

## The Relationship Between Instructional Media With Students' Attitude On History Subject

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**Abstract:** *This study aims to investigate the relationship between instructional media with students' attitude on History subject. One of the aspects to be studied is to identify the differences in the use of the four media in learning based on gender and its relationship with the students' attitudes on History subject. A total of 200 students were selected as respondents from several schools in the district of Hulu Langat, Selangor. One set of questionnaire was employed to measure the tendency of students' usage of instructional media. Overall, the tendency of students to use instructional media is at high level except for audio-learning media. The t- test showed that there is a difference between the use of visual learning and audio-visual learning based on genders. The Pearson correlation indicated that there is a significant relationship between instructional media with students' attitude towards History subject. The implications of this study on students and teachers is the need to enhance the skills of instructional media as so that the teachers would be able to provide a more effective impact as the result of applying it in students' learning. Teachers should also make instructional media as a teaching tool during the teaching and learning process.*

### I. INTRODUCTION

Learning is one of the important aspects in education. Learning is an activity in which it is a process for students to receive or acquire certain knowledge. [8] stated that in learning history, it requires support that are able to attract students' attention in appreciating and becoming interested in History education. He also encouraged that the teaching and learning of History should utilize new technologies such as audio, video, projector, and many more. One study conducted by the Education Services Media, Ministry of Education has found that the success of students' learning depends on the efforts of the teachers that are able to adapt methods and learning materials in the project-learning activities.

The use of media in the learning process has certainly gives the positive outcomes where it can create a more effective learning environment. In addition to that, the use of the media can also

facilitates teachers in speeding up students' understanding [3]. He added that the media is an important material in helping the learning process because it can provide motivation for students to learn knowledge. Thus, the use of media in learning allows students to associate certain concepts with past and present experience. This is in line with the History education as it focuses on the concepts and also past events as integrated in Historical Thinking Skills (KPS). Media used in learning can also help to consolidate the existing experience within a student [2].

Next, instructional media can be used to ease the intellectual development [12]. The students not only can form a more efficient system with the use of instructional media, but also can develop their thinking. This means that a learning process will not only applies conventional methods but also has gone beyond the use of latest technology.

## II. LITERATURE REVIEW

### A. *Instructional Media*

Media as described in this study refers to all things that can be used to deliver message, stimulates mind, awaken motivation and enthusiasm as well as attention on something [13]. In this study, instructional media is defined as the materials used in the teaching and learning which aims to stimulate the mind, attention and students' need during the teaching and learning process.

Media were classified into several types: (a) Audio media, the media in which contained in the form of sound such as "tape recorder" and radio. (B) Visual media, on the other hand, is available in the form of display, for example; graphics, diagrams, charts, posters and comics. (C) Audio-visual media refers to media that has the elements of sound and image such as film, television and video. In this study, instructional media is a media that functions as a media tool and also as a source of learning for the students so they can understand the lessons easily and effectively [16].

Ramiszowski stated that media as the carrier of message, from some transmitting source (which might be a human being or inanimate object), to the receiver of the message (which in our case is the learner) [13]. The use of media in learning can stimulate desire, passion and excitement of learning activities, and lead to psychological effects on students.

### B. *Previous Studies*

The development of media technology in learning has made changes to the way a person learns. Media also provides various ways for educators to apply different techniques of teaching and students were given the opportunity to hold the power to control a learning session. Students are more able to determine the way of learning that suits them. The source of information and reference is no longer depending on textbooks alone, but beyond that [9].

The use of media technology in schools has made the education closely connected with the development of science and technology. The development that occurs is interactive multimedia as the teaching and learning materials. Interactive multimedia is a combination of assorted media such as photos, audio, video, graphics, animations and text that are effectively made.

Arfah (1993) in his study found that the use of media in learning help in achieving the learning objectives, assisting the students' understanding in concepts and skills [4]. Md Salleh (1993) also supported the fact by stating that media aided learning will allow students to have more knowledge compared to students whom do not use it.

[1] In his study found that the use of multiple instructional media can increase the students' interest in learning. Furthermore, it also can increase the students' enthusiasm to learn, entertain, give twists to the method of learning, encourage students to be more effective in the classroom, help students to save learning time, increase students' understanding of subject contents, enhance the ability to remember and also expand their mind.

Heibert, Wearne and Taber (1991) in a study, *Elementary School Journal* has stated that the use of media especially audio-visual equipment has been a great help in creating a more interesting learning and attracting the students' attention in lesson. In the context of History learning, the use of media such as graphics, sound and latest video would be able to describe the learning environment that can be seen and heard by the students themselves.

[14] In his study on the nature of pedagogic computer tools: the case of the writing partner has stated that education that involves media such as computers can contribute to a more effective teaching and more meaningful learning. He also

noted that the teaching and learning of computer can also increase students' achievement in the subject.

Semellie and Whalberg (1997) in his study of computer and achievement in the elementary school media said learning using multimedia technology attracts students' attention, makes it easier for students to understand the topic and help students to get more complex information as compared to oral delivery. In addition, the multimedia technology also helps addressing the problem of insufficient time, size and space. Media computer based learning has interactive features as it can help the users to access information from other segments without following the sequence.

In a study conducted by [10], ability grouping and gifted students study showed that instructional media is an important component in teaching and learning process. Instructional media is very important in giving out positive impacts in the classroom, as to which the students become more interested and excited to learn. Media effects resulting from the combination of sounds and images are proven to leave a lasting impression on the audience from what they have read [19].

### III. OBJECTIVES OF THE STUDY

- i. The objectives of the study are stated as follows:
- ii. To determine the level of instructional media usage in History subject.
- iii. To find out the differences in the use of instructional media by genders.
- iv. To know the relationship between instructional media with students' attitudes in History subject.

### IV. RESEARCH METHODOLOGY

This study is conducted to review the relationship between instructional media with students' attitude on History subject. In this topic, the researcher

will describe on how the study is conducted, which includes study design, data collection procedures, and methods of analyzing the data.

#### A. Design of the Study

This study is a quantitative descriptive study that used survey to get the feedback. The aim of this study is obtained through a survey regarding the practice of instructional media by students. The use of the questionnaire is more practical because it involves a massive number of respondents and makes it easier for the researcher to analyse the data obtained. [18] believes that the questionnaire is an effective way to be used and that, random sampling is more practical.

#### B. Population and Sample of the Study

In this study, the researcher chose respondents consisting of Form 4 students in several schools in the district of Hulu Langat. The entire sample was a simple random sampling. The respondents involved in this study were 200 people. [11] Noted that the sample size should be based on the ability of energy, time and cost of a researcher. He added that a researcher should be using a sample size of more than 30 respondents.

#### C. Research Instrument

The instrument used in this study is a set of questionnaire. This method is often used in social studies researches. Questionnaire has been selected because it coincides with current study and many researchers pointed out that this method has advantages as it can involve a big number of respondents [18].

#### D. Procedure for analysing the data

Data from each item in the questionnaire that was filled out by respondents were encoded in a special form carefully. Based on the coding form, the data will be generated into a computer and analysed by using Statistical Package for Social Sciences (SPSS version 22).

**V. FINDINGS**

*A. The Use of Instructional Media*

The level of instructional media usage by students in History subject can be observed from the mean score recorded. The result of analysis pertaining the use of instructional media that is applied by students in several schools in the district is shown in Table 5.1.

*Table 5.1 Use of media study score*

Variables	N	Mean Score	Standard Deviations
Instructional Media (Multimedia)	200	4.00	0.65
Instructional Media (Audio)	200	3.64	0.72
Instructional Media (Visual)	200	3.75	0.65
Instructional Media (Audio –Visual)	200	4.07	0.58

Table 5.1 shows the overall mean scores for the students' instructional media. Based on the above table, the mean score recorded for instructional media (multimedia) is 4:00, (audio) is 3.64, (visual) is 3.75, and (audio-visual) is 4.07. This explains that the students practice all kinds of instructional media and are not constrained to only one type of media in learning History. They have a high inclination in using instructional media (multimedia), (visual) and (audio-visual). But as for the instructional media (audio), the students have slightly moderate inclination.

*B. Comparison on the Use of Instructional Media among students by Genders between Male and Female Students*

The result of comparative analysis on instructional media according to the types of media as practiced by the students based on genders is as follows:

*Table 5.2: The use of instructional media by type; comparison between male and female students*

Types of Media	Gender	N	Mean	STD	T	P
Multimedia	Male	81	3.903	0.65	-1.862	0.64
	Female	91	4.077	0.64		
Audio	Male	81	3.550	0.82	-1.473	0.14
	Female	119	3.704	0.65		
Visual	Male	81	3.630	0.61	-2.149	0.03
	Female	119	3.830	0.56		
Audio Visual	Male	81	3.972	0.59	-2.046	0.04
	Female	119	4.132	0.51		

*\* Significant at probability levels 0.05*

Based on the above table, there is no significant difference in the use of multimedia and audio ( $p > 0.05$ ). This identifies that male and female students have no significant difference in using multimedia and audio. Meanwhile, there is a significant difference based on genders on the use of visual and audio-visual ( $p < 0.05$ ). This suggests that the use of visual and audio-visual between male and female students is different.

*C. The Relationship between the use of Instructional Media with Students' Attitudes on History Subject*

The analysis on the relationship between the uses of instructional media with students' attitudes on History subject

Table 5.3 Pearson Correlation between the Types of Instructional Media with Students' Attitudes

Variables	Attitudes			
	n	p	r	Level of Relationship
Multimedia	200	0.00	0.63	High
Audio	200	0.00	0.56	Moderate
Visual	200	0.00	0.71	High
Audio Visual	200	0.00	0.71	High

\* Significant at probability levels 0.01

Based on Table 5.3, shows that there is a significant relationship between the use of multimedia with the students' attitudes on History subject with  $r = 0.63$  and  $p = 0.00 < 0.01$  as well as audio which also has a significant relationship with the  $r = 0.56$  and  $p = 0.00 < 0.01$ . As for visual type, there is also a significant correlation with  $r = 0.71$  and  $p = 0.00 < 0.01$ . Next, audio-visual type also has a significant correlation with  $r = 0.71$  and  $p = 0.00 < 0.01$ .

From the correlation analysis, it can be concluded that there exists a significant relationship for all types of instructional media with students' attitudes on History subject with moderate level is recorded on audio type and high level for multimedia, visual and audio-visual types.

## VI. DISCUSSION

Based on the findings, it is proven that majority of students have a tendency towards the use of all instructional media. The outcomes of the study also showed that there are significant differences of mean score between male and female students in using visual and audio visual. Meanwhile, for the instructional media types of multimedia and audio, there is no significant difference between male and female students.

From the mean score acquired, female students are more likely to adopt the use of visual media

compared to male students. This clearly indicates that female students prefer to get an overview of the historical events through graphic historical material. The same condition also applies in audio-visual media in which female students are inclined to practice the use of audio-visual media compared to male students. It can be understood that female students often watch movies or other History-related shows thus are more likely to seek the understanding of historical events through video viewing.

The findings of this study is supported by Rahayu (2009) where she found that there were significant differences between the uses of learning support materials by genders. The variety of students' backgrounds in Malaysia has resulted in diverse application of instructional media of one another.

Pearson correlation analysis found that there is a significant relationship between the types of instructional media; multimedia, visual and audio-visual with students' attitude on History subject with high level of relationship. As for audio type, it also showed a significant relationship but only with moderate level. All in all, there exists a significant relationship between their attitudes and their usage of instructional media on History subject.

The findings are also supported by a research conducted by [7] which showed that students with positive attitudes towards a subject have a close relationship with their learning techniques. This means that students that used good technique in learning, such as applying instructional media in their learning, will develop a good attitude towards the respective subject. This statement is also supported by a research conducted by [6] which stated that there is a significant and positive impact on the attitudes of students who practice 'learning-style-responsive' in their learning.



In addition, [17] in his paper has expressed that attitudes like motivation and students' interest on certain course in university have a close relationship with students' learning approach. Moreover, a study carried out by Leong (2005) showed that there is a connection between learning approaches and attitudes towards Biology.

It is reported that the role of science teachers can influence the attitudes of students towards Science [5]. Therefore, teachers must design an exciting teaching and learning process along with creating a learning environment that can arouse students' interest in respective subject. Therefore, the selection of appropriate instructional media is very important in influencing students' attitudes towards a subject.

Nevertheless, the use of media as a teaching aid is not subject to the implementation of the teachers themselves without the initiative from the students. The application of instructional media can be used by the students themselves according to the suitability of the materials on a subject.

#### VII. SUMMARY

This study has generally proved that the usage of instructional media has a relationship with attitudes and there is a difference between the uses of instructional media by genders. This study also demonstrates that teaching and learning methods of History subject are flexible. History teachers have their own freedom in choosing their desired teaching methods and they may also use initiatives based on their creativity to make decisions in their teaching plans. Learning approach that is flexible and systematic should be implemented in order to attract students' attention and improve the quality of teaching and learning in the subject of history.

Besides that, teachers also need to identify the types of media that meet the students' need in creating a more effective teaching and learning

process thus will improve the students' achievements in the subject of history. With this kind of study, students' management strategy, in helping History teacher, can be enriched by the presence of such studies. The students are observed not only in the perspective of academic performance but also in terms of the use teaching aids in their learning.

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