



# IDEALOGY

JOURNAL



# **IDEALOGY JOURNAL**

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**MUHAMAD ABDUL AZIZ AB GANI, ISHAK RAMLI  
MOHAMMAD HAFIZ YAHAYA, NURUL SHIMA TAHARUDDIN  
HASLINDA MD NAZRI, MUHAMMAD REDZA ROSMAN  
NIZAR NAZRIN**

## INTRODUCTION

Idealogy Journal is a biannual journal, published by UiTM Press, Universiti Teknologi MARA, MALAYSIA.

IDEALOGY is a combination of the words IDEA and LOGY whereby the word IDEA refers to any activity or action that can lead to change. On the other hand, the word LOGY refers to the understanding towards a certain group or thought, that is often related to the creation of the idea itself. So, IDEALOGY is a platform for those who have ideas to share in journal form. The IDEALOGY Journal is spearheaded by the Faculty of Art & Design, Universiti Teknologi MARA (Perak), however the scope and theme applied were broadened to cover Arts & Social Science.

This journal is purely academic and peer reviewed (double-blind review) platform. It caters to original articles, review paper, artwork review and appreciation, exhibition review and appreciation, and book reviews on diverse topics relating to arts, design, and social science. This journal is intended to provide an avenue for researchers and academics from all persuasions and traditions to share and discuss differing views, new ideas, theories, research outcomes, and socio-cultural and socio-political issues that impact on the philosophical growth in the contemporary events.

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## TABLE OF CONTENTS

<b>EDITORIAL</b>	
<b>Introduction</b>	ii
<b>Editorial Board</b>	iv
<b>Panel of Reviewer</b>	v
<b>Editorial Preface</b> <i>Muhamad Abdul Aziz Ab Gani, Ishak Ramli</i>	1
<b>Editorial Foreword</b> <i>Muhamad Abdul Aziz Ab Gani, Ishak Ramli, Mohammad Hafiz Yahaya, Nurul Shima Taharuddin, Haslinda Md Nazri, Muhammad Redza Rosman, Nizar Nazrin</i>	2
<b>ORIGINAL ARTICLE</b>	
<b>Thematic Analysis of Self-Experience, Cultural Expression and Islamic Expression on Haron Mokhtar's Series of Paintings</b> <i>Alif Haiqal Musa, May Tasneem Nor Adzaman</i>	3-17
<b>The 'Kelingai Motif' in Iban's Tattoo Motif; A Case Study of Kampung Gayau Ulu Pantu, Sri Aman Sarawak</b> <i>Gladys Tagie, Nurul Shima Taharuddin, Noor Aileen Ibrahim</i>	8-16
<b>Adaptation of Malay Folklore Tales (Si Luncai) in Printmaking</b> <i>Adaptasi Kesusasteraan Rakyat (Cerita Si Luncai) Dalam Karya Seni Cetakan</i> <i>Hazrul Mazran Rusli, Abdul Aziz Zali @ Zalay</i>	17-29
<b>Integration between Art and Science: An Art Appreciation of Nyawa Light Exhibition</b> <i>May Tasneem Nor Adzaman, Mumtaz Mokhtar, Alif Haiqal Musa</i>	30-41
<b>Characteristic and Categorization of Monoprint's Among Local Artists in Malaysia</b> <i>Muhammad Abdullah, Mohd Firdaus Naif Omran Zailuddin, Ahmad Khairul Azizi Ahmad, Mohd Nasiruddin Abdul Aziz, Ashraf Abdul Rahaman</i>	42-54
<b>Conflicts Of Characters And The Characterization In Saladin The Animated Series: Analysis Of Intertextuality</b> <i>Konflik Watak Dan Perwatakan Dalam Saladin The Animated Series: Analisis Intertekstualiti</i> <i>Izra Inna Md Idris, Mohamad Saleeh Rahamad @ Ahamad, Md Azalan Shah Md Syed</i>	55-73
<b>Democratic Education in Pondok Educational System: Practice and Implementation</b>	74-85

**Demokrasi Pendidikan Dalam Sistem Pengajian Di Institusi Pondok: Pelaksanaan Dan Amalan**

*Mohd Zahirwan Halim Zainal Abidin, Huzaimah Ismail, Muhammad Yusri Yusof @ Salleh, Abd.Munir Mohd Noh, Paiz Hassan, Ahmad Bakhtiar Jelani, Mohd Anuar Ramli*

**Students' Understanding of Shia Doctrine: A Study in Selected Religious School in Selangor** 86-91

**Kefahaman Pelajar Sekolah Agama Terpilih Di Selangor Terhadap Doktrin Syiah**

*Mukhamad Khafiz Abdul Basir, Suhaila Sharil, Muhd Imran Abd Razak, Ahmad Firdaus Mohd Noor, Mohd Farhan Abd Rahman, Nurul Khairiah Khalid*

**The Narration Of Keris As A Subject Of Malay Culture Figurative In Rahim Razali's Films** 92-102

**Pencitraan Keris Sebagai Kiasan Keindahan Budaya Melayu Dalam Filem Rahim Razali**

*Siti Normala Hamzah, Mohamad Saleeh Rahamad @ Ahamad, Md Azalan Shah Md Syed*

**Museum and the Agenda of Counter Islamophobia: An Analysis** 103-118

**Muzium Dan Agenda Counter Islamophobia: Satu Analisis**

*Ahmad Farid Abd Jalal, Rahimin Affandi Abdul Rahim, Muhd Imran Abd Razak, Ahnaf Wafi Alias, Mohamed Yusuf Ahmad Adam Broughton*

**The Jewelry Design From Natural Environment Based On Tropical Nature Of Indonesia** 119-129

**Desain Perhiasan Dari Lingkungan Alam Berdasarkan Alam Tropis Indonesia**

*Donna Angelina*

**REVIEW ARTICLE**

**Biomimicry in Creative Contemporary Art Making Process** 130-133

*Hilal Mazlan*

**Typography as a Learning Aid to Recognize Color for Children with Color Blindness** 134-139

**Bantuan Pembelajaran Mengenal Warna Menggunakan Tipografi Bagi Kanak-Kanak Rabun Warna**

*Intan Nur Firdaus Muhammad Fuad, Khairul Nizan Mohd Aris, Mohd Salleh Abdul Wahab*

**The Influence of Hinduism in the Life of Malay Community: Analysis of R.O Winstedt's Views** 140-148

**Pengaruh Hinduisme dalam Kehidupan Masyarakat Melayu: Rujukan Khusus Karya Pilihan R.O Winstedt**

*Mohd Farhan Abd Rahman, Muhd Imran Abd Razak, Ahmad Firdaus Mohd Noor, Mukhamad Khafiz Abdul Basir, Nurul Khairiah*



*Khalid*

**Challenges of Implementing E-Learning in Art History faced by Instructors and Learners in Faculty of Art and Design, UiTM Perak** 149-154

*Nizar bin Nazrin, Farah Merican binti Isahak Merican, Syafiq bin Abdul Samat*

**Cultural Elements in Malaysian Paintings: A Survey** 155-162

***Elemen Budaya Dalam Karya Seni Catan Malaysia: Satu Tinjauan***

*Siti Humaini Bt Said Ahmad @ Syed Ahmad*

#### LETTER

**The Benefit Of 3-Dimensional Printing As An Effort To Preserve Pottery Arts** 163-177

***Pemanfaatan Teknologi Cetak 3-Dimensi Sebagai Upaya Pelestarian Gerabah Bentanga***

*Taufik Panji Wisesa*

# Challenges of Implementing E-Learning in Art History Faced by Instructors and Learners in Faculty of Art and Design, UiTM Perak

Nizar bin Nazrin<sup>1</sup>, Farah Merican binti Isahak Merican<sup>2</sup>, Syafiq Abdul Samat<sup>3</sup>

<sup>1</sup>Faculty of Art and Design, Universiti Teknologi MARA, Perak Branch, Seri Iskandar Campus, 32610 Seri Iskandar, Perak, MALAYSIA

<sup>2,3</sup>Universiti Teknologi MARA, Kedah Branch, Sungai Petani Campus, 08400, Merbok Kedah, MALAYSIA

nizarnazrin@uitm.edu.my

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## ABSTRACT

Teaching method evolved from time to time and it's not necessarily applicable to every learning condition. Scholars have made researches dividing the categories of methods and learners in order to achieve the best teaching solution. As human evolves throughout the development of technology, so do the learners perception towards learning. Conventional method of instructors being in front teaching is not relevant to current learners. In Malaysia, instructors were trained in andragogy concept which teacher-centered have been replaced with student-centered learning method. Learners are perceived as matured and well prepared in learning tertiary level education, but as the learning process began, instructors in Faculty of Art & Design, Universiti Teknologi Mara, Perak Branch found that the so-called millennial learners were not as prepared as they were expected to. Conventional learning seems did not fully utilize their capability in learning, hence adapting to their hi technology skills, a new concept of electronic learning was developed conceptually. Fully utilizing the technology of networking and online application available on learner's mobile device, a new concept was embedded in current learning method. Triple Memory Enrichment (TriME) is an enhanced learning technique whereby online application such as Kahoot and Quizizz are used in lectures to compliment the traditional technics. It is hope with this new concept, leaners will enjoy learning more hence increasing the successful rate of learning art history.

**Keywords:** E-Learning, Andragogy, Kahoot, Quizizz, Art History

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## 1. PEDAGOGY VERSES ANDRAGOGY

There were arguments on the terminology of pedagogy and andragogy in education world where some says that pedagogy is the method of one teaching. In 1833, a German Teacher came with the term andragogy referring to adult teaching but were never look upon seriously till 1926 when Eduard C. Linderman made an extensive writing on it.

Pedagogy derived from Latin word, children and teaching, means teaching the children. Usually associated with knowledge transfer or subject oriented where the teacher control what the children need to learn and how to learn. Learners rely on their instructor and learn topics in the order in which they are presented. Knowles et al (1998) found that there were four common assumptions on pedagogy. First pedagogical assumption was learner's dependent personality which implied that the learner did not know what to learn and how to learn thus the instructor had to plan on what to teach and how to teach

learners. The second assumption was learning needed to be subject centered where curriculum was planned around subjects such as arithmetic and geography. The third assumption is there was an extrinsic motivator like prizes for getting good marks or punishment for getting bad marks that drive the learning. And the last assumption is learners prior experience is irrelevant once in classroom.

In the 1920s, western academic world found that pedagogy doesn't suit all age of learners particularly the adult thus the research on adult teaching commenced. The term andragogy came in 1926 when Eduard C. Linderman made an extensive writing on it. Andragogy in other word means teaching the man and the method usually involve active action from the learners themselves as they are more mature compared to the children. Common method of teaching are like problem based learning where the learners will have to come out with their own solution for the problem instead of being spoon fed by instructor. Linderman (1926) stated that "The approach to adult learning will be via the root of problem solving, not subjects. I am conceiving adult education in terms of a new process by which the adult learns to become aware of and to evaluate his experience. To do this, he cannot begin by studying "subjects" in the hope that this information will be useful. On the contrary, he begins by giving attention to situations in which he finds himself, to problems which include obstacles to his self-fulfillment. Facts and information from the differentiated spheres of knowledge are used, not for the purpose of accumulation, but because of need in solving problems. In this process, the instructor finds a new function. Instructor is no longer the oracle who speaks from the platform of authority, but rather the guide, the pointer-out who also participates in learning in proportion to the vitality and relevance of his facts and experiences". The nature of adults being experienced with real life situation differs from children. Knowledges they had prior to their experience making pedagogy irrelevant for them thus a new method is needed.

## **2. ANDRAGOGY LEARNER OF HIGHER EDUCATION**

Higher Education mainly teaches adult learner where they had life experience and faces problem before. Cochran, C., & Brown, S. (2016) came with six assumptions on the characteristics of higher education learners; 1) The learners need to know why they need to learn something, by clarifying the purpose of the course at the beginning of the class will help motivate learners to learn. 2) The learner's self-concept, learners have the responsibility to decide on their own and this made them having the internal locus of control to be more effective in any learning environment. 3) The learner's prior experiences, by teaching them to connect their prior experience to what they are learning will make them gain better understanding on the learning material. 4) The learner's readiness to learn, instructor conduct a discussion session on the topic related to the current syllabus in a very relax and calm condition without any pressure to the learner to see the level of understanding between learners. From there instructor will be able to give a quick evaluation on learner's level of readiness. 5) The learner's orientation to learning, learners come from different background and with different set of individual skills. Variety of assignment submission method gives the freedom to learner to utilize their individual skills and this help to motivate them in learning the particular course. In addition 6) the learner's motivation. Instructor can help to motivate learners by providing a learning platform or technique that will engage them even more and make them feel appreciated, valued and respected thus making them thrilled in learning the current course.

Learners in higher education come with different set of attitude and character thus making teaching's concepts and techniques changed accordingly. Moreover, this does not just apply to higher education learners but to all category of learners. Fornaciari, C. J., & Lund Dean, K. (2014) argued that pedagogy need to give focus on andragogy and recognize increase of facilitative instead of denotative roles for

the instructor. Focusing on the current state of learners or commonly known as millennial learners, different techniques needed to be construct in order to meet the necessity of teaching.

### **3. CONVENTIONAL-LEARNING TO ELECTRONIC-LEARNING**

Pedagogy and andragogy is the definition of teaching and these teaching uses conventional method such as instructor or teacher teaches a whole crowd of learners in a classroom. Conventional teaching mainly occurred in a classroom using blackboard or whiteboard and the setting of the classroom is every learner sit facing one side. Conventional learning also involved physical learning materials such as books and whiteboard/blackboard. Such hassles faced by instructor and learner in carrying those weights everywhere they go, and this limit the freedom of learning where such physical material was required in order to learn. Revolution in learning had changed when internet was introduced in 1990s (Haythornthwaite et al 2002). Internet used to be accessed through a personal computer but with the introduction of smart phones, internet can be browsed through anywhere and anytime by user.

Internet of Things have been a common terminology among instructor when it comes to information seeking. The online library as it is being referred to, have made searching for knowledge become borderless and limitless. With the millennial generations that are so used to digital gadgets and social media applications, internet have been the center of reference for almost everything (Ashton, K. 2009). This trend had almost cause formal education at school to become irrelevant. The quick learning character of millennial generation made instructor faces challenges in teaching where they are confronting with learners that are well pack with knowledge, they had learnt at home such as YouTube (Glassman et al 2014). Instructor came to class with students who are active and eager in gaining new knowledge that is not on the internet and this made instructors no longer ahead of the knowledge of field. This is not an issue to be stop but to be embraced (Welsh et al, 2003). E-Learning which was introduced have been applied in teaching for more than a decade, and in some developed country as early as the introduction of the internet itself (Galagan & P. A., 2000). It is about teaching using electronic devices and online application. E-Learning has become the main agenda in most Malaysian Higher Education Institute in facing this issue (Hussain, R. M. R. (2004). The implementation of online applications and the usage of internet in teaching are being encouraged well with budgets allocated into purchasing software and licenses for this purpose.

Though millennial students are well conversant with digital gadgets, most uses it for social media purposes only. The true content of online applications is not all well explored (Mamula et al 2015). Conventional teaching requires learner to listen and understand what the instructor is teaching in front, and this method doesn't engage with all the three types of learners; audio, visual and kinesthetic at the same time. Whereas E-Learning is a method where the application of digital devices in learning engage with all three types of learners (McCarthy et al, 2000). Instructor has to embrace this situation by adapting to the current technology uses by learners. The uses of online application such Kahoot or Quizzizz had help instructor in making the learning process interesting. Learners are required to install the application on their device such as handphone or laptop. Questions or syllabus are prepared and stored in these applications and can be viewed by learners through their device. This give the learners leisure in learning according to their own phase.

The application of e-learning in teaching merely intended to cater to all types of learners especially those who are passive type. E-learning teaching are compatible with industrial revolution 4.0's demand in creating a workforce that is well fluence in internet based software and technology.

#### **4. TEACHING ART HISTORY COURSE IN UITM PERAK**

Art History content are being taught under various codes under Faculty of Art and Design, Universiti Teknologi Mara. These courses provide basic knowledge for art appreciation from understanding visual language to identifying various stylistic developments in artworks. Artworks from local and international artists and designers are discussed and analyzed theoretically. While, Art appreciation is done through analyzation of subject matter, aesthetics and form, symbolism and historical context.

The content of these courses is somehow being perceived as heavy with all the details and information of an artwork needed to be memorized and understood, learner tend to get distracted easily. The years covered in this course were as early as 12,000 years back and to current year. Every art movement derived from an incident or major event such as the depreciation of Christianity during the dark ages to modern lifestyle of pop art, from the classical styles of Leonardo DiCaprio to color splashing of Jackson Pollock. The amount of knowledge covered in single course is burdening the instructors and learners. Lack of English proficiency added up to the problem where learners facing difficulties in understanding and memorizing the whole content of the course.

Conventional teaching in UiTM required classes to be conducted in physical classrooms. Millennial learners are known to able to stay focus in classroom for only ten to fifteen minutes the most (Menon et al, 2018), and typical lecture can last up to two hours of duration. Which means seven of eight of the time in classroom, learners mind was elsewhere without focusing on the lecture given in front. This were found to be one of the reasons why learners could not excel in this course.

The evaluation method for this course uses test, assignments and final examination which made learners only study in order to pass their grade instead of incorporating the knowledge into their mind and embed it into their future artwork or design. This was identified on the next semester as learners couldn't cooperate the course they are learning with previous semester as they studied and memorized only to answer their exam.

A good teaching came from well-experienced instructor or the one who took the initiative to learn the content before entering the class. Learners were found to enjoy more on story telling during learning process as the listened and watched. Nonetheless, to acquire such amount of content in order to teach would require instructor to study relentlessly and this might effect his or her other job such as doing research for the institute.

Art History is a crucial course for programs under Faculty of Art & Design as it teaches the history of arts throughout the whole world and well related to all the programs. It is important for learners to understand and memorize the content as it can help learners in planning for their future design. A new technique in teaching has been develop to solve the issue that uses e-learning concept. Triple Memory Enrichment (TriME) is a new technique applying online application such as Kahoot and Quizizz in teaching.

#### **5. APPLYING E-LEARNING IN TEACHING ART HISTORY THROUGH TRIPLE MEMORY ENRICHMENT (TRIME)**

Triple Memory Enrichment (TriME) is an enhanced teaching technique whereby online application such as Kahoot and Quizizz are used in lectures to compliment the traditional technics. This teaching

technique involves high learner's engagement. It is hope that this technique will be able to assist learners in remembering hundreds of artwork in Art and Design Appreciation classes.

Kahoot and Quizizz are online quiz applications accessible through learner's electronic device such as mobile phone. TriME utilizes all features found on the applications to accommodate different types of learners, namely auditory learner, visual learner and kinaesthetic learner. Vibrant colors, user-friendly layout and catchy audio help the retention process of learners. Quizizz is given at the beginning of class testing learner's knowledge. Since Quizizz is a passive type of online quiz, learners will only know that they had answer the quiz correctly or incorrectly without any guidance as the quiz is run individually on their devices. Conventional teaching of giving lectures is conducted soon after. In this session learners will be engaged with the same knowledge for the second time but under the guidance of the lecturer. Before learners are dismissed, they have to answer another online application test using Kahoot to test whether they truly understand the lesson learned for the third time. Compared to Quizizz, Kahoot is an active type of online quiz where learners have to refer to lecturer's device screen such as projector to answer question and the questions are controlled by lecturer. For each question answered, lecturer will have an opportunity to explain each of the questions and answers.

This concept of teaching is still being tested and result are on progress. Pre-millenary observation have seen problems from networking facility aspect as UiTM Perak is situated in area with bad networking coverage and learner's mobile phone were not all can accommodate the mobile application's minimum requirement.

## 6. CONCLUSION

Adapting teaching to learner's behaviour has always been an objective in making the learning process a success. Different methods and understanding have been applied and studied from pedagogy to andragogy. The term millennial learners should not be applied to every learner as they come from various family background and condition of upbringing. Some were familiar with digital gadgets and some were not. Understanding the learners background from self-concept, prior experience, readiness to learn, learning orientation and motivation, will help instructors to plan an appropriate method in teaching. Nevertheless, instructor have to be creative in embedding modern technique such as e-learning in their teaching in making teaching better and fun for learners.

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