

## Students' Perception On The Use Of Visual Teaching Aids By History Teachers And Its Relationship With Students' Understanding In The Concept Of History

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**Abstract:** *This study aims to examine the perception of students towards the use of visual teaching aids by History teachers and the level of understanding of the concept of history among students conducted in three secondary schools located in Pasir Puteh, Kelantan. The study employed questionnaires to enable researchers to collect massive data with the total of 192 students comprising of 85 male students and 107 female students. Data were analyzed using descriptive and inferential statistics to identify the percentage, mean, t-test, and correlation. Therefore, the results of this study illustrated that there is no difference in students' perceptions towards the use of visual teaching aids by History teachers based on genders, the perceptions of students on the use of electronic and non-electronic visual teaching aids by History teachers is positive, and there exists a significant difference in understanding the concept of History among genders, and there is no relationship between students' perception on the use of visual teaching aids by History teachers with the understanding of the concept of History among students.*

### 1. INTRODUCTION

Excellent teachers are those whom possess creativity and innovation in the process of teaching and learning by using varieties of teaching methods and teaching aids (BBM) to be adapted during the teaching and learning process. Educational infrastructure facilities provided in school can be utilized by teachers in the classroom to enhance the effectiveness of the students' learning process. The compatibility of teachers in the use of visual teaching aids during the process of teaching and learning need to be applied wisely given that it has become a necessity in terms of pedagogy in this century.

According to Kamarudin Husin (1994), the use of visual teaching aids while conducting teaching and learning can facilitate in strengthening the foundation of understanding development and foster the development of students' thinking patterns. The use of visual teaching aids may function as a driving force for the students as well

as for them to gain new experience from the aspect of teachers' lesson sin applying visual teaching aids. Learning through the use of visual learning aids can be carried out using a variety of materials and it can be conveyed numerous ways according to the suitability of teachers, students and the environment (Atan Long, 1982).

In the beginning, the subject of history was taught in primary schools in the subjects of Kajian Tempatan that has been taught in the class of Standard 4, 5 and 6. On top of that, the subject of history also includes the core subjects in the Integrated Secondary School Curriculum (ICSS) that should be taught to students from Form 1 to Form 5 starting from 1989. Even in the current educational system, through the Primary School Standard Curriculum (KSSR) implemented in 2014, the subjects of history began to be taught in primary schools in stage II in Year 4, which aims to foster character and citizenship values among students (Ministry of Education, 2013).

Students' centred education has been recommended by the Ministry of Education to be implemented in schools in order to ensure teaching and learning process in the classroom to be more effective. But the quality of students' centred learning depends on the ability of teachers to employ appropriate teaching materials for their students. In this current situation, many teachers are still using teachers' centred approach which results in making History subject seems like a dull subject for the students.

The studies conducted in 2010 by a number of researchers have found that there are many teachers who are still applying traditional methods in their teaching lesson and not utilizing the teaching aids provided by the school (Khadijah & Shahrin, 2006 in Siti Fatimah & Ab. Halim, 2010). Such methods of teaching are intolerable by young generations as they want the teachers' teaching styles are more dominant with their perceptions.

According to [1], teachers need to transform a variety of teaching approaches in historical subjects such as acting approach, debates, and use tools that are appropriate in the process of teaching to attract students and thus raise the excitement in learning history. The knowledge of history should be taught as best as possible providing that discipline of history is a complex disciplines that requires students to appreciate and comprehend perfectly about a particular historical event. If students are able to Master's the level of history acknowledgement, then history learning would be a meaningful lesson.

## II. LITERATURE REVIEW

Teaching aids (BBM) is often discussed in education field, where it has become an essential pedagogy for teachers in the process of teaching and learning in the classroom. In this study, the highlighted teaching aids are related to visual materials used in the process of teaching and learning history in the class and it is viewed from

the perspective of students on the use of teaching aids by their teachers.

According to Mohd Khairuddin (2005), teaching aids are materials that are used during the process of teaching and learning and functions as providing extraordinary fun of learning activities either in the classroom or outside the classroom. [10] suggested that the teaching aids as a supporter to validate the flow of communication between teachers and students or among the students went smooth as well as to facilitate students' understanding on teachers' lessons.

Teaching aids based on visual materials are tools that used to serve as a visual transmitter such as LCD projectors, computers, and also paper in which these materials are used to display images, video clips, symbols and drawings. Visual learning styles includes on how to learn through the functions of eyes to observe, describe, demonstrate, read and evaluate objects [11]. Through a study conducted by [7], testing the sensitivity of the senses during the learning process in which the test results concluded that the effectiveness of taste bud is 1%, the sense of touch is 1.5%, 3.5% for smell, hearing by 11% and the rest is through the sense of sight at 83%. This clearly proves the power of vision provides the largest contribution in human learning process.

A study conducted by [2] on the process of learning by using educational media in the form of visual and the relationship with students' achievement in the subject of history. The results clearly show that students who are taught using visual methods recorded higher mean scores and commented positively compared with the mean scores of students taught by traditional methods. A study by [12] on the use of multimedia teaching aids in teaching materials of j-QAF teachers in Sarawak, where the study focused on four aspects, namely perception, level of knowledge, skills, and attitudes towards the use of multimedia teaching aids. The findings showed that the perception of

multimedia teaching aids is at its highest as compared to other aspects.

Meanwhile, another study carried out by [8] on the impact of the use of compact disc in teaching Malay language among teachers also showed promising results. Majority of the teachers declared that the use of visual compact disc as visual teaching aids can help them to assist the students and also lessen the feeling of tiresome during the learning process. The results of the study are consistent with the view from Oardin Ashaari (1999), where he stated that teaching aids facilitate teachers in teaching process and overcome problems.

Besides that, a study on the application of visual was also done by [9], which examined the use of video to teach mathematics involving weak students in the subject. After conducting the teaching and learning process through video viewing, the results of the study demonstrated that the students are able to improve in the aspects of counting and calculating. Another research done by [5] also showed that teaching using multimedia tools can facilitate and motivate students to be more active in group discussions, assignments and problem-solving.

In addition, according to [3], the use of video viewing as teaching aids has aroused the curiosity of students of historical events in greater details. The teachers' role is very vital at this point to elaborate to students about the rising issues. Visual teaching aids are a teaching tool that is very familiar in the world of education today. Many literature studies verified the effective use of visual materials in teaching and learning in schools. In studies conducted by other researchers and also this current study, it is hoped that the education administrators and the teachers would be able to apply teaching aids in learning process particularly visual guided.

### III. OBJECTIVES OF THE STUDY

Some of the objectives outlined in this study are as follows;

- i. To find out the percentage level score of understanding the concept of history among students.
- ii. To determine the differences among students' understanding of the concept of history in terms of gender and class.
- iii. To examine the differences of students' perceptions on the use of electronic-visual teaching aids by history teacher according to gender.
- iv. To know the differences of students' perceptions on the use of non-electronic teaching aids based on gender.
- v. To identify the relationship between students' perception on the use of visual teaching aids by history teachers with the understanding on the concept of history among students.

### IV. RESEARCH METHODOLOGY

This study is a quantitative study through the distribution of questionnaires to randomly selected respondents. Chua Piaw Yam (2006) stated that the use of survey in research allows direct responses from respondents. Meanwhile, the population of this study consists of students from schools in Pasir Puteh, Kelantan, which aims to view the students' perceptions on the use of visual teaching aids (BBM) among their history teachers and also to investigate students' understanding on the concept of history. This study employed Form 4 students in three secondary schools in Pasir Puteh, Kelantan as the sample.

The number of samples taken was 192 students from three secondary schools selected in Pasir Puteh. The location of the study is conducted in Pasir Puteh because the schools there have teaching aids provided by schools both in electronic materials and non-electronic materials to be used by teachers during the process of teaching and learning in the classroom. In

addition, the schools are also consists of both male and female students.

This study applied instruments such as questionnaire and test as a medium for collecting data, which contains four parts, namely Part A (demographics), Part B (Students' perception on the use of electronics visual teaching aids by history teachers), Part C (Students' perception on the use of non-electronics visual teaching aids by history teachers), and Part D (the visual objective test on understanding the concepts of history among students). The questionnaire in this study consists of five Likert Scale. Data obtained were

analysed by using Statistical Package for the Social Science (SPSS) version 19.0. According to Bryman and Cramer (2005), the advantages of using SPSS software allows quantitative date to be analysed quickly and easily. Data analysis involves two forms of analysis which are descriptive and inferential analysis.

## V. FINDINGS AND DISCUSSION

The analysis of results in this study has addressed the objectives outlined in this study and discussions are conducted as follows;

### Objective I : Percentage Score Interpretation of History Test on Understanding the Concept Among Students

Table 5.1.1: Percentage Score of History Test on Understanding the Concept among Students

Students' Test Score on Understanding the Concept of History	
Score Scale	Percentage (%)
Very weak	0
Weak	2.6
Moderate	19.3
Excellent	69.3
Very Excellent	8.9
Total	100

Table 5.1.1 above shows the percentage of test scores on understanding the concept of history among students where about 192 students sit for the test. The analysis of the results showed that the highest percentage of students is 69.3% at the scale of 'Excellent'. The second highest percentage is 19.3% at the scale of 'Moderate', next on the scale is 'Very Excellent' by 8.9%, while the percentage of students who are 'Weak' is only 2.6% and no students reported at the scale of 'Very Weak'. This situation explains that majority of the students were able to answer comprehension test on concept of history based on visual where 69.3% achieved level scale marks 'Excellent'.

As a whole, the students are able to understand better the concept of history when given the stimulus of visual material. Understanding the concepts of history related to events, characters, or historical terms will be much clear and easy to comprehend when visual media is used either electronic or non-electronic materials. This will enable students to explore the history in depth when historical pictures and manuscripts are shown as it is able to provide a variety of meanings and interpretations. This is also supported by [4] that suggested the discipline of history is the branch of science that should not be underestimated because the concepts of history requires in-depth research in order to illustrate the exact history.



**Objective II: Interpretation of Differences in Understanding the Concept of History among Students based on Gender**

Table 5.2.1 : the Differences in Understanding the Concept of History among Students based on Gender

Students' Understanding in the Concept of History						
Gender	N	Mean	Standard Deviations	t	Degree of Freedom	Sig.
Male	85	3.76	0.65	-1.627	190	0.033
Female	107	3.91	0.56			

Table 5.2.1 above shows the differences in understanding the concept of history among students based on gender, between male and female. The analysis showed that the mean value of female students is higher (3.91) than the mean value of men (3.76). This suggests that female students dominate a better understanding of the concept of history as compared with male students. Next is, t value = 1.627 and sig. = 0.033 (p <0.05) showed that there were significant differences among the students in understanding the concept of history based on gender between male and female students. Therefore the null hypothesis (H<sub>0</sub>) is rejected.

Students' understanding of the concept of history is very crucial in knowing the level of their understanding in history. The female students are more competent in the concept of history compared to male students and this shows that females have more historical knowledge. According to [13], the factors in Master'sing the concept of history are often associated with the level of historical knowledge and the level of understanding on historical events. The history teachers need to have a good control and be creative while teaching in the classroom. A mix of strategies, methods and techniques could potentially provide positive and effective output to students (Ahmad Rafaai, 2002).

**Objective III: Interpretation of Students' Perception on the Use of Electronics Visual Teaching Aids by History Teachers according to Gender**

Students' Perceptions on the Use of Electronic Visual Teaching Aids						
Gender	N	Mean	Standard Deviations	t	Degree of Freedom	Sig.
Male	85	3.47	0.69	1.028	190	0.061
Female	107	3.35	0.81			

Table 5.3.1 shows the differences of students' perceptions on the use of electronic visual by history teacher according to students' gender, male and female students. Results showed that slightly similar mean value between male (3.47) and female (3.35). The findings also demonstrated the value t = 1.028 and sig. = 0.061 (p > 0.05) which means there is no significant difference in students' perceptions on the use of electronic

visual by history teachers in terms of students' gender. Therefore the null hypothesis (H<sub>0</sub>) is failed to be rejected.

The male and female students reflect the same perceptions on history teachers that use visual teaching aids during the process of teaching and learning in the classroom. Similar results were also obtained through studies done by Wan Zakri

(2000) and Chua (2002) where they found that there is no significant difference between the uses of teaching aids by gender. In terms of mean scores, male students (3.47) is higher than the mean score of female students (3.35) in terms of visual perception on the use of electronic visual teaching aids by history teachers. This means that majority of male students are more interested in the aspects of history teachers that use electronic visual teaching aids in teaching.

The same reaction occurs between male and female students to teachers that use teaching aids which indicates the practice and effectiveness of teaching aids is systematic and fair for both male and female students. Ryans (1959) noted that an effective teacher possess attributes such as fair, open, dedicated, responsible, decisive, democratic, in-depth knowledge and also be able to generate a good relationship with the students.

**Objective IV: Interpretation of Students' Perception on the Use of Non-Electronic Visual Teaching Aids by History Teacher based on Gender.**

Table 5.4.1: The Differences of Students' Perceptions on the Use of Non-Electronic Visual Teaching Aids by History Teachers according to Gender.

Students' Perceptions on The Use of Non-Electronic Visual Teaching Aids						
Gender	N	Mean	Standard Deviations	t	Degree of Freedom	Sig.
Male	85	3.89	0.58	-0.296	190	0.210
Female	107	3.92	0.65			

Table 5.4.1 illustrates the differences of students' perceptions on the use of non-electronic visual teaching aids by history teachers according to students' gender between male and female. From the results, the mean values for male and female showed almost similar values. The findings also showed that the value  $t = 0.296$  and  $sig. = 0.210$  ( $p > 0.05$ ) means that there is no significant difference in students' perceptions on the use of non-electronic visual teaching aids by history teachers in terms of gender. Therefore the null hypothesis ( $H_0$ ) is failed to be rejected.

The students' perceptions on the use of non-electronic visual teaching aids by history teachers is the mean score of female students (3.92) is higher than the mean score of male students

(3.89). This situation portrays that female students are more interested in the aspects of teaching history using non-electronic visual teaching aids namely the visual from books, magazines, newspapers, and other papers. But in general, the same reaction and no difference in the perceptions of male and female students in this matter, clearly shows that the attitudes of teachers during teaching sessions in class is fair for both genders. This means that both genders receive the same input from teachers that use teaching aids in the form of non-electronic materials. Medley (1982) pointed that the effectiveness of teachers' lesson can be measured through the behaviour and achievements of their students and not the teachers themselves.

**Objective V: Interpretation of the Relationship between Students' Perception on the Use of Visual Teaching Aids by History Teachers with Students' Understanding of the Concept of History.**

Table 5.5.1: Pearson Correlation Relationship between Students' Perception on the Use of Visual Teaching Aids by History Teachers with Students' Understanding on the Concept of History.

Relationship	Students' Perceptions on the Use of Visual Teaching Aids by History Teachers		Interpretation
	r	Sig.	
Students' Understanding on the Concept of History	0.088	0.224	Very weak

Table 5.5.1 above shows the results of Pearson correlation test to analyse the relationship between students' perceptions on the use of visual teaching aids by history teachers with students' understanding on the concept of history. Results of the analysis demonstrated that there is no significant relationship between students' perceptions on the use of visual teaching aids by history teachers with students' understanding on the concept of history where the Sig. = 0.224 ( $p > 0.05$ ) and the correlation  $r = 0.088$  (very weak). This shows that students' perceptions on history teachers that use visual teaching aids have absolutely no connection or relationship with aspects of their understanding in history.

The finding of this study is parallel with study conducted by Khwan (2005) where the results of his research showed students' perceptions of teachers' skills to teach history has no relationship with the students' understanding on the concept of history. Perception and understanding the concept are two different things in which perception is someone's assumption or guess on something, while understanding the concept is a level of thinking that can explain a specific concept. Therefore, the aspects of one's perceptions might not be that relevant or not relevant to the understanding of the concept.

However, understanding the concept of history is enhanced when the teachers apply visual teaching aids such as images of public figures, historical pictures, historical tools, and historical video viewing, where students can correlate the concepts

of history with visual materials shown because it can improve their understanding on the concept of history. Findings from a study by [6] displayed that the use of teaching aids by the teachers will improve students' interest and understanding of the concepts and at the same time be able to provide an active learning environment for the students.

The role teachers in the classroom can affect the students' learning (Coombe and Kneevs, 1973). If teachers act sensibly during teaching sessions and such actions are in line with the students' expectation, positive impacts will occur on students' learning and achievements. Studies conducted by Ruziyah (2000), MohdRasid (2004) and Kundayis (2005) proved that there was a significant association between the use of material supports on students' achievements. Therefore, even though the students' perceptions on the use of visual teaching aids by history teachers has no relation with the understanding on concept of history among students, but the use of visual teaching aids by teachers is undoubtedly increasing the students' understanding on the concepts of history.

## VII. SUMMARY

Overall, this study assures that the use of visual teaching aids by history teachers during teaching and learning in the classroom may lead to positive impacts on students. Based on the students' perceptions obtained, it shows that students respond well to the effectiveness of the

application of visual teaching aids by their history teachers. Furthermore, understanding the concept of history can also be enhanced if visual materials are used in explaining the concepts of history. This is a clear evident in this study where the test on understanding the concept was conducted through visual materials has managed the students to get favourable results. Teachers need to be aware on the importance of the use of teaching aids in improving the quality of students' learning. Students' teaching and learning centred is one of the best steps that should be undertaken by teachers, especially history teachers with the purpose of omitting the negative perceptions of students on history subject thus replacing it with a new perception for the students.

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