

The Use of Digital Technology as a Medium of Teaching and Learning History Education

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Abstract

History learning is a core subject at secondary school level. It is compulsory for student to pass History in order to get a full SPM certification. However, this subject is often associated with conventional and static methods of teaching and learning. Abreast with today's digital world, history learning requires a contemporary approach by incorporating technology to ensure students understanding and mastery in history learning. Therefore, this paper discusses issues related to the use of educational technology in history learning. Issues pertaining to the use of digital technology in the teaching and learning of History will be listed and discussed. The theories and the models of learning used in this paper connectivism Theory and Constructivist Theory. Models and theories that supports the use of digital technology in reading and learning especially through YouTube app will be discussed further. The competence of teachers in utilizing technology is given attention to as it can cause a teaching and learning gap between teachers and pupils. Hence this paper will examine some of the past studies related to the use of digital technology which affects the quality of learning history. Previous studies have shown that learning and teaching history using digital technology has increased students' understanding and interest in learning history. It is hoped that through this study, learning history will be more systematic and will have maximum impact on students.

Keywords: Digital Technology, History Subject, Teaching and Learning, Learning Interest

1. Introduction

Education is an important asset in the implementation of national development. Neglecting education means constraining progress and restricting the needs of individuals and communities. Therefore, it is not surprising for the government to allocate high spending in education because it is to generate useful human capital in the future. The

development and rapidity of ICT in the global era is demanding that the education world make changes in order to remain relevant in terms of the provision and development of human capital to the country to achieve developed nation status. The importance of ICT in education is further evidenced by a statement made by the Ministry of Education Malaysia (KPM) which has outlined "utilizing ICT to improve the quality of learning in Malaysia" in the 7th shift contained in the Malaysia Education Blueprint 2013-2025

(PPPM 2013 - 2025) (KPM 2013). Information and Communication Technology (ICT) in the era of globalization is now a basic necessity in supporting the effectiveness and improve further the quality of the education sector. Information and Communication Technology (ICT) based education is a mean of interaction between management and administrative education, which can be used by both educators and students in improving quality, productivity, effectiveness, and access to education. Information and Communication Technology (ICT) is a technology related to recruitment, collection, processing, storage, distribution and presentation of information. Digital technologies in ICT are all forms of technology that support the delivery of information and the implementation of two or more communications that include various mobile phones, telex, tablets, faxes and so on. From the broadcasting point of view, digital technology is deployed using local TV, satellite TV, radio, print media, online magazines and news agencies.

History subjects are taught both in primary and high school levels. For SPM certification, History is a compulsory to pass subject. The primary goal of history learning is to foster the spirit of patriotism and loyalty among Malaysian student. Through history too, students are able to understand the state of society and create a sense of belonging and solidarity. But in recent years we often hear comments suggesting that learning of history is a bore. The effectiveness of lesson delivery depends on the style of history teacher's creativity in which teachers need to strengthen history and engage students in all existing history learning skills (Bahari Md. Shah 2011).

It is undeniable that teaching methods set the, atmosphere of a classroom. Teachers are always faced with learners with different of learning abilities. Therefore, teachers need to select the methods and techniques appropriate for the students' development and ability. Teaching and learning processes require teachers to adopt creative and innovative skills to foster learning interest among students. The passion in teaching using the latest technology al can improve the teaching and learning processes effectively and can indirectly help accelerate the process of student appreciation. (Mohd Noorhadi Mohd Yusof & Zurinah Tahir, 2017). Information communication Technology can be used practically in teaching and learning processes. The importance of these teaching aids can spark the interest of students on the subject of history (Ariegusrini Agus & Mohamad Johdi Salleh 2009) Historical learning at school now has followed the 2013 curriculum program using a scientific approach. This means that history learning in schools is expected to utilize the sophistication of information technology to support our learning system. (Nadya Afiqma Wahda 2014). The ideal history learning is a

learning that makes it easy for students to achieve optimal learning goals (Sayono 2013). Hence, the existence of digital technology will further enhance the history context learning making it interesting it ICT used is effectively and systematically.

2. Framework Theory/Study

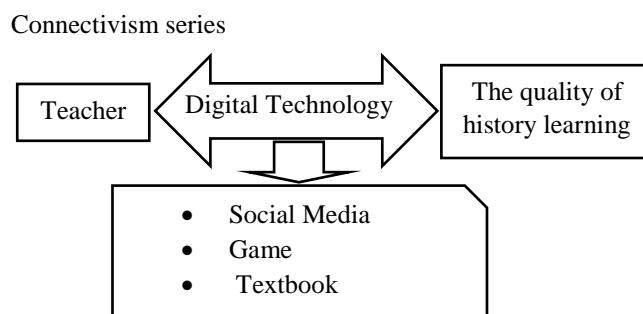


Figure 1: The framework of the use of Digital Technology theory in teaching and learning history

Theoretical framework in figure 1 demonstrates the concept of learning using digital technology. Among the digital technologies often used in primary and secondary levels are computers, iPads, smart phones, tablets and laptops. This study aims to see the use of digital technology as a medium of teaching and learning of history in and out of classroom. The focus is on incorporating digital media in learning through the YouTube app, Google websites, WhatsApp and Telegram. This study also focuses on learning via Digital Texts because in learning of history still regard the textbook as the main reference for teachers because it is very crucial for teachers to not go beyond approved syllabus. Digital games are also tracked into pupils' favorite because the current generations are fond of playing games on social sites.

3. Digital Technology Efficiency in Teaching and Learning History

The development of digital technologies such as computers, tablets, mobile phones, tablets, iPhones, and iPads has further enhanced the development of ICT in history education. Offering affordable prices on the market makes it easy for students to have at least a handset. The use of this Digital Technology is able to increase students' interest and understanding towards a subject or sub topic that teachers are teaching. In addition, the use of this technology can produce a quality Education system (UNESCO, 2012). In the

educational history of technology applications often used in primary and secondary schools are like YouTube, Google, WhatsApp, Telegram, Animation, Digital Text, digital games

3.1 Social Media in Digital Technology

In this millennium, the teaching and learning process requires educators to be creative and innovative in order to nurture students' interest in learning. The use of ICT will interest the students to be involved directly in learning sessions. The mean of social media used by teachers and students in education are YouTube, Google, WhatsApp, and Telegram. YouTube is the best medium to improve the effectiveness of history learning from preschool to high school. You Tube becomes very popular and an important medium in today's educational era. This situation allows students to make YouTube videos as personal references and tuition teachers in the future (Siti Nurashiken Md. Sabudin 2013). From YouTube teachers can find many forms of history learning information either in the form of videos or movies, animations, music, entertainment for example EDUWEBTV quickly and easily. Many educational YouTube-based short-films have been uploaded on YouTube. Among the films, based on true history of Malaysia and the world are like the First and Second World War, the history of national independence, the world's historical events and much more. Similarly, songs or music in the form of history are also widely uploaded in YouTube. For example, Melody History. Teachers and students can easily access it by simply writing the titles they want to watch.

Website-based teaching and learning such as Google is the most popular method of media technology not only among teachers but also students. The use of websites to do searches is a common practice in learning style today emphasizing the characteristics of innovative pedagogical practices of teachers bringing innovation in the teaching and learning process. Teaching and learning based on this website not only facilitates lecturers and students but also transforms towards high quality and effective education (Norliza Hussin, 2017). In teaching and learning the history of the web site is widely used by teachers and students to find information about Higher Order Thinking Skills (HOTS) questions because the website can get students to find information easily and quickly. Pupils can also look for some of the terms and concepts of history they lack understanding. The e-dictionary application, translating is also helping students to deepen the history of the content. For students who are weak in mastery of the language they always seek the meaning of a historical term using e-dictionary.

Accordingly, the use of WhatsApp and Telegram is also the latest trend of 21st century student learning. WhatsApp and Telegram apps are suitable for use because they are easy to download on student handsets. According to Bouhnik, D. and Deshen, M, (2014), WhatsApp applications are not only available in mobile phones but are now the main choice for users to communicate. School rules do not allow students to carry mobile phones to school, but mobile phones can still be used for classroom learning. Teachers and students can carry out classroom learning using Telegram and WhatsApp applications. Teachers can upload training for pupils through telegram quickly and easily. Through WhatsApp applications, teachers and students can communicate or talk about teaching and learning problems. In addition, this Telegram and WhatsApp application facilitates collaboration between students and teachers and between students and students. This app also encourages students to express ideas, share their opinions and discuss without hesitation regarding their learning.

3.2 Digital Games

Game-based learning or "game" is a form of student-centered learning that uses digital games for educational purposes. This digital game is a game involving aspects of mind development, which requires deeper thinking and provides students with a fun learning method without prejudice to the importance of learning concepts (Sayed Yusoff Syed Hussain, Tan Wee Hoe & Muhammad Zaffwan Idris, 2013). History education also uses digital games to attract students to learn history. Among the most popular used are Quizlet, Quizizz and Kahoot. In this game every pupil must have their own phone or mobile phone. This learning actively involves all students. The digital learning is so effective to use in history learning sessions as it enhances student motivation to learn and improve focus among students and indirectly can help improve student achievement in the eyes of historical students. According to the findings of Laili Farhana Md Ibrahim & Athirah Hanis Ariffin (2018) show the suitability of the design and features provided in the Kahoot app as well as the students' acceptance of Kahoot's application as a teaching tool can enhance students in historical subjects.

3.3 Digital Textbook

21st Century learning should have a learning base tailored to the needs of students. At this time, we can measure the learning journey of each student because each individual has different learning velocities. Each student is not the same. Similarly, with historical textbooks, textbooks are also evolving in line with today's technological developments. The creation of optimum digital textbooks can provide the disparity and excitement of students to learn history.

Teachers should only be smart in handling digital textbooks to attract students not to lose focus during the teaching and learning process. (Nur Fatin Fariha Zarwawi, 2015) The electronic book can tailor the content based on the reader's profile. The way the arrangement of chapters and additional achievements can be flexibly changed to fast-forward students while students who are interested in visual learning, they can obtain Electronic textbooks tailored to visual or audio access. In digital textbooks, students can also ignore several topics as some have different learning styles. In this case, teachers are not burdened by syllabus. The task of the teacher will monitor the analytical report of the habit of using each electronic book for each student profile.

4. Discussion

Undoubtedly using digital technology has improved the understanding and mastery of the students on historical subjects. The process of teaching and teaching becomes easier and more interesting. The result is that the students can produce a perfect job. This can facilitate and accelerate the teaching and learning process in the classroom because the use of digital technology in teaching and learning has facilitated the task of teachers and students in mastering the taught skills. The use of video, music, graphics, illustration, and any form of diagrams used can improve the effectiveness of learning. According to Asri & Hardianti (2017), the video is one of the audio visual media that has been developed for learning purposes as it can improve learning outcomes. Audio visual media can display image (visual) and sound (audio) elements simultaneously when communicating online or delivering online messages or information. While Purwanti (2015) points out that media with video is much easier to remember and understand the lessons. Additionally, the use of multiple media such as dynamic audio, video and animation can deliver information more effectively when blended with text and graphics. Digital technology makes it easier for students to explore new knowledge that makes the teaching and learning process more interesting and effective. Students can think critically, problem solving, an authentic learning experience because the knowledge built is the result of ICT social interaction. The learning process has changed from passive learning to active learning. Active students will facilitate and speed up the teaching and learning process.

Despite the sophistication of YouTube media, in line with current technological developments, there are also many negative or negative cultures that can poison students' minds. There is a lot of HOAX news (false information from irresponsible sources) that happens on YouTube, spread by unscrupulous parties. Accordingly, YouTube still show videos that may not be suitable for children in the 18+ category. There are still adult videos that are not validated or

accessible to anyone. It is a concern for children or students to access the site intentionally or inadvertently that they are exposed to sites that can poison their minds. Thus, there are countries like China, Turkey, Iran and North Korea blocking the YouTube website. Therefore, teachers should always be wise in selecting or content source of a video or article, because the internet can be exploited and misused by public.

5. Conclusion

The use of digital technology in education is in line with Malaysia's desire to improve the quality of world-class education. The development of education in the 21st century in our country is becoming more competitive where Malaysia needs to move forward to internationalize the quality of education. Digital technology is a catalyst for the development of world-class education that Malaysia is aimed for. Teachers are not only a source of referrals to students, but teachers are the driving force behind the success and progress of the students. Digital technology needs to be seen as a tool and not everything that can take on the role of a teacher. Teachers are required to visualize student progress because this task cannot be done by technology even though it is technologically capable of learning. The constant role of teachers as an expert in guiding, encouraging, building confidence, teaching, addressing learning problems, expanding self-esteem, and so on cannot be taken over by technology. In addressing current technological outbursts, teachers need to improve the efficiency of education management, extending the role of teachers in assisting and guiding students in the effort to improve the quality of education quality education will, in future, succeed in developing excellent, glorious and distinguished human capital. The concept of lifelong learning makes ICT the most effective medium towards realizing the dream.

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