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DETERMINING BARRIERS FOR DIGITAL GAME-BASED LEARNING TEACHING APPROACH: A CASE STUDY ON PRIMARY SCHOOL MALAY HISTORICAL SUBJECT

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ABSTRACT

History subjects are often connected with the old-fashioned and teacher-centered learning which it is not very effective method. The learning and teaching technique of history is static and students easily lost their interest in memorizing the facts. In addition, starting from the year 2013, in order to attain the Malaysian Certificate of Education (SPM), history became one of the compulsory pass subjects which is taken by standard 4 students. As result of this, number of the students fail to achieve higher grades. Therefore, history seems to produce difficulties for many students. The aim of this study was to highlight how teaching by using Digital Game-Based Learning can be applied as one of the technique to improve history subject teaching and learning session. This aim is achieved by answering three research objectives, including identifying the current practice among the teacher in teaching Malay historical subject, investigating the teachers' perceptions toward using Digital Game Based-Learning in teaching Malay historical subject and determining the barriers that influence teachers towards using Digital Game Based-Learning in teaching Malay Historical Subject. The study was conducted together with primary school Malay historical subject teachers in Malaysia. The study is a quantitative analysis using survey questionnaire as the instrument and employs Research Process as the research methodology. Prototype evaluation was conducted using one to one testing with 14 participants. A portion of the survey required respondents to rate to what 20 potential barriers were perceived as an impediment to the adoption of Digital Game-Based Learning. Some of the highest rated barriers included is not enough time to use DGBL in short class periods, lack of preparation to use DGBL in teaching method and short class period hinder long-term engagement in complex DGBL.

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CHAPTER ONE
INTRODUCTION

1.1 Introduction

This aim of this research is to investigate Malaysia primary school history teacher's perceptions on implementing Digital Game-Based Learning (DGBL) in their teaching method. This chapter of the research shall provide the background for the study. It also elaborates the objectives of the study and research questions, significance of the research together with its predefined scope.

1.2 Research Background

Digital games can be vital in enhancing skills for an individual to be more success in their lives (Rivadulla, De Jesus, Saludo, Balahadia, & Sandoval, 2017). Living and existing in modernization era, rather than playing games that were mostly played outdoor, it has change to digital entertainment where there is no need for an individual to purposely go outside and play. To date, the world has transformed greatly with the benefit of technology. According to a research on "Framework to Heritage Education using Emerging Technologies" (Mendoza, Baldiris, & Fabregat, 2015), by applying technology it can simplify the education process and closing the gap between the people and their historic knowledge. Based on the study conducted by Universiti Malaya and Taylors' University (Lye & Sabri, 2013), there are multiple reasons for digital games to be considered an appropriate medium for education. Firstly, there are certain attributes in digital games which believed able to give positively influence and attracts the learner's motivation to start and improved their engagement in study history. Secondly, games also contain certain attributes that allow the implementation of certain learning theories such as constructivism.

History subject is one of the core subjects that must be taken by all students. Started in 2012, it is compulsory to pass the subject in order to graduate with Malaysian Certificate of Education (SPM). In addition, history subjects were introduced and taught in primary schools since 2014 (Husin, Awang, & Ahmad, 2017). History subject always