

FROG VLE APPLICATION IN DEVELOPING STUDENTS INTERESTS AND ATTITUDE LEARNING IN PRIMARY SCHOOL

¹Suzanna Binti Zainudin, ²Abdul Aziz Bin Zalay @ Zali

¹Fakulti Seni, Komputeran dan Industri Kreatif, Universiti Pendidikan Sultan Idris

²Fakulti Seni, Komputeran dan Industri Kreatif, Universiti Pendidikan Sultan Idris

Abstract: The purpose of this study is to identify the function of VLE frog application in developing students' interest and attitudes towards the learning of dioramas in primary schools. This study is a quantitative approach using survey method through questionnaire to identify students' interest and attitude toward diorama learning in primary schools through the use of Frog VLE application. Data from questionnaires were analyzed descriptively. This study was conducted at one of the primary schools in Pasir Gudang district, Malaysia. For this study, sampling techniques were selected. A total of 67 students from two selected classes were selected. Interest and attitude items modified from the questionnaire used by the test form based on the Diorama Video titled Aquarium. Item-Pilot research conducted by 10 pupils from other pupils in the same school that has filled the questionnaire with complete questionnaire, the overall value of Alpha Cronbach is the construct of student attitudes toward learning Diorama subjects in Visual Art Education with the use of Site The Frog VLE is 0.86, the fourth level student's interest in the diorama subject is 0.78 and the student's interest in Visual Art Education subject learning with the Site Frog VLE is 0.81. After the questionnaire was quoted, the researcher would make an analysis of the data on the raw data obtained. The raw data will be analyzed using Statistical Package For Social Sciences (SPSS) version 20.0. Frequency analysis shows that the level of student attitudes towards learning Diorama subjects in Visual Art Education with the use of Frog VLE site is high, the level of fourth year student interest in diorama subjects is high and the level of student interest in learning visual art education subjects with the use of site frog VLE is high. Mobile technology can be a tool of delivering service instructions as a medium for collaboration. pupils can learn their own way, work hand in hand with others and offer advice on one another through various applications.

Keywords: Frog VLE, Visual Art Education, Interest, Attitude.

1. INTRODUCTION

The country's education system has undergone a rapid change in the present. This system change can be seen with improvements to the learning and facilitating methods (Quality Inspector & Quality Assurance, 2016) in the Ministry of Education system. In line with the government's desire to reach a developed nation by 2020 to produce a more creative and innovative 4G generation and able to compete globally towards a change. So learning and facilitating methods need to change as well as in line with modern technology development. The importance of educational technology in the learning and facilitating system is to smooth out the learning process that focuses on the essential contents of a topic of education and can save time, energy and cost. With today's educational technology, running learning will prevent the boredom of the students but it will be able to continue the students' interest in attending classroom sessions. One of the government's efforts and initiatives is the enhancement of ICT network systems in schools that have emphasized aspects of end-to-end solutions (E2E) and Virtual Learning Environment (VLE) (Hiong & Umbit, 2015). It is also a management

tool for the VLE Frog administrator system in schools due to the rapid growth of internet technology in Malaysia (Azharul Faiz & Original, 2016). However, there are still schools that do not use this government initiative such as not accessing the program, but do not apply this FLE FLE element to learning and facilitating in the classroom. It should be given priority and benefit to all parties, especially parents, teachers and students (Nor Azlah, 2014). Learning is the key to ensuring that no children are left behind in the school environment. The Ministry of Education Malaysia is of the opinion that schools need to be provided with Virtual Learning Environment (VLE) to enable teaching and learning to occur anywhere and anytime in line with the ever-expanding learning concepts (Soon, 2014).

In fact, the presence of virtual space learning has also led to a paradigm shift in the education system oriented to the current teaching and facilitating concepts. (Baharudin, 2012). However, the Virtual Learning Environment (VLE) is an addition to the resources provided in the school, but teachers still have an important role in teaching and learning. Knowledge of teachers needs to be expanded in this area so as not to be left behind by the flow of modern technology (Mohiddin & Fariza Khalid, 2014). Among the integration of social networking tools utilized by these skilled teachers is to enhance student learning and the development of lifelong skills such as collaboration, creative thinking and knowledge building (Tasir, 2011). In conclusion, a teacher who is proficient about the method of teaching automatically is a teacher who controls the content of the subject curriculum. In fact, the ability to use teaching aids effectively, especially in Information Technology. (Dahan, 2005). With a more innovative way, teaching and learning will be better even more meaningful for students. (Wishart & Blease, 1999) in (Adelina, 2005).

The national education scenario is changing with the latest evolution in which the National Education system is streamlined. It encompasses the development of information technology world in line with the 21st century alteration and challenge. Awareness of the 21st century learners and learning (Embi, 21st century learning) (Embi, 2016). In line with the Malaysia Education Blueprint 2013-2025 which focuses on teacher support and key skills. 21st century learning involves the three-dimensional goal of learning. One of them is redesigning Learning 3.0 that leverages and adapts the curriculum for the 21st century. Students are the source for active learning through flipped learning methods. (Embi, 2010). To bring together the incorporation of learning and facilitating, the implementation of the Virtual Environment Platform (VLE), Frogstore was strengthened under the Ministry of Education (MOE) 1Bestari initiative. It is an online application that provides learning and facilitating learning facilities as a means of communication in the virtual learning process of students (Mahizer, 2016). In fact it is also to improve the efficiency of the management system and the delivery of the learning itself.

The learning method also changes according to technological changes. The study also noted that computers in education play a role as tutors, tools, tutee in helping students prepare and are keen to receive lessons in the classroom (Bull, 2009) and (Rahmat & Au, 2013). While understanding the use of computing in education is dependent on all use of computers in three modes. In the first function, the computer is as a tutor. In the second function, the computer is as a tool and in the third function, the computer function is as a tutee or a student. Technological innovation is useful to many areas, especially those that are related and to be a source of information for teaching and learning. Ministry of Education Malaysia began implementing internet networks in schools. De Paul (1996) in (Abdul, 2005) says that the Ministry does not want to miss the era of information technology because it can give various advantages to the students. The presence of the internet can improve the student's academic performance. Hamidah Atan (1996) in Abdul, (2005) shared opinions saying that schools will improve academic performance if they have networks with internet usage.

According to Zainudin (2013) and (Custodian, 2011) studies, today's educators need to consider applying the video as an additional aid learning for all skill-based and practical programs. Even this delivery system affects the use of e-learning lectures such as the use of video that affects audiences and the media, the diversity of resources on learning, satisfaction of learning, engagement and engagement, benefits and the future's intentions and behaviors. It is in line with item 5 (c) in the circular, the Ministry of Education (MOE) recommendation to ensure that teachers integrate VLE or Virtual Learning Environment in teaching and facilitating is subsequently recorded in the Teaching Preparation Record Book. According to Suzana and Fariza (2014), and (Mirzajani Hassan; Mahmud Rosnaini et al., 2016) the question of the extent to which all the software provided in social sites can be applied in teaching and facilitating in process and learning sessions. The study of (Serdyukov, 2017) sees a transformation towards the education system also involves online use involving teachers preparing programs on school needs for observation and lesson plans. While the impact on the initiatives of several district schools also provided each teacher and every student with a laptop. Hence, educators are advised to be more aware of the needs of the students and the wise in using these teaching aids to achieve the teaching objectives.

(Sidek & Hashim, 2016) This idea also provides assistance and guidance to the work of the students to be more effective. It even helps improve confidence and experience in technology (Pate, 2016).

Learning is a process of internal change, the formation of a new relationship, and even as a potential for new response within one's self. Learning in the Visual Arts Education system in schools is to provide students with the opportunity to cultivate interest, develop personality, create awareness and sensitivity to art and environmental values. Pupils at elementary level are creative, expressive and active, and even Visual Art Education plays a role in the development of these traits through visual perception, imagination and thinking. As a Visual Arts Education subject teacher, the use of Communication and Information Technology in the Primary School Standard Curriculum (KSSR) should be seen as an additional tool for teaching and learning or effective teaching technology (Husain, 2009). It states that a change to the new metrics of Visual Art Education will be the main thing that brings innovation in the learning and facilitating process. In fact, it has also transformed into the trend of integrating Information and Communication Technology, from a conventional art classroom that transforms into the provision of information technology education and multimedia resources that it considers appropriate (Jemaah Nazir & Quality Assurance, 2015).

The appeal of internet based learning is undeniable now. Epal can now help to share information more effectively, but it is widely used in the internet such as forums, e-mails and videos. In fact, the knowledge in this e-learning can be disseminated simultaneously and students are able to access information from the web that has been specified. E-learning has become a new strategy in learning methods that replaces the traditional education system. Additionally, the use of Frogstore VLE audio video tool in learning can be a powerful educational tool and motivation for students. This video does not end there but it is a way towards achieving goals and objectives in learning. An effective educational video is not a television for its students, but a form of presentation from a teacher to its students. Basically, the Visual Art Education subjects offered at the school level are intended to produce students who master different skills (Daly, 2015). Based on the National Education Philosophy in order to produce students who are knowledgeable, creative and competitive. In fact, it is one of the alternatives in the education system to students to be good and quality people.

2. PROBLEM STATEMENT

This study is about the willingness to integrate technology in a more effective manner and implemented in learning and facilitating sessions (PdPc). This is a strategy in using a combination of several approaches, methods, techniques and strategies in achieving teaching objectives. For the subjects of Visual Arts Education in primary schools is somewhat underdeveloped, especially in the learning process of forming and constructing (Diorama). This is due to the conventional learning method. Even teachers face problems in integrating technology into curriculum and teaching as well as a long time to integrate (Zurina Hamid, 2014). According to Jalil, 2010, students will also lose interest in learning sessions due to various factors including learning materials that are less interesting.

Through the integration of Information and Communication Technology in Visual Art Education subjects, indirectly can stimulate various stimuli in strengthening the understanding of pupils (Jemaah Nazir & Quality Assurance, 2015). Art education emphasizes the application of knowledge with skills such as creative ideas, practical applications and community acceptance (Ramli Sharulnizam, 2015). According to (Bolujide, 2016), the role of Information and Communication Technology in the subject of Visual Art Education in the 21st century, these are from three main angles, the effect of teachers, the impact of students and the image of fine art as a disciplinary element. It is also supported that Visual Art Education subjects can build student confidence in ensuring the essential elements of each project (Pate, 2016), and even the teaching sessions and the potential of the Visual Arts element they are learning are the best and widely recognized (Daly, 2015). As Visual Arts Education subject teachers, they must empower the use of Communication and Information Technology in the Primary School Standard Curriculum (KSSR), which can be viewed in all subjects taught (Sidin Robiah, 2013). It is even considered one of the most effective learning and facilitating tools (PdPc) (Husain, 2009). It is stated that the changes to the new metrics of Visual Art Education will be the main thing that leads to innovation in the learning process and facilitating (PdPc). In fact, it transforms into the form of integrating Information and Communication Technology, from a conventional art classroom transformed into the form of providing appropriate IT and Multimedia education resources (Inspector & Quality Assurance, 2015) and (Lambert, J. & Cuper, P) ., 2008) in (Mohamad Mohsin, 2011).

But most Art Educators unanimously agree that the Arts Curriculum needs to be enhanced to enable students to develop in Art Education subjects from various aspects such as aspects of perception, appreciation, income and appraisal. Referring

to the writing titled Literacy in Visual Art Education: The Potential Scope and Teaching Approach in the Globalization Era by Abu Talib Putih has stated that all forms of competence have been described in the National Standard for Consortium of National Arts Education Associations 1994. Therefore, this study will examine the use of the Video Frogstore VLE application, in the learning session especially in the field of developing and constructing Diorama for Visual Art Education subjects, in the School of Excellence Skills (SKK).

3. RESEARCH OBJECTIVES

Here is the objective of the study:

1. Review the student's attitude toward Diorama subject learning in Visual Art Education with the use of Site Frog VLE.
2. Identify the level of fourth year student interest in the diorama subject
3. Identify the students' interest in learning Visual Art Education subjects with the use of Site Frog VLE

4. RESEARCH METHODOLOGY

This study is a quantitative approach using survey method through questionnaire to identify students' interest and attitude toward diorama learning in primary schools through the use of Frog VLE application. Data from questionnaires were analyzed descriptively. This method is chosen because there are many benefits and it is suitable for this study. Among its benefits according to (Mok, 2010) is a survey method suitable for measuring opinions, achievements and sample attitudes. This study was conducted at one of the primary schools in Pasir Gudang district, Malaysia. This population is selected is Phase 9 School Cluster of Excellence (SKK) under the Ministry of Education which will be the population in this study. Sampling refers to the process of selecting a number of subjects from a population to be used as a respondent of the study. For this study, the sampling technique was purposively selected, referring to a sample consisting of individuals who fulfilled the criteria set by the researcher in line with the purpose of the study or in his or her own judgment (Pa, 2014). This sampling refers to a subject that offers the mandatory subject of Visual Arts Education. Student groups or respondents are students. Taman Pasir Putih National School, Pasir Gudang Johor. A total of 132 students from 10 selected classes. These students are required to answer various questions related to teaching and learning in the classroom. Interest and attitude items modified from the questionnaire used by the test form based on the Diorama Video titled Aquarium. Item-Pilot research conducted by 10 pupils from other pupils in the same school that has filled the questionnaire with complete questionnaire, the overall value of Alpha Cronbach is the construct of student attitudes toward learning Diorama subjects in Visual Art Education with the use of Site The Frog VLE is 0.86, the fourth level student's interest in the diorama subject is 0.78 and the student's interest in Visual Art Education subject learning with the Site Frog VLE is 0.81. After the questionnaire was quoted, the researcher would make an analysis of the data on the raw data obtained. The raw data will be analyzed using Statistical Package For Social Sciences (SPSS) version 20.0.

5. RESULT OF STUDY

A. Studying Student Attitude on Diorama Learning Visuals in Visual Arts Education Using Site Frog VLE.

This section covers the data of the students' response to the learning of Diorama subjects in Visual Art Education with the use of the Frog VLE site. There are 10 questions in this section.

Table 1: Student Attitude Levels of Diorama Lessons Learning In Visual Arts Education Using Site Frog VLE.

No.	Item	VNA	NA	NS	A	VA	Mean	SD
		F	F	F	F	F		
		(%)	(%)	(%)	(%)	(%)		
1	I like the Title Aquarium.	12	16	28	39	37	3.55	1.27
		9.1	12.1	21.2	29.5	28		
2	The activity of building and building the building is so fun.	7	8	29	26	62	3.97	1.19
		5.3	6.1	22	19.7	47		
3	I'm happy to do Aquarium building activity.	15	13	37	40	27	3.39	1.24
		11.4	9.8	28	30.3	20.5		
4	I take part actively while studying.	4	5	25	40	58	4.08	1.03
		3	3.8	18.9	30.3	43.9		
5	I want to learn to make Diorama.	14	9	26	40	43	3.67	1.29

		10.6	6.8	19.7	30.3	32.6		
6	I'm happy to attend Visual Art Education classes.	10	8	19	43	52	3.90	1.21
		7.6	6.1	14.4	32.6	39.4		
7	I made the preparations before going to class.	7	14	22	33	56	3.89	1.22
		5.3	10.6	16.7	25	42.4		
8	I went to class so it was time consuming.	1	8	15	34	74	4.30	0.95
		0.8	6.1	11.4	25.8	56.1		
9	I have completed the assignment.	5	8	21	41	57	4.04	1.09
		3.8	6.1	15.9	31.1	43.2		
10	I enjoy doing things with my friends.	5	7	15	34	71	4.20	1.08
		3.8	5.3	11.4	25.8	53.8		
							3.9	0.63

Frequency analysis shows that the level of student attitudes towards learning Diorama subjects in Visual Art Education with the use of Frog VLE site is high. It is found that overall mean value is 3.9 with standard deviation is 0.63. The comparison between the items showed the highest item was item 8 which stated that the respondent followed the class so that the time consumed (min = 4.30, sp = 0.95), the second highest item was item 10 which stated the respondent enjoyed doing the task with his partner (min = 4.20, sp = (min = 4.08, sp = 1.03), while the second second item was item 1 which stated that the respondents liked the Aquarium Title (min = 3.55), sp = 1.27), and the lowest item is item 3 that respondents are happy to make the Aquarium construction activity (min = 3.39, sp = 1.24).

B. Identify Year Four Student Interest Levels Against the Diorama Subject

This section encompasses the Fourth Year student interest rate data on diorama subjects. There are 10 questions in this section.

Table 2: Year Four Student Interest Stage Against the diorama subject

No.	Item	VNA	NA	NS	A	VA	Mean	SD
		F	F	F	F	F		
		(%)	(%)	(%)	(%)	(%)		
1	I love the Nature theme.	4	7	23	35	63	4.11	1.06
		3	5.3	17.4	26.5	47.7		
2	I like pictures of fish, starfish and water weeds.	15	5	29	36	47	3.72	1.30
		11.4	3.8	22	27.3	35.6		
3	I like to make sketches.	27	22	34	28	21	2.95	1.36
		20.5	16.7	25.8	21.2	15.9		
4	I chose the Sea Life theme object.	17	10	33	39	33	3.46	1.30
		12.9	7.6	25	29.5	25		
5	I choose blue as the background of the Aquarium.	8	1	16	36	71	4.22	1.10
		6.1	0.8	12.1	27.3	53.8		
6	I love the sketch of the rocks and fine sand.	8	3	25	32	64	4.07	1.15
		6.1	2.3	18.9	24.2	48.5		
7	I'm glad to make the Aquarium frame.	15	11	30	39	37	3.55	1.29
		11.4	8.3	22.7	29.5	28		
8	I like collecting ideas for aquatic life.	10	14	30	36	42	3.65	1.24
		7.6	10.6	22.7	27.3	31.8		
9	I'm looking for shoe box (no cover), color paper, hooks, UHU glue, scissors and colors.	18	7	37	33	37	3.48	1.32
		13.6	5.3	28	25	28		
10	I enjoy learning Diorama's activities.	16	9	22	43	42	3.65	1.32
		12.1	6.8	16.7	32.6	31.8		
							3.69	0.74

Frequency analysis shows that the level of fourth year student interest in the diorama subject is high. It is found that overall mean value is 3.69 with the standard deviation is 0.74. The analysis of the comparison between the items shows the highest item is item 5 that respondents choose the blue color as the Aquarium background (min = 4.22, sp = 1.10), the

second highest item is item 1 that respondents like the theme of Nature (min = 4.11, sp = (Min = 4.07, sp = 1.15), while the second lowest item is item 4 which states that the respondent chooses the theme of Sea Life theme (min = 3.46) , sp = 1.30), and the lowest item is item 3 that respondents like to make sketches (min = 2.95, sp = 1.36).

C. Identifying Pupils Interest on Learning Visual Art Education Subjects Using Site Frog VLE

This section covers students' interest data on learning visual arts education subjects with the use of Frog VLE sites. There are 10 questions in this section.

Table 3: Pupil Interest Levels on Learning Visual Art Learning Subjects Using Site Frog VLE

No.	Item	VNA	NA	NS	A	VA	Mean	SD
		F	F	F	F	F		
		(%)	(%)	(%)	(%)	(%)		
1	I enjoyed using Frogstore (VLE) teacher.	10	5	26	24	67	4.01	1.24
		7.6	3.8	19.7	18.2	50.8		
2	I am thrilled to see the video in the computer room.	4	4	12	18	94	4.47	0.91
		3	3	9.1	13.6	71.2		
3	Teachers use the new method: Frogstore - Virtual Learning Environment (VLE).	9	5	34	37	47	3.82	1.16
		6.8	3.8	25.8	28	35.6		
4	I like to learn through video shows.	8	4	23	26	71	4.12	1.17
		6.1	3	17.4	19.7	53.8		
5	I'm easy to understand with video shows.	17	10	23	35	47	3.64	1.37
		12.9	7.6	17.4	26.5	35.6		
6	I'm easy to remember the teacher learning process.	4	7	33	37	51	3.94	1.06
		3	5.3	25	28	38.6		
7	Teachers help me and my friends during a learning session	7	6	19	28	72	4.15	1.16
		5.3	4.5	14.4	21.2	54.5		
8	Video impressions help my creativity.	12	5	32	31	52	3.80	1.26
		9.1	3.8	24.2	23.5	39.4		
9	Teachers can guide me and my friends during a learning session.	3	5	17	35	72	4.27	0.98
		2.3	3.8	12.9	26.5	54.5		
10	Video sessions can be helpful until the end of the session in the classroom.	9	5	30	30	58	3.93	1.20
		6.8	3.8	22.7	22.7	43.9		
							4.02	0.65

Frequency analysis shows that the level of students' interest in learning visual art education subjects with the use of site frog VLE is high. It is found that overall mean value is 4.02 with standard deviation is 0.65. The comparative analysis between items shows the highest item is item 2 which expresses the respondents excited to see video in the computer room (min = 4.47, sp = 0.91), the second highest item is item 9 which states that teachers can guide respondents and friends during the learning session (mean = 4.27 , sp = 0.98), the third item is item 7 which states that teachers assisted respondents and colleagues during the learning session (min = 4.15, sp = 1.16), while the second second item was item 8 stating video shows helped the creativity of respondents (min = 3.80), sp = 1.26), and the lowest item is item 5 that respondents are easy to understand with video views (mean = 3.64, sp = 1.37).

6. SUMMARY OF THE STUDY

The formulation of this study is the level of student attitudes towards the learning of Diorama subjects in Visual Art Education with the use of Frog VLE site is high. The comparative analysis of the item shows the highest item is item 8 which indicates the respondent follows the class so that the time runs out, the second second item is item 10 which states the respondent is fun to make a task with the partner, the third item is the 4 item that respondents actively participate in learning, while the second lowest item is item 1 stating respondents like the Aquarium Title, and the lowest item is item 3 stating that respondents are happy to make Aquarium construction activities. Attitudes exist together with someone since being created. Attitude is the nur or light and spirit that exists in one's body. According to Katz (1960), attitude is something that affects one's person in giving value to the object symbol or what is preferred or not. Attitude is something that comes from a person's feelings, beliefs or thoughts about psychological objects. Zulzana Zulkarnain et al, (2017) found that students' attitudes towards a subject have important relationships with their academic achievement. According to Aminah (2008), in his study found that the attitude of Malay pupils towards learning was less encouraging when 73

percent did not like to make additional training, 50 percent failed to finish homework and 48 percent was too much to do with the teacher.

According to Bloom (1956), attitudes cover the three main components of affective, behavioral and cognition. The affective component encompasses one's positive and negative emotions against something that is how one's feelings toward him. Behavioral components are either trends or aim to act on certain behaviors that are related to our attitude. While cognition components refer to beliefs and thoughts held by one against an object. The three components in this attitude are interconnected and further function in the formation and strengthening of one's attitude. According to Azizi Hj. Yahaya, Jamaluddin Ramli and Yusof Boon (2007), there was a weak relationship between student attitudes towards the subject of art education and the achievement of the subject. However, this study examines the three aspects of attitudes namely commitment, vision and emotional attitudes. This study shows that 77.5% of respondents have moderate emotional attitudes compared with only 22.5% emotionally high in art education. Data analysis has shown that the correlation between student attitudes and achievement is weak.

The attitude of the student to art education is very important. If a student has a negative attitude and is indifferent to the subject, it will indirectly affect the student's achievement. Zulzana Zulkarnain et al, (2017) expresses the attitude of mental and neuromuscular preparedness through experience and influencing one's response to all the objects and circumstances associated with it. Rahil (1995) states that attitude is part of a person's personality that is influenced by the behaviors associated with it. One's attitude differs from experience and has an important influence on someone who acts as a cause and effect of behavior. He also said that positive attitudes towards learning will improve student achievement. The study of Zamrah (1999) also shows that positive attitudes can create a person who is outstanding and visionary. A student who is responsible for his or her education will always complete the work or assignment given by the instructor, always present to class, eager to learn and always strive in his studies. In attitude factors, the findings of previous studies as done by Chong (2003) found that attitude affects the achievement of student art education. Pupils who are highly esteemed in art education will usually complete the work given within the prescribed time, attend classes, are eager to learn, ask if there is any question and so on. With this attitude will definitely improve the student's achievement.

Fourth year student interest in the diorama subject was high. The comparative analysis of the item shows the highest item is item 5 which states respondents choose blue as the background of the Aquarium, the second highest item is item 1 which states respondents like the theme of Nature, the third item is the highest item 6 that respondents like the sketch of the stones and fine sand, while the second lowest item is item 4 which states that the respondent chooses the object of the Sea Life theme, and the lowest item is item 3 that respondents like to make sketches. The influence of high interest on certain subjects also affects students' Zulzana Zulkarnain et al, 2017). In Quek's study (2006) also found that interest has a positive influence on student achievement in art education subjects. This can be seen from the enthusiasm and efforts undertaken by pupils while studying the art education subject. Highly motivated students will always strive and diligently improve themselves. In other words, their satisfaction will only be achieved when they push for art education subjects and understand them. Zulzana Zulkarnain et al, (2017) found that interest and attitude play an important role in influencing student readiness and learning. This is because the students will be interested in the things he / she scouts will achieve excellent performance. Abu Bakar (2017) stated that a person who is interested in the subject matter will often show a high level of enthusiasm and achievement. Therefore interest should be instilled in the student himself. Learning fun will increase interest and it can be further enhanced by the participation and encouragement of parents, educators and friends in the learning process. Among the factors associated with student achievement are interest, attitude, learning styles, teaching methods and family demographics. In addition to materials and tools, their programs and teaching and learning experiences (Nurul Ain Hamsari and Azizi Yahaya, 2012).

The level of student's interest in learning visual art education subjects with the use of site frog VLE is high. The comparative analysis of the item shows the highest item is item 2 which expresses the respondent excited to see the video in the computer room, the second second item is item 9 which states that Teacher can guide the respondents and friends during the learning session, the third item is the 7th item that states that the teacher helps the respondents the partner during the learning session, while the second second item is item 8 which states Video views help the creativity of the respondent, and the lowest item is item 5 that expresses the respondents is easy to understand with the video footage. The student's interest is changing and impact based on several factors (Zulzana Zulkarnain, Mohamed Saim & Roslina Abd Talib, 2017). When students' psychological needs are met, their level of interest is learning using the 21st century learning learning features based on increased mobile equipment (Nurul Ain Hamsari and Azizi Yahaya, 2012). When student

autonomy and self-regulation are supported and there is a positive social influence, the students feel more interested. The expansion of a wide range of mobile devices that are widely available and available at low cost and the use of non-line internet services is the key driver of this latest era of education (Nikou & Economides, 2014). Such difficult situations are also one of the factors that lead to loss of interest (Timmers, Braber-Van Den Broek & Van Den Berg, 2013).

Furthermore, students with high levels of internal interest demonstrate the determination to learn and understand things. The use of mobile technology also creates space for one to practice the culture of collaboration. Mobile technology can be a tool of delivering service instructions as a medium for collaboration. pupils can learn in their own way, work hand in hand with others and offer advice on one another through various applications (Ciampa, 2014).

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