

Editorial

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As editors of the Malaysian Journal of Action Research (MJAR), we are pleased to present the second issue of the journal. MJAR aims to promote critical discussion and debate that transcend professional boundaries across different contexts. The journal offers a platform for practitioners, professionals, academics, and researchers to share insights from and innovations rooted in action research. In this issue, we feature contributions from a diverse range of educational contexts, spanning primary and secondary schools, as well as universities. The nine articles included in this issue represent work not only from Malaysia but also from Brunei, thus showcasing regional collaboration and knowledge exchange. The authors employ various philosophical and methodological approaches to action research, including reflective practice, collaborative action research and classroom-based action research, thus reflecting the richness and flexibility of the paradigm. Four articles are written in the Malay language, which reaffirms our commitment to linguistic diversity and accessibility across Malaysia and its neighbouring countries.

The first article is written by Satirah Ahmad. This paper presents an action research study on her journey to becoming an inspirational role model for teacher trainees at a teaching training institution in Malaysia. She addresses some often-overlooked areas in teacher education such as professional growth, reflective practice, and motivation. Using concept-based education and tools like Padlet, *Instrumen Penilaian Pelaksanaan Kurikulum (IPPK)* surveys and reflective journaling, she applies McNiff's (2013) iterative model to guide her process. This approach shifts the focus from rote

learning to gaining a deeper understanding of key concepts. Her findings emphasise the value of ongoing reflection, adaptability, and translating theory into meaningful classroom strategies. The study shows how teachers can grow into inspiring educators by continuously refining their practice, offering practical insights into transformative teacher education practice.

The next article is written by Sze Seau Lee and his co-authors. They present a study grounded in Living Theory research, which introduces the Responsive Multimodal Oral Presentation Pedagogy (RMO2P) to address gaps in teaching multimodal presentation skills. The researchers implemented the pedagogy in a public speaking course with 20 undergraduates in a higher institution in Malaysia, and adapted it through the action-reflection cycle to respond to real-time classroom challenges with unplanned but necessary interventions. They highlight how dynamic responses became integral to the success of pedagogy. The study foregrounds responsiveness as a core educational value and critiques the over-reliance on rigid frameworks. By building a flexible semester-long teaching plan grounded in lived classroom experiences, the authors model a practitioner-led approach that blends structure with adaptability. The article demonstrates how action research supports the creation of context-sensitive and theoretically sound pedagogical practices that meet the evolving needs of students.

In the third article, Zachary Farouk Chai and his co-authors discuss how a primary English teacher in a rural school in one of the states in Malaysia reimagined the teaching of English language through contextual and song-based

pedagogies. Through contextual-based pedagogy, this study describes the design and implementation of a four-step action plan that included the selection, translation, correction, and performance of a local song. This process was co-developed with students and sought to cultivate engagement not merely as a behavioural outcome, but as a deeply situated response to a meaningful and familiar learning context. The researchers used multi-modal research methods, including video observations, student artefacts, and written work. Through these methods, the authors document a noticeable transformation in students' engagement and language learning. Their findings show how adapting songs that reflect students' cultural identities can meaningfully enhance engagement, which is also a powerful alternative to the more prescriptive and exam-oriented approaches still common in many English as a Foreign Language (EFL) classroom.

The next article is a reflective piece written by Satirah Ahmad and her co-authors, which explores the roles of Artificial Intelligence (AI) in supporting action research practitioners. This article presents reflections on a new reality: in an era of digital technologies, practitioners, including teacher-researchers, are increasingly expected to engage in critical reflection and evidence-based pedagogical decisions when conducting action research. Thus, AI tools can function as meaningful "critical friends" during the action research process. Through a self-study action research approach, the author engages in a dialogic process with ChatGPT to explore ideas, clarify reasoning, and test assumptions during different phases of the research cycle. The article also reflects on the ethical and pedagogical implications of this emerging practice, notably raising questions around dependency, authenticity, and the limits of machine-assisted criticality. Consequently, the paper encourages readers to consider the evolving possibilities of human-AI collaboration in educational research while maintaining a critical lens on its use.

The fifth article is penned by Nur Hanni Hiryaney Halangan and Yusimah Amjah. This article presents a classroom-based action research study that explores how digital storytelling can

enhance primary students' engagement and learning in social studies classrooms in Brunei. The study documents the researcher's iterative process of designing, implementing, and refining storytelling lessons focused on the historical founding of Brunei. Drawing on a blend of historical narratives and digital media, the author co-created stories with the pupils and examined how digital storytelling influenced their comprehension of, engagement with, and ability to retell the story in their own words. Data for this study were collected through various methods including tests, students' feedback, and semi-structured interviews. The study reveals how storytelling not only sparked curiosity about local heritage but also provided a space for children's voices and interpretations. Critically, the paper positions digital storytelling not as a technical solution, but as a pedagogical act of reclaiming local history through children's perspectives.

The sixth article is written by Azlin Mokhtar and her co-authors. It presents a grounded and practical inquiry into teachers' perceptions of conducting action research within Malaysian primary and secondary school contexts. The study offers valuable insights into how teachers experience, interpret, and navigate the demands of action research as part of their professional development, by analysing findings from interviews with six teachers. The findings reveal that while most participants acknowledged the relevance of action research for improving classroom practice, some challenges were also observed. These include time constraints, lack of institutional support, and uncertainty in applying appropriate research methodologies. Importantly, the study uncovers a general misconception held by some teachers who equate action research with routine teaching reflection without fully engaging in the systematic and iterative processes that define it.

The next article is presented by Julianah Ahmad and her co-authors. They conduct insider collaborative action research on the use of digital storytelling in the context of special education. The authors draw on their shared mission to improve literacy among deaf students as they engage in an ongoing journey of reflective practice to co-create

digital storybooks. The authors anchor their work in the concept of funds of identity and draw on culturally relevant pedagogies to create digital books that blend visual storytelling, sign language, and Malay grammar in innovative and creative ways. They also creatively integrate digital tools such as Google Suite, Generative AI, and even consider future possibilities, notably the use of Augmented Reality, all while navigating the limitations of existing technologies and contextual appropriateness. Importantly, the reflection surfaces the tensions and negotiations involved in collaborative action research, from balancing teaching and research roles to sustaining motivation over time.

The eighth article, written by Muhammad Zulfadhli Kamarudin, presents a reflective practitioner account of integrating digital technology into a Year 4 science classroom in Malaysia. This action research project explores how the Seesaw app can support inquiry-based science learning, aiming to improve student engagement, enable formative assessment, and improve the documentation of learning progress. The author used the BSCS 5E Instructional Model (Engage, Explore, Explain, Elaborate, Evaluate) throughout a series of inquiry activities. Seesaw served as a digital platform through which students could record observations, provide peer feedback, and showcase their understanding via sketches, videos and group performances. The findings reveal that the author reflects critically on the observed transformations in student behaviour throughout the intervention. This article is indeed a strong example of how action research can bridge the gap between theory and practice, especially in the context of digital pedagogies in primary science.

The final article in this issue is by Hemarani Munisamy. Her article offers a compelling account of The Peer Mentoring Method (BRS) in vocational special education in Malaysia within the context of hairdressing skills for students with learning

difficulties. The author responded to the challenges of remote learning during the COVID-19 pandemic by implementing a structured peer-led intervention to improve students' mastery of scalp manipulation techniques. Through three BRS phases, which include pre-conference, observation, and post-conference, the students who acted as "coaches" guided their peers using digital tools like YouTube and flip cards. The study demonstrates how peer mentoring not only enhanced students' technical skills but also fostered leadership, empathy, and collaborative learning in a vocational setting.

This issue of the Malaysian Journal of Action Research presents a diverse and thought-provoking collection of articles that demonstrate the multifaceted nature of action research in education. From teacher education and language pedagogy to special education, vocational skills training, and digital innovation in classrooms, these contributions highlight the transformative possibilities of practitioner-led inquiry. The inclusion of studies written in both English and Malay Language reinforces our commitment to multilingual scholarship and the recognition of local epistemologies. Moreover, the presence of research from both Malaysia and Brunei showcases the expanding regional dialogue around action research as a powerful tool for educational improvement. We hope that this issue not only informs but also inspires reflection and action among educators, researchers, and practitioners throughout the region and beyond.

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