

**THE EFFECTIVENESS OF STEAM INTEGRATED  
APPROACH USING SCRATCH MODULE ON  
ACHIEVEMENT AND COMPUTATIONAL  
THINKING IN LEARNING  
ELECTRICITY  
CONCEPTS**

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by

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## TABLES OF CONTENTS

<b>ACKNOWLEDGEMENT .....</b>	<b>ii</b>
<b>TABLES OF CONTENTS .....</b>	<b>iii</b>
<b>LIST OF TABLES .....</b>	<b>xi</b>
<b>LIST OF FIGURES .....</b>	<b>xviii</b>
<b>LIST OF ABBREVIATIONS .....</b>	<b>xx</b>
<b>LIST OF APPENDICES .....</b>	<b>xxii</b>
<b>ABSTRAK.....</b>	<b>xxiii</b>
<b>ABSTRACT.....</b>	<b>xxv</b>
<b>CHAPTER 1 INTRODUCTION.....</b>	<b>1</b>
1.1 Introduction.....	1
1.2 Research Background .....	3
1.3 Problem Statement.....	5
1.4 Research Objective .....	9
1.5 Research Questions.....	10
1.6 Research Hypotheses .....	13
1.7 Research Significance.....	15
1.8 Limitation of the Study.....	18
1.9 Operational Definitions.....	20
1.9.1 STEAM Integrated Approach.....	20
1.9.2 The Topic Electricity .....	20
1.9.3 Scratch .....	21
1.9.4 Scratch Module.....	21
1.9.5 Electricity Achievement Test (EAT).....	22
1.9.6 Computational Thinking Survey (CTS).....	22
1.9.7 Scratch Projects .....	22

1.9.8	Computational Thinking (CT) .....	23
1.9.9	Aesthetic Value of Art .....	23
1.10	Summary of Chapter 1 .....	23
<b>CHAPTER 2 LITERATURE REVIEW .....</b>		<b>25</b>
2.1	Introduction.....	25
2.2	Educational Background in Malaysia .....	25
2.3	STEM and STEAM Education .....	27
2.3.1	The Art Element in STEAM Education.....	30
2.3.2	Differences Between STEM and STEAM Education.....	36
2.4	Electricity Concepts.....	42
2.4.1	Introduction.....	42
2.4.2	The Electricity Concepts in Malaysian Curriculum and Textbook .....	42
2.4.3	Previous Research in Students' Difficulty of Learning Electricity Topics.....	45
2.5	Computational Thinking (CT) .....	48
2.5.1	Definition of CT .....	48
2.5.2	CT in the Context of Malaysia.....	49
2.5.3	Potential of CT for Education Institution .....	50
2.5.4	Five Subconstruct of CT .....	51
2.5.4(a)	Algorithmic Thinking .....	52
2.5.4(b)	Cooperative .....	53
2.5.4(c)	Creativity.....	54
2.5.4(d)	Critical Thinking.....	55
2.5.4(e)	Problem Solving.....	56
2.5.5	Scratch as The Tool in Developing CT .....	57
2.5.6	Previous Research in Application of CT in Different Subjects.....	59
2.6	Gender Issues.....	61

2.6.1	Gender Issues in Art .....	62
2.6.2	Gender Issues in Learning Science Concepts Electricity .....	64
2.6.3	The Gender Gap in STEM .....	65
2.6.4	Gender Gap with STEAM Education .....	68
2.6.5	The Scratch in Gender Issue .....	70
2.7	Scratch As Learning Supporting Tool .....	71
2.7.1	Introduction.....	71
2.7.2	Programming Language in Malaysia Curriculum .....	71
2.7.3	Characteristic of Scratch.....	79
2.7.3(a)	Comparison between Scratch 1.0, 2.0 and 3.0 .....	81
2.7.3.(b)	Previous Research.....	89
2.7.4	Scratch and Computational Thinking (CT) .....	93
2.7.4(a)	Scratch with Construct Problem Solving in CT.....	94
2.7.4(b)	Scratch with Construct Algorithmic Thinking in CT .....	95
2.7.4(c)	Scratch with Construct Creative Thinking in CT .....	96
2.7.4(d)	Scratch with Construct Cooperativity in CT.....	97
2.7.4(e)	Scratch with Construct Critical Thinking in CT .....	98
2.7.5	Scratch in Learning Electricity Concepts .....	99
2.8	Theoretical Framework.....	102
2.8.1	Connectivism Theory.....	102
2.8.2	Constructionism Theory .....	105
2.8.3	Gender Schema Theory .....	108
2.8.4	Model of Learning CT .....	111
2.9	Conceptual Framework.....	117
2.10	Summary.....	120
<b>CHAPTER 3 METHOTHODOLOGY .....</b>		<b>121</b>
3.1	Introduction.....	121

3.2	Research Framework .....	121
3.3	Research Design .....	123
	3.3.1 Internal And External Validity of Research Design .....	124
	3.3.2 Equivalence of the Groups.....	128
3.4	Research Variables .....	129
3.5	The Population and Sample .....	129
3.6	Instruments of the Study .....	131
	3.6.1 The Electricity Achievement Test (EAT).....	131
	3.6.2 Computational Thinking Survey (CTS).....	134
	3.6.3 Interview .....	135
	3.6.3(a) The Interview Guide .....	137
	3.6.4 Rubrics .....	139
3.7	Validation of Instrument.....	142
	3.7.1 Validity of the Research Instrument .....	142
	3.7.2 Reliability of the Research Instrument .....	147
3.8	Pilot Testing.....	148
3.9	Research Procedure.....	152
	3.9.1 Training the Teachers .....	155
3.10	Data Analysis Procedure.....	155
	3.10.1 Descriptive Analysis .....	156
	3.10.2 Inferential Analysis.....	156
	3.10.3 Thematic Analysis After Intervention .....	163
3.11	Summary of Chapter 3.....	164
	<b>CHAPTER 4 THE INSTRUCTIONAL DESIGN .....</b>	<b>165</b>
4.1	Introduction.....	165
4.2	Instructional System Design (ISD) Models.....	165
4.3	ASSURE model for Educational Media .....	170

4.3.1	ASSURE Introduction .....	170
4.3.2	Development of Scratch Module with ASSURE.....	172
4.3.3	Stage One: Analyze Learner .....	174
4.3.4	Stage Two: State of the Objectives of Scratch Module .....	176
4.3.5	Stage Three: Select Media, Methods and Materials .....	182
4.3.5(a)	Media .....	182
4.3.5(b)	Method .....	192
4.3.5(c)	Material .....	195
	4.3.5(c)(i) Three Sub-module in the Scratch Module .....	195
	4.3.5(c)(ii) Lesson Plan .....	200
4.3.6	Stage Four: Utilize Media, Method and Materials .....	214
4.3.6(a)	Media .....	214
4.3.6(b)	Method .....	216
	4.3.6(b)(i) Introduction of STEAM integrated approach in module.....	216
	4.3.6(b)(ii) Method in Designing Animated Stories and Games .....	216
4.3.6(c)	Material .....	230
	4.3.6(c)(i) Learning outcome .....	230
	4.3.6(c)(ii) Formative Assessments Before and After Intervention .....	231
	4.3.6(c)(iii) Holistic Assessment for Design Animated Stories and Games.....	231
4.3.7	Stage Five: Require Learner Participation.....	232
4.3.8	Stage Six: Evaluate and Revise .....	233
4.4	Summary of Chapter 4.....	234
	<b>CHAPTER 5 DATA ANALYSIS AND RESULTS .....</b>	<b>236</b>
5.1	Introduction.....	236



5.2	Descriptive Statistics .....	237
5.2.1	Frequency of Participants in the Study.....	238
5.2.2	Mean and Standard Deviation of Pre-test, Post-test and Delayed Post-test on Electricity Achievement Test (EAT) for Male and Female Students.....	238
5.2.3	Mean and Standard Deviation of Pre-test, Post-test and Delayed Post-test on Computational Thinking Survey for Male and Female Students.....	239
5.2.4	Mean and Standard Deviation of Pre-test, Post-test and Delayed Post-test on Five Subconstruct of Computational Thinking Survey for Male and Female Students.....	240
5.3	Inferential Statistics .....	243
5.3.1	Assumptions .....	243
5.3.1(a)	Normality of Distribution on Pre-test, Post-tests and Delayed Post-test on EAT and CT of Male and Female Students.....	243
5.3.1(b)	Equality of Variances (Homogeneity of Variance).....	249
5.3.1(c)	Testing Univariate Results on the Five Subconstructs of CT.....	251
5.3.1(d)	Testing Homogeneity of Covariance Matrices .....	252
5.3.1(e)	Homogeneity of Regression Slopes .....	252
5.4	Results of Hypotheses Testing.....	253
5.4.1	The Result of Comparing the Effect of STEAM Integrated Approach via Scratch Module on Achievement in Learning Electricity Concepts between Male and Female Group.....	253
5.4.2	The Result of Comparing the Retention of STEAM Integrated Approach via Scratch Module on Achievement in Learning Electricity Concepts between Male and Female Group.....	262
5.4.3	The Result of Comparing the Effect of STEAM Integrated Approach via Scratch Module on Achievement in Level of CT and Five Subconstruct of CT between Male and Female Group. ....	277
5.4.4	The Result of Comparing the Retention of STEAM Integrated Approach via Scratch Module on Achievement in Level of CT and Five Subconstruct of CT between Male and Female Group .....	284

5.4.5	The Result of Hypothesis Testing in Linear Combination of the Post-test of Five Subconstruct of CT .....	297
5.4.6	The Result of Hypothesis Testing in Algorithmics Thinking Subconstruct of CT between Pre-test and Post-test.....	303
5.4.7	The Result of Hypothesis Testing in Cooperativity of Subconstruct of CT between Pre-test and Post-test.....	308
5.4.8	The Result of Hypothesis Testing in Creativity Subconstruct of CT between Pre-test and Post-test.....	313
5.4.9	The Result of Hypothesis Testing in Critical Thinking Subconstruct of CT between Pre-test and Post-test.....	319
5.4.10	The Result of Hypothesis Testing in Problem Solving of Subconstruct of CT between Pre-test and Post-test.....	324
5.4.11	The Result of Hypothesis Testing in Linear Combination of the Delayed Post-test of Five Subconstruct of CT.....	329
5.4.12	Summary of Result of the Analysis of Main Objective.....	334
5.5	Findings on Thematic Analysis .....	338
5.5.1	Students Perspective .....	338
5.5.1(a)	Comment on Scratch Module .....	339
5.5.1(b)	STEAM Element in Scratch Project .....	341
5.5.1(c)	Comprehension on Electricity Content.....	342
5.5.1(d)	Application of the CT .....	344
5.5.1(d)(i)	Algorithmic Thinking Element.....	344
5.5.1(d)(ii)	Cooperative Element.....	345
5.5.1(d)(iii)	Creativity Element and Critical Thinking Element .....	346
5.5.1(d)(iv)	Problem Solving Element .....	346
5.5.2	Teacher Perspective .....	351
5.5.2(a)	STEAM Element in Scratch Project .....	351
5.5.2(b)	Comprehension on the Electricity Content.....	352
5.5.2(c)	Application of the CT .....	353
5.5.2(c)(i)	Algorithmic Thinking Element.....	353

5.5.2(c)(ii) Cooperativity Element .....	354
5.5.2(c)(iii) Creativity Element .....	355
5.5.2(c)(iv) Problem Solving Element .....	355
5.6 Analyse Scratch Project .....	358
5.6.1 Animated Story by Male Students .....	362
5.6.2 Animated Story by Female Students .....	377
5.6.3 Game by Male Students .....	393
5.6.4 Game by Female Students .....	410
5.7 Summary of Findings .....	429
5.8 Summary of Chapter 5 .....	438
<b>CHAPTER 6 DISCUSSION AND CONCLUSION.....</b>	<b>441</b>
6.1 Introduction.....	441
6.2 Discussion of Study' Findings.....	441
6.2.1 The Effectiveness of the Developed Scratch Module.....	442
6.2.2 The Effect of STEAM Integrated Approach via Scratch Module on Students' Achievement in Learning Electricity Concepts .....	456
6.2.3 The Effect of STEAM Integrated Approach via Scratch Module on Computational Thinking and Five Subconstruct of CT .....	466
6.3 Implication of Study Findings .....	482
6.3.1 Research Implication Towards Teachers.....	482
6.3.2 Research Implication Towards Students.....	492
6.3.3 Research Implication Towards Practice .....	498
6.3.4 Research Implication to Gender .....	504
6.3.4 Recommendations for Future Research.....	507
6.4 Conclusion .....	511
<b>REFERENCES .....</b>	<b>514</b>
<b>APPENDICS</b>	

## LIST OF TABLES

		<b>Page</b>
Table 2.1	Similarity between STEM and STEAM .....	36
Table 2.2	Differences between STEM and STEAM Education.....	39
Table 2.3	Introduction comparison between Scratch 1.0, Scratch 2.0 and Scratch 3.0 .....	82
Table 2.4	Scratch editor comparison between Scratch 1.0, Scratch 2.0 and Scratch 3.0. ....	84
Table 2.5	Scratch feature comparison between Scratch 1.0, Scratch 2.0 and Scratch 3.0. ....	86
Table 3.1	Research Design.....	124
Table 3.2	Treat to Internal Validity.....	125
Table 3.3	Treat to External Validity.....	127
Table 3.4	Distribution of Groups .....	128
Table 3.5	Learning Objectives with the Question in EAT.....	132
Table 3.6	Item Specification Table for Electricity Test.....	134
Table 3.7	Comments and Corrections on the CTS item by English Teachers. ....	144
Table 3.8	Comments and Corrections on the Interview Questions.....	145
Table 3.9	Summary Comment of the Rubrics Items.....	146
Table 3.10	Reasons for conducting pilot studies.....	149
Table 3.11	Steps in the Pilot Plan .....	150
Table 3.12	Effect Size Interpretation and Formula Calculating Eta Squared .....	157
Table 3.13	Summary of the Statistic Analysis .....	159
Table 4.1	Instructional Systems Design Model .....	168
Table 4.2	Learning Objectives for Each Subtopic of Electricity .....	179
Table 4.3	Technology Element Objectives .....	180

Table 4.4	Engineering Element Objectives.....	180
Table 4.5	Art Element Objectives .....	181
Table 4.6	Mathematics Element Objectives.....	181
Table 4.7	Electricity topic in National Curriculum.....	183
Table 4.8	Examples of Lesson Plan with Learning Objectives.....	185
Table 4.9	List of Subtopics and Activities .....	190
Table 4.10	Learning Standard stated in CDC (2017) Parallel with the STEAM Integration Activities .....	191
Table 4.11	Connectivism Principles and Teaching Implications.....	193
Table 4.12	Application of Connectivism Principles in the Scratch Module Developed .....	194
Table 4.13	Lesson Plan .....	200
Table 4.14	Type of Rubric in Assessing the Scratch Project.....	232
Table 5.1	Number of Participants by Percentage.....	238
Table 5.2	Mean and Standard Deviation on Pre-test, Post-test and Delayed Post-test of EAT for Male and Female Students .....	238
Table 5.3	Mean and Standard Deviation on Pre-test, Post-test and Delayed Post-test of Computational Thinking Survey (CTS) for Male and Female Students.....	239
Table 5.4	Mean and Standard Deviation on Pre-test, Post-test and Delayed Post-test of Five Subconstruct of Computational Thinking (CT) for Male and Female Students.....	242
Table 5.5	Result of Shapiro-Wilk Test of Normality at Pre-test, Post-test and Delayed Post-test on EAT and CTS for Male and Female Students .....	244
Table 5.6	Result of Shapiro-Wilk Test of Normality at Pre-test, Post-test and Delayed Post-test on five subconstruct of CT for Male and Female Students .....	245
Table 5.7	Normality of Distribution on Pre-test EAT and CTS for Male and Female Students .....	246
Table 5.8	Normality of Distribution on Post-test on EAT and CTS for Male and Female Students.....	247

Table 5.9	Normality of Distribution on Delayed Post-test on EAT and CTS for Male and Female Students. ....	248
Table 5.10	Levene’s Test of Equality of Error Variances of pre-test of EAT, CT and five subconstruct of CT (Algorithmic thinking, Cooperativity, Creativity, Critical Thinking and Problem Solving).....	250
Table 5.11	Multivariate Test of Five Subconstructs of CT.....	251
Table 5.12	Box’s Test of Equality of Covariance Matrices.....	252
Table 5.13	Mean and Standard Deviation on Pre-test, Post-test and Delayed Post-test of Male and Female Students’ Achievement in Learning Electricity Concepts. ....	255
Table 5.14	Paired Sample T-Test between the Pre-test and Post-test of Achievement in Learning Concepts of Electricity Male Students.....	256
Table 5.15	Paired Samples Test between Pre-test and Post-test of Achievement in Learning Electricity Concepts among Female Students. ....	258
Table 5.16	The Result of One-way ANCOVA for Significant Difference between Male and Female Students Achievements in Learning Electricity Concepts at Post-test.....	260
Table 5.17	Estimated Marginal Means for Differences between Male and Female Students’ Achievement in Electricity at Post-test.....	261
Table 5.18	Multivariate Test.....	264
Table 5.19	Mauchly’s Test of Sphericity.....	264
Table 5.20	Tests of Within-Subjects Effects.....	265
Table 5.21	Tests of Within-subjects Contracts.....	266
Table 5.22	Paired Samples Test between the Post-test and Delayed-Posttest of Male Students’ Achievement in Learning Electricity Concepts.....	267
Table 5.23	Mauchly’s Test of Sphericity.....	268
Table 5.24	Multivariate Test.....	269
Table 5.25	Tests of Within-Subjects Effects.....	269
Table 5.26	Tests of Within-subjects Contracts.....	270

Table 5.27	Paired Sample T-test between the post-test and delayed post-test of female students' achievement in electricity learning.....	271
Table 5.28	Mauchly's test of Sphericity .....	273
Table 5.29	Multivariate Tests <sup>a</sup> .....	275
Table 5.30	Mean and standard deviation for the pre-test, post-test and delayed post-test of male and female students' CTS .....	279
Table 5.31	Paired Samples T-Test between the Pre-test and Post-test of Male Students' CTS.....	280
Table 5.32	Paired Samples T-Test between the Pre-test and Post-test of Female Students' CTS. ....	281
Table 5.33	Result of One-way ANCOVA for Significant Difference between Male and Female Students' CTS at Post-test.....	283
Table 5.34	Mauchly's Test of Sphericity .....	285
Table 5.35	Multivariate Test .....	286
Table 5.36	Tests of Within-Subjects Effects.....	286
Table 5.37	Tests of Within-subjects Contracts .....	287
Table 5.38	Paired Samples Test between the Post-test and Delayed Post-test of Male Students' CTS. ....	288
Table 5.39	Mauchly's Test of Sphericity .....	289
Table 5.40	Multivariate Test .....	290
Table 5.41	Tests of Within-Subjects Effects.....	291
Table 5.42	Tests of Within-subjects Contracts .....	292
Table 5.43	Paired Samples T Test between the Post-test and Delayed Post-test of Female Students' CTS. ....	293
Table 5.44	Mauchly's test of Sphericity .....	294
Table 5.45	Multivariate Tests <sup>a</sup> .....	295
Table 5.46	Multivariate Tests for Post-test of Five Subconstruct of CT.....	301
Table 5.47	Paired Samples T-Test between the Pre-test and Post-test of Male Students' in Algorithmic Thinking of CT. ....	304

Table 5.48	Paired Samples T-Test between the Pre-test and Post-test of Female Students' in Algorithmic Thinking of CT.....	305
Table 5.49	The Result of One-way ANCOVA for Significant Difference between Male and Female Students' Algorithmic Thinking in CT at Post-test.....	307
Table 5.50	Paired Samples T-Test between the Pre-test and Post-test of Male Students' in cooperativity of CT. ....	309
Table 5.51	Paired Samples T-Test between the Pre-test and Post-test of Female Students' in cooperativity of CT.....	311
Table 5.52	The Result of One-way ANCOVA for Significant Difference between Male and Female Students Cooperativity of CT at Post-test.....	313
Table 5.53	Paired Samples T-Test between the Pre-test and Post-test of Male Students' in Creativity of CT.....	315
Table 5.54	Paired Samples T-Test between the Pre-test and Post-test of Female Students' in Creativity of CT.....	316
Table 5.55	The Result of One-way ANCOVA for Significant Difference between Male and Female Students Creativity of CT at Post-test.....	318
Table 5.56	Paired Samples T-Test between the Pre-test and Post-test of Male Students' in Critical Thinking of CT.....	320
Table 5.57	Paired Samples T-Test between the Pre-test and Post-test of female Students' in Critical Thinking of CT. ....	321
Table 5.58	The Result of One-way ANCOVA for Significant Difference between Male and Female Students Critical Thinking of CT at Post-test.....	323
Table 5.59	Paired Samples T-Test between the Pre-test and Post-test of Male Students' in Problem Solving of CT.....	325
Table 5.60	Paired Samples T-Test between the Pre-test and Post-test of female Students' in Problem Solving of CT.....	326
Table 5.61	The Result of One-way ANCOVA for Significant Difference between Male and Female Students Problem Solving of CT at Post-test.....	328
Table 5.62	Mancova Repeated Measure on the Delayed Post-test of Five Subconstruct of CT.....	331
Table 5.63	Mauchly's Test of Sphericity for Delayed Post-test of Five Subconstruct of CT.....	331



Table 5.64	Univariate Test Result for Mancova Test for Delayed Post-Test of Five Subconstruct of CT.....	332
Table 5.65	Result Analysis Main Objective.....	334
Table 5.66	Summary of Thematic Analysis on Students' Perspective .....	349
Table 5.67	Summary of Thematic Analysis Regarding Teachers' Perceptions in Improving the Module.....	358
Table 5.68	Number of Scratch projects.....	359
Table 5.69	Scoring of the Animated Stories and Game Based on Three Rubrics for Male Students .....	360
Table 5.70	Scoring of the Animated Story and Game Based on Three Rubrics for Female Students.....	361
Table 5.71	Analyse Male Students' Animated Stories 1 (Story1) using the STEAM element rubric .....	365
Table 5.72	Analyse Male Students' Animated Stories 1 (Story1) using the Computational Thinking Rubric.....	368
Table 5.73	Analyse Male Students' Animated Stories 1 (Story1) using the Animated Story Rubric.....	369
Table 5.74	Analyse Male Students' Animated Stories 2 (Story2) using the STEAM element rubrics.....	372
Table 5.75	Analyse Male Students' Animated Stories 2 (Story2) using the Computational Thinking Rubric.....	374
Table 5.76	Analyse Male Students' Animated Stories 2 (Story2) using the Animated Story Rubric.....	376
Table 5.77	Analyse Female Students' Animated Stories 11 (Story11) using the STEAM rubrics .....	380
Table 5.78	Analyse Female Students' Animated Stories 11 (Story11) using the Computational Thinking Rubric.....	382
Table 5.79	Analyse Female Students' Animated Stories 11 (Story11) using the Animated Story Rubric.....	384
Table 5.80	Analyse Project Animated Stories 12 (Story12) using the STEAM rubrics .....	387
Table 5.81	Analyse Female Students' Animated Stories 12 (Story12) using the Computational Thinking Rubric.....	390

Table 5.82	Analyse Female Students' Animated Stories 12 (Story12) using the Animated Story Rubric.....	392
Table 5.83	Analyse Male Students' Games G001 using the STEAM rubrics.....	395
Table 5.84	Analyse Male Students' Game1 using the Computational Thinking Rubric .....	398
Table 5.85	Analyse Male Students' Game1 using the Game Rubric.....	400
Table 5.86	Analyse Male Students' Games2 using the STEAM rubrics.....	404
Table 5.87	Analyse Male Students' Game2 using the Computational Thinking Rubric .....	406
Table 5.88	Analyse Male Students' Game2 using the Game Rubric .....	408
Table 5.89	Analyse Female Students' Games12 using the STEAM element rubrics .....	412
Table 5.90	Analyse Female Students' Game12 using the Computational Thinking Rubric .....	414
Table 5.91	Analyse Female Students' Game12 using the Game Rubric.....	416
Table 5.92	Analyse Female Students' Games13 using the STEAM element rubrics .....	420
Table 5.93	Analyse Female Students' Games13 using the CT Rubric.....	422
Table 5.94	Analyse Female Students' Games13 using the Game Rubric.....	424
Table 5.95	Three Different Score for Male and Female in Animated Story .....	426
Table 5.96	Comparison Score between Male and Female in Animated Story in the Three Different Rubrics.....	426
Table 5.97	Three Different Score for Male and Female in Game.....	427
Table 5.98	Comparison between Male and Female for Game in the Three Different Rubrics .....	427

## LIST OF FIGURES

		<b>Page</b>
<b>Figure 2.1</b>	Revised Model of Learning CT (Palts & Pedaste , 2015) .....	111
Figure 2.2	Theorical Framework .....	116
Figure 2.3	Conceptual Framework .....	119
Figure 3.1	Research framework.....	122
Figure 3.2	Research variable .....	129
Figure 3.3	Research Procedure .....	153
Figure 4.1	Model ASSURE .....	170
Figure 4.2	Learning Activity based on ASSURE model.....	173
Figure 4.13	Self-evaluation Check List on Designing Animated Story .....	227
Figure 4.14	Students' animated story design in progress.....	228
Figure 4.15	Male students worked in group in designing the animated story and game.....	228
Figure 4.16	Male students worked in group in designing the animated story and game.....	228
Figure 4.17	Lesson Outcome.....	230
Figure 4.18	Example of Formative Assessment.....	231
Figure 5.1	Bar chart of the Overall Result of Animated Story and Game for Male and Female Group.....	361
Figure 5.2	Animated Story1 by Male Students based on the Concepts of Formation of Lightning.....	362
Figure 5.3	Animated Story S002 by Male Students based on the Concepts of Parallel and Series Circuit.....	370
Figure 5.4	Animated Story 11 by Female Students based on the Concepts of Type of Circuit.....	377
Figure 5.5	Animated Story 12 by Female Students based on the Concepts of Conductivity Electric Current.....	385

Figure 5.6	Game 1 (Game1) by Male Students based on the Concepts of Formation of Lightning.....	393
Figure 5.7	Game G2 by Male Students based on the Concepts of Electricity .....	402
Figure 5.8	Game G012 by Female Students based on the Concepts of Electricity.....	410
Figure 5.9	Game13 by Female Students based on the Concepts of Electric Circuit .....	418

## LIST OF ABBREVIATIONS

ANCOVA	Analysis of Covariance
ANOVA	Analysis of Variance
BPK	<i>Bahagian Pembangunan Kurikulum</i>
BPPDP	<i>Bahagian Perancangan dan Penyelidikan Dasar Pendidikan</i>
CT	Computational Thinking
CTS	Computational Thinking Survey
CA	<i>Cerita Animasi</i>
CFIT	Culture Fair Intelligence Test
CLES	Constructivist Learning Environment Survey
DSKP	<i>Dokumen Standard Kurikulum dan Pentaksiran</i>
EAT	Electricity Achievement Test
HOTS	Higher Order Thinking Skills
ICC	Intraclass Correlation Coefficient
ITEAA	International Technology and Engineering Education Association
JPN	<i>Jabatan Pendidikan Negeri</i>
KBSM	<i>Kurikulum Bersepadu Sekolah Menengah</i>
KPM	<i>Kementerian Pendidikan Malaysia</i>
KSSM	Secondary School Standard Curriculum
MANCOVA	Multivariate Analysis of Covariance
MANOVA	Multivariate Analysis of Variance
MEB	Malaysian Education Blueprint
MKO	More Knowledgeable Other
NAEP	National Assessment of Educational Progress report
NGSS	Next Generation Science Standards
NSF	National Science Foundation

OECD	Organisation for Economic Co-operation and Development
RBT	<i>Reka Bentuk dan Teknologi</i>
RPH	<i>Rancangan Pengajaran Harian</i>
PT	<i>Permainan Tekanan</i>
Pdp	<i>Pengajaran dan pembelajaran</i>
PIPP	<i>Pelan Induk Pembangunan Pendidikan</i>
PISA	Programme for International Student Assessment
PPD	<i>Pejabat Pendidikan Daerah</i>
PPPM	<i>Pelan Pembangunan Pendidikan Malaysia</i>
PT3	<i>Pentaksiran TingkatanTiga</i>
SPM	<i>Sijil Pelajaran Malaysia</i>
STEM	Science, Technology, Engineering and Mathematics
STEAM	Science, Technology, Engineering, Art and Mathematics
TIMMS	Trends in International Mathematics and Science Study
ZPD	Zon Proximal Development

## LIST OF APPENDICES

APPENDIX A	SCRATCH MODULE
APPENDIX B	ASSUMPTION- NORMALITY DISTRIBUTION
APPENDIX C	ASSUMPTION-HOMOGENEITY OF REGRESSION SLOPES
APPENDIX D	MANOVA TEST
APPENDIX E	RUBRICS
APPENDIX G	ELECTRICITY ACHIEVEMENT TEST (EAT) and SCHEMA
APPENDIX H	EAT QUESTIONS ACCORDING TO THE SUBCONSTRUCT OF CT
APPENDIX I	CONTENT VALIDATION ON CTS and EAT
APPENDIX J	COMPUTATIONAL THINKING SURVEY (CTS)
APPENDIX K	PUBLICATION
APPENDIX L	APPROVAL LETTER FROM MINISTRY OF EDUCATION AND PENANG STATE DEPARTMENT OF EDUCATION
APPENDIX M	CERTIFICATE OF ACHIEVEMENT IN SCRATCH
APPENDIX N	SEMI-STRUCTURED ORAL INTERVIEW QUESTIONS
APPENDIX O	TRANSCRIBED RAW DATA OF SEMI_STRUCTURED INTERVIEW
APPENDIX P	“BORANG PENILAIAN INSTRUMEN KEBOLEHGUNAAN MODUL SCRATCH”
APPENDIX Q	“BORANG PENILAIAN KESAHAN KANDUNGAN MODUL: PAKAR”
APPENDIX R	“BORANG SOAL SELIDIK KEBOLEHGUNAAN MODUL SCRATCH”

**KEBERKESANAN PENDEKATAN INTEGRASI STEAM MODUL  
SCRATCH TERHADAP PENCAPAIAN DAN PEMIKIRAN  
KOMPUTASIONAL DALAM PEMBELAJARAN  
KONSEP ELEKTRIK**

**ABSTRAK**

Kajian ini bertujuan untuk mengkaji keberkesanan pendekatan integrasi STEAM modul Scratch terhadap pencapaian, pemikiran komputasional (CT) dan lima subkonstruk CT dalam pembelajaran konsep elektrik dalam kalangan 29 pelajar lelaki dan 30 pelajar perempuan sekolah menengah Tingkatan Dua melalui modul Scratch di mana modul ini dibentuk berdasarkan reka bentuk Model ASSURE. Lima subkonstruk CT ini termasuk pemikiran algoritma, kerjasama, kreativiti, pemikiran kritis dan penyelesaian masalah. Kajian ini menggunakan reka bentuk kajian kuasi-eksperimen yang menggunakan ujian pra, ujian pasca dan ujian pasca lanjutan bagi *'Electricity Achievement Test'* (EAT) dan *'Computational Thinking Survey'* (CTS) dalam mengutip data kuantitatif. EAT yang mengandungi tujuh soalan struktur, digunakan dalam mengukur pencapaian pelajar dalam konsep elektrik manakala CTS yang mengandungi dua puluh sembilan soalan dari lima subkonstruk CT, digunakan untuk mengukur CT dan lima subkonstruk CT pelajar. Sementara itu, data kualitatif juga dikutip melalui penggunaan program Scratch dalam mereka cerita dan permainan mengenai konsep elektrik pada akhir intervensi. Hipotesis kajian ini diuji secara statistik inferensi menggunakan Ujian T Sampel Berpasangan, Ujian ANCOVA, Ujian MANCOVA, Ujian ANOVA Pengukuran Berulang dan Ujian MANCOVA Pengukuran Berulang. Selain itu, cerita dan permainan yang direka dinilai dengan rubrik yang dibangunkan oleh penyelidik. Hasil kajian menunjukkan bahawa



pendekatan integrasi STEAM modul Scratch dapat mengurangkan jurang antara pelajar lelaki dan perempuan dalam pencapaian, CT dan lima subconstruk CT dalam pembelajaran konsep elektrik. Penyelidikan ini juga menyediakan kaedah baru dan kerangka penghubung alternatif dalam pembelajaran topik elektrik dan penggunaan CT dalam pembelajaran sains.

# **THE EFFECTIVENESS OF STEAM INTEGRATED APPROACH USING SCRATCH MODULE ON ACHIEVEMENT AND COMPUTATIONAL THINKING IN LEARNING ELECTRICITY CONCEPTS**

## **ABSTRACT**

This study examined the effectiveness of STEAM (Science, Technology, Engineering, Art, Mathematics) integrated approach via Scratch module in enhancing and retaining achievement, computational thinking (CT) and five subconstructs of CT in learning electricity concepts among 29 male and 30 female Form two secondary school students through Scratch module, which was developed based on ASSURE model. The five subconstructs CT was algorithmic thinking, cooperativity, creativity, critical thinking and problem solving. In this research, a quasi-experimental design was employed with pre-test, post-test and delayed post-test of Electricity Achievement Test (EAT) and Computational Thinking Survey (CTS) to collect the quantitative data. The EAT, which consisted seven structured questions, was utilised to measure the students' achievement in the electricity concepts while CTS, which consisted twenty nine question on the five subconstruct of CT, was administered to assess the CT and five subconstructs of CT. In the other hand, qualitative data was also collected through the designed animated stories and games on electricity concepts by students at the end of the intervention. The hypotheses were tested based on inferential statistics using Paired Sample T Test, ANCOVA test, MANCOVA test, ANOVA Repeated Measure test and MANCOVA Repeated Measure test. Besides that, the developed animated stories and games were evaluated with the developed rubric by the researcher. The findings indicated that the STEAM integrated approach via Scratch module could reduce the gap between males and females in achievement, CT and five subconstruct

of CT in learning electricity concepts. Both male and female students showed the similar positive effects and no obvious significant difference. This research also provided a new method and an alternate connective framework for learning concepts of electricity, CT and five subconstruct of CT.

# CHAPTER 1

## INTRODUCTION

### 1.1 Introduction

In STEAM education, Art (A) was integrated into STEM become STEAM, and it enhanced students' science learning through the STEM concepts visualization in the viewpoint of the art (Belbase et al., 2021; Jolly, 2014) with art experience. In the effort to further the interdisciplinary nature one step further, the STEM subjects were expanded to include the arts (Platz, 2007; LaForce et al., 2016) whereby the science learning was based on the aesthetic value of art in aesthetic learning experience. The apparent difference between STEM and STEAM education was the art discipline (Kang, 2019). So, STEAM education was chosen to increase the students' achievement and computational thinking (CT), especially in learning electricity concepts in this research.

Electricity topics was the science element in STEAM, whereby the electricity concepts were enhanced thorough the art experience in order to reduce the alternate conception on the electricity concepts. Among the identified alternative conceptions were “bulb in parallel were brighter than those in series”, “batteries were constant currents source” and “none of the bulbs was lit when the switch is closed” (Kucukozer & Kocakulah, 2007). Nevertheless , students undergo aesthetically formed judgment, attitude, understanding, emotion, and value (Hekkert, 2006) in Scratch, the visual programming language. The aesthetic learning environment can be achieved through visual art in Scratch, which posed the great potential to enhance students' thinking skills in improving academic achievement and promoting thinking skills (Korkmaz, 2018) especially in the achievement in electricity concepts.

Even though students had the prior knowledge and exposure on Scratch since Year four through the “*Reka Bentuk dan Teknologi*” (RBT) subject (Year four, five and six) in primary school Malaysian curriculum (Minister of Education, 2017), but it was not emphasis fully and due to the lacked of support such as internet (Loganathan et al., 2019), computer lab (Wang, 2016) and parental support; these had posed challenges to the teachers to integrated Scratch in their teaching and learning. Therefore based on the prior knowledge and Scratch did not require high proficiency (Korkmaz, 2018), the Scratch could be easily applied to design the animated stories and games during science learning activities (Loganathan et al., 2019) in the aesthetic learning experience to improve electricity concepts and CT rather than consume energy and time in using other unfamiliar programming language with stress and worry.

CT was proposed to advocate solving problem skills among students during the learning process (Nur Lisa et al., 2018) as the application of CT was usually linked to science subjects (Weng & Wong, 2017). The CT and the five subconstruct of CT, namely algorithmic thinking, cooperativity, creativity, critical thinking and problem solving (Korkmaz et al., 2015) were enhanced and retained in this research in order to close the gap between male and female students in learning electricity concepts. Even though Malaysia had successfully overcome gender inequality (Aminah et al., 2012), the gender equality was based on all the social fields (Aminah et al., 2012) not specified in the science, especially electricity topic.

In order to ensure both gender students had an equal opportunity to develop positive attitudes towards learning electricity, the Scratch module was developed in this research to study the effectiveness of the Scratch module. Under the STEAM integrated approach via Scratch module, the animated stories and games activities at

the end of the intervention provided the art-based aesthetic science learning environment, which enabled the students to use CT and five subconstruct CT skills to solve the learning problems.

## **1.2 Research Background**

The STEAM and STEM integrated approach integrated a transdisciplinary epistemology whereby different disciplines' knowledge were taught and applied in one subject (Moore et al., 2014; Yakman, 2008) and students employed multidisciplinary knowledge and practices at one time (Kelley & Knowles, 2016). Nevertheless, in STEAM education, the art integration into the STEM disciplines strengthens the STEM education (Bahrum et al., 2017) as the potential of art in opening up new ways of interpreting, analyzing, and learning science (Bahrum et al., 2017). Art is aesthetics (Dewey, 1996).

The aesthetic value of art was the determining factor in scientific knowledge progress and revolution (McAllister, 1996) as both science and art shared the same characteristic in the aesthetics characteristic and theory (Root-Bernstein, 1997). So the role of aesthetics value of art as a scientific inquiry tool in seeking abstract scientific reasoning (Hammer, 2014) was undeniable. In the aesthetic learning experience, Scratch posed the potential in motivating and retaining students' achievement scores (Loganathan et al., 2019). The aesthetic learning experience was achieved in this research through the creation of the Scratch module in this research which provided the animated stories and games designing activities to create the process of sensation beauty in products which led to a happier and exciting learning experience (Hekkert, 2006). The sensation happy learning experience did pose the significant effect in increasing the achievement and application of CT skills in learning electricity concepts

(Hekkert, 2006) and finally retaining the concepts with attractive visual effect in Scratch.

Through the Scratch's spontaneous attractive visual effect (Armoni et al., 2015), user-friendly and free syntax error (Saez-Lopez et al., 2015), the secondary school Form two students in this research focused on application of CT in creating the algorithmic and simple programming language in designing the animated stories and games. Hence, the opportunity of implement CT and five subconstruct of CT skills in reusing, applying, and integrating the concepts from various disciplines (Altanis et al., 2018) was created in overcoming learning difficulties and alternate conceptions of electricity concepts. The difficulties in visualising the abstract concepts (Psillos, 1998) and correcting the alternate conception on current and voltage of simple circuits and electricity characteristic (Jaakkola & Nurmi, 2004; Roren & Eliahu, 2000; Duit & von Rhoneck, 1998; McDermott & Shaffer, 1992) was solved through problem-solving skills with critical thinking in the five subconstructs of CT skills.

This was totally different with the current teaching strategy mode in teaching and learning electricity that emphasizes theory (Wang, 2016) and paid little attention to practice and team cooperation without the application of five CT subconstruct. This method focused on individual academic performance, stressed theory knowledge learning, and lacked the team cooperation spirit (Wang, 2016). Hence, the integrated STEAM education was to expose students to practice the CT, which required them to formulate the sequence of steps in learning electricity concepts (Doleck et al., 2017) in designing the animated stories and games at the end of the intervention. This animated stories and games served as the supporting evidence data on approving the

effectiveness of Scratch module on achievement and CT besides using the Electricity Achievement Test (EAT) and Computational Thinking Survey (CTS).

### **1.3 Problem Statement**

The fast development and advancement of technology nowadays played a significant impact on the quality of education. In providing a good quality of education, the art integration in STEM education played a vital role in providing students with art-based learning situations that required science knowledge with exploration, discovery, cooperation, and other channels (Mengmeng et al., 2019). However, there was hardly any research of the aesthetic sides of science in science education, and often aesthetics was pictured in other subjects rather than science (Wickman, 2006). Only a small number of research based on the aesthetic experience that comprised the aesthetic objectively, as a universal phenomenon, was carried out (Van Maanen, 2010).

Hence, it was undeniable that the aesthetic sides of science have been greatly neglected in science educational studies. Most students have the concept of science as the reproduction of history or a solipsistic individual construction (Wickman, 2006). This caused the knowledge regarding aesthetics' contribution to science education has not advance much (Hammer, 2014). So, the role of these aesthetic experiences in doing science in class through the art element in the STEAM integrated approach was studied in this research.

Nevertheless, most of the research on STEAM basically on the importance of STEAM education, the method of teaching STEAM education, and teaching materials in STEAM education (Metz, 2007, Papanikolaou, 2010; Yakman, 2008). Most STEAM education studies utilized the model as the teaching method (Papanikolaou,



2010; Yakman, 2008) and focused on the significance of STEAM education (Conde et al., 2019). Moreover, fewer STEAM researchers developed problem-solving skills in solving science learning lessons problems (Metz, 2007). In addition, Conde et al. (2019) acknowledged that integrating the STEAM approach in the present educational background is complicated.

In the present Malaysia educational system, Malaysia Education Blueprint (2013-2025) (Ministry of Education, 2013) promoted the high-order thinking skills (HOTs) in every subjects (Ministry of Education, 2013). However, students still faced the difficulty in applying the HOTs and CT skills to solve the problems (Jonassen, 2009; Mayer & Wittrock, 2006). Scholar education has proven that students employed computational methods blindly without comprehending the computational concepts (Rubinstein & Chor, 2014). The CT was lacking among students nowadays, especially in science (Korkmaz et al., 2015).

The science learning environment was getting worse with passive learning environment (Doleck et al., 2017). It caused students hardly have the chance to construct their knowledge or voice out their suggestions creatively. As a result, students tend to be excellent passive learners and listeners (Thanh, 2010) in receiving all the scientific skills and facts without inquiry, creativity, or experimentation (Madden et al., 2013). Indirectly, students who underwent this passive learning experiment become helpful concept memory learners rather than comprehend and utilize the concepts to solve high-order thinking skill problems in standardized tests (Land, 2013). Hence, students were only exposed to basic facts, scientific skills, and knowledge but rarely were evaluated and identified on the method in nursing scientists' creative skills to solve the problems (Madden et al., 2013).

Hence, the calling to reduce the passive learning environment in science subject and create the fun aesthetic art integrated STEAM learning, the Scratch as the visual programming language posted a significant contribution to improving classroom teaching (Papert, 1993). Scratch was proven its applications in different subjects (Armoni et al., 2015; Colon & Maroto Romo, 2016; Gadanidis et al., 2017; Meerbaum-Salant et al., 2013) and in promoting critical thinking, problem solving, cooperation and creativity (Kordaki, 2021; Korkmaz, 2018; Land, 2013; Mladenović et al., 2017). But, all this previous research were only being conducted on a single CT skill and limited number of research found on the implementation of these five CT subconstruct namely algorithmic thinking, cooperativity, creativity, critical thinking and problem solving (Korkmaz et al., 2015) by the study samples in one time. Nevertheless, not many study on the suitable method to enhance and retain the CT skills among secondary school Form two students was conducted. Therefore, there was a urged to close the gap by using the Scratch and designed Scratch module that integrated STEAM elements to amplify the impacts on learning the science especially the electricity concepts.

Seeing today's students' problems in science learning was mainly on the facts, content knowledge and lack of problem-solving skills, especially in learning electricity concepts among males and females. Typically, the low achievement in electricity concepts was due to the students' difficulty was to visualize the abstract concept like the electrons flow within the circuit, current, and potential difference (Choi & Chang, 2004) in learning electricity without observing the actual situation (Kamilah Osman, 2017). Most students found difficulty in explaining the changes of current, brightness, voltage, and power in the circuit even though those students can calculate the potential difference with the formulae provided (Mazur 1997). On the other hand, direct

experience with everyday life may not always be efficient for forming students' basic concepts on electricity concepts and principles (Jaakkola & Nurmi, 2004; Ronen & Eliahu, 2000) as it lead to the wrong alternate conceptions. The basic electricity concepts were so weak as the students had problems constructing the concepts to electric circuits and were hard to build the functional electric circuit (Ronen & Eliahu, 2000; Duit & von Rhöneck, 1998; McDermott & Shaffer, 1992) and finally with the low achievement in learning electricity concepts.

Students were seldom given the opportunities to apply creative, critical thinking in problem-solving to design and carry out efficient problem-solving (Yadav et al., 2017). Whereas it was found that most of the attempts to overcome these electricity concepts learning difficulties and problems were lacking in art integration. Research proved that art more accessible science learning by visualizing and picturing out the science idea to be more meaningful and fruitful to comprehend and experience the world (Dawkins, 1998). Many efforts have been suggested to overcome these learning electricity concepts difficulties problems; limited number of methods have proven particularly useful (Jaakkola & Nurmi, 2004). Then, it was essential to develop an organized and systematic teaching procedure in the modules. The appropriate modules with systematic well-planned learning processes boosted motivation, learning stimulation, enhanced thinking ability, and provided sound psychological effects for learners (Novitasari et al., 2016).

Besides the unhealthy style of the learning environment, research also indicated that particular topic interest in school worldwide appears to be gendered (Chebunet et al., 2012) even though Malaysia had showed the gender equality in learning (Aminah et al., 2012) but not specifically in achievement and CT in learning

electricity concepts. The disparities in the low performance in mathematics and science between males and females have been insignificant for several years (OECD, 2018). Males always be the leader with the high scoring in science assessment (Kerkhoven et al., 2016). Previous research found that gender differences contribute to learning capacity (Christidou, 2006), achievement in science education, conditioning study choices, and defining beliefs and interests (Jiménez Iglesias et al., 2018). So in this research, the STEAM integrated approach teaching was carried out using the Scratch module on achievement and CT skills that included five CT subconstructs among the male and female students.

#### **1.4 Research Objective**

This research presented pleasant and creative learning approach via STEAM integrated approach. In this context, students designed and developed animated stories and games while having fun aesthetic learning environment in learning electricity concepts and CT. Specifically, the research was carried out to examine the followings:

1. To compare the effect of STEAM integrated approach via Scratch module on achievement in learning electricity concepts among male and female Form Two secondary school students.
2. To compare the effect of STEAM integrated approach via Scratch module on retention of achievement in learning electricity concepts among male and female Form Two secondary school students.
3. To compare the effect of STEAM integrated approach via Scratch module on level of CT and five subconstruct of CT in learning electricity concepts among male and female Form Two secondary school students.

4. To compare the effect of STEAM integrated approach via Scratch module on retention of level of CT and five subconstruct of CT in learning electricity concepts among male and female Form Two secondary school students.

### **1.5 Research Questions**

Based on the research objectives 1 and 2, research questions 1 and 2 were generated in order quantitative and qualitative approach were implemented out to evaluate the effectiveness of STEAM integrated approach using Scratch module in achievement in learning electricity concepts. The following research questions were formulated to guide the study:

#### Research Question 1

- 1a. Is there any significant difference between the pre-test and post-test of achievement in learning electricity concepts for male students who follow STEAM integrated approach via Scratch module?
- 1b. Is there any significant difference between the pre-test and post-test of achievement in learning electricity concepts for female students who follow STEAM integrated approach via Scratch module?
- 1c. Is there any significant difference on the post-test of achievement in learning electricity concepts between male and female students who follow STEAM integrated approach via Scratch module after the effect of pre-test is controlled?

## Research Question 2

- 2a. Is there any significant difference between the post-test and delayed post-test of achievement in learning electricity concepts for male students who follow STEAM integrated approach via Scratch module?
- 2b. Is there any significant difference between the post-test and delayed post-test of achievement in learning electricity concepts for female students who follow STEAM integrated approach via Scratch module?
- 2c. Is there any significant difference on the delayed post-test of achievement in learning electricity concepts between male and female students who follow the STEAM integrated approach via Scratch module after the effect of pre-test is controlled?

Based on the research objectives 3 and 4, research questions 3 and 4 were generated in order quantitative and qualitative approach were implemented out to evaluate the effectiveness of STEAM integrated approach using Scratch module in the level of CT and five subconstruct of CT, namely algorithmic thinking, cooperativity, creativity, critical thinking and problem solving (Korkmaz et al., 2015; Doleck et al., 2017) in learning electricity concepts. The following research questions were formulated to guide the study.

## Research Question 3

- 3a. Is there any significant difference between the pre-test and post-test in the level of CT and five subconstruct of CT in learning electricity

concepts for male students who follow STEAM integrated approach via Scratch module?

- 3b. Is there any significant difference between the pre-test and post-test in the level of CT and five subconstruct of CT in learning electricity concepts for female students who follow STEAM integrated approach via Scratch module?
- 3c. Is there any significant difference on the post-test in the level of CT and five subconstruct of CT in learning electricity concepts between male and female students who follow STEAM integrated approach via Scratch module after the effect of pre-test is controlled?

#### Research Question 4

- 4a. Is there any significant difference between the post-test and delayed post-test in level of CT and five subconstruct of CT in the learning electricity concepts for male students who follow STEAM integrated approach via Scratch module?
- 4b. Is there any significant difference between the post-test and delayed post-test in the level of CT and five subconstruct of CT in learning electricity concepts for female students who follow STEAM integrated approach via Scratch module?
- 4c. Is there any significant difference on the delayed post-test in the level of CT and five subconstruct of CT in learning electricity concepts between male and female students who follow the STEAM integrated approach via Scratch module after the effect of pre-test is controlled?

## 1.6 Research Hypotheses

The study was guided by the following hypotheses formulated at 0.05 significance level whereby the qualitative approach and quantitative approach were carried out the research questions 1,2,3 and 4.

In an attempt to answer the research question 1, the following hypotheses were tested in the study.

H<sub>01(a)</sub>: There is no significant difference between the pre-test and post-test of achievement in learning electricity concepts for male students who follow STEAM integrated approach via Scratch module.

H<sub>01(b)</sub>: There is no significant difference between the pre-test and post-test of achievement in learning electricity concepts for female students who follow STEAM integrated approach via Scratch module.

H<sub>01(c)</sub>: There is no significant difference on the post-test of achievement in learning electricity concepts between male and female students who follow STEAM integrated approach via Scratch module after the effect of pre-test is controlled.

In an attempt to answer the research question 2, the following hypotheses were tested in the study.

H<sub>02(a)</sub>: There is no significant difference between the post-test and delayed post-test of achievement in learning electricity concepts for male students who follow STEAM integrated approach via Scratch module.



H<sub>02(b)</sub>: There is no significant difference between the post-test and delayed post-test of achievement in learning electricity concepts for female students who follow STEAM integrated approach via Scratch module.

H<sub>02(c)</sub>: There is no significant difference on the delayed post-test of achievement in learning electricity concepts between male and female students who follow the STEAM integrated approach via Scratch module after the effect of pre-test is controlled.

In an attempt to answer the research question 3, the following hypotheses were tested in the study.

H<sub>03(a)</sub>: There is no significant difference between the pre-test and post-test in the level of CT and five subconstruct of CT in learning electricity concepts for male students who follow STEAM integrated approach via Scratch module.

H<sub>03(b)</sub>: There is no significant difference between the pre-test and post-test in the level of CT and five subconstruct of CT in learning electricity concepts for female students who follow STEAM integrated approach via Scratch module.

H<sub>03(c)</sub>: There is no significant difference on the post-test in the level of CT and five subconstruct of CT in learning electricity concepts between male and female students who follow STEAM integrated approach via Scratch module after the effect of pre-test is controlled.

In an attempt to answer the research question 4, the following hypotheses were tested in the study.

- H<sub>04(a)</sub>: There is no significant difference between the post-test and delayed post-test in the level of CT and five subconstruct of CT in learning electricity concepts for male students who follow STEAM integrated approach via Scratch module.
- H<sub>04(b)</sub>: There is no significant difference between the post-test and delayed post-test in the level of CT and five subconstruct of CT in learning electricity concepts for female students who follow STEAM integrated approach via Scratch module.
- H<sub>04(c)</sub>: There is no significant difference on the delayed post-test in the level of CT and five subconstruct of CT in learning electricity concepts between male and female students who follow STEAM integrated approach via Scratch module after the effect of pre-test is controlled

## **1.7 Research Significance**

STEAM education plays a vital role in keeping up with today's education developments. STEAM education's scope, theory, and practices in all educational levels can reorganize the instructional programs in compliance with the approach (Ceylan, & Ozdilek, 2015). Even though STEAM is still very new in Malaysia, introducing STEAM awareness in this new millennium is essential and urgent as the importance and high benefits of art incorporated into STEM developments (Sousa & Pilecki, 2013) in Malaysia.

For this reason, a STEAM integrated education via Scratch module was developed for the topic of electricity. The module acts as the teachers' guidance in guiding the teachers in integrating the STEAM integrated approach via Scratch in their lessons. That will also be the sample teaching module for other science topics with

STEAM integrated education using Scratch. Through this research, the intervention helped teachers in carrying out the explanations to students using the Scratch. The goal was to keep the teachers' alternative teaching method in educating the students within the syllabus while providing proper encouragement and motivation through new technologies such as Scratch in learning electricity. Teachers were exposed to the knowledge on using the STEAM integrated approach to improve the students' achievement in learning electricity concepts and CT. The research prepared a prediction on the usage of different multimedia in the classroom in the science evolution for future learning processes within this new interactive era.

The research posed the competency in helping students enhance and retain their achievement in electricity through the aesthetic art experience whereby students undergo the aesthetic judgment under the Scratch and analyze the possible solutions for the risen questions during electricity concepts learned. It provided a forecast in the multimedia evolution within the classroom, which will set the basis for future learning processes and a new driving force in learning the electricity concepts and other science concepts in a more fun method. Besides that, the aesthetic way of science learning creates a new innovative way of learning electricity concepts—artworks with science. Therefore, the findings from this research aimed to help students understand and get motivated toward the subject by mastering the primary key concept quickly, particularly the abstract concepts in fun.

In Malaysia, the STEM integrated approach gained attention in the KSSM 2017 and KSSR revision in the latest curriculum (Bahrum et al., 2017). Nevertheless, the different efforts were still being carried out to integrate more innovative practices into the science curriculum (Bahrum et al., 2017). With the integration of art into STEM,

students are motivated to become technology designers rather than users of the technology. This is because the power of arts creates a subjective view of science, creating an objective view of the world (Sousa & Pilecki, 2013). Arts and sciences do not compete; they are interrelated (Sousa & Pilecki, 2013). The aesthetic value of art plays the primary influencer in the science concepts improvement (McAllister, 1996).

Students have to be actively involved in learning the electricity concept via the Scratch module in the STEAM classroom. This was because students were involved in hands-on activities. By this, the students will not remain passive in the classroom. This research helped to enhance the low-ability learners' in learning the electricity concepts. If the previous was achieved, it also stimulated the students' interest in learning electricity in a fun and pleasing aesthetic science learning. The aesthetic learning experience provides an interactive visualization learning experience. So, the intervention was expected to offer additional option instruction medium to the science learning process to enhance students' science STEAM environment of learning and achievement in electricity and CT.

CT is a fundamental skill for everybody (Bocconi et al., 2016) besides the primary and reading skills (Riley & Hunt, 2014). So, introducing STEAM integrated education with the integration of art has a high probability of increasing the achievement in TIMSS and PISA by engaging in authentic mathematical and scientific practices and technology, engineering, and art. This research was essential to develop 21st-century competencies and essential digital citizen skills, especially for our future generation. Those 21st-century competencies were computational thinking, problem-solving, critical thinking, productivity, and creativity (Dede et al., 2013). Wing (2006) argued that this new problem-solving should be added to every child through STEAM

learning. Students are trained to be the creator of the technology rather than just consumers of technology (Dede et al., 2013). This will impose a significant impact on society.

Hence, indirectly, STEAM literacy level can boost the ranking in TIMSS and PISA as Malaysia has been at the almost bottom of all countries involved (Bahrum et al., 2017). Connectivism was used as guidance to the STEAM integrated approach. Through the research, society's literacy level will be lifted as most young people are more exposed to innovation and excited about gaining knowledge with technology. Connectivism theory reflects the nature of the knowledge-intensive era (Şahin, 2012). In other words, connectivism reflected our fast-growing and changing society into a technology-advancing society (Makina, 2016).

## **1.8 Limitation of the Study**

This study was only involved a small number of Form Two samples (N= 69) from two different secondary school (one male school and one female school) in the district of Timur Laut in Pulau Pinang. The topic used in this study was Science Chapter 7 Electricity. The limitations of this study were:

- i) The study was only involved Form Two students in two different secondary schools, so this study's results can only be applied in that particular school. Hence, the assumption based on the study result cannot be made on the complete Form Two students in Malaysia's secondary school. The number of samples should be enlarged to other forms and other schools, so the general generalization on the secondary

schools' students in STEAM education can be generated more accurately.

- ii) The study was also limited to the curriculum and syllabus of the learning objectives and performance standards stated in the KSSM secondary lower science. The result will be different if a different subject was studied.
- iii) The study period was only three months as students involved needed their time in doing their lesson study in school and prepared for their school examination. Then, a more extended period of study should be used to obtain an reliable result.
- iv) This study was restricted to study the effect of the STEAM integrated approach via Scratch module on achievement in EAT and CTS in Form Two students.
- v) Instructional design model used in this study was the ASSURE Model. Result might be different when the different model was used to carry out a similar study. Same with the operational definition of the STEAM integrated approach via Scratch in this study might achieved different definition in other study.
- vi) The specific instruments (EAT and CTS) that contained specific questions were used in the study. The results may be different if different questionnaires were used. Therefore, different questions produced different results.

- vii) The Scratch module was only being used to teach electricity concepts. The learning was carried out via Scratch. A different method of learning will probably produce different results. The same results may not be generalized to other subject areas either in primary or upper secondary school. There may be a problem with generalizing the result of this study across subjects.

## **1.9 Operational Definitions**

In this study, different terms were used in giving the detail and specific meaning in explaining the study.

### **1.9.1 STEAM Integrated Approach**

The study adopts Yakman and Lee's (2012) definition on integrated STEAM approach as the transdisciplinary learning approach (Yakman & Lee, 2012), where the five different disciplines namely Science, Technology, Engineering, Art and Mathematics were applied during the lessons, animated stories and games development process. Transdisciplinary learning is an approach in which the concepts and skills are learned from different disciplines to deepen knowledge. Based on this approach, the Scratch module was developed in assisting the students apply the STEAM integrated approach learning which across the disciplines.

### **1.9.2 The Topic Electricity**

Electricity topic is the seventh topic under the theme energy and sustainability of life in Form two textbook (CDC, 2017). There were four subtopic in the electricity topic, namely electricity, method in measuring electricity, relationship between current, voltage and resistance and the flow of current in series and parallel circuit. In

evaluating the achievement in learning electricity concepts, the EAT were developed. The Scratch activities in the Scratch module were based on these four subtopic.

### **1.9.3 Scratch**

Scratch was a visual programming tool that blocks structures through drag-and-drop graphical tools to create a visual way of creating code (Weintrop & Wilensky, 2016). This study used Scratch as the tool and the Scratch module to deliver the electricity lessons and design the Scratch project (games and animated story design). With Scratch, students were exposed to creative visual animation learning (Armoni, 2015; Maloney et al., 2010) with instant visual respond likes sounds and attractive images.

### **1.9.4 Scratch Module**

The Scratch module was developed for the purpose to learn the electricity concepts with STEAM integrated approach whereby the systematic and organised artistic learning methods were explained. Through the Scratch module, students were guided on the steps on the programming with Scratch using the STEAM integrating approach, method in visualizing the electricity concepts and the method in applying the CT in solving problems. The Scratch module consists of three submodules: Submodule 1: Introduction to Scratch programming; Submodule 2: Scratch Concepts and classroom application in learning electricity; Submodule 3: Putting Scratch and Electricity Concepts Together. The Scratch module guides students in applying the STEAM integrated approach in learning the electricity concepts and CT with Scratch.



### **1.9.5 Electricity Achievement Test (EAT)**

EAT was the study instrument in evaluating the achievement in learning electricity concepts. EAT was developed by researcher based on the learning and performance objective stated in the KSSM secondary lower science. EAT contained seven structure questions on the four subtopic in Chapter 7: Electricity . Each questions in the test contained four to five sub-questions under the same subtopic. EAT was used as the pre-test, post-test, and delayed post-test as the measurement instrument.

### **1.9.6 Computational Thinking Survey (CTS)**

CTS was the study instrument in evaluating the level of CT and five subconstructs of CT in learning electricity concepts. CTS consisted of twenty-nine items on five CT subconstructs namely algorithmic thinking, cooperativity, creativity, critical thinking, and problem-solving. In this study, the CTS was adapted from Korkmaz et al. (2017) whereby sentences structure in 17 items out of 29 items were corrected to prevent any alternate conception on the sentences' meaning. validated by the science lecturer in the matriculation college.

### **1.9.7 Scratch Projects**

In this study, Scratch projects include animated stories and games as another assessment instrument. Students were required to design the animated story and game in group work at the end of the intervention to measure the achievement, level of CT and five subconstruct of CT in learning electricity concepts. The Scratch projects were evaluated based on STEAM element, CT component, animated stories or games programming with Scratch component with the rubric. Using the rubric, different

quality levels for the Scratch projects were determined, and the evaluation process can be more accurate (Capella-Peris et al., 2018).

### **1.9.8 Computational Thinking (CT)**

In this study, definition of CT by Korkmaz et al. (2015) was applied which define CT as algorithmic thinking, cooperativity, creativity, critical thinking, and problem-solving. CT was refer to the types of problem solving skills. Computational Thinking (CT) was a fundamental skill in problem-solving process whereby human beings start to understand and analyse the problem first in the way of thinking of the solutions in solving problem (Curzon, 2015).

### **1.9.9 Aesthetic Value of Art**

In this study, the art element was integrated into STEM education. The art element hold the aesthetic value of the art (Dewey,1996) whereby students underwent the art experience during the intervention. Through the art experience, students went through the aesthetic judgment, analysis (Hekkert, 2006) and create the aesthetic products. Students learn the electricity concepts through the aesthetic representation in visualization, the abstract concept out in games, and animated stories development using Scratch.

### **1.10 Summary of Chapter 1**

This chapter explained overall what the research was comprised of. The research questions were apparent, and the objectives were aligned with the problem statement stated, then it was worth researching the application of Scratch in science learning, answered the EAT and CTS and finally, the students' achievement, level of CT and five subconstruct of CT were tested and proven through designing the

animated story and games. In general, this study aimed to study the effectiveness of the STEAM integrated approach via the Scratch module in helping students enhanced and retained achievement and CT level in learning electricity concepts through designing the animated stories and games by integrating the content knowledge learned in the classroom among the Form Two students.