THE IMPLEMENTATION OF TEACHING HISTORY USING VLE IN MIRI, SARAWAK

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Abstract- The purpose of this study is to identify the relationship between perception of students and teachers toward the use of virtual learning (VLE) in teaching and learning history at School. The study also focus on the difference between teacher gender in frequency of using the Virtual Learning Environment (VLE) and relationship between teacher and student perceptions of the frequency usage of virtual learning (VLE) in teaching and learning history. Samples were randomly selected from about 80 respondents at the district of Miri, Sarawak. The instrument used to the implementation in teaching history with VLE for this study have been adapted and modified from a questionnaire by Yahya Othman, 2007. Researchers using Pearson correlation analyse and t-test to analyse the data that had been collected. The findings demonstrated that not significant relationship between teacher and student perceptions of the frequency usage in virtual learning (VLE) in teaching and learning history and the result also proved that there's no significant difference between teacher gender in frequency of use the Virtual Learning Environment (VLE).

Index Terms- Virtual Learning Environment (VLE), Teaching History

I. INTRODUCTION

Virtual Learning Environment (VLE) is a project of transformation of the education system which has been implemented by the MOE under 1BestariNet project began in 2011. In this project, the schools are equipped with integrated solutions, virtual teaching and learning aids and latest information Last school students through internet access (Norazilawati, 2013). History subject is a subject at secondary level (ICSS). After the reformation 2002, the history syllabus is purposed to prepare students for the challenges of the future the changes in the world of ICT and knowledge-based economy in the 21st century (Lee Bih Ni, 2013). Thus, a history teacher plays an important role to access and use virtual learning (VLE) provided by the government to make our students compatible with new challenges. Teachers can use the Virtual Learning Environment (VLE) in the teaching of history subject. During the transformation of education in virtual learning, teachers must be willing to accept the change because the teacher is the person responsible for applying the VLE in teaching. Rheingold (2004) stated that teachers play an important role to access and use virtual learning (VLE) provided by the government.

The concept of virtual learning will change the way student learning today. This learning method can gear up the students. Teachers only provide input and information about the teaching materials to students. Students need to be proactive in searching for information on teaching materials. In the other hand, traditional learning made teachers made the one who in charge all aspects of teaching and learning process in schools (Shamsuddin, 2011). Virtual Learning Environment (VLE) is appropriate and importantin trigger students' critical and creative thinking, independent, the spirit of leadership in order to achieve success in education. Mohd Aizuddin (2013) in his study show that the teachers who use Frog VLE in teaching can handle and control their teaching and learning activities in a more effective way.

Teachers who apply virtual learning history (VLE) in teaching need to know the contents that are going to teach and what aspects should be emphasized during the teaching of history in the Virtual Learning Environment (VLE). History teacher always had trouble mastering the history syllabus (Mohammad Sani, 2001). Most teachers who teach history only teach according to the textbook without really understand the story behind the event. In addition, another major challenges faced by teachers is due to the syllabus that constraints teacher. (Ting and Woo, 2005). So, it concluded that it is definitely not because of the teachers to apply VLE in learning and teaching with students in the classroom. VLE is able to help teachers deliver lessons more effectively (Yahya Othman, 2007).

The teaching of history is still teacher-centered (Subadrah Nair, 2005). Malaysian Examination Board said students still memorize and predict certain topics without the need to analyze the problem and understand the topic (Examination Board, 2003). A case study show that most of the Asian country uses a long history of teaching methods (Intel Education, 2007) and this is very boring for students (McKenzie, B. 2005) Based on the report of the Malaysian Examination Board, there is room for the history to be tought in a way that actively involved students in the investigation. Therefore, the Virtual Learning Environment (VLE) offers a huge opportunity to make history an interesting subject that is effective in addressing nation-building and the rapidly changing environment.

This study was conducted to identify the challenges faced by teachers when implementing virtual learning history (VLE) in the teaching of history. The researchers hope that this study can contribute to the various parties, especially those directly involved and sensitive to the performance of the history and always strive towards better health outcomes. At the school level, the results of this study can provide very useful information to teachers, especially in planning their teaching so that it is compatible with Virtual Learning Environment (VLE). With this, the teacher becomes more innovative and creative in the current reform of teaching and learning history subject.

Virtual Learning Environment (VLE) is an action taken to ensure the involvement on technology in 21st century classroom. Thus, through this study, it is expected by the school adminstrators and teachers play an really important role in ensuing the effective implementation or VLE at the school levels. Based on this research, it prove that implementation VLE effectively in the classroom can help prepare students for the globalization and changes in education in the future. Method Virtual Learning Environment (VLE) which can be practiced in accordance with the level of preparedness in every teacher. It will, lead to an improvement in it students academic perfoments. Thus, the objective of this study is to shoe the difference perception of history teachers on the case of VLE in teaching and learning process through history lesson.

HIGHLIGHTS OF THE REVIEW.

Malaysian Education Blueprint was launched by the Ministry of Education (2012) also showed about the ministry's reform plan in promoting ICT in education. For the first wave, which started in 2013 until 2015, it focused on improving basic ICT in the implementation of the virtual learning environment (VLE) in school. This led MOE to take steps to introduce 1BestariNet as a pathway to the learning called Virtual Learning Environment (VLE) in all schools in Malaysia (Ummi Salma Mohiddin, 2014, Nurul Farhana, 2013) The use of ICT in delivering lesson are able to enggage students and teachers yet at the same time allow feedback to the students. Therefore, the government introduced a virtual learning (VLE) to all schools across Malaysia. Virtual Learning Environment (VLE) is a project of transformation to the education system by the Ministry of Education under 1BestariNet project which began in 2011 (http://1bestarinet.net/).

Perception of Teachers on Virtual Learning (VLE)

Every teacher needs to understand the role of the main drivers in implementing virtual learning (VLE) (Mohamed Noor, 2001). All parties involved in the teaching and learning should play their role for the realization of virtual learning (VLE). Teachers should have interested in using virtual learning (VLE) in the teaching of history. The statment is supported by Othman and Lukman (2008) who staled that interest is an affective nature serves to encourage teachers to cultivate the use of ICT, teaching to ensure the effectiveness of teaching aids should be used to help teachers deliver lessons more effectively (Yahya Othman, 2007). The use of teaching aids are able to increase the interest and stimulate students' minds in 21st century learning enviroment. It has been considered and recognized as a catalyst in the process of teaching and learning (Norizan et al. 2004). Therefore, teachers need to apply the Virtual Learning Environment (VLE) in the teaching of history.
Actually, the teacher plays an important role to access and use virtual learning (VLE) provided by the government. Teacher plays role facilitator for deploying virtual learning (VLE). Teachers need to apply the Virtual Learning Environment (VLE) in addition to the teaching and learning process in schools especially during the school holidays. For example, teachers can upload learning materials such notes and additional exercise in the Virtual Learning Environment (VLE). It can help students to gain knowledge of facts that would later learn in class. In addition, students gain knowledge yet thinking skills can be added. With this, the goal in the Malaysian Education Blueprint (MEB) will be reached in 2025.

Virtual Learning Environment (VLE) will provide opportunities and benefits for history teachers. Virtual Learning Environment (VLE) has the potential both as an amplifier and a catalyst in achieving the learning process is made (Davitt, 2005). Teachers can share information among one and another. For example, teachers can access the workshop materials, annual lesson plans, trial exams questions and information related to the subject being taught. In addition, teachers can also access the documents that being shared by other teachers. With this, the school administrators such as principals and sennior assistant can monitor and evaluate the performance of the teachers in ICT skills sekolah. teacher should apply virtual learning (VLE). This is because ICT is the platform for electronic communication between students, teachers, administrators, researchers, institutions, and also with the community (Jewitt, 2006; Rozinah Jamaludin, 2007). ICT skills also provide a source of information teaching without limitation (Mackey, 2002: 89). ICT skills help teachers to get teaching aids whether in varries from which include text, audio or visual materials which can be obtained from the Internet. Internet will also help teachers to diversify their teaching techniques by integrating sources of information in virtual learning.

Mohamed Noor (2001) states that all parties involved in the teaching and learning should play their role for the implementation of virtual learning (VLE). The

concept of virtual learning lessons that will change the way student learning today, from traditional learning to virtual learning. This learning method is more popular and is ready to gear up the students. Teachers only provide input and information about the teaching materials to students. Students need to be proactive and active in searching for information. Traditional learning lets teacher be the one who play all the roles inLearning traditional preference for teachers who are willing to teaching and learning in schools. Virtual Learning Environment (VLE) is appropriate and important to students' critical and creative thinking, independent, energetic leadership to achieve success in education.

Students' Perception of Virtual Learning (VLE)

Students' perception of virtual learning (VLE) is another challenge in implementation of VLE in education. This may be due to the use of the Internet in teaching and learning is a new issue in the field of education (Jamalludin Aaron and Zaidatun exegesis of 2005). The emphasis of integration in teaching other subjects are also able to help students become proficient in the learning area (Hokanson & Hooper, 2004). For example, students can access books through online databases or websites, or listening yet learning in the form of audio files on MP3 players. For example, Nanyang Girls' High School in Singapore have replaced the book with the iPad tablet computer aimed at making changes in teaching and learning in the classroom (NTD Television) (Venth, 2006; Singapore School iPad as Textbook Replacement Trials, 2012). Students can learn in a self-directed manner with the use of e-learning in the Virtual Learning Environment (VLE). However, in Malaysia e-learning as a whole is not defined in detail and not really understood by some parties (Low, 2008). A study conducted by Saad Al Kahtani (1999) shows the use of computers in teaching essay writing can have an impact on students achievement.

Virtual Learning Environment (VLE) is a student-centered learning. Teachers can still use two-way communication among students. But the difference is that they do not have to meet in school but meet in virtual space. Teachers can access the virtual learning to connect students and allow students to discuss and collaborate on tasks in groups. Students who use the VLE should have a computer and can access them online from any place. Students can share their views and discuss the progress of each task group. Students can learn self-directed manner with the use of e-learning in the Virtual Learning Environment (VLE).

METHODOLOGY

This study was chosen as the survey research design. Questionnaires were used as a tool to gather data about the virtual learning challenges (VLE). This is because, the characteristics of which are included in the survey are very suitable to be used as a method of this study (Nurul Farhana Binti Jonah, 2013). According to them, the survey is very popular among researchers in the social sciences because of its characteristics in accordance with the state of the field of social science research itself. Features are as thorough inquiry questions in various aspects, such as how questionnaires are beingcarried one. The researchers used questionnaires as an instrument to answer research questions related to the challenges of virtual learning (VLE). Among the variables that need to be studied is the VLE to experience learning challenges in achieving its teachers.

The survey method was chosen because it corresponds to the number of samples is relatively large and can save time and energy when compared with qualitative methods (Nurul Farhana Binti Jonah, 2013). This study was carried are among teachers from selected 10 schools that such as SMK Merbau, SMK Pujut, SMK Riam, SMK Lutong, SMK Dato Permaisuri, Sekolah Menengah Kebangsaan Tunku, SMK Baru, SMK Lopeng, National Religious Secondary Schools, Secondary Schools Sains.Instrumen used in this study is a questionnaire consisting of two parts, namely part A and part B. Part A consists of teacher’s background, while items in part B is shaped Likert scale used 5 ratings to measure teachers' perceptions and willingness in carrying VLE to measure the effectiveness of teaching history. The items in the questionnaire are taken and modified from the questionnaire translated by (Yahya Othman, 2007).

Part A of the questionnaire contains the personal details of teachers who have seven items intended to obtain information relating to gender, level of education, work experience, the number of teaching hours per week and the frequency of use of the VLE The information obtained will be correlated in the domains aspects of virtual learning challenges (VLE) in the teaching of history.

History teacher teaching using virtual learning (VLE) is the dependent variable, while the variable perception of teachers and students is the independent variable. Items in section B is for teachers and students in virtual learning (VLE). These items are retrieved and modified in the questionnaire according to the study mohiddin Umm Salma (2014). The population of this study focused on teachers from 10 secondary schools in Miri district, Sarawak and focused population of 4 secondary school in Miri, Sarawak. The population of 234 teachers in the Miri area was chosen because it is an urban area consisting of schools with sophisticated infrastructure and high Internet access in urban areas. The study case based history teaching in Virtual Learning Environment (VLE). Based on a population of 10 schools, the

number of teachers teaching the history of about 234 people (website jpnsarawak.moe.my).

The case study can also be used to test respondents understanding of the concepts used in the instrument, especially the lack of confusion and ambiguity of language instruments (Wiersma, 2000). The case study will be conducted to determine the validity and reliability of the instrument is run. Through the case study, the appropriateness and accuracy as well as the format used items can be identified (Nurul Farhana Binti Jonah, 2013). All responses will be collected and analyzed using statistical procedures. Researchers will carry out a pilot study to improve the questionnaire items by distributing questionnaires to the four schools. To test the validity and reliability of the instrument, the researchers have used SPSS version 22. The scores of both questionnaires will using Pearson. Correlation value obtained correlation value of correlation of 0.8 or more , then this correlation indicates that the questionnaire has good validity. If the correlation medium or low (less than 0.8), the item is bad and needs to be repaired again.

Table of results analysis of reliability assessment made after a complete analysis of the sample is made of teachers from four schools selected by random sampling. Sampling methods have been intended that the population gets the same chance of being selected. The sample consisted of male and female teachers from working experience and academic qualifications. A total of 80 people representing the study sample. Determination of the sample size in this study is based on the method used by Krejcie and Morgan (2012). For this study, the data obtained will be analyzed using the SPSS. The researchers will analyze the data descriptively, that is to get the mean, percentage, mode, median and standard deviation.

FINDINGS

This chapter discusses the findings of the study include the criteria for respondents personal information in Section A consisted of gender, academic qualifications, the number of teaching hours, teaching experience, knowledge of the VLE in teaching, and part B, which consists of the challenge of virtual learning (VLE). This study discusses the research questions and test the three hypotheses. The analysis was done using t-test, descriptive analysis means and percentages as well as examine the relationship between variables using Pearson correlation analysis.

Descriptive findings

The distribution of respondents by gender found a total of 20 respondents were male and 60 female respondents in this study as shown in Table 4.1. The findings show that more female teachers than male teachers.

TABLE 4.1
Distribution of Respondents by Gender

Gender	Frequency	Percent
Men	20	25%
Female	60	75%

This section describes the frequency of use of the VLE in teaching history in the distribution of selected respondents in Table 4.2. It shows that the history teacher once a week using the VLE in teaching history got the lowest percentage, ie by 12.5% compared with the number of teachers who use the VLE no history of use and rarely as much as 87.5%.

TABLE 4.2
The frequency distribution of the use of the VLE in teaching history

Frequency of use of VLE	Frequency	Percent
No use	41	51.2
Rarely	29	36.3
Once a week	10	12.5

Hypothesis Testing Review

The frequency of use of Virtual Learning Environment (VLE) among teachers of history

Ho1: there was no significant difference in the frequency of use of Virtual Learning Environment (VLE) among teachers of history

The division reported quantitatively using t-tests to determine whether there were significant differences between male and female teachers in the frequency level of execution of the VLE in Miri, Sarawak. One way t test used to analyze the variables change, the frequency of use of the VLE and gender remain variable. The sample size included 80 teachers of history.

TABLE 4:3
t-test Gender VLE usage frequency

Variables	t	Sig (2-way)	min
Gender VLE usage frequency	18.057	.000	1.80000

Finding this study case have different in t-test between gender VLE usage frequency frequency of use of the VLE. This frequency of use of the VLE (t = 18,057, p = .000 <.05) of VLE in teaching.

The level of teachers' perceptions of the frequency of its use of virtual learning (VLE)

Ho2: There was no significant difference between the perception of history teachers often use virtual learning (VLE).

TABLE 4:4
t-test history teacher perception of the frequency of use of the VLE

Variables	t	Sig (2-way)	min
History teacher perception of frequency of use VLE	55.643	.000	2.85500

findings level history teachers 'perceptions on the use of Virtual Learning Environment (VLE) was no significant difference between use VLE according to teachers'perceptions of history. History teacher perception of virtual learning (VLE) (t = 55.64, p = .000 <.05) use of virtual learning (VLE).

Then, Pearson correlation analysis to measure the correlation between teachers' perception of frequency of use of Virtual Learning Environment (VLE) shows that the correlation is weak, ie r is at .051 significant level of p <.05.

TABLE 4.5
Pearson correlation analysis of the relationship between teachers' perception of history with the frequency of use of the VLE.

Variables	Pearson correlation r	Sig. (2-way)
The perception of history teachers with the frequency of use of VLE	.051	.652

Therefore, the objective of the study to measure the correlation between the perception of teachers with frequency in the use of VLE can be achieved and there is no significant relationship between teachers' perception of the frequency of the use of the VLE.

The level of students' perceptions of the use of Virtual Learning Environment (VLE)

Ho3 based: There was no significant difference between the perception of the history of the implementation of virtual learning (VLE)

TABLE 4:6
t-test students' perceptions of the frequency of use of the VLE

Variables	t	Sig (2-way)	min
Students' perception of the frequency of use of VLE	58.485	.000	2.82250

The students' perceptions of the use of Virtual Learning Environment (VLE) VLE usage according to their perception. Perception of virtual learning (VLE) (t = 58,485, p = .000 <.05) use of virtual learning (VLE).

Then, Pearson correlation analysis to measure the correlation between the perception of the frequency of use of Virtual Learning Environment (VLE) shows that the correlation is negative, ie r -.004 is significant at the level of p <.05. Thus, the relationship between student and frequency of use of the VLE is significant as shown in Table 4.10. Therefore, the null hypothesis is accepted for this research question.

TABLE 4:7
Pearson correlation analysis of the relationship between students' perception of the frequency of use of the VLE

Variables	Pearson correlation r	Sig. (2-way)
Perceptions of students with frequency of use VLE	-.004	.970

Therefore, the objective of the study to measure the correlation between the perception of the frequency of the use of VLE can be achieved and there is a significant relationship between students' perception of the frequency of the use of the VLE.

DISCUSSION

Students' perception of virtual learning (VLE) is a challenge in education. This may be due to the use of the Internet in teaching and learning is a new issue in the field of education (Jamalludin Aaron and Zaidatun exegesis of 2005). The emphasis for integration in teaching other subjects are also able to help students become proficient in a title (Hokanson & Hooper, 2004). For example, students can access books through online databases or websites, or listening to learning in the form of audio files on MP3 players. According Hasnuddin bin Ab Rahman and etc indicates Aspects perception of the use of ICT in teaching and learning of Islamic Education will analyze ICT readiness can help provide a variety of activities in teaching and learning.

Virtual Learning Environment (VLE) is a student-centered learning. Teachers can still use two-way communication among students. But the difference is that they do not have to meet in school but meet in virtual space. Teachers can access the virtual learning to connect students and allow students to discuss and collaborate on tasks in groups. Students who use the VLE should have a computer and can access them online from any place. Students can share their views and discuss the progress of each task group. The findings indicate that science teachers have

applied the Frog VLE and it helps learning and teaching and motivates teachers to teach better. However, not all teachers are comfortable running it because there are problems and constraints that teachers face when applying

The findings show that there is no correlation between the implementation of the virtual learning sifgnifikan (VLE) with teaching experience. Although the findings of this study show that the majority of new teachers who perform VLE compared with older teachers who use traditional teaching. This finding is similar to several previous studies such as the study Rosnaini Mahmud and etc (). The findings show that teachers acquire basic ICT applications for five (M = 3.13, SD = .54). The integration of ICT among teachers is at a moderate level (M = 1.67, SD = .61). History teachers have to be creative and innovative in diversifying the teaching and learning methods, especially with the application of virtual learning (VLE) in the teaching of history. Virtual Learning Environment (VLE) have the potential both as an amplifier and a catalyst in achieving the learning process is made (Davitt, 2005).

The use of teaching aids is said to increase the interest and stimulate students' minds in this cyber world and have been considered and recognized as a catalyst in the process of teaching and learning (Norizan et al. 2004). Therefore, teachers need to apply the Virtual Learning Environment (VLE) in the teaching of history. They are supported by Othman and Lukman (2008) interest is an affective nature serves to encourage teachers to cultivate the use of ICT, particularly with regard to teaching duties. To ensure the effectiveness of teaching aids should be used to help teachers deliver lessons more effectively (Yahya Othman, 2007). In the study (Yahya Othman, 2007) agree that (4:10 min) use of computers in the teaching of English is limited to reading only. While they thought the use of computers in teaching writing is not very convenient (mean = 3.18). In this case, to get a good impression, teachers have to be creative in computer-aided instruction (min3.48).

In addition, this study was conducted among secondary school teachers, so the researchers propose that similar studies in primary school teacher, to determine whether these findings can be replicated among primary school teachers. In addition, the researchers also propose the use of instruments or VLE different challenges in order to be able to see the effectiveness of the due time according to the frequency of use of the latest VLE. Finally, it is hoped that this study can be done in a longer time period and at the beginning of school. It is important to ensure that the review process can be carried out more smoothly. These data will also be acquired with more variety.

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