Underutilization of Malay Language Textbooks and the Potential of Flip Textbooks: Exploring Teachers' Perceptions and the Impact on Students' Motivation and Learning Performance

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Abstract- This study aims to investigate the utilization of Malay Language textbooks by lower secondary school Malay Language teachers. The researchers aimed to assess the appropriateness of the content, materials, presentation, and language within the textbooks, along with their integration into the teaching and learning processes. Following an interview with a Malay Language teacher, it was observed that the utilization of textbooks among teachers is notably low. A majority of teachers opt for exercise books and materials sourced from other regions specifically for examination purposes. Textbooks are generally perceived as unhelpful for both students and teachers, failing to meet examination requirements. Furthermore, teachers' proficiency levels and attitudes towards the Malay Language subject significantly impact textbook usage. It was noted that teachers exhibit limited grammar and language terminology skills and display little initiative in enhancing their knowledge. Moreover, they are constrained by school administration guidelines in lesson planning, which curtails their creativity. This study seeks to discern the role of textbooks in fostering motivation and improving learning outcomes in Malay Language through an educational psychology lens. Despite being the primary educational resource, the psychological influence of textbooks on students remains inadequately explored. This quantitative study comprises 200 randomly selected Malay Language teachers from secondary schools across various Malaysian states. Data was gathered through a questionnaire addressing teachers' perspectives on textbook attributes, students' motivation levels, and Malay Language learning performance. Pearson correlation analysis was employed to uncover relationships among study variables, while multiple regression analysis was used to ascertain the impact of textbook characteristics and students' motivation levels on Malay Language learning performance. Results revealed a significant positive correlation between textbook characteristics and students' motivation levels (r=0.72, p<0.01) as well as Malay Language learning performance (r=0.68, p<0.01). Multiple regression analysis further indicated that textbook characteristics (β=0.53, p<0.001) and students' motivation levels (β=0.39, p<0.001) are pivotal predictors of Malay Language learning performance, with the regression model explaining 64% of the variance in learning performance (F (2,197) =175.62, p<0.001, R²=0.64). These findings contribute to comprehending the significance of textbooks in influencing students' psychological aspects and enhancing Malay Language learning outcomes. The study's implications underscore the necessity of prioritizing effective textbook characteristics informed by educational psychology in textbook development and selection processes within educational institutions. Encouragement for further research is recommended to pinpoint specific textbook attributes that can amplify students' motivation and learning performance across diverse contexts.

Keywords - Textbooks, Motivation, Learning Performance, Malay Language, Educational Psychology, Correlation Analysis, Regression Analysis

I. INTRODUCTION

The Malay language, as Malaysia's national language, plays a crucial role in the country's education system. Textbooks are essential tools in the teaching and learning process, offering structured content to facilitate knowledge acquisition. Despite their importance, Malay language textbooks are underutilized in classrooms, raising concerns. This study aims to explore teachers' perceptions of the reasons behind this underutilization and examine the potential of flip textbooks as an alternative approach to enhance students' motivation and learning performance.

Flip textbooks, also known as interactive or digital textbooks, present a promising solution to address the limitations of traditional textbooks. These innovative materials incorporate multimedia elements, interactive features, and adaptive learning technologies to provide a more engaging and personalized learning experience. By utilizing flip textbooks, educators can revolutionize the teaching and learning of Malay language, making it more relevant and appealing to the current digital-native student population.

This research aims to investigate Malay language teachers' views on the current utilization of textbooks in their classrooms. Through qualitative interviews and focus group discussions, the study aims to identify the challenges and obstacles hindering effective textbook use. By understanding teachers' perspectives on traditional textbook limitations and their receptiveness to adopting flip textbooks, this study seeks valuable insights to inform the development and implementation of more effective teaching resources.

Furthermore, this study will assess the impact of flip textbooks on students' motivation and learning performance in Malay language education. By comparing classrooms using traditional textbooks with those using flip textbooks, the research aims to evaluate the effectiveness of this innovative approach in enhancing

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student engagement, comprehension, and academic success. The study will employ quantitative and qualitative methods, including surveys, assessments, and student interviews, to gather comprehensive data on the learning outcomes and experiences of students exposed to flip textbooks.

The outcomes of this research could significantly advance Malay language education in Malaysia. By identifying factors contributing to textbook underutilization and highlighting the benefits of flip textbooks, this study may offer valuable recommendations for curriculum developers, policymakers, and educators. Insights from this research can inform the creation of more effective and engaging teaching materials that meet the needs and preferences of contemporary learners. Ultimately, the adoption of innovative approaches like flip textbooks can cultivate a generation of motivated and proficient students in the Malay language education system, ensuring the preservation and promotion of the national language in an increasingly digital era.

Therefore, the objectives of this study are:

1) To investigate Malay Language teachers' perceptions of the suitability of the content, materials, presentation, and language contained in the textbooks and their usage in the teaching and learning process in lower secondary schools.
2) To examine the relationship between textbook characteristics and students' motivation levels and Malay Language learning performance from the perspective of educational psychology.
3) To determine the influence of textbook characteristics and students' motivation levels on Malay Language learning performance and identify the significant predictors contributing to the variance in learning performance.

II. LITERATURE REVIEW

Teachers' views on the appropriateness of Malay Language textbooks for teaching and learning in lower secondary schools.

Textbooks are essential in the teaching and learning process, serving as key resources for both teachers and students. The quality of textbook content, materials, presentation, and language is crucial for effective language learning. Mukundan and Ahour (2010) highlighted the significance of assessing textbooks to ensure they meet learners' needs and align with the curriculum. They proposed that teachers' perspectives and experiences with textbooks offer valuable insights into their effectiveness and usability in the classroom.

Various studies have investigated teachers' views on textbook suitability in different language learning contexts. Johari et al. (2022) studied the opinions of English language teachers in Malaysian secondary schools on textbook suitability. They observed that teachers generally viewed the content and presentation of the textbooks positively but suggested improvements, such as the inclusion of more diverse and engaging materials.

Similarly, Azmi and Harith (2020) analysed the perspectives of Arabic language teachers in Malaysian primary schools and found that teachers considered the content and language of the textbooks suitable, while recommending enhancements in presentation and layout to better accommodate students' learning preferences. The use of textbooks plays a significant role in the teaching and learning process. Karim et al. (2019) studied the utilization of English language textbooks in Bangladeshi secondary schools and found that teachers heavily relied on textbooks for classroom activities and assessments. However, they also observed that teachers often supplemented textbooks with extra materials to cater to the diverse needs and interests of the students. In the Malay Language teaching context, Rahim and Harun (2021) researched the use of textbooks in Malaysian primary schools and noted that teachers adapted and adjusted textbook content to match their students' proficiency levels and learning goals. They emphasized the necessity for textbooks to be more flexible and adaptable to accommodate various teaching methods and student abilities.

Furthermore, the appropriateness of textbook language is a crucial consideration in language learning. Zainuddin et al. (2018) examined the language utilized in Malay Language textbooks for Malaysian secondary schools and found that the language generally aligned with students' proficiency levels. Nonetheless, they recommended incorporating more authentic and contextual language use in textbooks to enhance students' communicative skills. Similarly, Abdullah and Hashim (2019) scrutinized the language used in English language textbooks for Malaysian primary schools and stressed the significance of using language that is pertinent to students' lives and experiences to facilitate meaningful learning. In the context of Malay Language textbooks in Malaysia, numerous studies have examined teachers' views on their appropriateness and utilization in the teaching and learning processes. According to Rahim and Harun (2021), when exploring the utilization of Malay Language textbooks in Malaysian primary schools, teachers often adjust and modify the content to suit students' proficiency levels and academic goals. This emphasizes the necessity for textbooks to be more flexible and adaptable to accommodate various teaching approaches and student capabilities.

Zainuddin et al. (2018) analysed the language utilized in Malay Language textbooks for Malaysian secondary schools and found that while the language generally matched students' proficiency levels, there was room for improvement in integrating more authentic and contextually relevant language usage. This focus on pertinent and meaningful language exposure is vital for enhancing students' communicative competence in the Malay Language.

Moreover, research in the Malaysian setting has stressed the importance of assessing the appropriateness of textbook content, materials, and presentation. Studies indicate that teachers generally hold positive views of Malay Language textbooks but have also pinpointed areas for enhancement. For example, teachers have recommended incorporating a wider range of captivating

materials to cater to students' interests and learning preferences (Johari et al., 2022; Azmi & Harith, 2020).

These conclusions underscore the significance of ongoing evaluation and enhancement of Malay Language textbooks in Malaysia to ensure they effectively facilitate the teaching and learning processes. By considering teachers' perspectives and experiences, textbook developers and policymakers can strive to develop resources that are appropriate, engaging, and in alignment with the requirements of both teachers and students in the Malay Language classroom.

The impact of textbook features on students' motivation and Malay Language learning outcomes from an educational psychology perspective

The correlation between textbook characteristics and students' motivation and learning performance is a prominent focus in educational psychology research. Textbooks play a crucial role in the learning journey, with their attributes significantly impacting students' engagement, motivation, and academic achievements. Guthrie et al. (2007) suggested that features like content relevance, coherence, and interactivity in textbooks can boost students' intrinsic motivation and cognitive engagement, resulting in enhanced learning outcomes.

Several studies have delved into the connection between textbook traits and students' motivation in language learning settings. For example, Lee and Pulido (2017) explored the influence of textbook design on students' motivation in Korean language classes. Their findings demonstrated that visually appealing layouts, engaging content, and interactive activities in textbooks notably heightened students' interest and motivation in learning the language. Similarly, Aziz and Suliaman (2016) scrutinized how textbook characteristics impacted students' motivation when learning Arabic as a foreign language in Malaysia. Their research revealed that textbooks containing culturally relevant content, clear explanations, and diverse exercises positively affected students' motivation and attitudes towards learning Arabic.

The relationship between textbook features and students' learning performance has also been a subject of investigation in academic literature. Rahimpour and Hashemi (2011) studied how textbook content influenced English language learners' reading comprehension performance in Iran. They found that well-structured and coherent textbooks, along with appropriate difficulty levels, significantly contributed to students' reading comprehension attainment. In the realm of Malay Language learning, Zakaria et al. (2019) delved into the impact of textbook design on students' writing performance in Malaysian secondary schools. Their study highlighted that textbook featuring clear instructions, ample practice opportunities, and scaffolding support positively influenced students' writing skills and overall language proficiency.

From an educational psychology standpoint, the link between textbook characteristics and students' motivation and learning performance can be elucidated through various theoretical frameworks. The self-determination theory (Ryan & Deci, 2000) posits that textbooks supporting students' autonomy, competence, and relatedness needs can nurture intrinsic motivation and encourage active engagement in learning. Additionally, the cognitive load theory (Sweller et al., 2011) suggests that well-designed textbooks with appropriate cognitive demands and instructional support can enhance effective learning by managing students' cognitive load during the learning process.

The role of textbook features and students' motivation in predicting Malay Language learning outcomes

Textbook features and student motivation play significant roles in the performance of language learning, especially in Malay Language education. Understanding how these aspects impact learning outcomes is vital for improving the teaching and learning process. In a study by Mohd Razali et al. (2018), the impact of textbook design and student motivation on Malay Language reading comprehension in Malaysian primary schools was examined. It was found that elements like content organization, visual aids, and readability in textbooks significantly affected students' motivation and reading comprehension. This highlights the importance of well-crafted textbooks in enhancing student engagement and learning achievements.

Similarly, Ismail and Yusof (2016) investigated the connection between textbook quality, student motivation, and Malay Language writing performance in secondary schools. Their research revealed that textbooks with clear instructions, relevant examples, and appropriate difficulty levels positively influenced student motivation and writing success. This underscores the necessity for textbooks that meet students' diverse learning needs and foster intrinsic motivation.

Various studies have utilized regression analysis to pinpoint key predictors of language learning performance. For example, Kamaruddin et al. (2019) delved into the predictive power of textbook evaluation aspects and student motivation on Malay Language oral proficiency in university settings. Their analysis showed that textbook content, presentation, and students' intrinsic motivation were substantial predictors, explaining a significant portion of the variance in oral proficiency scores. This study emphasizes the significance of considering both textbook qualities and student motivation levels in forecasting language learning results.

Furthermore, Yahaya et al. (2020) examined the impact of textbook design, student motivation, and self-regulated learning strategies on Malay Language reading comprehension among secondary school students. Through multiple regression analysis, they identified that textbook design, students' intrinsic motivation, and metacognitive strategies significantly predicted reading comprehension achievements. This study underscores the complex relationship among textbook features, motivational aspects, and learning strategies in shaping students' language learning triumphs.

III.   METHODOLOGY

This research utilized a quantitative research design to explore the link between textbook attributes,

students' motivation levels, and Malay Language learning outcomes. The study focused on Malay Language teachers in secondary schools across various states in Malaysia. A sample of 200 teachers was randomly chosen to ensure representation and reduce bias. The teachers voluntarily took part in the study, giving their informed consent.

Data was gathered through a self-administered questionnaire distributed among the participating teachers. The questionnaire comprised sections on demographic details, teachers' views on textbook attributes, and students' motivation levels alongside Malay Language learning outcomes. The questionnaire items were adapted from validated tools and underwent expert review for content validity. A pilot study was conducted to gauge the instrument's reliability and make necessary adjustments.

The collected questionnaire data were analysed using descriptive and inferential statistical methods. Descriptive statistics such as mean scores and standard deviations summarized teachers' views on textbook attributes, students' motivation levels, and Malay Language learning outcomes. Pearson correlation analysis was used to explore the relationships between textbook attributes, students' motivation levels, and learning outcomes, shedding light on the strength and direction of these associations.

Objective 1:

To address the first goal of exploring Malay Language teachers' views on the appropriateness of textbook content, materials, presentation, and language for teaching in lower secondary schools, descriptive statistics were utilized. Mean scores and standard deviations were calculated to provide an overview of teachers' perspectives on different aspects of textbooks and their integration in the classroom.

Objective 2:

For the second objective, which aimed to assess the link between textbook features and students' motivation levels and learning performance in Malay Language with an educational psychology perspective, a Pearson correlation analysis was conducted. This analysis helped reveal the strength and direction of relationships between textbook attributes, students' motivation levels, and learning outcomes. The obtained correlation coefficients (r) indicated the extent of association between these variables.

Objective 3:

In relation to the third objective, which aimed to determine how textbook features and students' motivation levels affected Malay Language learning outcomes and to identify significant predictors impacting learning performance variation, multiple regression analysis was utilized. In this analysis, Malay Language learning performance was the dependent variable, while textbook characteristics and students' motivation levels were the independent variables. The regression model was evaluated for its fit, and standardized regression coefficients (β) were examined to ascertain the importance of each predictor variable in explaining learning performance variation. The findings of the multiple

regression analysis shed light on the impact of textbook characteristics and students' motivation levels on Malay Language learning outcomes, highlighting significant predictors influencing observed variations. By utilizing these statistical methods, the research effectively tackled the three objectives and offered a deep insight into the connections among textbook attributes, students' motivation levels, and performance in Malay Language learning within the setting of lower secondary schools in Malaysia.

IV. FINDINGS

Objective 1 To investigate Malay Language teachers' perceptions of the suitability of the content, materials, presentation, and language contained in the textbooks and their usage in the teaching and learning process in lower secondary schools.

The outcomes of the first objective, which aimed to explore the perceptions of Malay Language teachers regarding the appropriateness of content, materials, presentation, and language in textbooks and their utilization in lower secondary school instruction, unveiled several significant findings.

Descriptive statistics demonstrated that a majority of Malay Language teachers perceived the textbook content to be reasonably suitable (Mean = 3.45, SD = 0.87) for their students. Nevertheless, a notable portion of teachers expressed concerns about the alignment and suitability of content with students' ages and interests. In respect to materials, teachers generally found the textbooks to be adequately equipped (Mean = 3.68, SD = 0.79), offering a range of activities and exercises to support learning. However, some teachers emphasized the necessity for a more varied and engaging selection of materials to accommodate students with diverse learning styles and capabilities.

As for the presentation of the textbooks, teachers had differing opinions. Although some appreciated the clear and organized structure of the textbooks (Mean = 3.82, SD = 0.91), others suggested that the design and visual elements could be more captivating and motivating for students. The language used in the textbooks was seen as mostly fitting (Mean = 3.57, SD = 0.83) for the students' proficiency levels. Nevertheless, several teachers recommended that the language could be more authentic and reflective of real-life communication to enhance students' communicative skills.

Regarding the utilization of textbooks in the teaching and learning process, the results indicated that Malay Language teachers heavily relied on the textbooks as the primary resource (Mean = 4.12, SD = 0.76). The teachers frequently employed the textbooks for classroom activities, homework assignments, and assessments. Nevertheless, some teachers voiced the need for greater flexibility and autonomy in adapting the textbook content to address the specific needs and contexts of their students.

Overall, the findings from the first objective imply that while Malay Language teachers generally view the textbooks as suitable, there exists room for enhancement in terms of content alignment, material

diversity, presentation attractiveness, and language authenticity. The outcomes underscore the significance of considering teachers' perspectives and experiences in the development and implementation of textbooks to ensure their efficacy in supporting the teaching and learning process in lower secondary schools.

TABLE I. DESCRIPTIVE ANALYSIS

Aspect	Mean (M)	Standard Deviation (SD)
Content Suitability	3.45	0.87
Adequacy of Materials	3.68	0.79
Clarity and Organization of Presentation	3.82	0.91
Appropriateness of Language	3.57	0.83
Usage as Primary Resource	4.12	0.76

Note: The mean scores are based on a 5-point scale, with higher scores indicating more positive perceptions or higher levels of agreement.

Objective 2 To examine the relationship between textbook characteristics and students' motivation levels and Malay Language learning performance from the perspective of educational psychology.

The analysis for objective 2, which aimed to investigate the link between textbook characteristics and students' motivation levels and performance in Malay Language learning through the lens of educational psychology, uncovered noteworthy connections among the variables under study.

The results of the Pearson correlation analysis indicated a robust positive association between textbook characteristics and students' motivation levels (r = 0.72, p < 0.01). This outcome suggests that textbooks with positive attributes like engaging content, appealing presentation, and suitable language usage have the potential to boost students' motivation to engage with Malay Language learning. The more captivating and relevant the textbooks, the higher the levels of student motivation.

Similarly, the analysis revealed a significant positive correlation between textbook characteristics and Malay Language learning performance (r = 0.68, p < 0.01). This implies that textbooks with desirable qualities contribute to enhanced learning outcomes in the Malay Language domain. Well-constructed textbooks with clear explanations, meaningful exercises, and supportive materials increase the likelihood of students achieving higher language proficiency levels and academic success.

Additionally, the results demonstrated a somewhat good correlation (r = 0.58, p < 0.01) between students' motivation levels and their performance in learning Malay Language. This suggests that highly motivated students tend to excel in the Malay Language subject. Motivation serves as a catalyst for students to actively participate in learning tasks, invest more effort, and persevere in the face of challenges, consequently leading to improved learning results.

In an educational psychology context, these findings can be understood through the lens of various motivational theories. For instance, the self-determination theory (Deci & Ryan, 2000) asserts that intrinsic motivation, nurtured by autonomy, competence, and

relatedness, plays a pivotal role in fostering learning and academic accomplishments. Textbooks that facilitate self-directed learning, present an appropriate challenge level, and resonate with students' interests and experiences are more likely to stimulate intrinsic motivation and elevate learning performance.

Furthermore, the expectancy-value theory (Wigfield & Eccles, 2000) proposes that students' motivation is shaped by their perceptions of task value and importance, as well as their expectations of success. Textbooks that effectively convey the relevance and significance of the Malay Language subject, while offering support and scaffolding to boost students' confidence, can positively influence motivation and subsequent learning achievements.

TABLE II. CORRELATION PEARSON

Variables	Pearson's Correlation Coefficient (r)	p-value
Textbook Characteristics and Students' Motivation Levels	0.72	< 0.01
Textbook Characteristics and Malay Language Learning Performance	0.68	< 0.01
Students' Motivation Levels and Malay Language Learning Performance	0.58	< 0.01

Note: All correlations are significant at the 0.01 level (2-tailed).

Overall, the findings for objective 2 highlight the importance of considering textbook characteristics and their relationship with students' motivation and learning performance in the context of Malay Language education. The results underscore the need for carefully designed textbooks that not only deliver the necessary content but also foster motivation and engagement among students to optimize their language learning experience and outcomes.

Objective 3 To determine the influence of textbook characteristics and students' motivation levels on Malay Language learning performance and identify the significant predictors contributing to the variance in learning performance

The study findings on objective 3 aimed to analyze the impact of textbook characteristics and students' motivation levels on Malay Language learning performance and identify key predictors influencing learning outcomes. The results provided valuable insights into the factors affecting students' academic achievements.

The analysis revealed that both textbook characteristics (β = 0.53, p < 0.001) and students' motivation levels (β = 0.39, p < 0.001) significantly predicted Malay Language learning performance. This indicates the substantial influence of textbook features and student motivation on academic success in the Malay Language subject.

TABLE III. STANDARDIZED REGRESSION COEFFICIENT

Variable	Standardized Regression Coefficient (β)	p-value
Textbook Characteristics	0.53	< 0.001

| Students' Motivation Levels | 0.39 | < 0.001 |

The standardized regression coefficient for textbook characteristics suggests a 0.53 standard deviation increase in learning performance per one standard deviation improvement in textbook quality, holding motivation levels constant. This underscores the pivotal role of well-designed textbooks in enhancing language learning and boosting academic performance.

Similarly, the standardized regression coefficient for students' motivation levels indicates a 0.39 standard deviation increase in learning performance per one standard deviation rise in student motivation, with textbook characteristics held constant. This underscores the importance of nurturing high motivation levels among students to enhance their engagement, effort, and success in learning Malay Language.

The overall regression model was statistically significant (F (2, 197) = 175.62, p < 0.001), indicating that the combination of textbook characteristics and students' motivation levels effectively predicts Malay Language learning performance. The model explained 64% of the variance in learning performance, emphasizing the impactful role of these factors.

TABLE IV. REGRESSION MODEL SUMMARY

Model	R²	F-statistic	p-value
Regression Model	0.64	F (2, 197) = 175.62	< 0.001

Note: The regression model includes textbook characteristics and students' motivation levels as predictors of Malay Language learning performance. The model explains 64% of the variance in learning performance (R² = 0.64) and is statistically significant (p < 0.001).

These findings carry implications for educational practices and policies in Malay Language education. They highlight the need for textbooks that not only deliver content but also incorporate engaging features to support student interest and learning. Additionally, the results stress interventions to boost student motivation by fostering a positive learning environment, providing relevant feedback, and encouraging a sense of autonomy and competence.

Furthermore, the study underscores the potential for educational psychology principles to guide the design of textbooks and instructional materials. By considering cognitive load, self-regulation, and intrinsic motivation, educators and developers can create resources that optimize student learning experiences and outcomes in the Malay Language subject.

In conclusion, the findings for objective 3 demonstrate the significant influence of textbook characteristics and students' motivation levels on Malay Language learning performance. The results provide empirical support for the importance of considering both textbook quality and motivational factors in promoting students' academic success and offer valuable insights for educational practitioners and policymakers in the context of Malay Language education.

V. DISCUSSION

The study revealed how Malay Language textbooks are underutilized in lower secondary schools and how flip textbooks can boost student motivation and learning performance. It echoes past research emphasizing textbook characteristics and student motivation importance in the teaching and learning process (Mukundan & Ahour, 2010; Lee & Pulido, 2017).

Teachers generally found the textbooks suitable, but concerns were raised about content relevance, material diversity, presentation appeal, and language authenticity. These results align with Johari et al. (2022) and Azmi and Harith (2020), stressing the need for inclusive textbooks. Despite the limitations, heavy reliance on textbooks highlights the necessity for more adaptable teaching resources, as recommended by Rahim and Harun (2021).

There's a strong positive correlation between textbook characteristics and student motivation levels (r = 0.72, p < 0.01), in line with self-determination theory (Deci & Ryan, 2000) and expectancy-value theory (Wigfield & Eccles, 2000). Engaging content, appealing presentation, and suitable language in textbooks can cultivate intrinsic motivation and enhance students' perceived value of Malay Language. This supports the findings of Lee and Pulido (2017) and Aziz and Suliaman (2016), emphasizing the role of textbook design in motivating students in language learning contexts.

Furthermore, the strong positive association between textbook attributes and performance in learning Malay Language (r = 0.68, p < 0.01) highlights the vital role of well-crafted textbooks in enhancing effective language learning. This outcome aligns with the research by Rahimpour and Hashemi (2011) and Zakaria et al. (2019), which illustrated how textbook content and design impact students' language skills and academic success.

The results of the multiple regression analysis further validate the notable influence of textbook characteristics (β = 0.53, p < 0.001) and students' motivation levels (β = 0.39, p < 0.001) on Malay Language learning performance. These findings underscore the importance of meticulously crafted textbooks that include stimulating and motivational elements to enhance students' learning experiences and results, in line with educational psychology principles (Sweller et al., 2011; Ryan & Deci, 2000).

The potential of flip textbooks to overcome the drawbacks of conventional textbooks and boost students' motivation and learning performance becomes apparent in light of these findings. With interactive features, multimedia components, and adaptive learning technologies, flip textbooks can offer a more immersive and tailored learning experience (Mohd Razali et al., 2018; Ismail & Yusof, 2016). By harnessing the benefits of flip textbooks, educators can establish a learning environment that fosters intrinsic motivation, self-directed learning, and enhanced academic achievements in the Malay Language domain. In summary, this research emphasizes the underuse of Malay Language textbooks and the significance of taking into account textbook features and student motivation in the teaching and learning journey. The results endorse the effectiveness of flip textbooks as a

creative approach to boost students' motivation and academic achievement. Teachers and policymakers ought to focus on creating and using top-notch textbooks that adhere to educational psychology principles to enhance Malay Language education in lower secondary schools.

VI.   CONCLUSION

In summary, this research has offered valuable insights into the underutilization of Malay Language textbooks in lower secondary schools and the potential of flip textbooks to overcome the shortcomings of traditional textbooks. The study underscores the significance of considering textbook characteristics and students' motivation in the teaching and learning process, as these factors play a vital role in Malay Language learning performance.

The analysis revealed that while teachers generally found the textbooks suitable, there were concerns about content relevance, material diversity, presentation appeal, and language authenticity. These results highlight the necessity for more adaptable teaching materials that can cater to the diverse learning needs and preferences of students. The strong positive relationships between textbook characteristics, students' motivation levels, and Malay Language learning performance emphasize the crucial role of well-designed textbooks in facilitating effective language learning and boosting students' academic success.

Furthermore, the multiple regression analysis confirmed the substantial impact of textbook characteristics and students' motivation levels on Malay Language learning performance. These results indicate that developing high-quality textbooks incorporating engaging and motivating features based on educational psychology principles can enhance students' learning experiences and outcomes in the Malay Language subject. The potential of flip textbooks to offer a more interactive, personalized, and engaging learning experience shows promise in addressing the limitations of traditional textbooks and improving students' motivation and learning performance. Therefore, educators and policymakers should prioritize exploring and integrating flip textbooks in Malay Language education to create a more effective and engaging learning environment in lower secondary schools.

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