

UNIVERSITI TEKNOLOGI MARA

**THE DEVELOPMENT OF “I-GEP”
(INFOGRAPHIC OF ELEMENTS AND PRINCIPLES
OF DESIGN) MODULE AS SCAFFOLDING IN
TEACHING AND LEARNING
VISUAL ARTS FOR SECONDARY SCHOOL**

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Disertation submitted in partial fulfillment
of the requirements for the degree of
Master of Education
(Visual Art Education)

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AUTHOR'S DECLARATION

I declare that the work in this dissertation was carried out in accordance with the regulations of Universiti Teknologi MARA. It is original and is the results of my own work, unless otherwise indicated or acknowledged as referenced work. This thesis has not been submitted to any other academic institution or non-academic institution for any degree or qualification.

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

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ABSTRACT

Infographic or “information graphic” are designed and used in the current study as instructional material to scaffold in teaching and learning process. This study examined the use of “I-GEP” (Infographic of Elements and Principles of Design) Module that has been design and developed as a teaching tool for facilitating teaching and learning Visual Arts Education. This study was conducted and focussing in Elements and Principles of Design topic in VAE among Form Four secondary school students and Visual Art teacher. This study also assesses students’ achievement in summative test, artwork produced, and their feedback on gallery walk activities conducted. Besides, the usability of the module had been evaluate after lesson completed. This study was used Design Developmental Research (DDR) as research design which is consist three phase in developmental study. The I-GEP module was developed using ADDIE model supported by Learning and Remembering Equation Instructional Design Model by Sharon Boller (2017) as a guide in developing Visual Art lesson plan and to be used in teaching and learning process. The data collection is based on methodology using quantitative and descriptive statistics. The data finding from qualitative method is supported in this study. This study conducted with 176 students and five experts in phase one for Need Analysis. For Design and Development in phase two was evaluated by four experienced teacher of VAE. In the phase three for implementation and evaluation procedure, research conducted through quasi-experimental of single-group comparison study. The respondent in this phase were selected through purposive sampling of 43 students which consist 30 male and 14 female and one Visual Art teacher. This result revealed significantly higher achievement on mean total score of students’ summative test after using I-GEP Module. This shows that the use of I-GEP module has succeeded in improving student achievement in learning. The usability test also revealed 100% teacher were satisfied with the productivity of the module and students for both gender shows same interest in learning I-GEP module through interactive while female students shows higher interest in learning I-GEP through printed material than male students. Conclusion are drawn, and directions for future studies are discussed.

TABLE OF CONTENT

	Page
AUTHOR’S DECLARATION	iii
ABSTRACT	iiii
ACKNOWLEDGEMENT	ivv
TABLE OF CONTENT	v
LIST OF TABLES	xiii
LIST OF FIGURES	xvxi
LIST OF ABBREVIATIONS	xxi
CHAPTER ONE: INTRODUCTION	1
1.1 Introduction	1
1.2 Background of Study	3
1.3 Statement of Problem	5
1.4 Research Objectives	9
1.5 Research Question	10
1.6 Research Hypothesis	11
1.7 Significance of Study	12
1.8 Limitation and Delimitations of Study	13
1.9 Operational Definitions	14
1.9.1 Infographic	14
1.9.2 Infographic Module	15
1.9.3 Scaffolding	15
1.9.4 Visual Art Education	16
1.9.5 Elements and Principles of Design	16
1.9.6 Usability	17
1.9.7 Memory	17
1.9.8 Academic Achievement	18

1.9.9	Assessment in Visual Art Education	18
1.9.10	Visual Art Text Books	20
1.10	Summary	20
CHAPTER TWO: LITERATURE REVIEW		21
2.1	Introduction	21
2.2	Visual Art Education	21
2.3	The Use of Teaching Aids in the Teaching of Visual Arts Education	23
2.4	Elements and Principles of Design in Visual Art Education	25
2.5	Infographic	27
2.6	Usefulness Infographic as Scaffolding in Teaching and Learning	30
2.7	Theoretical Framework	32
2.7.1	Addie Model	34
2.7.2	Dual Coding Theory	38
2.7.3	Memory Theory	39
2.7.4	Zone of Proximal Development and Scaffolding Theory	40
2.7.4.1	Zone of Proximal	4
2.7.4.2	Scaffolding Theory	41
2.8	Learning and Remembering Equation Instructional Model	42
2.8.1	Mental Involvement	42
2.8.2	Memory Builders	43
2.9	Conceptual Framework	44
2.10	Summary	44
CHAPTER THREE: RESEARCH METHODOLOGY		45
3.1	Introduction	45
3.2	Research Design	45
3.3	Research Procedure	47
3.4	Phase 1 - Need Analysis	50
3.4.1	Research Instrument	50
3.4.2	Population	51