HISTORY EDUCATION IN MALAYSIA: STRENGTHENNING THE MASTERY OF INFORMATION & COMMUNICATION TECHNOLOGY (ICT) AMONG STUDENTS TOWARDS REALISING THE NATION'S ASPIRATIONS THROUGH HISTORY SUBJECT

Jasmin Ilyani binti Ahmad[1] and Sopiah binti Said[2]

[1]Faculty of Computer and mathematical Sciences, Universiti Teknologi MARA(UiTM), Malaysia
jasmin464@kedah.uitm.edu.my
[2] SMK Seri Nibong, Nibong Tebal, Pulau Pinang, Malaysia
sopiahsaid2828@gmail.com

ABSTRACT

The writing of this working paper aim to study the level of mastery of ICT among students in SMK Seri Nibong, Nibong Tebal,Pulau Pinang, Malaysia through the History subject. This is in line with the government's decision to make History a compulsory subject to pass in the SPM exam from the year 2013 and to introduce History subject for the year 2014 in primary schools which is in line and parallel to the aspiration of The National Education Philosophy that is to produce human resource who are knowledgable, responsible, capable and can achive individual-well-being and also able to contribute towards the harmony and prosperity of the society as well as the country. The change in the education policy with regards to History subject indirectly touches the teaching and learning of history in school. Interesting teaching and learning should be stressed to attract students to pay attention, understand and internalize he subject so that the will not be bored and the effectiveness and aim of the subject is achieved. Teaching and learning using ICT is one of the alternative medium of the teaching and learning process which is said to be able to attract students interest. The methodology of this survey is to distribute questionnaire to 100 students comprising students from Form 1 untill form 5 to investigate their views regarding History subject. This includes student's knowledge in History subject, level of use of technology and awareness in the importance of subject and its relation to their daily life, their readiness to learn History using ICT as well as the level of their mastery in the field of ICT.

Keywords : History Subject, ICT, Teaching and Learning

INTRODUCTION

The development of nation based on our own formula has been stressed through Vision 2020 can be implemented through various channels. One of the important channels is through an effective education system. This is because the knowledge and education can be an agent of change to generate nations' mentality in order to have a strong nation and country. Education also can be a pioneer in creative and innovative thinking. It can produce educated and competitive young generation

globally. The current belief is that ICT is not only the backbone of the Information Society, but also an important catalyst and tool for inducing educational reforms that change our students into productive knowledge workers (Pelgrum, W.J. 2001). Therefore, the Ministry of Education suggest strategizing the teaching and learning process that involves various activities and resources. Teachers are encourage to be creative in order to arrange activities and approaches based on the students such as the usage of ICT in teaching and learning History (History Syllabus Form 4, 2003). Most researchers agree that the successful use of computers in the classroom is dependent on positive teacher attitudes toward computers (Christensen, R. 2002).

THE GENERAL VIEW OF HISTORY SUBJECT IN EDUCATION

The objective of learning History as a subject is to embed and to strengthen the patriotic spirit as a Malaysian. Through knowledge and understanding the Malaysian history and global history, students can understand the situation of local community and the country and also the relationship with the world history. This is done in order to achieve the integration and solidarity among students. History education can also make us together remember towards history as a national awareness reference structure and understanding internationally .(History Syllabus Form 2,2003)

Integrated Secondary School Curriculum (KBSM) which was introduced phase by phase started with Form 1 in 1989, stated that the History subject is one of the core subject and compulsory taken by students in *Peperiksaan Penilaian Menengah Rendah (PMR)* and *Sijil Pelajaran Malaysia (SPM)*. While in secondary lower level, this subject is taught in a curriculum in the subject of *Local Studies*. The next will be starting in 2013 where the History subject is set as a compulsory pass subjects to have a qualification condition in SPM as well as *Bahasa Melayu* subject. The History subject also will be introduced to be repeated by students starting 2014 (Release Letter Examination Board, no.3 2011). The assessment of the History subject in SPM will use the current existing syllabus starting 2013 until 2017. Starting 2018 the assessment of the History subject will use the new syllabus in Standard Curriculum for Secondary School (KSSM) (Circular Examination no. 3 2011)

The government step to set the History subject as one of the compulsory pass subject in SPM starting 2013 is actually the accurate and correct step, and it is parallel with the National Philosophy of Education vision where to produce educated and responsible people, able to achieve the prosperity and to give the contribution to the country in the wealth and happiness of community.

ICT USAGE IN TEACHING AND LEARNING OF HISTORY SUBJECT

ICT usage nowadays is popular and needed among people in daily life. Various daily activities such as the utility bill payment, purchasing goods, banking and communication can be done using ICT technology. All of the businesses can be implemented in a short time anywhere and anytime. Users do not need to queue up at the counter to any business and therefore it facilitates users where they do not have to think about transportation, crowded and a limited parking spaces which is very critical in metropolitan area.

ICT can provide resources and pedagogical framework to produce effective students. ICT usage also was the needed in education sector where ICT in classroom become popular among teachers. They prepared slideshow and visual aids as their teaching equipments assistance which is more interesting, effective and trendy. The ICT usage is actually was improved the teaching and learning techniques as well as the process (Tondeur, J. Van Braak. J. and Valcke, M 2007).. Besides, students also have to prepare their assignments using ICT technologies such as the use of certain softwares to complete those assignments. It also involves the discussion forum using the Internet and intranet between teachers and students or among students itself, which can be done through online application anywhere and anytime (Victoria L.T., 2003).

This situation is parallel with the National Education Policy, Information and Communication Technology (ICT) in training and education, where ICT is for all students, ICT as teaching and learning tool, ICT as a subject component and as a subject; and ICT is use to increase productivity, efficiency and effectiveness of management system. Other studies have shown that students' attitudes about school and learning are likely to affect student achievement (OTA, 1995) and that appropriate teacher training in classroom computer use can be associated with higher student achievement ((Christensen, R. 2002).
The usage of ICT in the History subject at schools in teaching and learning process can assist the students' capability in ICT field. The learning of History subject today requires web searching and the Internet usage in ICT field (Peter H. & Bob M., 2005). Learning notes also have been put in virtual learning environment (VLE) where students can learn with their comfortability (Peter H. & Bob M., 2005). This situation can help the government to achieve their mission to produce people with first class mind. This also can develop people with mission where they capable to learn, work, communicate and interact effectively, also are capable to use ICT properly, and they are able to have creative and critis thinking, then they can act rationally, and always applied learning process for their whole life. (Education Development Master Plan 2006-2010).

Compared to teaching and learning method traditionally, which only use 'talk and chalk' and not interseting for students, ICT can recover their interest to learn History subject. Learning method is very important to make sure students can understand and accept whatever have been taught. Learning History supposedly should be more than memorization to pass the examination. Besides, students also should be exposed with presentation method using ICT such as the computer usage, printer and scanner in providing the slideshows, projector and storage medium ousage such as pen drive and external hard disk. The ICT usage also can upgrade the teaching profession as to be respected with responsibilities to develop new generation in the future (Education Development Master Plan 2006-2010 (PIPP).

FINDINGS

In Demographic part, there are 6 questions that had been asked to respondents such as gender, age, race, parent's occupation and parent's income. There are about 46% of respondents are male and 54 of respondents are female. In this research, the researcher has been use the same total of respondents for each age. Each ages the research take 20% of respondents. In this research, it involved four races which are

Malay, Chinese, Indian and others. There are about 39% of respondents are Malay, followed by 31 of respondents are Indian, and 29 of respondents are Chinese. For others race, only 1% of respondents involved. The highest % of father's occupation is businessman which is 12%, followed by technician which is 11%. The lowest % for father's occupation are security guard, optician, general worker, designer, contractor which is only 1%.

From the result, it shown that 73% of the respondents were encouraged by their parents to learn History subject, while 27% of them stated that they do not encouraged by their parents to learn History subject. 64% of the respondents agreed that their parents explained the important of learning History. Otherwise, 96% of the respondents stated that their teachers explained the important to learn History subject. This proves that the teacher plays an important role in conveying information to students.

Table 1: Descriptive Analysis of Student's Awareness Rating Scale

Awareness Rating

	Does your teacher have ever explained the important of learning History subject?		
	Yes	No	Total
13 years old	19	1	20
14 years old	20	0	20
15 years old	20	0	20
16 years old	17	3	20
17 years old	20	0	20
Total	96	4	100

Awareness Rating Scale (ARS)

Table 1 shows the crosstab age with the statement 3 "Does your teacher have ever explained the important of learning History subject?" There are about 20% of respondents age 14, 15 and 20 choose yes for the statement 3, followed by 19 % of respondent age 13 choose yes, and 17 % of respondents age 16 choose yes. The highest age that choose yes are 14, 15 and 17 choosing yes for statement 3.

The result also shows 63% of respondents choose disagree and strongly disagree about their capabilities to memorize facts in History subject easily. This percent is quite high where more than half of the respondents difficult to memorize facts in History subject. However 51% agree and 34 strongly agree that ICT can assist them to memorize and understand teaching and learning effectively. This situation clearly shows that ICT is important in education today especially for the students to understand certain topic. Even 79% of the respondents choose agree and strongly

agree with the statement that the usage of ICT in teaching and learning can assists them to save their time, next agreed the use of computer in classroom is more interesting compared to conventional method (blackboard, chalk etc). The result of the Analysis of Using Technology Scale (UTS) shows that 51% of the respondents choose agree and 34% of them choose strongly agree for the statement that computer technology usage in learning process help to understand subject better.

Table 2: Descriptive Analysis of Using Technology Scale

		Frequency	%
Valid	Strongly disagree	7	7.0
	Disagree	8	8.0
	Agree	51	51.0
	Strongly agree	34	34.0
	Total	100	100.0

Table 2 shows the statement in your opinion, did computer technology usage in learning process can help you to understand subject better?"

Meanwhile in teaching and learning process, the study shows the majority of the respondents refer to other references such as the Internet as to understand better. This situation indirectly shows that the History subject can strengthen the mastering of ICT among students.

### Table 3: I refer to other references such as the Internet as to understand better

		Frequency	%
Valid	Strongly disagree	5	5.0
	Disagree	11	11.0
	Agree	40	40.0
	Strongly agree	44	44.0
	Total	100	100.0

Table 3 shows the statement "I refer to other references such as the internet as to understand better". There are about 44% of respondents are strongly agree, 40% of respondents are agree, 11% are disagree, and 5% of respondents are strongly disagree with the statement. For the statement "learning material such as e-learning and slide presentation which is use in class will be very interesting and will be helpful to understand any topic", there are about 42% of respondents are strongly agree, 40% of respondents are agree, 14% are disagree and 4% of respondents are strongly disagree with the statement. In this aspect, to strengthen the mastering of ICT among students

is to give assignments to prepare for the presentation using ICT facilities about certain topic taught. The assignment can be an individual or group assignment.

Graph 1:

Learning material such as e-learning and slide presentation which is use in class will be very interesting and will be helpful to understand any topic
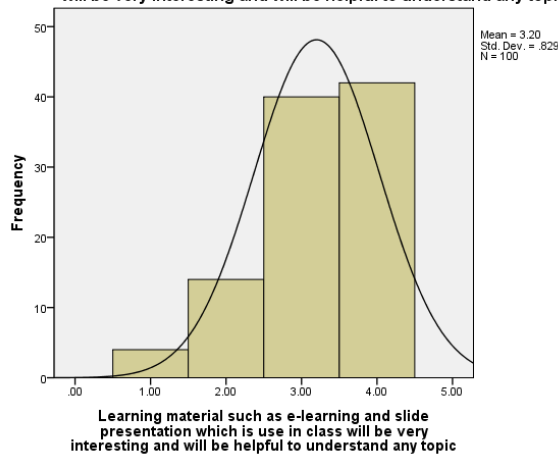
For the statement "I complete all the school projects and assignment using computer application such as Microsoft Word, Microsoft Excel, PowerPoint etc", there are about 47% of the respondents are agree, 36% of them are strongly agree, 13% are disagree and 4% of respondents are strongly disagree.

Graph 2:

I complete all the school projects and assignment using computer application such as Microsoft Word, Microsoft Excel, PowerPoint etc.

Mean = 3.15
Std. Dev. = .796
N = 100
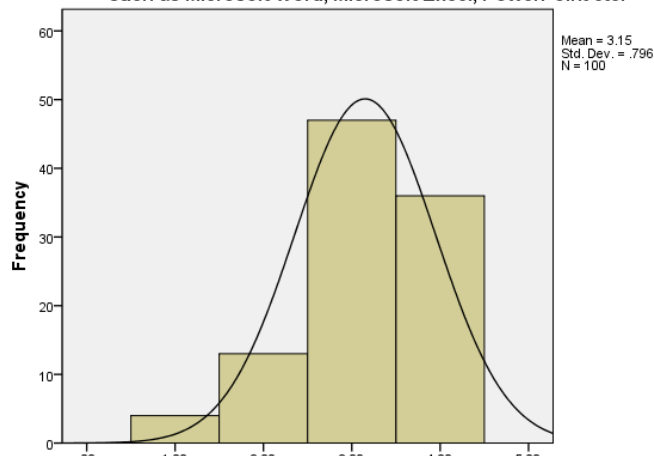
I complete all the school projects and assignment using computer application such as Microsoft Word, Microsoft Excel, PowerPoint etc.

Meanwhile for the statement "Visual learning material is easily accessed through the Internet", there are about 58% of the respondents are agree, 34% of respondents are strongly agree, 6% of respondents are disagree and only 2% of respondents are strongly disagree.

Graph 3:

Visual learning material is easily accessed through the Internet

Mean = 3.24
Std. Dev. = .653
N = 100

Visual learning material is easily accessed through the Internet
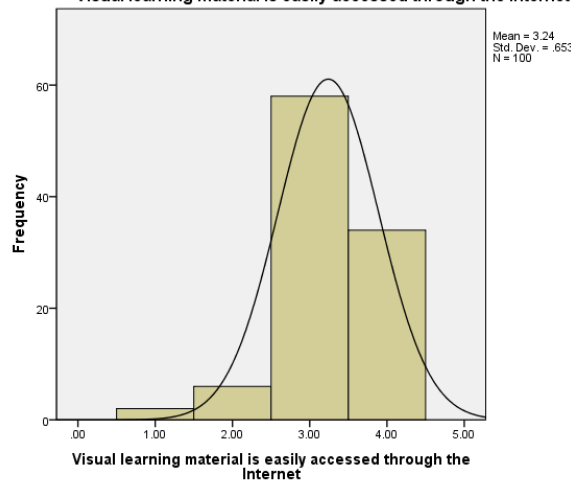
There are about 36% of respondents are agree, 31% of respondents are disagree, 17% of respondents are strongly disagree and 16% of respondents are strongly agree for the statement "all ICT equipments are available at my school".

In the analysis of knowledge, 85% are agreed and strongly agreed the important of learning History subject.

Table 4: History is an important subject to us

		Frequency	%
Valid	Strongly disagree	5	5.0
	Disagree	10	10.0
	Agree	42	42.0
	Strongly agree	43	43.0
	Total	100	100.0

Table 4 shows the history is an important subject to us. There are about 43% of respondents are strongly agree, followed by 42% of respondents are agree, 10 % of respondents are disagree and 5% of respondents are strongly disagree.

There are about 40% of respondents are agreed with the statement that the History is an interesting subject. While about 39% of respondents is disagree, followed by 37% are agree, 15% of respondent are strongly disagree and 9% of respondents are strongly agreed that history subject is easy to understand. There are only 8% of respondents are strongly agree with the statement that they can easily remember the history facts.

Only 55% of respondents will always ask teachers when they do not understand. They also face the difficulties to relate the topic of History in their daily life.

This study also covered the relationship between age and awareness among respondents. As shown in Bar Chart 1, for the statement ": Does your family member or parents have ever encouraged you to learn History subject?", there are 17% of respondents ages 13 and 15 choose yes, and followed by 16% of respondent age 14 choose yes, and 13% of respondents age 16 choose yes, and about 10% of respondents age 17 choose yes. The highest score crosstab between age with statement 1 showed that ages 13 and 15 are the highest score for choosing yes. The lowest 10% that choose yes is age 17 which is only 10% of respondents choose yes. Bar chart shows the respondents' answer for the statement ": Does your family member or parents have ever encouraged you to learn History subject?." The result shows that the age is not the factor that can influence the awareness in learning the History subject.

Bar Chart 1
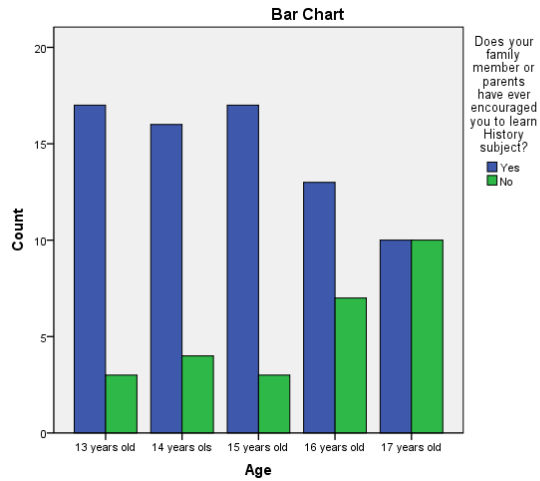
As referring to Bar Chart 2, for the statement "Does your family provide personal computer (PC) at home to facilitate you to complete your school assignments?", there are about 19% of respondents ages 15 and 17 agreed for this statement, followed by 17% of respondents age 13 agreed and the lowest is age 14 with only 14% agreed for this statement. The result shows that there are still parents failed to provide PC at home.

Bar Chart 2
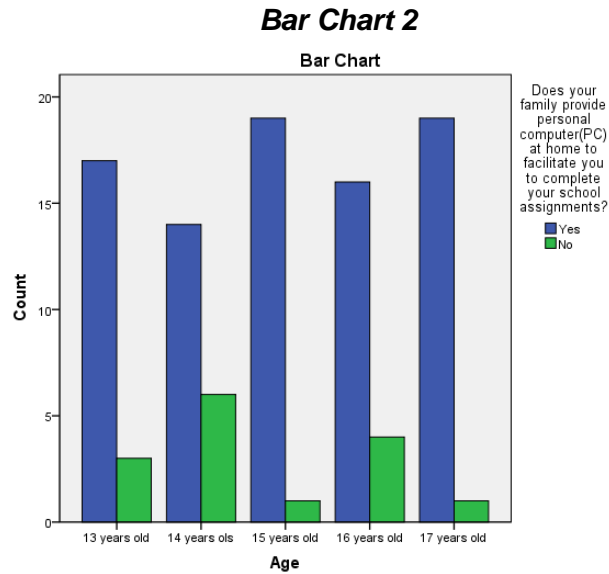
This study also covered the relationship between age and knowledge among respondents. About 85% of respondents' states yes to the statement "History is an important subject to us." There are about 11 of respondents age 13 choose agree, 11 respondents age 15 choose strongly agree and 10 of respondents age 14 choose strongly agree. The lowest percent which is 1% of respondents in age 13 choose strongly disagree, 1% of respondents age 15 choose disagree and 1% of respondents age 14 choose strongly disagree with this statement. However only 40% choose agreed and 21% choose strongly agree to the statement that History is an interesting subject. Only 37% agreed and 29% strongly agreed with the statement History subject is easy to understand.

Besides, the result also shows that many respondents difficult to remember History lesson as shown in Bar Chart 3 and every age level of respondents agreed that ICT can assist them to remember and understand teaching and learning effectively.

Bar Chart 3:
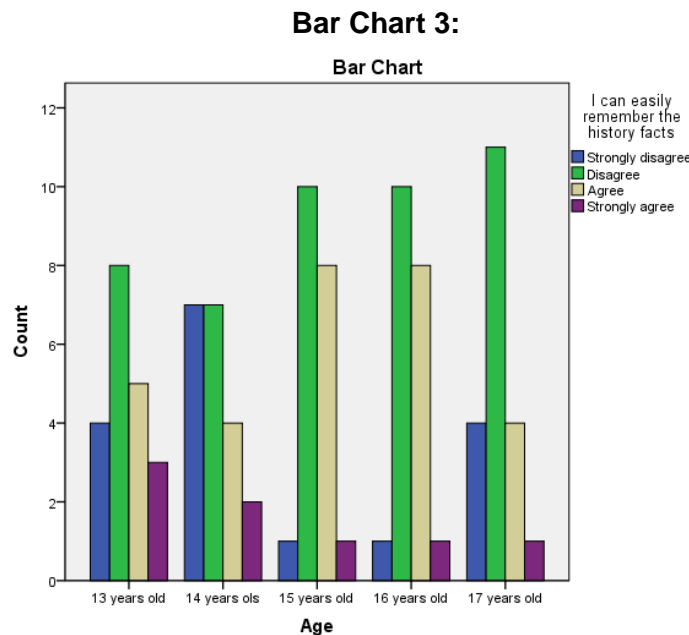
CONSRAINTS AND SOLUTION

The main constraint to implement ICT usage in teaching and learning is lack of facilities in classrooms, and sometimes to use computer labs also are very limited. The movement to the computer lab also is not efficient due to the class duration only take about 40 minutes, where time is wasting on the way to the computer lab. Besides, no specific room for History Department at school. Furthermore, some of the students still do not have the ICT facilities at home.

In order to solve those problems, teachers have to provide on their own the ICT equipments which are required to use in teaching and learning. Teachers at the same time train their students to use those equipments to make sure the teaching and learning process flow is good. Next, for the students with no ICT facilities at home, they can use Internet Access Room at school in the evening or go to the nearest cybercafé.

CONCLUSION

As a conclusion, from the research it was found that History subject is not only important in nurturing patriotic spirit and understanding the civilization to strengthen the spirit of self-reliance among students. Moreover, the History subject is able to keep with other subject in the realization of the vision and the country initiative.

It is clear that the subject of History is very important to fill the need for the formation of advanced Malaysia to increase patriotism and guided the younger generation that will lead the country in the next future to achieve the country's inspiration.

ACKNOWLEDGEMENT

REFERENCES

António M. D. (2004). ICT in Portuguese Education: from One Country Experience to a View on Global Implementation, *Proceedings Unesco Institute For Information Technologies In Education*

Anderson, J. (2010). Ict Transforming Educationa Regional Guide UNESCO Bangkok *Asia and Pacific Regional Bureau for Education,* Bangkok .

Christensen, R. (2002). Effects of Technology Integration Education on the Attitudes of Teachers and Students, *Journal of Research on Technology in Education,*ISTE (International Society for Technology in Education), 411

Circular Examination no..3 (2011), Ministry of Education.

Education Vevelopment Master Plan (PIPP) 2006-2010.Ministry of Education.

Haydn,T.(2004). What Do They Do with the Information? Computers in the History Classroom: Some Lessons from the UK, *Proceedings Unesco Institute For Information Technologies In Education*

Hillis, P. and Munro B. (2005). ICT in History Education-Scotland and Europe *Social Science Computer Review* 23: 190

History Syllabus Form 2 (2003). Ministry of Education

History Syllabus Form 4 (2003). Ministry of Education

Peter H, and Bob, M.(2005). ICT in History Education□□□ Scotland and Europe, *Social Science Computer Review* 23: 190.

Pelgrum, W.J. (2001). Obstacles to the integration of ICT in education: *results from worldwide educational assessment Computers & Education* 37,163–178.

Release letter Examination Board no. 4 (2011). Ministry of Education.

Tondeur, J. Van Braak. J. and Valcke, M (2007). Curricula and the use of ICT in education:Two worlds apart? *British Journal of Educational Technology Vol 38 No 6* 962–976.

Victoria, L. T. (2002) *ICT in Education.*United Nations Development Programme Bureau for Development Policy.New Yo