

## Assessment Of The Teaching Of Islamic And Asian Civilisation (Titas) With The Use Of Audio Visual Aids (Ava)

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**Abstract:** The study to identify the first semester, Advanced Diploma students' perceptions towards the teaching and learning of Islamic and Asian Civilisation (TITAS) with the use of Audio Visual Aids (AVA) in two polytechnics of Malaysia Higher Education Ministry (MOHE). Respondents are 33 students of Advanced Diploma Programme which are the overall population in the two polytechnics chosen for the study. The findings revealed that there is a high perception towards the teaching and learning of the course where the mean score of set induction as in 4.53 (SD 0.47), teaching and learning progress as in 4.48 (SD 0.39), approach as in 4.47 (SD 0.38), value inculcation as in 4.52 (SD 0.42), closure as in 4.32 (SD 0.56) and the use of audio visual aids (AVA) as in 4.32 (SD 0.39). There is no significant difference between both polytechnics for the assessed variables as revealed in the comparative analysis.

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### 1. Introduction

This is a perception study which is administered to all of the Semester One, Advanced Diploma students in two polytechnics of Malaysia Higher Education Ministry. The two polytechnics are namely Sultan Salahuddin Abdul Aziz Shah Polytechnic in Shah Alam Selangor and Sultan Azlan Shah Polytechnic in Behrang Stesen Perak. According to Weinstein & Mayer (1985), students' perception is an important variable due to its ability in transforming a student's learning styles. This is further supported by Costin et.al (1972), where the study identified that students' perceptions can provide reliable and valid information in producing quality teaching.

A world class education consists of every aspect of education such as pedagogy, syllabus, presentation, audio visual aids, physical aspects of teaching and learning and other optimal conditions which are integrated with information and communication technology (ICT). Condition as well as infrastructure is the main contributing factors in creating a conducive climate and culture of educational institution. These two factors are considered vital due to the fact that inadequate supply of both will lead to ineffective teaching.

### 2. Method

About 33 Semester One, Advanced Diploma students (the overall population) who are taking TITAS in two MOHE's polytechnics participated in the study. A questionnaire instrument was

constructed and self administered by the researchers. This is a pilot study of the instrument. Alpha Cronbach Coefficient which was used was classified based on the reliability index by Norizan (2003) and Azhar (2006) as follows:

Table 1: Interpretation of reliability index

Indicator	Value of Cronbach Alpha
Very high	> 0.90
High	0.70 – 0.89
Moderate	0.30 – 0.69
Low	0.30

Source : Norizan (2003) and Azhar (2006)

The overall analysis for the instrument's reliability is as follow:

Table 2: Reliability Analysis

Cronbach's Alpha	Standardized item alpha	N of Items
0.8995	0.9126	47

The data gathering process for the study was self done by the researchers; students were given half an hour to answer and were not allowed compare their choice of answer with their friends to ensure that the research findings are transparent. Students were reminded to provide true and sincere respond because it will affect the research findings. Students were also briefed that the teaching and learning process mentioned in the study is only concerned with TITAS. Data were later processed using

Statistical Package for Social Science (SPSS) version 18.0

The statistical package for social science is a special package whereby it can easily analyzes data and correlates them with each other (Healey et al, 1997). It consists of simple and organized procedures, variety of choices and is able to determine the appropriate programme as desired by the user and is very beneficial and influential (Kunasekaran et. al, 2011). The views are further supported by Bryman and Cramer (1999) who pointed that the use if statistical package will enable the researcher to obtain and easily and accurately analyses quantitative data. We are also able to learn various ways of analyzing data, save time and minimizing errors. Normally it will also produce hassle-free accurate calculation.

### 3. Analysis and interpretations

The data presentation will cover these aspects:

*The profile of respondents*

*The level of application for set induction in teaching and learning TITAS*

*The level of application for development in teaching and learning TITAS*

*The level of application for teaching approach in teaching and learning TITAS*

*The level of application for value inculcation in teaching and learning TITAS*

*The level of application for closure in teaching and learning TITAS*

*The level of application for the use of AVA in teaching and learning TITAS*

#### **Students' profile**

Students' profile comprises of the origin, age, gender, school background, level of qualification and religious as shown in the table below:

Table 3: Students' Profile

NO	ITEM	CATEGORY	Frequency	Percentage
1	POLYTECHNIC	Sultan Azlan Shah Polytechnic	15	45.5%
		Sultan Salahuddin Abdul Aziz Shah Polytechnic	18	54.5%
		TOTAL	33	100%
2	GENDER	Male	27	81.8%
		Female	6	18.2%
		TOTAL	33	100%
3	RELIGION	Muslim	30	90.9%
		Non- Muslim	3	9.1%
		TOTAL	33	100%
4	Secondary Education	Religious School	1	3.0%
		Daily School	18	54.5%
		Technical / Vocational	14	42.4%
		TOTAL	33	100%

Overall, the study is participated by 33 Semester One, Advanced Diploma Programme who are the overall population in both polytechnics where the study was conducted. Majority of the participants are male and Muslim. Most of the students obtained their secondary education in Daily Secondary School and Technical / Vocational School.

#### ***The level of application for Set Induction in the teaching and learning of TITAS***

This section consists of 5 items related to the aspects of set induction in the teaching and learning such as class control, students' readiness as well as the lecturer's ability in attracting students' attention to learn. Analysis of the level of the lecturer's pedagogical competence in the aspect of set induction is presented in terms of the level of application for set induction in the teaching and learning of TITAS.

Generally, all of the items are scored high between 4.48 (SD 0.76) till 4.55 (SD 0.67). Overall, the scores are also high with the mean score of 4.53 (SD 0.47).

#### ***The level of application for Development in the teaching and learning of TITAS***

The study also looks at students' perception towards the teaching and learning process of TITAS. There are six (6) items relating to the aspects of lesson's presentation, creating the learning environment, the usage of simple terminology that can be comprehended by students, the ability to elaborate concepts, readiness and broad knowledge in the field of TITAS.

The mean scores are high for all the items of the application for development in the teaching and learning of TITAS. The highest mean score is 4.70 for the item of the lecturer is always ready to teach the course and the lowest score is for the item of the lecturer is able to create the learning environment that can facilitate in acquiring the concepts in TITAS, the mean score is 4.39. The overall score for the level of development in the teaching and learning of TITAS the mean scores are high at 4.48.

### ***The level of application for approach in the teaching and learning of TITAS***

This section consists of 12 items related to the aspects of approaches in the teaching and learning of TITAS. Analysis of the level of the lecturer's pedagogical competence in the aspect of teaching approach is also identified.

All of the items are scored high between 4.18 (SD 0.64) till 4.79 (SD 0.48). Overall, the scores are also high with the mean score of 4.47 (SD 0.38).

### ***The level of application for value inculcation in the teaching and learning of TITAS***

The section also looks at the aspect of value inculcation in the teaching and learning process of TITAS. There are five (5) items relating to the aspects of time management, inculcating value that fits the topic and students' daily activities. The table below displays the analysis of the pedagogical competence of the lecturers through the aspect of value inculcation:

All of the items that identified the value inculcation in the teaching and learning of TITAS marked high scores between the mean scores of 4.30 (SD 0.59) to 4.52 (SD 0.48). The overall score is also high at 4.47 (SD 0.51). The highest score is for the item that the lecturer is able to inculcate suitable values that fit the topic and the lowest score is for the item that the lecturer is able to conclude the lesson on time. As a whole, this section marked a high score of 4.52 (SD 0.42).

### ***The level of application for closure in the teaching and learning of TITAS***

This section consists of 4 items which were related to the aspect of lesson's closure comprising of the lecturer's ability to end the lesson with a good

summary, with suitable enrichment activities, suitable assessment activities and suitable reflection activities.

Generally all of the items in the section scored high with the mean score between 4.12 (SD 0.74) till 4.64 (SD 0.49). The overall mean score is high at 4.32 (SD 0.56). The highest score is for the item the lecturer is able to end the lesson with a good summary while the item, the lecturer is able to end the lesson with suitable reflection activities marked the lowest mean score.

### ***The level of the use of AVA in the teaching and learning of TITAS***

This section consists of 15 items which are related to the aspects of the use of AVA in teaching and learning comprising the aspect of materials preparation, the functionality of the AVA, AVA is able to arouse students' interest to learn, creating learning environment, adequate supplies of AVA, the condition and lecturer's usage of AVA.

The results showed that all of the 14 items were marked high with only 1 item marked moderately high. The mean scores are between 3.94 (SD 0.79) until 4.58 (50). The overall score is high at the mean score of 4.32 (SD 0.39). The highest score is for the item: the use of AVA is vital in the teaching and learning process and the lowest score is for the item: the number of AVA is adequate.

### ***Inferential Analysis***

Perceptions towards the application of teaching and learning session based on polytechnics

Students' perceptions towards the teaching and learning process of Islamic and Asian Civilisation (TITAS) according to polytechnics (Sultan Salahuddin Abdul Aziz Shah (PSA) and Sultan Azlan Shah (PSAS)) are as follows:

Table 4: The difference of perceptions towards the teaching and learning of TITAS according to polytechnics

Teaching & Learning	Gender	N	Mean	SD	df	t	Sig
Beginning of the lesson	PSA	15	4.55	0.36	31	0.146	0.89
	PSAS	18	4.52	0.56			
Development stage	PSA	15	4.37	0.38	31	-1.612	0.12
	PSAS	18	4.58	0.38			
Approach	PSA	15	4.39	0.24	31	-1.123	0.27
	PSAS	18	4.54	0.46			
Value Inculcation in the teaching & learning	PSA	15	4.48	0.30	31	-0.511	0.61
	PSAS	18	4.56	0.50			
Ending of teaching session	PSA	15	4.20	0.47	31	-1.104	0.28
	PSAS	18	4.42	0.62			
The use of AVA	PSA	15	4.24	0.38	31	-1.053	0.30
	PSAS	18	4.39	0.41			

The T-test conducted to analyze the Semester One, Advanced Diploma students' perceptions towards the teaching and learning strategies of

TITAS pointed out that there is no significance result on all of the items namely, beginning of the lesson ( $t=0.146$ ,  $df=31$ ,  $p(0.89)>0.05$ ), lesson's development

stage ( $t=-1.612$ ,  $df=31$ ,  $p(0.12)>0.05$ ), the teaching and learning approach ( $t=-1.123$ ,  $df=31$ ,  $p(0.27)>0.05$ ), value inculcation ( $t=-0.511$ ,  $df=31$ ,  $p(0.061)>0.05$ ), lesson's closure ( $t=-1.104$ ,  $df=31$ ,  $p(0.28)>0.05$ ) and the use of AVA ( $t=-1.053$ ,  $df=31$ ,  $p(0.30)>0.05$ ). It is proven that there is no significant difference between the two polytechnics towards the teaching and learning of TITAS among Semester One students which is the central focus of the study.

### Conclusion

The overall findings have shown that Semester One, Advanced Diploma students give good responds towards the teaching and learning of TITAS in both polytechnics. Students are satisfied with the delivery process of the course in both polytechnics which is the location of the study. However, continuous improvement on the teaching and learning should be made in preparing polytechnics to be world-class educational institutions as well as to improve certain aspects that were not discussed in the study. The study served as a survey, involving a low number of participants and is only administered to advanced diploma students of two polytechnics. Further researches can be carried out to gain in-depth information that can be beneficial in applying continuous improvement from time to time. Governmental development programmes could be conducted by encouraging genuine participation from the students as the main stakeholders (Kunasekaran et. al, 2013 and Talib et. al., 2013).

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