

The Implementation of Humorous Practices in the Teaching and Learning of Malay Language Literature Component

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Abstract

This study is carried out to identify the level of the implementation stage of teachers teaching Malay language Literature Component in applying humorous practices in Malay language teaching and learning. This study also aims to identify teachers' ability to practice humor in teaching and learning Malay language Literature Component based on gender. This study is a quantitative type of survey. The sample selection was carried out by a random sampling method. This study was conducted on 92 Malay language teachers in six secondary schools in the district of Bintulu, Sarawak. Study results were analyzed using descriptive statistics and inference statistics. Descriptive analysis includes mean and standard deviation, while the inference analysis involves t-test. The findings show that the implementation of humorous practices in the teaching and learning of Malay language Literature Component is moderate. Furthermore, the findings show that significant gender differences were found in teaching and learning Malay language Literature Component as male teachers are more humorous than female teachers. This study hoped to serve as a guideline for the implementation of the application humor element in teaching and learning of the Malay language Literature Component and professional development of teachers in schools.

Keywords: Implementation, Humorous Practices, Teaching And Learning, Malay Language, Literature Component.

Introduction

In the 21st century, the trend of research in education through the integration of knowledge from the fields of psychology and education has changed the landscape of research in education. This combination of knowledge has inspired the educational psychology to improve teaching and learning practices in the classroom. This approach is also one of the efforts to address student learning issues, especially the affective issues of students in the classroom. This is because interesting teaching and learning will stimulate biological brain function and cognitive learning of students in the learning process. Attractive teaching and learning will also stimulate excitement among students. This can give an impression to the student's affective to be happy and motivated to learn. Therefore, the element of humor as a stimulant to the student to learn is fun to be given attention in order to create a cheerful and interactive learning environment.

In the transformation of national education through the implementation of the Primary School Standard Curriculum (KSSR) starting in 2011 and the Secondary School Standard Curriculum (KSSM) in 2017, the absorption of the comforting approaches contained in the elemental humor and humor elements is still being pursued (Information School Curriculum High School, 2014). This has been suggested in the Secondary School Standard Curriculum as one of the teaching and learning strategies in the classroom because the element of humor is very fun because it contains humorous aspects, namely the element of humor. It is clear that when the humor element as a stimulant in teaching and learning of Malay language is applied, the policy of the Primary School Standard Curriculum and the Secondary Standard Curriculum will be more robust and exciting among the students in the school.

In addition, the findings of neurological scientists have opened a new dimension of humor in teaching and learning (Abdullah, Aziz & Mohamed, 2011). This is obvious because it appears to be a unique form in the brain when one is indoors from the angle of electroencephalogram when someone is formulating a humor. The left hemisphere of the cortex will start the analytical function for processing the word. Subsequently, most mental activity activities will move from the centre of the emotional processing centre forward. Right brain hemispheres begin to share synthesis functions. Moments later, before a person began to laugh physically, the vibration of the mind activity would grow to dominate the processing detection area in the mind.

Looking at the psychology of education, the laughter that a student was born showed that in her there was a happy or fun feeling. This shows that the affective aspect of the student will be stimulated because the element of humor affects the functionality of the brain such as enhancing the prefrontal lobe and cortex functions to process the information as well as stimulating the dopamine hormone which is very important in the learning process of students (Amran, Rahmandan & Surat, 2017). Indirectly, this element of humor element can help students to easily understand and remember what they learn.

In the context of education, the Ministry of Education Malaysia intends to introduce cheerleading techniques that contain humor elements to realize the desire to transform teaching and learning in the classroom. Now, the element 4.2.2 in the Malaysia Education Quality Standard 2 (SKPMg2) has been improved by emphasizing the teacher's contribution to the conducive learning environment. Elements 4.2.2 contained in 4.2 of this quality standard asserts that teachers need to control the atmosphere of learning professionally and well organized in several ways. One of the stages of action contained in this aspect is that teachers control the learning environment by creating a fun learning environment (The Inspiration and Quality Assurance, 2017).

Psychology, unpredictable teaching and learning not only affects the affective of the student in order to be happy and motivated to learn even the unattractive teaching and learning will not have the effect of producing dopamine and serotonin hormone stimuli which is a hormone of joy (Lieberman, 2012). Additionally, unpleasant affective does not give stimulus and cognitive processing to students to learn (Saleh, 2012; Immordino & Damasio, 2007). Furthermore, an unpleasant instruction instruction will not affect the affective aspects of the student (Fischer & Sanna, 2014). Moreover, efforts to integrate learning that affects

the affective aspects of education are still underestimated (Rashid & Nizam, 2011). Thus, in addressing this problem, the teacher's ability to identify the student's affective in teaching is a trigger to the student's sense of interest in learning. Therefore, teachers play an important role in stimulating students' emotions and feelings by applying the element of humor in enhancing students' affective through a fun teaching strategy because students' affective is a key aspect of attention, especially in teaching and learning.

However, the elementary philanthropy as a stimulant in the teaching and learning of Malay Language Literary Components in the Secondary School Standard Curriculum in secondary schools involving form four students has not been conducted by any other party in Bintulu, Sarawak. In addition, the researcher found that studies related to the implementation of elementary education in the teaching and learning of gender based languages were rarely found. However, there are some studies that can be used as references although the study is not in the Malay language. Some of these studies include the study of Hasymy (2014) focusing on applying elementary element in the process of teaching and learning Technology Design subjects in primary schools. This situation has raised questions that require researchers to carry out further investigations to determine whether there is a significant difference between male teachers and female teachers when the elementary schooling is carried out in the teaching and learning of Malay Language Literary Components.

Literature Review

Daud et al., (2011) study is to examine the level of behavior among teachers and students' interest in the behavior of teachers and their impact on teaching and learning. The theories used are Incongruity Theory, Social Learning Theory and Humanism Theory. The sample of the study consists of three students from a class in a secondary school in Cheras, Selangor and a trainee teacher from a public institution in Kuala Lumpur who are undergoing teacher training in the second semester. This quantitative study uses a survey and questionnaire method to look at the views of trainees and schoolteachers towards the practice of philanthropy in education. The findings show that the practice of seclusion has a positive relationship with teaching and learning to create a fun learning environment. Overall, the level of implementation of the performance of the study was moderate. Meanwhile, the study of Jamian and Ismail (2013) also shows that the level of Malay language teachers performing fun practice is moderate. This study was conducted on 92 Malay language teachers at eight primary schools in Pasir Putih Zone, Pasir Gudang, Johor.

In addition, Karahan et al., (2019) has shown the relationship between humours style and its implementation based on gender factors among 1456 trainees in Turkey. The sample of this study completes a questionnaire about humor style, emotional intelligence test, personnel stress inventory. The results showed that 67.4% of female trainee's teachers were identified as the dominant gender factor in carrying out humor styles compared with male trainers 32.6% significantly $p < 0.001$. The linear regression tests performed also revealed that teachers' emotional intelligence and stress inventory of female teacher personnel were correlated with humor style compared to male trainer teachers.

On the other hand, the study of Jatiyasa (2019) has shown that male teachers at the Higher Education Colleges and Education Sciences (STKIP) of Hindu Religion Amlapura, Bali are most influential in comparison with female teachers. The study is qualitative by describing

the phenomena associated with the implementation of humor in learning STKIP of Hindu Religion Amlapura through observation method. The Google feedback form online was also used in the study to collect data from 86 students of STKIP Hinduism in Amlapura. The study also revealed that male teachers make their teaching more fun when inserting humor elements as a joke to stimulate student learning.

Moreover, the findings of Jatiyasa (2019) show similarities with the findings of Abbott's (2003). The sample of the study consisted of seven people, namely three male teachers and four female teachers who were qualitatively carried out by observation method. The findings also show that male teachers are more instrumental than female teachers.

Application Theory

In this study, the researcher refers to three theoretical-related theories in this study, namely Incongruity Theory (1986), The Relief Theory (1986) and Superiority Theory (1651). In addition, the underlying theoretical learning theory is the Mind Based Learning Theory (1991).

The first theory of humor to be explained by the researcher is Theory of Incongruity (1986). Freud's theory of Incongruity explained that laughter would arise because of a sudden change from a situation that is expected to be a situation that is totally unexpected or incorrect in its place. Laughter occurs because the expectations that a person thinks are not achievable compared to the true nature. Incongruity theory is also known as Nonconformity Theory. This theory also states that sense of humor is dependent on the way individuals accept the humor and the cognitive processes involved in them. Based on Incongruity's Theory, humor is said to come about when there is a gap between expectation and reality.

The second theory of humor is the Theory of Relief (1986). Freud's theory of Relief explained that this theory is the release or release of the deficiency inherent in one's individual self. Therefore, this theory is also known as the Theory of Release or Theory of Liberation. When the deficiency or pressure is released, then the feeling of someone is laughing. Physiologically, humor produces laughter that can relieve anxiety and burden on one's stress. This theory of relief spurs a person's feelings for something that is laughable to make them laugh, amuse for something funny. Based on this Relief Theory, the humorous function is to reduce the stress that is the perception of the effects of the use of humor.

In addition to making someone smile and laugh, there is also a theory of humor that can be used as a delicate means to insinuate, mock, strike and repay other parties indirectly. Therefore, the third theory of humor that will be discussed by the researcher is Superiority Theory (1651). This theory is also known as Theory of Hostility, Theory of Depravity or the Theory of Excellence. Superiority theory emphasizes that the core of humor is the better, the higher, or the more perfect of a person in the face of a situation that contains deficiencies or weaknesses. According to this theory, one will laugh when it comes to superior emotions because the other party makes mistakes or experiences unprofitable. This theory can be used to explain why someone laughed at seeing a clown banged, fell tripping, doing a lot of mistakes or behaviours showing various lusts.

The theory of humor-related learning in this study is Mind Based Learning Theory. Learning based on the perspective of educational psychology based on this theory connects the brain, body and feeling. The Mind Based Learning Theory is built on the assumption that

there is no behavior that is not influenced by emotion. Although the behavior is very small, the behavior still requires some of the integrated sensor or emotional information. This means that all messages must be linked or redirected with emotional coating (Abdullah, 2009). Thus, the element of humor that is able to stimulate student emotion in this study is very appropriate to be associated with this theory to explain the learning situation of a student as a reaction to a thing or humor that will be responded to and motivated by the senses.

Research Objective

In particular, the objective of this study is to:

1. Identify the level of implementation stage in applying humorous practices in teaching and learning of Malay Language Literature Components.
2. Identify the gender differences in the level of implementation stage in applying humorous practices in teaching and learning of Malay Language Literature Components.

Methodology

In this study, the research type used is quantitative survey. Data were collected using a set of questionnaires. Questionnaires used by researchers were cited and adapted from the study of Jamian and Ismail (2013). The data collected were used to examine the functionality of the item, the validity and reliability of the research instrument through the data of the item obtained. The population of the study involved secondary school teachers in the district of Bintulu, Sarawak. Study sample required was 92 people and selected using sample random sampling.

A Pilot Test

The researcher has determined that the number of respondents to be involved in this pilot study is 30 teachers from six secondary schools in the district of Bintulu, Sarawak. Respondents involved in the pilot study are no longer involved in the actual study. Based on Table 1, the coefficient of Cronbach Alpha shows the reliability value is approaching 1.0.

Table 1.

Correlation and Cronbach Alpha in Pilot Test

Item	Inter-item Correlation	Corrected Item-Total Correction	Cronbach's Alpha if Item Deleted	Cronbach Alpha
1	1.000	0.864	0.901	0.922
2	0.560	0.675	0.918	
3	0.759	0.770	0.911	
4	0.759	0.854	0.906	
5	1.000	0.864	0.901	
6	0.728	0.870	0.901	
7	0.576	0.606	0.937	
8	0.568	0.649	0.919	

Based on Table 1, the overall coefficient of alpha coefficient of coefficients for all items is $\alpha = 0.922$ (0.922×100) = 92.2 percent. This shows that 92.2 percent of the reliability of items in the questionnaire is consistent. This also means that 92.2 percent of the degree of reliability of the sample on the questionnaire was answered. The correlation value of the

item score with the number of scores and correlation value of the item corrected with the total score is greater than 0.30. This indicates that all items in this construct also have a high validity value.

If viewed through alpha values if items are deleted, this column indicates that all items have an ideal coefficient correlation coefficient value of 0.70. Therefore, none of the items dropped from this instrument and this instrument is reliable and is used for its in-depth study in measuring the level of readiness and the implementation stage of teachers teaching Malay language Literature Component in applying humorous practices in Malay language teaching and learning.

Data Analysis

The data obtained through the questionnaire were analysed using descriptive statistics and inferential statistics. Descriptive statistics illustrate the tendency of centralized mean and standard deviations are used to answer the question 1 while inferential statistics involves t-test are used to answer question 2. Both of these statistics use the IBM SPSS version 25 software.

Research Findings and Discussion

Based on Table 2, the overall mean score for the level of implementation of teacher humor practice in the teaching and learning of the Malay Language Literary Component is 2.65, at a moderate level with a standard deviation of 0.92.

The Level of Implementation Stage in Applying Humorous Practices in Teaching and Learning of Malay Language Literature Components

The findings show that item 8 gets the highest mean value of 4.22 (Standard Deviation = 0.87). This situation is in line with the Incongruity theory because a humorous humor that comes with a sudden humor can be said to have a humorous effect as the element of this incident is said to have resulted in the relationship between the contradiction between expectation and unpredictable reality.

Table 2.

The Level of the Implementation Stage in Applying Humorous Practices

Item	Mean	Standard Deviation	Mean Level
The element of humor is carried out throughout the teaching and learning of the Literature Component to reinforce the concept to be taught.	1.84	0.67	Low
The humor element is performed when the teaching set of teaching components to attract students.	1.68	0.72	Very Low
I carry out humor related to the literary component of the lesson.	1.91	0.80	Low
I performed humor using funny media materials.	2.03	0.95	Low
I implemented a humorous element during the teaching and learning component of the Literature Component.	1.90	0.68	Low
I am practicing humor to smoothly delineate students during teaching and learning Literary Components.	3.87	1.23	High
I perform humor with obscene things in teaching and learning Literary Components.	3.72	1.40	High
I carry out a humorless humor in teaching and learning Literary Components.	4.22	0.87	Very High
Overall	2.65	0.92	Moderate

The result of this descriptive analysis found that item 6 and item 7 had mean value at high level. In this case, item 6 earned a mean 3.87 (Standard deviation = 1.23). This is in line with Superiority Theory because the act of teacher respondents who degrade student personality reveals that we tend to feel or find something funny when we see the weakness of others and feel better than that person. The mean score of item 7 is 3.72 (Standard Deviation = 1.40). In this context, this is in line with the Relief Theory when the obscene subjects in the teaching and learning of the Companions of the Arts are intended to incite aggressive acts or acts of opposing opinions or public objections.

Although items 6 and item 7 have the findings at high mean levels, the standard deviation obtained is quite large as it exceeds the value of 1.00. This shows that there is a conflict of opinion among respondents about the level of implementation of humorous elements that lowered the personality of the students and the implementation of humorous elements that embodied the obscene things throughout the teaching and learning session of the Malay Language Literary Component.

Furthermore, the findings of the findings also found that item 1, item 3, item 4 and item 5 showed mean score at low level. This can be observed through item 1 which is at min 1.84 (Standard Deviation = 0.67). Similarly, with item 3 at low mean, is 1.91 (Standard Deviation = 0.80). Additionally, item 4 also shows min in the low level, is 2.03 (Standard Deviation = 0.95). Moreover, item 5 also displays a mean value at a low level of 1.90 (Standard Deviation = 0.68). However, item 2 is at the lowest mean, which is 1.68 (Standard Deviation = 0.72). This situation explains that the implementation of teacher respondents to attract students' attention through induction sets is very low.

Overall, the implementation stage of the teacher's humor element in the context of the teaching and learning of the Literature Components is moderate. The overall mean score in this moderate level shows that the level of implementation of this humor element requires more attention to make the humor element more stimulating. However, this study can be proven through the study conducted by Daud et al., (2011), Rasid and Hasmah (2013); Abdullahi, Rouyan, Noor, Binti, & Halim, (2018); Ohaka, Ogaluzor, (2018) that teachers are showing a positive interest in developing pedagogical skills that they have and they also showing an interest in producing exciting teaching aids.

Gender Differences in the Level of Implementation Stage in Applying Humorous Practices in Teaching and Learning of Malay Language Literature Components

Table 3 shows the results of analysis to answer the hypothesis of this study. Based on the analysis, it is found that there is significant relationship between male and female differences in applying humorous practices in teaching and learning of Malay Language Literature Components.

Table 3.

The Level of Implementation Stage in Applying Humorous Practices by Gender

Gender	n	Mean	Standard Deviation	t	Sig.(2-tailed)
Male	42	22.26	2.65	3.59	0.001
Female	50	20.30	2.57		

In this research, the hypothesis of the study is that there is no significant difference between the level of implementation of practice in teaching and learning of the Malay Language Literary Component by gender. The study found that this hypothesis should be rejected. The analysis found that here is a significant difference in the level of gender-based implementation of humor.

Based on Table 4.3, the t-value for comparing the level of implementation of the humor element for male and female teachers is $t = 3.59$ and significant levels $p = 0.001$. This significant level is less than 0.05 ($p < 0.05$). The mean score of the implementation of the humorous element for female teachers and male teachers is 20.30 and 22.26 respectively.

Overall, the mean score of the implementation of the humor element of female teachers is less than the male teacher. This means that the level of implementation of the humor element of male teachers is higher than the female teachers in the teaching and learning of Malay Language Literary Components. The findings of this study support the study conducted by I Jatiyasa (2019); Alamassi et al., (2015) and Abbott's (2003) that male teachers make their teaching more fun when inserting humor elements as a joke to stimulate student learning.

Conclusion

In conclusion, the level of implementation of teacher's humor practice in the teaching and learning of the Malay Language Literary Components was found to be moderate. Therefore, they require a particular course to increase the knowledge and skills in teaching methods and techniques that can create a fun learning environment among students. In this regard, high

awareness in improving pedagogical skills by attending humor-based learning professionalism courses helps teachers apply teaching that stimulates student emotions and emotions.

Overall, the researcher found that the humor was very helpful and plays an important role in gaining students' learning environment. Teachers must know how to make sense of humor to create fun learning ambience. Other than that, teachers should also choose an appropriate type of humor to attract students' interest in the learning session.

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