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Abstract

This research attempts to develop a suitable Multicultural Pedagogical Module in teaching Visual Arts Education for upper secondary students. This study focuses on the teachers' understanding and acceptance towards multicultural education and to test the usability of interactive multimedia by repurposing the existing technology. The present research utilizes the Design and Development method focusing on the processes of developing a module which is useful in teaching of Visual Arts Education at upper secondary level. The three phases in this research are Phase one: Need Analysis, Phase two: Design and Development and Phase three: Implementation and Evaluation. However, in this study only the phase of implementation and evaluation which involve 30 pre-service Visual Art Education teachers from local university are reported. The research outcomes consist of text module, interactive multimedia presentation, lesson plan and teaching aid for VAE teachers. The results from the document analysis and semi-structured interview show that the module has a high potential to become a new pedagogical approach that is responsive to multicultural education while enhancing communication skills between the teacher and students in diverse classroom setting.

Keywords: Pre-service Teachers, Culturally Responsive, Multicultural Pedagogy, Visual Art

Introduction

The fundamental principles guiding Malaysia's national identity construction are outlined in the Razak Statement and the National Cultural Policy. The National Education Policy, which has four purposes, is an example of how national identity is formed. The National Education Policy has four objectives: to create an obedient and cohesive Malaysian nation; to create individuals of faith, noble character, knowledge, skill, and prosperity; to provide human resources for the needs of national development; and to ensure that all citizens have access to educational opportunities (Bahagian Perancangan dan Penyelidikan Dasar Pendidikan, 2017). Multicultural education is important in developing new generations so that they are aware of the multiracial country they are living in (Sharifah, 2012). The evolution of multicultural education started since 1990s. This happened because of the migration of people to another country with many reasons. Multicultural education is one of the

approaches that our education system should implement to our school system because it is an approach in teaching and learning based on democratic values and beliefs. Multicultural education encourages students to work together (Fazzrienee, 2014). As stated by Marshal (2002), Multicultural education is “a vision of schooling based on the democratic ideas of justice and equality”. Students should have rights and equal opportunities to attend school regardless of their ethnicity, race and gender. In order to apply this approach in schools, teacher is the main character to implement this in our school. Multicultural pedagogy is a tool that can be used in a multicultural classroom.

Multicultural pedagogy is nothing new, but in Malaysia it is limited, especially in visual art education. Some scholars have been doing their research about the culturally responsive pedagogy starting with (Villegas, 1991; Ladson-Billings, 1995; Wlodkowski and Ginsberg, 1994). Even now, this research is still getting intention from scholars and researchers such as (Gay, 2002; Stoicovy, 2002; Villegas & Lucas, 2002). Many researchers talk about culturally responsive but their writings are more to literature and special education.

Previous research showed that multicultural approach in visual art education is in very small scale and requires more in-depth research. One of the research projects that is related to art is the research from Moncrief (2007) who wrote about culturally responsive in art therapy. Culturally responsive can also be used in early childhood learning process to deliver art and early literacy skills to the students (Purnell et al., 2007). According to Nancy and Grant (2010), art is a medium to integrate students in classrooms with different backgrounds and religions. This approach can be more interesting and more responsive to another culture.

Due to the lack of research on this topic, new opportunities in doing research on improvising visual art education are available. Therefore, the researcher takes this advantage to develop a multicultural pedagogy in visual art education in secondary schools in order to help teachers in integrating and implementing multicultural education in the teaching and learning process. Besides that, it provides more information and awareness to students about the element of art and culture of other ethnicities in Malaysia. With this module, it is hoped that the interest and achievement of students in academics will increase and make them more responsible towards their own culture and others.

Literature Review

Multimedia and ICT are linked in the modern world. Information and communication technology (ICT) development is keeping pace with how education is progressing in the modern world (Jaitun, 2022). Multimedia would make the use of technology in teaching and learning more exciting, meaningful, and effective, taking Bahasa Melayu as an example. With the current growth of the modern education industry, the use of ICT in the teaching process is extremely important. Moreover, integrating the use of media technology makes teaching and learning processes more effective and efficient. Contextual statements and the use of technology that incorporates writing techniques, images, videos, and graphics can make educational processes more engaging and effective (Yusof & Tahir, 2017).

In addition, Puteh and Salam (2011); Anjuman and Hussain (2013); Samsudin and Che (2016) believe that the use of information technology can help to uphold the integrity of a school's mission while also improving the quality of teachers' instruction.

Mohammod (2008) Technology can precisely and swiftly provide multimedia information while attracting students to create an enjoyable learning environment. With the introduction of multimedia, a favorable effect on students who struggle with reading and

writing will be more pronounced. Additionally, the creation of a language-rich environment through the use of multimedia techniques involving speech, sound, pictures, video, and text.

According to the statement, this medium is more adaptable and offers students a free way to learn. According to Doyle (2007), a computer can help students develop their skills using methodical procedures. The tools and materials that have been introduced in technology can be used by educators to create new learning environments in the classroom. Additionally, teachers can employ the technology again based on their expertise. For instance, utilizing PowerPoint in the classroom to teach can increase students' interest in what they are learning.

Research Objective

The research objective in this study is to identify teachers' understanding and acceptance of multicultural education and to test the usability of interactive multimedia by repurposing the existing technology.

Research Methodology

Developmental Research Design by Richey and Klein (2007) has been used in the processes to develop multicultural textile interactive pedagogical module in visual art education. Developmental Design Research (DDR) is suitable to apply in our education in order to improve our unclear problem in education system (Plomp & Nieven, 2007). Seels and Richey (1994) define DDR as a systematic and consistent process in design, develop and evaluate product and process for internal effectiveness. They also claimed that DDR as a teaching aid in teaching and learning process. DDR is involved three phases, which is phase 1: needs analysis, phase 2: design and development and phase 3: implementation and evaluation. From all the phases needed, DDR name as flexible form of study to answer all the research questions in this study. This paper presents the third phase of DDR. Phase 3 of DDR is the implementation and evaluation of development multicultural textile interactive pedagogical module in visual art education. The research focuses on the usability of the interactive module using PowerPoint software and teacher understanding and acceptance towards multicultural education.

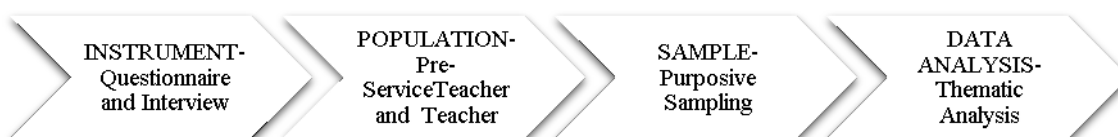


Figure 1: Structure of Phase Three: Implementation and Evaluation

Instrument

Questionnaire (Usability Test)

Evaluation is a systematic way to measure individual's behavior. It is also a measuring tool to gain the information about students' achievement from various fields which are cognitive, psychomotor and affective (Sang, 2011). In the third phase, implementation and evaluation process towards the module will be done. Based on last research objective, which is to test the level of usability of the interactive module using PowerPoint software. This phase will answer the aims of this study. To test the level of usability of the interactive module, usability test will be conducted in the classroom. To test the usability of prototype module, a usability evaluation form developed by (Toh, 1998; Harrinni, 2012; Zuraida, 2013). This test used small-

group evaluation and at the end of the test the survey form were given out. By using small-group evaluation, the teacher can control and give commands to their students. The teacher would then be able to conduct a class without help from the researchers.

In-depth Interview

To make this research more valid, the researcher used the in-depth interview as an instrument in understanding teachers' experience in conducting this module and to improvise in the teaching and learning process. The researcher can also detect the problem when the teacher conducts the classroom using this module.

Population and Sample

The target population in this phase is a group of students who are taking Visual Art Education and Pre-service teachers who were teaching Visual Art Education. The sample that was involved in this phase was thirty (30) Pre-service teachers and one teacher of Visual Art Education. The pre-service teacher from semester three faculty of education was selected because they will become teachers one day, they should know the basics of textiles in Malaysia. All the samples chosen were based on purposive sampling. This type of sample involves people who are having specific knowledge and skills (Fraenkel et al., 2012). Some students with more knowledge of traditional textiles would be able to understand better what they are being taught.

Table 1

A summary of Phase Three: Implementation and Evaluation

Sample	Number of samples (N)	Sampling Technique	Research Method
Pre-Service Teacher	Thirty (30) Person	Purposive sampling	Survey (Questionnaire)
Teacher	One (1) Person	Purposive sampling	Interview

Analysis Data

The implementation and evaluation data were analyzed according to quantitative and qualitative approaches. The data from phase three were analyzed thematically. Quantitative data were open-ended surveys and for VAE teacher, in-depth interview was used. Qualitative data were transcribed in the Microsoft Word program.

Result and Analysis

The final phase in this research is Phase 3: Implementation and evaluation. This phase will answer objective number four which is to test the usability of the Multicultural Textile Interactive Module for Visual Art Education at secondary school using PowerPoint tools. This paper explains the process of implementation for pre-service teachers. This research was done in the Faculty of Education, Section 17, Shah Alam, Malaysia.

A semi-structured interview for Visual Art Education teachers based on the experience used this module in the teaching and learning process in the classroom was carried out. This interview was aimed to test the usability of the Multicultural Textiles Interactive Module in secondary schools. The questions for the semi-structured interview are:

1. In your opinion, which is more applicable to be used as a teaching material in teaching and learning process in classrooms, PowerPoint or video?
2. Is it applicable to teach Multicultural Textile Interactive Module in upper secondary level in school?
3. Needle Point activity for form four students. Is it suitable to be done in classrooms?
4. What are the acceptance and experience in using this module in teaching and learning session?
5. What is the strength, weakness and suggestion that can be used to improve in the future?

The applicable of PowerPoint or video as teaching material in teaching and learning process in the classroom

From the interview sessions that have been done, the researcher received a positive response by Madam Ana (pseudonym) regarding the implementation of modules in the classroom. A few themes regarding the application of PowerPoint or video in the teaching and learning process in the classroom were found. The themes are stated as below

- **Relevant to Use**

Madam Ana stated that

"Video dan PowerPoint tu kalau bagi saya sangat lah relevan sebab tajuk tekstil dia tajuk yang agak rumit untuk diajar didalam kelas, sebab ia perlukan bahan yang banyak." (L6-7: Respondent, 2020)

"Video and PowerPoint usage are very appropriate to be used in classrooms because this topic is quite difficult to teach. It is due to a lot of materials and equipment needed." (L6-7: Respondent, 2020)

- **Time saving**

Madam Ana stated that

"... Lagi satu kalau kita guna PowerPoint dan video dia mempercepatkan and meringkaskan lagi pelajaran mata pelajaran tu. Sebab kalau tekstil dia banyak sejarah, dia banyak dia punya salah silah dia tu. Kalau kita guna tu, just pakai shortform dengan gambar dah...student dah dapat tahu dan dapat tangkap dah apa benda yang kita nak tunjuk." (L7-11: Respondent, 2020)

"...One more thing, if we use PowerPoint and video, it will save time and make the subject simpler. It is because textiles have so many histories according to races, it also has their own genealogy. If we use this method and use short forms with pictures, students can get what teacher is trying to show and explain...." (L7-11: Respondent, 2020)

- **New approach in learning**

Madam Ana stated that

"Aaaa so dia sangat bersesuaian lah untuk masa sekarang ni yang lebih kepada era globalisasi ni so sangat relevan untuk digunakan." (L11-12: Respondent, 2020)

"This method is very suitable with today's environment because we are heading to 21st century and era of globalization and it is very significant to use PowerPoint and video in classrooms." (L11-12: Respondent, 2020)

Multicultural Textile Interactive Module suitable to be used in upper secondary level in school.

• Acceptance

Madam Ana stated that

"aaaa textile semestinya sesuai sebab benda tu benda yang kita guna. Benda yang orang akan selalu pakai. Textile tu mesti tahu pasal pakaian tapi orang tak tahu tekstil tu ada cabang dia. Kita ada tiga....terbahagi kepada tiga Melayu, India, Cina dan setiap kaum tu berbeza dia punya fungsi, ciri dan bahan yang diguna pun berbeza." (L20-23: Respondent, 2020)

"aaaa, of course, it is suitable because we use it in our everyday lives. People only know textiles are usually clothes but they do not know about parts of clothes that are textiles. We have three different major races which are Malays, Chinese and Indian and all the races have their differences such as the functions, characteristics, and materials used" (L20-23: Respondent, 2020)

• Exposure

Madam Ana stated that

"So bila belajar textile, budak-budak pun dia jadi open dah. Okay dia nampak orang ni pakai macam ni dia dah tahu dah ni kain ni diperbuat daripada kaum ni, kain ni macam ni...ha ni motif apa ni? Ha ni motif songket, ni motif ni...so dia orang dah tahu daripada situ. So kalau macam dia orang tak belajar tekstil pun dia orang tahu benda yang basic yang pas by orang dengan orang. Bukan dia belajar through ape yang patut dia belajar." (L23-28: Respondent, 2020)

"So, when studying textile, students are more open. They would know when someone is wearing something, which race is the material from, what kind of motif is it? Which is which? They would know from that particular character. Even if they don't learn about textiles, they would still know from others, not through formal learning." (L23-28: Respondent, 2020)

Suitable activity in a classroom

• Simple and Fun

Madam Ana stated that:

"aktiviti tu sebenarnya sesuai dan seronok sebab aaa bahan semua kits tu sedia ada tapi Cuma kalau boleh aaaaa motif tu. Kita simple kan, aaaa kita permudahkan...." (L31-32: Respondent, 2020)

"The activity is actually good and fun because of the materials and equipment are provided. Try to make the motifs simpler if possible." (L31-32: Respondent, 2020)

- **Time constrains**

Madam Ana stated that:

“Kadang masa tu sejam 45 minit je macam tu soooooo agak memberi kekangan untuk budak-budak nak siapkan. Kita boleh. cikgu dia boleh forwardkan kepada students untuk minggu depan tapi selalunya masalah student tak bawa. Tertinggal.” (L33-35: Respondent, 2020)

“Sometimes, the time provided for art class is only 45 minutes to one hour, the limited time can cause students not able to finish their product in one period given. Teachers have no problem continuing it the week after, but the problem comes from students. They might forget to bring it or leave it at home.” (L33-35: Respondent, 2020)

Acceptance and experience in using this module in teaching and learning session.

- **Easy to teach**

Madam Ana stated that:

“aaaa pernah tapi aaaaaa tak seinteraktif macam ni lah. Maknanya kalau macam ni tak perlu bawak bahan yang banyak pun. Dia dah sekali dalam tu, haaa lepas tu Cuma perlu bahan yang nak dibawa khas untuk pelajar buat je. Kalau macam tu semua dah ada dah video cara buat semua dah ada.” (L41-44: Respondent, 2020)

“Aaaa I have used it before, but it was not an interactive one like this. It means teachers do not have to bring a lot of materials to classrooms. It is all in one CD and book. Teachers just have to bring the materials and equipment for the activity only. Furthermore, the video is also included in this module so it is easy to run activities.” (L41-44: Respondent, 2020)

- **Time-saving**

Madam Ana stated that:

“So dia lagi cepat. Budak-budak pon sebenarnya lagi suka benda-benda yang menggunakan IT ni....” (L44-45: Respondent, 2020)

“So it will make the learning process faster. Students are also interested with learning using IT...” (L44-45: Respondent, 2020)

- **Technologies**

Madam Ana stated that:

“Daripada kita buat tulis kat whiteboard atau pun pakai kertas mahjung. Sebab dia orang lebih suka yang ada interaktif, ada bunyi, ada pergerakan...” (L45-46: Respondent, 2020)

“Instead of using a traditional method such as whiteboard or mahjung paper, students are more interested towards interactive, sounds and movements....” (L45-46: Respondent, 2020)

The Strength, Weakness, and Suggestion

- **Easy to Understand, Time Saving, and Interesting**

Madam Ana stated that

"ha... kalau kekuatan dia aaaaa budak lagi faham pastu aaaa cikgu lebih mudah buat kerja, masa jimat memang okay dan memang sesuai modul ini nak di implement kan kedalam sekolah, lepas tu kekuatan dia lagi dia sesuai untuk aaa standard sekolah menengah atas sebab untuk pelajar tingkatan empat dia dah KBKK dia dah lebih tinggi aras dia..." (L49-52: Respondent: November 16, 2020)

"Ha...the strength is students will understand more and easy for teachers to handle the classes. It saves lots of time and this module is very appropriate to be implemented in secondary school. This module is also suitable for secondary school standards because the level of critical thinking form four students is high..." (L49-52: Respondent, 2020)

- **Variety**

Madam Ana stated that

"So memang sesuai untuk dia orang. Cuma kelemahan nya sikit jela Cuma dari segi kalau music tu kita pelbagaikan..." (L52-53: Respondent, 2020)

"So it is very suitable for them, but there is some weakness in this module which is then used of music, it will be good if there are various types of music used in this module..." (L52-53: Respondent, 2020)

- **Visual and image**

Madam Ana stated that

"Aaa powerpoint, kita lebihkan...sekolah menengah..dia orang kan suka pergerakan letak GIF sikit ke aaaaaan bagi attract dia orang punye mata. Aaaa itu jela yang lain semua okay." (L54-56: Respondent, 2020)

"Aaa PowerPoint should have more moving image like GIF image and visual to attract their attention. Overall, the module is okay." (L54-56: Respondent, 2020)

Discussion and Conclusion

For the summarized evaluation part three, the VAE teacher has given beneficial opinions and suggestions to the researcher. It will make the module more interesting and attractive for students to learn in the classroom. The teacher also has accepted the module to be implemented in school. Students also showed their interest in PowerPoint and video usage during lessons. It also gives them new knowledge and exposure to something new. For example, the activity in the classroom makes students more focused and it is also fun. At the same time, the teacher pointed out the strength and weaknesses of this Multicultural Textile Interactive Module. The use of PowerPoint and video make students and teachers easy to understand and the approach can save teachers' time in order to complete the syllabus. She also pointed out the time constraints while producing an artwork. On the other hand, she also shared some ideas to use in the future. The use of visuals and images should be well arranged. For example, the process of making textiles should have an explanation in every picture; there

is no need to put it on another slide. The animation would be interesting to put in this module and makes it more attractive.

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