

CHALLENGES OF EDUCATION IN THE DIGITAL ERA: CONSISTENCY OF LIFELONG LEARNING MOTIVATION AMONG ARABIC LANGUAGE TEACHERS

(Cabaran Pendidikan Era Digital: Konsistensi Motivasi Pembelajaran Sepanjang Hayat Guru Bahasa Arab)

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Abstract

Lifelong learning motivation (LLM) refers to internal motivation or external or environmental motivation that encourages a person to learn continuously to improve knowledge, skills and understanding in a matter. A person who has the LLM is always looking for opportunities to learn whether through reading, taking courses, attending seminars and so on. LLM is necessary for a teacher so that they can improve their knowledge and skills in a professional, effective, consistent and relevant manner throughout their service. However, there is no doubt that there are some hindering factors such as the challenges of digital era education (DED) which cause the level of LLM to be inconsistent among teachers. Therefore, this study was conducted with the aim of identifying the level of consistency of LLM among Arabic Language teachers (ALT) to face the challenges of DED on their teaching competence. For this purpose, a total of 423 ALTs of primary religious schools under the Selangor Islamic Religious Department (JAIS) were involved in this study as respondents. This study is carried out through a quantitative approach using a survey method and using questionnaire instruments for the purpose of data collection. Data were analyzed using the Statistical Package for Social Sciences (SPSS) version 24.0 software. The findings of this study show that the level of consistency of LLM among ALT is high, that is ($M = 4.38$, $SD = 0.653$). The implications of this study can be used by ALT, schools and organizations in planning learning programs, courses and training to make ALT more motivated and able to carry out teaching tasks more competently. ALT is advised to maintain motivational consistency, be flexible, be open-minded to change and continue to improve digital literacy skills in the face of DED.

Keywords: Consistency, Lifelong learning Motivation, Arabic Language Teacher, Challenge of Digital Era in Education

Abstract

Motivasi pembelajaran sepanjang hayat (PSH) merujuk kepada dorongan dalaman diri atau dorongan daripada luaran atau persekitaran yang mendorong seseorang untuk belajar secara berterusan bagi meningkatkan pengetahuan, keterampilan dan kefahaman dalam sesuatu perkara. Seseorang yang memiliki

motivasi PSH sentiasa mencari peluang untuk belajar sama ada melalui pembacaan, mengikuti kursus, menghadiri seminar dan sebagainya. Motivasi PSH perlu bagi seseorang guru agar mereka dapat meningkatkan pengetahuan dan kemahiran secara profesional, efektif, konsisten dan relevan sepanjang perkhidmatan. Namun, tidak dinafikan terdapat beberapa faktor penghalang seperti cabaran pendidikan era digital (PED) yang menyebabkan tahap motivasi PSH tidak konsisten dalam kalangan guru. Oleh itu, kajian ini dilakukan bertujuan untuk mengenal pasti tahap konsistensi motivasi PSH dalam kalangan guru Bahasa Arab (GBA) bagi menghadapi cabaran PED terhadap kompetensi pengajaran mereka. Untuk tujuan ini, seramai 423 GBA sekolah rendah agama di bawah Jabatan Agama Islam Selangor (JAIS) yang terlibat dalam kajian ini sebagai responden. Kajian ini dilaksanakan melalui pendekatan kuantitatif secara kaedah tinjauan dan menggunakan instrumen soal selidik untuk tujuan pengumpulan data. Data dianalisis menggunakan perisian Pakej Statistik untuk Sains Sosial (SPSS) versi 24.0. Dapatan kajian ini menunjukkan tahap konsistensi motivasi PSH dalam kalangan GBA adalah tinggi, iaitu ($M = 4.38$, $SD = 0.653$). Implikasi kajian ini dapat dimanfaatkan oleh GBA, pihak sekolah serta organisasi dalam merancang program-program pembelajaran, kursus dan latihan bagi menjadikan GBA lebih bermotivasi seterusnya dapat menjalankan tugas pengajaran dengan lebih kompeten. GBA disaran untuk mengekalkan konsistensi motivasi, fleksibel, berfikiran terbuka terhadap perubahan dan terus meningkatkan keterampilan literasi digital dalam menghadapi PED.

Kata kunci: *Konsistensi, Motivasi Pembelajaran Sepanjang Hayat, Guru Bahasa Arab, Cabaran Pendidikan Era Digital*

1.0 INTRODUCTION

Motivation is an important element in increasing the effectiveness of teaching and learning (TL) especially in digital era education (DED). According to Nurul Farhana Jumaat (2018), the level of motivation and information and communications technology (ICT) skills of teachers play a very important role in determining the effectiveness of Teaching and Learning. This is due to the fact that both of these components centre on the creation of educators adept in communication, teamwork, and analytical as well as innovative thinking. Moreover, the process of teaching and learning encompasses contributions from instructors, including their expertise and abilities, aimed at their own growth and enhancing the standard of instruction. Ibrahim, Ibrahim, Maamor and Samsi (2015) mentioned that the teaching and learning process needs to cross knowledge, skills and competences in order to improve the quality of students' lives and also produce students with first-class thinking. The teaching and learning method must always be given high and serious attention so that each student can ensure student competitiveness in line with the National Education Philosophy.

In a teacher's career, consistency of motivation is very important because the world of education today is constantly changing along with economic development, technological development and increased competence. Changes in the education system nowadays require teachers to find solutions for adaptation from various aspects including responsibility, workload and improving service quality so that job satisfaction can be seen in their profession (Nor Mohamad Zulhairi Ismail, Amalul Lail Abdul Wahab & Ruzita Md Hassan, 2016). The presence of the DED further contributes to the obstacles and diverse reform initiatives in the contemporary educational landscape, necessitating teachers to be prepared to confront these demands. Najwa Humaira' Mat Nor and Nik Mohd Rahimi (2022) report that teachers need innovation in teaching methods that are up to date in line with current world developments. Innovation created by teachers has a huge impact on the learning process of

students at school. The emergence of various innovations in TL has created a conducive learning environment among students. Students can use various types of learning applications such as Coursera or Google Classroom to perform learning tasks.

The traditional teacher teaching method that focuses on the teacher as a source for students to gain knowledge and skills is no longer relevant because it has limited the acquisition of knowledge and skills of students when the teacher dominates the entire TL activity. Teachers should have self-motivation to present contemporary teaching methods that are still new in the field of pedagogy. In order to increase the effectiveness of TL, the main focus is on the personal characteristics of teachers who have high motivation in producing the effectiveness of TL (Octavia, 2019). Motivation has a positive relationship with the construction of knowledge, skills, attitudes and values in teachers that can bring change and effectiveness in the implementation of PdP (Hazwani Hasami & Nor Aishah Buang, 2018). This concept of motivation has a high and pure goal to produce teachers who love knowledge and are always ready and strive to improve their knowledge, skills and experience (Norazwa Binti Ahmad Zolkifli @ Uda, 2003).

Lifelong Learning Motivation (LLM) pertains to an intrinsic or extrinsic impetus that can inspire educators to engage in continuous learning, aiming to enhance their knowledge, skills, and grasp of instructional methodologies. As per the findings of Noor Shamshinar and Nor Azhan (2022), teachers should possess Professional Self-Development (PSD) motivation to effectively enhance their expertise and proficiencies in a manner that is pertinent and effective throughout their tenure. Educators exhibiting PSD motivation consistently seek opportunities for learning, which could encompass activities like reading, enrolling in courses, and participating in seminars. The pivotal aspect in gauging the persistence of teachers' PSD motivation, particularly in confronting the challenges of Pedagogical and Educational Dynamics (PED), is considered to be the efficacy of Professional Development Plans (PDP). According to Rosezelenda Abdul Rahman (2020), PSD motivation serves to facilitate teachers in acquiring knowledge, skills, and competencies through formal or informal means, grounded in training and on-the-job experiences.

The existence of DED nowadays begins to emphasize the best teaching performance among teachers and encourages teachers to follow in-service courses to improve the level of teaching competence. There are several factors about the importance of PSD motivation for teachers (Rosezelenda Abdul Rahman, 2020) such as teachers should see learning as an opportunity to develop themselves and improve the quality of teaching, find new knowledge and new learning resources in the field of education, try to expand their understanding of subjects that taught, open to changes and reforms in teaching methods, adapt new approaches to improve the effectiveness of teaching and learning, collaborate with other parties or fellow teachers through sharing ideas, experiences and knowledge to improve teaching skills, and set a clear mission and vision and plan steps-better steps to improve themselves as educators and provide a better learning experience to students.

Intrinsic Motivation (IM) involves the teacher's interest, attitude, enthusiasm, competence, communication and commitment to improve self-quality. While extrinsic motivation (EM) is caused by the teacher's environment towards PSD such as the latest teacher teaching methods, new millennium education challenges, service quality in teaching professionalism, pedagogical practices with other educators and digital technology for the purpose of sharing experiences and healthy competition among teachers (Rosezelenda Abdul Rahman, 2020). Thus, both motivations of PSD play a role for the purpose of improving the competence of knowledge, skills and developing the teacher's career through the continuous learning process both now and in the future. The effectiveness of TL is considered to be the most important

construct in identifying the level of teacher PSD motivation towards the task especially in facing DED.

2.0 LITERATURE REVIEW

2.1 Challenges of Education in The Digital Era

Education at the digital age brings several challenges that need to be overcome for the education system to function effectively and sustainably. Some of the major challenges identified include:

- a) lack of access to technology causes not all students and educational institutions have the same access to technological equipment and internet connections. This can create a digital divide where some students benefit from digital education while others remain marginalized. For example, the most crucial element in starting the educational process is having access to the internet; nonetheless, reaching success is hampered by quotas (Gunawan & Amaludin, 2021).
- b) inadequate teacher training where teachers may not have sufficient skills or training in the use of technology for teaching purposes. The ability of the teaching staff to operate computers, the accessibility of educational technology, technical support for utilizing educational technology, and administrative support have all been mentioned as barriers to its usage (Amran & Yahya, 2020). Professional awareness and training are essential to ensure that teachers can effectively integrate technology into the teaching process in any location and current situation.
- c) another factor is online security and privacy. Online education carries risks to online security and student privacy. Data protection and online security measures should be ensured to protect the personal information of students and teachers. The possibility of cross-site scripting, spoofing, DoS/DDoS assaults, malicious program infection, unauthorized data access, and personal data theft has significantly grown (Alexei & Alexei, 2021).
- d) the increasing use of technology in education can create a digital divide among students who have access and vice versa. Moreover, there is also the potential to create a social gap among students who are unable to access online education effectively. Inadequate ICT investment has an impact on students' performance; however, the ICT training provided has minimal effect on students' performance; innovative and cooperative ICT use improves student performance; additionally, among the digital divide in education, acquiring digital skills boosts students' academic performance (Ben Youssef, Dahmani, & Ragni, 2022).
- e) the ineffectiveness of digital learning models makes it a challenge to create online learning experiences that excel or are better than traditional teaching. Difficulty and inability to provide feedback directly, and lack of social interaction are some of the challenges that may be encountered in digital learning models. Significantly, platform, assessment model, assessment, model, approach, problem, trend, and challenge are the seven criterias of this issue (Mastan, Sensuse, Suryono & Kautsarina, 2022).
- f) inequality in digital educational content causes some areas to lag behind in the provision of high-quality digital educational content. Digital education covering a wide range of topics and content should be provided to ensure fairness in access to knowledge for all groups. Wealthier families were more adept at using libraries for online courses than less

fortunate families, there is an inequality in the learning opportunities available to students (Jæger & Blaabæk, 2020).

- g) over-reliance on technology is also one of the challenges of digital education. Over-reliance on technology can result in a lack of basic skills and resilience to change among students. Most of the time, students who believe they can get information online are not paying enough attention in class, and they rarely treat their teachers with the respect they should. Today's students are also starting to act rudely. Students are engaging in undesirable activities and being exposed to information that is inappropriate for them given the abundance of readily available information, all at the same time (Rastogi, 2019). Traditional skills such as interpersonal skills and problem-solving skills may also be less focused.
- h) online teaching may be less concerned with the social and emotional aspects of student learning. The effects of online learning on students across various age groups, including the amount of time spent on self-study and online classes, the learning medium used, sleeping patterns, daily exercise routines, and the ensuing effects on social life, mental health, and weight (Chaturvedi, Vishwakarma & Singh, 2021). As is known, social relations and the development of emotional intelligence are important for the holistic development of students in accordance with the National Curriculum Policy.

Overcoming these challenges requires a holistic approach that involves collaboration between various parties including schools, teachers, parents, and authorities in the education system. Investment in technological infrastructure, ongoing teacher training, and ongoing assessment of the impact of the use of technology in education are among some of the key steps in addressing this challenge.

3.0 PROBLEM STATEMENT

There are past studies in relation to digital age education among Arabic teachers. Among them are the potential and effectiveness of e-modules in learning Arabic (Mohd. Taqwudin Mohd. Yazid, Wan Muhammad Wan Sulong, Nik Farhan Mustapha & Mohd Azidan Abdul Jabar, 2023), acceptance and attitude of Arabic teachers towards virtual learning (Mahd Nayai, Mohamed Adnan, & Mohd Salleh, 2022), the importance and challenges of teachers handling classes through social media (Norul 'Azmi, & Zakaria, 2022), Arabic language education and the active role of Educational Technology (Rezi, Mudinillah, & Agustina, 2022), the use of multimedia-based (Sallehin & AB Halim, 2018), the way to communicate using phone applications during an epidemic (Hana & muassomah, 2021). Through discussions that have been expressed by other researchers previously, there are still issues that can be highlighted and the focus is the motivation for lifelong learning of Arabic teachers in Malaysia, especially from the view of digital education. Thus, this study attempts to investigate one of the motivations of Arabic teachers, namely in terms of the challenges that must be faced for the sustainability of Digital Era Education.

The existence of DED has led to the implementation of TL new norms that bring various major changes to teachers' careers. According to Ngongo, Hidayat and Wiyanto (2019), the increasing development of DED inevitably demands that every teacher be able to integrate ICT in teaching and learning activities. Teachers are called to be prepared from the aspect of motivation and self-strength so that they always have an attitude of openness, a desire to explore new knowledge and skills.

Tawan, Nazarudin, Noordin, Tu, and Watinin (2020) also stated that the field of education has also become more modern and needs to face the challenges of a rapidly developing world. This needs to be taken seriously by teachers as a responsibility so that the quality of the teaching and learning process and learning outcomes become better so that day by day, they can improve the quality of education as a whole. Teachers need to be skilled in the integration of ICT, highly knowledgeable in the field taught, skilled in pedagogy, skilled in managing, skilled in communication, skilled in psychology, proficient in English, highly motivated, creative, proactive, competent, integrity and legality which demands that teacher always moving forward (Nor Mohamad Zulhairi Ismail et al., 2016).

Nonetheless, the irregular degree of teacher motivation during the execution of TL can lead to adverse consequences for the instructional process. Citing the research of Bashah, and Zulkifli (2022), it is evident that some educators fail to incorporate information technology within TL. The preparedness level of teachers concerning technology utilization, as assessed from a knowledge standpoint, falls within a moderate range. This observation is similarly endorsed by Sylviano Abu Bakar and Hasmadi Hassan (2019), who contend that teachers' familiarity with digital technology usage is moderately positioned. These findings underscore a multitude of issues and challenges that persist in educators' endeavors to implement DED within the framework of teaching and learning.

These issues also provide insight into the challenges of PSD motivation among teachers. Through a study by Rosezelenda Abdul Rahman (2020) revealed that the low level of PSD motivation among teachers is caused by a teacher himself or caused by their organizational factors. There is a study on the issue of civil servants including teachers who lack a service mentality who are said to be more interested in serving themselves than serving the public. The study recommends that teachers should be given encouragement, opportunities and space to improve best practices and follow professionalism strengthening courses, seminars, webinars, colloquiums and so on so that the work done is in line with the responsibilities and profession of a teacher (Norazlinda, & Surendran, 2019). It is clear that the fact of the success of the teacher's teaching competence is related to the consistency of PSD motivation that provides enthusiasm and encouragement for self-improvement and ability.

The new method contained in DED requires teachers to perform tasks, generate new ideas and show innovation in work, requiring motivation within each individual. In fact, students of the 21st century generation who are skilled in technology need the guidance of teachers who are skilled in using technology in their teaching. Therefore, teachers should improve their knowledge in terms of curriculum content and competence in terms of teaching and learning pedagogy (Kementerian Pendidikan Malaysia, 2015b) which covers personal development and the development of the teaching profession. This is not something new among teachers, in fact it is a strategy in Malaysia's Lifelong Learning Culture (Kementerian Pendidikan Malaysia, 2013).

The motivation of PSD plays a role in bringing teachers to reveal all their roles and responsibilities to produce effective TL in line with DED. However, the lack of information and studies on the motivation of PSD in the context of DED causes this issue to receive less attention. Research on previous studies has shown the need to increase the number of teacher involvement in PSH in order to implement effective teaching and have a positive attitude in adapting to all forms of changes and challenges that occur in DED. Therefore, this study was conducted to identify the consistency of motivation of PSD ALT in facing DED considering that Arabic education is a necessity in the field of religion, career and globalization.

4.0 RESEARCH OBJECTIVE

Based on the problem statement presented, the objective of this study is to:

- a) Identifying the level of consistency of motivation of PSD ALT to face the challenges of DED.

5.0 RESEARCH METHODOLOGY

In order to achieve the objectives of the study, the researcher used a quantitative approach using the survey method. This survey aims to identify the views of ALT in order to obtain the detailed data required in this study. These data were obtained through a questionnaire instrument formed based on a Likert Scale that was distributed to a total of 423 ALTs of religious primary schools under the Selangor Department of Islamic Religion (SDIR) as respondents. There are two sub-constructs related to motivation, namely intrinsic motivation (IM) and extrinsic motivation (EM) to obtain information about the level of consistency of ALT's motivation towards PSD to face the challenges of DED. The location of this study was conducted in three types of religious primary schools in 9 districts in Selangor, namely Religious Primary Schools (RPS), Integrated Religious Primary Schools (IRPS) and Fardhu Ain Integration Religious Class religious schools (FAIRC). All data obtained were processed using the Statistical Package for Social Sciences (SPSS) version 24.0 software.

6.0 FINDINGS

The level of consistency of PSD ALT motivation in this study is calculated with an average value. Descriptive analysis in this study involves the mean value and standard deviation. The findings of this study show that the level of consistency of PSD motivation among ALT is high, that is ($M = 4.38$, $SD = 0.653$). Table 1.1 shows a descriptive analysis of the consistency level of PSD ALT's motivation to face DED.

Table 1.1 Consistency Level of Lifelong Learning Motivation

Constructs/Sub-constructs/Indicators	Min	Standard Deviation	Level
Motivation for Lifelong Learning	4.38	0.653	High
Intrinsic Motivation	4.38	0.641	High
Extrinsic Motivation	4.38	0.665	High

Note: Low = 1.00-2.33, Medium = 2.34-3.66, High = 3.67-5.00. Source: Awang et al. (2019)

Based on Table 1.1., the level of consistency of PSD motivation among ALT is high ($M = 4.38$, $SD = 0.653$). Meanwhile, the mean score for each sub-construct of PSD motivation is also high; intrinsic motivation ($M = 4.38$, $SD = 0.641$) and extrinsic motivation ($M = 4.38$, $SD = 0.665$). Table 1.2 shows the analysis of findings for IM in determining the consistency level of motivation of PSD ALT to face DED.

Table 1.2 Consistency Level of Intrinsic Motivation PSD ALT

Constructs/Sub-constructs/Indicators	Min	Standard Deviation	Level
Intrinsic Motivation	4.38	0.641	High
Passion for self-improvement.	4.61	0.525	High
High communication skills.	4.44	0.620	High
Commitment to lifelong learning.	4.42	0.651	High
Skills in using computers and websites.	4.36	0.652	High
Improve problem solving skills related to ICT technology.	4.27	0.691	High
Improve literacy skills to process information.	4.31	0.631	High

The highest mean score for the IM level is having the passion to improve self-quality ($M=4.61$, $SD=0.525$), followed by having high communication skills ($M=4.44$, $SD=0.620$), having a commitment to lifelong learning ($M=4.42$, $SD=0.651$), have skills in using computers and websites ($M=4.36$, $SD=0.652$), improve literacy skills to process information ($M=4.31$, $SD=0.631$), and the lowest mean score is improving related problem solving skills with ICT. All mean scores indicate a high level.

Table 1.3 Consistency Level of Extrinsic Motivation PSD ALT

Constructs/Sub-constructs/Indicators	Min	Standard Deviation	Level
Extrinsic Motivation	4.38	0.665	High
Accepting the changes and challenges of education in the new millennium.	4.43	0.608	High
Enhancing the quality of service within the realm of professional teaching.	4.48	0.571	High
Using digital technology for the purpose of sharing experiences.	4.36	0.637	High
Fostering a positive spirit of rivalry among educators.	4.43	0.592	High
Creating professional collaboration between teachers for the purpose of exchanging knowledge and experience.	4.47	0.583	High

Table 1.3 shows the analysis of findings for EM in determining the consistency level of motivation of PSD ALT to face DED. The highest mean score for the EM level is enhancing the quality of service within the realm of professional teaching. ($M=4.48$, $SD=0.571$), followed by creating professional teacher collaboration for the purpose of exchanging knowledge and experience ($M=4.47$, $SD=0.583$), accepting changes and challenges new millennium education ($M=4.43$, $SD=0.806$), fostering a positive spirit of rivalry among educators. ($M=4.43$, $SD=0.592$), and the lowest mean score is using digital technology for the purpose of sharing experiences ($M=4.36$, $SD= 0.637$). All mean scores indicate a high level.

7.0 DISCUSSION

The ALT involved in this study gave a high conception that both motivations, namely IM and EM are the main elements affecting the consistency of their PSD motivation. The study shows that ALT are aware that their duties and responsibilities as teachers must always be prepared for the various educational challenges of today. They should put aside the DED challenges that hinder them in implementing TL such as lack of interest in online applications and online applications have given them many problems such as teaching techniques, psycho-social barriers and poor language skills. They comply with the demands of DED in producing teachers who are technologically literate and produce teachers who are creative and innovative. This is in line with the statement that the mastery of digital applications in TL makes teachers more confident when delivering lessons and arouses the enjoyment of learning among students (Nor Mohamad Zulhairi Ismail et al., 2016).

The motivation factor to improve self-quality is one of the most important elements that maintain the consistency of PSD ALT motivation. A study by Norazlinda and Surendran (2019) states that individuals who always have a high passion for learning is one of the factors or causes for them to exhibit excellent work quality. The motivation of PSD really exists in individuals who know their potential. In the context of the study, ALT gave a positive conception that the motivation of PSD allows them to always have enthusiasm towards the quality of TL achievement, communication skills, using computers and websites in addition to improving literacy skills to process information.

The study also shows that ALT has a very good level of consistency of PSD motivation to improve the quality of service in teaching professionalism. This explains that there is still a room for improvement in terms of ALT training and skills in improving the quality of TL. According to Rosezelenda Abdul Rahman (2020), one of the best practices to enable the improvement of teaching professionalism includes engaging in PSD. Involvement in PSD is one of ALT's efforts to improve the quality of teacher professionalism (Norazlinda & Surendran, 2019) because PSD provides a platform for teachers to collaborate with each other professionally, creating healthy competition among teachers for the purpose of exchanging knowledge as well as experience, and accept the changes and challenges of education in the new millennium. All this can be achieved through ALT's own initiative to increase knowledge, skills, confidence and carry out trust and responsibility more effectively in their careers.

However, there are two aspects that show ALT less agree that DED helps them in solving problems related to ALT technology and the use of digital technology for the purpose of sharing experiences. ALT gives the conception that these two aspects are quite difficult for them when facing DED. This is because the application of ICT requires high skills and expertise in its use. ALT still needs a long period of time to master the skills of using digital technology which is a new approach in DED. According to Tawan et al. (2020), certain knowledge and skills need to be understood and mastered until proficient so that they can be used in total in the implementation of TL. Through PSD, a lot of knowledge and skills can be obtained. It is clear that the motivation of PSD is an important element for teachers so that every challenge in DED can be overcome.

Some suggestions to ALT to increase the level of motivation of PSD in facing the DED challenge, among them:

- a) ALT needs to manage the use of technology wisely and clear time management between the task of implementing TL with activities and optional activities throughout the learning process. ALT is advised to prepare a schedule of learning activities in a systematic and structured manner in addition to having strong discipline to follow the schedule that has been planned.
- b) Various changes in DED are developing rapidly and there are various new technologies that continue to appear in the world of education which creates a sense of fear and annoyance among teachers. Therefore, it is an obligation for teachers to develop digital literacy skills and learn continuously. Teachers should not be afraid to try new technologies and be open to changes in DED.
- c) Teachers can do digital activities according to their own inclinations which can reduce social interaction with classmates or teaching staff. Teachers can motivate themselves, communicate online or discussion forums and collaborate together with classmates who have the same interests and goals through online learning platforms.
- d) There is no denying that digital applications cause teachers to spend too much time in front of the computer screen which can cause digital fatigue and reduce motivation and focus. Therefore, teachers need to organize a balanced schedule between online learning and outside activities and take time to rest, get enough sleep, and do comfortable activities.
- e) LLM requires a sense of full responsibility for personal motivation and progress. So, some of the things that need to be followed are setting clear goals, making a systematic study plan, monitoring personal progress regularly and finding a mentor or friend who can provide support and accountability.

- f) Teachers need to have a level of self-motivation in LLM by identifying specific and realistic short-term and long-term goals. Teachers can find sources of inspiration and motivation through books, podcasts, or motivational videos that allow teachers to appreciate the small achievements made and celebrate the progress that has been made.
- g) In facing the challenges of PED, it is important for teachers to remain flexible, open to every change and committed to superior personal development. If the teacher has a positive mindset and adapts to the development of technology, it will help the teacher to always be motivated in LLM in the digital era.
- h) The existence of PED should be in line with the purpose of achieving the purpose of human life, which is for the happiness of this world and the hereafter. The application of Islamic values among teachers needs to be increased to strengthen spiritual values towards effectiveness and excellence in the teaching profession as well as personal development of teachers. This effort requires a LLM process that can help the understanding of teachers to undergo training so that the negative influence can be reduced. In order to form a noble and positive attitude among teachers, an educational organization needs to consider teachers as an important source of improving performance.

8.0 CONCLUSION

In conclusion, the level of consistency of motivation of PSD ALT in facing DED is very positive. ALT has a high level of motivational consistency, especially for the dimensions of teaching duties, motivation for professional development of teachers, motivation to try new skills and job satisfaction. The motivation of PSD ALT can increase their credibility and skills in carrying out their duties as dynamic teachers. The practice of PSD motivation can also affect other dimensions such as the teacher's emotional intelligence, namely the dimension of self-emotional awareness, the dimension of self-control, the dimension of motivation, empathy and social skills. ALT knows the level and controls emotions to avoid being distracted in completing the task as a teacher to achieve the goals that have been set. In addition, ALT can understand the feelings of colleagues and students in order to create friendship and create compatibility in order to work together in achieving success. The ALT motivational consistency initiative in PSD is expected to increase ALT's knowledge, skills, confidence and readiness to implement TL more effectively in the era of digital technology. Next, increase ALT's awareness of their role and function as generators of DED transformation.

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