

**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**

**FAUZIAH BINTI MOHAMMAD**

**MEd**

**December 2018**

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**FAUZIAH BINTI MOHAMMAD**

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

**Faculty of Education**

**December 2018**

## 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.

## ACKNOWLEDGEMENT

Firstly, I wish to thank God for giving me the opportunity to embark on my Master's Degree and for completing this long and challenging journey successfully. My gratitude and thanks go to my supervisor Dr Siti Zuraida Maaruf. Thank you for the support, patience, and an ideas in assisting me with this project. I also would like to express my gratitude to all Master in Educations Lecturers for sharing their knowledge and expertise.

My appreciation goes to the staff members of Ministry of Education Malaysia in Text Book Department for providing and sharing a knowledge, expertise and information. Special thanks to my colleagues and friends for helping me with this project.

Finally, this thesis is dedicated to the loving memory of my very dear late father and mother for the vision and determination to educate me, supporting husband Nor Rahimi bin Mohd Hata and understanding children Sofea Aleesya for always being there for my ups and down. This piece of victory is dedicated to all of you. Alhamdulillah.