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## Application of Blending Learning Based on the Issue of 13 May 1969 for Teaching and Learning in Malaysia

**ABSTRACT:** History subjects require the application of methods that can stimulate interest and can motivate students in following the teaching and learning of history without feeling bored, especially in the topic of 13 May 1969's events in Malaysia, which requires interpretation and rationalization of the causes and consequences of the events. Using the qualitative approach and method as well as literature study, this paper showed that the use of blended learning in teaching and learning for this topic is seen as an effective method in shaping the ability to think creatively and imagination, while achieving understanding to students. Based on blended learning, the integration of face-to-face and virtual learning elements makes this learning holistically inclusive. Such a learning process can transform traditional methods to the latest learning methods in line with 21<sup>st</sup> century learning optimally. The impact of understanding and appreciation of the events studied can be effectively improved. Therefore, to ensure the benefits of online application are fully utilized among history teacher in Malaysia, all parties must play their part in ensuring that aspects of physical infrastructure readiness in schools and home are complete as well as enhancing teachers' skills related to the use of online application through continuous exposure to courses and training.

**KEY WORDS:** Blended Learning; 21<sup>st</sup> Century Learning; 13 May 1969's Event in Malaysia.

### INTRODUCTION

The rise of personal computing in the eighties and the advent of the worldwide web in the nineties encouraged the development of new models

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of the learning process at different levels of education. The goal of bridging distance remains a possible motive for using blended learning (Barbour, 2014; Bryan & Volchenkova, 2016; and Prasetyo, Putro & Wirawan, 2016).

The new technology had the potential not only to bridge space, but also to bridge time (through recording); and to individualise learning (by giving the student control over their path through the material, and over the pace of learning). This quartet of time, place, path, and pace meant that different educators could value the new technology for different reasons, and have different conceptions of what the new “blended learning” might mean (Lothridge *et al.*, 2013; Hrastinski, 2019; and Coman *et al.*, 2020).

The challenge as an educator is how to teach topic, such as 13<sup>th</sup> May 1969 incident in Malaysia, through blended learning. The brief story of the incidents are as follows:

The 1969 General Election was to be a routine affair, and there was no doubt in the mind of Alliance leaders that it would win as decisively as it did in 1964. Instead, the Alliance did not win as predicted, while it was increased in the seat by the opposition party from Chinese community. They celebrated their “victories” by marching through Kuala Lumpur and in their exuberance shouted insulting epithets at Malays living near the city fringes. Eventually, triggered the incidents of 13<sup>th</sup> May 1969 (KPM, 2020).

Current history education realized on the sensitivity of the topic; therefore, it is being treated carefully during teaching and learning. Now, the challenge is on the how to attract student to understand the incident as part of the importance of unity as one Malaysian during blended learning. The peace within Malaysian community need to be protected; but at the same time, the 13<sup>th</sup> May 1969 incident need to be educated to students using different approach without causing racial issues.

In this paper – using the qualitative approach and method as well as literature study (Cresswell, 2008; Royadi, Susiana & Khumaida, 2019; and Snyder, 2019) – is about suggesting to use blended learning to develop effectiveness teaching, especially in 13<sup>th</sup> May 1969 incident topic among the history teacher at Malaysia. The blended learning is required, due to the needs of new generation toward application online during teaching and learning due to their attachment on the gadgets, especially hand-phone and laptops. The contribution of this study is to provide an overview and examples of how the educational model can be developed within the limits of technological development.

## RESULTS AND DISCUSSION

Technology is at the centre of blended learning. Many countries textbook had highlighted the incident on 13<sup>th</sup> May 1969 in Malaysia. Using blended learning teaching, the incident will be measured by using

blended learning. Learning technologies enable arrangement of education in many different ways. However, typically these technologies themselves do not play the main role in the educational setting; the primary interest is, above all, on the practices formed around them. When developing an education model, the technologies available nevertheless define how far the development of the model can be carried (Graham, 2006; Picciano & Seaman, 2007; and Bryan & Volchenkova, 2016).

The technology adaptation on the topic, such as 13<sup>th</sup> May 1969, is required so that the actual understanding on what had happen to be treated without provocation, instead the student need to analysed deductively on what had happen during 13<sup>th</sup> May 1969 related to current Malaysian culture.

The current education model is based on strong utilization of streaming videos, the central role of the learning management system and reliable and cost-efficient practices formed around the technologies. The education model makes it possible to provide students with education in a way that makes it possible for them, in all organized teaching, to participate either face-to face, from distance with the help of real-time video or by using on-demand recordings during times more suitable for the student (Hakala *et al.*, 2017; Serdyukov, 2017; and Ferri, Grifoni & Guzzo, 2020).

The students have the freedom to select, for each lecture, the participation mode that is the most suitable for their life situation at the time. Once the accessibility of education has advanced this far, the student can define the degree of blended learning for him/herself.

Blended learning can take place in many different levels. C.R. Graham (2006), and other scholars, defined four of them: (1) Activity Level; (2) Subject Level; (3) Program Level; and (4) School Level. Blending at the school and stream levels is typically left to the discretion of the student. In the subject and activity levels, designers and teacher do have a greater role when prescribing the blend (*cf* Graham, 2006; Picciano & Seaman, 2007; and Bryan & Volchenkova, 2016).

*First, Activity Level.* It refers to situations where an individual learning activity includes both face-to-face and computer-mediated elements. As an example of this, we can consider a solution, where interaction in a face-to-face course has been turned over to a computer to get help in its implementation on the 13<sup>th</sup> May incident in Malaysia (Graham, 2006; Picciano & Seaman, 2007; and Bryan & Volchenkova, 2016).

*Second, Subject Level.* It is the most typical level of blending. In schools, blending often occurs at the level of a program. In this research, the subject will be the history subject on 13<sup>th</sup> May 1969 incident in Malaysia (Graham, 2006; Picciano & Seaman, 2007; and Bondarenko, Mantulenko & Pikilnyak, 2018).

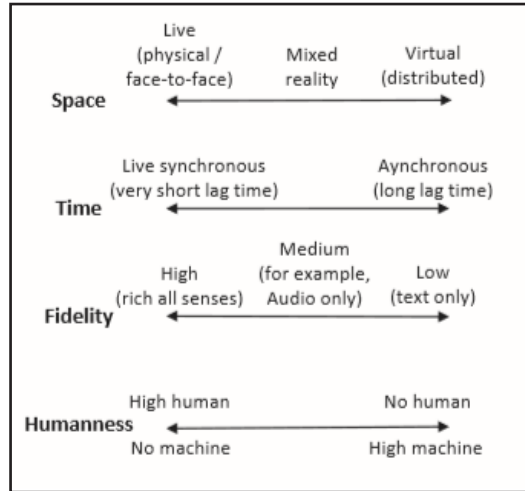
*Third, Program Level.* Typically, in the program (Science stream or Arts stream) level blended model, some of the subject are to be implemented as distance study and some as face-to-face study. The choice between these may be based either on the decision of the student or that of the education provider. The proper selection on the blended learning is required at high school program since the COVID-19 (Corona Virus Disease-2019) pandemic (Graham, 2006; Picciano & Seaman, 2007; and Bryan & Volchenkova, 2016).

*Fourth, School Level.* At the school level, the organization has made the decision concerning blending. In these kinds of cases, blended parts can be found in all the organization's subjects or, for example at the level of educational institutions, the decision might have been made to require that the graduating students must have experience about online courses. When talking about school level blending, there is the realization that the organization must concentrate its attempts to reach a situation where the student can utilize the two extremes in his/her study learning environment (Graham, 2006; Picciano & Seaman, 2007; and Bondarenko, Mantulenko & Pikilnyak, 2018).

***Blended Learning Model.*** The blended education model can also be categorized according to the way the blending takes place. Blended solutions can be classified into three categories in accordance with the main purpose of the blending, i.e. *enabling blends*, *enhancing blends*, and *transforming blends* (Graham, 2006; Barbour, 2014; and Bryan & Volchenkova, 2016).

In *enabling blends*, the primary focus is on addressing issues of access. This includes blends that are intended to provide additional flexibility to the learners and blends that attempt to provide the same opportunities or learning experience but through a different modality. In *enhancing blends*, some incremental but not radical changes to the pedagogy take place. For example, in traditional face-to-face environment, some additional resources may be included online. *Transforming blends* allows a radical transformation of the pedagogy. It should be kept in mind that a blended solution can belong to several categories at the same time. It is just as important to remember that none of these categories is necessarily bad; they just have a different focus (Graham, 2006; Bryan & Volchenkova, 2016; and Bondarenko, Mantulenko & Pikilnyak, 2018).

The dimensions are space, time, fidelity, and humanities. At the two extremes of the dimensions are face-to-face learning and distance learning: the interactivity of the traditional face-to-face learning is located on the left hand side of the dimensions and the interactivity of the distance learning on the right hand side.



**Figure 1:**  
Four Dimensions of Interaction in Face-to-Face and  
Distributed Learning Environments by C.R. Graham (2006).

The development of information and communication technologies has increasingly moved the interactivity in distance learning closer to the interactivity traditionally regarded as achievable only in face-to-face sessions. For example, on the time and fidelity dimensions, communication technologies such as real-time lecture videos and video conferences today allow real-time communication close to the same levels of fidelity as in the face-to-face environment. Virtual solutions and, for example, tools made available in social media enable better team work among people; thus, bringing the humanness dimension's extremes closer to each other. Virtual reality environments are striving to do the same with the space dimension. See figure 1.

**The Importance of Blended Learning.** Blended learning is an innovative concept that embraces the advantages of both traditional teaching in the classroom and ICT (Information and Communication Technology) supported learning, including both offline learning and online learning. It has scope for collaborative learning, constructive learning, and CAI (Computer Assisted Learning). Blended learning needs rigorous efforts, right attitude, handsome budget, and highly motivated teachers and students for its successful implementation.

Blended learning is the concept that includes framing teaching learning process that incorporates, both face to face teaching and teaching supported by ICT. Blended learning incorporates direct instruction,

indirect instruction, collaborative teaching, individualized computer assisted learning.

The importance of blended learning is face to face teaching and provides full scope for traditional classroom teaching, where students get ample of time to interact with their teachers; and, thus, get influenced by their personality, behaviour, and value system. Face to face interaction helps in synchronous communication (Graham, 2006; Bryan & Volchenkova, 2016; and Muhthar, Ahmad & Awang, 2019).

Teachers and students both are able to get immediate feedback that in turns is favourable for teaching learning process. Face to face interaction is highly motivating for both the teachers and students and it gives a human touch to the process.

The second importance is student interaction with subject content-traditional mode of teaching and the school campus provides student time to interact directly with their course content through printing material and ICT mediated learning provides them indirect interaction with their subject content in a versatile and diverse interesting way. The videos provide required realism to the content and sharing on blogs and visiting e-books provide new and updated perspectives to the content.

Besides that, the peer group interaction, inside the school campus students learns by formal means and they also learn informally when they interact with their peer groups. Many needed life skills and social values are practised in non-formal interaction with their peer groups. School campus provides many opportunities for this during playground activities, social exchange during free time.

Group discussion and exchange of ideas-classroom teaching not only provides students interaction with teachers but well-designed strategies give students to undergo discussions with their classmates on different aspects of the course and exchange ideas. This helps to develop confidence in students, remove their hesitation and develop the skill of communicating effectively and also develop good listening skill.

Accessing e-library, this is a part of ICT supported teaching learning in blended learning also. In traditional mode, students get access to school library that is limited but digital library gives them access to different books related to their topic and on diversified areas. This widens their outlook and enriches knowledge and this helps in meeting the cognitive objectives. Virtual classroom – this provides student an option to learn anywhere, anytime and from anyone. Students can be a part of a virtual classroom meeting with his co-students and teacher in cyber space irrespective of the geographical boundaries.

School can also provide provision for it so that the system gains flexibility

and students who cannot attend school regularly can gain advantage from this mode. As well as student can get attach to other experts and enhance his knowledge. With world today turning into a global village, students through this mode will be at par with his counterpart at any other part of the world and will get multicultural experience also.

Immediate feedback is a key factor in learning as it motivates the learner and is based on principles of readiness. Online assessment helps to make evaluation system more formative, transparent and more fast. It becomes more reliable and objective. Furthermore, e-tuitions-students have different needs. Few of the students don't get benefits from classroom teaching as they continuously require personal guidance and complete attention. Such students may choose the option of e-tuition that is meeting a private tutor and getting personal guidance in cyber space via video conferencing.

Accessing and maintaining educational blogs- students get less opportunity for nurturing their creativity in traditional classrooms because of rigid time table and lot of pressure of class work, assignments and coping with examination stress but educational blogs provide students a platform to show their creativity and can get feedback also. In addition to it, educational blogs are a good platform to discuss topics of importance that are not the part of syllabus like those related to social problems, political issues, and other issues relevant to youths like drugs addiction, delinquency, population education etc.

While, the webinar is an also a feature of blended learning that is ICT supported format. It means that students participate in seminars in different topics relevant to them via internet connection. All the participants are connected through different software's available like Skype, Google talk, etc.; and then present their paper and participate in discussions through video conferencing. Student also can viewing expert lectures in YouTube – the blended earning provides student to gain advantage of the experts of the course content they are studying as they can easily watch the different lectures by renowned experts from different fields available on you tubes.

In addition to it, college can also upload video of lecture by its own teachers so that if student is not able to attend the college he can avail this facility and can gain benefit of the teachers teaching.

Online learning through videos and audios-various recordings, animated videos are available that explain various concepts very easily and in interesting way. They are based on the principle of realism and connecting with life. So, students can get feel of real life while studying and it makes the difficult concepts and phenomenon concrete for the students.

According to I. Hakala *et al.* (2017), and other scholars, the virtual laboratories-it can be used in professional courses where the laboratory work is very crucial and sometimes the cost of establishing a well-furnished laboratories is not feasible and in few cases the experiments are dangerous and it is not safe for students to handle those equipments, then in such cases students can access virtual laboratories and can learn need skills by working in this virtual laboratory. All these important features when blended in one frame it is called blended learning (Hakala *et al.*, 2017; Rowe *et al.*, 2017; and Rohim, 2020).

Overall, the method can promote deeper learning, reduce stress, and increase student satisfaction. Teachers can become more engaged with their students. Blended learning presents an increased opportunity for students to connect with their teachers.

COVID-19 (Corona Virus Disease-2019) outbreak had forced all teachers from all background to use online application in order to deliver the learning process. Teaching history with the objectives to develop historical thinking skills is not easy. Some teachers are able to use these online applications, because they are young teachers that using online is their routine, while other with senior teachers they are less online user.

Another factor is that the knowledge of history discipline among teacher is still in questioned. Some newly teacher even they are excellent with online application but the knowledge on content knowledge are still very moderate to none. ICT has brought many changes in the field of education. At the beginning of the development of information technology, computers were used only in the classroom to facilitate the teaching and learning process.

The importance of choosing the teaching method is an important factor contributing to the effectiveness of the teaching as well as being able to attract students to a particular subject which can motivate them to achieve the best. Teaching historical thinking skills using online application among the students is not an easy task. Table 1 shows that the level of all 5 elements for historical thinking skills is being measured at moderate level (Hossain, 2015; Miki, Kojiri & Seta, 2015; and Tulyakul & Hussin, 2018).

Teacher is seen moderately comfortable to use online learning to apply rationalization skills, imaginary skills, chronology skills, interpretation skills and exploring the evidence skills into their online teaching. This probably due to the difficulties that they found during online teaching. Material and multimedia that they used are not enough to support the grasp from the students' point of views. As such, online teaching aids can enhance the effectiveness of historical thinking skills (Fauzi, Ahmad &

Seman, 2017; Roddy *et al.*, 2017; and Kaviza, 2020).

The use of increasingly sophisticated smart ICT has been one of the contributors to the use of ICT as a very important facilitator in the teaching and learning process. The use of ICT also makes the learning environment more active and the student is not bored as the teacher handles the teaching and learning with something new during each presentation (Johari & Ahmad, 2016; Hidayat, 2019; and Praveen & Kakada, 2019).

Changing traditional teaching to technology-assisted teaching can have a positive effect on students. However, according to the researchers, traditional methods, such as lectures are still relevant to historical thinking topics, but it is not wrong for teachers to vary their teaching, so that students do not become bored with the help of multimedia or information technology such as video and gamification.

As the teacher more comfortable to use material and aids on the respective historical thinking skills elements then the readiness of the teacher to teach using online is better. However, the teaching and learning process also depends on the teacher's willingness to practice the basics of education. Teaching and learning process achieves its goals when there is integration between the curriculum and the delivery of knowledge using appropriate strategies, approaches, methods, and techniques (Sari, 2013; Ghavifekr & Rosdy, 2015; and Straaten, Wilschut & Oostdam, 2018).

## CONCLUSION

Education 4.0 is a response to the needs of IR (Industrial Revolution) 4.0, where human and technology are aligned to enable new possibilities. The new vision of learning promotes learners to learn not only skills and knowledge that are needed but also to identify the source to learn these skills and knowledge.

The paper is about transforming the traditional face-to-face teaching into application of ICT (Information and Communication Technology), where history topics on 13<sup>th</sup> May 1969 in Malaysia is the main objective of the research. The paper is about to look at the reality of application of blended learning in Malaysia, when teaching topic such as 13<sup>th</sup> May 1969. Here, the blended learning need to be adapted and adopted in teacher pedagogy by comparing these two countries.

The outcome of the research can be used to promote teaching history thinking skills on 13<sup>th</sup> May 1969 incidents through blended learning models. The level of history thinking skills need to be measured and compared through their understanding on the topic of 13<sup>th</sup> May 1969 incidents. The level of readiness for teachers in Malaysia to use online application in teaching and learning historical thinking skills on 13<sup>th</sup> May

1969 incidents is moderate, but it requires strong teacher knowledge and skills as well as school and home infrastructure.

It is important for teachers to equip themselves with the knowledge and skills of ICT and be prepared to use online application in teaching and learning to maximize the level of excellence of student understanding on the incidents. Therefore, to ensure the benefits of online application are fully utilized among history teacher in Malaysia, all parties must play their part in ensuring that aspects of physical infrastructure readiness in schools and home are complete as well as enhancing teachers' skills related to the use of online application through continuous exposure to courses and training.<sup>1</sup>

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<sup>1</sup>**Statement:** We, herewith, made the statement that our paper is not product of plagiarism, not to be submitted to the other journal(s), reviewed as well as published by other scholarly journals; and finally having received, it will also not to be withdrawn by the Authors from this TAWARIKH journal. This statement letter was made to be used by the Editor as an appropriate.

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