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# Implementing eLearning As Edutainment in Malaysian Higher Education: Challenges and Solution for Educators

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## ABSTRACT

Edutainment is how the teaching and learning are done in a fun and relaxed environment through strategies such as storytelling, simulations, or games. It was realized that e-learning as an edutainment approach is relatively new in Malaysia's educational system. Hence, this study intends to investigate the challenges and solutions to the implementation of e-learning as an edutainment approach among educators of higher educational level. The study also analyzes the association between the educators' demographic data with their perceived challenges towards the implementation of e-learning as edutainment approach. A quantitative study was conducted by a set of questionnaires to be distributed to the educators. A sample size of 170 educators from 5 colleges in Kuala Lumpur, Malaysia were chosen through a random sampling technique. Study found that the perceived challenges (M=4.32) and the perceived solutions to overcome the challenges towards the implementation of e-learning as edutainment (M=4.15) are both at high level. Through Chi Square test, it was discovered that the educators' gender, age, and teaching experience are significantly associated with the perceived challenges in the implementation of e-learning as edutainment approach. In conclusion, e-learning through edutainment approach can be effective as the teaching and learning strategy if the educators know how to overcome its challenges. This study has implications on educators by giving them various solutions to overcome the challenges associated with the implementation of e-learning as an edutainment approach.

**Contribution/Originality:** The present study contributed to the existing literature. This study contributed to the understanding of edutainment, and the way it is implemented in e-learning. The holistic analysis of this study added to existing research by identifying the challenges and solutions of edutainment implementation in e-learning among educators in higher education.

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## 1. Introduction

The Covid-19 pandemic that has hit the country since early 2020 has transformed the teaching and learning system in Malaysia to fully online learning (E-learning). This is due to the schools being forced to close in order to reduce physical contact between individuals and further curb the Covid-19 pandemic. Swift action by the government by closing schools and educational institutions and implementing online learning has succeeded in reducing the pandemic cluster in educational institutes. However, in order to make this online teaching and learning process a success, various efforts have been made by the government. Among the efforts is to maximize the use of the Malaysian Digital Educational Learning Initiative or Digital Educational Learning Initiative Malaysia (Delima), which is an online learning platform that has been created by the Ministry of Education. This platform has become the main platform for teachers to supply educational materials such as notes and assignments to students. Apart from that, the government has also created educational channels on television such as TV Okey on RTM channel, Tutor TV on Astro channel, and DidikTV on NTV7 channel. All these efforts are done to ensure that every household that has students in Malaysia is not left behind in their learning process (News Straits Times, 2021).

E-learning actually has many advantages over conventional methods, including being able to save costs, provide higher access to students, provide a more flexible teaching and learning approach, and increase educational opportunities (Wan Faiziah et al., 2020). The use of technology provides access to abundant and unlimited information and teaching aids. It is also more flexible and relaxed in nature since online learning can be done regardless of limited space, time, and place (Quah, 2020). Due to its advantages, it gradually growing as a method of delivery in educational institutions of all levels in most countries including Malaysia (Wan Faiziah et al., 2020).

Due to its flexibility, e-learning can be implemented by many approaches. Education entertainment or better known as the edutainment is one of the approach that can be used in e-learning. Edutainment is a fun teaching session as it includes entertaining aspects such as musical games, singing, acting, and many more (Mohd Rosmadi & Hafizhah, 2020). Zirawaga (2017) in his study on edutainment emphasizes that it is an important element in the learning process. The study examines how the learning process that uses media and games can help improve the quality of the learning process. It has been proved that edutainment strengthens the basic aspects of learning that influence the development of generic skills and enables education based on social constructivist theory. Students show interest in alternative educational approaches. The creation and use of a place of learning either in a web environment or a virtual world where communication and simulation can take place influences student motivation. The use of media education allows for bridging the gap between theory and practice by providing opportunities to gather experiences, share knowledge and provide authentic contexts and activities for learning by doing.

However, the online teaching and learning is fully implemented in Malaysia only recently, which made many educators are not really familiar with the appropriate approaches to apply in e-learning (Quah, 2020). Therefore many challenges have to be faced by educators. E-learning through edutainment approach with the use of multimedia are also seen as less encouraging. Thus, this study aims to examine the challenges and solutions regarding the implementation of e-learning as edutainment approach among the educators of higher education level.

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### 1.1. Problem Statement

In line with the advancement of Information and Communication Technology (ICT) and efforts to improve the quality of education in Malaysia, the method of edutainment is increasingly gaining attention and widespread use among educators as an effective teaching and learning strategy. In fact, the Malaysian government also gives full support to the use of edutainment methods in the teaching and learning process. This can be seen from the efforts of the Malaysian government that introduced the Smart Schools Program in 1990, where the program ensured that all schools involved were equipped with computers and educational software (Wan Malini et al., 2015). In fact, many studies emphasize the importance of edutainment methods in efforts to improve student academic achievement (Darling-Hammond et al., 2019; Serdyukov, 2017; Eze et al., 2020).

The main issue in implementing e-learning as edutainment approach is because of the educators' incompetency and not willing to learn and adapt to new technological teaching aids. Gillett-Swan (2017) mentioned that educators usually have little real work-life experience outside the lesson class. Most educators have become a part of education system more than half of their lives. First, they become the students, then as graduates and going to university for the degree in education. Then, they need to undergo pre-service teaching training before they can become teachers. For educators in a higher education level, most of them spent their lives doing research. However, the innovation of technology has undergone tremendous development over the years, and it has also changed the education system. Hence, it is difficult for the educators to embrace any new changes in the world since they spent most of their times with the conventional education system. Al-Jardani (2020) adds that it is difficult for the educators to accept any technology innovation since they rely heavily on outdated textbooks and sources of information rather than keeping up to date with the innovation in education system. This situation leads them to continue teaching the students at the same pace. Thus, when e-learning become the only platform to carry out the lesson classes, both educators and students faced many challenges.

Edutainment approach in e-learning mainly implemented through the medium of educational technologies or multimedia tools. However, previous studies have found that the use of ICT is at a low level due to the knowledge and skills of educators in handling multimedia technology is at a low level (Kamarulzaman Kamaruddin et al., 2017). This is due to the lack of government initiatives to provide complete and adequate facilities to schools to carry out edutainment methods (Kamarulzaman Kamaruddin et al., 2017). A study from Hapini Awang et al. (2020) revealed that there are 53% of schools in Malaysia do not have adequate computer facilities. Poor support systems, infrastructure and policy coordination make edutainment difficult to be implemented in Malaysia. In fact, this also causes teachers to see the teaching and learning process using edutainment methods as an additional burden to the existing teacher commitment.

Based on the research problems that have been discussed, the study aims to investigate the perceived challenges and solutions of implementing e-learning as edutainment among the educators at higher education level.

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### 1.2. Research Objectives

i. To investigate the challenges towards the implementation of e-learning as edutainment approach faced by the educators in selected universities in Kuala Lumpur, Malaysia.
ii. To examine the perceived solutions to deal with the challenges of implementing e-learning as edutainment approach among the educators in selected universities in Kuala Lumpur, Malaysia.
iii. To analyze the associations between the educators' gender and the perceived challenges in implementing e-learning as edutainment approach.
iv. To analyze the associations between the educators' age and the perceived challenges in implementing e-learning as edutainment approach.
v. To analyze the associations between the educators' teaching experience and the perceived challenges in implementing e-learning as edutainment approach.

### 1.3. Research Hypotheses

**H1:** There is an association between the educators' gender and the perceived challenges of e-learning as edutainment approach in class.

**H2:** There is an association between the educators' age and the perceived challenges of e-learning as edutainment approach in class.

**H3:** There is an association between the educators' teaching experience and the perceived challenges of e-learning as edutainment approach in class.

## 2. Literature Review

### 2.1. The Concept of Edutainment and E-learning as Edutainment

According to Mohd Rosmadi and Hafizhah (2020), there are several characteristics of edutainment. First, a fun teaching session as it includes funny aspects, musical games, singing, acting, and many more. Second, a lesson class with environment that is able to reduce anxiety and fear among students. Hence, the students will always be in a positive learning atmosphere and are expected to be motivated to learn in the next day's session. Third, a teaching session filled with a variety of interesting and varied operations. Through the elements of singing and acting, students can play a role by engaging in activities while having fun. The focus of the teacher's presentation through edutainment method is the teacher's instructions to be seen and understood by the students. Furthermore, edutainment may employ information and communication technology (ICT) as well as instructional tools to entice students to teach and learn. Abdul Rasid et al. (2016) mentioned that edutainment method also allows students to learn languages easily through the techniques of singing, storytelling, acting, or reciting poetry. Edutainment method is implemented in a more relaxed but meaningful way.

In addition to that, play is the best way to help students to master the concepts and abstract of a language through concrete experience. Therefore, the approach of learning through play is capable to cultivate the students' interest in continuing to learn the language. The teachers should seek more ideas to enable learning to be more interactive and fun. One way for fun learning is through games and entertainments. The form of conventional knowledge delivery from an educator to his or her students can be

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transforming into the new method knowledge of delivery in the form of games. The objective remains the same as the original learning goal, which is to give understanding to the students about the subject and the knowledge learned.

Tay (2015) has conducted a study to determine the level of readiness and perception of students and teachers in educational institutes regarding the application and suitability of educational entertainment for fun learning in teaching and learning Malay language. Tay (2015) study found that students and educators acknowledge edutainment positively and have confidence in the applicability and appropriateness of teaching and learning through entertainment approaches in Malay language teaching and learning sessions. They are indeed aware that entertainment-based learning has the potential to improve teaching performance in the classroom.

Abdul Rasid et al. (2016) studied the acting method as one of the edutainment approaches. The purpose of this study is to obtain written data on the improvement of essay writing using entertainment techniques among Malay language teachers in the Putrajaya area. The purpose of this research is to examine the edutainment approach to acting and to identify the elements of acting used in teaching essay writing using entertaining pedagogical techniques. For this study, 80 educators who teach Malay language in secondary schools in Putrajaya were chosen as samples. This quantitative study was carried out using a questionnaire instrument. The demographics, strategies, and writing methods used by the participants in the class session, the action component used in the facility research, and the issues encountered by the facility method in compiling the essay were all included in the questionnaire. To sum, the study's findings show that the entertainment techniques used in teaching Malay can improve essay writing.

Since there is a lack of up-to-date learning materials and resources, students' cognitive levels will not advance, and their creative abilities will not improve if teaching aids depend entirely on textbooks to create knowledge. According to Noorazman et al. (2018), teaching methods that are based on conventional, speech, as well as natural talent method will not be able to produce students who have creative, critical, and imaginative thinking, which means that they cannot decide on solutions for any problems better. In addition, in order to educate students more effectively in this day and age of information and communication technology, educators need to be imaginative and open to new ways of doing things in order to keep pace with the field of education's evolution. As a result, it is necessary for educators to modify pedagogical practices in conjunction with technological components in the context of the process of teaching and learning for students.

E-learning makes it possible to take many different techniques, many of which may be interactive and many of which are centered on educational entertainment. These methods can foster an enjoyable and laid-back atmosphere conducive to learning while simultaneously encouraging students to take an active role in both the learning and the teaching process.

### 2.2. The Challenges of e-Learning as Edutainment among Educators

When the COVID-19 epidemic struck the globe, online learning came to the forefront as a potential medium for maintaining teaching and education despite the disruption caused by the pandemic. To stop the further spread of the disease, in-person gatherings had to

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be put on hold for the time being and online teaching and learning had to take their place. The impacts of the COVID-19 epidemic have reportedly generated anxiety among kids, educators, and parents, as stated by Juliana (2020). Intan Nur Syuhada and Zamri (2021) stated that, in addition to educators' attitudes on being overly academically oriented, they are also burdened with workloads such as managing a large number of students in a class, having limited time to prepare, and a lack of teaching aids that are appropriate. The reason that the process of substantially altering teaching techniques ends up being an onerous and stressful one for educators is explained by the criteria listed above.

Norehan and Mahaliza (2021) conducted research that focuses on the educators' difficulties when trying to apply the teaching and learning process from home. The most significant obstacle is the difficulty of using available technologies. The direction for ensuring the continuity of the learning process and that teaching takes place making the most of the medium is to focus on effective learning, curriculum delivery based on Standard Documents Curriculum Assessment (SDCA), two-way interaction between educators and students, and support from parents, administrators, and leaders. These are the four pillars of effective learning. However, educators often do not obtain the participation of students in this online learning technique for a variety of reasons, including the fact that they had to take into consideration the resources that were accessible to the student and the present circumstances.

According to Mazura and Wak Chu Wok (2018), as many as 80 percent of educators working in schools do not have a strong understanding of the various online learning platforms. It also suggests that there are obstacles that educators must overcome in order to improve their knowledge and competences about the various methods of instruction. In addition, because of the growth of the COVID-19 pandemic, the new standard calls for educators to do their jobs from the comfort of their own homes. This will cause both the routines and the work cultures of educators to shift during the duration of the Order Movement Control (MCO). In addition to teaching, an educator's daily routine should also include expanding their information and communication technology (ICT) expertise. Attending education courses, training programs, and development programs can help an educator develop their self-potential. These programs and courses are offered through a variety of online platforms, including integrated communications and collaboration platforms like Microsoft Teams, Google Classroom, Canvas, and Blackboard. When educators talk to parents, they often find themselves in difficult situations. There is a lack of consistency among educators during teaching sessions since educators often switch the social media platforms and teaching medium they use while leading online learning courses. This is done in preparation for educators to complete all their duties as educators online. In addition, the instructional materials that are employed do not meet the requirements of the students for the implementation of online learning, the scheduling system, and other options for both the students and the educators who do not have access to this facility.

In the context of education in Malaysia, in addition to the attitudes of educators and being overly academically oriented, it was found that educators have a heavy workload with a large number of children in a class (usually around 25 people), lack of time to prepare, and lack of appropriate teaching aids. This is in addition to the fact that there is a lack of appropriate teaching aids (Nur Hazirah & Masayu, 2020).

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## 3. Research Methodology

This study utilized a survey study through quantitative research methods and descriptive analysis. Quantitative data is analyzed descriptively to determine the perceived challenges and solutions of implementing of e-learning as edutainment among the educators at higher education level. A questionnaire was used as a research instrument to collect data. A closed-ended questionnaire used to collect quantitative data from the sample. The questionnaire set contained 38 items, in which it has been distributed to 170 educators of higher education from five universities in Kuala Lumpur, Malaysia. This sample size range is raised as much as possible to ensure adequate questionnaire returns for analytical purposes. Data collected then was analyzed using SPSS through descriptive analysis of mean score, and inferential analysis of chi square test and binary logistic regression to meet the objectives of the study, as well as prove the hypotheses.

## 4. Research Findings

According to Table 1, the variable of perceived challenges in the implementation of e-learning as edutainment recorded 0.928 of Cronbach's Alpha, in which it translates into an excellent reliability of the variable. Next, the variable of perceived solutions regarding the challenges in the implementation of e-learning as edutainment among the educators recorded 0.809 of Cronbach's Alpha, in which it translates into a very good reliability for the variable. Thus, all the measurement items of the variable are good and suitable to be used in the questionnaire due to their high reliability.

Table 1: Reliability Analysis through Cronbach's Alpha

| Variables | Number of Items | Value of Cronbach's Alpha | Reliability |
|---|---|---|---|
| Challenges in e-learning as edutainment approach | 20 items | 0.928 | Excellent |
| Solution on the problems regarding e-learning as edutainment approach | 7 items | 0.809 | Very good |

From the total of 170 respondents in this analysis of demographic profile among educators who participated in the study, majority of the respondents, with 54.10%, are female (Table 2). The other 45.90% of respondents are male educators. Then, the data shows respondents who participated the most in this study were educators aged between 41-45 years old with 25.30%, followed by both 18.20% of educators aged between 31-35 years old and 36-40 years old. There are only 19.40% of educators who participated in this study with an age between 46 and 50 years old. In the meantime, the least number of participants from the educators aged around 51 years old and above, with 4.70%, followed by 25 years old and below, with only 1.80%. The research also collected data from the respondents based on their years of experience; that shows 20.60% of them have been educators for 11–15 years. Furthermore, 17.60% of respondents have been teaching for 6–10 years, followed by 14.70% and 14.10% with 1–5 years and 21–25 years of experience as educators, respectively. Moreover, there are 11.80% respondents who have been educators for 16–20 years. On the other hand, the educators that have experience between 26–30 years and less than 1 year, accounted for 10.60% and 8.20% respectively. Finally, there are only 2.40% of educators who have been in their career for 31 years and above. It was also found that most of the educators,

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which 72.90% of them are already familiar with the edutainment terms, and on the contrary, only 27.10% of them are not familiar with the edutainment terms.

Table 2: Analysis of Demographic Profile among Educators Who Participated in the Study.

| Educators' Demographic Profile | | Frequency | Percentage |
|---|---|---|---|
| Gender | Male | 78 | 45.90 % |
| | Female | 92 | 54.10 % |
| Age | 25 years old and below | 3 | 1.80 % |
| | 26 - 30 years old | 21 | 12.40 % |
| | 31 - 35 years old | 31 | 18.20 % |
| | 36 - 40 years old | 31 | 18.20 % |
| | 41 - 45 years old | 43 | 25.30 % |
| | 46 - 50 years old | 33 | 19.40 % |
| | 51 years old and above | 8 | 4.70 % |
| Years of Experience as Educator | Less than 1 year | 14 | 8.20 % |
| | 1 - 5 years | 25 | 14.70 % |
| | 6 - 10 years | 30 | 17.60 % |
| | 11 - 15 years | 35 | 20.60 % |
| | 16 - 20 years | 20 | 11.80 % |
| | 21 - 25 years | 24 | 14.10 % |
| | 26 - 30 years | 18 | 10.60 % |
| | 31 years and above | 4 | 2.40 % |
| Familiarity with Edutainment Term | Yes | 124 | 72.90 % |
| | No | 46 | 27.10 % |

The perceived challenges in the implementation of e-learning as edutainment approach is at high level (M = 4.32, Std Dev. = 0.733) (Table 3). Meanwhile, the overall perceived solutions to deal with the challenges of implementing e-learning as edutainment among educators are highly agreed by the educators are highly agreed by the educators (M = 4.15, Std Dev. = 0.832).

Table 3: Mean Score Analysis

| Measurement Items | Mean Score | Interpretation |
|---|---|---|
| Challenges towards the implementation of e-learning as edutainment face by the educators | 4.32 | High level |
| 2. Solutions to deal with the challenges of implementing e-learning as edutainment among the educators | 4.15 | 0.707 |

Table 4 shows the analysis of chi-square test for the association between the educators' gender and the perceived challenges of e-learning as edutainment in class. Table 4 shows that the significant *p*-value for the gender is 0.021, which is less than 0.05 ($p < 0.05$). Hence, it serves as the evidence to show that there is association between the educators' gender and the perceived challenges of e-learning as edutainment in class.

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Therefore, hypothesis 1 is accepted. There is an association between the educators' gender and the perceived challenges of e-learning as edutainment approach in class.

Table 4: Chi-Square Analysis

| | | Value | Df | Asymp. Sig. (2-sided) |
|---|---|---|---|---|
| Educators' Gender | Pearson Chi-Square | 5.301 | 1 | .021 |
| | Likelihood Ratio | 4.603 | 1 | .032 |
| | N of Valid Cases | 170 | | |
| Educators' Age | Pearson Chi-Square | 5.301 | 1 | .021 |
| | Likelihood Ratio | 4.603 | 1 | .032 |
| | N of Valid Cases | 170 | | |
| Educators' teaching experience | Pearson Chi-Square | 5.301 | 1 | .021 |
| | Likelihood Ratio | 4.603 | 1 | .032 |
| | N of Valid Cases | 170 | | |

Table 4 also shows that the significant *p*-value for the gender is 0.021, which is less than 0.05 ($p < 0.05$). Hence, it serves as the evidence to show that there is association between the educators' age and the perceived challenges of e-learning as edutainment in class. Therefore, hypothesis 2 is accepted. There is an association between the educators' age and the perceived challenges of e-learning as edutainment approach in class.

Finally, it was shown that the significant *p*-value for the gender is 0.021, which is less than 0.05 ($p < 0.05$). Hence, it serves as the evidence to show that there is association between the educators' years of experience and the perceived challenges of e-learning as edutainment in class. Therefore, hypothesis 3 is accepted. There is an association between the educators' years of teaching experiences and the perceived challenges of e-learning as edutainment approach in class.

## 5. Discussion

Through the finding of the data analysis, it was found that all the difficulties included in the research instruments to measure the perceived challenges in implementing e-learning as edutainment approach are found to be at high level of difficulties by the educators. The educators are found to be in difficulties to prepare daily lesson plan by using one of the techniques in the method of edutainment for e-learning class. It is also difficult for the educators to shift into new teaching method since edutainment approach needs them to have a required level of creativity to implement it. As educators, they already practice the same style of teaching and learning year by years for every batch of students they need to teach. Hence, as practice makes perfect, they have already mastered the art of teaching in the conventional ways, in which they will deliver the lesson by reading text loudly to the students or doing several questions and answers sessions with the students to achieve the objective of the study. Not only that, with the edutainment approach incorporating in the lesson classes, the educators are forced to have certain level of creativity among the educators to implement the edutainment approach since they also need to stimulate students to as questions that lead to creative and critical thinking. As supported by Intan Nur Syuhada and Zamri (2021), the educators are already too academically oriented, hence it is difficult for them to perceive edutainment approach as an effective way to achieve the objective of a lesson class. Thus, the teacher's task of drastically changing teaching methods turns out to be

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stressful and burdensome for them. They are already used to the textbook ways of teaching, making it harder for the educators to be creative for the edutainment approach in e-learning.

In addition to that, the new trend of learning through e-learning make it harder for the educators to control the class and their students, as each of them learning through their computer screen and met in the virtual classrooms only. Because of this too, the educators seem to have the difficulties in stimulating students to collaborate using entertainment methods in the learning activities, as well as create opportunities for students to lead using pedagogical methods. Some of the educators also facing issues in guiding the students to master the lesson that using edutainment approach, as well as planning for the assessment since it is difficult for them to adapt in the ways of teaching and learning. The findings have been supported by Noraini Mohamed Noh et al (2010) who found that the educators with high computer literacy have no problem in handling educational technologies. In addition to that, Nur Hazirah and Masayu (2020) mentioned that as the educators cannot see their students face to face, they are losing control on how to interact with their students. All these problems happened since the educators still cannot accept the integrating of e-learning as edutainment approach as the new ways of learning. It is important for the educators to accept new reformation in the educational world and start to develop themselves in accordance with the new reformation so that they can stay relevance as educators for the new generation.

In overall, it can be said the educators are burdened to implement the e-learning as edutainment approach since they need to be very creative so that they can plan for a fun and interactive lesson classes. In addition to that, they need to be a step ahead from the students, since they need to guide the students in the lesson, and made the students engage actively in the classroom. As found by Muniroh, Siti Balqis, and Ch'ng (2020), most educators began to take proactive steps by building education-related application accounts online such as Google Classroom, Zoom, Kahoot, Youtube, Google Meet and so on and provide guidance to students to participate in the applications mentioned above. According to Nur Hanisah and Mohd Isa Hamzah (2021), every educator must be prepared for online learning. The teaching and learning process becomes increasingly difficult with the lack of readiness of the teachers themselves. Virtual learning medium is less popular among teachers due to lack of knowledge and skills to handle technology-based of teaching and learning. It has become the educators' responsibility to face the challenges in adapting to globalization especially in the use of increasingly sophisticated tools in teaching sessions. Hence, the educators need to utilize appropriate techniques in creating teaching materials that are easy to understand and follow by students, such as integrating edutainment approach in e-learning.

Meanwhile, the educators are highly agreed to the solutions regarding the problems in the implementation of e-learning as edutainment method. The agreed that they should attend educational courses, training, and potential development programs through various online platforms such as Microsoft Teams, Google Classroom, Zoom, and so on to help overcome the weaknesses of implementing e-learning as edutainment approach (Norehan & Mahaliza, 2021). In fact, the previous Malaysian Education Minister Dr Radzi Jidin in his interview with the Talk show Special Teacher's Day with the Senior Minister of Education stated the preparation of internal digitization methods delivering instruction requires a sufficiently broad policy to enable training preparation competency structure can be improved (BH Online, 2021). Teachers need to have the opportunity to learn and take initiative in improving digital knowledge and skills to

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convey the knowledge possessed. The educators also need to plan and prepare for a clear rubric and lessons plan of e-learning using the edutainment approach so that they effectively deliver the teaching and learning.

Not only that, the educators also should prepare appropriate assessment tools to help them prepare the assessment for the lesson delivered to their students. Besides that, in order to make the students actively engage in the classroom, it is essential for the educators to make 2-ways communication during the lesson classes. As supported by Noraini Mohamed Noh et al. (2010), the level of knowledge of teachers in technology is very important in ensure the teaching and learning process runs smoothly and achieves its objectives learning as well as attracting students to undergo the learning process even at home.

In the study, the educators' gender, age, and teaching experience are found to be significantly associated with their perceived challenges in implementing e-learning as edutainment approach. The male educators may find that being creative to utilize the learning process can be burdensome, and not suitable for the students in higher educational level. However, the female educators may find that edutainment approach can bring so much fun to the students and themselves in the e-learning process, and hence they put a much more effort to integrate e-learning through edutainment approach. Thus, the female educators perceived the challenges in implementing e-learning as edutainment approach as less challenging compared to the male educators. Besides that, even though the educators with young age group should be able to incorporate with the educational technologies better than any other age groups of the educators due to generation gap, it is difficult for them to implement e-learning as edutainment approach. This may happen due to their cognitive ability is not fully developed as other age group of educators. Engaging with e-learning can already be difficult for them but implementing it through edutainment approach may made them perceived it as very challenging since they are not mature enough yet to face any challenges in their career life. Also, educators with less working experience will not be able to learn much from their lack of experience. Even though they can handle educational technologies very well, it might be difficult for them to make 2-ways communication with the students, as well as making them engaged actively in the virtual classroom. Lacking in experiences may made them lack variety of alternatives and methods to be applied in various situations, such as when the students are not participating in the class, or when they try to plan for assessment of the topics taught. In summary, the educators with lack of working experiences will need guidance especially from the senior educators on the ways to handling various situations. Hence, these statements supported the significant association between the educators' age, gender, and teaching experience with their perceived challenges in implementing e-learning as edutainment approach.

## 6. Research Significance and Contribution

The study has contributed to the educators in the most ways possible. First, through the study, the educators should be aware that even though e-learning through edutainment approach can make the learning environment become more fun and interactive, but there are challenges they need to face and handle so that they can deliver effective teaching and learning. The challenges perceived during the implementation of e-learning as edutainment approach among the educators may hinder them to set up the best environment in lesson class as it should be through the edutainment approach, hence

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make the learning class become messy and ineffective. In addition to that, the goals and objectives of teaching and learning may not be achieved due to the failure of the teachers to recognize their perceived challenges. It is important for the educators to identify the specific difficulties they faced during the implementation of e-learning as edutainment approach so that they can implement the effective solutions towards the problem. This study has contributed to the awareness among the educators on the challenges they perceived while implementing e-learning as edutainment approach. Through the study, the educators may realize what went wrong when they tried to implement e-learning as edutainment approach, as why it is not fun and interactive, and why they can't deliver the information effectively. In addition to the perceived challenges, the educators are given several solutions they may use as guidelines to make e-learning as edutainment become more fun, interactive, and effective. In the meantime, the study also provides the educators with many more ideas and suggestion that can be applied while teaching through e-learning by discovering many more educational technologies and edutainment methods.

## 7. Conclusion and Recommendation for Future Study

In summary, it was discovered that the gender of the educators, age, the number of years they have spent teaching, and their level of familiarity with edutainment, are all significantly associated with their perceptions of the difficulties associated with using e-learning as an approach to edutainment, and all variables are important predictors of the implementation of e-learning as edutainment. E-learning as edutainment approach utilizes educational technologies to make lesson classes become more fun and interactive so that the objectives of the lesson classes can be achieved effectively. However, it is not deniable that the educators may perceived e-learning through edutainment approach as very challenging since it becomes the trend of education in this country only in the recent years. The educators need to face and overcome their perceived challenges as much as the can and develop together with the development and reformation in the educational world. Only by doing that, they can stay relevant in the industry that keeps undergo revolution. For any future studies on similar topic, researcher may utilize qualitative study through interview to gather many more data that is more diverse and flexible.

## Ethics Approval and Consent to Participate

The researchers used the research ethics provided by the Research Ethics Committee of Asia e University. All procedures performed in this study involving human participants were conducted in accordance with the ethical standards of the institutional research committee. Informed consent was obtained from all participants according to the Asia e University.

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## Conflict of Interest

The authors reported no conflicts of interest for this work and declare that there is no potential conflict of interest with respect to the research, authorship, or publication of this article.

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