

Video Application Model in Students' Learning Style for Moral Education in Teacher Education Institutes

Mohd Razimi Bin Husin^{1*}, Hishamuddin Bin Ahmad², Mahizer Bin Hamzah³

^{1,2,3}Faculty of Human Development, Universiti Pendidikan Sultan Idris, Malaysia

*Corresponding author E-mail: razimi@fpm.upsi.edu.my

Abstract

The purpose of this study is to explore the specific trends and situations in video use to accommodate the learning styles of moral education students in Teacher Education Institutes. This is a case study in where data were collected through interviews. This study was conducted on six students. Semester four students were chosen through purposive sampling from two Teacher Education Institutes in Malaysia. The construct and internal validity were verified by experts while the external validity verification was supported by the findings from other studies with existing theories. Data of the study were analyzed by applying constant comparison techniques of the use of digital devices using the Nvivo software. This comparison is to identify the themes of the use of video, and its characteristics, and needs of students. The Multisensory Instructional Packages (MIPs) of Dunn and Dunn Learning Styles Model were used as guidance in the interviews because these packages was the most suitable to be applied to students with multisensory element. The results of the analysis showed that the use of videos need to address three aspects which include the factors that affected students' tendency to watch video in learning, types of video, and video effects that enabled students to memorize the content knowledge and participate in the discussions of the topic taught. The research had produced a model on video use to accommodate the learning styles of moral education students in Teacher Education Institutes which could be used by instructors in their professional practice in the lecture room.

Keywords: Video, Learning Styles, Moral Education, Multi-sensory Element, Dunn and Dunn Learning Styles Model.

1. Introduction

According to Dunn and Dunn (7), some adults are affected by somewhere between 6 and 14 elements of learning styles. Each individual has its own way of focusing, processing or storing new and complex information. During the learning process, students will try to focus when lecturers begin to teach and they will try to process the information presented by the lecturer and then keep the information in their conscious mind. An indicator that distinguishes a student from another student is to see how they understand the new information and see how they process the information. This is what all educators need to understand so that the quality of the teaching and learning process can be improved. Therefore, Dunn and Dunn's Multisensory Instructional Packages (MIPs) were used as a guide in the interviews to obtain data on the study of information acceptance in the learning of Moral Education.

MIPs appeal to all perceptual strengths. By definition, they include visual, auditory, tactual and kinaesthetic activities (8). Those elements such as preference to learn with things or experiences, or enjoy the lesson with any kind of movement activity during study. Thus, this study was focus on the perceptual strengths that was students preference to learn via videos, and how the video could help students in acceptance information and skills in learning Moral Education.

Instructors facing with students require the wisdom of choosing approaches, methods and teaching techniques based on teaching objectives. The most appropriate methods and techniques are excavated to meet their needs. A systematic planning is very im-

portant when lecturers deliver teaching materials. While the technique is the thing seen during instructions that related to the methods used such as maintain eye context with students during lecture (23).

1.1. Problem Statement

Previous studies have found that the elements of the Moral Education teaching styles used during lectures and tutorials do not conform to students' learning styles to meet the needs and interests of students. However, the findings showed that the use of video clips is the most popular method of the students, and in line with their learning styles (19). A set of personal features in receiving, collecting and processing information in learning through video applications has yet to be explored. Additionally, the concept of use, the essential and appropriate material in video applications also require deep exploration.

Previous studies have found that learning based on tendency of learning styles helps students to receive information more effectively (3). Another studies have shown that there is a link between the learning styles and the use of the latest technology. According to Dunn et. al. (8), MIPs produce a pleasant, non-confrontational, and constructive environment. The MIPs could be used any of technology, which is an element in physiological stimuli. Similarly, the selection of approaches and methods of delivery to students should be in accordance with the learning styles as the findings have shown students respond positively, receive information easily and get better performance especially when adapted to the latest technology (13). Existing studies focus on the learning styles of pupils in schools and not students in institutions of higher educa-

tion. Therefore, the findings of students' learning styles in schools are more readily available and guided than students' learning styles in institutions of higher education. While lecturers also need guidance to deal with trainee teachers for more effective lectures and tutorials which are in accordance with their learning styles. Lectures and tutorials that take into account the inclination of students' learning styles are in line with the appropriate activities for the trainee teachers through specific techniques that will have a high impact. As some students of higher education institutions are more likely to use video (6), effective video usage techniques will be explored through this study. High quality learning takes into account the teaching factor as the instructors are able to improve their students' achievement through quality teaching (20). Hence, this study empirically explored video applications on how Moral Education students receive information to develop a model of video application based on students' learning styles for the education practitioners.

Studies show that students' performance is better when the teaching and learning takes into account the students' learning styles as compared to teaching and learning that does not address the students' learning styles (13). The understanding and diligence of students in receiving information and skills are important aspects in determining the success of the teaching and learning process. The Malaysia Education Blueprint 2013-2025 and the Malaysian Lecturer Standards 2009 emphasize learning styles to achieve effective teaching and learning process. Strengthening the methods and delivery techniques is essential as the number of new students in the field of Moral Education at the Institutes of Teacher Education Malaysia has increased.

The Moral Education Course is only offered as a minor course which qualifies the trainee teacher to teach Moral Education at school later (14). The course still requires the adoption of methods and techniques from time to time according to the suitability and changes that occur in Malaysia in line with global development. There is a special study in Moral Education focusing on the use of theatrical techniques in learning Moral Education. The study found that theatrical technique was a second choice in the lecture or tutorial room. Theatrical technique is not a lecturer's choice of teaching Moral Education. However, the lecturer's actions in implementing the learning process to the students are geared toward implementation that conforms to the students' learning styles. Lecturers were able to use many video clips that was the most popular method for the students (19).

In conclusion, this study examined the inclination of the participants towards video features, use of techniques and material appropriateness as well as personal feature sets in exploring the elements of video application that conform to the students' learning styles.

1.2. Research Objectives

The study was conducted for:

1. Identify the factors students were more inclined to video applications in learning.
2. Explore the types of video (ToV) required by students that enhance the quality of teaching and learning of Moral Education.
3. Develop a model of video application for core and elective courses of Moral Education.

1.3. Importance of the Study

The main purpose of this study is to contribute significantly to Moral Education, especially through learning practices based on the physiological elements of video application learning styles. When learning practices are based on students' learning styles, information and skills can be delivered easily and perfectly. Higher education students will benefit from this study when lecturers have the knowledge of this technique and implement the learning using video applications to gauge students' interest.

In addition, this study also benefits teachers when the learning practices are based on appropriate MIPs that refers to the model produced through empirical studies which are proven to be effective. Finally, this study will also be used as a source of reference by the Ministry of Education as well as students and lecturers at Higher Education Institutions in an effort to produce effective teaching and learning strategies. Furthermore, this study provides favorable circumstances for future researchers to conduct further research to generalize to all the Higher Education Institutions in all fields of study.

1.4. Research Background

The use of video as a learning resource is one of the preferred approaches for lecturers in the teaching of Moral Education and other courses. Lecturers were found to be using video clips which is a very popular approach for students. The lecturers' actions in using videos in implementing the learning process to the students coincide with the students' preferred learning style (19). The cognitive achievement of students studying according to the suitability of the stimulus is better than those traditionally taught (4). Learning styles is a set of personal characteristics that influence how one receives, collects and processes information. Generally, each student has a distinctive style of learning styles stimulus. Lecturers often think of clear concepts, effective materials, appropriate topics, and the impact on students. The impact on students depends on how the student learns. According to Yusoff et. al. (25), there are no specific procedures and clear mechanisms to guide and set the way of the implementation of the curriculum to students.

The number of new students in the field of Moral Education has increased at the Teacher Education Institutes in Malaysia. The Moral Education Course is only offered as a minor course which entitles the trainee teachers to teach Moral Education at school later (14). The course still requires the adoption of methods and techniques from time to time according to the suitability and changes that occur in the education system in this century. There is a special study in Moral Education focusing on the use of theatrical techniques in learning for Moral Education. This study explored the use of theater techniques in the practice of lecture instruction and tutorials for Moral Education Courses. Past studies also focused on specific features in the theatrical technical elements that were appropriate to students' learning styles in Teacher Education Institutes in Malaysia. However, the lecturers were found using video clips which were the most popular method for the students (19). The theoretical framework is described in Figure 1 as follows.

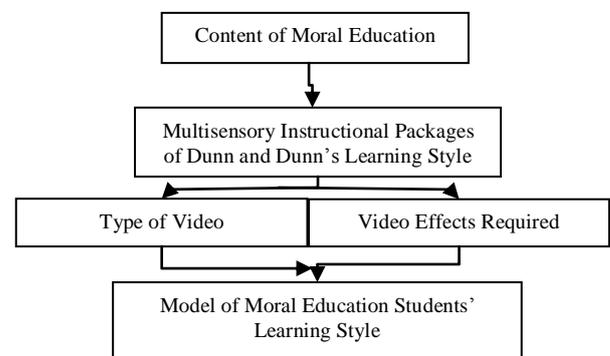


Fig. 1: Qualitative Case Study on Moral Education Learning Style at the Teacher Education Institutes of Malaysia

2. Literature Review

Video applications in physiological stimulus are the main learning styles that have helped students remember the content taught more

easily (19). Alireza (1) suggested that lecturers present information in various forms and provide different learning experiences such as diagrams, videos, audio tapes, songs, debates and group work.

Previous studies have confirmed that most students in higher learning institutions prefer the visual and sequential styles of learning (16). Another study at a university in Malaysia found that culture influenced the students' learning styles and its implications were the need for educators to adjust their teaching style to fit the students' learning styles (22). Meanwhile the study by Aziz, (3) found that learning based on the inclination of learning styles can help students receive information effectively.

Students who are taught using aids will increase their learning interest when visual aids are used simultaneously during the learning session. However, other studies found that auditory-style students showed no significant statistical correlation between the style and the audio book teaching method although the method was the most appropriate to them. Vice versa, they were interested in visual tools such as video (21).

Features of learning styles involve the nature inherent in elements of learning styles. An element may have more than one characteristic of the learning styles and is likely to exist in a different state between one individual to another. In this study the traits described in the participants were based on the behavior shown by their tendencies. Environmental stimulus involves a comfortable and conducive environment in schools to facilitate learning. Based on the Dunn and Dunn Models (7), the features of the environment only involve the elements of sound, light, temperature and seating pattern. The features have shown that individuals tend to learn in certain sound requirements, certain light conditions, certain temperatures and certain patterns. For example, someone who likes to study with soft music in the background will easily get information when it comes to soft music during learning. While some other individuals may be different, for those who love loud music or maybe just can not hear any sound when studying. Other stimulus may also exist in the learning styles that are determined through observation and verified through interviews with the students, their teachers and parents.

The combination of humanistic theories and the cognitive theory and the constructivism learning theory founded by Jean Piaget (1896-1980) is best suited to be discussed for the learning styles. The principles of humanism approach help students learn what they want to learn and want to know. Knowing students' learning styles is useful for determining learning situations, tools and teaching approaches. Alireza's (1) study suggested that lecturers present information in various forms and provide different learning experiences such as books, charts, diagrams, videos, audio cassettes-audio tapes, songs, debates and group work. The study of Zhang and Sternberg (26) found that some studies suggested that teaching should refer to the learning styles of the students. If educators can teach students to better reflect on their learning and actions, they will gain more information. When students react to what they do in the classroom, the learning environment will be more conducive. When students are aware about things that happen around them, they will be more focused on important information (9).

3. Methodology

This study used a qualitative approach of case studies that involved interviews whereby data were collected using interview protocols, audit trail notes, and video recorders. The students' learning analysis was carried out using Nvivo software that determined the findings of this study. Case studies require detailed investigations into individual or group practices, cultures or behaviors (18). Case studies are compatible with the intentions and goals of the study, namely to understand and explore the situation and the practice of a person in the context of real life. Case

study on these students will show their real needs and lecturers can plan to meet those needs (2).

3.1. Sampling of the study

The participants of this study were six students from two selected Campuses of Teacher Education Institute. The students selected as participants were among the best students in Moral Education for the previous semesters. They were potential students to succeed in the Moral Education Course. Thus, the six students selected as participants had the same characteristics and were about 22 years old.

The selection of the research participants was based on purposive sampling that met the specific criteria specified. The specific criteria were based on research issues to be studied in depth to ensure the right choice of participants (18).

3.2. Research Procedure

In short, the methodology suitable for this study was the qualitative approach of case studies. In the early stage of this study, the participants of the study were chosen based on the criteria determined. At the same time, the interview protocols were prepared as well as audit trail notes and video recorders before the researchers were ready to conduct the fieldwork. The interview protocols were validated first by experts.

The models used were usually evaluated through empirical methods. However, this study explored a qualitative set of personal features in receiving, collecting and processing information and usage concepts, materials that were important and appropriate in learning through video applications. Therefore, a model was developed based on the data of a set of personal characteristics and the suitability of material based on the students' learning styles. Assessment of the model will be carried out in the next study for the purpose of general generalization of this finding.

3.3. Data Collection Tools

The main method in this study was interview. The interviews conducted on participants for this study required an appropriate protocol. The protocol of this study contained the components proposed by Lebar (17). The data were obtained using data collection tools such as interview protocol. The researchers used semi-structural interview methods in the data collection. The questions were based on MIPs of Dunn and Dunn's learning styles. According to Cassidy (5), Dunn and Dunn questionnaire are for adolescents. The findings can be used to determine learning situations, tools and teaching approaches. Interview data were transcribed to obtain the theme of the study based on the participants' tendency towards video features, usage techniques, material appropriateness and personal feature set in exploring the elements of video application learning styles. The theme was modeled as a guide and general reference. The interviews were analyzed qualitatively. Qualitative analysis using Nvivo software were carried out to obtain the theme to answer the research questions.

3.4. Validity of the Study

For the purpose of fulfilling the validity of constructs, evidences were obtained from various sources of interviews and video recordings. All the data collection methods were analyzed to ensure that there was a string of strong evidences. In order to obtain the internal validity of this research, the findings were verified by field experts which included ICT and psychology. Meanwhile for the external validity, the researchers had to compare the findings with the existing theories, making the analysis of the similarities and the differences between the findings of this study and the second party to enable the study findings to be assessed to what extent it can work and function in a second-party situation (24).

4. Result and Discussion

The findings of this study focused on the aspects of learning styles in the use of video among students at the Teacher Education Institutes of Malaysia (TEIM). Some of the key points that were found in the study involving students who favored video applications in learning such as factors why they loved the video, the type of video that could stimulate learning, the video's effect that made the students interested in the video displayed, the most appropriate activity to be performed in relation to video shows and other learning style stimuli that supported the video app learning styles of the students.

4.1. Factors (Fac) Why Students Were More Inclined To Video Applications in Learning

Multisensory uses is one of the factors that enabled students to learn perfectly by using learning aids such as video. In the physiological stimulus, audio and visual are among the students' learning styles, as shown in Table 1.

Table 1: Multisensory uses

Interview code of participants	Exist (/)/non-exist (X) of the factor
S1 TEIM1 Itw 1	/
S2 TEIM1 Itw 1	/
S3 TEIM1 Itw 1	/
S4 TEIM2 Itw 1	/
S5 TEIM2 Itw 1	/
S6 TEIM2 Itw 1	/

Lecturers used the audio tool together with visual equipment to facilitate the delivery of the lesson. The use of the tool could attract students to receive the information and skills delivered. Based on interviews, students preferred audio and visual activities such as watching video. Their focus were better while watching simultaneously with hearing the audio instead of listening to lecture as reported below;

(Fac: MIPs / Multisensory uses): "In my opinion, I like the method of using visuals because I'm not the kind of person who love to hear... I like to see, to hear. If can, use music or watch videos because when you hear lecturers just talk and show or display nothing, I do not understand."

Another factor was the current situation of real life. The current situation of real life is learning of people's behaviour of the world that is not only focusing on one's own surrounding but also exploring the people outside. This factor shown in Table 2.

Table 2: The current situation of real life

Interview code of participants	Exist (/)/non-exist (X) of the factor	Other factors shown
S1 TEIM1 Itw 1	/	
S2 TEIM1 Itw 1	X	Understand the situation
S3 TEIM1 Itw 1	/	
S4 TEIM2 Itw 1	/	
S5 TEIM2 Itw 1	/	
S6 TEIM2 Itw 1	X	Beyond existing knowledge

Zira always watched the story through a classroom LCD screen. When asked about what she watched, she replied;

(Fac: MIPs / Real current situation): "What I mean through this video, I learned about the outside world indirectly. Because I'm not always outgoing, I'm very excited about people, when I see that video I'll just know what the world really is, what the world is all about. For that reason, we have to learn from what we see and hear."

Besides that, students could imagine themselves as the characters in the video when watching video for their lesson. It was the reason of their preference in using video application in learning. This was also an appropriate way of addressing feelings as Ain stated; (Fac: MIPs / Imagine as the character): "I might imagine myself being in the video and what action, or what you will do, maybe such an activity"

Sometimes students had difficulty to maintain concentration during lectures. They found it difficult to receive information through reading only. Through the perceptions element in this study, videos shown using LCD screen could prevent them from becoming sleepy. The attractive video led them to enjoy the lessons taught. Otherwise, the topics taught which used the explanation teaching method would be boring. The story was easily understood through the video shown as they were able to relate what they watched in the following transcript;

(Fac: MIPs / Enjoyment): "I feel very happy and learning is more fun on that day... If not a bit boring because there is no attraction of a great pleasure to learn."

4.2. Types of video (ToV) required by students

Students who have a Video Application Physiology learning styles tend to have preference towards some types of video which were presented to them. These types of videos are the current-really happened, animation, short movie, PowToon and ads, as shown in Table 3.

Table 3: Types of video (ToV)

ToV	S1	S2	S3	S4	S5	S6
The current-really happened	/	X	/	/	/	X
Animation	X	/	/	/	X	/
Short movie	/	X	/	X	X	X
Powtoon	X	/	X	X	/	X
Ads	/	X	X	X	X	X

Video the current-really happened and animation are among the most popular video types that are favored and able to sustain greater concentration among students. Based on the interviews, students preferred videos which could bring about better focus as reported below;

(ToV: MIPs / Current-really happened): "The features of the video are related to the real life situation. Look for real video like the fight ever happened .."

Izzati prefer to watch the story through a classroom LCD screen. When asked about what she watched, she replied;

(ToV: MIPs / Animation): "An example of my impressed learning about the value was the animated acting of locusts and ants. There's also an animation like Upin Ipin. In the story of Upin Ipin there are the moral values, so can take from there."

Students were also fonder of watching movies that were dense with moral values. The story should be complete and interesting. When Zira was asked about what she needed, she replied;

(ToV: MIPs / Short movie): "Interestingly, you watch at the story. Watch one of these movies for about 20 minutes, a short story. That's interesting if we do not see that before and we do not know what's going to happen after that. We have to look at it from the beginning till the end. We just know what's going to happen."

Besides that, students also preferred watching Powtoon as Wani stated;

(ToV: MIPs / Powtoon): "The video may be in the 5 minute duration, for example Powtoon. Powtoon whoever can build it, anyone can make that video, can add other graphics. The important thing is that the video not too wordy."

Through the perceptions element in this study, video ads enabled the story to be easily understood as they were able to relate what they watched in the following transcript;

(ToV: MIPs / Video ads): "The videos I mean are ads video. Contain pure value. There are ads, the advertisements are very nice from people of Thailand."

4.3. Video Effects (VE) required by Students

The processing of information by students was more effective as they could imitate what they watched. The ideal way to keep them focused was to display attractive videos with suitable music. A point of view about the appropriateness of music was the statement made by Zira;

(VE: MIPs / Music appropriate to situation): "In my opinion, the music is very important to attract someone's mood for example in a sad ad we need to advertise for a happy happy song. It means to pull the mood of the follower is to put a sad song. It means that the student will be impressed by the song because most of our students love listening to music, love to watch videos."

The story was very interesting when its storyline is great, attractive and of a non-flat plot. According to participants, the plot should move upward before the climax as in the following transcript;

(VE: MIPs / Interesting storyline): "If you take a video of that long. For example, though the video is like 20 minutes but it has a string, as it has an interesting plot like startup, conflict. If it pulls me off, my focus will end. When I'm in the middle of it, I'm not surprised to tell you my story, it's hard to pay attention."

The story is real because the character lives. The good character is an ideal way to keep them focused, otherwise they would be as Priyanka stated;

(VE: MIPs / The character lives): "... face expression and body language also make the story fun to watch."

4.4. Research Discussion

In this study, students were found to have a perceptual element that involved the characteristics of individuals who love learning with objects or hands-on experiences. Students liked to study by watching and listening to video and songs as shown when lecturers played the videos. This method involved a multi-senses stimulus learning style. They could answer verbal questions by instructors about the content of the video in class discussions. The quantitative results obtained indicated that most Malaysian students are auditory learners (10). Individuals with high auditory perceptions could learn effectively if exposed to specific audio devices such as radio, cassette and video. This category of students would remember the information they hear, be able to focus on a longer duration and could describe the sounds they hear (7). In addition, the skills of orality that is oral delivery of instructors to students and the traditional way of delivery of knowledge to students should be suitable for specific subjects (12).

In the early stages, the researchers compared Dunn and Dunn Models with the research findings. The Dunn and Dunn Models as shown in Figure 2.

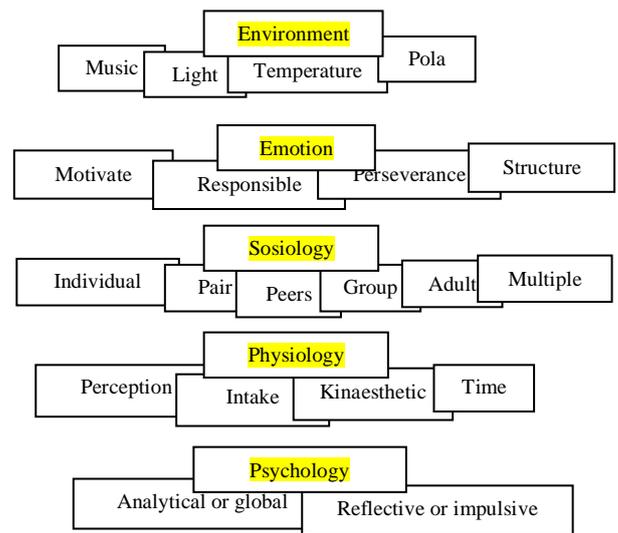


Fig. 2: Dunn and Dunn Learning Style Models

It was suggested that the construction of a model in another form as this model not only contained stimulus as in Dunn and Dunn Model, but it involved aspects of contents, MIPs and videos. The videos involved three different elements which were factors, types, and effects as illustrated below.

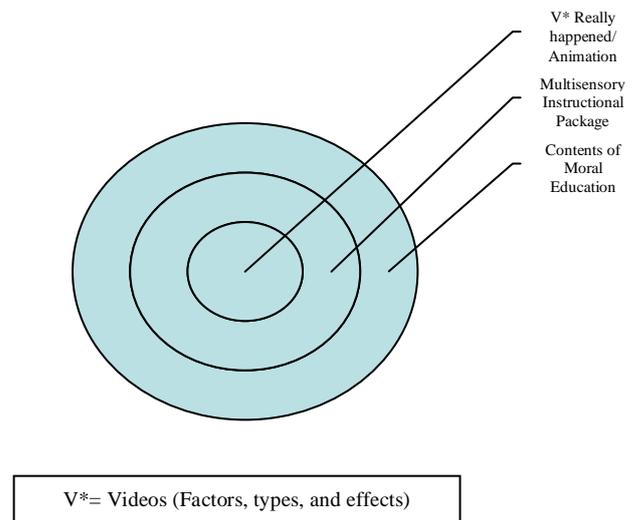


Fig. 3: Model of video application for core and elective courses of Moral Education

5. Conclusion

The results of this study have revealed several favorable effects of the use of video such as how to maintain students' focus on lessons, various techniques that create learning which is fun, and an effective learning sessions. This study examined the inclination of the participants towards video features, use of techniques and material appropriateness as well as personal feature sets in exploring the MIPs that conform to the students' learning styles. As a student's learning style differs, the learning trends through video applications also have differences between students who tend to use video applications.

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