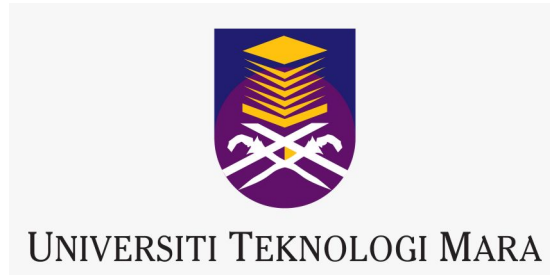**UNIVERSITI TEKNOLOGI MARA**

FACTORS THAT INFLUENCE THE LEVEL OF LEARNING INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) IN SCIENCE AMONG YEAR 4 PUPILS IN SK GOEBILT, KUCHING.

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Factors That Influence The Level Of Learning Information And Communication Technology (ICT) In Science Among Year 4 Pupils In Sekolah Kebangsaan Goebilt, Petra Jaya, Kuching, Sarawak. (Application of ICT, Pupils' Interest and Mastery Level Of ICT Skill.)

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Abstract

The benefit of Information and Communication Technologies (ICT) to students are to improve students' understanding and mastery of their lessons. Apart from that, ICT also provides equal learning for all students who have the abilities thus increase students' motivation. In the context of the use of ICT in teaching and learning, this can be categorized as tutorial, exploratory, application and communication.

As an educator, the teacher has the sense of responsibility to guide the pupils to access information that is difficult to obtain. Besides that, ICT is seen to assist those to collect information as well as to create a fun learning environment and to face the learning challenge. The most important part is to increase creativity and the imagination of the students.

The purposes of this study were to identify the factors that influence the level of learning ICT in Science (application of ICT, pupils' interest and mastery level of ICT skills) and to identify the problems that influence the level of application of ICT learning in Science among Year 4 pupils in SK Goebilt, Petra Jaya, Kuching, Sarawak. The research utilized quantitative research methodology where 30 questionnaires were distributed to the pupils. A set of questionnaire contains 5 questions including ranking, yes-no, Likert scale questions and listing.

Most of the respondents strongly disagreed that they use ICT during the learning of Science to improve their skills in ICT learning. Many respondents agreed that their interests in learning ICT can influence their level of ICT learning in Science and most of the respondents disagreed that they have high level of ICT skills. Majority of respondents are interested in using ICT facilities in the process of learning. Half of respondents have enough time and require a long time to learn to use ICT in Science. More than half of respondents do not have a computer at home and they are having trouble typing using a computer.

So, to increase the level of ICT learning among pupils, the researcher suggests that the pupils should have a more positive perception about ICT application in the learning

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1.0 Introduction

Malaysia like other developing countries is still in the stage of integrating ICT in teaching and learning process. The use of ICT for learning purpose began when ICT has been applied as a medium to browse and access information from CD-Rom, Internet or web portal.

Information and Communication Technology or ICT is a technology that is required for data processing. The scope of the topic is very broad. It may concern all aspects of management and processing of information. The main component of ICT is computer and the software is used to store, convert, protect, process, transmit, browse and to get information without limitation.

In learning situation, pupils can control and decide which information that they receive or accept from ICT but it is different from tutorial learning, whereby the pupils only learn from the subject that has been given away by the teachers and is controlled by them. Since then, ICT has a big impact on how we see the world and how we live today.

Computer on the other hand is more or less similar to tutorial which will help to develop the integrated learning system. For instance, microsoft power point software is a medium to teach Science in the classroom and most pupils have fun in learning and find learning easy with the aid of the technology.

Meanwhile, the advantages of using ICTs in learning are to offer pupils a chance to decide or to create their own goals and objective in their learning process. The teachers' roles and responsibilities are to encourage pupils to engage more actively in learning in using and guiding pupils to handle the real problem in the classroom.