

Teachers' Perceptions about the Use of AYU Applications in Teaching and Learning Activities

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Abstract: Today's generation must be extremely competitive and competent in a wide variety of subjects to be successful in the twenty-first century. The proliferation of technology is the focus of the Education 4.0 initiative. Therefore, students of today need to embrace digital learning rather than just being taught via memorization exercises and rote learning. The purpose of this research is to investigate the perception of teachers about the Akademi Youtuber application (AYU application) assists teachers in teaching and learning activities and serves as a reference for both educators and parents. The survey method uses a sample of 212 teachers from Malaysia to assess the usability of the developed Academy Youtuber application. It was determined, based on the mean percentage of teachers' perception (98.7 percent), that AYU applications are appropriate for the development of self-learning abilities and can be readily accessible by students, parents, and instructors.

Keywords: AYU application; technologies; self-learning skills; easily accessed



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1. INTRODUCTION

Online learning is defined as an educational activity in which instruction and content are delivered primarily via the Internet and through emerging technologies. Online learning uses the internet as a delivery modality to offer thoughtfully designed, quality, student-focused learning experiences, built on proven best practices that create effective interactions between learners, peers, instructors, and content. In these environments, students can be anywhere (independent) to learn and interact with instructors and other students" (Singh & Thurman, 2019). Online learning makes the teaching-learning process more student-centered, more innovative, and even more flexible.

On the other hand, online learning is increasingly becoming part of the education system worldwide. Covid-19 has brought out a drastic change in the educational system not only in Malaysia

but rather the entire world. This new normal created by Covid-19 disruption has accelerated the move toward online teaching and learning. The current scenario has involved a rapid pedagogical shift from traditional to online class sessions, personal to virtual instruction, and seminars to webinars (Mishra et al., 2020).

Furthermore, online learning requires appropriate infrastructure and technological platforms and Software applications (Apps) are widely used in the digital media environment (Light et al., 2018). Therefore, Academy Youtuber Malaysia (AYU) developed an Academy Youtuber application (AYU Apps) as a complement to the missing part of digital learning also appropriate for the development of self-learning abilities and can be readily accessible by students, parents, and instructors.

The platform of this web-based software application (apps) has become increasingly popular among internet users. It is a transformational site that crosses many domains including the field of education. One of the telecommunications tools is to use the android operating system which can develop mobile learning systems such as mobile phones, laptops, PDAs, and tablets in teaching and learning. The need to obtain this information has brought a change in strategy in the learning process (Efriyanti & Annas, 2020). By using software applications (apps), learning materials can be accessed by students at any time and place. In addition, it makes the teaching and learning delivery process easier, and more interesting to learn (Hendrawan, 2018; Martha et al., 2018) and provides an active learning experience to students (Sefriani et al., 2021).

Thus the 21st-century education system emphasizes teaching that can be accessed at all times regardless of time and place (Mat et al., 2022), the use of these AYU Apps can indirectly improve the ability of teachers in the process of delivering information, improve self-understanding during revision for users among students and guidance to other users, i.e. Parents, in helping them understand the learning content based on the DSKP provided.

The use of online learning is certainly easier to use than virtual learning. Online learning is a learning strategy electronic and digital where educators and students do not need to communicate in person face to face (Abd. Kadir, 2016). Online learning in teaching and learning is very important along with the progress of the modern world of education. Furthermore, the learning content is also easier to navigate with fast in a short time and without borders, even it also has a variety of reference sources that include an attractive appeal in terms of multimedia use and graphics. (Nilavani, 2021).

However, from another angle, according to Ehwan Ngadi, the effect of the implementation of online learning is emotional management. The early stage of MCO seems to give 'grace' to students because they don't have to attend school and go through daily PdP activities. However, the duration of the MCO is long, and continuing with the Conditional Movement Control Order (CMCO) for four weeks makes students start to feel bored and confined at home. Students are not able to meet peers, play and chat with close friends at school, or undergo extracurricular activities. This results in students' emotions starting to experience instability. According to Bernama sources following the closure of schools and higher education centers that are extended following the instructions of the Control Order Movement (MCO) until next April 14 has given a new challenge to educators to ensure their students continue to learn. Teachers and lecturers try to make the best use of social media such as WhatsApp and Telegram to deliver various information, instructions, and training. All this is to ensure that students' learning remains smooth even if they are not in the classroom and lecture room. (Nur Farhana Abdul Rahman, 2021).

Therefore, the Academy Youtuber Apps makes it easy for all teachers and educators from kindergarten, primary school, and secondary school to pre-university to find academic videos for

teaching and learning (T&L) just at their fingertips. Meanwhile, it is easy for students to learn and review lessons based on the videos available on the Academy Youtuber Apps.

2. OBJECTIVES OF THE STUDY

This research examined how incorporating an AYU Apps into the classroom in Malaysia affected teaching quality and student outcomes. this provided a definitive response to the following questions: 1) the instructor's age, gender, and years of expertise in the field; 2) Teachers in Malaysia benefit from a survey that measures how well the ayu app is used in the classroom.

3. METHODOLOGY

This section will discuss the methods used in the process of designing the software used to develop the Academy Youtuber application. This survey method uses a sample of 207 teachers from West Malaysia to assess the effectiveness of the developed Academy Youtuber application. The data was collected through a questionnaire. This Academy Youtuber application development methodology uses the ADDIE model.

3. FINDINGS

The Academy Youtuber application was developed to encourage the teaching and learning process and support 21st-century education. This application was built to facilitate the teacher's teaching process in improving the student's understanding. Students can use the application as a reference for self-learning in the comfort of their own homes. Table 1 shows the percentage of Teacher Perception for Each Item in the Evaluation of the Effectiveness of AYU Application Development.

Table 1. Percentage of Teachers' Perception of Each Item in the Evaluation of the Effectiveness of AYU Application Development

Bil	Item	Percentage of Teachers' Perception
1	AYU Apps content helps teachers in teaching and learning	98.1%
2	AYU apps cover all subjects from pre-school to pre-university level.	99.5%
3	AYU's videos help me explain the concepts in my subject.	99.5%
4	AYU videos make my teaching and learning activities more interesting.	99.5%
5	The graphics in the AYU video improve my students' understanding.	99.5%
6	AYU apps are easily accessible online.	92.7%
7	AYU apps are easy to download from the Play Store in my mobile phone.	99.0%
8	I easily find the subject I want in AYU Apps.	99.1%
9	I easily find the titles I want in AYU Apps.	99.0%
10	I can easily get additional materials such as special segments and co-curriculum for reference	99.6%
11	AYU apps can make it easier for my students to study independently at any time.	99.5%
12	My students can improve their mastery of subjects with the help of AYU Apps	99.5%

13	AYU Apps provide a wide selection of videos for students to make self-learning	99.5
14	I always share AYU videos to my students so they can learn on their own	99.5
15	Interesting features of AYU Apps, capable of attracting students' interest to make references	99.5%

Based on the percentage of teacher perception for each item of the effectiveness of AYU application development, it is clearly seen that the satisfaction with the content that helps teachers in teaching and learning is welcoming (98.1%), they agree that the AYU apps cover all subjects ranging from pre-school till pre-university level (99.5%). According to the percentage, a huge number of teachers agree the AYU app helps them to explain the concepts in the subject, makes their teachings and learning more interesting, and the graphics in the AYU app video improve their student's understanding (99.5%). A good amount of the teachers agree the AYU app is easily accessible online (92.7%) while the large majority find it much easier to download from the Play Store from their phones (99.0%). Through the percentage of evaluation shown above, a huge number of teachers agree the app helps finds the subject (99.1%), and titles (99.0%), and they can easily get additional materials such as segments and co-curriculum for reference (99.6%). The AYU app also made it easier for the students to study independently at any time (99.5%) and improve their mastery of the subjects (99.5%).

With the percentage of teachers' perception, the findings discover that AYU apps provide a wide selection of videos for the students to make self-learning (99.5%) a good study habit. The teachers also always share AYU videos with the students so they can learn on their own (99.5%). With the interesting features of the app, it is capable of attracting students' interest to make them their reference (99.5%).

4. DISCUSSION

The 21st Century learning system provides teachers and students with access to a variety of educational resources that inspire creativity, critical thinking, communication, and collaboration. Therefore, this application features the collaboration of more than 1,400 active education YouTubers consisting of teachers who are certified under the Malaysian Ministry of Education (KPM) emphasizing teaching that can be accessed at all times regardless of time and place. These teachers are volunteers from all over the country under the umbrella of the YouTuber Academy Community initiative of eDidik Malaysia and the Malaysian Teachers Club. The videos are produced according to the latest measurements and are always updated from time to time. The application is also easily accessible automatically and user-friendly. There are various training and knowledge-sharing sessions held online by the Youtuber Academy which has been attended by teachers involved in their respective fields in an effort to improve their skills in producing quality videos. Hence, the use of this Youtuber Academy Application can indirectly improve the ability of teachers in the process of delivering information, improve self-understanding during revision for users among students, and guidance to other users, i.e. Parents, in helping them understand the learning content based on the DSKP provided.

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