Students' Readiness Towards Blended Learning in History Subjects in Secondary School

Siti Noor Farahin binti Ismail, Nurfaradilla binti Mohamad Nasri
Faculty of Education, Universiti Kebangsaan Malaysia
Email: p110797@siswa.ukm.edu.my

Abstract
Blended learning, integrating traditional classroom teaching with online technology-mediated instruction, stands as the prevailing educational model in contemporary pedagogy. Recognizing its prominence, this study delves into the preparedness of students for blended learning specifically in the History Subject across nine secondary schools in Seremban, Negeri Sembilan. Descriptive and inferetive analysis of differences in preparedness among students for blended learning in secondary schools according to gender and five constructs were also conducted. Emphasizing the importance of this inquiry, understanding students' readiness for blended learning is pivotal in ensuring effective educational delivery and student engagement. A Google Forms survey with five Likert scales was used to collect data for a quantitative study. Students in Form 4 made up a total of 384 respondents who were chosen at random to complete this questionnaire. SPSS version 28.0 was used to analyse the data. The study concludes that the technology equipment construct had a moderate degree of student readiness (M = 3.04, SD = 0.461) in comparison to four other constructs: student exposure, availability of suitable locations or rooms for blended learning, internet access at home, and student skills (M = 3.78–4.26, SD = 0.483–0.605), which demonstrated a high level of readiness. An independent T-test analysis indicates that there's a significant difference in the level of readiness of students for blended learning in secondary school based on gender (t = 2.338, P = 0.020) with a small difference (D = 0.238). The identified gender-based differences raise questions about the underlying factors contributing to these variations. Further research should delve into the reasons behind the observed disparities, potentially exploring socio-cultural, psychological, or pedagogical influences.
Keywords: Blended Learning, Educational Technology, Teaching and Learning, History Subject, Secondsry School

Introduction
In blended learning, educators integrate both traditional and technological learning components into the teaching and facilitation process to impart knowledge to students (Mamat et al., 2021). This definition is supported by Ibrahim et al (2021), who claim that online and conventional learning are combined to create blended learning. Consequently, learning that integrates in-person instruction with online technology-mediated instruction,

such as video, audio, digital media, e-learning, email, and other technical mediums, is referred to as blended learning. By offering students fresh perspectives and opportunities, blended learning helps them make the most of their educational journey (Serrano et al., 2019; Zhang et al., 2020; Sedi, 2023). A holistic and comprehensive learning environment is created with this method, which combines conventional and digital components.

History is a required subject in secondary education, spanning from Form One to Form Five. In addition, starting in 2013, passing History is required to receive the Malaysian Certificate of Education (MCE), according to the Malaysian Examination Board (MEB). According to MEB, the percentage of students eligible to receive a certificate grew from 88.1% to 91.6% in 2022. However, 7.6% of students nationwide failed History, which means that the candidates will not be able to receive an MCE certificate. As a result, students will be unable to continue their education to the next level or find employment that will allow them to survive. There are several possible reasons for these students' failure, such as a lack of interest in the subject, a perception that history is uninteresting, or the use of less engaging teaching strategies and instructional resources by the teacher. To boost students' interest in studying history and, as a result, the number of students who are eligible for the MCE certificate in this nation, an engaging pedagogical approach is necessary. Therefore, blended learning in the subject is now important.

It is important to correct the students' sigma that studying history is hard and boring in order to be able to allow them to explore more deeply current history. This is demonstrated by teachers who are skilled using digital resources in teaching and learning (T&L). It can provide students with space and opportunity to investigate more deeply, construct interpretations, and delineate evidence—all important steps in the process of analyzing and understanding the information provided (Bolick & McGlinn, 2004; Endacott, 2010; Sandwell, 2004; Schrum, 2001; Ramakrishnan & Abdullah, 2012). Mahamod & Embi (2008); Talip et al. (2019) stated that through multimedia, information can be received quickly, accurately, and effectively to attract the interest of students in learning. Therefore, teachers must take an approach that integrates technology in a way that is aligned with current needs.

Malaysia's education system has experienced significant changes as a result of the COVID-19 pandemic, moving from traditional, in-person instruction to blended, online instruction. Following the pandemic, educators continued to use blended learning to carry out instruction and group discussions. However, there are not many studies that focus on how students feel about blended learning in History classes. Therefore, this study was conducted to determine how prepared secondary school students are for blended learning in the history topic.

History Education
History education is obligatory within the academic curriculum, serving as a means to instill a sense of patriotism among students (Hussiin, 2010; Talip et al., 2019). The study of history enables students to draw valuable insights from past events, thereby contributing to the prevention of their recurrence in the future. Additionally, history has the potential to unify people and lay the foundation for the development of a cohesive nation-state. Within the context of history classes, opportunities abound for the cultivation of moral values and other qualities essential for students to navigate the challenges of the contemporary world.

The inquiry model, which uses constructivist theory in history teaching, includes pedagogy, didactics, psychology, and curriculum elements. It involves engagement, discovery, explanation, development, and assessment in a certain order (Booker-Chitman & Kopp, 2013; Talip et al., 2019). This inquiry-based learning approach stimulates students' curiosity and

encourages them to consistently pose questions, fostering a dynamic and student-centered educational environment. The adoption of a student-centered inquiry method enhances students' interest and motivation in the learning process. Unlike the direct transmission of knowledge from instructor to student, constructivism posits that students must construct knowledge based on their comprehension, requirements, and desires (Muhammad Japar, 2018). The constructivist theory prompts students to explore knowledge with genuine curiosity and subsequently build new knowledge upon existing foundations.

In the realm of online or virtual learning, teachers assume the role of facilitators, guiding students who, in turn, function as explorers seeking knowledge or ideas based on the content provided by teachers. Students employ their inquiry skills to autonomously locate information. The Theory of Constraints (TOC), as elucidated by Wan Nik Muda & Wan Ruslim Ismail (2004), represents a distinctive approach to teaching and learning. Emphasized by the Malaysian Ministry of Education (2018), the TOC underscores the importance of logical and systematic thinking, employing creative and critical thinking tools. This strategic approach advocates for the incorporation of tools and cognitive strategies by students in their learning process. Engaging in historical disciplines prompts pupils to cultivate critical thinking skills, contributing to the development of a thoughtful and analytical mindset.

Blended Learning
Blended learning is a form of remote learning that incorporates both synchronous and asynchronous forms (Azahari & Rahimi, 2022). Synchronous learning occurs when teachers and students are together and the process of knowledge delivery takes place face-to-face. This synchronous learning mode is implemented either in the classroom or directly through educational apps such as Google Meet, Zoom, Telegram Video, and other apps. Meanwhile, asynchronous learning sessions are a process of self-transferring knowledge based on materials provided by teachers through Telegram, WhatsApp, and Google Classroom groups. Both of these learning modes can be implemented separately or combined as teaching and learning activities for a single learning title. Now, after the post-COVID-19 pandemic, inactive learning is still going on during the school holidays, where teachers hold additional classes online either via messaging or via Google Meet. Besides, some teachers send homework through Telegram or WhatsApp to make it easier for a learning session to take place without any students being left behind. This indicates that the process of T&L in this way is still rational and is a teacher's requirement today. Abidin (2015) has highlighted the advantages of comprehensive teaching, such as flexibility of place and time in the delivery of T&L individually and in groups, as well as complementarity. It shows that this disciplined learning has many benefits for teachers and students.

Blended Learning in History Education
Blended learning applied to history subjects demonstrates a substantial positive impact on both educators and students. This is particularly significant, as history subjects often attract less interest among students. Educators play a pivotal role in altering students' perceptions, especially those asserting that history can only be comprehended through printed materials, a belief contributing to students' unfamiliarity with the subject. Effective pedagogy, didactics, psychology, and curriculum methods must be devised to captivate students' interest in history subjects, aligning with the advancements in information and communication technology to render the learning process more effective and engaging. Utilising technology in T&L fosters a distinct attitude towards learning, enhances students' educational outcomes, and prepares

them for future careers. This is aligned with the Technology Acceptance Model (TAM). Taufiq et al (2019) posit that one's intention to use technology significantly influences attitudes and actions taken towards its adoption in complex learning.

Educators' creativity is paramount in actively involving students through current delivery methods and T&L techniques. According to Harun & Tasir (2003); Talip et al (2019), using multimedia technology in education has many benefits, such as keeping and sharing information, making it easier to find information, letting students explore different topics in a variety of ways, and allowing them to study in depth without any limits. ICT utilisation enhances students' learning experiences by fostering collaborative learning opportunities, increasing motivation for self-directed learning, facilitating information access, creating an enjoyable learning environment, boosting creativity and imagination, reducing teacher dependence, and improving TMK skills (Ngatimin & Shah, 2004; Talip et al., 2019). Integrated learning incorporating TMK not only ensures an interesting and non-boring T&L for students but also guarantees quality learning outcomes.

A study by Paidal & Talip (2022) reveals the high readiness levels of students for online learning in the Malay language, reflecting their comfort with the combination of face-to-face and online learning. This aligns with Firdaus et al (2020) finding that students' happiness in the classroom influences their readiness to learn. Zhang & Cui (2021) supports the notion that students exhibit a keen interest in visual programming tools and circular learning formats.

Rosman & Hamid (2020) demonstrates a significantly higher improvement in achievement in the treatment group compared to the control group, indicating the positive impact of integrated learning on student achievement. This is in line with the findings of Yangci (2006) and Rosman & Hamid (2020), who emphasise that the conventional nature of T&L, without emphasis on training and reinforcement, leads to deteriorating student achievement. Integrated learning enables students to practice and interact with teachers outside the classroom, deepening their understanding of studied topics. The sophisticated learning approach also aligns with MOE's recommendations for inquiry-based activities, promoting creative and critical thinking skills. Furthermore, Aftabuzzaman & Whar (2021) indicates that sustained learning achievement in blended learning relies on appropriate strategies, particularly when adapting to significant changes in the education landscape.

While blended learning is no longer an unfamiliar concept in the education system, its positive effects on student self-change and achievement have been established in various subjects. However, limited research has been conducted in the realm of history subjects. Therefore, dedicated studies exploring learning approaches in history are imperative to fulfil the government's objective of cultivating digitally intelligent teachers and students, ultimately increasing the number of students qualifying for the MCE certificate.

Methodology

The researcher used a survey of questionnaires to assess the pupils' preparedness to learn historical subjects. The researcher has opted for a random sample strategy to address this survey instrument. Several standard procedures exist for carrying out survey research, which involves selecting a subset of students from the whole population of study participants, gathering data from them, and subsequently assessing the data (Chua, 2011). This survey is a form of quantitative analysis, including questioning a small number of respondents from a specific community (Ong et al., 2013). The researcher used a Google Forms questionnaire to assess students' preparedness for learning history and identify any deviations from the established requirements within the study's framework. The study's population consists of

367 Form 4 students who are studying history at secondary schools located in the Seremban area, which is implied by the Krejcie & Morgan (1970) sample size table.

The questionnaire comprises two sections: Part A and Part B. Part A addresses the demographic background of the participants in this study, such as data on gender, school type, residential location, home location, and students' interests in History subject. Part B consists of 30 questions and assesses the students' preparedness to engage with the topic of history, which includes student exposure, classroom location, technical equipment, home Internet connection, and student competencies. Participants were instructed to select responses on a five-point Likert scale, with scale 1 for strongly disagree, scale 2 for disagree, scale 3 for slightly disagree, scale 4 for agree, and scale 5 for strongly agree. This construct's elements have been adjusted and altered based on Paidal & Talip (2022) and the study conducted by (Halim & Aris, 2016).

Data analysis was conducted using the Statistical Package for the Social Sciences (SPSS) programme version 28.0. This data processing includes descriptive analysis and inferential analysis. The researcher assesses students' preparedness to learn history by interpreting ratings from prior investigations. The score interpretation ranges from 1.00 to 2.33 (low), 2.34 to 3.67 (moderate), and 3.68 to 5.00 (high), according to (Paidal & Talip (2022). The initial study sought to evaluate students' readiness to study History in secondary school by determining the minimal value and standard deviation using a five-point Likert scale. The second analysis attempted to identify gender-based differences in students' readiness for personalised learning in secondary schools through a T-test analysis.

Pilot Testing

A pilot test has been conducted at one of the Seremban district high schools on over 30 respondents. The overall reliability min score value of the instrument with the Alpha Cronbach index value (α) is 0.724. This shows the credibility of the survey, which is high around and this statement is consistent with the study conducted by Mohd Majid Konting (1990). This indicates that the items of the question are relevant to be used as a set of questionnaires.

Results and Findings

The findings of the study were obtained through SPSS version 28.0 using descriptive analysis of 384 Form 4 students. All these respondents are from nine high schools around the Seremban district. Respondent demography refers to the sex, race and location of residence of the respondent. According to the survey, there were 191 female respondents (49.74%) and 193 male respondents (50.26%). Table 1 shows the gender analysis of the pupils.

Table 1
Respondent Gender

Gender	Frequency (people)	Percentage (%)
Male	193	50.26
Female	191	49.74
Total	384	100.00

Table 2 shows the ethnic analysis of the students. Based on the survey, 330 respondents (85.94%) were Malay, 20 respondents (5.21%) were Chinese, 31 respondents (8.07%) were Indian and 3 respondents (0.78%) were from other races such as Bajau, Dusun and Serani.

Table 2
Respondent Ethnicity

Ethnic	Frequency (people)	Percentage (%)
Malay	330	85.94
Chinese	20	5.21
Indian	31	8.07
Others (Indian Muslim, Bajau, Dusun and Serani)	3	0.78
Total	384	100

Table 3 shows an analysis of the residence location of the respondents whether they live in the city or rural area. Some 304 respondents (79.17%) live in cities while some 80 respondents (20.83%) live in rural areas. The location of this student's residence was analysed to look at the use of Internet access from home by the students. Revenues show that more students are living in cities than students living in rural areas. This indirectly makes it easier for students to participate in educational activities and take advantage of the use of the Internet.

Table 3
Residence Location

Location	Frequency (people)	Percentage (%)
City	304	79.17
Rural Area	80	20.83
Total	384	100.00

Students' Readiness to Blended Learning
Using five different criteria, the first objective is to determine whether or not the children are prepared to study about history while they are in secondary school. Table 4 reveals that item B1 has the greatest minimum score, with a mean (M) of 4.02 and a standard deviation (SD) of 0.891. The next item is B4, which has a mean of 4.01 and a standard deviation of 0.878. On the other hand, item B2 has the lowest mean score for the construct of student exposure to blended learning (M=3.21, SD =1.350). Item B2 reveals that the minimum degree of interpretation is at a level that is considered to be moderate. Overall, the level for student exposure to blended learning construct is high (M=3.82, SD=0.602).

Table 4
Student Exposure to Blended Learning

Item	Statement	Standard Deviation (SD)	Mean	Interpretation
B1	I know what is meant by blended learning.	0.891	4.02	High
B2	I got information about blended learning on the Internet.	1.350	3.21	Moderate
B3	I got information about blended learning at school.	0.947	3.98	High
B4	I'm aware of the advantages of blended learning.	0.878	4.01	High
B5	I am good at using blended learning in History subjects.	0.926	3.89	High
	Total	0.602	3.82	High

Meanwhile for Location or Room for Participating in Blended Learning Construct, Table 5 shows that the highest mean score is item C6 (M=4.24, SD=0.822). The second highest mean score is item C7 (M=4.15, SD=0.923). The lowest mean score is item C8 (M=2.71, SD=1.484) and the mean interpretation shows to be at a moderate level. Overall, the level location or room for participating in blended learning is high (M=3.82, SD=0.602).

Table 5
Location or Room for Participating in Blended Learning

Item	Statement	Standard Deviation (SD)	Mean	Interpretation
C6	I have a comfortable room at home to participate in online learning for history subjects.	0.822	4.24	High
C7	I have my own study room at home to participate in online learning for history subjects.	0.923	4.15	High
C8	I share the study room at home with my siblings.	1.484	2.71	Moderate
C9	My home environment is so conducive for me to follow online learning.	0.827	4.10	High
	Total	0.504	3.80	High

For equipment or technology owned by students construct, Table 6 shows the highest mean score is item D10 (M=4.46, SD=0.803). The second highest mean score is D15 (M=4.32, SD=0.880). In contrast, the lowest total mean score for this third construct is D14 (M=1.77, SD=1.038) with mean interpretation being at a low level. Overall, the level of Equipment or Technology Owned by Students is moderate (M=3.04, SD=0.461).

Table 6
Equipment or Technology Owned by Students

Item	Statement	Standard Deviation (SD)	Mean	Interpretation
D10	I have my smartphone to follow with the history learning on the Internet.	0.803	4.46	High
D11	I have my own laptop to conduct online learning for history subjects.	1.415	3.63	Moderate
D12	I shared the device with my siblings.	1.251	2.18	Low
D13	I do not have a device to follow online learning.	1.113	1.91	Low
D14	I had to use my mom's or dad's smartphone to study online.	1.038	1.77	Low
D15	I have a device to download notes or exercises provided by teachers online.	0.880	4.32	High
	Total	0.461	3.04	Moderate

Table 7 shows the fourth construct, which is Internet access or infrastructure facilities owned by respondents. The highest mean score is item E16 (M=4.25, SD=0.840). The second highest mean scores are items E19 (M=4.21, SD=0.812) and E20 (M =4.21 and SD =0.793). In addition, the lowest mean score based on Table 8 is E18 (M=2.45, SD=1.204). Overall, the level of Internet Access or Infrastructure Facilities is high (M=3.78, SD=0.483).

Table 7
Internet Access or Infrastructure Facilities

Item	Statement	Standard Deviation (SD)	Mean	Interpretation
E16	I have good Internet access at home.	0.840	4.25	High
E17	I subscribe to an Internet plan every month or week for my own smartphone.	1.211	3.79	High
E18	Internet access in my home is unstable or frequently interrupted.	1.204	2.45	Moderate
E19	I'm interested in using the Internet to study History.	0.812	4.21	High
E20	I use the Internet facilities to connect with teachers and classmates related to history subjects.	0.793	4.21	High
	Total	0.483	3.78	High

Table 8 shows the last construct, which is the ability of the students to use technology. The highest mean score is item F22 (M=4.38, SD=0.695). The second highest mean score is item F21 (M=4.36, SD=0.683). Both of these items indicate that the interpretation of mean scores is at a high level. While the lowest mean scores are F27 items (M=4.14, SD=0.800) and F29 items (m=4.14 and SD= 0.845). Items F27 and F29 show the same sum of mean scores, which

is M=4.14. Although both of these items have the lowest mean score in construct 5, mean interpretation is at a high level.

Table 8
The Skills of Students to Use Technology

Item	Statement	Standard Deviation (SD)	Mean	Interpretation
F21	I am good at using technology facilities like smartphones and computers.	0.679	4.36	High
F22	I am good at downloading notes and exercises provided by History teachers using the device.	0.665	4.39	High
F23	I can easily use technology to access learning materials while studying History at home.	0.706	4.32	High
F24	I am interested in studying History using information and communication technology.	0.862	4.20	High
F25	I am comfortable using my phones and computers to study History at home.	0.793	4.23	High
F26	I am interested in learning History along with its learning material on the Internet in the classroom.	0.812	4.28	High
F27	I am prepared to carry out the History assignment provided by the teacher through online learning.	0.785	4.16	High
F28	I was able to improve my knowledge of History through online learning and learning on the Internet.	0.745	4.25	High
F29	I am prepared to carry out assignments, enrichment exercises and assessments related to History on the Internet.	0.834	4.16	High
F30	I believe that combining learning History in the classroom with learning History online or on the Internet is more efficient.	0.842	4.27	High
	Total	0.605	4.26	High

Table 9, shows the total number of M, SD based on five constructs studied. The highest total of mean scores is student skills construct (M=4.26, SD=0.605) While the overall total of the lowest mean score is the construct D which is the equipment or technology that the student possesses with the total (M=3.04, SD=0.461) with the interpretation of the mean score at the moderate level. This shows that the technology equipment is the only construct that gets the interpretation of mean scores being on the moderate level compared to other constructs that are on the high level with the total mean score.

Table 9
Total Standard Deviation, Mean and Interpretation Quantity

Construct	Mean	Standard Deviation	Interpretation
Student Exposure (Construct B)	3.82	0.602	High
Location or Rooms to Join a Blended Learning (Construct C)	3.80	0.504	High
Technology Equipment (Construct D)	3.04	0.461	Moderate
Internet Access at Home (Construct E)	3.78	0.483	High
Student Skills (Construct F)	4.26	0.605	High

Gender Differences in Student Readiness for Blended Learning
The second objective is to identify differences in the readiness of students to blended learning in secondary school based on gender. The null hypothesis (H0) posited that there is no significant difference in the level of readiness of students to blended learning in secondary school based on gender. While the alternative hypothesis (H1) suggested ortherwise. Descriptive analysis shows that the mean score level of readiness for male students (M=3.7851, SD=0.368) is higher than female students (M=3.699, SD=0.358).
Based on Table 10, the t-value of the comparison of the level of readiness of students to blended learning in secondary school based on gender is t=2.338 and the significant level of P=0.020. This significant level is smaller than 0.05 (p<0.05). Thus, the zero hypothesis (Ho1) is rejected. So, there's significant difference in the level of readiness of students to blended learning in secondary school based on gender.
The ETA square formula is used to determine the size of the difference between a group of female students and the group of male students. Based on Cohen (1988), the size of the difference (ETA Square) is described as follows: 0.01 small, 0.6 medium and 0.14 large. The analysis carried out found that the ETA square value obtained was 0.238 which indicates that the difference is small.

Table 10
Result of Independent T-Test

Variable	n	Mean	SD	t	Sig-t
Factor				2.338	0.020
Male	193	3.785	0.368		
Female	191	3.699	0.358		

Discussion
The results of the study showed that the readiness of students to learn History subject in blended learning at the Seremban district secondary school is at a high level. A study by Amiruddin et al (2020) says that in this era of the Industrial Revolution 4.0, it is clear that students need to be exposed to blended learning, especially when Malaysia faces crises such as epidemics of disease or unexpected natural disasters. The researcher's findings coincide with a study by Paidal & Talip (2022) that says that students are comfortable with blended learning. Therefore, students are generally prepared for such comprehensive learning that combines face-to-face learning with online learning.
Based on the five constructs analysed, four structures were at a high level, namely exposure of students to blended learning, location or rooms to participate in online learning, Internet

access or infrastructure facilities, and skills students possessed to use technology. Whereas a construct is at the moderate level, that is, the equipment or technology that the student owns. This simple construct is due to students not having their laptops to use during blended learning. The challenge faced by these students is the same as in the study by (Ahmad, 2020). Online T&L has a barrier, which is when parents cannot afford to provide gadgets such as personal computers as well as tablets to their children. This is because not all students have a family background with a high household income. This coincides with a study by Mohd Jafar et al (2020) that found a difference between students from families with low household incomes and students from high-income parent groups. The statement reiterates the view of Mahalingam & Jamaludin (2021) that this low income of parents has led parents to prioritise basic family needs over providing equipment or technology tools for their children's learning. Therefore, this provides an obstacle and causes students to face difficulties in joining blended learning. However, based on the findings, students only do not own laptops but have their smartphones and do not share them with other siblings as well, and students are not forced to use their mother or father's smartphones, like items D12, D13, and D14, which are at low levels.

Based on the other four constructs, namely the first, the readiness of the students for their exposure to blended learning is at a high level. It shows that students are sensitive to learning and accept such forms of learning. Next, students have no problem in terms of location or room to participate in blended learning. This is because most students have a comfortable study space and a home environment that is conducive to participating in blended learning. In terms of Internet access or infrastructure facilities, students have good Internet access. Besides, the students also use their Internet facilities for blended learning. The final construct is the ability of the student to use technology. Based on the data that has been analysed, students have a high level of skills or knowledge using technologies such as phones and computers. The effect is that students are interested in and willing to participate in blended learning. This situation will cause students to enjoy and be interested in blended learning. The results of this study coincide with the study conducted by Amiruddin et al (2020) with the total mean score (M = 4.131), which is at a high level. This attitude indicates that students are comfortable with blended learning.

Furthermore, the findings proved that blended learning is an interesting, efficient, and directing method of T&L towards the active involvement of students (Adnan & Muttalib, 2022). 21st-century learning now allows students to join the T&L just by using their smartphones easily. On the other hand, the range of smartphones that are available at low prices allows students who are capable of having a smartphone to use a computer rather than a computer. The element of education and electrical technology is a combination of learning activities that enable students to master learning individually and based on their abilities (Wu et al., 2013). This is in line with a previous study that stated that blended learning can improve the soft skills of students. The previous study was meant to be a study by on how learning enables the use of digital resources and learning activities that are contextual and relevant to real life. It also helps students develop the soft skills needed in everyday life and work. Through in-depth experience and applications in a digital context, students can enhance skills such as effective communication, critical thinking, problem-solving, teamwork, and the ability to manage information efficiently (Nghia, 2017). This approach also promotes lifelong learning, in which students continue to learn and develop in the context of an authentic environment. By focusing on these soft skills, learning in an e-authentic environment can

provide more comprehensive benefits for preparing students to face the challenges of life and work in the digital age. Thus, this finding supports the idea that the diversity of teaching resources can increase student interest and quality in the T&L process.

Furthermore, based on the findings of the independent T-Test indicates that there is a significant difference in the readiness of students for blended learning in secondary schools based on gender. Therefore, the study suggests that gender-related disparities exist in how students perceive and approach blended learning environments. This insight prompts educators to consider gender-specific needs and preferences in instructional strategies. Policymakers and educators must now consider tailoring blended learning approaches to cater to the distinct needs of both male and female students. Strategies that acknowledge and address these differences may enhance overall engagement and success. The study provides robust evidence supporting the assertion that gender plays a pivotal role in students' readiness for blended learning in secondary schools. These findings necessitate a nuanced approach to educational practices, urging educators and policymakers to be mindful of gender-specific factors when designing and implementing blended learning programs. Moreover, the study's results serve as a springboard for future research endeavors, encouraging a deeper exploration of the intricate dynamics shaping students' preparedness for evolving educational modalities.

The scope of this proposed study involves planning online activities to strengthen the skills of remembering historical facts with a systematic approach. Some multimedia elements, such as audio, video, animation, and interactive games, will be applied in history learning planning. The use of Web 2.0 applications available on the Internet will facilitate the application of these multimedia elements. This approach aims to increase students' interest in history learning through interesting and innovative elements. With the use of audio and video, students can gain a more comprehensive and effective learning experience. Animations and interactive games will provide elements of fun and stimulate creative thinking and problem-solving. The advantages of using Web 2.0 applications are that they will facilitate teaching and learning processes, making history learning more flexible and accessible. The implementation of this strategy is expected to attract the interest of the Z-generation, who tend to be more familiar with digital technology, in mastering the subjects of history. It not only gives a fresh breath to the teaching and learning process in schools, especially in the context of history subjects, but it can also provide a significant advantage in improving the understanding and appreciation of history. Overall, this study is expected to make a positive contribution to history learning at the MCE level.

Conclusion
Blended learning has become a necessity in this era due to the existence of two learning modes, synchronous and asynchronous, which make it easier for teachers and students to pursue T&L. The problem of candidates who do not qualify for a certificate at the MCE level because they fail in history subjects can be overcome when teachers diversify their teaching strategies. It provides a new method of studying history in which students are unlimited in their learning of history. History learning is not just in the classroom; it can be taught by teachers outside the classrooms.

Based on this study's findings, students were found to be prepared to participate in the blended learning of history. These students' readiness includes exposure to blended learning, location or room at home, technological equipment they own, Internet access they have at home, and technology skills they possess. Therefore, it can be concluded that the T&L that uses this blended learning strategy can be applied by educators in the present era to improve the achievement of history subjects and become an attraction for students to study history. The problem with students is that they are bored with the subject of history. Simultaneously, the MOE and citizens of educators can conduct a pioneering study of the impact of the application of this strategy so that improved elements in teacher teaching techniques occur from time to time to ensure quality education can be produced.

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