

Relationship of Communication in Cultural and Modern Values: A review on recent scenario of Communication Education in Malaysia

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ABSTRACT

Communication has taken on much broader meaning and greater significance for organizations especially in the education sector. Cultures are formed through communication as an important element in human life which cannot separate from each other. Cultural, values and norms are well recognized as communication mean of human interaction through effective work and achievements. This article is about the overview scenario of the Malaysian Education communication relationship between cultural and modern values and the cross impact of cultural values and communication in education in line with IR4.0 evolutions. The article comments on IR4.0 on education and its role and implementation capability advantage and disadvantage in education. Thus, the article defines that one of the ways to develop the education system is through the development and application of technological developments in the teaching and learning process. This will help and guide students to establish an understanding throughout the learning process in accordance with the 4.0 revolution.

Keywords

Education, communication, culture, value, IR4.0 in education

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Introduction

Education is an organized process over which a student obtains knowledge, experience, and cultivated. basic education is the necessary foundation for an excellence education all the way through life in a complex and rapidly changing world. The current generation now believe in working smart while the old generation believe in working hard. The globalization on education convey rapid growths in communications and technology are estimating changes within education systems through the world as concepts, values and understanding, changing students and educators' characters in generating a society concerning industrialization.

The development of Fourth Industrial Revolution (IR 4.0) has transformed the landscape of educational innovation as it is controlled by artificial intelligence and digital physical frameworks that make human-machine edge more worldwide. This chapter emphasis on communication education context and highlights on the pressures that incline to be while aspects of cultural values which clash with aspects of modernism particularly in 21st century changes in way of thinking and approaches. Furthermore, this chapter also will be focus on the background of

IR4.0 in Malaysian education system and its controversies between cultural values and modernism and justification through design and delivery of the communication education curriculum.

Cultural Values and Education

Educational comprises with component of verbal and nonverbal communication such as listening, speaking and interpersonal concepts and theories that related to learning purposes. Communication education is a general term used to encompass two related areas of research which instructional communication and communication education. Instructional communication focuses on connections between communication and learning, such as how instructors speak and act when teaching, and how students respond. The communication education also can be described as a transactional process in which educators and students be able to create an environment of sharing communication that changes from time to time as conversation unfolds and in some other way influences one another's thoughts, attitudes and behaviours.

Communication education focuses on the teaching of communication as an academic discipline, including topics such as curriculum and assessment. Literature showed that researchers

have interested on teachers' individualities and characteristic that applied in order to develop or hinder education; student characteristics that develop or stop them from involve in learning; education strategies that increase knowledge; the best way to improve student writing and speeches by giving appropriate comments; the way to evaluate student assessment and task; the way to deliver speech in public and lesson should be taught in their field of studies (Staton-Spicer & Wulff, 1984). Moreover, scholars have expanded the use of pedagogical methods and newer technologies facilitating the barrier in the physical classroom or online learning perspective (Waldeck et al. 2001).

Regardless of education, communication is the element that maintains and sustains relationships between educators and students. Communication in education system have a significant impact on the total system as education is becoming a constant knowledge sharing session through teaching and learning practice, by increasing convenient skills and understanding that can be applied to competitive markets where knowledge and information is being traded as a service.

In the civilizations, culture and education, of which the basics are delivered by the family environment, foster the pleasant integration of individuals and groups in the community. These factors making for socialization can be seen to be basically complementary. Social and economic improvement is in fact strong-minded to a large extent by the prevailing world view of each society, a view which is itself influenced by the values transmitted by education systems and the sensitivity and awareness which they help to create. Education is thus by its very nature suited to serve as the repository of the cultural heritage. A new form of education is needed, which would start from a quite different conception of economic and social life, of culture and the future of society. This form of education would be deeply rooted in local truths, and education systems would have to be reoriented so as to reflect more fully the most significant values of national cultures and civilizations. The educational institutions, although retaining its leading role in transferring knowledge and developing the character, is no longer regarded as the only source of education. seen to be a lifelong

process which provides each individual throughout his life with constant opportunities for apprising and enriching his knowledge and which thus involves' the whole educational possible of a society.

Modern education must therefore be thoroughly related to the specific characteristics and needs of the society in which it is distributed. Those responsible for education must therefore give increasing attention to the need for educational contents to correspond to the needs and aspirations of local communities and of the nation as a whole. If education is to take into account the most significant values of national cultures, attention must be given to traditional techniques, which are of great value in renewing cultural systems and asserting cultural identity. Educational institution's curricula already include a number of local elements, through the teaching of history and geography, but their content should be extended to include art education, crafts and oral traditions.

The content of inherited educational traditions from the point of view of the use that can be made of it to remodel educational and cultural systems; is also desirable to study present trends in education in the light of socio-economic and cultural developments, in order to clarify the links between cultural action and educational action on the one hand and, on the other hand, cultural policy and educational policy within the context of lifelong education. part education plays in socialization and reflecting on how the education system can be geared to the socio-cultural and socio-economic realities of the basic communities, and on the extent to which their cultural values correspond to the overall development needs of the society. Since family values make a powerful contribution to the socialization of the individual, education systems should be reoriented so as to reflect more fully those features of them that are most significant from the cultural point of view. Gearing education to social realities would narrow the gap which separates the culture of the elite from that of the masses. The notion of continuous training is organically linked to that of a global education through which the individual, having received a balanced and widespread

Cultural Values and Modernism in Communication

Culture is an important element in the society that teaches to live with a mutual corporation with each other. Every society has own way of lifestyle focus especially on knowledge of ethics, norms and traditions. The culture plays a very important role in education as educators aware of students are from different cultural background and students' academic abilities. Gutierrez and Rogoff (2003) stated, culture is dynamic, situational, and historic which is not only affected by an individual's ethnicity, but also by historical context, geographic location, gender, generation, age, religion, group memberships, and level of education. In the view of cultural values, people that sharing their thought on public are assume as rebels and they are the one who always condemn others thought and point of view. Cultural value and communication education can be linked to various internal and external changes in the educational system. People grew up in distinct cultural environments with different set of values, beliefs, and norms, they have different frames of reference, different thinking and communication patterns. The classroom setting represents a field of communication between teachers and students. Culture, communication and learning are intertwined and mutually dependent (Lum, 2006). In education, cultural development supports students to understand, feel comfortable with, value and appreciate the potential enrichment of cultural diversity. However, due to differences in cultures and educational traditions, teachers and students from different countries present different classroom behaviors. This causes some misunderstandings and even conflicts between teachers and students when they meet in the classroom. Teachers and students develop their own norms and practice in their behaviours in the classroom. While teachers and students from different cultures come into one classroom, they might find so many differences from what they have been used to in their ways of speaking, their gestures, facial expressions, terms used to address each other and ways of participating the class activities.

Once educators and students from different cultures come into the same classroom, they are faced with some, if not all, differences in classroom behaviors, toward which people have different attitudes and feelings. If these attitudes

and feelings go toward extremes, misunderstandings and miscommunications will be caused. Also culture variation influence and took place when has beliefs of one behavior and gets something completely different (Carol,1986). According to Gutierrez and Rogoff (2003), culture is dynamic, situational, and historic. It is not only affected by an individual's ethnicity, but also by historical context, geographic location, gender, generation, age, religion, group memberships, and level of education. The clash in the form of tensions that could exist when cultural values clash with aspects of modernism would be misunderstanding.

The challenge lead to the discrimination based on cultural or racial difference. Students are experiencing cultural traditions embedded in various elements in their surrounding such as arts, crafts, language, literature, theatre, song, music, dance, sport, science, technology and travel. The clashing of ideas in terms of culture, tradition vs. modernism is a complex topic that needs contextualization to fully understand. However, acculturation and fusing of ideals may not necessarily be negative, traditions can be embraced alongside modernism. Communication education is a general term used to encompass two related areas of research: instructional communication education. Instructional communication focuses on connections between communication and learning, such as how instructors speak and act when teaching, and how students respond. Being able to communicate is vital to being an effective educator.

Communication not only conveys information, but it encourages effort, modifies attitudes. and stimulates thinking. Without it, stereotypes develop messages become distorted, and learning is stifled. The communication revolution began in the latter portion of the 20 century has a brought a new focus on communication to 21 century students both in and out of the classroom. In the classroom, student communication is rapidly increasing through the application of active learning strategies and cooperative learning. No longer are students expected to learn in isolation. Outside the classroom, technology has brought the classroom to the student in a variety of ways now centered on World Wide Web. Students have access to email and information 24 hours a day and are often expected to collaborate and communicate with classmates in design teams and

on homework. Moreover, not all students can access in internet easily for those who have poor network connection will find difficult to participate in online class and sometimes it very difficult to educators to explain one by one to students in online if the students did not understand the session because some time it will complicate when students ask question at same time.

In the modern world, the old cultural values are often in contrast or against the aspect of modernism in the 21st century and due to changes in thinking and approaches of the modern times has caused tensions in our society. Nowadays, there are few young people who choose to uphold their old traditional cultural values and most of the generation has embraced modernity, since it is either keeping up to the trend or just simply to not be left behind and be seen as backward, or not progressive for the current era. However, there are faults with this current mindset that most of the people have and thus have caused unnecessary suffering for themselves. Among the tensions that exist is the miscommunication between the generation that upholds the traditional cultural value and those who embrace modernity. This is caused due to the lack of understanding or simply the cultural differences between generations, due to generation gap or technological advancement. This is not to say that technology is the problem, the problem lies within the individuals who due to their persistent dependence on modernity and technology, and not on their culture which has been the core of uniting the society and families.

The tensions can be resolved easily if it do not depend heavily on modern mindset and instead try to balance it with spending time with our families, participating in the society and engaging in cultural values and learning it more. For it is the cultural values that forms the identity of the individual itself, not the modern mindset. Even in the 21st century, our aspects of old cultural values must be preserved even if it is losing against the aspects of modernism in the 21st century. Context of Communication Education is referring to the setting in where communication take place. The context helps to establish the meaning and can influence what is said and how is it said. The tension that exist that the cultural values might be related to the fact that a modernism can produce countervailing effects on cultural orientation,

eroding orientation to some aspects of local culture and strengthening orientation to the other aspects of local culture and modern. Culture diversity has become a key concern and aim accelerating globalization processes, for sustainable development.

Nowadays, globalization often sees as a threat to cultural diversity which decreases the cultural influence and replaces with the new culture. For example, how pop music much played in radio than classic music. When globalization happened, it causes social changes such as technology, social institutions, and the environment. Undeniably technology has easier human life with globalization as most of the countries developed with advanced technology. When globalization happened, the thinking of society also changed when people view industrialized can give benefit to them and they must work to private sectors than go to the farm and make their own money. This is why capitalism happened and how the owner of the factory manipulates the worker for their own benefit. The environment also changed when globalization happens because many factories existed and became part of natural disasters. When places full of factories, pollution also increase such as air pollution, water pollution and many more.

Globalization and culture value is a need for educational discipline where each assessment, course and curriculum are handled with proper ethics without offending anyone. In the 21st century where news travels faster online than the official news on the television, each act of disrespect towards people online may cause a bigger misinterpretation. Now, students are actively participating in online learning, communication between educators and students are compulsory online. For example, one of the cases where cultural values and aspects of modernism clashes is when a student leaves a group chat without informing the teacher first. It may seem not a big deal for the students, maybe his phone was malfunctioning, but for an educator who is not informed it is a form of disrespect and unethical. Through technology is a great advancement, it can also create a lot of misunderstanding. Some sentences may create different tones depending on who is reading it, a compliment may sound sarcastic, a straightforward point may seem rude.

The generation gap may create different perspective and the knowledge communication education is a subject we must all learn not only for the educator but also for the students. The role of communication education in addressing tensions that arise when expected cultural values clashes with ideas of modernism due to changes in thinking and approaches needs to be holistic, and is necessary to be highlighted in whatever education we peruse. This means that the idea of communication has to be well-rounded, unbiased and critical to produce students who can think and communicate critically.

The 21st century is an era where liberalization is taking place around the world. we are increasingly free to think, speak and act with what going on around us. we easily respond to what posted on social media we also easily influenced by western culture in our daily life. we easily to speak abusive words. Therefore, communication education is important to educate us to be polite. communication education is also much needed in the industry as these skills can produce professional employees in various fields. The world is changing – education must also change. Societies. for greater justice, social equity and global solidarity. Education must be about learning to live on a planet under pressure. It must be about cultural literacy, on the basis of respect and equal dignity, helping Education is key to the global integrated framework of sustainable development goals. In terms of cultural values, western areas and southeast Asia areas have their own context as western more to low context culture and southeast Asia high context culture. The way we communicate might be different but we can't make a conclusion that they are rude in some ways as we need to learn about other cultures in order to fully understand each other. Communication education is a must because in this modern era things have been mixing with each other as the online world is easy to access and expose about other cultures.

Cultural Values and Communication Education

Globalization influences to changing cultural patterns. It contributes to the expansion of cultural ties between the peoples and human journey. This growth was sustained partly by the industrial requirements of modern scientific technology. Tradition is a ritual belief that in the form of

values passes down from generation to generation within a society. Tradition is often contrasted with modernism, particularly in terms of the society. A tradition implies an established method or practice; a belief or custom passed on to us by our ancestors. While modernity defined as sets of ideas or beliefs which are ever flowing and evolving like a stream. Modernism is in total contrast with the ideas or methods of the traditions. Modernism is also necessary as we must adapt ourselves with the changing times else we shall deprive ourselves of the opportunity to make any progress or development. More specifically, modernism describes the modernist movement, its set of cultural tendencies and array of associated cultural movements, originally arising from wide-scale and broad changes of society from time to time.

The multiplying of exchanges today facilitates the interaction of the different people from cultures background. Modern technology has completely converted both industrialized societies and developing societies and lends a new dimension to the possibilities for exchange and communication which determine their evolution. However, despite recent efforts to explain and analyze the problems, the relationship between the communication system and cultural values remains somewhat ambiguous and requires further clarification. Further work is needed on investigating the relation between the forms and contents of communication and information and the contexts in which these are produced and disseminated, and on identifying the factors which could promote the democratization and deconcentration) of communication or on the contrary increase inequalities and dependence in this field. An examination of the problem of the significance, constraints and scope of information and communication involves identifying the positive and negative effects which the standardization of opinions and taste, advertising propaganda and the manipulation of public opinion have or could have on ways of life, cultural values and the cultural specificity of individuals and groups.

It is also contains drawing attention to the danger causing from the gradual dis- appearance of traditional forms of communication and the adoption of modern forms of technology without having forecast their possible consequences on social relations and cultural values. Following on

from such an analysis, it would be interesting to indicate the significant factors which might be useful for conceiving and elaborating communication policies that were closely linked to cultural policies in general and to cultural values in particular.

Education and Industrial Revolution 4.0 (IR 4.0) In Malaysia

According to Dunwill (2016), education 4.0 is defined as the use of technology in the teaching and learning contexts. This is because, technology empower the human-machine interface to look more worldwide that contributes to rapid revolution in innovation. education 4.0 creates an opportunity for educators to engage in new technology tools and it improves the knowledge of the instructors on technology more in depth. It also helps lecturers and students to enhance their knowledge & usage of technology in depth. In addition, it promotes the development of technology classroom into the 21st century skills. However, there is high resistance to change in adapting and shift the mind set of lecturers towards adopting technology-based education as it can limit the engagement or involvement of an educator with the students. Technology is also found to be disconnecting learners from the real world.

The Malaysian Higher Education has executed an education 4.0 program in line with the 4th industrial revolution. The education 4.0 program is aimed at providing graduates with the capabilities and competencies required by the digital-driven industry. The industrial revolution perceived as the development phase of knowledge which occur among physical, digital and biological scopes are being blurred (Schwab, 2016). Formerly, industrial revolution (IR 4.0) in the education perspective create an incomprehensible, rationalistic and energizing open door which can possibly change society to improve things. The fourth industrial revolution is fueled by counterfeit consciousness and it will change the work environment from assignments based attributes to the human focused qualities. Higher education in the fourth industrial revolution is an ambiguous, rationalistic and energizing open door which can possibly change society to improve things.

The fourth industrial revolution is fueled by counterfeit consciousness and it will change the

work environment from assignments based characteristics to the human focused talents. Colin (2017) emphasized about educators and their willingness in reacting and readiness to IR 4.0, and examined condition of institutions' ability of the convergence management, fluidity, power shifts, possibility and issues on ethics that move along with IR 4.0. Literature also highlighted key strategies for survival in line with IR 4.0 in developing technologies and human connectivity, structure digital flexibility, as well as capabilities of the institution in digital authority and responsibility. However, it is an unclear situation whether the higher education sectors are ready to adapt the transformation in order to create and empowering environment for academicians, practitioners as well as learners to overcome the challenges of IR 4.0.

Additionally, imagine, innovate, create, and collaborate; develop a 4.0-ready ecosystem fitting to institutional contexts; stimulate greater human connectivity through the exchange of students and staff, which is enabled through global and regional networks, and consortium of higher education institutions; incorporate spiritual values, ethics and morality, national identity and a sense of connection to the community, through curriculum delivery and technology transfer; and be mindful of the benefits and risks brought about by the 4th Industrial Revolution. "(Wahid Omar, 2017).

The Malaysian Ministry of Education strongly believes that the initiatives taken in line with the integration of IR4.0 in Malaysia will support the learning institutions to stay

relevant and competitive in the emergence of Industry 4.0. In preparing the learners towards a higher level in education in relation to the 4IR, the Ministry of Higher Education is guided by the Malaysia Education Blueprint 2015-2025 (Higher Education) which is established with the determination of achieving Malaysia's education system in bring into line with global trends (Razak, 2015). The Minister added that universities have to be prepared to adapt and change their curriculum and delivery so that graduates are able to fill in jobs which are yet to emerge. Technology is moving rapidly and educators have to keep up with this fast pace.

Employers look upon fresh graduates as liabilities who need to be provided with extra training before they can function adequately in their job. Fresh graduates are expected to be highly equipped and competent to face the digital industry. At the same time, educators are expected to make themselves relevance in accordance with IR4.0. Therefore, the objective of this research is to present on the strengths and weaknesses of education 4.0 in Malaysia. Most of the educational institutions and higher institutions has taken an initiative to make this successful and provide the students a more meaningful learning experience through internships, mentor-mentee programs and collaborative projects (Hussin, 2018). Education 4.0 also connects a learner to gain a deeper connectivity as compared to the traditional ways of learning which is by using the textbook.

A research by Diwan (2017) indicated that boredom can easily take place for today's learner as they are constantly looking to fill excitement from visual and auditory inputs. The implementation of education 4.0 provides any learners to experience a visual element that improves the connection between learning concepts and information effectively (Halili 2019). Lee and Shvetsova (2019) stated that most of the researchers see the importance of the augmented and virtual reality applications as tools that assist any a learner to gain a deeper knowledge and understanding on atmospheres, recognize main problems, and test their solutions in specific cases which can be combined with other teaching methods such as project or problem-based learning, flip learning and online education.

Education 4.0 is not only beneficial to students but also the teachers in any level of education. Jo & Lim (2015) stated that practical supports are needed and important in smart classroom to improve the teaching and learning though teachers still engage the chalk and board method in teaching. Anealka & Hussin (2018) emphasized that every educator is in need to relearn and prepare themselves with the digital tools to meet the demand of the future learner. There are many digital tools which are available online for teachers to access and explore. Technology and Mobile Learning (2016) suggested teachers to equip themselves with these nine fundamental

digitals such as record and edit audio clips, create annotated, interactive and engaging video content, use social networking websites, use blogs and wikis to create participatory spaces for students, use social bookmarking websites and share resources in class, create engaging presentations, create digital portfolio's and create non-traditional quizzes. Learning these digital tools clearly shows how digital technology can be combined and integrated in the teaching and learning. In a typical practice, a student's common habit of passing an exam is blindly memorizing the key points/information given by the teachers and go for their exams since assessments plays a crucial role in the development of a learner (Borghouts, Slingerland, & Haerens, 2017).

As part of education 4.0, the teaching and learning pattern will not only be merely based on exams, but also focusing the practical and experiential learning-based projects or field work that is suited for future employment. Hariharasudan and Kot (2018) claimed that education 4.0 literally transforms the traditional ways of taking exams. Learners are examined based in real-time according to their performance when they work on projects in the field instead of being examined based on memorization capacity. According to Marshal (2002), the influence of technology on the education industry should not only be a motive in transforming the learners the way it is imparted, but also the way students perceive education. Teaching and learning methodologies will need to shape the future learners ready so that the educators and learners can move towards a progressive, intellectual, knowledge-driven and future-ready world.

Role of Communication in Education

Education is a dual economic and social investment. A country's economic development calls for a greater labor productivity and capital, and therefore requires employees to be able to use modern technologies, and to be creative and adaptable. Such aptitudes are very dependent on the standard of initial education that people receive. The money spent on education is not solely a social item of expenditure; the purpose of education is also to train people for citizenship, provide for the transfer of knowledge and culture from one generation to another, and develop people's talents. Communication takes place through various channels. Within the teaching

profession, communication skills are applied in the teachers' classroom management, pedagogy and interaction with the class (Saunders & Mills, 1999).

Education is regarded as the most important tool in the improvisation of the society and communication plays a vital role in the education process. Azam and Kingdon (2014) reported in a study that teachers matter a great deal as far as achievement of students is concerned. Apart from the basic knowledge, the effective communication plays a major role in motivating the students, knowing their aspirations and the problems that they may have. Nevertheless, both verbal and the nonverbal communication play a vital role, yet an effective verbal communication helps in building a strong teacher student relationship which acts as a platform for the strong cognitive development. Communication is very important in human daily life, because communication enables us to voice out our opinions and thoughts. Communication Education is a general term used to encompass two related areas of research: instructional communication and communication education. Communication education focuses on the teaching of communication as an academic discipline, including topics such as curriculum and assessment. Instructional communication focuses on connections between communication and learning, such as how instructors speak and act when teaching, and how students respond. Besides, communication in education also important to make the teaching and learning process more smoothly and easier. Communication in education enables educators to recognize and understand student's needs. It also enables student to understand the education better. Easy and effective verbal communication helps the educators to create an understanding on student's knowledge. However, due to modernism in the 21st century, the communication styles have been changed. Nowadays, the usage of modern technologies such as electronic gadgets easier than use the traditional way of communicating with people. Therefore, face to face communication is getting less. In addition, communication styles also changed due to different cultural values of different people. People from different culture have their own cultural values, they have different thoughts and

different behaviors. Therefore, different cultural values are one of the obstacles in communication process. It is very clear that communication education could be very important on any level of education due to the fact it makes a specialty of academic discipline that might encompass topic like curriculum and assessment. It teaches ways for individual to speak effortlessly inside the tutorial field. thus being said, it is difficult for to practice an efficient and practical verbal exchange education in recent times as time progress.

Communication education is important on any level of education as it focuses on academic discipline that would include topic such as curriculum and assessment. It teaches ways for individual to communicate easily within the academic field. With that being said, it is hard for to practice an effective and practical communication education nowadays as time progress. Different culture has different way of teaching that could be a shock to others. Through technology, we are now exposed to various forms of communication culture which makes it hard because with different understanding of communication education, misunderstanding would occur. Answering teacher could be seen as rude or even giving a proper criticism could get you in trouble because that is not the culture. These are all seen as the wave of modernity. It cannot be denied that some students are still clueless on how to use communication education effectively but we have to understand their intention too.

In this 21st century, communication is getting important, everything is changing, as well as people's mindset. For instance, even when both parties speak the same language there can still be misunderstandings due to ethic and cultural differences. Hence, there are clashing of ideas in terms of culture, tradition vs modernism is still happening around from time to time. However, as in the 21st century the cultural values often clash with modernism because of the changes in thinking and approaches. Some of young generation these days still keeping up on cultural values as they treasure the value of their cultural and other young generation are already interested in modernism. This will bring tension for both sides as there will be misunderstanding the way they communicate with each other.

Globally, everywhere are undergoing deep transformation, and this calls for new forms of

education to foster the competencies that societies and economies need, today and tomorrow. For some circumstances, human facing vast transformation for instance physical teaching method changed from traditional way to online platform such as through Microsoft Team, Google Meet, Zoom and Webex application. This change landscape of communication through digital technologies. Education is moving beyond literacy and proficiency, to focus on learning environments and on new approaches in learning by implementing uses technologies. Online resources, video recordings of classes, video conferencing and more can make education as easier to engaged with.

Weaknesses of IR 4.0 and Education

In a recent research, Colin (2017) stated that he is very much concerned and worried about the educators in implementing the practice of education 4.0. This is due to their enthusiasm and passion in responding to 4th industrial revolution. He also questioned that if the higher institutions are taking much effort to adapt to the initiative taken in developing technologies and human connectivity to the next level. Siddiqui (2007) also observed that some educators don't primarily see any benefits in having access to the new technologies of teaching and learning. Nagler (2015) stated that teachers need to be a good role model to its learners as when they deliver the lesson with enthusiasm suggesting that it is interesting, important, or worthwhile, learners are possibly to accept the same attitude. Schleier (2011) added that the education sectors mainly involving the academicians have to prepare students for jobs that have not yet been created, technologies that have not yet been invented and problems that yet know will arise. Thus, the education sector is worried and pressured to put up with the needs of digital communities. It is essential to comprehend and recognize that educational change is a key for every educator as engagement with different digital technologies and change will be anticipated over the course of a career (Howard & Mozejko, 2015). Resistance to Change to date, most educators strongly believe that the traditional method of teaching still remains as the best teaching method.

According to Abraham and Reginald (2016), a high level of resistance to change occurs among the educators towards the use of technologies in

the classroom. Educators constantly face difficulties to meet the current demands of learners. Hence, the author commented there is a huge need to change the negative mindsets of these educators towards the use of technologies in the classroom. A culture shift between both students and teachers are necessary to adopt changes. Siddiqui (2008) also commented that if the technology is to be appropriately used to support student collaboration, inquiry, and interactive learning, an educator's beliefs about teaching/learning must also change. The scholar also commented that some educators have plant in their mind that they are doing a great job and curious what enhancements technology will further bring. Howard and Mozejko (2015) outlined the three main factors that can influence an educator's decision about integration are culture, confidence and beliefs about technology's usage in teaching. However, a research done by Zhao & Frank (2003) indicates that if the educational institutions does not value the incorporation of technology, teachers are less expected to incorporate it in their practice.

Conclusion

One of the ways to developing the education system is by adopting and implementing the advancement of technology in teaching and learning process. This will always help and guide student to create an understanding in the learning process. The uses of the contents effectively in traditional approach and in line with industry revolution 4.0. Malaysia needs to improve the education system so that Malaysia can be one of the competitive countries in the world. Malaysian Ministry of Education also need to provide adequate facilities to learning institutions in order for them to utilize the technology 4.0 effectively. Previous studies have shown that the usage of technology has helped students to improve their learning (Halili, Nurul & Rafiza, 2018; Halili & Suguneswary, 2016; Halili & Hamidah, 2016; Maryam & Halili, 2015). In the era of education 4.0, students are able communicate more on educational purpose as well as gather unlimited information from various online platform, interact and collaborate with each other and so forth. Thus, policymaker need to play their role by making the use of latest technology 4.0 in teaching and learning process by educators is compulsory. Educators need to attend a training of

how to expert in using this advance technology in order to develop their skills and competency. Communication also as paramount in education like teacher to student, student to student, teacher to teacher, teacher to parent, teacher to admin or admin to parent, or vice versa, communication is needed to make sure students successful.

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