ABSTRACT

Effectiveness of teaching methods in Jawi Education for 52 pupils at National School of Changgai, Kelantan reviewed the Educational Technology Media as a teaching method. Purpose of this study is to compare the per cent, after using the ordinary method and Educational Technology Media as a teaching aid. In order to realize the ultimate objective, field studies, questionnaire and survey libraries are implemented. Proceeds from the research found that teaching and learning process with the use of Jawi in Educational Technology Media has a positive effect on students. The results showed that more than 63.4% increase in student achievement in Jawi subjects after using it.

Key words:

Introduction

Media has dominated our lives and it is the responsibility of teachers to help their students become critical consumers in various media sources. Development of technology in education has ability to answer the questions about the impact of technology in reconstruct the education system and the use of technology, in line with learning theory. While, expanded use of computer facilities and other mass media will led to the rapid transfer of information. (Chen, 2001 in Sara Esmaelzadeh, Fereshteh Jahdi et al, 2011), often occur questions about the use of computers and it related in aspects of teaching, the ability of students to think actively, critically and to the formation of a spirit of cooperation among students.

Teachers should act an essential role as a facilitator in the process of teaching and learning. Instance, teachers conduct teaching and learning process as a small group in the classroom (Cooperative Method). This has been proved by many studies that cooperative learning can increase the effective achievement of consistent domain. (Johnson & Rholubec, E. J1994:61) Besides that, oriented teaching and learning process diversity in media technology will make the sessions more interesting and understandable. (Asiah U.S.: 1990:1:4) According to Moore (2003), Educational Technology Media can be categorized from the most common equipment used in schools which is the textbook and the blackboard, to modern media such as high-tech computer equipment, LCD, Internet and digital cameras.

The Role of Multimedia:

Multimedia is the integration between the various media such as text, numeric, graphics, images, video, animation and sound in a digital environment, as well as have the ability to enable users to achieve interactivity requirements without the sequence. (Halimah B. Z: 1996; 1: 24) Peck (1998) stated multimedia is a combination of two or more types of media to create a sequence of programs that are effective in conveying an idea, with the assistance of both sound and visual. Topically, multimedia production developed and controlled by a computer. While Hofstetter (2001) defines multimedia is the use of computers to present and integrate text, audio, video with links and tools that allow users to navigate, interaction, creation and communication.

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Teaching and Learning:

Learning is an activity that leads to change and control of what is taught, while teaching is a practical activity or action, be intentional and conscious to assist learning. Clearly, the lesson has to do with learning, where teaching is nothing without learning. (Abdul Rahman & Zakaria, 1992)

According to Swartz and Perkins 1990 in Yania and Jamal, 2011, emphasized that teachers must use thinking map for activities or active organized thinking and teachers should incorporate into their lessons to make good thinking skills lessons. Challenges and use new strategies in order to gain better understanding of the topic. Furthermore, infusion give the students the ability to infer differently and develop abilities in analysis, synthesis, and imagination.

Isaac & Koh (1985) claims, teaching and learning process is event that occurred in the classroom with the following characteristics; (a) the purpose, content and approach are planned in advance by the teacher (b) learning-oriented guidance of a teacher, (c) teaching in a large or small groups according to levels of schooling and (d) assessment in the form of test or examination to assess the effects of teaching and learning outcomes.

Literature (Hardin in Shihab A. Hameed, 2011) shows that some people believe a revolution is taking place on education, in the way people learn and the way instruction is given. Internet, multimedia and mobility usage in education process nowadays is expanding rapidly in teaching and learning.

Educational Development of Jawi:

Mustapha, Yazid (1991) in his study found a decrease of education due to the weakness in Jawi writing skills, which no one from form five students have good control of the Jawi script. Only 56% of the students can write Jawi at a moderate level and 11.1% have not acquired the ox. While, 87% of students not using the Jawi script when writing notes and overall education of students not using the Jawi script during the examination.

Among the factors that influence the acceptance and used of Jawi is caused by internal factors students themselves. The findings showed that 95% of students did not deem important of Jawi through it is not assessed in the examination. Accordingly, Mustapha Yazid (1991) suggested to the Ministry of Education that assessment of the Jawi script need included in the examination as Lower Secondary Assessment Examination Certificate ( PMR ) and Certificate of Malaysia Education ( SPM ). Hazali (1982) states that a lack of proficiency among students because of Jawi script is not used widely in the community and not equally of concern compared to the Latin alphabet. In addition, the Jawi script does not have a uniform spelling system and not according to syllables.

Teaching and Learning Using The Technology Media:

The learning process begins with information obtained from the stimulus received by the senses, perception formation process by means of information and is stored as an experienced that can be applied. Application of media in teaching will be to diversify the skills of intelligence, which is absolutely necessary to acquire a skill. (Gagne and Briggs: 1997)

Applications of Educational Technology Media in teaching and learning help teachers communicate information of interest to students as well. According to Sampath (1984), people learn through the senses and each sense has a different learning percent. According to him, people learn through the sense of taste 1%, 1.5% sense of touch, sense of smell is 3.5%, 11% and hearing through the senses of sight by 83%. The involvement of various visual media as a stimulus to the learning process is the first choice of many educators.

The use of media in teaching will be able to overcome the problem of students with different learning styles. Coombs (1999) states learning occur a few minutes when teachers only speaking in front of the classroom and students sit passively (one-way learning). He said the lines of communication easily failure and this situation leads to a frustrating learning process. Media use is also associated with the statement Abeles, Hoffer and Klotmen (1994), which said that the learning process should be consistent with physical and mental development of students. Fun learning sessions, using a form of learning activities spontaneously, should involve the student's physical and mental factors.

Review of teachers' perceptions in Educational Technology Media by Johnstone (1987) touched the various aspects of multimedia technology, accordance observations in student motivation. He believes that it might help students. Results showed that some primary school students agree that multimedia technology make learning subject important. While observation 3% of university students, found that multimedia technology helps increase their interest and understand clearly the scope of the various subjects in study.

Materials And Methods
Observation results of test in Jawi Education and questionnaire is an instrument that is implemented. The purpose of the questionnaire is to obtain the student's background, especially relation to an interest in learning Jawi education and learning pattern of the past. Meanwhile, questionnaire based on previous and after going through the learning process aided media educational, Jawi Education will be examined. The results of students from these questions will be used to study the effectiveness of teaching and learning education aided media technology, thus making comparisons between the ordinary teaching lessons and using Educational Technology Media method.

Results And Discussion

Sharifuddin Sumarji Rio (1997) in his study "Teaching and Learning Computer Science" found learning through exploration and discovery methods are more successful than those who only disclosed to the ordinary method. Raw data were analyzed manually by searching percent of each part to prove this hypothesis made Previous tested for validity.

Islamic Education Examination Results of the end of 2010, Including the Education of Jawi:

Table 1: Distribution of Respondents According to the results of Islamic Education subjects, including Jawi Education Tests during the final semester of 2010.

<table>
<thead>
<tr>
<th>Results in Islamic Education Subjects include Jawi Education in late 2010</th>
<th>52 Respondents</th>
<th>Number of students</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>8</td>
<td>15.4</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>11</td>
<td>21.2</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>6</td>
<td>11.5</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>21</td>
<td>40.4</td>
<td></td>
</tr>
<tr>
<td>E</td>
<td>6</td>
<td>11.5</td>
<td></td>
</tr>
</tbody>
</table>

Fig. 1: Distribution of respondents according to the results of subjects including Islamic Education and Jawi Test.

Table 1 shows the distribution of respondents according to the results of subjects of Islamic Education and Jawi, the final semester of the previous year. Data shows that most respondents have a moderate ability in Islam Education and Jawi.

Distribution of Respondents Based of Performance Using Ordinary Teaching Methods for Test 2 (Final) Year 2010 and Educational Technology Media Methods for Test 1 (Early) Year 2011:

Table 2: Distribution of Respondents for 2010 and 2011 tests in Teaching Performance Tests

<table>
<thead>
<tr>
<th>Marks Range</th>
<th>Grade</th>
<th>2010 Test</th>
<th>2011 Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students</td>
<td>%</td>
<td>Number of students</td>
<td>%</td>
</tr>
<tr>
<td>80 – 100</td>
<td>A</td>
<td>2</td>
<td>3.8</td>
</tr>
<tr>
<td>60 – 79</td>
<td>B</td>
<td>8</td>
<td>15.3</td>
</tr>
<tr>
<td>40 – 59</td>
<td>C</td>
<td>12</td>
<td>23</td>
</tr>
<tr>
<td>20 – 39</td>
<td>D</td>
<td>20</td>
<td>38.4</td>
</tr>
<tr>
<td>1 – 19</td>
<td>E</td>
<td>10</td>
<td>19.2</td>
</tr>
</tbody>
</table>

Percentage of passing:
Fig. 2: Percentage of passes

Fig. 3: Percentage of failed

Fig. 4: Distribution of respondents performed on an ordinary method and educational technology media method.
Table 3: Result for Differences on Percentage of Marks in Test year 2010 and 2011 based on Method Used.

<table>
<thead>
<tr>
<th>Teaching Methods</th>
<th>Percentage of Difference Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ordinary Teaching Methods</td>
<td>42.3 %</td>
</tr>
<tr>
<td>Teaching Using Educational Technology Media Method</td>
<td>63.4 %</td>
</tr>
</tbody>
</table>

Fig. 4: Comparison of the marks obtained.

Conclusion:

Computer usage can stimulate effective learning and improve the performance of subjects Jawi, enhancing the high level of interactivity among students. Results of analysis carried out showed that there was increased student performance after the use of educational technology media. Of the 52 respondents, about 33 people to obtain higher marks in the test year 2011 compared to a total of 22 students who passed in 2010 using ordinary methods.

Importance of computers as teaching aids need not be overstated. Ordinary teaching method is no longer relevant today. The teacher's role is no longer as a presenter of information but has become a facilitator for learning and teaching process. This view is supported by Juriah Long (1998), who said that the use of computers is not intended to replace the role of the teacher, but actually intended to create an atmosphere of teaching and learning more fun and interesting. Computer usage to facilitate teaching and learning process, enrich teaching techniques and help teachers in teaching and learning objectives effectively if used in a systematic and continuous.

References


