Universiti Teknologi MARA

Interactive Simple Notes for Sejarah in PT3

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ABSTRACT

History or Sejarah in Malaysia serves subsidiary purpose instead of taught mere knowledge and love of the history. Initially, Sejarah had less attention given during the time of pre independence but it started focus on unity and integration of race after the Second World War and become the core subject starting from 1989. However, the popularity of Sejarah with reading and memorizing a lot of facts make it known as a boring subject. The excessive usages of textbook create the stereotypical lesson, less creativity and imaginative because of the nature of textbook that is static and not interactive. A mobile application of simple notes for Sejarah will be developed to help the students who take Pentaksiran Tingkatan 3 (PT3) exam in understanding and memorizing better towards this subject using pedagogical approach and scaffolding technique. This project will be developed in Malay language in order to help the students and this application communicate effectively. An ADDIE model will be used for a step-by-step guidance in developing this project. This approach can be improved with the help of the technological appliances such as the mobile device as students nowadays prefer to use smartphone in getting information instead of book form and it allows an anytime and anywhere access to the activities.

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CHAPTER 1

INTRODUCTION

1.1 Background of Study

The curriculum of Sejarah as a subject during the time of pre independence is a bit slow, less attention given and also regarded as additional subject only (Ahamad Rahim & Sidek Said, 2012). Curriculum of Sejarah in the early stage received less community response and the purpose for learning the subject at that time was to increase the understanding about Malay culture by student through literature experience (Kim,1992).

Starting from 1930, the Sejarah subject started to be taught in Malay schools and focused more on reading and memorizing activities which was found only in Sejarah textbooks. After the Second World War, Sejarah curriculum started to focus on unity and integration of race (Ahamad Rahim & Sidek Said, 2012).

Beginning in 1989, Kementerian Pelajaran Malaysia announced that Sejarah subject will be the core subject and compulsory to be taken by all students. According to Kementerian Pelajaran Malaysia (2002), the subject of Sejarah in Kurikulum Bersepadu Sekolah Menengah (KBSM) is a core subject that compulsory to be learnt by all secondary students. This change is a great change in philosophy and lesson concept and learning of Sejarah in school (Ahamad Rahim & Sidek Said, 2012).

The lesson and learning process of Sejarah in classroom is still considered as conservative, traditional, non-active and fail to create attractive environment so much so it gave the implications and negative influence to the students. The study from Abdul Razaq Ahmad (2011), found out that many students