

**UNIVERSITI TEKNOLOGI MARA**

**THE INTEGRATION OF  
DICK AND CAREY MODEL IN DEVELOPING  
PORTRAIT TEACHING KIT  
FOR VISUAL ART EDUCATION TEACHERS**

**NOR SYAMIMI BINTI SAMSUDIN**

Dissertation submitted in partial fulfillment of the  
requirements for the degree of

**Master of Education  
(VISUAL ART EDUCATION)**

**Faculty of Education**

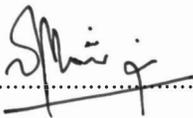
August 2014

## AUTHOR'S DECLARATION

I declare that the work in this dissertation was carried out in accordance with the regulation of Universiti Teknologi MARA. It is original and is the result of my own work, unless otherwise indicated or knowledge as reference work. This dissertation has not been submitted to any other academic institution for any degree or qualification.

I, hereby, acknowledge that I have been supplied with the Academic Rules and Regulation for Post Graduate, Universiti Teknologi MARA, regulating the conduct of my study and research.

Name of student : Nor Syamimi binti Samsudin  
Student I.D. No. : 2012359041  
Programme : Master or Education (Visual Art Education)  
Faculty : Faculty of Education  
Dissertation Title : The Integration of Dick and Carey Model in  
Developing Portrait Teaching Kit for Visual Art  
Education Teachers

Signature of Student :  .....

Date : August 2014

## ACKNOWLEDGEMENT

In the name of Allah S.W.T., the Most Gracious and the Most Merciful who has given me the strength and courage to complete my Master of Education (Visual Art Education). Also praise to our beloved Prophet Muhammad S.A.W.

My heartfelt grateful acknowledgement and appreciation especially goes to my supervisor **Puan Roslaili Anuar**, for her supervision and constant support. Her invaluable help of constructive comments and suggestions throughout the experimental and dissertation works have contribute to the success of this study. I would like to express my appreciation to my program coordinator Dr. Harrinni Md Noor and Prof. Dr Mohd Mustafa Mohd Ghazali Dean, Faculty of Education for their support and knowledge regarding to complete my master study. Besides that, I also would like to thanks my respondents and others who have helped me a lot to complete this research.

To my beloved parents En. Samsudin Nordin and Puan Norhayati Nasib; my siblings (Syahmi, Syaza, Syaida, Syakir and Syakirah); I would like to give special thank to them for their prayers, moral support and guidance; really gave me the surplus off energy needed to complete this dissertation and to be successful in my life and my studies. Also not forgetting my fellow friend Charlotte Crabtree, Frances Baxter, Russell William, Fadzil Arif, Norraidah, Feyra Fadzilah, Aisha Zainal, M.K Asyraf, Shahril Harun and individual who had shared ideas positive and negative comment throughout the completion of this dissertation. May they be blessed by Allah SWT the Almighty for the commitment that they have given.

Thank you.

**Nor Syamimi binti Samsudin**

## **ABSTRACT**

This study was aimed at developing the teaching aids to be utilized in Visual Art Education classrooms. Portrait is the most difficult lesson to teach as it involves tedious process and highly-skilled procedure (Opie, 2003). A teaching kit for teaching portrait lesson (Portrait Teaching Kit) was developed; integrating Dick and Carey Model (2005) as to prepare the instructional technology as the alternative in teaching portrait among teachers. This study was identified the VAE teachers' perception and motivation towards Portrait Teaching Kit as the teaching aid in VAE subject. A descriptive survey research was employed as to collect all the data. In this study, the respondents chosen were 30 experienced teachers of VAE subject among selected secondary school in Kuala Kangsar, Perak. Based on the findings, the study shown that implementation of Portrait Teaching Kit in VAE subject can provided new ideas and knowledge and enhanced VAE teachers' perception and motivation to delivering portrait lesson in the classroom. It is hoped that the Portrait Teaching Kit can facilitate portrait lesson among VAE.

## CHAPTER ONE

### INTRODUCTION

#### **Introduction**

Visual Art Education (VAE) plays a vital role in instilling the awareness and promotes the value of creativity. In Malaysian educational system, VAE has been designed in line with national aspiration as to produce citizen who are whole-rounded person towards the betterment of life and the development of the nations occur in on-going effort as mention in National of Educational Philosophy (Ministry of Education, 2013).

According to Bahagian Pembangunan Kurikulum (2012), VAE subject in secondary school is a comprehensive subject consisting of fine arts, visual communication, design and craft. The comprehensiveness of VAE subject covered the theory and practical in the teaching and learning process. For practical lessons, VAE covers the art production such as drawing, painting, printing, graphic design, multimedia, landscape, interior design and traditional craft. VAE in Malaysian secondary school was divided into two phases which is the lower level (Form 1 until Form 3) while upper level (Form 4 and 5). In lower secondary level, the learning process is about theories that emphasize on art history and appreciation of visual art and also the art production. Meanwhile, at the upper secondary level, VAE is offered as an elective subject which emphasizes more in-depth in the aspects of the visual arts.