

CONFERENCE PROCEEDING

Satisfaction of Kolej GENIUS Insan Students in Learning History Subject

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ABSTRACT

In Malaysia, History subject is mandatory in the curriculum of each secondary school syllabus. However, the History subject requires visual implementation for better comprehension. This study has been conducted to identify the satisfaction and understanding among students from Kolej GENIUS Insan in learning History by a conventional method. This study has been driven by method purposive and convenient sampling using the online survey through Google Form. The age of the students involved in this online survey is between 12 until 17 years old. Our finding shows that 43.5% of the students do not enjoy learning conventionally. Also, 38% of the students' comprehension is below average. In conclusion, the satisfaction of students from Kolej Genius Insan in knowing History subjects is not satisfied. Hence, new implementations such as virtual reality implementation with gaming approach may increase their satisfaction and comprehension of history subjects.

Keywords: *History, cryptography, education 4.0, virtual reality*

INTRODUCTION

Creating immersive and aesthetic auditory spaces in virtual reality primarily focuses on enhancing the user's quality of an interactive experience by utilizing a sophisticated combination of advanced immersive audio techniques and tools (Summers & Jesse, 2017). As we know, the subject of History is boring because, in addition to learning specific facts, definitions, time and historical events, learners have to memorise all facts in the textbook. The lack of imagination in teaching History has caused students to get bored and lose interest in the topic (Taranilla *et al.*, 2019). Using traditional teaching methods is one of the factors. The conventional approach is an inefficient and monotonous teaching method and is still commonly used in schools (Ahmad *et al.*, 2019).

The current study supports this finding that a new innovative approach is needed to increase students' comprehension, reasoning, and networking (Nurcahyo *et al.*, 2018). By changing the method of traditional teaching, the solution to overcome this problem. One of the alternative approaches is to supply the material by implying the principle of virtual reality with a gamification approach. This study aims to review students' satisfaction and find a new method to enhance the education of History subjects.

METHODOLOGY

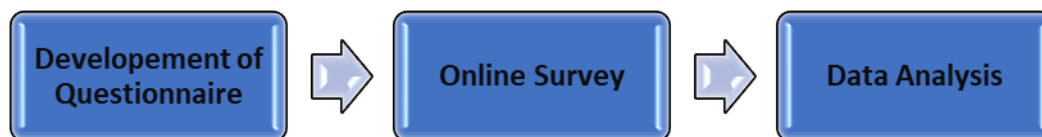


Figure 1. Flowchart of Methodology

There are three stages in conducting the research. The first stage is the development of sets of questionnaires through Google Form to achieve students’ satisfaction and comprehension. Next, the second stage is the process of purposive and convenient sampling. The final stage is the data analysis from the output by the students’ review.

RESULTS AND DISCUSSION

The result shows that a high number of students does not satisfied by learning in a conventional method. Instead, the majority of the students think Virtual Reality should enhance History education. Figure 2 illustrates the percentage of enjoyment and comprehension in learning History in a conventional method, also their perception of VR implementation.

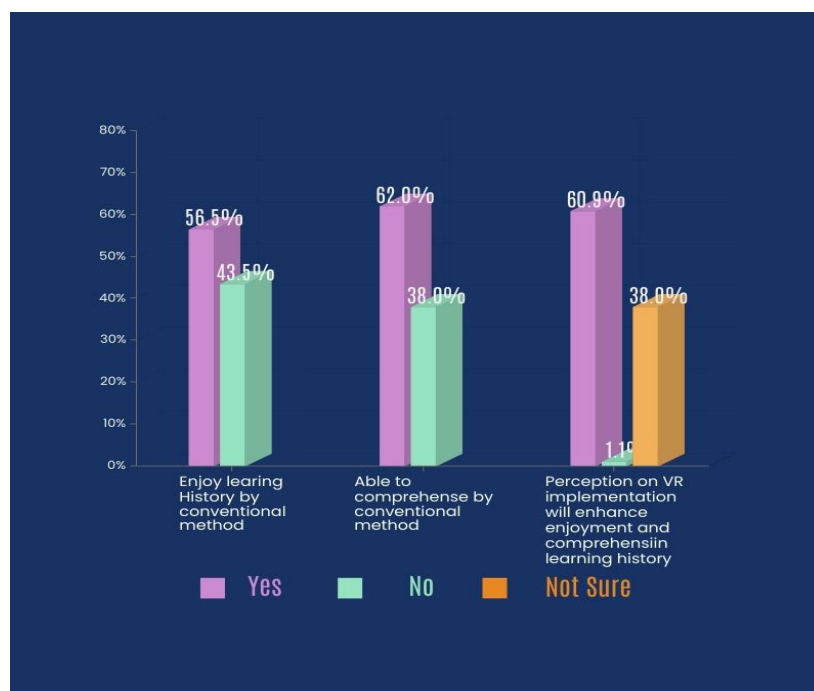


Figure 2. Mean score of the item validation

The result report that the conventional method of learning history is not being enjoyed by 43.5% of the students involved. Among the students, a high percentage of 38% is not able to comprehend history subjects. Next majority of the students, with a ratio of 60.9%, agree that Virtual Reality implementation with gamification approach in learning history shall enhance their satisfaction in learning History subject.

CONCLUSION

Based on the review, many students cannot comprehend History subject through the conventional method, but they also do not enjoy being educated. Hence, new implementations such as virtual reality implementation with gamification approach in education shall enhance the education of History Subject.

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