

PERCEPTION OF STUDENTS ON THE IMPLEMENTATION OF I-CLASS IN THE CLASSROOM

Mohd Bakri Abu Bakar¹

¹Mohd Bakri b Abu Bakar is a lecturer of TESL at Faculty Education and Social Sciences in University Selangor, Selangor Darul Ehsan, Malaysia. E-mail: mbakri@unisel.edu.my

Accepted date: 15 April 2018

Published date: 28 June 2018

To cite this document: Bakar, M. B. A. (2018). Perception of Students on The Implementation Of I-Class in The Classroom. *International Journal of Education, Psychology and Counselling*, 3 (12), 74-80.

Abstract: *The aim of the study is to find out the perceptions of students in both primary and secondary schools in Malaysia on the i-Class system practiced in some parts of the country, in order to meet one of the practices in 21st Century Learning Concept which is the application of technology in the Teaching and Learning Process. The 21st Century Learning concept has recently been introduced in Malaysia Education System. 100 respondents from Primary and Secondary Schools in Terengganu have been selected due to their active use of the i-Class system in the Teaching and Learning Process. A set of questionnaire is distributed to all respondents after an actual classroom observation to witness the procedural implementation of i-Class. The results have concretely shown that the respondents favour the use of i-Class due to the accessible internet connection and better comprehension of the lesson. This has resulted in frequent practice of i-Class both in class and at home that has successfully met the requirement of the tasks assigned. With the easy online system, the learning is made easy as respondents are able to google for the information in the internet.*

Keywords: *E-Learning, I-Class, 21st Century Learning*

Introduction

The use of textbook as a supplementary material in schools is considered important to help students in their learning. In most schools in Malaysia, textbooks have been a great companion and a source of reference to teachers and students. Looking at its essential use and to cope with the advancement of technology, the government of Malaysia has introduced the use of E-Books since 2009 and upgraded to i-Class system which is still pioneered in Terengganu state in 2015. About 17 primary schools in all districts of Terengganu were chosen to pioneer the system and it will later expand to 400 schools all over (Bernama, 2015). Basically, the purpose of implementing i-Class is to give a big positive impact of the using new technologies to the students especially at rural schools. Besides, it may enhance the new skills in technology and it is hoped to be able to assist teachers to revise and update their teaching methods in order to create a better learning environment and maximize the use of i-Class in their classes, as well as to help improve students' mastery of the language.

Problem Statement

The textbook is designed as the sole source of information where the students only see one perspective on a concept or issue. Moreover, the textbook is old or outdated and information shared with students is not current or relevant. The questions and worksheets tend to be low level or fact-based, therefore, students assume that learning is simply a collection of facts and figures. Besides, reading level of the textbook is too difficult; students cannot read or understand important concepts. The application of i-Class system in every lesson learning may be changed the perceptions of conventional method used and upgraded the background knowledge of students that has been fossilized with the old method of teaching and learning process.

Literature Review

According to Embong (et.al) (2012), it was discovered that a majority of the teachers had good perceptions on the use of e-books. However, they had little problems using the devices. It can be overcome with some strategies and a suggested framework.

Ali Biranvand and Ali Akbar Khasseh (2014) state that the results indicated that the use of electronic resources causes a meaningful difference to be created in several contexts such as academic progress, variety of learning resources, flexibility while learning, and learning effectiveness between the students of virtual and conventional programs.

According to Noorhidawati and Gibb (2008), students use e-Book for four main purposes; fact-finding, finding relevant content, selective reading and extended reading. Their findings show that most popular reason for using e-Book is “finding relevant content” which is in line with Gunter (2005) who stated that early e-Book usage was primarily for reference work and not reading for leisure and entertainment. The second most popular reason was for “selective reading”. This would show that e-Books are not read in their entirety but instead are searched for or used for reference purposes. This observation is supported by Letchumanan and Tarmizi (2011) in their study that students prefer to use E-Books for their research work than as course textbook, as e-Books are easier to find and easy to manage for their research work. (as cited from Abu Ziden & Khaled).

A study by Baharudin (et.al) (2012) has examined on the adult learners’ preferences and satisfactions toward using i-Class system provided by UiTM; and the results revealed that the majority of the respondents indicated a moderate level of satisfaction towards using i-Class system. However, they were looking forward to use i-Class system due to the availability of the computer. In addition, they prefer to access i-Class so that they could able to communicate with their friends and also to search for materials. These adult learners also preferred to access i-Class system at home and using their own laptop. They less preferred to access i-Class at UiTM or local library or even at the cyber café.

Looking at the English language learning through online, the findings from AbuSa’aleek (n.d) revealed that the EFL students believe that FB (Facebook) as an online learning environment facilitates, supports, and encourages their English language learning. In addition, the findings indicate that students’ motivation and confidence towards English language learning improved via FB.

Methodology

A quantitative research design has been used to tabulate the data as it is useful to explain and response to questions regarding the respondents and contexts. A set of questionnaire which consists of six (6) close-ended questions of 'Yes/No', 'Frequency', and 'Optional' had been distributed to 100 respondents (N=100) to collect data on the perception of students on the use of i-Class in classroom. The respondents were students from two (2) primary schools and one (1) secondary school in the district of Terengganu. The chosen schools were quite rural and among the pioneer that using i-Class in their teaching and learning sessions. Basically, the session of classes that using i-Class will be held in 21st century room which has been designed to equip the system and process of teaching and learning. The data then will be tabulated and transformed into percentage by using simple equations.

Findings and Discussion

The findings are looking at the six (6) perceptions of the students in the implementation of i-Class in their classroom. It is prominent that almost all the respondents are having general knowledge to access the system at their capacity.

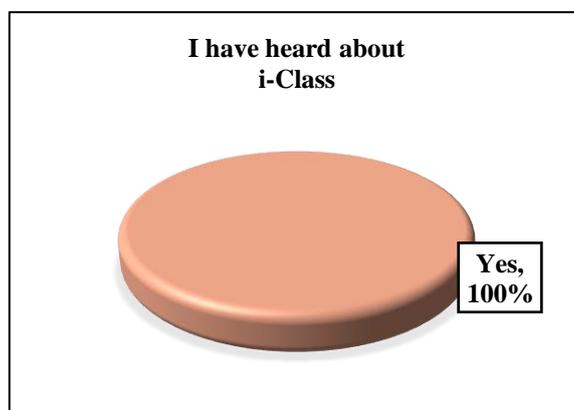


Figure 1: Percentage on the background knowledge about i-Class

Figure 1 presents the percentage on the background knowledge of respondents about i-Class. It shows that all respondents (N=100) are having background knowledge about i-Class which they use it regularly during class sessions at particular time. Most of the respondents besides all the students at the respective schools are being introduced with the system since it had been unleashed and implemented.

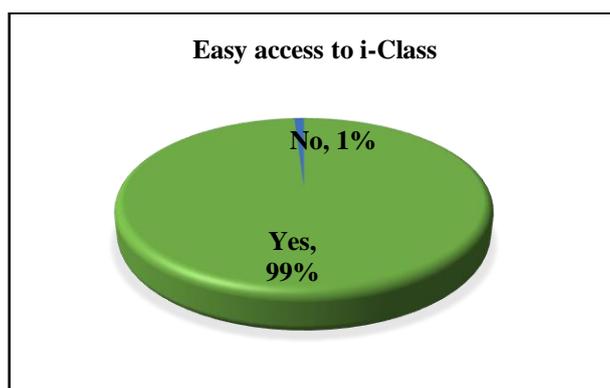


Figure 2: Percentage on the accessing of i-Class

Figure 2 shows the percentage on the accessing of i-Class. About 1% (N=1) of respondent is having difficulty of accessing to i-Class, while the rest of 99% (N=99) respondents are easily accessed the system without any doubt.

To access the system, the students need to log-in by keying the access code such as username and password. Basically, the given username and password are quite complicated with alphanumeric code that requires the students to memorize. But, the code book is always ready and provided for the students to make a reference whenever they forget. While accessing in the system, normally the students have no doubt to gaze up the content as the y have been briefed by their respective teachers.

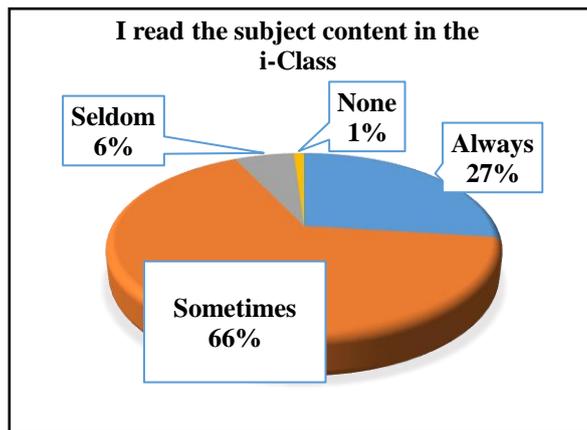


Figure 3: Percentage on the reading of subject content in i-Class

The percentage on the reading of subject content in i-Class is given in Figure 3. There are 27 (27%) of respondents who always reading the given content through i-Class during the class session or outside of the classroom. The access given for i-Class can be used both internally and externally which the students also can allow themselves to access i-Class at home or not during teaching and learning session. Only one (1%) respondent does not read the content for the respective subjects. Most of respondents (66%) are sometimes doing the activity and probably they are restricting themselves to other activities.

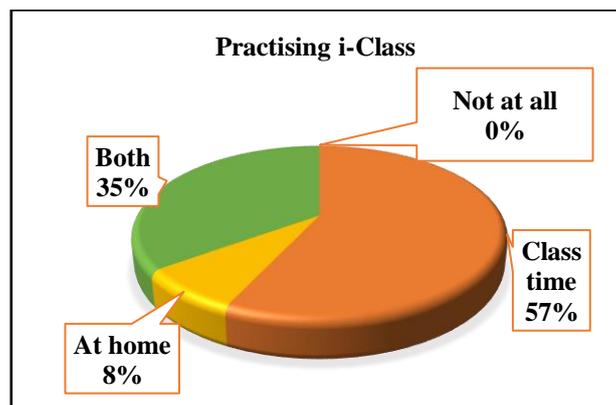


Figure 4: Percentage on the frequency of practicing i-Class

Figure 4 determines the percentage on the frequency of respondents in practising i-Class. It shows that most of the respondents (57%) are willingly to practice their i-Class system during the class time as they are easily accessed the system that well equipped by school. There are 8% (N=8) of respondents who comfortably practiced the i-Class system at home due to cosy space and atmosphere. While, 35% (N=35) of them prefer practising both at home and during class time as a continuity learning.

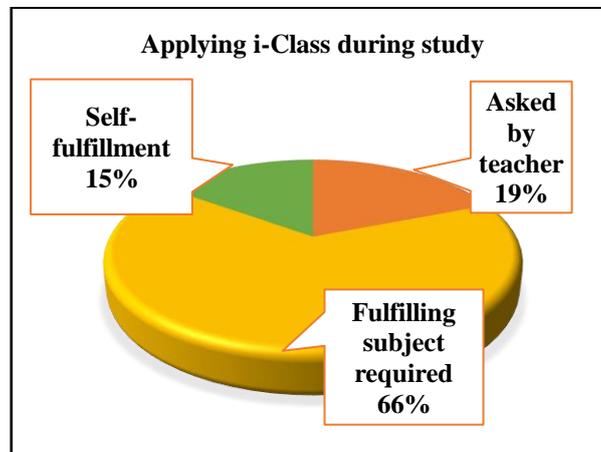


Figure 5: Percentage on the applying i-Class during study

Since the most respondents are practicing and accessing i-Class during class time and at home, Figure 5 explains the percentage of the respondents who favour in applying i-Class during their study throughout the year of studies. It shows that most of the respondents (66%) are having their reason of why they are applying i-Class. This is due to fulfilling the subject required which it is compulsory for the respondents to access the i-Class for at least once a week during the lesson period. There are 19 (19%) respondents who apply the i-Class when only they are asked by their respective teacher. However, 15% (N=15) of respondents perceive that the reason of applying i-Class is only for their self-fulfillment as to meet the requirement of the school and their teachers' needs.

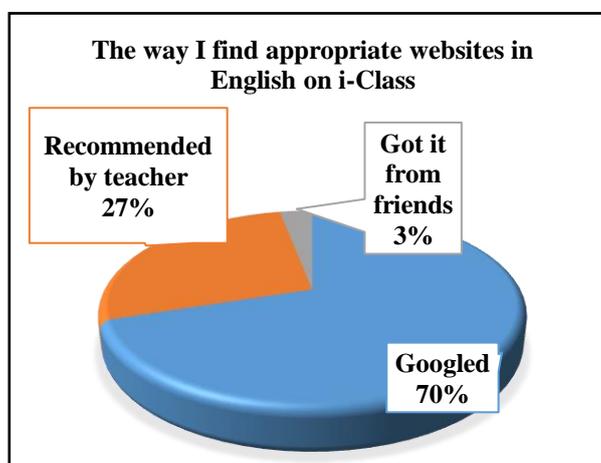


Figure 6: Percentage on the appropriate websites in English searched on i-Class

Figure 6 indicates the percentage on the appropriate websites in English that searched by respondents on i-Class. Basically, the content of the respective subject especially English language can be varied and it is not specifically focused on the given syllabus and chapters in the textbook. Most of the respondents (70%) are comfortably searching the contents in the websites by using Google search engine that the link is provided in the i-Class system. There are 27 (27%) of them are normally recommended by their respective teacher to look at the appropriate websites that they can relate the content with the syllabus and activities that given. While, only 3% (N=3) of them are asking friends to get help or just a matter of following whatever their friends found at first.

Conclusion

What is i-Class? The Interactive Classroom Response System (i-Class) supports most popular mobile devices, such as Android Phone, iPhone, iPad, iPod touch and embedded buttons (in this case is Chromebook or notebook) in a classroom, to provide a convenient, secure, user-friendly and effective way to enable interactivity in a class. This system enables the enhancement of assessment, IT in the curriculum and learning experience in the new curriculum.

The i-Class represents an important, growing trend in the application of technology to facilitate student learning—especially in schools where programs and curricula must evolve to meet the changing needs of a competitive global economy (Richardson, 2003). The study presented here focuses on students' perceptions of implementation of i-Class in classroom. The findings provide important insight about users' perceptions of i-Class and raise practical considerations for its implementation. It shows that most all of the students are positive with the use of i-Class in their learning sessions. The sessions also intrigue the students to learn more in interactive way and it may expand the knowledge substantially rather than using the conventional textbook. The exposure of new technology especially to primary schools students who live in rural might be complicated for them to apply. But, with the support and consecutively training throughout the years, the usage of i-Class has accustomed the students to apply successfully. The limitation and the drawbacks may cause the system to hold such as the system must be consistently upgraded and failing to update will lead to malfunction and the process of learning through i-Class cannot be made. It leads the schools to apply the conventional method of teaching and learning through textbook again.

The existence of i-Class among the school children requires school administrations, teachers, parents, and system developers to think how to adapt themselves in using i-Class. The i-Class is alternative authentic materials that will not replace print books in the near future but, it will definitely be used to complement print books. In classrooms, teachers and students will start to value the convenience and accessibility of i-Class. Teachers can expand i-Class usage among a large number of school children through creating awareness of i-Class usability. Parents, too, will be exposed to the latest development in education technology.

Therefore, this study provides clues in how i-Class components and strategies might be implemented to enhance teaching and learning in the 21st century learning, specifically as we work to engage students actively in learning, to provide real-world contexts for learning, and to promote critical thinking and deep learning.

References

- AA Ziden and Khaled. (2004). *E-book as learning tool: A review and focus for future research*. Retrieved Dec 20, 2016 from <http://tojdel.net/journals/tojdel/articles/v02i04/v02i04-03.pdf>. _TODJEL. Vol. 2, Issue 4.
- Abusa'aleek, A. O. (n.d). *Students' perceptions of English language learning in the Facebook context*. Retrieved April 19, 2017 from <http://www.tewtjournal.org>. *Teaching English with Technology*, 15(4), 60-75.
- Baharudin, M. (et.al.). (2013). *Adult learners' satisfaction toward using i-class system: Uitm experiences*. 6th International Conference on University Learning and Teaching. *Procedia - Social and Behavioral Sciences* 90, p. 313 – 318
- Bernama (2015, Feb 28). *Terengganu henti beri e-book, ganti sistem i-class*. Kuala Lumpur. *Berita Harian*.
- Biranvand, Ali and Khasseh, Ali Akbar. (2014). *E-book reading and its impact on academic status of students at Payame Noor University, Iran*. *Library Philosophy and Practice (e- journal)*. Paper 1170. Retrieved Dec 20, 2016 from <http://digitalcommons.unl.edu/libphilprac/1170>.
- Blow, M. (2012). *Using digital books in the classroom*. Retrieved from <https://www.scholastic.com/teachers/blog-posts/mary-blow/using-digital-books-classroom/>.
- Diemer, T.T., Fernandez, E., and Streepy, J.W. (2012). *Student perceptions of classroom engagement and learning using iPads*. *Journal of Teaching and Learning with Technology*, Vol. 1(2), 13-25.
- Embong, A.M. (et.al). (2014). *What do teachers and pupils say about using eBooks in the classroom?*. *International Journal of Social Science and Humanity*, Vol. 4(6). Retrieved Dec 20, 2016 from <http://ijssh.org/papers/397-H00031.pdf>.
- Embong, A.M. (et.al). (2012). *Teachers' perceptions on the use of eBooks as textbooks in the classroom*. Retrieved Dec 20, 2016 from <http://www.sciencedirect.com/science/article/pii/S1877042812026390>. Elsevier Ltd.
- Embong, A.M. (et.al). (2012). *E-books as textbooks in the classroom*. Retrieved Dec 20, 2016 from <http://www.sciencedirect.com/science/article/pii/S1877042812026390>. Elsevier Ltd.
- Smart, K.L. & Cappel, J.J. (2006). *Students' perceptions of online learning: A comparative study*. *Journal of Information Technology Education*, Vol. 5. Retrieved from <http://jite.org/documents/Vol5/v5p201-219Smart54.pdf>
- Miller, H. (2013). *The future of eBooks in the classroom*. Retrieved from <http://www.seenmagazine.us/Articles/Article-Detail/articleid/3525/the-future-of-ebooks-in-the-classroom>.
- Mohammed Mohamed Nasser Hassan Ja'ashan. (2015). *Perceptions and attitudes towards blended learning for English courses: A case study of students at University of Bisha*. *English Language Teaching*, Vol.8(9). Canadian Center of Science and Education.
- Richardson, L. (2003). *A challenge to change business education*. *Mid-American Journal of Business*, 18(1), p. 5-6.
- Rowlands, I., Nicholas, D., Jamali, H. R., & Huntington, P. (2007). *What do faculty and students really think about eBooks?* UK. CIBER.