

Perception On the Usage of Tablet Among Students in Malaysian Universities as Their Learning Tool

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ABSTRACT

Technological development has reformed our way of living tremendously from every aspect, including education. The availability and use of digital tools such as tablet computers in early year education has increased significantly in recent years. This study is to investigate perception on the usage of tablet computer among students in Malaysian universities as their learning tool. The final sample of students (n=103) participated in the survey representing 34.3% of the expected sample population. From the data analysed, almost 99% know tablet's existence and 91.3% had use tablet before. Technology also enables better practise, resource sharing, and communication for these roles so that everyone in the system is committed to working together to promote student learning. The use of technology to support learning has never been more possible or advanced. To enhance the results, the study should include more respondents from various higher education contexts in order to reach a larger part of the population.

Keywords: Tablet computer, technology advance, positive impact, academic performance, university students

INTRODUCTION

Technological development has reformed our way of living tremendously from every aspect, including education. The availability and use of digital tools such as tablet computers in early year education has increased significantly in recent years. According to (Z. Juan & L. Shan, 2020), tablet computers such as the Apple iPad are rapidly emerging as a prominent feature of pedagogical practice at preschools, accepted and used by teachers and children alike. Many teachers, parents, and students became interested in integrating tablet in their daily lives, which can significantly utilize the advanced functions of tablet replacing the old school way of learning. Advanced functions in today's tablet such as touch screen input, handwriting recognition, text-to-speech, and built-in recreational games are attractive to students who grow up in the digital age, according to (Juan & Shan, 2020).

Advances in technologies in the mobile industry have resulted in the development of a wide range of mobile operating systems with the three dominating players being Google Android, the Apple iOS and Microsoft Windows Phone. (Essel, H.B. et al., 2018) noted that different mobile devices such as tablets are being used in educational circles, which can now run feature-rich apps provided by Apple, Google, and Research In Motion, the three leading app stores. He furthermore claimed that the widespread ownership of digital devices and the increasing availability of other portable and wireless devices have been changing the landscape of technology-supported learning, and these technologies turn out to be well aligned with overall strategic educational goals such as improving students' retention and achievement, and supporting differentiation of learning needs.

According to (L. Dias & A. Victor, 2022), many schools are now moving towards mobile learning in the classroom because of the new electronic devices that offer portability and ease of use on a budget. Many researches have revealed positive learning outcomes for its use in classroom. It is believed that by allowing students to use mobile devices in the classroom, motivation to learn and to achieve increases as the tablet offers many features that attract students, as early as preschool learning stage. (L. Dias & A. Victor, 2022) further claimed that mobile devices are easy to use and attractive for students. These devices have larger screens, variety of apps, audio and video recording software, higher processing and battery power. These features can remarkably enhance student's creativity and enthusiasm when using them, inside or outside of the classroom.

Deeply rooted beyond these mobile devices, the most important tool that every device need is the Internet. Namely, due to its prevalence, (A. Szymkowiak et al., 2021) stated that the network provides fast access to information technology in numerous fields. Information systems improve efficiency and save time, becoming an important tool for business management, decision-making, competition, development, and they especially stand out in new methods for learning and education. This is an exceptional advantage during this digital age where everyone can get the access to countless of information on a tip of the finger. We no longer need to travel far away just to get the information that does not exist in the radius of our state. (A. Szymkowiak et al., 2021) further noted that perhaps the most significant forms of Internet-based education are the completely informal instances of learning that occur in the course of everyday Internet use. In this sense, the Internet's implicit support regarding various

forms of informal learning could be seen as its most substantial educational impact, as the devices such as tablet is handy to bring it anywhere, anytime.

LITERATURE REVIEW

The Convergence of Tablets

The use of technology can empower students to take an active role in creating their own learning environments, and fields that work with education technology now tend to view learning as a collaborative and socially situated process (Collins and Halverson, 2009; Selwyn, 2012; Genlott and Grönlund 2016). Regarding the human production of knowledge as a framework for learning, Mayer (2010) describes learning with technology, such as situations when technology is utilised to promote learning. Lai (2004), the Norwegian Directorate for Education and Training (2012), and Monitor (2013) all use the ability to gather, comprehend, and apply information as well as the possession of digital judgement as the definition of competence. With an emphasis on human behaviours through the use of cultural tools, this method of thinking can be related to sociocultural learning theory (Kongsgrden and Krumsvik, 2013).

Technology's function is to assist the teacher in directing the student's cognitive processing of information as they progress through the learning process. Wiliam (2010, 2011), Shute (2008), and Hattie (2012), who emphasise the significance of integrating assessment and teaching, lend credence to this. The students must participate in setting their own goals (Zimmerman, 2012) to guide the learning process (Kongsgrden and Krumsvik, 2013) in what Harasim (2012) refers to as constructivist collaboration, in which teacher and students interact throughout the entire learning process. This is necessary if assessment and teaching are to be integrated. In what Harasim (2012) refers to as constructivist collaboration, teachers and students work together throughout the entire learning process (Kongsgrden and Krumsvik, 2013). This is the learning environment in a class, or what Farell (2001) refers to as "collaborative circles." For students and teachers alike, the use of technology can make these procedures more adaptable and transparent². Yang (2012) has concerns about the teacher's ability to adopt new working methods, despite the hope that ICT will be a catalyst for change in learning processes. His research demonstrates that teachers frequently adhere to a pattern that is outlined in the lesson plan's subjects, which establishes the teaching's syllabus and offers instructions for its pedagogical approach. The faculty needs to be able to share experiences and ideas in order for the teacher to transition from being a content communicator to a person in charge of a "learning expedition" in order for this to work (Jahnke and Norberg 2013; Krumsvik et al. 2013).

But according to the recently released PISA-study *Students, Computers and Learning: Making the Connection* (OECD 2015), both instructors and students still find it difficult to integrate technology into the classroom's learning processes. They conduct their research on 5-year-old children and find that, compared to people who typed the letter on a keyboard or recognised it on a piece of paper, people who wrote the letter by hand experience an entirely distinct increase in brain activity in central regions of the brain. The researchers provide an explanation for this by stating that while planning and carrying out the "activity" is important

when writing by hand, it is not necessary while typing the letter or looking for it among other letters. This is intriguing, not least because tablets are now being used more frequently, even at the preschool level. Researchers Mueller and Oppenheimer (2014) looked into the various note-taking techniques used by students in university level.

RESEARCH METHODOLOGY

On this study, method that be used is quantitative. According to (Harry Barton Essel, 2018), This method was used to ensure that every student had the opportunity to participate in the survey. The students' ages are between 18-25 years old and are studying in various universities. The survey got 137 respondents unfortunately, 2 of them were invalid. A final sample of students (n=135) participated in the survey representing 33.75% of the expected sample population. A 30% response rate from an online survey is considered average for analysis according to (Harry Barton Essel, 2018).

A survey questionnaire was designed using Google Form and a short URL (link) was generated. The aims of the study were to investigate student's acceptance of using tablet on learning fields. Four members of the group shared the link separately towards others. The survey was divided into two sections: (1) Multiple choices and (2) Rating scale 1 to 5. The survey was conducted for 5 days.

CONCLUSION

There has never been a better time to use technology to facilitate and enhance learning for individuals from all backgrounds, at all levels, and everywhere. The essential elements required to best implement the changes made possible by technology in education are in place, from the modernisation of E-rate to the growth and uptake of openly licenced educational resources. These tools and resources should now be integrated into the activities of educators, decision-makers, administrators, and programmes for teacher preparation and professional development. These groups may minimise inefficiencies, extend learning beyond the confines of conventional classrooms, and build solid partnerships to support learning everywhere, all the time by collaborating with families, researchers, cultural institutions, and all other stakeholders. Even if technology does not guarantee fairness and accessibility in learning, it has the potential to remove barriers to both in ways that were before impractical.

All learners have access to resources, experiences, planning tools, and information that can put them on a road to earning knowledge that was unthinkable a generation before, regardless of their perceived skills or geographic locations. All of this has the potential to improve educators' knowledge, competencies, and skills. Beyond the static and out-of-date results of conventional examinations, tools and data systems can be seamlessly integrated to provide information on students' progress in their learning. Learning dashboards, collaborative tools, and communication tools may make it simple and quick to connect teachers and families. Strong vision and leadership at all levels, from teacher leaders to school, district, and state administrators, make this all more likely.

Technology also enables better practise, resource sharing, and communication for these roles so that everyone in the system is committed to working together to promote student

learning. The use of technology to support learning has never been more possible or advanced. To enhance the results, the study should include more respondents from various higher education contexts in order to reach a larger part of the population. To improve the research results, a random sample of students from colleges, universities, and other higher education institutions is required. As a consequence, increasing the number of respondents will reinforce the study's results. However, the mix method may complicate the study procedure, but it will provide a detailed conclusion of the study.

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