NASIH 'ULWAN

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Abstract

Akhlak memainkan peranan penting dalam melahirkan manusia yang bertamadun. Namun, isu dan cabaran masalah keruntuhan akhlak serta gejala sosial dalam kalangan kanak-kanak kini adalah semakin membimbangkan. Mereka ini setentunya dianggap sebagai generasi dan aset untuk pembangunan sesebuah negara. Oleh itu, salah satu usaha untuk membendung isu keruntuhan akhlak dan gejala sosial adalah melalui sistem pendidikan di sekolah. Pendidikan diberikan bertujuan untuk membentuk generasi yang sempurna imannya, akhlak dan keperibadian serta intelektual. Untuk mencapai matlamat pendidikan, guru adalah merupakan ejen perubahan dalam sesebuah masyarakat. Sementara dalam konteks sekolah, mereka dianggap sebagai ejen utama dalam usaha menyampaikan pengajaran yang berkesan kepada pelajar-pelajar. Pengajaran dan pembelajaran yang berkualiti akan terhasil apabila guru mempunyai kemahiran dan pengetahuan yang luas tentang pelbagai metod dalam pengajaran. Metod pengajaran merupakan elemen penting dalam proses pengajaran dan pembelajaran. Oleh yang demikian, tujuan kajian ini dilaksanakan adalah untuk membincangkan metod pengajaran kanak-kanak berdasarkan perspektif tokoh pendidikan Abdullah Nasih 'Ulwan dalam karyanya 'Tarbiyatul Aulad Fil Islam'. Oleh itu, kajian ini menggunakan kaedah kualitatif iaitu menggunakan pendekatan kajian perpustakaan dalam mengumpulkan maklumat dan bahan kajian. Data dianalisis secara analisis konten. Secara keseluruhannya, terdapat lima metod pengajaran yang sesuai diaplikasikan pada fasa pendidikan kanak-kanak iaitu kaedah keteladanan, pembiasaan, nasihat, pemerhatian serta kaedah targhib wa tarhib. Justeru, pendekatan yang ditunjukkan oleh tokoh pendidikan ini sangat wajar kepada semua pendidik mengaplikasikannya kerana ianya sesuai, mudah dan praktikal. Oleh itu, pengaplikasian metod pengajaran yang bersesuaian adalah sangat penting bagi mencapai matlamat pendidikan melahirkan generasi yang beriman, berakhlak, berkepandaian dan berkemahiran di masa hadapan di samping melahirkan generasi yang berwawasan di Negara Brunei Darussalam.

Kata kunci: *Metod Pengajaran, Abdullah Nasih 'Ulwan, Tarbiyatul Aulad Fil Islam*



DR SITI ASTRI MOKSIN memiliki latar belakang pendidikan Ijazah Doktor Falsafah Perguruan Ugama dalam bidang Pendidikan Islam dari Kolej Universiti Perguruan Ugama Seri Begawan (KUPU SB). Beliau bertugas sebagai pensyarah sambilan di KUPU SB dan aktif menyertai pembentangan seminar di peringkat dalam negeri serta antarabangsa. Selain itu, beliau turut menghasilkan penulisan artikel dan karya ilmiah dalam bidang pendidikan.

PAPER PRESENTERS AND ABSTRACTS

ENHANCING YEAR 12 LEARNING: A QUALITATIVE STUDY ON CO-CREATED LESSON PLANS AND SELF-DIRECTED LEARNING'S IMPACT ON MOTIVATION, ENGAGEMENT, AND OUTCOMES

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Theme: Empowering Learners For The Future

Abstract

This qualitative study investigates the impact of co-created lesson plans and self-directed learning on the motivation, engagement, and outcomes of 18 Year 12 students. The research compares these student-centered practices to traditional teacher-created lesson plans, aiming to enhance understanding of their effectiveness in educational settings. Data were collected through students-created lesson plans, personal learning journals, teacher assessments, , and student interviews, with thematic and content analysis employed to interpret findings. The study reveals that involving students in creating their own lesson plans fosters a sense of ownership and responsibility, significantly increasing their motivation and engagement. Self-directed and collaborative learning further develops independence, critical thinking, time management, teamwork, communication, ICT, and planning skills, contributing to higher engagement. The outcomes were positive, with teacher assessments of student-created lesson plans generally favorable. Some teachers were willing to use these plans in their classes, albeit sometimes with modifications, unaware that students were the creators. Additionally, students demonstrated that they could engage in metacognitive activities and produce high-quality work, which teachers acknowledged as impactful. Challenges identified include time management issues and communication gaps within groups. However, students found solutions, such as using the Pomodoro Technique for time management and employing regular check-ins and collaborative tools to address communication gaps. The findings suggest that student-created lesson plans and self-directed learning can significantly improve students' educational experiences by promoting active participation and essential skills development. This research advocates for integrating these practices into pedagogical strategies to transform traditional teaching methods and improve learning outcomes.

Keywords: *Co-Created Lesson Plans, Self-Directed Learning, Student Engagement and Motivation*



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PAPER PRESENTERS AND ABSTRACTS

ENHANCING CRITICAL THINKING AND ENGAGEMENT IN SECONDARY COMMERCE LESSONS THROUGH PROBLEM-BASED LEARNING: AN ACTION RESEARCH STUDY

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Theme: Innovating Education System

Abstract

Delivering interactive lessons has long been a challenge for educators. Reflecting on the researcher's teaching experience, it was evident that many students heavily relied on rote memorisation of Commerce notes, lacking a deep understanding of the concepts. This research investigates the benefits of implementing Problem-Based Learning (PBL) in secondary Commerce lessons and examines students' perceptions of PBL. The objectives of this study were to investigate the benefits of implementing PBL in Commerce lessons and to examine the students' perceptions of PBL implementation. Employing action research methodology, the study uses iterative cycles of planning, acting, observing, and reflecting to refine the PBL approach. The participants of this research were nine students of Year 10 in one of the secondary schools in Brunei. The findings suggest that PBL has significant potential to enhance students' critical thinking skills and classroom participation. Students reported positive experiences and perceptions of the PBL approach. However, challenges emerged, particularly in students' initiative to conduct independent research and overcome language barriers, negatively impacting the quality of their work. Furthermore, the researcher's limited experience with PBL hindered the process. Familiarity with PBL methodologies among both students and teachers could mitigate these issues. The significance of this study is that it is hoped that this research will contribute to more evidence on how PBL can provide benefits to students' learning and subsequently help to improve their knowledge outcomes in Commerce. It is hoped that this research can offer educators innovative ways to utilise PBL to boost student participation in classroom, particularly through group discussions, ultimately fostering the development of 21st century skills.

Keywords: *Pedagogy, Problem-based learning, Commerce, teaching & learning, student engagement*

PAPER PRESENTERS AND ABSTRACTS



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PAPER PRESENTERS AND ABSTRACTS

DEFINING 21ST CENTURY TEACHING AND LEARNING: INSIGHTS FROM EXEMPLARY LEARNING ACTIVITIES

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Theme: Innovating Education System

Abstract

In the rapidly evolving landscape of education, the integration of 21st century teaching and learning practices has become imperative to adequately prepare students for success in an everchanging world. This paradigm shift emphasises the cultivation of skills such as collaboration, critical thinking, problem-solving, communication, and digital literacy. As educators strive to adapt their pedagogical approaches to meet these demands, it becomes essential to examine and define lessons that meet the demands of 21st century teaching and learning. Fundamentally, what constitutes a 21st century teaching and learning (henceforth called 21CTL) lesson? The current study utilises a qualitative approach to thematically analyse five exemplary learning activities designed by teacher candidates enrolled in the MTeach programme to identify characteristics that represent effective 21CTL. These lessons often intentionally incorporate any of the dimensions outlined in the 21CTL rubric, such as real-world problem solving and innovation, self-regulation, collaboration, knowledge construction, ICT as a tool for learning, and skilled communication. However, there are characteristics that are unique to an effective 21CTL lesson as illustrated in the anchor papers and these characteristics are discussed in the current study. Initial findings indicate that “contextual”, “real-life situations”, “creative student-centric activities with defined tasks and roles”, and “teacher facilitation”, are prominent characteristics of an effective 21CTL Learning Activity. While this paper delineates the features of 21st century teaching and learning, further studies utilising quantitative and mixed research approaches are needed to provide more comprehensive findings. Nevertheless, this paper contributes to the ongoing discourse on innovative pedagogical approaches that prepare educators for the demands of the modern digital era.

Keywords: 21st century, learning, lesson designs, teaching, qualitative research



DR JAINATUL BINTI HALIDA has been a faculty member of the Sultan Hassanal Bolkiah Institute of Education (SHBIE) since 2001. Her research interests are in the areas of children’s conceptions of learning, innovative teaching and learning, and phenomenography. Her doctoral research in Queensland University of Technology was a phenomenographic study on upper primary children’s conceptions of learning in government schools in Brunei Darussalam. She currently supervises several graduate students studying instructional strategies in various subjects at different school levels.



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PAPER PRESENTERS AND ABSTRACTS

STRENGTHENING EDUCATORS' TPA PERFORMANCE ON THE ASPECTS OF STUDENTS' ICT SKILLS (B6) AND IN RELATION TO TEACHERS IN DEVELOPING PROFESSIONAL PRACTICE (C5)

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Theme: Developing Human Resources

Abstract

ICT skills are now an essential requirement and of highly important in trying to shift from the traditional pedagogical classroom approach to blended teaching and learning. In 2023, SR Rimba III decided to continue the School Improvement Plan by expanding the Blended Learning into 2 models, that is, Lab Rotation Model and Station Rotation Model. With the introduction of Station Rotation Model, SR Rimba III teachers will be able to implement Blended Learning not only in the ICT Lab but in the normal classroom. All teachers were tasked with showcasing their microteaching skills, incorporating a rich tapestry of methodologies such as blended learning, Teaching for Mastery (TFM), and Dialogic teaching. This approach fostered a dynamic environment where educators could mutually learn, exchange insights, and seamlessly integrate newfound knowledge into their lesson plans. According to the 2023 data from the 2nd Teachers' Appraisal, a significant 87% (20 out of 23 teachers) achieved Grade 3 or higher, with a strong emphasis on area B6, focusing on Students' ICT Skills. Additionally, an impressive 83% (26 out of 31) of teachers scored Grade 4 or higher in Standard C5.1, demonstrating their adeptness in developing professional practice using the BTS Teachers' Performance Appraisal Ver 2.0. The results highlight a successful integration of ICT and professional development practices among teachers, which significantly enhances students' online learning experiences. When teachers adeptly utilise various educational platform applications, it not only makes the learning process more engaging but also ensures that students remain actively involved and interested in their studies. This paper delves into diverse methodologies aimed at enhancing teachers' TPA performance, encompassing pre-test and post-test strategies for both educators and students, alongside the integration of online feedback mechanisms and an analysis of TPA outcomes for the year 2023.

Keywords: *ICT skills, TPA performance, professional practice*



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PAPER PRESENTERS AND ABSTRACTS

THE USAGE OF FRACTION STRIPS TO COMPARE UNLIKE FRACTIONS: YEAR 2 STUDENTS

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Theme: Innovating Education System

Abstract

Fraction was particularly a challenging topic for some students to learn and develop understandings on fractional concepts. However, the learning and mastering fractions were very vital towards students' future understanding of concepts such as proportional reasonings that were essential for deeper Mathematical understandings and to support daily activities. These challenges were often observed across all levels of education beginning from early primary years. Hence, the purpose of this research was to critically investigate the use of fraction strips in comparing unlike fractions. This research involved a whole class consisted of 3 students from Year 2 class at a local government school from Brunei-Muara district. Mixed methods of research were employed which has utilised a qualitative approach through live observations and 2 rounds of interview as well as quantitative approach in conducting pre-test and post-test. Pre-test and first round of interview were first conducted before intervention lessons. After intervention lessons, post-test was given towards the students including final round of interview to examine on the perceptions of the students after they were introduced to fraction strips. The findings were quantitatively analysed using descriptive statistics which has shown progressions between the pre-test and post-test whereas thematic analysis was used to analyse qualitative findings. Besides that, the observations and interviews helped to identify students' challenges in comparing unlike fractions and their perceptions of the approach. Expectantly, it is hoped that the outcome of this research could provide valuable insight for future researchers to investigate the application of this strategy on a broader context also with the intention to improve the students' performance in comparing unlike fractions.

Keywords: *Fraction, mathematics, primary students*



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PAPER PRESENTERS AND ABSTRACTS

EXPLORING POINT-OF-VIEW-MODELING IN SUPPORTING FUNCTIONAL MATHEMATICS SKILLS FOR PRE-VOCATIONAL STUDENTS WITH AUTISM SPECTRUM DISORDER

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Theme: Innovating Education System

Abstract

Point-of-View Modeling (POVM) is intended to focus the student's attention on the actual work at hand, while reducing any distractions within the video. This study investigated the impact of using POVm through a laptop on the mathematical ability of individuals with Autism Spectrum Disorder (ASD). Two pre-vocational (PV) students with ASD from a government high school were taught how to accurately calculate the appropriate amount of money to pay for a certain two items and the correct amount of change they should receive. This knowledge aims to empower students to protect themselves from potential dishonesty by merchants. The seven step-by-step solving process was synchronized onto a laptop using POVm, allowing video snippets to be displayed. Students were instructed on how to utilize the computer and navigate the video clips to observe themselves effectively, resolving the tale difficulties. This is a replication study by Burton, Anderson, Prater, and Dyches (2013) but some adaptations were made to meet the context of PV students in Brunei Darussalam. The design used in this study is a mixed-methods action research (MMAR) framework, combining quantitative and qualitative methods which includes multiple baseline across participants design, observation and a semi-structured interview. The findings exhibited a distinct and evident functional correlation after the intervention had taken place. However, the effects of the intervention demonstrated a degree of skill degradation after a period of one month after the intervention was discontinued. Stakeholders in Brunei Darussalam could potentially seize a crucial opportunity to enhance the quality of teachers' pedagogy and increase students' achievements through this initiative.

Keywords: *Point-of-View Modeling, Pre-Vocational, Inclusive Special Education, Autism Spectrum Disorder, Functional Mathematics Skills*



NUR MUNIRAH BINTI HAJI MOHD YUSSOF is under the Perantis Programme and has recently completed the Master of Teaching in Inclusive Special Education at Universiti Brunei Darussalam.

PAPER PRESENTERS AND ABSTRACTS

ENHANCING TASK INDEPENDENCE THROUGH VISUAL SUPPORT FOR STUDENTS WITH SPECIAL NEEDS

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Theme: Innovating Education System

Abstract

Students with special needs often experience difficulty achieving independence in tasks, primarily because they lack effective instructional support. The present study sought to investigate the impact of visual support on photocopying tasks for students with special needs, it investigated three pre-vocational students as participants, each with a different diagnosis: one with Learning Difficulties, another with Hearing Impairment, and the third with Speech Delay. The study employed a concurrent multiple-baseline approach across participants, demonstrating the use of visual supports used to increase independent task completion for each student. An improvement of task independence was noticeable from the intervention phase to the retention phase. Visual supports proved effective in facilitating the learning of photocopying tasks, providing structured guidance, and prompting of task steps. The data was collected and analysed through scores and observations. The results highlight the significance of customised instructional approaches, and incorporating varied prompts like verbal and/or physical cues, to aid students with special needs in achieving task independence. This finding suggests adopting universal instructional strategies such as providing clear and reinforced instructions, using visual cues and direct communication, and maintaining consistent guidance and repetition, can benefit all students. Furthermore, the study highlights the role of repetition and consistent visual support in enhancing task recall. In conclusion, visual supports are shown to be a valuable tool in promoting task independence for students with special needs. Future research should continue to explore and refine instructional strategies that cater to individual learning profiles, aiming to further optimise independence and skill acquisition in educational settings.

Keywords: *Special Needs, Visual Support, Photocopying Skills, Task Independence, Differentiated Instruction*



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PAPER PRESENTERS AND ABSTRACTS

HOW SCHEMA-BASED INSTRUCTION EMPOWERS YEAR 9 STUDENTS TO MASTER PERCENTAGE WORD PROBLEMS

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Theme: Innovating Education System

Abstract

Proportional reasoning is essential for connecting mathematical concepts to real-world situations and forms the basis for advanced mathematics. Despite its significance, many students struggle with mastering this skill. This study explored the effectiveness of schema-based instruction (SBI) in enhancing proportional reasoning, particularly in solving percentage word problems for Year 9 students in mixed-ability classrooms, and its potential for differentiated learning. Using convenience sampling, 44 students participated in the study. A mixed-methods approach was employed, with quantitative data gathered from pre-test and post-test scores and an online questionnaire, and qualitative data collected from students' answer scripts, the questionnaire, and semi-structured interviews. The paired sample t-test results indicated a significant improvement ($p < .001$) with a large effect size (Cohen's $d = 1.365$), suggesting that SBI effectively aids in teaching proportional reasoning and solving percentage word problems. Moreover, the present study also explored students' performance across different ability levels. The paired sample t-test results indicated that high achievers showing the most improvement ($p < .001$) with a large effect size (Cohen's $d = 2.138$), followed by low achievers ($p = 0.006$) with Cohen's $d (1.380)$ and then middle achievers ($p < .001$) with Cohen's $d (1.249)$ which suggest both have large effects. These results demonstrate the effectiveness of SBI and instill hope for the future of mathematics education, as they indicate SBI's potential for facilitating differentiated learning in mixed-ability classrooms. Overall, students' perceptions of SBI were positive, especially among high and middle achievers, who found it enhanced their understanding and problem-solving skills, appreciating the structured framework. However, low achievers reported experiencing cognitive load and suggested a need for extended duration of SBI, ongoing guidance, and a tendency to revert to previous methods.

Keywords: *Schema-based instruction, Percentage word problems, Mixed-abilities, Proportion reasoning, Cognitive load*



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PAPER PRESENTERS AND ABSTRACTS

UNLOCKING POTENTIAL: INVESTIGATING THE EFFECTIVENESS OF BLENDED LEARNING IN SPECIAL EDUCATION PROGRAMME TO ENHANCE INCLUSIVENESS AND INDIVIDUALISED LEARNING IN A PRIMARY SCHOOL IN BRUNEI DARUSSALAM

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Theme: Innovating Education System

Abstract

Blended learning, which integrates traditional classroom teaching with online elements, shows potential for addressing the diverse learning needs of students with special needs. This study explores the implementation of blended learning in special education programmes, aiming to evaluate its impact on student outcomes, engagement, and overall educational effectiveness, particularly for priority level 3 (PL 3) special needs students ($n = 10$). This study focuses on using the station rotation model, which was deemed more suitable for the PL 3 students with various diagnoses, including Autism Spectrum Disorder, Speech, Language and Cognitive Delay, Macrocephaly, and Global Developmental Delay. It incorporates quantitative data from pre- and during-intervention assessments, using observational frequency recordings to capture targeted behaviours such as challenges, active participation, and on-task behaviours. A post-intervention survey, utilising visual and verbal prompts, was also conducted with students to gauge their perceptions of engagement, motivation, and satisfaction with the blended learning approach. Quantitative analysis indicated a significant increase in the number of occurrences of active participation and on-task behaviours during the intervention period. The researcher observed an enhanced ability to tailor instruction to individual student needs and noted increased motivation and confidence in the students. Furthermore, the student surveys revealed that students felt they learned better using blended learning, were able to focus more effectively, and could follow the teacher's instructions more easily. Additionally, students reported enjoying the use of different digital tools, learning stations, and quizzes. The research findings are intended to inform educators and researchers about the potential benefits and challenges of implementing blended learning, specifically the station rotation model, in special education settings.

Keywords: *Special Education, Blended learning, Primary school, Effectiveness, Station rotation*



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PAPER PRESENTERS AND ABSTRACTS

PROMOTING INDEPENDENCY THROUGH VIDEO MODELLING AMONG PRE-VOCATIONAL STUDENTS IN GARDENING ACTIVITIES

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Theme: Innovating Education System

Abstract

Fostering essential daily living and employment skills among students with special needs and disabilities is crucial for their independence, especially in preparation for their transition to adulthood following secondary school completion. Such self-development strategies would boost their competency to compete with their non-disabled peers in various industries as well as assist them in fulfilling their daily needs, such as food provision and earning money. This paper proposed a small-scale agriculture activity, namely gardening as one of the effective methods to facilitate the aforementioned independence skills among students with special needs or disabilities. However, the acquisition of gardening skills may be limited by the current offerings within special education programmes. It is proposed that video-based learning, specifically video modelling, could serve as an effective strategy for acquiring gardening skills and knowledge not only within the classroom, but also outside the school environment. This study employs action research to explore the use of video modelling among pre-vocational students in Brunei Darussalam with learning disabilities. The study aims to (i) assess students' performance in independent tasks following video modelling in gardening activities, and (ii) evaluate the effectiveness of the video modelling approach in facilitating gardening skill acquisition and retention among students with disabilities. The findings highlight the impact of video modelling on enhancing participants' instructional, safety, and cleanliness gardening performance, in addition to students' preferences for short and step-by-step instructional approaches within video modelling strategy. Ultimately, the study seeks to provide insightful discussions on the integration of video modelling within Pre-Vocational Programmes as a potential tool for promoting independent learning.

Keywords: *Pre-Vocational Programme, Special Needs Students, Video Modelling, Video Learning, Agriculture*



MOHAMMAD YUSREY BIN HAJI YUSLI has previously worked as a mathematics contract teacher at the Ministry of Education and as a research assistant at the Ministry of Defence. He is currently under the Perantis programme, Jabatan Pengurusan Pendidik, with almost six years of teaching experience. He is interested in developing innovative technology-based teaching strategies and conducting reports on current teaching effectiveness based on student learning preferences.

PAPER PRESENTERS AND ABSTRACTS

ENHANCING ENGLISH SPEAKING SKILLS WITH THE FLIPPED CLASSROOM APPROACH: TEACHING IN DA NANG, VIETNAM

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Theme: Innovating Education System

Abstract

In Da Nang, Vietnam, many students struggle with speaking English and participating actively in classroom activities. The urgency for English speaking skills has grown, as oral proficiency is essential for developing communicative competence. This study critically examines the effectiveness of the Flipped Classroom approach in enhancing speaking skills in an English communicative class in Da Nang and evaluates students' perceptions of this teaching method. Utilizing an action research methodology, the study followed a cyclical process of planning, acting, observing, and reflecting to ensure continuous improvement. In this approach, students engaged with videos and reading materials outside of class and participated in virtual sessions featuring group discussions, debates, and role-plays based on the pre-class content. Effectiveness was measured using pre-tests and post-tests, and interviews with all eight students were conducted to capture their perceptions of the Flipped Classroom approach. The findings revealed significant improvements in post-test scores compared to pre-test scores, with initially only three students scoring above 50% while the majority failed. Despite various challenges, the Flipped Classroom approach demonstrated substantial benefits in enhancing students' speaking skills. This research underscores the potential of the Flipped Classroom method to enhance English speaking proficiency, while also identifying the challenges that need to be addressed for its successful implementation. The study highlights the relevance and practicality of the Flipped Classroom in modern education, aligning with the needs of 21st-century learners and effectively leveraging technology. It emphasizes the responsibility of educators to ensure that students develop skills and abilities that are both autonomous and socially constructed, thereby maximizing the benefits of technological advancements.

Keywords: *Flipped Classroom; English Language; Professional Communicative Skills*



SHAFIEE BIN YAKOB is a highly dedicated and energetic educator who specialises in teaching English. With six years of diverse experience in education, he currently serves as an Education Officer at the Language Centre, Universiti Brunei Darussalam. He previously taught at the UBD-FPT Global Centre located in Da Nang, Vietnam. Shafiee is deeply committed to motivating his students and creating an enjoyable learning experience for them, which in turn allows them to build confidence in sharing their opinions and ideas.

PAPER PRESENTERS AND ABSTRACTS

EXPLORING VOCABULARY LEARNING STRATEGIES AMONG BRUNEIAN UNIVERSITY STUDENTS OF FRENCH, GERMAN, JAPANESE, AND VIETNAMESE – A COMPARATIVE STUDY

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Theme: Innovating Education System

Abstract

This study explores the frequently employed Vocabulary Learning Strategies (VLS) among Bruneian university students learning foreign languages (FLs), including French, German, Japanese, and Vietnamese, and examines the relationship between VLS and the targeted FL. Scholars assert that mastering vocabulary is the paramount communication skill in FL. Consequently, learners must employ VLS to store and utilize new words effectively. However, students encounter challenges in learning, retaining, and applying FL vocabulary. Recognising the critical role of vocabulary knowledge in FL learning, this research addresses gaps in the existing literature regarding VLS application by Bruneian students and the comparative application of VLSs across different FLs. Utilising Schmitt's (1997) taxonomy, which classifies VLSs into Discovery (Determination, Discovery-Social) and Consolidation (Social, Memory, Cognitive, Metacognitive) strategies, a revised questionnaire was administered to 418 students. Learners rated their use of 65 VLS based on a 5-point Likert scale. Descriptive statistical analysis and MANOVA tests were conducted to interpret the data and identify any covariance between FL and VLS usage. The findings revealed moderate VLS usage, with Japanese learners employing VLSs the most, followed by French, Vietnamese, and German learners. Generally, students of French, German, and Japanese preferred Discovery-Determination and Consolidation-Cognitive strategies, while Consolidation-Social strategies were least favoured. Conversely, Vietnamese learners showed a preference for Social strategies and the least for Consolidation-Metacognitive strategies. Statistically significant relationships were observed, such as the correlations between Japanese learners and Consolidation strategies, Vietnamese learners and Social strategies, and Japanese and French learners and Metacognitive strategies. The study underscores the importance of social-interactive and task-based teaching approaches and recommends incorporating VLS training on a short-term basis to enhance students' FL vocabulary and self-confidence in FL learning.

Keywords: Bruneian Students, Foreign Language Acquisition, Vocabulary Learning Strategies, Enhancement Learning Skills

PAPER PRESENTERS AND ABSTRACTS



DR. OMAR COLOMBO completed a PhD in Linguistics and Didactics. His qualifications include over twenty years of academic experience in teaching Italian, French, and linguistics. He has worked in France, in the UAE, and in Malaysia. He is currently working at UBD's Language Centre. His researches include Foreign Languages, and technology enhanced learning.



DR. BALAZS HUSZKA, an assistant professor at UBD's Language Centre, holds a PhD in intercultural linguistics from the University of Pannonia. With extensive teaching and research experience in Europe and Southeast Asia, he's authored numerous journal articles, a popular phonetics textbook, book reviews, and translations. He's a frequent conference speaker on German linguistics, grammar formalism, cognitive metaphor theory, and translation studies (Malay/Indonesian-German).



YUKI AKITA is an Education Officer who teaches Japanese as a foreign language at the Language Centre, UBD. She is currently pursuing a Doctor of Education at Universidad Católica San Antonio de Murcia (Spain), where she is researching the impact of students' motivation on retention rates.



DR. TRAN TRONG NGHIA is currently an education officer at UBD's Language Centre. His interests include language teaching and compiling Vietnamese textbooks. He is dedicated to applying interactive communication approaches in both teaching and textbook development. The question in his career is, "How to connect classroom language learning with real-life use?"

PAPER PRESENTERS AND ABSTRACTS

CHATGPT IN THE ENGLISH LANGUAGE CLASSROOM: FUNCTION AND RECEPTION

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Theme: Innovating Education System

Abstract

ChatGPT is currently being rapidly integrated into educational contexts with some apprehension. Existing research predominantly examines the perspectives of external stakeholders. However, there is now a growing interest in exploring ChatGPT's applications during actual teaching and learning. The research is conducted in a co-ed secondary school in Brunei. The participants include 34 students in 2 year 9 classrooms and generally the whole school's student population. This paper seeks to address two primary questions: how students utilise ChatGPT in the classroom, and what their perceptions are regarding its usage. The study employs a mixed-method framework, gathering data through quantitative student questionnaires of the whole school population and qualitative interviews of the year 9 classes. Data on ChatGPT usage is derived from transcripts of its deployment during English language lessons on reading and writing. Questionnaire data is scrutinised for trends and significant patterns, while interviews are transcribed and thematically analysed to identify codes and overarching themes. Similar analytical methods are applied to the ChatGPT transcripts. The findings are currently undergoing analysis. Initial insights from ChatGPT data indicate several specific student's uses of the AI tool. These include text generation, creating word lists, defining new vocabulary, requesting synonyms and antonyms, and refining responses. Interestingly, the prompts students input into ChatGPT reveal a trend where rather than straightforward queries, some single word prompts are used that ChatGPT interprets as either requests for definitions or simple instructions. So far, ChatGPT is accurately interpreting such prompts. This suggests students' independent use of ChatGPT is effective. In addition to enhancing classroom teaching practices, this paper aims to provide insights for policy makers on effectively managing and advising the integration of AI in educational systems. It might also inform the developers of ChatGPT on how to better serve language learners using their AI tool.

Keywords: *ChatGPT, second language learners, AI in Education, perceptions of AI*



MURSIDI BIN MURAH has been teaching English at Sekolah Menengah Masin for 14 years. He holds an MA in English Language and Literacy, with research interests in educational leadership, language assessment, and instructional communication, particularly focusing on the role of AI.

PAPER PRESENTERS AND ABSTRACTS

BEYOND TRADITIONAL TEACHING: FOSTERING CREATIVITY THROUGH FLIPPED CLASSROOM

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Theme: Innovating Education System

Abstract

The purpose of the research is to explore the potential of flipped classroom instruction as a catalyst for fostering creativity and nurturing innovative thinking among Form 6 students in Art and Design, Biology, Business Studies, Chemistry, History, and Mathematics departments in Maktab Duli PMAMB. In today's rapidly evolving educational landscape, creative and innovative thinking are crucial for the success of students. Traditional models of classrooms often do not provide the dynamic and interactive learning environments which are necessary for these skills to develop. Traditional instructional methods typically emphasize passive learning that limits students' opportunities to engage deeply with the material and apply their knowledge creatively. By reversing the traditional learning structure—delivering instructional content outside of the classroom and utilizing class time for interactive, student-centered activities—flipped classrooms offer a unique and promising approach for nurturing creative and innovative thinking. The study employs a mixed methods approach to assess the effectiveness of this instructional model in enhancing students' creative thinking. Quantitative data obtained through pre and post-tests measure the progression of students' creative thinking skills, while qualitative data from teachers' lesson observations provide valuable insights into classroom dynamics and levels of student engagement. Additionally, a phenomenography approach is utilized to capture and analyze the diverse experiences and perceptions of both students and teachers participating in the flipped classroom setting. The findings of this research are expected to significantly contribute to the study of flipped classrooms by specifically focusing on their role in enhancing creative capacities. The implications of this study suggest that integrating flipped instruction can not only improve academic performance, but also equip students with the creative skills required to navigate and excel in the complex challenges of the 21st century.

Keywords: *Flipped classroom, Creativity in learning, innovative thinking, ICT skills, mixed methods approach*



ANITASARTINI BINTI HAJI TARIP has over 15 years of experience of teaching in Form 6. Passionate about innovative instructional methods, she has been involved in integrating flipped classroom techniques to enhance creativity and critical thinking in students.

PAPER PRESENTERS AND ABSTRACTS

THE EFFECTIVENESS OF UTILISING AN ECOLOGICAL DYNAMICS FRAMEWORK FOR COACHING JUNIOR PENCAK SILAT STUDENTS FROM BRUNEI SPORTS SCHOOL

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Theme: Innovating Education System

Abstract

In 2020, there was an amendment to the international Pencak Silat competition regulations to include grappling skills which changed the nature of the game significantly as grabbing or holding an opponent was previously not allowed and was penalised with point deductions. This change meant that all countries needed to develop new training methods and approaches to cater to these new regulations. An exploration of the literature found evidence that an Ecological Dynamics Framework was an effective approach for producing successful athletes. This study explores the effectiveness of using an Ecological Dynamics Framework for coaching Junior Tanding Pencak Silat Athletes from Brunei Sports School. The training program at Brunei Sports School was adapted to utilise principles of Ecological Dynamics where the effectiveness of the program would be determined by observing the athletes' performance and results achieved during local and international competitions. Since the implementation, the Sports School students have showed significant improvements in competition performance and podium placing, showing a dominating performance during the 2022 Brunei National Junior Pencak Silat Championships winning the overall champion trophy. In the 2023 and 2024 Sports School Invitational Tournaments, the Sports School students also showed dominance over their peers from other training centres winning most of the gold medals in each category. In the 2024 ASEAN Schools Games, seven out of eight of the selected students to represent the country were from Sports School where they were able to procure one silver and one bronze medal. This shows unequivocally that the Ecological Dynamics Framework is not only applicable but is an effective approach for producing good players and should therefore be shared for possible adoption by junior coaches throughout the country with the objective to improve the overall ability level of our local players and increase our chances of winning at international level competitions.

Keywords: *Pencak silat, sports education, coaching effectiveness*



MUHAMMAD ALI RASHID BIN HAJI MOHAMMAD ALIPAH has a bachelor of Applied Science in Human Movement Studies and a Masters in Teaching exploring the field of Sports Pedagogy. He currently holds the positions of Senior Master of Sports Administration in Brunei Sports School, Vice President of the National Judo Federation and Head of Development of the National Silat Federation.

PAPER PRESENTERS AND ABSTRACTS

PERANAN SEKOLAH DAN PENDIDIK DALAM USAHA MENINGKATKAN PENGHAYATAN AKHLAK PELAJAR: ANALISIS MENURUT PERSPEKTIF ISLAM

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Theme: Empowering Learners For The Future

Abstract

Penghayatan akhlak pelajar mengandungi maksud pelajar dapat mengamalkan ajaran agama secara komprehensif sama ada dari segi percakapan, membuat keputusan, tindakan yang melibatkan urusan kehidupan dengan berasaskan ilmu pengetahuan, kefahaman dan amalan mereka. Menerusi pendidikan agama dan penerapan nilai murni di sekolah memainkan peranan penting terhadap pembentukan sahsiah pelajar khususnya para remaja bagi melahirkan insan yang memiliki kualiti peribadi yang holistik dari aspek mental, fizikal, emosi dan spiritual seiring dengan kehendak negara. Kertas ini mengetengahkan tentang faktor yang mempengaruhi akhlak pelajar, diikuti penjelasan akhlak pelajar menurut perspektif Islam serta peranan pihak sekolah dan pendidik dalam usaha meningkatkan penghayatan akhlak pelajar. Kajian ini menggunakan pendekatan kualitatif melibatkan kajian perpustakaan dan dianalisis secara deskriptif. Hasil kajian menunjukkan terdapat beberapa faktor yang dikemukakan mempengaruhi akhlak pelajar seperti faktor didikan ibu bapa, faktor persekitaran (iklim dini), faktor permakanan (halalan toyyiban) dan faktor amalan agama. Manakala perbincangan mengenai akhlak berdasarkan sumber al-Quran dan hadith turut dikukuhkan dengan beberapa pandangan ulama. Secara keseluruhan, dapatan kajian juga menunjukkan bahawa pihak sekolah dan para pendidik dalam melaksanakan pendidikan secara formal dan informal yang berterusan dapat memberi impak yang positif terhadap penghayatan akhlak pelajar di samping menghayati nilai-nilai yang baik untuk dijadikan sebagai amalan hidup mereka bagi memperoleh keseimbangan dunia dan akhirat. Hal ini turut membuktikan bahawa kajian ini bermanfaat untuk diambil perhatian agar para pendidik menerapkan aspek praktikal dalam menuntut ilmu yang merangkumi persiapan secara luaran dan dalaman kepada para pelajar dalam usaha meningkatkan penghayatan akhlak mereka di samping menerapkan budaya islamik dalam pendidikan di negara ini. Menerusi kajian ini memberi implikasi dalam mewujudkan kelangsungan hubungan antara beberapa pihak berkepentingan bagi memastikan pembentukan dan penghayatan akhlak pelajar sewajarnya diberi perhatian dan dapat dilaksanakan dengan baik.

Kata Kunci: Pendidikan Agama, Penghayatan Akhlak, Pelajar, Pendidik.



DR SUHAIELLA BINTI HAJI SUHAILI merupakan alumni PhD dalam bidang Pendidikan Islam dari Kolej Universiti Perguruan Ugama Seri Begawan (KUPU SB), yang telah menamatkan pengajian pada tahun 2022. Beliau dilantik sebagai pensyarah sambilan di Fakulti Syariah di kolej tersebut, di mana beliau aktif mengajar, menulis beberapa artikel, membentangkan kertas kerja dan terlibat dalam pelaksanaan penyelidikan.

PAPER PRESENTERS AND ABSTRACTS

ENHANCING TEXT ANALYSIS AND COMMENTARY WRITING OF SIXTH FORM ENGLISH LANGUAGE AND LITERATURE STUDENTS: A LESSON STUDY AND VARIATION THEORY APPROACH TO WRITING COMMENTARIES

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DR HAJAH EWANA BINTI DR HAJI MOHD YUSOP

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Theme: Innovating Education Ecosystem

Abstract

To build a resilient education ecosystem, teachers need to have a deeper understanding of what is required to support students' learning and thinking. In the English Language and Literature A-Level classroom in Brunei Darussalam, students often find the task of writing textual analysis and commentary challenging. This study presents the findings of a group of English Language and Literature teachers utilising Lesson Study as a strategy for research and improvement of teaching text analysis and commentary writing in a 6th form college. Variation Theory further was incorporated in these lessons to create tasks where the students became empowered to identify critical aspects and features of the object of learning. This study employed a mixed-methods case study approach, gathering data from 14 students' pre- and post-writing scores, transcripts of student interviews, and reflective insights from the three teachers participating in the lesson study. The findings indicate no significant improvement in students' test scores (p -value = 0.096). However, interviews with students revealed their ability to recognize the key elements of a well-constructed commentary. A thematic analysis of the teachers' reflections on the lesson study process uncovered three key themes: the development of pedagogical knowledge, the collaborative nature of lesson planning, and the identification of students' learning needs. The findings of this study contribute to the literature on the pedagogy of teaching text analysis in the context of ESL learners, and contributes to research on lesson study by offering insights into the effectiveness of integrating lesson study and variation theory to improve students' learning.

Keywords: *Text analysis, lesson study, variation theory, collaborative lesson planning*



ALWIN CHONG KAI SHIANG is a Literature and English teacher at a Sixth Form Center, Maktab Duli PMAMB, Brunei. He obtained his Bachelor's Degree in Arts from the University of Melbourne and a Masters of Teaching from Universiti Brunei Darussalam. Since starting his teaching career in 2008, he has been dedicated to engaging students with Literature in various forms. He is passionate about promoting 21st Century skills and incorporating the latest technology into Literature instruction.



DR HAJAH EWANA BINTI DR HAJI MOHD YUSOP holds a PhD in Education from Universiti Brunei Darussalam, an MA in English Language Studies and Methods from the University of Warwick and a BA (Hons.) in English Language and Literature from the University of Manchester. She also completed her Postgraduate Diploma in Education at the National Institute of Education, Singapore. Her research interests lie in reading pedagogy, with a focus on reading engagement and reading motivation of English learners

PAPER PRESENTERS AND ABSTRACTS

ENHANCING THE PROBLEM-SOLVING SKILLS OF PRE-VOCATIONAL STUDENTS WITH SPECIAL NEEDS IN SAFETY AND BASIC FIRST AID THROUGH PROBLEM-BASED LEARNING APPROACH AND ACTIVITY-BASED APPROACH

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Theme: Innovating Education System

Abstract

This research study investigates the efficacy of integrating problem-based and activity-based learning approaches to enhance problem-solving skills among pre-vocational students with special needs in safety and basic first aid. The research aims to (1) evaluate the effectiveness of the problem-based learning approach and activity-based learning approach in enhancing participants' problem-solving skills and (2) identify key factors influencing the improvement of participants' problem-solving skills. The study utilises real-world problems as a foundation for teaching and learning to support the application of theoretical problem-solving knowledge into practical scenarios. This study highlights the significance of problem-solving skills to nurture and prepare students with special needs for adulthood and independent living. This also aligns with the objective of the pre-vocational programme as emphasised by A Special Education Needs Department (AScEND), to prepare students with special needs with basic vocational and independent living skills to empower them to become independent individuals. The research employed action research methods, using quantitative data from pre-test and post-test assessments with qualitative insights from the observation. This research was conducted on three female participants under a pre-vocational programme from one of the government secondary schools in Brunei Darussalam. Results showed a notable enhancement in participants' problem-solving skills following the post-intervention. Furthermore, the thematic analysis of observations revealed three significant factors contributing to this improvement. These findings significantly suggest implications for special education educators and practitioners to explore and innovate interdisciplinary learning experiences to achieve the targeted learning objectives and skills.

Keywords: *Problem-Solving Skills, Problem-Based Learning Approach, Activity-Based Approach, Pre-Vocational Programme, Special Education*



BALQIS HAILEN has just recently completed her Master of Teaching in Inclusive Special Education. She has been an advocate for the special needs community since 2018 and has participated in various workshops. She also spearheaded various capacity-building and inclusive workshops for youth in Brunei and was a Brunei delegate under Empowering Youth Across ASEAN C2 from 2021 to 2022.

PAPER PRESENTERS AND ABSTRACTS

EFFECTIVENESS OF DUAL TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING PROGRAMME IMPLEMENTATION: HIGHER NATIONAL TECHNICAL EDUCATION CERTIFICATE IN CONSTRUCTION AND DRAUGHTING

**AHMAD IKHWANUDDIN BIN ALI, FATHIN AMIRAH BINTI ISMAIL, SITI NORBAZILAH BINTI
BUJANG,
MOHAMMAD HASRIN MOHAMMAD AZANI, FARAH NADILLA BAKRI, SITI MAZIYYAH
HARIS, NUR NADIAH NATASHA ABDUL RAJID, NUR HAMIZAH KAMIS, AWANGKU
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Theme: Empowering Learners For The Future

Abstract

The construction industry all around the world has had various technological advances in the past 20 years. Students pursuing a career in the construction industry have a greater need now to be prepared extensively for rapidly changing job requirements in the field. The Higher National Technical Education Certificate in Construction and Draughting is a Dual Technical and Vocational Education and Training programme that is different to other programmes offered at the Institute of Brunei Technical Education. In the 2-year programme, the students start their industrial attachment early in the first semester, and it runs continuously throughout the course of the 2-year programme; one day a week in the first year, and two days per week in the second year. This study aimed to investigate the implementation of the programme and gain feedback from industry, the school and the students involved in the programme. A mixed method of data collection was employed to gather ample feedback from the programme utilising quantitative information through a feedback survey, together with a qualitative analysis of the students, industry and the school's perceptions towards the implemented programme using semi-structured interviews through purposive sampling. The results of the analysis showed areas for improvement such as restructuring the industrial attachment, strengthening collaboration and communication between relevant stakeholders, and considering in detail the feedback shared from this study. The HCAD programme is only one sample of the Dual system implementation in Brunei. Hence, the findings from this study will help to gain better insight into the implementation of the programme and find a way forward for improvement.

Keywords: *Technical and Vocational Education; Dual system; Industrial Attachment; Construction*



AHMAD IKHWANUDDIN BIN HAJI ALI is currently the Programme Leader for HNTec in Construction and Draughting (Dual TVET) programme and passionate instructor/teacher at School of Building Technology Services, Institute of Brunei Technical Education.

PAPER PRESENTERS AND ABSTRACTS

A PILOT STUDY ON THE INFLUENCE OF YOUTUBE AND NETFLIX ON THE GRAMMATICAL SKILLS OF YOUNG BRUNEIAN CHILDREN

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Theme: Innovating Education Ecosystem

Abstract

ICT skills are now an essential requirement and of highly important in trying to shift from the traditional pedagogical classroom approach to blended teaching and learning. In 2023, SR Rimba III decided to continue the School Improvement Plan by expanding the Blended Learning into 2 models, that is, Lab Rotation Model and Station Rotation Model. With the introduction of Station Rotation Model, SR Rimba III teachers will be able to implement Blended Learning not only in the ICT Lab but in the normal classroom. All teachers were tasked with showcasing their microteaching skills, incorporating a rich tapestry of methodologies such as blended learning, Teaching for Mastery (TFM), and Dialogic teaching. This approach fostered a dynamic environment where educators could mutually learn, exchange insights, and seamlessly integrate newfound knowledge into their lesson plans. According to the 2023 data from the 2nd Teachers' Appraisal, a significant 87% (20 out of 23 teachers) achieved Grade 3 or higher, with a strong emphasis on area B6, focusing on Students' ICT Skills. Additionally, an impressive 83% (26 out of 31) of teachers scored Grade 4 or higher in Standard C5.1, demonstrating their adeptness in developing professional practice using the BTS Teachers' Performance Appraisal Ver 2.0. The results highlight a successful integration of ICT and professional development practices among teachers, which significantly enhances students' online learning experiences. When teachers adeptly utilise various educational platform applications, it not only makes the learning process more engaging but also ensures that students remain actively involved and interested in their studies. This paper delves into diverse methodologies aimed at enhancing teachers' TPA performance, encompassing pre-test and post-test strategies for both educators and students, alongside the integration of online feedback mechanisms and an analysis of TPA outcomes for the year 2023.

Keywords: *ICT skills, TPA performance, professional practice*



BASIRAH BINTI MOHD SHAHRAN holds a Bachelor of Arts in English Studies from Universiti Brunei Darussalam, graduated in August 2022. She has experience as an English Teacher at St Margaret's School, an English Tutor at LaVida, a Phonics Teacher at Ikids, and a Public Speaking Trainer at Speech Academy.

PAPER PRESENTERS AND ABSTRACTS

STESEN ROTASI DALAM PENGAJARAN DAN PEMBELAJARAN MATAPELAJARAN SEJARAH ISLAM DI SEKOLAH MENENGAH

AWANG ISMAIL BIN HAJI AWANG ZAILANI

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PENGIRAN DR HAJI NUR-ASHIKIN BTE ENGIRAN HAJI PETRA

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Theme: Innovating Education Ecosystem

Abstract

Kepesatan kemajuan teknologi pada masa kini memberi perubahan yang banyak kepada dunia pengajaran dan pembelajaran di sekolah. Model pembelajaran stesen rotasi adalah salah satu kaedah pengajaran yang relevan diterapkan kerana kesesuaiannya bersama penggunaan teknologi khususnya dalam matapelajaran Sejarah Islam di sekolah menengah. Kertas kerja ini akan membentangkan tiga komponen utama berkenaan pelaksanaan stesen rotasi dalam matapelajaran Sejarah Islam untuk tahun 9 iaitu kesesuaian model stesen rotasi, impak selepas perlaksanaannya dan cabaran yang dihadapi ketika menjalankan model pembelajaran stesen rotasi. Kajian tindakan yang menggabungkan kajian kuantitatif dan kualitatif telah digunakan sebagai data analisis kajian. Dapatan daripada kajian ini mendapati bahawa stesen rotasi telah memberikan impak positif kepada pembelajaran pelajar dari segi suasana pembelajaran di dalam kelas yang menjadi aktif dengan perbincangan daripada para pelajar, kerjasama yang ditunjukkan oleh para pelajar dalam menyelesaikan setiap tugas yang disediakan di setiap stesen pembelajaran dan sikap serta pendapat pelajar terhadap kaedah pembelajaran stesen rotasi yang rata-rata melahirkan rasa seronok dan teruja kerana penerapan penggunaan teknologi. Penyediaan beberapa stesen di dalam kaedah stesen rotasi mampu menilai keupayaan pelajar terhadap isi kandungan pembelajaran yang disampaikan. Walau bagaimanapun, kaedah ini memerlukan kepada penambahbaikan bagi memastikan keberkesanan terhadap pembelajaran pelajar yang juga turut dihuraikan di dalam kertas penyelidikan ini. Diharap kajian ini dapat menjadi panduan kepada guru-guru ugama khususnya untuk mencubakan kaedah stesen rotasi, dan secara tidak langsung menjadikan pengajaran dan pembelajaran matapelajaran ugama khusus bagi matapelajaran Sejarah Islam menjadi aktif dan interaktif. Disamping mampu menarik minat dan perhatian pelajar terhadap isi kandungan pengajaran yang hendak disampaikan agar ianya lebih memberik kesan terhadap diri pelajar.

Kata Kunci: Stesen rotasi; Pembelajaran aktif; Konsep halaqah



AWANG ISMAIL BIN HAJI AWANG ZAILANI merupakan Pegawai Pendidikan di Sekolah Menengah Rimba. Beliau mempunyai kelulusan Sarjana Muda Syariah (Fiqh & Usul) dari Universiti Islam Sultan Sharif Ali (UNISSA) dan Master of Teaching dari Universiti Brunei Darussalam. Pengalaman beliau termasuk sebagai Guru Pendidikan Khas di Jabatan Pendidikan Khas dan Pegawai Pendidikan di Sekolah Menengah Pengiran Istri Hajjah Mariam, Serasa.

PAPER PRESENTERS AND ABSTRACTS

ENHANCING LEARNING SUPPORT IN LITERACY FOR TIER 3 STUDENTS

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FARAH DIZZA BINTI ABU KASSIM

Sekolah Menengah Awang Semaun

Theme: Developing Human Resources

Abstract

As educators strive to meet the diverse needs of all students, providing effective literacy support for Tier 3 students—those who require the most intensive intervention—remains a critical challenge. These students often struggle significantly with foundational literacy skills, necessitating targeted, individualized instruction. This paper explores strategies and best practices for supporting Tier 3 students in literacy, drawing on recent research and case studies to highlight effective interventions. The paper employs a comprehensive literature review methodology, educational reports, and local case studies. In addition, it includes qualitative data from interviews with literacy specialists and classroom teachers who have successfully implemented Tier 3 interventions. Effective literacy support for Tier 3 students requires a multi-faceted approach that includes: intensive, individualized instruction tailored to each student's specific literacy deficits. Professional development for educators to equip them with the skills and knowledge to implement specialized interventions. A collaborative framework that integrates input from various educational professionals, including reading specialists, speech-language pathologists, and psychologists. A supportive learning environment that fosters student engagement and motivation. Key findings indicate that: Tier 3 students benefit significantly from highly structured, systematic, and explicit literacy instruction. Frequent progress monitoring and data-driven decision-making are crucial in adjusting interventions to meet individual student needs. Collaboration between general education and special education teachers enhances the effectiveness of literacy support programs. Providing adequate learning support for Tier 3 students in literacy is essential for ensuring equitable educational opportunities. By implementing evidence-based interventions, engaging in continuous professional development, and fostering a collaborative educational environment, schools can significantly enhance the literacy outcomes of their most at-risk students. This paper underscores the importance of a targeted, data-driven approach to literacy instruction and calls for ongoing research and policy support to address the needs of Tier 3 learners.

Keywords: Tier 3 students, literacy support, individualized instruction, data driven decision making, professional development, educational collaboration, evidence-based interventions



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FARAH DIZZA BINTI ABU KASSIM began her teaching career in 2009 as an English Language Teacher. She is a Learning Support Program Trainer in Brunei. She was honored with a Special Mention Award in 2014 and the Excellent Teacher Award in 2022 during the Teacher's Day Celebration for her contributions to the English Language subject.

PAPER PRESENTERS AND ABSTRACTS

PENERAPAN PERKAKASAN BERFIKIR BAHARU DALAM PEMELAJARAN BAHAGIAN FAHAMAN

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Theme: Innovating Education System

Abstract

menggunakan Perkakasan Berfikir BAHARU (PBB). Tujuan kajian ini ialah meneliti sejauh mana PBB dapat diterapkan dalam pengajaran dan pembelajaran bahagian fahaman jenis soalan pendapat. Sampel kajian terdiri daripada 22 orang pelajar Tahun 8 dari salah sebuah sekolah menengah yang terletak di Daerah Brunei dan Muara. Kajian tindakan ini mengutip dan menganalisis data kuantitatif dan kualitatif. Data kuantitatif diperoleh daripada markah ujian pra dan ujian pasca yang dianalisis menggunakan ujian Wilcoxon Signed Rank dengan perisian JASP versi 0.18.2. Data kualitatif diperoleh daripada data pemerhatian dan data temu bual. Analisis bagi data pemerhatian menggunakan analisis SWOT. Manakala analisis bagi data temu bual menggunakan data analisis tematik. Hasil daripada analisis kajian menunjukkan keputusan yang signifikan iaitu peningkatan prestasi markah peserta kajian setelah menerapkan PBB. Dapatan kajian menunjukkan peningkatan yang ketara daripada statistik skor markah ujian pra (Min = 1.455) kepada (Min = 3.182) dalam ujian pasca. Manakala, ujian Wilcoxon Signed Rank mencatatkan secara statistik, dengan nilai $W = 0.000$, $z = 3.823$, $p = .001$. Nilai kebarangkalian (p) iaitu kurang daripada $.001$ ($<.001$) membuktikan peningkatan prestasi markah peserta kajian secara signifikan. Kajian ini menunjukkan penerapan PBB dalam pengajaran dan pembelajaran telah membantu dan meningkatkan kemampuan pemikiran kritis peserta kajian dalam memberikan idea atau cadangan penyelesaian masalah. Penerapan PBB juga telah membawa perubahan kepada sikap positif peserta kajian dengan mempraktikkan langkah-langkah berstruktur dalam menjawab bahagian fahaman jenis soalan pendapat. Selain itu, maklum balas daripada peserta kajian menyatakan bahawa PBB sangat membantu dalam pembelajaran mereka, khususnya dalam menganalisis dan membuat penilaian idea yang lebih rinci. Implikasi kajian ini memperlihatkan bahawa PBB berkesan dalam memperkasakan kemahiran pemikiran kritis dalam kalangan peserta kajian. Hal ini selaras bagi mendukung matlamat SPN 21 untuk menghasilkan pelajar yang boleh memberikan pandangan, pendapat dan penilaian secara bernas dan cekap.

Kata kunci: *Perkakasan Berfikir BAHARU (PBB), bahagian fahaman soalan jenis pendapat, kajian tindakan*



FAISAL BIN HAJI SABATU telah mula bertugas sebagai guru pada tahun 2017 di Sekolah Menengah Pengiran Isteri Hajjah Mariam, Serasa. Beliau memperoleh ijazah Sarjana Muda Sastera pada tahun 2012. Pada tahun 2023, beliau telah mengikuti Skim Latihan Dalam Perkhidmatan untuk mengikuti Kursus Sarjana Pengajaran di Universiti Brunei Darussalam.

PAPER PRESENTERS AND ABSTRACTS

DEMYSTIFYING ACADEMIC WRITING: THE EXPERIENCES OF TEACHERS ENGAGED IN AN ACADEMIC WRITING COURSE

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Theme: Innovating Education System

Abstract

In this presentation we present some preliminary findings of an on-going investigation into teachers' experiences of an academic writing course specifically aimed at supporting teachers to write and publish papers as part of their specialist training. The course is expected to run until May 2025 at which point the participants are expected to submit their papers to a journal of their choice. As academic writing is hard to teach, the course is unpacked to reveal the components. The question we ask is: in what ways does the course support participants to learn to write academically? We studied the reflections of seven participants, all experienced teachers, from the first to the fifth session of the course as part of phase 1 of this investigation. Using thematic analysis, we found there was a perceptible change in the outlook of the participants as the course progressed. Participants appeared to benefit from the structure of the course, which allows for variation in perspectives to be shared as a basis for action and emotional support. Critical to the improvement appears to be the involvement of mentors and peers who form a community of writers transforming the writing journey experience for participants. In Phase 2 (sessions 6 to 11) we plan to collect more data from both participants and mentors to understand better how this course has helped participants' academic writing and how the design could be improved in the future. This study can help to demystify academic writing and support the teachers who are contemplating on such journey in the future supported by a community of writers.

Keywords: *academic writing, teachers, writing course, community of writers*



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PAPER PRESENTERS AND ABSTRACTS

USE OF TECHNOLOGY IN SUPPORTING SCIENCE TEACHERS' FORMATIVE ASSESSMENT PRACTICES: HOW PROFESSIONAL LEARNING COMMUNITY CAN PROMOTE ITS USE

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Theme:

Abstract

Formative assessment helps to inform the teachers and their students where they are, where they should be and how to get there. It is most useful when conducted in real time, and technology can offer such opportunities. However, with the rise in the number of applications, teachers sometimes find it difficult to keep up with all of them. This paper shows that a structured and collegial professional learning community (PLC) within the school, comprised of subject teachers, can promote teachers' assessing skills using technology. Six teachers in a secondary school participated in several PLC sessions on using technology for formative assessment. Each session followed a general structure adapted from Wiliam and Leahy (2015) and lasted about one hour and thirty minutes. Different but commonly used tools such as Plickers and Kahoot! were explored by the group of teachers. Lesson observations, which focused on the five domains of formative assessment and focus group interviews, were conducted before and after completing the PLC sessions. Rubrics scores from lesson observations showed improvement for all six teachers. Similarly, there was also improvement in all the five domains of formative assessment. Teachers expressed that small in-school PLCs, led by colleagues who were experts in various technology tools, enhanced their use of technology for formative assessment. Moreover, PLCs also motivated them to self-learn or self-teach regarding the use of technology to support their formative assessment practices further. This study highlights the importance of use of technology for formative assessment as well as PLCs as a form of professional development for teachers because they provide an approachable way of learning.

Keywords: *Formative assessment, technology, professional learning community (PLC)*



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PAPER PRESENTERS AND ABSTRACTS

EFFECTIVE AI PROMPTING FOR ESL TEACHERS

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Theme: Innovating Education System

Abstract

This paper explores the use of specific prompting of artificial intelligence (AI) and its impact on lesson design for educators working with English as an Additional Language (EAL) and English as a Second Language (ESL) students. The use of artificial Intelligence (AI) and in particular AI language transformer models such as ChatGPT, has the potential to be a key tool that teachers use daily in the design of lessons, materials, assessments and reflection of practice. However, the efficacy of this is dependent on the quality of prompts provided by educators. Research indicates that clear and specific prompts can significantly enhance the utility of AI in educational contexts. Structured approaches to crafting prompts aids educators in formulating prompts that are not only precise but also aligned with educational objectives and student needs. This paper details the structure of the T-CLASS prompt and discusses the ethical implications of prompting, such as avoiding bias. To evaluate the effectiveness of the T-CLASS prompt, a survey was conducted with 128 teachers. The survey gathered data on their experiences and perceptions of AI outcomes when using the T-CLASS prompt. Survey respondents noted improvement in AI outcomes using the T-CLASS prompt and it had the effect of creating more creative and engaging lesson plans. This paper details the construction, use and benefit of a bespoke GPT application to assist in lesson planning for English teachers in Brunei. The paper will compare the output of the bespoke GPT with ChatGPT to demonstrate task-specific prompts from the bespoke GPT can lead to more personalised, aligned and effective support in lesson planning. These findings underscore the potential of AI to transform educational practices, provided that educators are equipped with the skills to create effective prompts.

Keywords: *AI, ChatGPT, prompting, lesson design*



MATTHEW RAYMOND GARY is a teacher, instructional coach and school leader with research interest in effective assessment and AI.

PAPER PRESENTERS AND ABSTRACTS

THE IMPACT OF AI-BASED ADAPTIVE LEARNING SYSTEM IN PERSONALISING MATHEMATICS LEARNING OF PRIMARY SCHOOL STUDENTS

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Theme: Innovating Education System

Abstract

This study explored the transformative potential of the AI-based Adaptive Learning System, ALEKS (Assessment and Learning in Knowledge Space), in addressing the mathematics proficiency gap for low-attaining elementary students in Brunei Darussalam. In response to the growing need for personalized and equitable education, the research investigated how cutting-edge AI technology could tailor learning experiences, meet individual student needs, and reduce educational disparities. The study focused on a Year 4 student at a local government school, identified as a low attainer in mathematics. A concurrent mixed-method research design was employed to examine the impact of ALEKS on the student. The quantitative component involved collecting and analyzing student performance data from ALEKS, including pre- and post-assessment scores. These data points were used to measure improvements in mathematical proficiency and to track the student's mastery of specific mathematical concepts over time, as monitored by ALEKS' diagnostic tools. The qualitative component included classroom observations and semi-structured interviews. Observations focused on how the student interacted with ALEKS, how their mathematical skills evolved during lessons, and how the system supported differentiated learning in the classroom environment. Semi-structured interviews were conducted with the student, their teacher, and their guardian to gain deeper insights into the student's learning experience, perceived challenges, and motivational factors. Data were analysed using thematic analysis for the qualitative component, identifying recurring patterns in student behavior and interactions with ALEKS. Quantitative results were statistically analyzed to assess the student's progress in mathematical performance. The findings had contributed significantly to the development of personalized learning strategies and the incorporation of AI in elementary education. This research had broader implications for redesigning differentiated learning approaches, potentially setting a new standard for equitable education in the AI-driven era.

Keywords: AI, ALEKS, Mathematics education, primary students



SIDDIQAH ROSLI is an education officer at Sekolah Rendah Orang Kaya Setia Bakti Kilanas, teaching upper primary mathematics. She graduated from Heriot-watt University, Edinburgh in 2016 with Bachelor of Science in Mathematics. She earned her Master of Teaching in Primary Education from SHBIE, UBD in 2018. She is a Numeracy Coach and an Associate Facilitator of BDLTA under the Future of Learning Programme. Her main research and project interests include elementary mathematics education in the areas of digital education innovation and AI, as well as teacher professional development. Siddiqah is committed to improving mathematics education in Brunei and contributing to the wider community of mathematics educators through her research and teaching.

PAPER PRESENTERS AND ABSTRACTS

COMPULSORY ENROLLMENT IN ADDITIONAL MATHEMATICS: EVALUATING THE ACADEMIC IMPACT ON SCIENCE TRACK STUDENTS

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Theme: Innovating Education Ecosystem

Abstract

This study investigates the impact of mandatory enrollment in Additional Mathematics on Science Track students at one of the Arabic Schools in Brunei Darussalam. The national average for students achieving a credit or above in the GCE O-Level Additional Mathematics examination is 54.1%. In contrast, the sampled school reports a significantly lower success rate of 39.6%. This research explores the reasons behind this disparity, emphasising the policy requiring all Science Track students to take Additional Mathematics regardless of their interest or proficiency in the subject. Data were collected from 210 students through online questionnaires and from teachers via detailed interviews. The results highlight several key findings. First, the challenging nature of Additional Mathematics is evident, with 77% of students finding the subject difficult, particularly in applying concepts to problem-solving tasks. Second, a noticeable lack of interest among students correlates with lower engagement and performance. Teachers also observed that the additional academic pressure from compulsory enrollment contributes to increased stress and anxiety among students, negatively affecting their overall academic performance. The study underscores the dual nature of the subject's impact: on the one hand, it enhances mathematical skills and critical thinking and prepares students for advanced studies. On the other hand, for students less adept at mathematics, it leads to heightened stress, disengagement, and sometimes a complete withdrawal from attempting to succeed in the subject. To address these issues, the study suggests revising the compulsory enrollment policy. Implementing more selective criteria for Additional Mathematics enrollment and providing alternative subject options could better accommodate students' varied interests and strengths. Such changes could mitigate the negative impacts of the current policy, support student well-being, and foster a more effective and personalised educational experience.

Keywords: *Additional Mathematics, Science Track Students, Mathematical Proficiency, Student Engagement, Educational Policy*

PAPER PRESENTERS AND ABSTRACTS



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PAPER PRESENTERS AND ABSTRACTS

PENERAPAN PERKAKASAN BERFIKIR BAHARU (PBB) BAGI MENINGKATKAN KEMAHIRAN MENYELESAIKAN MASALAH DALAM AKTIVITI PEMBELAJARAN KOPERATIF

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Theme: Innovating Education System

Abstract

Kajian ini bertujuan untuk menyelidiki dan mengenal pasti isu-isu berkaitan pelaksanaan Perkakasan Berfikir Baharu (PBB) bagi meningkatkan kemahiran pelajar dalam menyelesaikan masalah dalam karangan jenis pendapat melalui aktiviti pembelajaran koperatif. PBB merupakan sebuah perkakasan yang digunakan untuk menguji idea yang dikemukakan dalam penyelesaian masalah secara sistematik agar dapat menyelesaikan masalah dan tidak menimbulkan masalah BAHARU. Penerapan PBB dalam pengajaran karangan memainkan peranan penting dalam mendedahkan pelajar kepada kaedah penilaian yang lebih teratur, efektif, dan kritis. Penggunaan PBB bukan sahaja membantu pelajar mencadangkan idea yang baharu, tetapi juga meningkatkan keupayaan menyelesaikan masalah, khususnya dalam penulisan karangan jenis pendapat. Kajian ini menggunakan reka bentuk kajian tindakan dan eksperimen dengan pendekatan gabungan kuantitatif dan kualitatif. Data diperoleh melalui kaedah kuiz (ujian prakajian dan ujian pascakajian) dan, pemerhatian dan catatan refleksi. Data kuantitatif dianalisis menggunakan ujian-t berpasangan, manakala data kualitatif dianalisis melalui analisis SWOT dan analisis tematik. Hasil ujian-t berpasangan telah menunjukkan peningkatan yang signifikan dalam markah pelajar selepas pelaksanaan PBB ($M = 2.611$, $SD = 1.037$), membuktikan keberkesanan PBB dalam meningkatkan kemahiran penulisan karangan. Kajian ini turut mencadangkan empat strategi utama untuk melaksanakan PBB dalam pengajaran. Selain daripada meningkatkan kemahiran menyelesaikan masalah, dapatan kajian ini juga menunjukkan bahawa pelajar lebih berupaya dalam menilai idea-idea karangan secara kritis selepas penerapan PBB. Oleh yang demikian, kajian ini mencadangkan agar pendidik mempertimbangkan integrasi PBB sebagai salah satu strategi untuk meningkatkan pencapaian pelajar dalam penulisan karangan. Hasil kajian ini dapat dijadikan asas untuk memperkaya amalan pengajaran dan pembelajaran, serta membangunkan pelajar yang lebih kritis dan berkemahiran dalam menyelesaikan masalah. Kajian masa depan boleh melihat kesan jangka panjang penerapan PBB dalam konteks pembelajaran yang lebih meluas.

Kata Kunci: *Perkakasan Berfikir BAHARU (PBB), kemahiran menyelesaikan masalah, pembelajaran koperatif*



MUHAMMAD ADI WAFIUDDIN BIN HAJI ROSLINEI kini merupakan pelajar PhD di Universiti Brunei Darussalam (UBD). Beliau telah menamatkan pengajian Ijazah Sarjana Muda dalam Bahasa Melayu dan Linguistik di UBD pada tahun 2020 dan menamatkan program Master of Teaching pada bulan Mei 2024. Sebelum menamatkan pengajian Sarjana, beliau mempunyai pengalaman bekerja sebagai Pegawai I-Ready dan sebagai guru di salah sebuah sekolah swasta. Minat penyelidikan beliau tertumpu kepada metodologi pengajaran dan pembelajaran inovatif serta meningkatkan kemahiran berfikir kritis dalam kalangan pelajar.

PAPER PRESENTERS AND ABSTRACTS

CHATGPT AS A WRITING TOOL: STUDENT PERSPECTIVES AND EDUCATIONAL IMPLICATIONS

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Theme: Innovating Education System

Abstract

In this study, the primary focus is on the feedback given by students regarding their use of ChatGPT for various writing tasks within the context of an English General Paper lesson at a pre-university institution in Brunei Darussalam. It is noteworthy that the educational landscape in Brunei Darussalam is continuously evolving, particularly with the increasing emphasis on the integration of digital technology. The study involved thirty-seven students who were tasked with composing an essay on a topic of their choice with the assistance of ChatGPT. The objective of this activity was to assess the students' proficiency in effectively incorporating ChatGPT into their writing process and to evaluate the impact of this tool on their writing outcomes. The method employed in this investigation involved the administration of a survey to the participating students. The results of the survey indicated that the students expressed positive feedback regarding the enhancement of their writing skills. They highlighted advantages such as the facilitation of idea generation, access to writing prompts on diverse topics, immediate feedback on their drafts, and the role of ChatGPT as a conversation partner for language learning. However, the students also encountered challenges, particularly in dealing with irrelevant and inaccurate responses from ChatGPT, as well as its perceived limitations in terms of creativity and originality. Consequently, this research not only provides valuable practical insights but also offers recommendations for educators who are considering the implementation of new online learning and teaching tools within similar educational settings. It underscores the significance of carefully weighing the benefits and drawbacks of integrating ChatGPT in the context of enhancing English writing skills. Moreover, it aims to inform future strategies for integrating technology into language education.

Keywords: *ChatGPT, Writing Tasks, Student Feedback, Language Education, and Educational Technology Integration*



DR. SITI FAAHIRAH BINTI HAJI ROZAIMEE holds a Ph.D. in Applied Linguistics, specialising in phonetics, language education, and technology integration. As the leader of the Language Department and Professional Development Unit, she drives innovations in language education and fosters pedagogical growth. She is dedicated to promoting digital literacy among students and conducts professional development workshops for educators, while also organising engaging motivational activities for students.

PAPER PRESENTERS AND ABSTRACTS

USING SONGS TO FACILITATE STUDENTS' USE OF NARRATIVE ELEMENTS IN A YEAR 9 ENGLISH LANGUAGE CLASS IN BRUNEI DARUSSALAM

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Abstract

The aim of this action research study is to investigate whether the use of songs facilitates students' use of narrative elements in their writing. The study was conducted in a Year 9 O'level English language class from a government school in Brunei Darussalam. In this study, songs are the mediating artefacts for students to learn about narrative elements for their writing. The three research questions guiding this study are: 1) Does the analysis of songs following the Freytag's pyramid contribute to Year 9 students' use of narrative elements in their writing?; 2) How does the use of songs raise students' awareness of using narrative elements in narrative writing? and; 3) What are the students' perceptions of using songs for learning about the narrative elements? Data sources include students' pre-tests and post-tests, students' narrative elements visual organisers and short story write-ups as well as semi-structured interviews with selected students. Quantitative data were analysed using a Paired sample t test. Qualitative data from the students' visual organiser and short story artefacts and the data from the semi structured interviews were analysed thematically with the generation of themes. This study found that the analysis of songs as a mediating artefact facilitates the majority of the students to use narrative elements in their writing. More importantly, the analysis of songs heightened students' awareness of narrative elements as shown in their ability to use appropriate techniques and linguistic devices which in turn added more depth and complexity in the structural element of their writing.

Keywords: Songs, English Language Class, Writing, Learning English, Freytag's pyramid



SITI AMALINA HAJI OSMAN began her teaching career in 2011 and is currently an English teacher at Sekolah Menengah Pehin Datu Seri Maharaja Mentiri. She holds a BA (Hons) in English Language and an MA (Hons) in English Language Teaching, and has recently completed the Master of Teaching programme at Universiti Brunei Darussalam.

PAPER PRESENTERS AND ABSTRACTS

PENGUNAAN TEKNIK SI-BA-TTAM DALAM MEMBANTU MENINGKATKAN KEMAHIRAN PELAJAR BERKEPERLUAN KHAS MEMBINA AYAT

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Abstract

Teknik Si-BA-TTAM merupakan salah satu teknik yang digunakan untuk membina ayat berdasarkan singkatan akronim Si (siapa), BA (buat apa), T (tempat), T (tujuan), A (alasan) dan M (masa), iaitu bagi membantu pelajar untuk membina ayat dengan mudah. Melalui itu, kajian ini dilakukan bagi meninjau sejauh mana teknik Si-BA-TTAM dapat membantu pelajar berkeperluan khas untuk membina ayat dan juga bagi mengetahui persepsi pelajar terhadap penggunaan teknik Si-BA-TTAM ini. Pelajar berkeperluan khas yang ikut serta di dalam kajian ini ialah pelajar autisme yang mempunyai kemahiran membaca, menulis, dan pengetahuan asas membina ayat. Sungguhpun begitu, pelajar ini masih menghadapi kesulitan untuk mengembangkan binaan ayat walaupun telah disediakan imej visual (gambar tunggal) sebagai rujukan. Kajian ini menggunakan kaedah kajian tindakan untuk mengetahui keberkesanan teknik ini. Sebelum intervensi dilaksanakan, pelajar ini diarahkan untuk menyelesaikan latihan, iaitu membina 5 ayat berdasarkan gambar tunggal yang disediakan. Semasa intervensi dilakukan, pelajar ini diperkenalkan teknik Si-BA-TTAM dengan menggunakan templat Si-BA-TTAM dan gambar tunggal untuk membina ayat. Setelah intervensi dilaksanakan, pelajar ini diarahkan untuk menjawab latihan yang sama seperti latihan sebelum intervensi dilakukan dengan menggunakan templat Si-BA-TTAM sebagai panduan tambahan. Kajian ini menunjukkan peningkatan dari segi pengembangan binaan ayat, iaitu dari segi penerangan ayat. Manakala, mengikut persepsi pelajar ini pula, teknik Si-BA-TTAM ini dapat membantu memudahkan mereka untuk membina ayat dan mereka lebih yakin untuk membina ayat tanpa bantuan guru, serta mereka lebih selesa menggunakan teknik ini untuk membina ayat. Oleh itu, dengan adanya kajian ini, ia dapat membantu guru-guru pendidikan khas untuk mengembangkan kemahiran pelajar berkeperluan khas dalam bidang penulisan.

Kata kunci: Pendidikan khas, Pelajar berkeperluan khas, Membina ayat, Teknik Si-BA-TTAM



DIYANA BINTI HAJI ALI merupakan seorang guru perantis yang telah menamatkan pengajian Master of Teaching dalam bidang Pendidikan Khas di UBD (2022/2023). Beliau juga berkelulusan Master of Arts (2013/2014) dan Bachelor of Arts (2009/2013) dalam bidang Bahasa Melayu dan Linguistik di UBD. Beliau juga turut mempunyai pengalaman mengajar selama lebih 4 tahun di Sekolah Rendah Al-Falaah, dan mengajar subjek Bahasa Melayu, Melayu Islam Beraja, dan Seni Lukisan.

PAPER PRESENTERS AND ABSTRACTS

CHANGES IN STUDENTS' PERSPECTIVES OF WILDLIFE CONSERVATION – A CASE STUDY OF SEKOLAH MENENGAH SAYYIDINA ALI STUDENTS

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Theme: Innovating Education System

Abstract

This paper investigates the impact of the Borneo Wildlife Ambassador Programme (BWAP) on students' perspectives towards wildlife conservation. BWAP is a six-month project-based inquiry learning initiative aimed to educate students about local wildlife and biodiversity, cultivating wildlife ambassadors and local experts within the community, the first of its kind introduced in Brunei secondary state school. Students were engaged in various activities over 6 months, including talks and outings led by local Borneo based biodiversity professional, collaboration with local cafes for art activism and public library. Despite living in Brunei Darussalam, a country rich in biodiversity, students in schools in Brunei report a lack of knowledge about local biodiversity and the issues related to its loss. The paper explores current curriculum provision in relation to project learning and also to biodiversity. Following this, the paper reports on a case-study involving student participation in the BWAP and reviews survey data of participants. The paper finds that all participating students reported an increased awareness of the local wildlife, interest in conservation and expressed a heightened sense of responsibility towards protecting it. Furthermore, the paper highlights how students developed the skills and experiences to become effective leaders in their communities. The findings make clear that adapting similar project learning programs into the school curriculum in Brunei Darussalam could be an effective approach to broadening understanding of conservation and Sustainable Development Goals (SDG) of Life Below Water and Life on Land in support of Brunei Vision 2035's goal of achieving a sustainable environment. Additionally, the findings indicate how project learning can provide a method to adapt curricula to develop leadership skills in students.

Keywords: Project based Inquiry Learning, Wildlife Conservation, Students Perspective, Borneo Wildlife Ambassador Programme, Student Leadership



CHONG JIA BEI currently teaches Combined Science in the mainstream curriculum and Functional Science and Agriculture in the Prevocational program at Sekolah Menengah Sayyidina Ali. She is passionate about nature and conservation and enjoys imparting practical skills to her students, aiming to help them become self-sufficient.

PAPER PRESENTERS AND ABSTRACTS

INVESTIGATING THE EFFECTIVENESS OF DIGITAL GAME-BASED LEARNING APPROACH ON YEAR 10 STUDENT ENGAGEMENT AND ACADEMIC PERFORMANCE IN LEARNING ALGEBRA

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Theme: Innovating Education System

Abstract

Digital Game-Based Learning (DGBL) has received a considerable amount of attention over the past few years. Thus, this study is to investigate the effectiveness of using DGBL in learning algebra. Action research with a mixed-method design was used in this research. The study was conducted in one of the single-gender government secondary schools in Brunei Darussalam. Through convenience sampling, a total of 40 students from Year 10 GCE 'O' Level Mathematics students participated in this study. A video-recording analysis using the Students' Walkthrough Checklist adapted from Jones (2009) was used to investigate the effect of the DGBL approach on students' level of engagement. An online questionnaire was also used to collect the data needed for the students' perceived engagement level. Pre-tests and post-tests consisting of 12 questions served as an instrument tool to collect the data needed to test the effect of DGBL on students' academic achievement. Furthermore, student interviews were also used to collect qualitative data. Data Analysis was performed by utilising Jeffrey's Amazing Statistics Programme (JASP). Since the samples for the research are more than 30, normality was assumed. Hence, paired sample t-test were done to compare the results of the achievement tests. The paired samples t-test showed that there is a significant increase in student's achievement test scores ($t(36) = 5.497, p < .001$) with a large effect size (Cohen's $d = 0.904$). This indicates that DGBL has a positive impact on students' academic achievements. The average percentage of overall engagement was 96.4% which indicates a high level of engagement among students. Students were observed to have a high or very high level of affective, behavioral, and cognitive engagement throughout the lesson interventions which suggests that the DGBL approach has a positive effect on students' engagement.

Keywords: *Digital Game-Based Learning (DGBL), Student Engagement, Algebra, Secondary Mathematics, Academic Achievement*



SITI NUR'IFFATUL NAQIBAH BINTI HAJI OTHMAN was a recent graduate of the Master of Teaching programme with a specialisation in Secondary Mathematics Education. She had earned her Bachelor of Science in Mathematics from Universiti Brunei Darussalam in 2022.

PAPER PRESENTERS AND ABSTRACTS

ENHANCING LEARNING USING ANIMAKER: A STUDY ON STUDENTS' VIEWS IN MELAYU ISLAM BERAJA SUBJECT ON THE TOPIC 'MENGHORMATI IBUBAPA'

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Theme: Innovating Education System

Abstract

This research aims to obtain student perspectives on the use of Animaker as a school-based project in the Melayu Islam Beraja (MIB) subject, specifically focusing on the topic "Menghormati Ibubapa". With the increasing integration of technology in education, it is essential to explore innovative teaching methods to enhance student motivation and engagement. The background of this research is grounded in the need to adapt teaching practices to the digital proficiency of modern students, as studies have shown that incorporating technology can significantly boost motivation and learning outcomes. The methodology employed in this study is qualitative, utilizing in-depth interviews to gather detailed insights into students' experiences and perceptions. A sample of Year 4 and Year 5 students who participated in the Animaker project will be interviewed to assess their engagement, motivation, creativity and technical skill development. The results of this research show several key benefits. Firstly, using Animaker significantly increased student engagement, with students displaying higher levels of interest and participation in the MIB subject. Secondly, the tool enhanced student motivation, making the learning experience more enjoyable and encouraging students to invest more effort in their studies. Thirdly, Animaker fostered greater creativity among students, allowing them to express their ideas through the creation of animations. Lastly, the project facilitated the development of technical skills, as students became proficient in using digital tools. The implications of this research are substantial for educational practices. It suggests that integrating digital tools like Animaker can make traditional subjects more engaging and effective, bridging the gap between conventional teaching methods and contemporary student interests. This approach can lead to a more dynamic and interactive learning environment, ultimately improving student outcomes.

Keywords: *Animaker, Student Motivation, Melayu Islam Beraja (MIB), Menghormati Ibubapa, Educational Technology*



ABDUL HAFIZ BIN HAJI ASLI is an educator at Sekolah Rendah Labu Estate, Temburong. He holds a Master's in Teaching and a degree in Creative Art Technology. With a keen interest in digital education, he is committed to enriching student learning through innovative methods, integrating technology, and continuous professional development

PAPER PRESENTERS AND ABSTRACTS

ASYNCHRONOUS BLENDED LEARNING: A CASE STUDY OF AN INTERVENTION STRATEGY IN MATHEMATICS FOR STUDENT-ATHLETES

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Theme: Innovating Education System

Abstract

Student-athletes face the dual challenges of balancing academic achievement and athletic success. This study investigates the viability of using asynchronous blended learning as an intervention method to help Year 11 student-athletes improve their mathematics grades while missing classes to compete to achieve level 5 (winning a medal in either regional or international competition). This action research focuses on thirteen Year 11 student-athletes, five of whom went to participate in a regional competition for 10 days only to return a day before the qualifying exam started. These five were the experiment group, while the remaining eight student athletes served as the control group, having normal school in the morning and training in the afternoon or evening. To prepare for the exams, both groups received identical asynchronous materials simultaneously, including recorded online video tutorials and Microsoft Forms for two identified topics. The flexibility of asynchronous learning allows student-athletes to access materials at their own convenience. Data collection included pre-assessment, intervention, and post-assessment scores for the two topics for both groups, as well as surveys. For topic 1, nine student athletes engaged with the materials provided, and two from the experiment group and four from the control group showed improvements. For topic 2, only four student-athletes engaged with the materials, and two from the experiment group improved their scores. These results indicate that additional factors must be considered for effective asynchronous blended learning interventions. The evidence suggests the potential viability of implementing asynchronous blended learning, offering a flexible and accessible solution for teachers to support student-athletes achieve better academic outcomes without compromising their training and competition schedules.

Keywords: *Blended learning, Mathematics Education, student-athletes, action research*



NORSHANITA ERNI BINTI HAJI TARIP is the Head of Mathematics Department in Sports School. She has been teaching Mathematics for 22 years. Her interests include researching best practices and developing teaching and learning strategies that engage, enrich and empower students.

PAPER PRESENTERS AND ABSTRACTS

PROMOTING STUDENT CREATIVITY AND ITS ASSESSMENT: IMPLEMENTING THE TORRANCE CREATIVITY DOMAINS

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Theme: Innovating Education System

Abstract

In line with the Brunei Ministry of Education's mission, it is imperative to equip students with 21st century knowledge, skills, and competencies, with creativity being a crucial skill across all subjects and levels. In the BTS-TPA framework, students' creativity is one of the focus areas assessed. However, during the recent School Improvement Project (SIP) at Maktab Duli across select academic subjects, teachers and evaluators faced challenges in measuring students' creativity, which builds on learning through recall, understanding, application, analysis, and evaluation. This study aims to implement creativity in lessons using the Flipped Classroom (FC) approach and adapted the Torrance four creativity domains—fluency, flexibility, originality, and elaboration—to measure students' creativity. Pre- and post-tests were conducted to assess the effectiveness of lesson activities that promote creativity among students by quasi-experimental approach. In addition, data on students' creativity was collected from worksheets, lab reports, and videos created in groups during lessons. Students' creativity was evaluated using the adapted rubrics and analysed descriptively. A preliminary study revealed that students' creativity levels ranged from low to high, with specific scores for each domain. The developed rubrics were effective in categorising the students' creativity level and specific domains. The study highlights the importance of raising teacher awareness to promote student creativity through effective lesson planning and teaching strategies using the creativity rubrics. It also provides recommendations for measuring student creativity using the Torrance model, offering a way to quantify creativity domains and serving as an indicator for the BTS-TPA creativity focus area.

Keywords: *Students' creativity measurement; Torrance four creativity domains; Developed rubrics*



DR. NORSADIAH BINTI HAJI MOHD RADUAN is a Special Grade Education Officer at Maktab Duli PMAMB. She earned her PhD in Education from Universiti Brunei Darussalam. Her current research focuses on phenomenography and fostering student creativity. She has facilitated workshops on teaching and learning, emphasising students' creativity and its assessment. Recently, she was appointed as an Education Specialist in Curriculum and Instructions under the Education Specialist Unit.

PAPER PRESENTERS AND ABSTRACTS

ELEVATING STUDENT ENGAGEMENT AND WRITING SKILLS IN SOCIOLOGY THROUGH GAME-BASED LEARNING

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Theme: Innovating Education System

Abstract

Sociology, a theory-intensive subject, requires students to adeptly link concepts with sociological case studies and relevant global social issues. One of the main challenges that students face with extensive subjects is a lack of engagement, feedback, and motivation to fully develop and finish a concept or idea. Previous studies have suggested that incorporating gamification elements within relevant contexts can provide essential feedback to students while keeping them engaged with the content they are learning (Kirillov et al., 2016; Hung, 2017). This research critically examines the implementation of Game-Based Learning (GBL) in a sociology classroom to enhance student learning and improve the quality of their arguments in writing. The study involved seven Sociology students from an upper six class in Brunei Darussalam. This study utilises an action research methodology that included a cyclical process of planning, acting, observing, and reflecting. The qualitative research employed pre-test and post-test essay questions, semi-structured interviews, and lesson observations for data collection. Findings indicated that integrating games with civilization-building elements, such as city building and resource management, significantly improved students' essay writing performance, particularly the quality of their arguments when used in the appropriate context. Additionally, the study noted increased student motivation, collaboration, and enjoyment of learning, attributed to the engaging design of the games and their easy accessibility via smartphones. Students expressed positive perceptions of GBL, showing a willingness to use it again as a learning tool. This research is significant as it explores the benefits and challenges of implementing GBL in a Bruneian sociology classroom, addressing students' difficulties in forming arguments based on their understanding of the subject matter. Furthermore, it aims to assist Bruneian educators by providing insights that could help in developing 21st-century learning skills aligned with the SPN21 curriculum.

Keywords: *Game-Based Learning; Sociology; Essay Writing; Student Engagement*



AHMAD NASHIHIN BIN SALIM has been a Sociology Tutor at PTEB for 10 years and is currently the Head of the Social Science Department. He holds a Master of Teaching from the Universiti Brunei Darussalam. He is particularly interested in exploring methods to enhance learning in essay-based subjects like Sociology through Game-Based Learning.

PAPER PRESENTERS AND ABSTRACTS

TEACHING STUDENTS TO MASTER JOB INTERVIEWING SKILLS

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Theme: Developing Human Resources

Abstract

This action research reports class lessons designed to teach HNTEC program students in one of the schools in Institute of Brunei Technical Education. Job Interviewing Skills is a component taught in Semester 1 within the Life Skills for the Workplace: Communication in English Module across HNTEC programs to the Second Language Learners with varied levels of language proficiency focusing on students' communication skills essential to prepare future graduates for career level interviews. As a module instructor teaching this module, the aim is to help students master job interviewing skills by identifying the most preferred lessons by students in preparation for simulated job interview assessment and actual in search of employment. The study was conducted with 38 students of HNTEC in Construction and Draughting during a six-month learning period in Semester 1 prior to the job interview assessment. Scenario of the assignment was provided to students in advance to contextualize the preparation stage in class. The data was gathered from class lessons which consisted of; a) particularising the relevant skills; b) mock interviews in groups; c) group skits and d) discussing sample answers with instructor together with student feedback online form after the completion of the assessment. The findings revealed that mock interviews in groups, particularising skills and discussing sample answers with instructor are beneficial during the preparation stage which assumed to be an indication of effective pedagogical approach in job interviewing skills reflected on their accomplished assignment. The detailed lessons execution and feedback on class activities from students pinpoint areas of improvement. This report suggests that properly designed lessons can enhance student learning and performance to amplify their level of confidence in future job seeking process. This action research also provides practical insights for educators and training centres looking to improve students' job interview skills.

Keywords: *Pedagogical approach in job interviewing skills, job interview skills, second language learners, technical education*



SITI HANISAH BINTI HAJI MASRI is an educator at IBTE, and since 2014, she has been a module instructor of Communication in English. She has been elected as a programme Development and Evaluation Committee (PDEC) member by the Curriculum Planning and Development Division. She is passionate about improving students' professional skills to ensure continuous learning and appropriate application in the workplace. Currently, she is completing her PhD program at a local university as a part-time student focusing on her research in workplace learning.

PAPER PRESENTERS AND ABSTRACTS

THE IMPORTANCE OF RESILIENCE IN UNDERSTANDING THE WELL-BEING OF ADOLESCENT STUDENTS IN BRUNEI DARUSSALAM

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Theme: Developing Human Resources

Abstract

This research aims to explore the levels of resilience among adolescent students in one of Brunei's secondary schools and assess how resilience influences their ability to cope with and rebound from daily stressors; which was prompted by observations during a counselling practicum that revealed significant stress and cases of depression among these students. Utilising a mixed-method approach, the research employed an online questionnaire survey with 129 participants to gather quantitative data, complemented by individual semi-structured interviews with 7 participants for qualitative insights. The findings illustrate a significant impact of resilience on participant's lives. Quantitative analysis revealed that 23% of participants demonstrated high resilience, 73% medium resilience, and 4% low resilience, with no notable gender differences observed. Qualitative findings identified themes such as avoidance strategies, family dynamics, academic pressures, and adaptive thinking as fundamental factors shaping resilience. The implications of this study outline the importance of broadening student awareness regarding the role of school counselling beyond disciplinary matters. It advocates for implementing resilience-building programs within educational settings and highlights the critical role of parents in initiating early interventions at home to foster resilience in adolescents. This is hoped to be able to raise awareness about the crucial role of resilience in promoting healthy well-being among adolescents both in daily life and within the school context. Overall, this study contributes to the limited literature on resilience among Bruneian adolescents, emphasising its significance in enhancing overall well-being and academic success. Future research should further explore resilience among Bruneian adolescents to validate findings and develop comprehensive strategies that effectively foster resilience.

Keywords: Resilience, well-being, adolescent students, counselling



SITI NUR LAILATUL QADARIAH BINTI SOFPRI is a recent graduate student of the Master in Counselling programme from SHBIE, UBD. She conducted a mixed-methods study on adolescent resilience in a Brunei secondary school, focusing on how resilience affects coping strategies within cultural contexts. Her research aimed to promote student well-being and academic achievement in response to increasing mental health concerns.

PAPER PRESENTERS AND ABSTRACTS

IMPLEMENTASI NILAI MELAYU ISLAM BERAJA NEGARA ZIKIR DALAM PROGRAM JATI DIRI NEGARA BRUNEI DARUSSALAM

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Theme: Empowering Learners For The Future

Abstract

Dalam merealisasikan Matlamat Dasar Belia Negara iaitu “Mewujudkan Belia Brunei Cemerlang”, adalah dengan menanam dan mengukuhkan pada belia nilai-nilai dan kepercayaan-kepercayaan yang terkandung dalam Perlembagaan Negara dan Falsafah Negara Melayu Islam Beraja di mana nilai dan prinsip menjadi teras Dasar Belia Negara. Juga sebagai harapan Wawasan Negara 2035, Brunei Darussalam yang dihasratkan akan dikenali di seluruh dunia dengan rakyatnya yang berpendidikan, berkemahiran tinggi dan berjaya, kehidupan rakyat yang berkualiti tinggi, dan ekonomi yang dinamik dan berdaya tahan beracuan Melayu Islam Beraja. Untuk mencapai wawasan itu, nilai-nilai Islam, bersatu dalam kesetiaan kepada Raja dan tradisi bangsa Melayu Brunei, ke arah memelihara keharmonian sosial dan mengamalkan tradisi terbaik dalam kehidupan bermasyarakat. Kajian ini bertujuan untuk mengkaji implementasi amalan nilai-nilai Melayu Islam Beraja Negara Zikir dalam kalangan belia. Kajian ini menggunakan pendekatan kaedah kuantitatif dalam mendapatkan data yang dikehendaki. Kaedah kuantitatif yang digunakan adalah tinjauan soal selidik. Responden yang terlibat dalam kajian ini adalah merupakan belia yang berumur dalam lingkungan 15 - 30 yang merupakan pelatih dalam Program Jati Diri seramai 60 orang. Hasil kajian mendapati, terdapat empat penilaian yang dibentuk dan dimantapkan dalam usaha melahirkan belia cemerlang iaitu (1) nilai murni yang perlu ada; (2) amalan nilai murni; (3) pandangan terhadap tingkah laku serta; (4) kesedaran sivik. Manakala, dari sudut implementasi nilai dalam kalangan pelatih, hasil kajian mendapati terdapat sembilan belas (19) nilai terbaik yang perlu ada dalam kalangan belia (pelatih). Selain itu, hasil kajian juga menunjukkan, terdapat lima (5) kesedaran sivik terbaik diimplementasi dalam memastikan nilai Melayu Islam Beraja dapat diterapkan.

Kata Kunci: *Melayu Islam Beraja, Negara Zikir, Nilai, Belia dan Implementasi*



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PAPER PRESENTERS AND ABSTRACTS

INTEGRASI PEMBACAAN AL-QURAN DALAM KURIKULUM SEKOLAH MENENGAH: PERKONGSIAN 'BEST PRACTICE' SEKOLAH MENENGAH PENGIRAN ANAK PUTERI HAJAH MASNA

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Theme: Innovating Education System

Abstract

Integrasi pembacaan al-Quran dalam kurikulum sekolah menengah merupakan pendekatan holistik yang menggabungkan perkembangan rohani dengan pertumbuhan akademik. Inisiatif ini bertujuan untuk memperkukuh asas moral dan etika pelajar, mempromosikan literasi budaya dan agama, serta mencipta persekitaran pendidikan yang menyeluruh. Dengan memasukkan program pembacaan / pengajian al-Quran, sekolah dapat menawarkan kurikulum yang bukan sahaja menyokong pembentukan karakter dan pemikiran kritikal tetapi juga memperdalam pemahaman tentang budaya Melayu Islam Beraja. Strategi pedagogi yang digunakan dalam inisiatif ini termasuk mengkontekstualisasikan pelajaran al-Quran supaya relevan dengan kehidupan pelajar sebagai 'way of life', menggalakkan amalan membaca, serta mengintegrasikan pendekatan yang menghubungkan pengajian agama dengan mata pelajaran lain. Namun begitu, beberapa cabaran dihadapi dalam melaksanakan integrasi ini. Salah satunya adalah memastikan keterangkuman, di mana semua pelajar, tanpa mengira latar belakang mereka, mendapat manfaat daripada pembacaan al-Quran. Cabaran lain termasuk mengurus latar belakang pelajar yang pelbagai, yang memerlukan kaedah yang disesuaikan dan budaya sekolah yang menyokong. Kaedah pengajaran yang fleksibel dan adaptif diperlukan untuk menangani kepelbagaian ini, memastikan setiap pelajar dapat mengikuti pembacaan al-Quran dengan baik. Pengalaman sekolah dalam membudayakan pembacaan al-quran selama lebih 10 tahun menunjukkan bahawa pendekatan ini boleh memperkayakan pengalaman pembelajaran pelajar, menjadikan mereka lebih seimbang dan bersedia untuk menghadapi cabaran masa depan. Melalui pendekatan ini, pelajar dapat mengembangkan pemahaman yang lebih mendalam tentang nilai-nilai agama dan moral serta cara menerapkannya dalam kehidupan sehari-hari. Ini bukan sahaja membantu mereka dalam pembentukan karakter yang kukuh tetapi juga menyumbang kepada pembangunan masyarakat yang lebih harmoni dan beretika. Dengan memahami dan mengamalkan nilai-nilai ini, pelajar dapat menjadi individu yang bertanggungjawab dan berintegriti, yang mampu menyumbang secara positif kepada komuniti dan negara. Secara keseluruhannya, integrasi pembacaan al-Quran dalam sekolah menengah bertujuan untuk melahirkan individu yang serba boleh, yang bukan sahaja cemerlang dalam akademik tetapi juga mempunyai asas moral yang kukuh.

Kata Kunci: *Pembacaan al-Quran, integrasi, kurikulum sekolah, budaya sekolah*



HAJAH JUSNANI BINTI AWANG TAHA mempunyai lebih daripada 20 tahun pengalaman dalam bidang pendidikan. Beliau merupakan guru Bahasa Arab dan Pendidikan Islam di Sekolah Menengah Pengiran Anak Puteri Hajah Masna, dan beliau telah berkhidmat di sekolah tersebut sejak tahun 1996, Sepanjang tempoh perkhidmatan, beliau telah mengajar pelbagai mata pelajaran termasuk Pengetahuan Ugama Islam, Tarbiah Islam (bagi pelajar pra-vokasional), Bahasa Arab, dan Ulum Al-Quran

PAPER PRESENTERS AND ABSTRACTS

PENGUNAAN VIDEO DALAM PENGAJARAN UNTUK TAJUK WUDUK DARJAH 1 SEKOLAH UGAMA

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Theme: Innovating Education Ecosystem

Abstract

Kesempurnaan wuduk adalah perkara penting dalam mengerjakan ibadat khususnya mengerjakan sembahyang. Tanpa kesempurnaan wuduk ini sembahyang yang dilakukan oleh seseorang muslim boleh menjadi tidak sah kerana tidak memenuhi syarat-syarat sah sembahyang. Melihat kepentingan ini, pengkaji memilih pendekatan penggunaan video sebagai alat bantu mengajar di sekolah ugama. Kajian ini bertujuan untuk mengenal pasti keberkesanan kaedah penggunaan video rakaman dalam pengajaran dan pembelajaran tajuk Wuduk. Kajian ini dilaksanakan menggunakan reka bentuk kuasi eksperimen, dan melibatkan sampel kajian seramai 39 orang murid dari sebuah sekolah ugama di Daerah Brunei dan Muara, kawasan Brunei IIA. Manakala instrumen kajian menggunakan ujian pra dan ujian pasca beserta soal selidik. Kaedah penganalisan data dalam kajian ini menggunakan pendekatan analisis deskriptif dan inferensi. Analisis deskriptif digunakan bagi mendapat nilai skor min dan peratusan. Sementara analisis inferensi menggunakan analisis ANCOVA dan analisis ujian-t sampel bebas. Dapatan kajian mendapati tidak terdapat perbezaan yang signifikan antara dua kumpulan menerusi ujian pra dan ujian pasca dalam penulisan, iaitu $F(1,27) = 3.322, P = 0.08 (P > 0.05)$. Skor min bagi kumpulan kawalan ialah 33.00 ($SP = 11.551$) dan kumpulan eksperimen ialah 33.13 ($SP = 9.804$). Sementara dapatan kajian melalui analisis ujian-t sampel bebas menunjukkan terdapat perbezaan skor min yang signifikan antara kumpulan kawalan dan eksperimen terhadap ujian praktikal berwuduk, iaitu $t(36) = -2.877, P = 0.007 (P < 0.05)$. Pada keseluruhannya, kaedah penggunaan video rakaman ini menunjukkan respon yang positif dari murid dan mampu merangsang minat murid serta dapat meningkatkan prestasi murid disamping dapat mengembangkan mutu pengajaran dan pembelajaran di dalam kelas.

Kata kunci: *Penggunaan Video Rakaman, Wuduk, Sekolah Ugama*



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PAPER PRESENTERS AND ABSTRACTS

INTEGRATING ISLAMIC VALUES AND PRINCIPLES IN SCIENCE ON THE TOPIC 'LIGHT' FOR YEAR 2

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Theme: Innovating Education System

Abstract

This study explores the integration of Islamic teachings into Year 2 science education, a practice common in many Islamic countries that promotes a holistic approach to learning. It investigates how Islamic values and principles can be effectively incorporated into science education for Year 2 students through a series of three lessons. The research addresses two main questions: (1) Can Islamic values and principles be integrated into Year 2 science classrooms? and (2) How effectively do lesson plan designs meet the requirements of both Islamic and science education? The study had emphasised the importance of interdisciplinary collaboration between science and Islamic Religious Knowledge (IRK) teachers. In this study, through collaboration, the teachers designed and implemented lessons that incorporated both Islamic principles and scientific content. Key themes included achieving learning goals, employing interactive pedagogies, and integrating technology. In this study, it could be seen that the lessons had successfully incorporated Quranic verses and Zikrullah within the science curriculum, which highlights the effectiveness of well-planned, engaging teaching strategies. Therefore, the findings indicated a positive impact from integrating Islamic values with science education, providing valuable insights into effective teaching strategies for creating holistic lessons. In addition, the study demonstrated the crucial role of interdisciplinary collaboration in developing integrated educational approaches. It underscored the need for a balance between innovative and traditional teaching methods to enhance student engagement and learning outcomes. Overall, the research supports the potential of combining Islamic principles with science education to create a more comprehensive and engaging learning experience for students.

Keywords: *Islamic integration, Islamic values, science education, teaching strategies*



SITI NURULYAZIIDAH BINTI HAJI ABDUL AZIZ has been a mathematics teacher at a government primary school since 2019. She is passionate about acquiring new knowledge and skills and is dedicated to making a positive impact on her students' lives. Her goal is to contribute meaningfully to the future of the youth, inspiring them to reach their full potential through education while integrating Islamic values into teaching and learning.

PAPER PRESENTERS AND ABSTRACTS

EXPLORING THE USE OF THE CREATIVE MOVEMENT APPROACH TO INTRODUCE VOCABULARY TO PRESCHOOL CHILDREN

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Theme: Innovating Education System

Abstract

This paper describes an innovative method which uses movement to help children learn and remember new concepts in the classroom, called the creative movement approach, and uses it in a way that has not been done up till now. The study illuminates the use of the creative movement approach to help make learning vocabulary for preschool children more fun and effective. The concept of learning through play has long been a favourable approach to use in teaching young learners as they are active and energetic. In this study, eight preschool children participated in an exploration of how the creative movement approach could be used to their learning of science vocabulary. The vocabulary was introduced by means of music, singing and creative movements designed to mimic the vocabulary item taught. The children carried out the movements which also involved the spelling of the words. The methodology that was adopted in this paper was based on Wadsworth's (1997) action research paradigm for data collecting. To collect the data needed to meet the study's objectives, a qualitative approach was adopted. The findings suggested that using the creative movement approach to teach vocabulary had a positive impact on young learners' participation level and ability to remember the meaning and spelling of the vocabulary. In addition, the challenges of implementing the creative movement approach were addressed and the children's reactions to and opinions of the approach were examined. One of the main implications of the use of the creative movement in a kindergarten classroom is that creative play and structured lesson can coexist. Overall, the research has provided insight into the use of the creative movement approach in learning vocabulary among Bruneian preschool children.

Keywords: *Creative movement, vocabulary, preschool children, creative movement approach, action research*



BON MAI YEAN is a kindergarten teacher at a private school, where she has been teaching since 2019. She instructs a range of subjects in English, employing a diverse approach to engage young learners effectively.

PAPER PRESENTERS AND ABSTRACTS

AN INVESTIGATION OF FACTORS AFFECTING YEAR 10 PERFORMANCE ON HUMANITIES SUBJECTS (GEOGRAPHY, TRAVEL AND TOURISM AND HISTORY) USING CLARK AND ESTES' (2008) GAP ANALYSIS MODEL

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Theme: Innovating Education System

Abstract

This research paper aims to investigate the factors influencing Year 10 performance in Humanities subjects at one co-ed secondary school in Brunei. The purpose of this study is to identify the root causes of performance gaps and provide recommendations to improve academic achievement in subjects such as Geography, Travel and Tourism, and History. The methodology employed in this study includes interviews with students and teachers, survey responses, and analysis of exam results. The Clark and Estes Gap Analysis model is utilized to identify knowledge/skills gaps, motivational gaps, and organizational barriers that contribute to the performance gaps in Humanities subjects. The findings of the research indicate several key factors affecting Year 10 performance. Language barriers, limited skills or understanding, poor motivation, and a low level of readiness are identified as significant contributors to the performance gaps. The analysis of exam results reveals a decline in the percentage of students achieving 5 credits and above in the Cambridge GCSE O level examinations from 2021 to 2022. Based on the findings, the paper proposes recommendations to address these factors and improve academic achievement in Humanities subjects. These recommendations include implementing language support programs, enhancing teaching strategies, providing additional resources and support for students, and fostering a culture of motivation and engagement. The implications of this research are significant for educators and policymakers seeking to enhance student outcomes in Humanities subjects. By addressing the identified factors, schools can create a conducive learning environment that promotes academic success and supports the holistic development of students. In conclusion, this research provides valuable insights into the factors influencing Year 10 performance in Humanities subjects to the school. The findings and recommendations presented in this paper hopes to provide practical strategies aimed at enhancing academic achievement and contributing to the overall educational quality of the school.

Keywords: KMO, Gap Analysis, Humanities subjects



ZULIZA BINTI HAJI ROSLE has nearly 15 years of experience in teaching secondary education at Sekolah Menengah Masin. With a Master of Education in Special Educational Needs, she has been newly appointed as an Education Specialist in 2024. Her professional interests include developing interventions for academic achievement and addressing challenges in Special Educational Needs, with a particular focus on behavioral difficulties and promoting inclusion.

PAPER PRESENTERS AND ABSTRACTS

INDUCTIVE OR DEDUCTIVE: EXPLORING STUDENTS' MATHEMATICAL REASONING SKILLS

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Theme: Innovating Education System

Abstract

Reasoning skill is part of problem-solving and it is one of the 21st-century skills that ought to be developed by students in the classroom to prepare them for the future. The three essential variables that played important roles in practising reasoning are (i). Students working in small collaborative groups, (ii). The teacher's facilitation of Problem-Based tasks, and (iii). The nature of problem-based tasks. The research aimed to identify the common types and levels of reasoning through analysis of starter problems solved by 39 conveniently sampled year 8 students in one government secondary school in Brunei Darussalam. The study also examined the nature of the time-limited problem-based tasks tailored to this study that allowed students to practice reasoning within small groups. An explanatory sequential mixed method research design (Creswell et al., 2018) was employed, beginning with quantitative data collection of the six-item 2-tiered diagnostic test scores and analysis to identify the level of reasoning followed by qualitatively analysing the types of reasoning using the Mathematics Reasoning Skills (MRS)[] rubric. Further research was carried out by applying the same procedure with the problem-based starter tasks and finally seeking relationships between the three variables[] above through qualitative interviews of students' groups and the two teachers involved in the study. The research concluded that the year 8 students were identified as having low to medium levels of reasoning skills with Inductive Reasoning being commonly practised compared to Deductive Reasoning. This was evident in the qualitative analysis of the problem-based starter tasks as well as interviews of students in groups. Not only the frequent practice of starter tasks, but students' interviews also included the crucial role of teachers as facilitators to enhance students' reasoning skills, and with that being carried out teachers will be able to hone their facilitation skills.

Keywords: *Problem-Based starter tasks, Mathematics Reasoning skills rubric, lower secondary students, Inductive reasoning, Deductive reasoning*



HAJAH NORLIZA BINTI HAJI ADNAN is a Special Grade Education Officer specialising in teaching Upper Secondary Mathematics and Additional Mathematics. In addition to her teaching role, she serves as a Numeracy Coach, collaborating with two internal Learning Partners and providing support as a Coach for an external Trainee Coach. As the Head of the Professional Development Unit, she leads her team in actively organising in-house professional development programmes.

PAPER PRESENTERS AND ABSTRACTS

CLOSING THE KNOWLEDGE, MOTIVATION AND ORGANIZATIONAL GAPS IN IMPLEMENTING GAMIFIED ASSESSMENT (GA) FOR MATHEMATICS LEARNING: A CLARK AND ESTES' (2008) MODEL APPROACH

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Theme: Innovating Education System

Abstract

This paper investigates the impact of gamified assessment (GA) using Quizizz on the educational experiences of primary school students with special educational needs (SEN) in mathematics. The study involved 12 SEN students, categorized into three groups: Group 1 (8 students), Group 2 (3 students), and Group 3 (1 student), all at Priority Levels 3–4. Spanning approximately four weeks, the study applied the Clark and Estes model to identify issues related to knowledge, motivation, and organization. Assumed causes were derived from observations, documentation, and literature reviews. The research employed surveys, interviews, and pre- and post-performance tests to validate these causes. Validated causes for knowledge and skills included limited awareness of GA tools, language barriers, and conceptual misunderstandings. Motivational factors identified included the value of timely feedback and disengagement with traditional teaching methods. Results indicated a significant improvement in students' conceptual understanding post-intervention, as evidenced by higher post-test scores compared to pre-tests. Interviews underscored students' engagement with Quizizz, highlighting its efficacy in enhancing math comprehension. The study recommends both short-term and long-term strategies. Short-term solutions include quick introduction of gamified assessments and immediate choice between online and paper-based formats. Long-term solutions involve systematic integration of gamified assessments and establishing permanent options for assessment formats. To support teachers, the study suggests professional development, clear guidelines for blended learning, and continued research on GA's impact. Limitations of the study include a small sample size, focus on only three variables (engagement, motivation, and performance), and limited exploration of preferred game elements. Overall, the findings support GA as a beneficial instructional approach, enhancing student learning experiences and outcomes.

Keywords: *Gamified assessment, special educational needs, mathematics learning, primary education, educational technology*



HAJAH HARIFAH HALIJAH BINTI HAJI A. ISMAIL is an Education Specialist, specialising in Special Education. She earned her Master's in Inclusion and Special Educational Needs from the University of Birmingham, UK, in 2010. With over 10 years of experience in the field, she served as the Head of Special Education Needs and Abilities (SENA) at MIS SR PSJ PAM C6 from 2015 to 2021 and is currently the Head of SENA at SR Tungku since 2023. Her contributions include developing special education curricula with a focus on motor skills.

PAPER PRESENTERS AND ABSTRACTS

DESIGNING ECONOMICS LESSON USING LEARNING STUDY

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Theme: Innovating Education System

Abstract

Writing economics essays have been a struggle for many students. As teachers, we seek for innovative methodologies to enhance student understanding and engagement. This study explores the design and implementation of an economic lesson utilizing the Learning Study approach, which integrates iterative cycles of lesson planning, teaching, observation, and revision. The primary objective is to investigate how this method can improve students' conceptual grasp of complex economic principles so students can produce good quality written essays with appropriate application of theories and diagrams. The theoretical framework is grounded in variation theory, which posits that learning is facilitated by experiencing differences and contrasts in the material presented. Our research involves collaboration within the teachers in the Economics Department of Maktab Duli Sixth Form College to design a lesson focused on International Trade specifically on the sub-topic of absolute and comparative advantage. Through a series of discussions, teachers develop and refine lesson plans, which are then implemented in classroom setting. Observations and feedback will be collected for subsequent iterations. Currently, the study is in the data collection phase. We are gathering qualitative data through classroom observations, teachers' discussion after lesson, alongside quantitative data from pre- and post-lesson assessments. The students involved in this research are lower sixth form undertaking CIE economics subject syllabus. This ongoing research aims to contribute to the field by providing evidence-based strategies for economics educators, highlighting the potential of the Learning Study approach to foster deeper understanding of economic concepts. Future steps will involve a detailed analysis of collected data to draw definitive conclusions and refine the lesson design further, which will contribute to building a resource bank for teaching economics.

Keywords: Economics curriculum, learning study, variation theory, lesson design

PAPER PRESENTERS AND ABSTRACTS



DR HAJAH RODZIAH BINTI HAJI ABD WAHAB holds a PhD in Education (Economics) from Universiti Brunei Darussalam. She supports lesson designs that can lead to improvements in teaching and learning. She is currently teaching at Maktab Duli Sixth Form College.



VINCENT ANDREW is a lead facilitator with the Teachers Unit, BDLTA. His research interests include using lesson study to develop teachers' pedagogical content knowledge.



SITI FATIMAH BINTI HAJI TUAH has an MSc in Economics and Finance from the University of Kent, UK and a Master of Teaching from UBD. She has teaching experience of 14 years and her area of interest is in education technology and teacher feedback practices.



WEE SHZE HUI is an Economics tutor currently teaching in Maktab Duli Pengiran Muda Al-Muhtadee Billah and has been teaching Economics for 14 years. She has a degree in MA International Business Economics.

PAPER PRESENTERS AND ABSTRACTS

IMMERSIVE LEARNING IN THE METAVERSE: A NEW FRONTIER FOR EDUCATION

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Theme: Developing Human Resources

Abstract

The metaverse holds a contemporary frontier in higher education, especially in technical and vocational education and training (TVET). Through a TVET virtual campus lens, this study investigates whether immersive learning can be realized just with metaverse provisions. This goal is to explore how the platform can be used in vocational training resources and environments and improve students' engagement and outcomes from that learning experience. The metaverse is a collective virtual shared space created by the convergent evolution of virtually enhanced physical reality and physically persistent virtual spaces. The study is influenced by the fast-changing world of technology and greater demands for flexible educational strategies in TVET. Conventional vocational training models often encounter constraints since a relatively fixed number of resources are available, and there are demands on these. Resources are needed. TVET students across disciplines, including our study, offer a metaverse-based learning environment. A mixed-method approach was employed in this research, combining quantitative and qualitative data collection methods. Data collection includes pre- and post-intervention surveys, focus group discussions, and in-depth interviews to capture students' engagement level and learning outcomes of working with the metaverse as a form of severe gamified game. The data also analyzed the virtual campus observational data and analytics. The results suggest that there was indeed a substantial increase in student engagement and learning outcomes. Increased motivation, improved collaboration, and a stronger community were cited. The virtual campus facilitated broad geographical participation due to its flexibility and accessibility. The results have far-reaching implications for the future of TVET and education, more generally, as a possible solution to many challenges through an engaging, flexible, resource-rich learning environment.

Keywords: *Metaverse, Immersive Learning, TVET, Virtual Campus, Educational Technology*



SARINAH BINTI ZIZIUMIZA is the Head of the Centre for Technology Enhanced Learning at IBTE and the founder of DigiNations. She also serves as an Education Officer at IBTE Sultan Bolkuah Campus. With a specialisation in educational technology and immersive technologies, Sarinah is actively involved as the community manager for Google Developer Group, Women Techmakers, and Digital Makers Asia Pacific.



DYG NOOR HAMDIANA BINTI HAJI AWG ABDUL HAMID is an accomplished educator and instructional technologist at IBTE's Centre for Technology Enhanced Learning. With 20 years of diverse experience spanning academia, engineering, and administration, she is currently pursuing a Master's in Management at Universiti Brunei Darussalam (UBD). Her passion for leveraging technology to enhance education drives her efforts to pioneer innovations in TVET through research and active community engagement.

PAPER PRESENTERS AND ABSTRACTS

SHAPING LITERARY INSIGHTS: ENHANCING STUDENT ENGAGEMENT AND ACADEMIC PERFORMANCE THROUGH THE INTEGRATION OF ISLAMIC STORIES IN ENGLISH LITERATURE CLASSROOM

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Theme: Empowering Learners For The Future

Abstract

This small-scale research explores the possibility of integrating Islamic stories into the English literature curriculum within the author's own classroom at Pusat Tingkatan Enam Meragang. Employing the concepts introduced by Ismail Raji al-Faruqi - Islamization of Knowledge, and, Benedict Anderson's Communities of Practice, this research was conducted in 2021 and 2022 with a small group of twelve local A-level students doing English Literature as the compulsory English language component at the sixth form education. In this research, the teacher-researcher employed a mixed-methods approach, combining interviews with quantitative data to examine the impact of Islamic stories on students' educational experience. This research found that including Islamic stories in the curriculum increased students' interest in English literature and improved their academic performance. All twelve students obtained a good pass, and five of them chose to pursue English literature as a full A-level subject. The findings highlight the benefits of this teaching approach, showing that it can enrich literary understanding, bridge cultural divides, and promote inclusivity in the classroom. Additionally, the study revealed that the incorporation of Islamic stories is associated with improved academic performance among students. This suggests that integrating these narratives offers substantial benefits to students' overall educational journey, potentially enhancing their engagement and understanding of the material. Consequently, the findings underscore the broader educational advantages of this approach. They advocate for the implementation of inclusive teaching strategies that not only bolster literary skills but also deepen cultural understanding, thereby enriching the academic experience and promoting a more holistic educational framework.

Keywords: *English Literature Curriculum; Student Engagement; Integration; Islamic Stories; Inclusive Teaching Strategy*



HAJAH SORIANASALWA BINTI HAJI MORNIE earned her Master's Degree in English (Literature) from the University of Loughborough, England, in 2010, specialising in postcolonial and women's literature as well as creative writing. She graduated with an honours Bachelor's Degree in English Literature from the University of Anglia Ruskin, England, in 2000 and received a Specialist Certificate in the Teaching of English Grammar in 2005 by RELC, Singapore. Cikgu Hajih Sorianasalwa was given a special mention award during the 24th National Teachers Day Celebration in 2014. She has been teaching since August 2000 and is currently an English Literature tutor and Head of the Professional Development at Pusat Tingkatan Enam Meragang. Today, she enjoys reading and doing research on literature from various parts of the world, especially that are written and produced by Muslims, or any literary works that fall under the category of Islamic literature.

PAPER PRESENTERS AND ABSTRACTS

HOW INTEGRATING VIDEO LESSONS FOR TEACHING O LEVEL CHEMISTRY YIELDED UNPRECEDENTED TOP PUBLIC EXAMINATION RESULTS – AN ANOMALY OR SUSTAINABLE PRACTICE?

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Theme: Innovating Education System

Abstract

This longitudinal study follows the progress of twenty students of the author through a three-year General Programme in a co-ed, non-selective public school in Brunei. The class had four students eligible for the two-years Express stream but opted against to enrol in the former instead. Without national benchmarks throughout the course, it was difficult to gauge students' abilities until the recently released statistical analysis of GCE O Level public exam results for the October/November 2023 series. Hence, this work seeks to share the effective blended learning strategies via YouTube platform as well as coping with COVID disruptions in early duration of their course. Multiple-choice item analysis was particularly effective at identifying misconceptions based on choices of popular distractors, and these form the continuous feedback cycle aimed at rectifying them. These are then discussed in tandem with long-term effects in learning outcomes, via performance in public examination, standards of which had returned to pre-covid level (according to Cambridge press release). The national statistics from 2023 exam series for public schools (N=1702) were 1.29 % A*, 13.17 A*-A, 38.01% A*-B, and 76.26% A*-C. Cambridge worldwide statistics were 5.8 A*, 21.6% A*-A, 43.0% A*-B, 69.4% A*-C. The students in this study (N=20) attained results of 10.0% A*, 50.00% A*-A, 95.0% A*-B and 100.0% A*-C, which were also comparably higher than the traditionally high-performing private school sector in that same series. The results were surprising nonetheless, but commensurate with observable outcomes in various baseline assessments (including topical tests and progress tests) that were benchmarked with standardised marking, over the three years period. There are also implications, that other teachers can utilise and adapt to equal success.

Keywords: O Level, IGCSE, assessment, blended learning, online learning, active learning, thinking aloud



DR ONN CHEE SHENG completed his undergraduate Master of Chemistry with a first-class honours from the Oxford University in 2012 as an MOE scholar. He went on to complete his PhD in Chemistry with funding from Australian National University in 2021. He has vast teaching experience WITH O-LEVEL AND A-LEVEL CHEMISTRY.

PAPER PRESENTERS AND ABSTRACTS

WAYS OF EXPERIENCING COMPETENCE IN BAKING

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Theme: Developing Human Resource

Abstract

Teachers from technical and vocational education and training (TVET) institutions must face the challenge of preparing students with the skills and knowledge in the hopes of making them adequately equipped to enter the highly competitive working world. This develops the notion that such a challenge will have an effect in what goes on in the learning environment in TVET institutions for the students to be able to learn to become competent. Before a teacher can start thinking about learning strategies in the classroom, it is imperative that the teacher understand what is to be learnt. This study intends to better understand competence in baking within the context of a dual system apprenticeship programme, by applying an interpretative approach to competence. The main question considered in this study is: 'Using phenomenography, what are the qualitatively different ways of experiencing competence among apprenticeship students, teachers and expert practitioners in baking?' A sample of 15 apprenticeship students, 5 teachers and 5 expert industry bakers or pastry chefs were interviewed. The 25 phenomenographic interviews were analysed and revealed different ways of conceptualising baking forming a hierarchy. The most powerful conception was seen to be the object of learning in baking in the technical education and training context. Based on these different conceptions, Using the theoretical framework of variation theory, by identifying the critical aspects of the object of learning for the students, it was possible to consider pedagogical implications for the design of instruction to facilitate the development of this competence through changing conceptions of baking. The outcomes of the study will be beneficial in adding new knowledge to the body of research on interpretative approach on competence in area of baking.

Keywords: *Baking, variation theory, object of learning, phenomenography*



NOOR AMAL AZIRAH AZLAN is a Special Grade Administrative Officer from the Prime Minister's Office and is currently pursuing a part-time PhD in Education at Universiti Brunei Darussalam. She holds a BA in Public Policy and Administration and a Master of Teaching from Universiti Brunei Darussalam, and an MSc in International Development from University of Kent.

PAPER PRESENTERS AND ABSTRACTS

ENHANCING STUDENT ENGAGEMENT IN COMMERCE LESSONS THROUGH THE CREATION OF YOUTUBE VIDEOS

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Theme:

Abstract

The subject of Commerce, which revolves around the exchange of goods and services for monetary value, often struggles to capture the excitement and intrigue found in other subjects. Yet, its daily significance—enabling the buying and selling of essential goods—cannot be overstated. To make Commerce more engaging for students, incorporating visual and aural elements into lessons is crucial, as this approach can capture students' interest and motivation, aiding in their understanding of Commerce concepts. This study examines the use of YouTube videos as an educational resource for upper secondary Commerce students, assessing their perceptions of this tool during classes. Utilising an action research methodology, the research involved a cyclical process of planning, acting, observing, and reflecting. Through lesson observations and focus group interviews with Year 10 secondary school students, the study found that producing self-made YouTube videos significantly enhanced student engagement and practical understanding of the subject matter. Students appreciated the interactive and visual aspects of the videos, which helped clarify complex concepts and fostered a more engaging learning environment. Additionally, they supported integrating other social media platforms to complement their learning but preferred a blended learning model over a purely online approach. Despite these benefits, the study highlighted several implementation challenges, such as the need for adequate technological infrastructure and teacher training. Addressing these challenges is crucial for maximizing the effectiveness of YouTube as a teaching tool and ensuring its sustainable integration into the curriculum. By exploring innovative teaching methods and highlighting the benefits and challenges of integrating digital tools like YouTube in Commerce education, this study contributes valuable insights into enhancing student engagement and learning outcomes. It underscores the potential for multimedia resources to transform traditional educational practices, making learning more interactive, accessible, and effective for students.

Keywords: *Commerce, YouTube videos, student engagement, action research, multimedia resources*

PAPER PRESENTERS AND ABSTRACTS



NOR AFIFAH BINTI ABU BAKAR is an officer in the Corporate Communications Division of the Ministry of Education. She earned a Bachelor's degree in Business Administration in 2016 and a Master's in Islamic Finance in 2018. In 2024, she earned a Master of Teaching degree from Universiti Brunei Darussalam.



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DR. ROSMAWIJAH BINTI JAWAWI is a Senior Assistant Professor and a Teacher Educator at the Sultan Hassanal Bolkiah Institute of Education (SHBIE), Universiti Brunei Darussalam (UBD). Her research interests are in the areas of teacher education, innovative pedagogies, assessment for learning, citizenship education, humanities and social sciences education.

PAPER PRESENTERS AND ABSTRACTS

MODEL BIMBINGAN PROSES PENULISAN KARANGAN BERASASKAN ELEMEN AfL

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Theme: Innovating Education Ecosystem

Abstract

Kajian ini dilaksanakan adalah bertujuan untuk membangun dan menilai kebolegunaan model bimbingan proses penulisan karangan yang bersandarkan kepada elemen pentaksiran untuk pembelajaran atau Assessment for Learning (AfL). Model bimbingan ini adalah pendekatan model proses penulisan yang berstruktur dengan mementingkan elemen AfL untuk memudahkan guru dan pelajar mengenal pasti kekurangan serta kelemahan semasa proses pengajaran dan pembelajaran dijalankan. Kajian ini menggunakan kaedah Fuzzy Delphi, kuasi-eksperimen dan temu bual berstruktur. Kaedah Fuzzy Delphi dilakukan untuk menganalisis konstruk utama serta elemen bagi model yang dihasilkan. Penganalisan data melibatkan nilai threshold 'd', nilai kesepakatan pakar dan nilai defuzzification yang dihitung daripada persetujuan pakar terhadap konstruk utama dan model di dalam borang soal selidik. Bagi menilai dan memurnikan kebolegunaan model yang dibina, penyelidikan kuasi-eksperimen dijalankan untuk melihat perbezaan hubungan yang signifikan terhadap tahap pencapaian pelajar antara pengajaran karangan secara konvensional dengan pengajaran menggunakan model bimbingan proses penulisan karangan berasaskan elemen AfL. Dapatan data dianalisis menggunakan Statistical Package for Social Science (SPSS) bagi mengenal pasti perbezaan ujian-t dan perbezaan min skor daripada pencapaian karangan pelajar. Dapatan kajian disokong dengan temu bual berstruktur bagi melihat kepentingan konstruk dan elemen yang dihasilkan di dalam model bimbingan proses penulisan karangan berasaskan elemen AfL. Kajian literatur juga dibincangkan untuk mengukuhkan dapatan kajian dan juga bersifat empirikal. Hasil kajian menunjukkan 10 konstruk dibina di dalam model bimbingan, iaitu gabungan daripada model proses penulisan dan juga elemen AfL. Melalui pelaksanaannya daripada penyelidikan kuasi-eksperimen menunjukkan nilai-t perbandingan tahap pencapaian pelajar antara ujian pra dengan pasca bagi kumpulan rawatan ialah $t=5.816$ dan tahap signifikan $p=.001$. Skor min tahap kumpulan kawalan ($\text{min}=29.30$) adalah rendah daripada tahap pencapaian pelajar bagi kumpulan rawatan ($\text{min}=37.15$). Perbezaan dapatan kajian ini menunjukkan bahawa tahap pencapaian pelajar yang menggunakan model bimbingan adalah meningkat berbanding dengan pembelajaran secara konvensional. Justeru, implikasi kajian ini berpotensi dijadikan sebagai panduan serta amalan pengajaran guru dengan mengintegrasikan pentaksiran untuk pembelajaran (AfL) semasa proses pengajaran dan pembelajaran karangan dijalankan.

Kata Kunci: Model proses karangan, pentaksiran, Assessment for Learning, Karangan

PAPER PRESENTERS AND ABSTRACTS



NURUSSA'EDAH BINTI HAJI ABU BAKAR mempunyai Ijazah Sarjana Muda dalam Bahasa Melayu dan Linguistik, Ijazah Sarjana dalam Pendidikan Sekunder, dan akan menamatkan pengajian Doktor Falsafah dalam Pendidikan di Universiti Brunei Darussalam. Beliau kini berkhidmat sebagai Ketua Jabatan Bahasa Melayu, dan Guru Bahasa Melayu untuk Tahun 1, 2, 8, 9, 10, dan 11, di Sekolah Antarabangsa Jerudong (JIS).



DR. HAJI ROZAIMAN BIN MAKMUN memiliki Ijazah Doktor Falsafah dalam Pendidikan Kesusasteraan Melayu dari Universiti Kebangsaan Malaysia, yang diperolehi pada tahun 2015. Beliau kini menjawat jawatan sebagai Penolong Profesor di Universiti Brunei Darussalam.

PAPER PRESENTERS AND ABSTRACTS

STEAM EDUCATION AND SKILLS IN PRIMARY SCHOOL OF BRUNEI DARUSSALAM: INTEGRATING AND CULTIVATING THE 21ST CENTURY SKILLS THROUGH PROJECT- BASED LEARNING APPROACH

JANG ELLICE ANAK RAMANTAN, MONALISA SHERILYN ANAK JANTIN
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Theme: Innovating Education System

Abstract

One of Brunei Darussalam's Ministry of Education (MOE) strategic objectives are to cultivate an innovative ecosystem, nurture the people resources, and achieve excellence via future-ready learners. With the belief that, one of the ways to support these strategic goals are to implement the STEAM education within the curriculum. STEAM education is essential for developing versatile individuals with a comprehensive grasp of concepts and the acquisition of relevant skills needed to thrive in the modern workforce and make constructive contributions to society in the 21st century. However, providing opportunities for primary level students' application of STEAM skills in real- life context is still in an early phase. This paper aims at exploring students' level of "6Cs" under the New Pedagogies for Deep Learning (NPDL) framework led by Fullen (2014) or 21st century skills which are creativity, communication, citizenship, critical thinking, character and collaboration in STEAM education and skills (SES) through project- based learning approach. A competency rubric was used to assess each skill through students' PBL activities. Therefore, the study employed project-based learning (PBL) as an instructional tool in implementing STEAM education and skills (SES). The research sample consist of 315 students ranging from Year 2 to Year 5 who are involve in the new MOE's integration system. This mixed-methods study evaluated student's level of competency skills using descriptive analysis data in one STEAM program at various stages of project-based learning approach at a government primary school high school in Belait District. The findings of the study stated that students achieved collaboration skills at the highest level, followed by cooperation, character, citizenship, critical thinking and creative thinking skills, according to a descriptive analysis of from students. Through thematic analysis from interviews, to encourage a more successful PBL approach, emerged within the themes of students' learning experiences and self- efficacy. The study findings have important implications for both the effective use of PBL in developing 21st century skills and the requirement for professional development opportunities to assist teachers in effectively integrating PBL into STEAM curricula.

Keywords: *project- based learning, STEAM education, 21st century skills*

PAPER PRESENTERS AND ABSTRACTS



JANG ELLICE ANAK RAMANTAN is the Assistant Head Mistress at Sekolah Rendah Paduka Seri Begawan Sultan Omar Ali Saifuddin, Kuala Belait, Cluster 6. She graduated with Diploma in Primary Education, Bachelor of Education (Bed. in Primary Education) and Master of Education in Mathematics Education. She has been teaching for 21 years. Her recent work appeared at TDC E-proceedings 2023. She enjoys doing research and planning alongside with her fellow teachers. At the moment, she is in the midst of applying for PHD. Her passion includes Teacher's Professional Development, as well as students' Assessment and Evaluation.



MONALISA SHERILYN ANAK JANTIN is a friendly professionally trained teacher who graduated with a Diploma in Primary Education and has been teaching for 16 years. She is a great communicator and listener and have the ability to understand the needs of a student as well as teachers, putting out new things or ideas to ease learning and teaching. She is even an effective communicator, both in writing and verbally and has a strong ability to plan and organise effectively; something which is crucial to the role of a competent teacher, school's Team Leader for STEAM Education and Digital Media Well Being with ICT. She can cope well with pressure and can adapt any style or teaching methods, when needed, to deliver consistent results. She pioneered the use of SharePoint, E-Kiosk SRPSB-SOAS and collectively established and innovated a Data Driven Culture in 2021 to ease the workflow of SRPSBSOAS Teachers up till present.



SURYA BINTI HAJI BASIR is an enthusiastic primary school science teacher and head of the Science Department at Sekolah Rendah Paduka Seri Begawan Sultan Omar Ali Saifuddin, Kuala Belait, Cluster 6. She graduated with a Diploma in Primary Education and Bachelor of Business (Hons) in Business Information Technology. She has been teaching for 18 years. Surya enjoys conducting science experiments and exploring new ways to make complex concepts engaging for her students as well as promoting STEAM education initiatives.

PAPER PRESENTERS AND ABSTRACTS

**PELAKSANAAN S.I.P LITERASI BAHASA MELAYU:
SATU TINJAUAN PERSEPSI DAN CABARAN GURU**

**DAYANGKU HAJAH AZMIDA DIANA BINTI PENGIRAN HAJI DAMIT &
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Theme: Innovating Education Ecosystem

Abstract

Bahasa Melayu merupakan bahasa rasmi atau bahasa kebangsaan yang menunjukkan budaya dan identiti orang Melayu di Negara Brunei Darussalam. Penggunaan bahasa Melayu di negara ini adalah secara menyeluruh termasuklah dalam aspek kehidupan, sistem pendidikan dan budaya ilmu. Bagi terus memartabatkan dan mempertahankan bahasa kebangsaan ini, guru-guru di sekolah memainkan peranan yang amat penting dan terus berusaha dalam meningkatkan penguasaan bahasa dalam kalangan murid. Namun demikian, proses pengajaran dan pembelajaran bahasa Melayu turut menjadi cabaran utama dalam kalangan guru pada era globalisasi tambahan lagi dengan penggunaan bahasa Inggeris yang dilihat semakin meluas akibat pengaruh media sosial, internet dan teknologi. Sebagai salah satu inisiatif untuk meningkatkan penguasaan bahasa Melayu, beberapa program dan strategi pengajaran dan pembelajaran di bawah School Improvement Plan (S.I.P) telah dilaksanakan di sekolah-sekolah kerajaan di negara ini. Usaha ini bertujuan untuk menarik minat murid terhadap bahasa Melayu. Kertas kajian ini bertujuan untuk menerokai persepsi dan cabaran yang dihadapi oleh guru-guru di Sekolah Rendah Mabohai dalam mengimplementasikan pelan inisiatif tersebut. Lima orang guru yang terlibat dalam pengajaran subjek bahasa Melayu telah menyertai kajian ini. Perbincangan kumpulan berfokus digunakan sebagai metode untuk mengumpulkan data kajian dan hasil kajian dianalisis secara tematik. Hasil penelitian awal mendapati beberapa faktor seperti kekangan masa dalam menyediakan silibus dan strategi pengajaran, serta menepati jangkaan keberkesanan pelan merupakan antara cabaran yang dihadapi oleh guru-guru yang terlibat. Oleh itu, pihak pentadbiran perlu peka terhadap cabaran-cabaran yang dihadapi oleh guru-guru untuk memastikan pengajaran dan pembelajaran bahasa Melayu akan lebih berkesan. Beberapa usaha juga dikenalpasti telah dilaksanakan bagi mengurangkan permasalahan atau cabaran yang dihadapi oleh guru-guru dalam mengimplementasikan program pembelajaran di sekolah yang terlibat.

Kata Kunci: *Bahasa Melayu, persepsi, cabaran, pengajaran dan pembelajaran, literasi, school improvement plan*

PAPER PRESENTERS AND ABSTRACTS



DAYANGKU HAJAH AZMIDA DIANA BINTI PENGIRAN HAJI DAMIT merupakan Guru Besar di Sekolah Rendah Mabohai. Beliau mempunyai pengalaman mengajar selama 18 tahun. Sebelumnya beliau pernah dilantik sebagai Penolong Guru Besar, Guru Kanan Akademik & HOD Science di sekolah yang sama. Beliau memiliki kelulusan BA in Primary Education dari Universiti Brunei Darussalam pada tahun 2005. Beliau juga pernah mengikuti kursus Management Leadership in School (MLS) di Nanyang Education Institute, Singapore, pada tahun 2014.



KHAIRUL NITA BINTI MOHAMMAD merupakan Penolong Guru Besar di Sekolah Rendah Mabohai, dengan pengalaman mengajar selama 11 tahun. Sebelumnya, beliau pernah dilantik sebagai Guru Kanan Akademik, Guru Kanan Kesihatan, HOD, dan mentor bagi guru-guru baru di Pra-sekolah Beliau memiliki kelulusan BA Pendidikan dalam Bahasa Melayu & Linguistik dari Universiti Brunei Darussalam pada tahun 2011 dan MA in Childhood Studies dari Sheffield University, UK, pada tahun 2012.

PAPER PRESENTERS AND ABSTRACTS

COUNSELLORS' APPROACH TOWARDS HANDLING ISSUES FACED BY AUTISTIC STUDENTS

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Theme: Innovating Education System

Abstract

This research is design to identify the different approaches that school counsellors used while tackling issues that was faced by students with Autistic Spectrum Disorders (ASD) and the effectiveness of the approaches used. In addition, it also explores about the challenges that they faced whilst having counselling sessions with ASD students and the coping strategies that they used to overcome it as they may or may not have the experience or specialized in counselling students with ASD. According to the Special Education Unit under Ministry of Education Brunei Darussalam, there are 418 students who went to public school whereby 45 students took the academic programme while 80 students took pre-vocational programme (Autism at Glance in ASEAN, 2020). They further stated that, there are a total of 23 students who went to private school however only 2 went to private secondary school based on referral. Furthermore, this research focuses on high and tertiary school counsellors both from public and private and data was collected through open ended interview and snowballing technique. Findings shows that most counsellor did not have any background or training provided prior to their counselling session with ASD students thus causes them to face several challenges such as managing ASD student's abnormal and behavioural issues, lack of knowledge, skills and time consuming. Meanwhile, the common challenges that the ASD students faced includes behavioural issues, psychological issues and education. Therefore, each counsellor uses different type of approaches to manage the issues being faced by ASD students according to their type of ASD namely Cognitive Behavioural Therapy, Behavioural Therapy, Creative Arts Therapy and Self-Care. In conclusion, although the approaches were effective, most participant agreed that there should be more training that specialises in special needs provided by relevant agencies both the public and private sector.

Keywords: *Autistic Spectrum Disorders students, counsellors, approaches, challenges, coping skills*



NUR FAHMENA SHAFIQAH BINTI ZAINUDIN is a dedicated advocate for healthcare and well-being. Currently serving as a Mental Health Practitioner and Ambassador at the Selfcare Support Network, her mission is to provide support to individuals facing mental health challenges. She is committed to raising awareness about the importance of mental well-being and actively works to reduce the stigma surrounding mental health issues

PAPER PRESENTERS AND ABSTRACTS

CONCEPT MAP WITH GUIDED QUESTION AS A LEARNING TOOL FOR COMBINED SCIENCE STUDENTS

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Theme: Innovating Education System

Abstract

The purpose of this study is to examine how concept map with guiding questions can be used as a learning tool for Combined Science students. With the aim of addressing the 5C's in education, this study hopes to benefit those in the low end of year 9 classes. By using this approach as a learning tool, students can explore and organize concepts across curriculum as well. The study uses action research approach across two lessons. Pre and post tests are used to measure the effectiveness of these lessons. In lesson 1 after the lesson was conducted using the blended learning approach, students are then instructed to construct their own concept map based on their understanding of the lesson. In lesson 2 after blended learning approach, students are taught on how to construct a concept map with guiding questions. The guiding questions What, when and how are to be incorporated into their concept map. The students' concept map would then be assessed using a checklist to see how comprehensive is their concept map. Results from these lessons are positive. However, the concept maps produced by the students vary from what is expected. Students mostly tend to include whatever information they have in the concept box, making the concept map more of an information chart. Instructions need to be clear and concise especially on construction of concept map with guiding questions. Peer assessment and feedback may also be used as a way forward. This approach can be used in any intervention efforts (or assessment) by the school.

Keywords: *Concept Map, Guiding Questions, Checklist, Blended Learning, Intervention*



MOHAMMAD SHUKRI HAJI MARZUKI is an experienced educator with over 15 years of teaching Combined Sciences and Biology at STPRI. Currently serving as the Head of the Science Department, he has completed numerous professional development courses with BDLTA and actively contributed to key sharing sessions. His leadership in the department includes spearheading projects and interventions in collaboration with the school's Academic Section to maintain and enhance overall school performance.

PAPER PRESENTERS AND ABSTRACTS

ENHANCING STUDENT MOTIVATION AND 21ST CENTURY SKILLS THROUGH PARTICIPATION IN STEAM COMPETITIONS

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Theme: Empowering Learners For The Future

Abstract

This paper explores activities that involve 21st century learning design (21CLD), which can be incorporated to enhance student interest and motivation in a STEAM context, more so during competitions. The goal is to explore whether and to what extent educational activities enhance acquisition of both core 21st century competencies and learner engagement. 21CLD is an educational framework offering guidelines for teachers to develop engaging learning experiences that ensure students' competencies aligned to the 21st century learning skills, with the aim of cultivating educators and learners who are well-rounded. STEAM competitions such as CIPTA and BICTA, fit into this category since they provide a practical learning context for the development of these skills while ensuring that the students are actively involved. The STEAM competitions provide an opportunity for the context in which these skills are applied and used. This research sample comprises students who have competed in national and international STEAM competitions and those who have completed online surveys. The expected outcomes are to understand these learning activities are effective in developing 21st-century skills including collaboration, knowledge construction, solving real-world problems, communication, self-regulation, and learning with Information Communication Technology (ICT). When it comes to analysis against the 21CLD rubric, it is expected that these activities will meet all 6 dimensions of the 21CLD framework at an advanced level. Through participating in 21CLD aligned tasks, especially such tasks that relate to the STEAM competition, the research purpose is to prove that learners will be both active and competent and will become involved citizens of society. Such practices are believed not only to increase the level of students' academic performance but also to teach them valuable life skills necessary for further life experience. These results will be attained through surveys and other research tools will be used to elicit the results.

Keywords: 21st century learning design (21CLD), STEAM, student engagement, educational activities, core competencies



PENGIRAN ABDUL RAUB PENGIRAN HAJI GHANI, a committed Physics teacher at Sekolah Menengah Berakas with 22 years of teaching experience, has a deep passion for STEAM education. For the past 20 years, he has successfully led his school to achieve notable victories in both national and international STEAM competitions, earning numerous accolades under his guidance.

PAPER PRESENTERS AND ABSTRACTS

HOW CAN LEARNING STUDY ADVANCE QUALITY EDUCATION (SDG4 GOAL) IN BRUNEI DARUSSALAM?

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DR. VINCENT ANDREW
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Theme: Developing Human Resources

Abstract

Since 2020, the Teachers Unit of the Brunei Darussalam Leadership and Teacher Academy (BDLTA) has been offering a course specifically for Combined Science teachers to enhance the quality of teaching and learning in the subject. The course utilises an approach called a 'learning study', a collaborative professional development model centered on an object of learning. This paper discusses the effects of the use of learning study on the professional growth of Combined Science teachers. In 2023, ten Combined Science teachers participated in the learning study, supported by two facilitators. Over four months, the group met four times in an iterative process of planning, teaching, and reviewing lessons. Data was collected from reports of the teachers' experiences in the learning study. The report elicited participants' reflections in planning, observation and post-lesson discussion, along with the selection of a significant photo from the learning study. Relevant quotes from participants were systematically organised and coded for analysis. The findings revealed significant opportunities for professional growth, particularly through analysis and interpretation of student work, collaborative rubric development to assess student understanding, and tangible success in improving learning outcomes. The collective strength and cohesion of the group played a pivotal role in fostering these achievements. Notably, for one participant, the learning study proved to be transformative, fundamentally altering their perceptions of teaching. This paper provides further evidence of the power of a learning study to reshape the learning experiences of both teachers and students, thereby advancing the goal of Sustainable Development Goal 4 (SDG4) – ensuring quality education in Brunei Darussalam.

Keywords: *Combined Science, Learning Study, Professional Development, Brunei Darussalam, SDG4*



HAJAH ROSINAH BINTI HAJI SABLI is the head of Specialist Unit, Planning and Career Development Division, Department of Educators Management, responsible in overseeing the strategic direction and operational management of initiatives, aimed at enhancing the professional development and career progression of education specialists.



VINCENT ANDREW is a lead facilitator with the Teachers Unit, BDLTA. His research interests include using lesson study to develop teachers' pedagogical content knowledge.

PAPER PRESENTERS AND ABSTRACTS

AT-TA'BEER AL-MUWAJJAH DLM PENGAJARAN DAN PEMBELAJARAN AL-INSYA' SECARA KOLABORATIF DI SEKOLAH ARAB, NEGARA BRUNEI DARUSSALAM

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Theme: Innovating Education System

Abstract

Al-Insya' bermaksud karangan bahasa Arab yang merujuk kepada amalan penulisan karangan dan esei dalam bahasa Arab. Di dalam kurikulum pendidikan Bahasa Arab, kemahiran pelajar dalam menguasai Bahasa Arab sebagai bahasa kedua adalah sangat diperlukan dan penting. Ini termasuklah kemahiran pelajar dalam menulis Al-Insya' (karangan dalam Bahasa Arab) dengan baik. Masalahnya, ramai pelajar menghadapi kesulitan dalam menghasilkan atau menulis al-Insya' dengan baik. Hal ini sangatlah membimbangkan. Oleh itu, kajian ini dijalankan bertujuan untuk menyiasat strategi pengajaran dan pembelajaran yang berkesan dalam membantu mempertingkatkan pengajaran dan pembelajaran Al-Insya' dalam kalangan pelajar Tahun 7 di sekolah Arab di Negara Brunei Darussalam. Kajian ini melibatkan guru-guru yang mengajar mata pelajaran Bahasa Arab dan pelajar-pelajar Tahun 7 yang belajar di sekolah Arab, Negara Brunei Darussalam. Kajian ini menggunakan metodologi dengan mengumpulkan data melalui temu bual dengan guru-guru, ujian pra dan pasca secara kualitatif terhadap pelajar Tahun 7 dengan menggunakan strategi pengajaran dan pembelajaran yang inovatif iaitu strategi at-Ta'beer al-Muwajjah secara kolaboratif, dan analisis sampel hasil penulisan pelajar. Hasil dapatan kajian menunjukkan strategi pengajaran dan pembelajaran At-Tabeer Al-Muwajjah secara kolaboratif dapat mempertingkatkan kemahiran menulis Al-Insya' pelajar dengan baik. Pelajar-pelajar yang terlibat berupaya menghasilkan karangan yang berkualiti. Dapatan juga membuktikan bahawa strategi pengajaran dan pembelajaran secara kolaboratif dan berstruktur berupaya membolehkan pelajar mencapai hasil yang lebih baik dalam menulis Al-Insya'. Dengan ini, adalah diharapkan, dapatan kajian ini juga akan dapat memberi panduan kepada guru-guru dalam meningkatkan strategi pengajaran dan pembelajaran kemahiran menulis al-Insya' bagi pelajar Tahun 7 di sekolah Arab dengan lebih berkesan.

Kata Kunci: Guru-guru mata pelajaran Bahasa Arab, Kaedah pengajaran al-Insya', kemahiran menulis, dan strategi pengajaran



HAJAH NOORHAIZADATUL AKMAR BINTI HAJI METAMIT merupakan Pegawai Pendidikan Uagama di Ma'had Brunei Islam dan juga sedang melanjutkan pengajian PhD separuh masa di Universiti Brunei Darussalam.

PENGIRAN DR HAJAH NUR-ASHIKIN BINTI PENGIRAN HAJI PETRA menjawat jawatan sebagai Penolong Profesor di Universiti Brunei Darussalam.



DR SHAMSINAR BINTI HAJI HUSAIN menjawat jawatan sebagai Pensyarah di Universiti Brunei Darussalam.



PAPER PRESENTERS AND ABSTRACTS

THE EFFECTS OF A REMEDIAL INTERVENTION PROGRAM ON HIGH-RISK POTENTIAL STUDENT'S MATHEMATICS ACHIEVEMENT IN A SIXTH-FORM COLLEGE

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Theme: Innovating Education Ecosystem

Abstract

This study investigated the impact of the MORE Booster program, a remedial intervention, on the mathematics performance of 84 high-risk students in a Sixth Form centre. Students who scored below 50% in their 2022 End of Year Examinations were enrolled in the Student Mentoring Program (SMP) for ongoing academic progress monitoring. The cohort included 11 students who scored grade D, 19 who scored grade E and 54 who were ungraded. The primary aim of the MORE Booster program was to improve the mathematics performance of these students in their upcoming Qualifying Examinations. Participants attended the program once a week during their free periods. The study's findings revealed significant improvements in mathematics performance. Specifically, the number of ungraded students decreased from 54 to 40, the number of students with grade E reduced from 19 to 17, and 57 students managed to achieve grades B, C, or D. Overall, 53.6% of the high-risk students showed improvement in their marks, with 45 out of the 84 students demonstrating positive gains compared to their End of Year results. The effectiveness of the MORE Booster program was analysed using paired two-sample t-tests, which confirmed the statistical significance of the improvements observed. The results underscore the effectiveness of the MORE Booster program as a strategy for enhancing the mathematics achievement of high-risk students at the institution. The study highlights the potential benefits of targeted remedial interventions in helping students who struggle with mathematics, suggesting that regular, focused support can lead to substantial academic improvements. The success of the MORE Booster program also indicates that similar remedial interventions could be beneficial for other subjects in aiding students achieve academic success, encouraging policymakers to allocate resources and train educators, thereby creating a more inclusive and supportive educational environment.

Keywords: Remedial, Mathematics Performance, Intervention



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PAPER PRESENTERS AND ABSTRACTS

REVIEW OF THE INSTITUTIONALISATION OF THE NATIONAL STANDARDS FOR SCHOOL LEADERSHIP IN BRUNEI DARUSSALAM TO IMPROVE THE QUALITY OF SCHOOL LEADERSHIP AND SUPPORT THE SUCCESSION PLANNING POLICY

PENGIRAN HAJAH MASHAYU BINTI PENGIRAN HAJI YUSOF

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Theme: Developing Human Resources

Abstract

In support of the Ministry of Education's Strategic Plan and Brunei Vision 2035, the Ministry of Education officiated the Guidelines for Brunei Darussalam School Leadership Standards and Competency Framework (BDSLSCF) in 2021. This framework aims to establish national targets for school leadership, support the development and growth of current and future leaders, and ensure the appointment of effective school leaders. This study reviews the institutionalisation of the BDSLSCF for school leadership in Brunei Darussalam, employing survey forms for primary data and document references for secondary data. The findings reveal that the implementation process for institutionalising the BDSLSCF demands a significant duration and requires re-evaluation for the whole institutionalisation process. The study identifies several challenges, including the management of the overall implementation process, shortages of personnel due to heavy workloads, and the need for an effective data system to manage relevant standard management data of the BDSLSCF. The study recommends improvements to the institutionalisation of the National Standards and Competency Framework for School Leadership in Brunei Darussalam. This includes addressing the number of assessors involved in the standards and competencies assessment, enhancing the readiness of assessors in providing justification in assessments, reviewing the content of the assessment with a focus on the justification part, and improving the engagement process with stakeholders. The implication of this study is that an effective data management system and systemic coherence among involved departments are crucial. The proposed policy alternative involves improving implementation procedures through enhanced human resource development, ensuring readiness for a transparent, systemic, and organised succession plan. Collaboration within the Ministry and with external stakeholders is essential to achieve a first-class education system, equitable opportunities, and the aspirations of Brunei Vision 2035.

Keywords: Succession Planning Policy, Human Resource Development, Quality School Leadership



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PAPER PRESENTERS AND ABSTRACTS

“BLESSINGS IN DISGUISE”: EXPLORING MOTIVATIONS, CHALLENGES, AND RESILIENCE AMONG POSTGRADUATE STUDENTS AT HIGHER EDUCATION IN BRUNEI DARUSSALAM

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Theme: Empowering Learners For The Future

Abstract

Postgraduate study covers a broad spectrum of academic pursuits, from traditional disciplines in sciences and humanities to emerging fields including artificial intelligence and sustainability studies. Existing literature highlights postgraduate programmes as opportunities for deep exploration of specific interests, fostering knowledge expansion and specialised skill development, thereby enhancing employment prospects. Despite the global emphasis on improving higher education environments, Brunei Darussalam remains an underexplored academic destination. This study addresses the gap in understanding postgraduate student experiences in Brunei Darussalam by examining 25 students enrolled in Master’s or Doctorate programmes across eight faculties at its premier Universiti Brunei Darussalam. Focus group interviews are used to evaluate internal factors (strengths and weaknesses) and external factors (opportunities and threats) associated with postgraduate studies, as well as to gather personal and academic experiences. Preliminary findings indicate that postgraduate students commonly aim to improve themselves as researchers and become experts in their respective fields. However, students from different streams face diverse challenges. Furthermore, varying cultural expectations and practices can create difficulties in communicating with supervisors. Despite these challenges, the study has demonstrated that students exhibit resilience when confronted with unexpected obstacles. The findings of this study have significant implications for policy development and strategic planning in higher education. By offering comprehensive insights into the diverse experiences of postgraduate students, the study can guide improvements in policies and strategies aimed at enhancing student retention and success. The results of this study may contribute to the creation of more inclusive and supportive learning environments, ultimately fostering better academic and social outcomes for postgraduate students.

Keywords: *postgraduate studies, higher education, student experiences, Brunei*

PAPER PRESENTERS AND ABSTRACTS



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