Perceptions of Secondary School Students towards 3CP Digital Learning Programme

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Abstract
With the introduction of Malaysia Digital Education Policy recently, there is a need to introduce digital teaching in our daily lessons. One of them is through the use of 3CP Digital Learning, an innovation from the Wakelet Students' Ambassador Programme. This study investigates the perceptions of Malaysian secondary school students toward the use of 3CP Digital Learning Programme. This case study was carried out on 50 students from one of the secondary schools in Malaysia. Students' perceptions regarding 3CP Digital Learning were identified through observation, questionnaire (google form) and interviews.   The findings of the study show that the majority of the respondents showed favourable perceptions regarding 3CP Digital Learning Programme. Among the reasons they like to use 3CP Digital Learning are that it is an interesting programme, they can learn a lot from their friends, they can get a lot of information and they had a sense of accomplishment by completing the digital project. Hopefully, 3CP Digital Learning would be widely used throughout the country.
Keywords: Digital Learning, Second Language Acquisition, Student-Centred Learning, Collaboration, Thinking Skills

Introduction
    In this era of rapid information technology growth, there is a need for a pedagogical or teaching approach that can appeal to our students (Annamalai, 2019; Haleem et al, 2022; Ling Jen & Salam, 2024). In other words, the traditional teaching methodology must be augmented with digital learning. Teachers are encouraged to proactively develop or adapt existing digital tools to align with the learning environment and cater to the specific needs of students (Ghafar et al, 2023; Haleem et al., 2022, Lin et al., 2017; Sudin et al., 2022). Therefore, teachers need to keep themselves abreast with the latest development in using digital tools so that they can facilitate the students' learning via the latest advancement of technologies. Examples of digital tools that are widely used in Malaysia education system include Telegram, Whatapps, Kahoot and Quizziz.

Due to this, a digital educational programme, 3CP (Curation, Critical Thinking, Collaboration and Portfolio) was created to suit the students' needs. It is an innovation from Wakelet

Students' Ambassador Programme. Wakelet is an educational platform that can integrate the use of a variety of education applications such as Youtube, Kahoot, Quizziz and Google Form in it (Jen et al., 2023; Quah, 2023). The topic chosen for 3CP Digital Learning Programme was based on the theme 'Family' as it is one of the main themes for English primary and secondary school syllabus (Malaysia, 2000).

Literature Review

Digital learning refers to the use of digital tools instead of printed papers in daily teaching and learning (Djalilova & Kazoqov, 2024). In other words, digital learning refers to the use of communication technology to deliver information for education and training. The common digital tools used in teaching and learning include online educational platforms such as Wakelet, Kahoot, Quizziz and Liveworksheets. The latest digital tools used is Artificial Intelligence such as ChatGPT, Gemini and Autodraw (Ling Jen & Salam, 2024). Although digital tools have been widely practised in higher learning institutions, its use is limited at secondary and primary school levels (Ling Jen & Salam, 2024).

Digital tools play an important role in teaching English to students (Jen et al., 2023; Hamad et al., 2022). This is because digital tools not only provide learning opportunities and reconstruction of knowledge, it is also able to address students' unique learning interests and needs (Lee & Hannafin, 2016). In other words, digital tools promote student-centred learning. Zairul (2020), asserted that student-centred learning increases the clarity of learning objectives, guidance and support for the students.

Moreover, technology plays a significant role in the lives of teenagers (Bozzola et al., 2023). This is because teenagers perceive technological tools as the most supportive and helpful tool in their lives. Digital tools provide teenagers an alternative space where they can develop themselves and deal with different kinds of challenges (Dolot, 2018). Mascheroni & Ólafsson (2021), asserted that teenagers nowadays perceive the digital world as a natural environment for them as they are surrounded with technology in their everyday life.

Apart from that, digital tools enable teenagers to discuss about sensitive topics related to their health (Bozzola et al., 2023). Many teenagers also use digital devices such as smartphones, watches and apps to monitor their health and mood-enhancement and skill-building activities (Pretorius et al.,2019; Rich et al., 2020).

Moreover, the use of digital tools reduces teachers' workload (Dai et al., 2023; Ling Jen & Bin Haji Salam, 2024). The use of digital tools such as Grammarly provides effective feedback for students so that they can progress further on their own (Lodge et al., 2023). This is a crucial aspect in students' learning. Digital tools such as Grammarly and Gemini are able to give personalized responses based on the students' answers as long as using the correct prompts (González-Carrillo et al., 2021; Guo et al. 2022; Gustiani, 2020; Hamad et al., 2022).

However, teachers are often reluctant to implement digital learning in class due to factors such as exam-oriented system, lack of infrastructure and guidance in using digital tools (Tze Pheng et al., 2021; Zairul, 2020). Thus, more teachers-training programme should be developed for the teachers in using the latest digital tools (Ling Jen & Salam, 2024).

Methodology

This is a mixed-method convergent study. Both quantitative and qualitative approaches are used to provide a more comprehensive explanation for the findings. The data for this study was collected through participant observation, questionnaire, and semi-structured interview.

Research Procedures

3CP Digital Learning consists of 4 main stages explained below.

1st Task (Curation)

Students did a curation about themselves. In this stage, students included information about themselves such as name, school, favourite food and drink into their Wakelet collection.

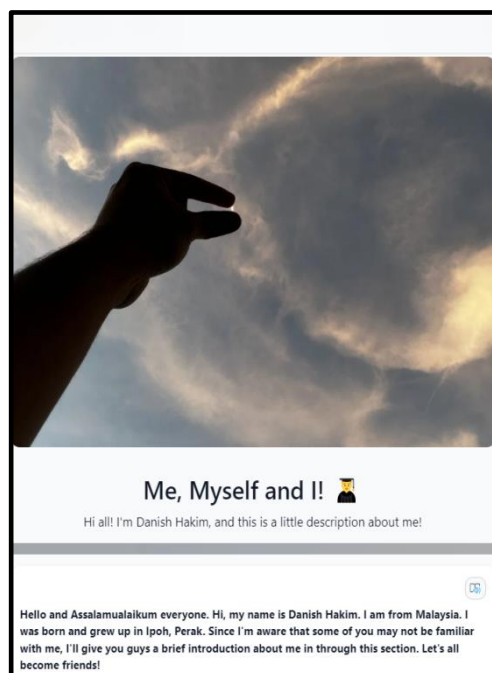1. Students shared their collection with the educators and the peers once completed.

Figure 1. Curation Stage

2nd Task (Critical Thinking)

1. Students created a collection using Wakelet that shows 2 sides of an argument.
2. Samples of topic included 'The Advantages and Disadvantages of Keeping Pets' and 'The Advantages and Disadvantages of Studying Abroad'.
3. Students shared their collections with the educators and their friends once completed.
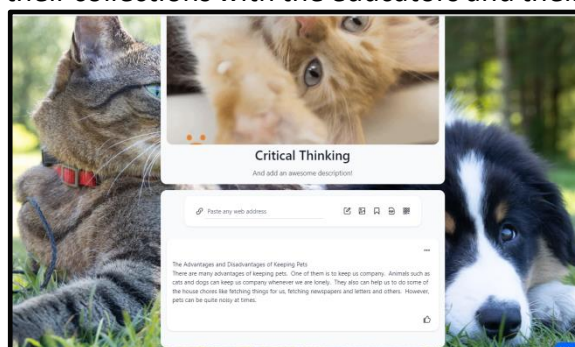

Figure 2. Critical Thinking Stage

3rd Task (Collaboration)

1. Students then created a shared collection with the title 'My Favourite Songs'.
2. Students shared their collection link with other students.
3. Students added information into their friends' shared collection about 'My Favourite Songs'.
4. Students shared their collections with the educator and the peers once completed.
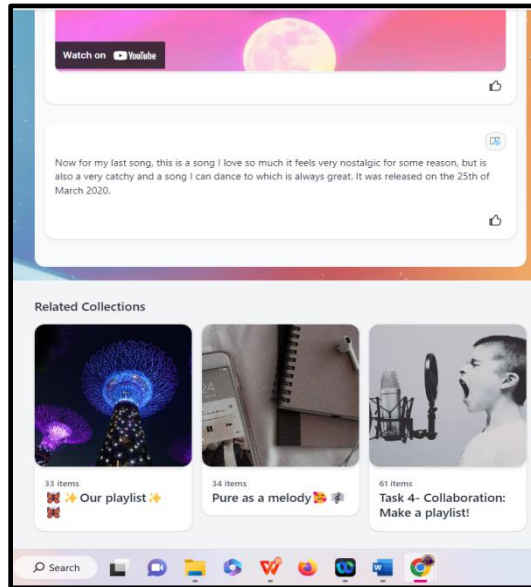

Figure 3. Collaboration Stage

4th Task (Portfolio)

1. Students did a portfolio about themselves including the badges they had obtained for every task.
2. Students included their certificates and favourite photos from competitions into their portfolios.
3. Students shared their collections with the educator and their peers once completed.

Figure 4. Portfolio Stage

Findings and Discussion

The findings for this study were collected through participant observation, a set of questionnaires and semi-structured interviews. The questionnaires were distributed through google form to respondents who had used 3CP Digital Learning Programme. This was followed up with semi-structured interviews with 3 respondents who had used 3CP Digital Learning in their English learning. The data from the semi-structured interviews were analysed using thematic approach.

Findings from Observation

From the observation conducted, it was noticed that students were fully immersed in the activities conducted as this was the first time for some of them to use digital tools in their learning. Students who were better at using digital tools initiated to teach students who were struggling with using digital tools. Apart from that, it was noticed that students ventured further on their own. They explored using different educational platforms and inserted the link into their Wakelet collections.

Being a digital tool 3CP Digital Learning has reinforced students' learning. Dai et al. (2023), Jabbar (2022), Lodge et al. (2023) asserted that digital technologies are powerful instruments that can help improve education in various ways, such as making it easier for instructors to generate instructional materials and providing new methods for people to learn and collaborate.
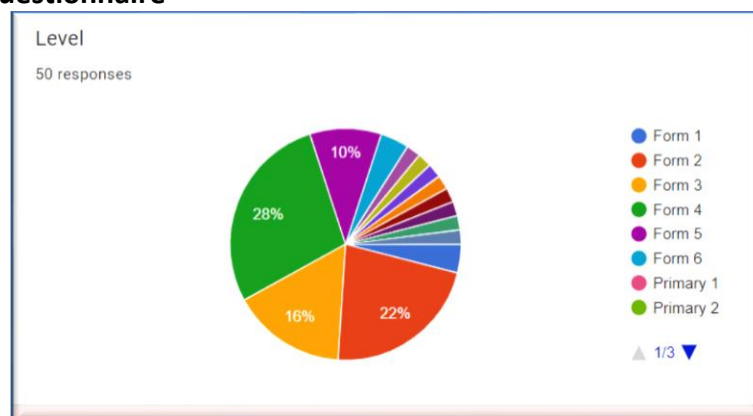
Findings from Questionnaire

Figure 5. Numbers of Respondents in The Study

The sample of this study was a random sample of 50 students of one of the secondary schools in Malaysia as shown in the chart above. The data from them was collected using google form and shown in the pie chart above. A simple topic 'Family' was chosen as it is one of the main themes in primary school as well as in secondary school syllabus (Malaysia, 2000).
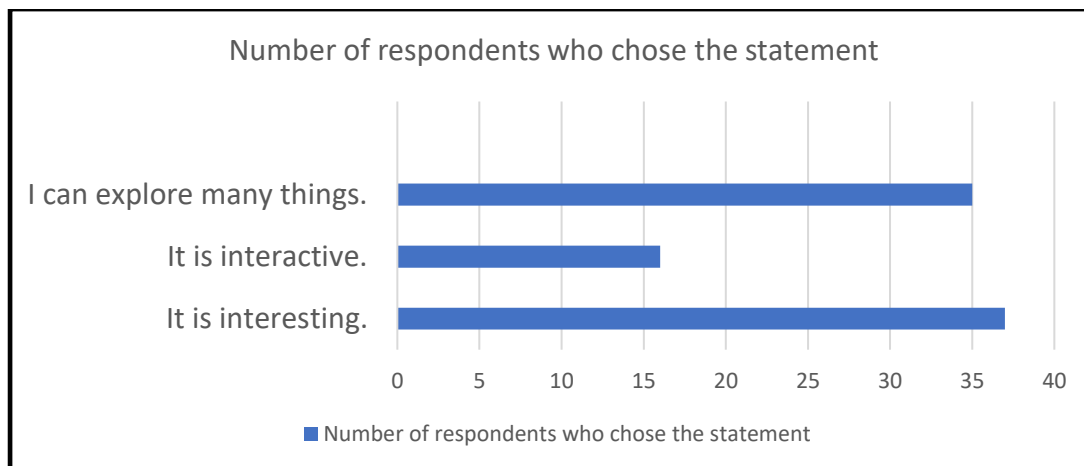
Figure 6. The Benefits of 3CP Digital Learning Programme

From the figure above, the advantages of 3CP (Curation, Critical Thinking, Collaboration and Portfolio) Digital Learning include it is interesting, they can explore many things and it is interactive.   A total of 37 respondents stated that 3CP Digital Learning is an interesting programme, while 16 respondents of the total respondents stated that 3CP Digital Learning is an interactive programme and finally 35 respondents stated that they can explore many new things through the use of 3CP Digital Learning Programme.
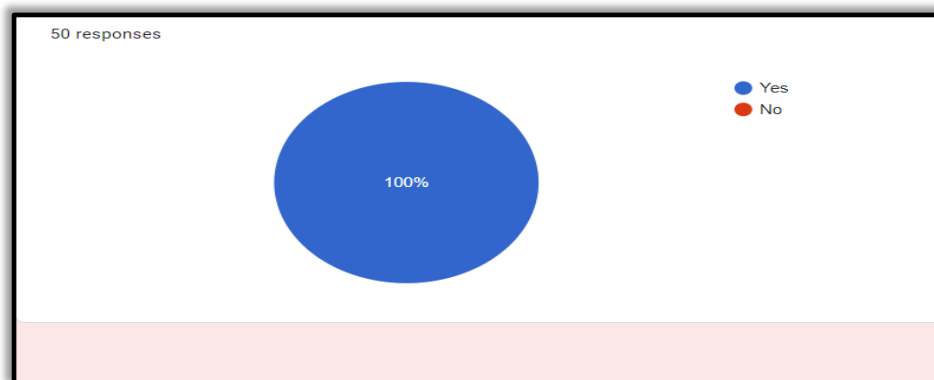

Figure 7. The Preference of Students in Using 3CP Digital Learning

Finally, all of the respondents (100%) agreed that they like to use 3CP Digital Learning Programme.

Findings from Semi-Structured Interview

The interview questions used were adapted from a research done previously (Tosun, 2015). Below is the semi-structured interview used in this study.

1. What is your general opinion about traditional, face to face learning? Why?
2. What do you like about online learning?
3. What do you like about using 3CP Digital Learning?
4. What have you improved while using 3CP Digital Learning?
5. Did you face any problems while using 3CP Digital Learning?

Figure 8. Semi-Structured Interview Used in The Study

Findings from Interview

The findings from the interview session were analysed using thematic analysis and presented below.

Table 1
Thematic Analysis for Students' Semi-Structured Interviews

1st Respondent			
Person	**Response**	**Preliminary codes**	**Final code / Themes**
Student (interviewee)	Hello everyone. My name is Reethika Jeyapragas. I am from SMK Taman Universiti.	Respondent's name and school	Self-introduction session by respondent
Teacher (Interviewer)	Hi Reethika. How are you today?	Respondent's condition	
Student (Interviewee)	Hi teacher. I am fine. Thank you.		
Teacher (Interviewer)	What is your general opinion about traditional, face-to-face learning?	Respondent's perception towards learning face-to-face	Respondent's perceptions towards learning face-to-face
Student (Interviewee)	In my opinion, I think it's an interesting way to learn face-to-face but it's definitely not better than learning online.		
Teacher (Interviewer)	What do you like about digital learning?	Benefits of digital learning	Respondent's perceptions towards digital learning
Student (Interviewee)	Everyone loves online learning and I love online learning as well because it helps people with social anxiety so that I don't have to socialise with other people. Moreover, it's convenient. I can study anytime and anywhere I want.		
Teacher (Interviewer)	Have you ever used 3CP Digital Learning Programme?	Respondent's experience in using 3CP Digital Learning Programme	Respondent's perceptions towards the use of 3CP Digital
Student (Interviewee)	Yes, I have		
Teacher (Interviewer)	What do you like about 3CP Digital Learning Programme?	Benefits of using 3CP Digital	
Student (Interviewee)	It's an interesting programme that helps students and gives students opportunities to participate in		

	programmes that held by our school. On top of that, my creativity has improved since I started 3CP Digital Learning Programme. 3CP Digital Learning Programme is also so helpful when it comes to education. As I said before, I improved a lot after using 3CP Digital Learning Programme like my pronunciation, creativity and better English while writing essay and also speaking.	Learning Programme	Learning Programme
Teacher (Interviewer)	What have you improved after using 3CP Digital Learning Programme?	Improvement after using 3CP Digital Learning Programme	
Student (Interviewee)	As I said before, I improved a lot after using 3CP Digital Learning Programme like my pronunciation, creativity and better English while writing essay and also speaking.		
Teacher (Interviewer)	Where will you use 3CP Digital Learning Programme?	Places of using 3CP Digital Learning	Places of using 3CP Digital Learning
Student (Interviewee)	I will use it in both uh..home and school.		
Teacher (Interviewer)	That's all for the interview. Thank you.	Ending	Ending

2nd Respondent

Person	Response	Preliminary codes	Final code / Themes
Student (interviewee)	Hi. My name is Joannie Liza De Gracious. I study at SMK Taman Universiti.	Respondent's name and school	Self-introduction session by respondent
Teacher (Interviewer)	Hi Joannie. How are you today?	Respondent's condition	
Student (Interviewee)	Hi teacher. I am fine. Thank you.		
Teacher (Interviewer)	What is your general opinion about traditional, face-to-face learning?	Respondent's perception towards learning face-to-face	Respondent's perceptions towards face-to-face learning
Student (Interviewee)	In my opinion, traditional face-to-face learning immediate communication between teachers and students.		

Teacher (Interviewer)	What do you like about digital learning?	Benefits of digital learning	Respondent's perceptions towards digital learning
Student (Interviewee)	Online learning can help me learn more global knowledge shared by instructors around the globe that cannot be learnt in books.		
Teacher (Interviewer)	Have you ever used 3CP Digital Learning Programme?	Respondent's experience in using 3CP Digital Learning Programme	Respondent's perceptions towards the use of 3CP Digital Learning Programme
Student (Interviewee)	Yes, I have.		
Teacher (Interviewer)	What do you like about 3CP Digital Learning Programme?	Benefits of using 3CP Digital Learning Programme	
Student (Interviewee)	I enjoy working together with my friends through the different stages in 3CP Digital Learning Programme: Curation, critical thinking, collaboration and portfolio.		
Teacher (Interviewer)	What have you improved after using 3CP Digital Learning Programme?	Improvement after using 3CP Digital Learning Programme	
Student (Interviewee)	3CP Digital Learning Programme helps me to improve many skills such as communication so that I can communicate with my friends and family in fluent English.		
Teacher (Interviewer)	Where do you use 3CP Digital Learning?	Place of Using 3CP Digital Learning	Place of Using 3CP Digital Learning
Student (Interviewee)	I will use at home.		
Teacher (Interviewer)	That's all for the interview. Thank you.	Ending	Ending

Analysis of Findings

The results from observation, questionnaires, and interviews show that the majority of the respondents preferred digital learning. Apart from being fully immersed in the activities conducted using 3CP Digital Learning, they took the initiative to venture further on their own. Students who were good at using digital tools were also observed to help students who were weak in using technology. The majority of the respondents agreed that 3CP Digital Learning is indeed a useful platform for learning. Apart from being an interesting platform, 3CP Digital Learning also encourages collaboration and stimulates critical thinking among students. This supports the findings that digital tools are indeed beneficial for students' learning.

Conclusion

Digital learning such as 3CP Digital Learning is an innovation from Wakelet Students' Ambassador Programme that consists of six stages: Curation, critical thinking, creativity, collaboration, presentation, and portfolio. Wakelet is a digital platform that allows the integration of different applications by using links from a variety of applications (Jen et al., 2023; Quah, 2023). However, 3CP Digital Learning has simplified the programme to include only 4 important stages: Curation, critical thinking, collaboration and portfolio.

Apart from improving students' thinking skills, 3CP Digital Learning also encourages collaboration and promotes a sense of achievement among students as they need to display their contributions and certificates of achievements in the portfolio section. Being a digital tool, 3CP Digital Learning not only provides learning opportunities and reconstruction of knowledge, it is also able to address students' unique learning interests and needs (Djalilova & Kazoqov, 2024). Thus, teachers should take a proactive role in using digital tools in their daily lessons such as going for improvement courses, revising their lesson plans, and seeking help from school technicians in using ICT infrastructure (Lodge et al., 2023; Tze Pheng et al., 2021). Hopefully, 3CP Digital Learning will receive more recognition not only in English language teaching but also in other subjects as well.

This study provides an alternative to the teaching of English as a second language in our country via digital learning. This is because digital learning has gradually gained importance in our education system nowadays. As emphasized in Malaysia Digital Education Policy, one of the aims is to produce digitally competent students using a well-planned digital curriculum (Malaysia, 2023). This study has enlightened researchers and teachers in teaching English using a more creative approach that is well-suited to our younger generation nowadays. This is further supported by Vygostsky's (1977) Social Cultural Theory who highlighted that students can learn on their own with support from their social environment. In this study, 3CP Digital Learning scaffolds students' learning by providing samples of work for students to follow. Students also learn through collaboration with their friends.

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