

Chapter in Book

## Card 7 Item KBAT

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**Abstract:** *Card 7 Item Kbat is a study to help students remember the facts found in the History Subject. Therefore, the main objective of this study is to improve the ability to remember historical facts among SVM 2 KRG KVBP students using the Card 7 Item Kbat Based Learning technique. The research method used is Action Research. This action research was done in collaboration between the teacher and 10 students of SVM 2 KRG KVBP. The method of data collection is done through observation, questionnaires, interviews and pre and post tests for data collection to measure students' memory and understanding of the discussion topic before and after using Card 7 Item Kbat. The findings of the study show an increased development that is the implementation of pre and post training. For pre-training, the mean score shows a total of only 0.7% and the mean score for pre-training is 55.2%. This shows that students can answer the training questions given because they can remember the facts of historical topics well through the Card 7 Item Kbat. Indirectly, this technique can improve the ability to remember historical facts consistently and effectively. It is another alternative for teachers to attract students to learn History Subjects. The implications of this research include that teachers need to change learning and teaching techniques in order to make learning meaningful. Students also successfully answered the questions given after using Card 7 Item Kbat. This method is very useful as a teaching aid for teachers and students towards improving student performance, and can even be applied to other subjects.*

*Keywords:* Card Technique 7 Items Kbat: Effective Methods of Remembering the Facts of History Subjects.



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### 1. INTRODUCTION

The world of Education is experiencing rapid development, especially in PDP which has experienced an era of change. This is because in this era of globalization, we are often served with various technological developments that are becoming more and more sophisticated. Various efforts have been taken by various parties to dignify national education on a par with education at the international level. Among the things that are given attention is activity-based learning or involving the role of students in the class. This activity-based learning is very important because it can create active learning activities in the class when the learning session takes place. This study was done to improve teaching and learning practices for History among students at Balik Pulau Vocational College. Learning Method using 7 Item Kbat Cards that use game elements. This method is a learning aid that can be used in the classroom or at home during PDPR to help improve the skills of understanding and remembering historical facts and then being able to answer questions. According to the report of Noriati, Boon and Sharifah (2012) this happens because students do not get an idea of the topic being discussed. When you don't get a picture, the students' memory is not strong enough to memorize. This learning innovation arises when there is a problem among students who feel bored and less interested

in following and understanding the content of History lessons. When you don't get a picture, the students' memory is not strong enough to memorize. Therefore, an approach needs to be taken to help strengthen students' understanding in the subject of History. This is because the subject of History is highly emphasized by the government due to the ability of the subject of History to give birth to a generation that is passionate about patriotism, national spirit and citizenship according to the opinion of Maharom Mohmood (2001) and Mohamad Mustafa Ishak (2002). In fact, to increase the effectiveness in studying this subject of History according to Siti Aminah Sallehin & Fazlinda Ab Halim (2018), the use of Teaching Aids (ABM) based on student activities in PdP has been proven to increase the effectiveness of PdP. In conclusion, this intervention supports the intention of the Malaysian Ministry of Education (KPM) in the second shift of the Malaysian Education Development Plan (PPPM) 2013-2025. Through the use of this page as well, an interactive learning environment and interactivity is developed to achieve meaningful learning.

## 2. POSITION BEFORE INNOVATION IS IMPLEMENTED

The researcher has checked the exercises given to the students and found that almost all the students in the class could not answer the exercises given. This clearly shows that students do not review the subtopics taught in class. I have discussed with the students and they have stated that they cannot recall the facts that have been learned. Before this innovation was implemented, there were several problems that arose in the learning of the History Subject. Among the problems that arise are:

- There is no interesting and boring History Subject learning
- When students don't enjoy learning it causes them to have problems remembering History facts
- Pandemic conditions have caused learning patterns to change
- The problem of students dropping out of studies, especially when schools are forced to close
- As an alternative to respond to the government's call to create 21st century learning
- There is no self-learning culture among students.

Students are also not able to remember the facts of History which can be detected by giving answers to the Pre exercises. This Pre-answer exercise shows that all students can only answer at least 2 questions correctly out of 10 questions asked.

(Proof based on observation)

**Table 1.** Student interview results (Target Group: Year 2 2Krg)

No	Target Students	Input Summary
1	P1	Less confident with the answer given because I don't understand
2	P2	There are too many topics and facts to remember and many notes to refer
3	P3	I reviewed but in vain because I quickly forget
4	P4	Bored because there are so many facts to memorize and not understand

5	P5	Tired of memorizing many facts and not understanding them
6	P6	I don't like this subject because it's boring and I don't understand
7	P7	It's hard to remember important dates that are too many and boring
8	P8	I have no desire to study because I'm tired
9	P9	I am lazy to memorize history because the learning material is not interesting
10	P10	There is a lot to read and no time

**Table 2:** Problem Survey Method

Step and Date	Evaluation Method	Target Groups	Purpose of Assessment
1	Observation	10 KRG 2nd year students	Assessing the ability to remember facts and student behavior during the PdPC session.
2	Interviews	10 KRG 2nd year students	Gather skill information remember them when in other subjects
3	History Subject Literacy Screening Instrument	10 KRG 2nd year students	Assess students' skills in remembering and answering questions for History subjects
4	Time Expectancy Test Answer the exercise	10 KRG 2nd year students	Evaluating the difference in the speed of students remembering and answering questions for History subjects

(Proof based on the test answering exercises)

I also implemented the test by giving pre-answer practice to the group of students. My observation with reference to the students' results for the History subject when answering the exercises given.

**Table 3.** Record of Answering the Exercise of History Subject 2 Krg

Answer Question	The correct number of questions are answered by the target
1	0
2	1
3	0

4	0
5	0
6	0
7	0
8	1
9	0
10	0

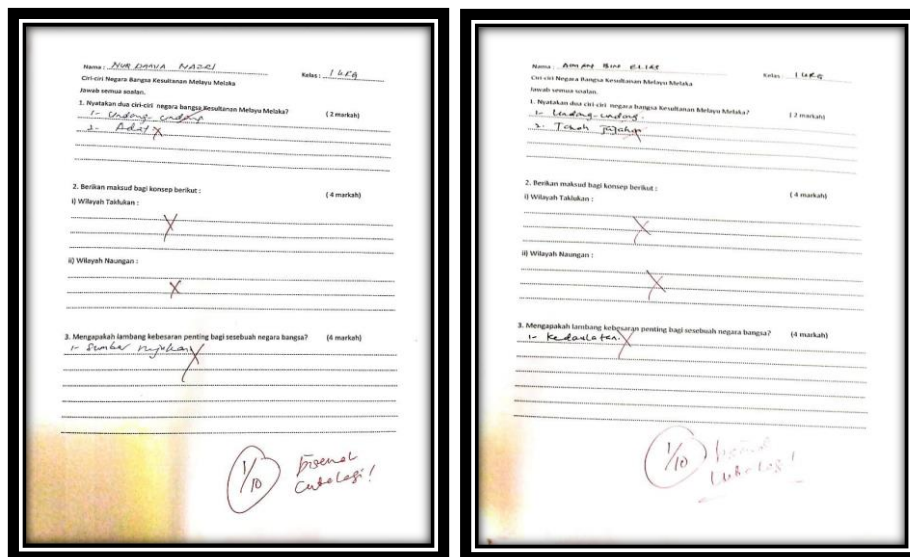


Figure 1. Pictures of answering exercises before the study

Before the study was carried out, many students could not answer the training questions given in the allotted time. The main problem that can be detected until calling me to do this research is the problem of students to remember the facts of the History topic. According to Carr (1961) defines history as a process that is interconnected between historians and facts, the present and the past. When students cannot remember the facts of History, it leads to the problem of boredom and lack of interest in learning History. This is coupled with students having to remember many History facts found in the syllabus. In addition, these students do not like to read textbooks making it more difficult to remember the facts of History. These early problems also affect students' attitudes which in turn cause them to study *sambal lewa* or not seriously when studying History. Therefore, in order to overcome these problems, teachers need to change teaching methods. This is according to Sulaiman Md. Yassin, Mohd. Salleh Lebar and Azlina Abu Bakar (2004) stated that effective teaching is teaching that takes into account various aspects. These aspects include psychology and professional.

### 3. OBJECTIVE

Among the learning objectives using the 7 Item Kbat Card:

- a) Increase students' motivation to learn in the study of History
- b) Improve students' ability to apply Digital Learning in History learning
- c) Increase the number of students who can remember historical facts
- d) Increase student scores in the History subject exam

#### 4. INNOVATION THAT HAS BEEN IMPLEMENTED

This innovation is done to focus on the problem of students' failure to understand and then answer the exercises given. If students are not able to answer the given History exercises well, it has a bad effect on the achievement of History marks in the exam. In relation to the problem, an initiative has been made to help students to answer the History training questions through the 7 Item Kbat Card. Card 7 Items Kbat is a method of learning history is by making remember 7 items Kbat. Then, the 7 Kbat items that are remembered are combined with the requirements of the question so as to be able to answer the questions in the Kbat section well. During the process of answering Kbat questions using this 7 kbat item, use a colorful pen to make it more interesting. It should be noted, avoid using similar colors because it will make it difficult for students to remember the topic discussed. The use of this color can help students think and learn how to make notes through visual representations more effectively and efficiently. The key words and simple sentences found in the questions are important to ensure that students can remember each key word and sentence. To remember the 7 Kbat Items can be summarized into flash cards. These flashcards can help students remember History facts. This card can be used repeatedly to understand and then be able to remember the 7 Kbat items and then answer the History questions. Method 7 This Kbat item helps students to learn visually or observationally. Method 7 This Kbat item is a method to attract students interested in learning the subject of History. This is coupled with the opinion of Husni et al. (2018) that is, the "chalk and talk" method needs to be replaced with a more dynamic and creative method, in line with 21st Century Education. Samsudin (2006), stated that an effective teacher should have high skills in conducting PdP sessions.

The 7 Item Kbat Card Method Learning Technique is implemented through this innovation:

**Table 4:** Steps to Use Learning Techniques Method 7 Item Kbat

Step 1	<p>There is a session to remember the 7 Kbat Items which are::</p> <ul style="list-style-type: none"> <li>• Perpaduan / Kerjasama Kaum</li> <li>• Rukun Negara</li> <li>• Patriotisme</li> <li>• Sedia Berkorban</li> <li>• Kesejahteraan</li> <li>• Kestabilan</li> <li>• Pendidikan / Berilmu Pengetahuan</li> </ul>
Step 2	<p>The students are given time to remember the 7 items.</p> <p>a) Students make cards to remember the 7 items.</p> <p>b) Use keywords and simple sentences.</p> <p>c) Key words and simple sentences are important to ensure students can remember each key word and sentence.</p>
Step 3	<p>Students can also be assigned groups and can discuss with friends. The discussion involves the following actions which are remembering the topic, understanding the topic and presentation in the form of cards to share historical facts with friends. After successfully remembering, students will refer to kbat questions and discuss with friends to produce good kbat question answers. Students make a presentation in front of the class to tell their classmates about the answers that combine the requirements of the question with 7 kbat items.</p>
Step 4	<p>The teacher will give praise and prizes to students who successfully complete the kbat training well.</p>

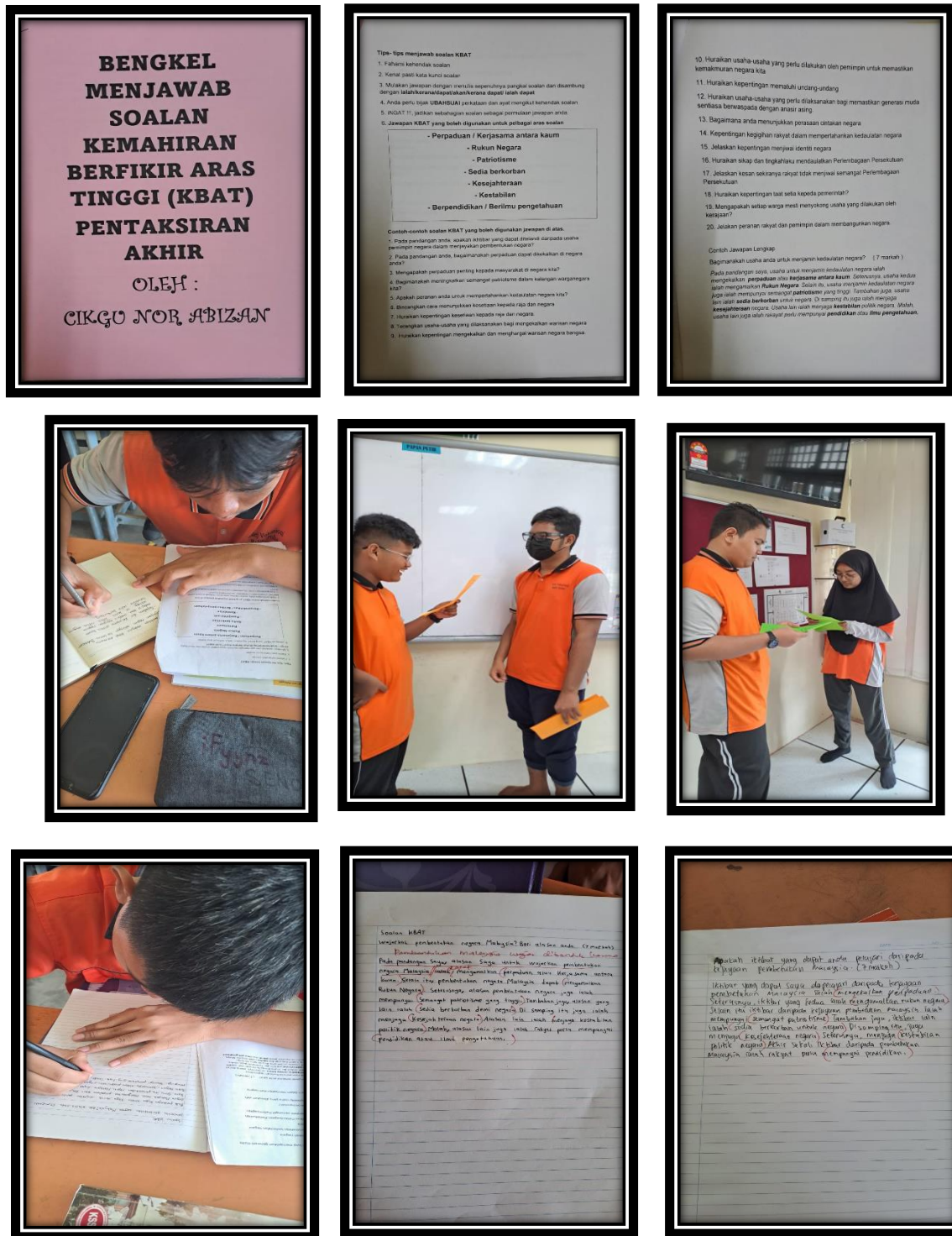
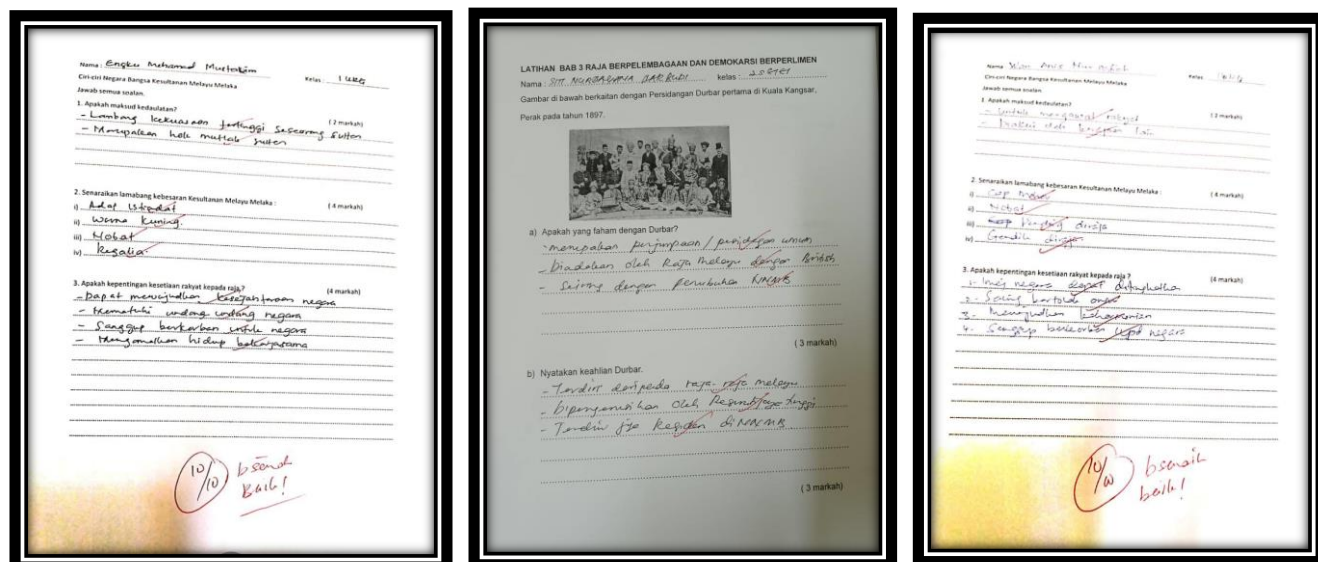


Figure 2. Learning Implementation Techniques of the 7 Item Kbat Card Method

**Table 5.** Record of Answering the History Subject Exercise 2 Krg after the implementation of the method Card 7 Item Kbat

Answers to Questions	The correct number of questions are answered by the target
1	9
2	9
3	10
4	10
5	9
6	8
7	10
8	9
9	10
10	9



**Figure 3.** Student Achievement Assessment (tests to answer Pre and Post training questions using Card Technique 7 Items Kbat).

The Pre and Post-test of answering training questions was carried out and it was found that there was a change in the number of questions answered correctly, that is, 4 people got all the correct answers. At the Post level as well, no student could not answer the Kbat practice questions well. The Post Test has shown a significant improvement because they have followed the correct teaching and learning method, which is knowing the best way to answer the Kbat question using the 7 Item Kbat Card method. This was explained by Siti NurulJannah, Mohamad Zaki and Suhaidah Said (2014) in their study. They found that the collaborative approach used during the teaching and learning sessions found in the 7 Item Kbat method can strengthen the basic skills of remembering the actual facts of students. Method 7 Kbat Items enable students to understand the facts of History and then be able to remember the relevant facts.

The innovative method of the 7 Item Kbat Card Technique was implemented at the beginning of February. The cost of producing this innovation is free because most of these techniques use materials found in schools. In fact, the information of these 7 Kbat items has been created in the form of audio, video, graphics, text, images and animations using digital devices. The use of multimedia elements such as text, audio, video, animation, graphics, pictures and interactive animation can stimulate students' interest in following P&P. For Norsalleh Ngatimin and Sahat Md. Shah, (2004) in writing titled 'ICT Pedagogy in History Teaching and Learning' defines information and communication technology as a system that facilitates people to meet the need to obtain information in a more structured and communication.

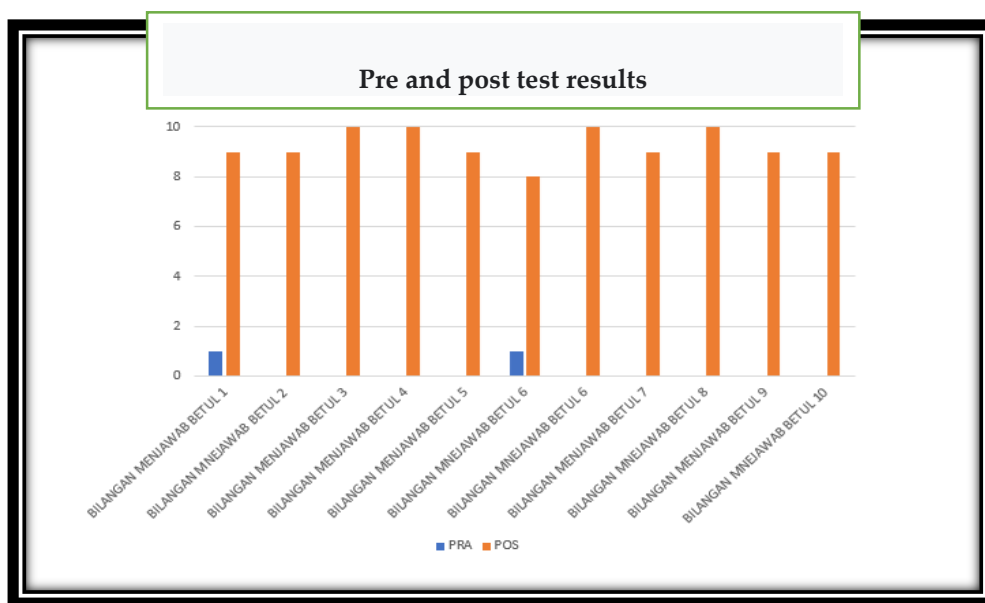


Figure 4. Pre and post rest results

Table 6. Student learning motivation

No	Statement	Yes	%	No	%
1.	I like studying History	10	100.00	0	0
2.	I am interested in learning how to use cards	3	100.00	0	0
3.	I love the colorful cards it produces.	7	70.00	3	30.00
4.	I understand the colored cards shown.	6	60.00	4	40,00
5.	I love remembering color words.	10	100.00	0	0
6.	I am confused because of many colors.	1	10.00	9	90.00
7.	The voice in the presentation in front of the class is easy for me to follow.	8	80.00	2	20.00

8	I love reading colorful mind notes over and over again	7	70.00	3	30.00
9.	I like casual presentations.	7	70.00	3	40.00
10.	I am glad to be able to understand a lot	8	80.00	2	20.00
	Total (AVERAGE)		74.00		27.00

This item was positive for the purpose of data analysis.



Figure 5. Pictures During the implementation of the 7 Item Kbat Card Technique

## 5. BENEFITS FROM THE STUDY INTRODUCED

Learning Based on 7-Item Card Technique This Kbat is student-friendly because learning is student-centered. This is in line with the learning goals of the 21st century. Even the search for information becomes easier and also the explanation of a topic is easier because videos and animations can be used that are more realistic than just explanations. Teachers are also more confident because the use of digital device materials can improve skills in delivering the content of the lesson, this can be used as a teaching aid and subsequently can save costs and can also be applied to other subjects. This material is very useful as a teaching aid for teachers and students towards improving student performance. Tan and Carol (2013) also acknowledged that teachers' skills in applying technology such as YouTube videos as teaching aids in the teaching and learning process of History successfully attract interest and increase students' understanding and memory because the teaching content is presented transparently

The mastery of knowledge sourced from this mind map is a prerequisite for a student to master more knowledge in this era of globalization. The use of this Kbat 7 Item Card Technique allows students to get more information sources that are easier and of course interesting. In fact, it can be a problem-solving tool for students' understanding because they can see the flashcards repeatedly without hindrance. The results of the study by Awang, Ahmad & Abdul Rahman (2014), stated that students have a positive attitude towards the importance of mind maps in learning History.

It was also found that there was a significant change in attitude where previously the students were not interested in understanding the facts of History because perhaps they thought this subject was quite boring. Therefore, after trying to change the teaching pattern creatively and emphasizing some formulas in learning, it turns out that this thing gives a change. In addition, students are also more active during teaching and learning in class than before. Students who never asked have also shown significant changes.

Changes Student learning also changes. Unexpectedly, students can write History facts in practice questions according to the allotted time. Compared to before, the students were quite slow to answer the training questions given but after being given this formula they were able to do so well. In addition, students are also confident in answering questions quickly because they can remember facts.

Another advantage of this application is that it is easy to use, there is no time limit, it is free, and most importantly it is interesting, there are elements of color, sound, effects, music and animation.

This technique will be continued in future teaching and learning because we see that this technique can help students to answer practice questions easily and thus help them get excellent marks in exams.

## 6. CONCLUSION

The innovativeness of this strategy using the Learning Technique Method 7 of this Kbat Item has a positive effect in learning the subject of History. I will keep this method in my teaching in the future because it is the easiest and most effective method to train students to be able to answer factual practice questions in the History Department. According to Booth (1993) as a whole, quality students are produced through an effective teaching and learning process. This technique can instill a sense of fun in students to continue to be interested in learning History even if the subject is considered a difficult subject to learn. This technique should be extended to all students. What is important is that History teachers are willing to change and always strive to do positive teaching and learning practices in accordance with the changes and tendencies of today's students. Kamarul Azmi and Ab. Halim (2007), also think that an efficient teacher is a teacher who is skilled in combining knowledge, skills and

value in PdP sessions that are implemented together. Teachers need to have knowledge and at the same time need teaching skills to convey the content of lessons to students (Anuar & Nelson, 2015). Next, Kamarul Azmi and Ab. Halim (2007) asserted among the characteristics of teachers what is effective is having teaching skills, including connecting knowledge, skills and values in teaching. At the same time, I will also try other approaches to overcome the problems that arise among students because I am confident that every problem has a solution. The results of a study in the United Kingdom show that in the context of teaching history, students prefer the methods of debate, discussion, group work, teaching using videos and field work (Cooper and McIntyre, 1996).

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