Utilization of ICT by Moral Education Teachers
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ABSTRACT

Studies show that information and communications technology (ICT) integration in many classrooms today enhances students’ learning and skills acquisition. Thus, it is necessary for teachers to integrate ICT in their classrooms. This paper discusses the need to incorporate ICT in Moral Education. This study adopts a qualitative approach design using non-participant observation, semi-structured interviews and teachers’ journals to gain insights into the teachers’ employment of ICT in their teaching. Data were analyzed based on codes, then were later arranged into categories and themes. The results highlight the lack of utilization of ICT by the teachers in teaching Moral Education. This revelation indicates that the training of teachers is deemed vital to make teachers and school authorities aware that ICT is a pertinent pedagogical tool to provide a positive learning environment.

Keywords: Moral Education, teachers, information technology, computer technology integration

INTRODUCTION

It is a well-known fact that ICT functions as a powerful tool to support students’ collaboration and knowledge building (Kubiatco, Usak, Yilmaz, & Tasor, 2010). In many developing countries, ICT has been increasingly accepted in the education system as many have perceived that ICT can enhance their opportunities and skills to succeed in multidisciplinary fields (Ottesen, 2006; Tambulasi, 2009). Education plays a fundamental role in determining the level of ICT usage in developing countries (Tambulasi, 2009). In Malaysia, incorporating ICT in schools is not new as the government has plans to make the country an ICT hub in line with the national objective of Vision 2020 (Ross & Ali, 2011). As such, expectations on ICT use in all schools are high, based on the policies of the Ministry of Education, the syllabuses of various subjects, and the authorities involved, directly and indirectly to educate a highly competent, skillful and knowledgeable workforce in the country. Rohani (2002) affirms that ICT must be used as a teaching and learning tool in the classrooms in order to make Malaysia a fully developed nation by 2020.

In a particular subject such as Moral Education, it is noted that there has been a dearth of literature pertaining to incorporation of ICT in teaching this subject in classrooms. Cooper (2011) asserts that multimedia interactive learning can complement human interaction in the teaching and learning process in school classrooms, especially in Moral Education or the teaching of values as computers offer ‘sole attention, responsiveness, and non-verbal and multi-sensory communication’ (p. 206). Leong and Tan (2008) argued that ICT such as audio-visual media could generate student interest hence fostering successful learning. Classroom use of can enhance students’ understanding of subject matter, promote collaborative and lifelong learning, increase team building and support students to think deeply and creatively (Limoyiannis & Komis, 2007). In order to enhance student learning, teachers’ role in the classroom is important in realizing these goals. Although studies have shown that teachers support ICT use in the classrooms, the technology is underutilized and poorly integrated in classroom teachings (Cuban, 2001; Keengwe, Onchwar & Wachira, 2008). However, ICT has been increasingly important in education and it is seen necessary for teachers to equip themselves with technological skills to support students’ learning. Therefore, in order to accomplish this task, teachers need to incorporate ICT as an integral part of their teaching strategies in the classrooms (Lang, 2000; Hennessy, Ruthven & Brindley, 2005). The purpose of this paper is to explore how teachers can incorporate ICT in the teaching of Moral Education in their classrooms. Thus, the research question is: How do the teachers incorporate ICT in the teaching of...