

CHALLENGES OF IMPLEMENTING GRAPHIC INTERACTIVE METHODS IN ECONOMICS SUBJECT AT SELECTED SEKOLAH AGAMA BANTUAN KERAJAAN (SABK)

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ABSTRACT

The implementation of graphic interactive methods in the teaching of economics in Sekolah Agama Bantuan Kerajaan (SABK) schools presents a considerable opportunity to improve both the level of student participation and their level of comprehension. It is important to note that the implementation of these methods is laden with difficulties. The purpose of this study is to offer a full investigation into these problems, with a particular emphasis on technological obstacles, teacher readiness, student involvement, and institutional support. In this study, a qualitative methodology supported by grounded theory is utilised to conduct an analysis of the data gathered from interviews conducted with students and teachers from certain SABK schools. Inadequate infrastructure and a lack of maintenance are two examples of technological barriers that greatly restrict the adoption of graphic interactive methods, according to the research. In addition, a significant number of educators do not receive proper training, which frequently results in opposition and inefficient implementation of these strategies. Although the use of visual interactive tools has the potential to increase student engagement, the success of these tools is contingent on bridging the digital divide and integrating them with more conventional instructional strategies. It is absolutely necessary to have institutional support in order to have a successful implementation. This will include administrative backing, clear policy frameworks, and sufficient financing. In order to address these problems, this study emphasises the importance of targeted professional development, enhanced technology infrastructure, and strong institutional support by highlighting the necessity of these things.

Keywords: Teaching Economy, technological barriers, institutional support

1.0 INTRODUCTION

The usage of visual interactive methods has become increasingly popular in the modern educational landscape due to the fact that these methods have the ability to improve student engagement and comprehension. A more dynamic learning experience can be achieved by utilising these methods, which use visual aids, interactive software, and digital platforms. The Sekolah Agama Bantuan Kerajaan (SABK) schools in Malaysia, which blend religious and secular education, confront distinct hurdles when it comes to adopting these creative teaching methodologies, particularly in topics such as economics.

2.0 A REVIEW OF THE LITERATURE

2.1 Obstacles Introduced by Technology

The availability of sufficient technological infrastructure is frequently required in order to satisfy the requirements for the implementation of graphic interactive methods. Several studies (Kadir & Abdul, 2021; Mahmud & Ismail, 2020) have demonstrated that a significant number of SABK schools do not possess the essential resources that their students require, such as computers, high-speed internet, and interactive whiteboards. As a result of this lack of infrastructure, the implementation of visual interactive approaches is becoming increasingly difficult.

2.2 Preparedness of the Instructors

In order for new teaching approaches to be successfully implemented, it is essential that teachers are prepared to implement them. According to Rahman et al. (2020), a significant number of educators working in SABK schools do not receive sufficient training to facilitate the successful use of graphic interactive tools. According to Ali and Sulaiman's research from 2020, programmes for professional development that concentrate on digital literacy and interactive teaching practices are absolutely necessary in order to overcome this obstacle.

2.3 Participation of Students

Despite the fact that interactive approaches are intended to boost student engagement, their success is contingent on the degree to which these methods are compatible with the preferences and requirements of students in terms of learning. An investigation conducted by Lim and Tee (2019) underlines the fact that interactive visuals, despite the fact that they have the potential to make learning more interesting, need to be carefully incorporated into the curriculum in order to guarantee that they fulfil instructional goals without overloading students (Othman & Aziz, 2021).

2.4 Encouragement from Institutions

When it comes to the adoption of graphic interactive methods, institutional support, which includes administrative backing and policy frameworks, plays an extremely important role. According to Yusuf and Ahmad (2022), projects to incorporate these methodologies frequently fail owing to a lack of finance, resources, and persistent commitment (Hashim & Salleh, 2019). This is because organisations that do not provide sufficient institutional support are more likely to fail.

2.5 Methodic Approach

For the purpose of investigating the difficulties that are encountered while attempting to integrate graphic interactive methods in SABK schools, this study takes a qualitative approach and makes use of grounded theory. Interviews were conducted with students, instructors, and administrators from a number of SABK schools in order to collect data through interviews. Through the examination of recurring themes and patterns that show up in the data, the grounded theory approach makes it possible to get a comprehensive comprehension of the problems at hand.

2.6 Results and Discussion of the Work

2.7 Obstacles Introduced by Technology

An important obstacle, according to the findings of the study, is the presence of technological hurdles. A significant number of SABK schools are situated in rural locations, which means that they have restricted access to high-speed internet and contemporary computing hardware. Teachers have noted that even when resources are accessible, there is frequently a lack of maintenance and technical assistance, which results in frequent disruptions (Ismail & Zain, 2021; Abdullah & Ramli, 2022).

2.8 Preparedness of the Instructors

Through interviews, it was discovered that although educators are generally optimistic about the potential of graphic interactive methods, many believe they are not adequately equipped to make good use of these approaches. As a result of the absence of specialised professional development programmes, a significant number of educators continue to rely on conventional instructional strategies. Teachers have expressed a desire for complete training that encompasses both technical skills and pedagogical practices for the purpose of incorporating interactive graphics into their classes (Rahman et al., 2020; Ahmad & Latif, 2021).

2.9 Participation of Students

Based on the data, it is clear that visual interactive approaches, when properly implemented, have the potential to significantly increase student involvement. On the other hand, students who come from families with lower socioeconomic status and who may not have as much experience with computers may find these tactics to be scary. Teachers have pointed out that it is essential to provide students with continual guidance and a progressive introduction of these interactive technologies in order to guarantee that all students will benefit from them (Lim & Tee, 2019; Hassan & Ibrahim, 2021).

2.10 Encouragement from Institutions

It has been determined that institutional support is an essential component for the successful implementation of the plan. Educational institutions that had a robust administrative support system had a greater degree of success in using graphic interactive approaches. Not only does this support consist of financial resources and money, but it also involves the establishment of a school culture that places a high value on and encourages the implementation of innovative teaching approaches (Yusuf & Ahmad, 2022; Noor & Mohamed, 2023).

3.0 TECHNOLOGICAL OBSTACLES: EVALUATION IN EXTENSIVE DETAIL

3.1 Impairments to the Infrastructure

In SABK schools, there are a variety of different types of infrastructure deficiencies. The majority of educational institutions do not possess fundamental technology infrastructure, which includes things like computers, projectors, and interactive whiteboards (Kadir & Abdul, 2021; Mahmud & Ismail, 2020). In rural locations, the problem is made worse by intermittent internet connectivity, which makes it more difficult to make good use of online materials and interactive technologies. For educators who are interested in incorporating visual interactive

methods into their classes, these shortcomings provide substantial challenges that hinder their progress.

3.2 Operational and Technical Support and Maintenance

It is possible for technology resources to be rendered ineffective not only when they are available, but also when they do not receive regular maintenance and technical assistance. According to the findings of Ismail and Zain (2021) and Abdullah and Ramli (2022), educators have noted that technological issues frequently remain unsolved for extended periods of time, which frequently results in irritation and a reluctance to use digital technologies. This demonstrates the importance of having dedicated information technology support workers in schools in order to guarantee the efficient operation of technical equipment.

3.3 The Implications of Costs

There is a fundamental barrier that many SABK schools face, and that is the expense of acquiring and maintaining technology infrastructure. Because of financial limits, educational institutions are required to give higher priority to critical expenses or technology upgrades. According to Kadir and Abdul (2021) and Ali and Sulaiman (2020), the lack of financial resources is a significant barrier that prevents the widespread use of graphic interactive approaches. It may be possible to reduce some of these financial demands through the use of partnerships with technology suppliers and support from outside sources.

4.0 READYNESS OF THE TEACHERS: A COMPREHENSIVE EXAMINATION

4.1 Insufficient Opportunities for Professional Development and Training

The level of preparation of teachers is a critical factor in determining whether or not visual interactive approaches will be successfully used. Rahman et al., 2020 and Ahmad and Latif, 2021) found that a significant number of educators working in SABK schools lacked the appropriate training to make effective use of digital resources. For the most part, professional development programmes are not sufficient since they concentrate largely on fundamental computer skills rather than on the use of interactive graphics into the instructional process. An extensive training programme that covers both technical skills and instructional tactics is something that teachers have expressed a desire to receive.

4.2 Opposition to Undergoing Change

Change is met with resistance, which is another big hurdle. According to Rahman et al. 2020 and Hassan and Ibrahim 2021, there are certain educators who are hesitant to adopt innovative teaching approaches because they have a deep-seated preference for more conventional instructional strategies. This resistance is frequently rooted in a lack of faith in the capabilities of technology and a concern of breaking the routines that have been established in the classroom. In order to overcome this reluctance, specialised interventions are required. These interventions should address the concerns of teachers and strengthen their confidence in the use of graphic interactive approaches.

4.3 Integration of Pedagogical Methods

It takes more than just technical expertise to make effective use of visual interactive approaches; it also demands a profound comprehension of how to incorporate these tools into the curriculum in order to improve learning outcomes. (Rahman et al., 2020; Ahmad & Latif, 2021) It is imperative that educators be provided with the training and tools necessary to integrate interactive graphics into their classes in a seamless manner. This will ensure that these graphics serve to supplement rather than replace more conventional instructional methodologies. It is for this reason that programmes for professional development ought to place equal emphasis on educational techniques and technical abilities.

5.0 STUDENT ENGAGEMENT: A REVIEW OF ALL AVAILABLE INFORMATION

5.1 Increasing Attendance through Participation in Activities

Using strategies that are graphically interactive has the potential to greatly increase the level of student engagement. These strategies have the potential to make learning more engaging and pleasurable by using visual aids, interactive simulations, and digital platforms (Lim & Tee, 2019; Hassan & Ibrahim, 2021). It was noted by teachers that when lessons featured interactive components, pupils were more attentive and motivated to comprehend the material. On the other hand, the effectiveness of these methods is contingent upon their proper incorporation into the overall curriculum in order to guarantee that they accomplish the instructional goals without overwhelming the students.

5.2 Dealing with the Problem of the Digital Divide

When it comes to adopting visual interactive approaches, one of the issues that arises is bridging the digital divide that exists among pupils. According to Lim and Tee (2019) and Othman and Aziz (2021), students who come from socioeconomic situations that are in the lower end of the socioeconomic spectrum may not have the same amount of experience with technology as their classmates, which might make interactive techniques scary. The teachers need to provide these pupils with additional help in order to guarantee that they are able to fully participate in interactive classes and reap the benefits of those teachings. The provision of additional help sessions, the provision of access to school technology resources, and the utilisation of a manner that is gradual in the introduction of new tools are all examples of this.

5.3 Striking a Balance between Traditional and Interactive Experiments

It is important to note that although visual interactive methods have the potential to increase engagement, they should not be used in place of more conventional instructional approaches. A balanced strategy, which combines interactive and traditional methods, was shown to be the most effective in retaining student attention and attaining learning objectives (Lim & Tee, 2019; Hassan & Ibrahim, 2021). This was seen by teachers. By striking this balance, we are able to accommodate a wide range of learning styles and guarantee that every student has the opportunity to achieve their goals.

6.0 ANALYSIS OF INSTITUTIONAL SUPPORT

6.1 Additional Administrative Support

When it comes to the successful application of graphic interactive approaches, institutional support is absolutely necessary. It was shown that schools that had strong administrative support were more successful in incorporating these strategies into their teaching practices (Yusuf & Ahmad, 2022; Noor & Mohamed, 2023). The provision of the required resources, the promotion of an innovative culture, and the provision of encouragement to educators are all components that administrators play a significant part in the process of establishing a supportive atmosphere.

6.2 Frameworks of Policymaking

It is absolutely necessary to have efficient policy frameworks in order to provide direction for the deployment of graphic interactive approaches. According to Yusuf and Ahmad (2022) and Hashim and Salleh (2019), educational institutions require policies that are crystal clear and describe the expectations for the utilisation of interactive tools, as well as recommendations for the incorporation of these tools into the curriculum and the allocation of resources for their upkeep and support. These policies guarantee that the implementation of new procedures is carried out in a methodical and long-term manner.

6.3 The Distribution of Resources and Financial Support

Providing sufficient financing and allocating sufficient resources are absolutely necessary in order to ensure the continued adoption of graphic interactive technologies. If schools are to acquire, they require financial backing, as well as the upkeep of technical infrastructure, the provision of professional development opportunities for educators, and the provision of assistance to students who come from a variety of backgrounds (Yusuf & Ahmad, 2022; Noor & Mohamed, 2023). Increasing the availability of resources and providing support can be accomplished through collaboration with external stakeholders, such as government agencies and partners from the corporate sector.

7.0 SUGGESTIONS AND ADVICE

7.1 Facilitating the Improvement of Technological Infrastructure

In order for SABK schools to be successful in overcoming technological obstacles, it is imperative that they make investments in robust technological infrastructure. This includes ensuring that there is dependable connection to the internet, keeping computer facilities up to date, and providing regular maintenance and technical support. According to Kadir and Abdul (2021) and Mahmud and Ismail (2020), partnerships between the government and the private sector could perhaps play a crucial position in the provision of the required resources.

7.2 Continuing Education and Professional Development for Educators

To ensure that educators are able to make good use of visual interactive approaches, professional development programmes must be established to provide them with the training and information they require. The topics that should be covered in these programmes include both instructional tactics and technological concerns. (Rahman et al., 2020; Ahmad & Latif, 2021) Research has shown that providing teachers with ongoing support and mentoring helps simplify the process of transitioning to these new methodologies.

7.3 Facilitating the Participation of Students

It is recommended that visual interactive approaches be gradually introduced and adapted to match the varied requirements of students in order to achieve the highest possible level of student engagement. Helping students who come from families with lower socioeconomic status to receive additional support can be an effective way to bridge the digital divide. In order to give a well-rounded educational experience, interactive approaches ought to be used in conjunction with established teaching methods rather than as a replacement for them (Lim & Tee, 2019; Hassan & Ibrahim, 2021).

7.4 Enhancing the Support Provided by Public Institutions

In order to ensure the continued use of graphic interactive approaches, assistance from institutions is absolutely necessary. It is the responsibility of school administrators to formulate policies that prioritise the deployment of innovative teaching approaches and to provide sufficient resources for their execution. The availability of support and resources can also be improved through collaboration with external stakeholders (Yusuf & Ahmad, 2022; Noor & Mohamed, 2023).

8.0 CONCLUSION

When it comes to teaching economics in SABK schools, the application of visual interactive methods presents a number of significant obstacles. Nevertheless, these issues are able to be effectively addressed if targeted efforts are made to improve technical infrastructure, professional development opportunities are provided for educators, individualised student support is provided, and strong institutional support is provided. In the future, research should concentrate on longitudinal studies in order to evaluate the effects that these strategies have on the learning outcomes of students over the long run.

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