

HARMONY IN PROGRESS:

**INTEGRATING SCIENCE, TECHNOLOGY,
AND
SOCIAL INNOVATION
FOR SUSTAINABLE DEVELOPMENT GOALS**



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RSSS006 - WISE MENTOR OF HISTORY

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ABSTRACT

This study was conducted to help students remember historical facts through the History Wise Mentor Technique. The technique was introduced as an alternative to attract students' interest in History, a subject often considered boring due to the need to memorize many facts. Using tools such as cards, short notes, question cards, and digital applications, historical information is transformed into simple notes and engaging visuals. Findings show a significant improvement – from students answering only at least 4 out of 10 questions in the pre-test to 90% of students successfully answering well after applying this technique. It not only enhances memory of historical facts but can also be applied to other subjects. This technique serves as an effective teaching aid for both teachers and students, contributing to improved academic performance.

Keywords: *History Wise Mentor Technique, history fact remembering method, student performance improvement*

INTRODUCTION

History is often perceived by students as a less interesting subject due to the large amount of facts that must be memorized. Many students struggle to recall these facts, which affects their academic performance in both internal and external examinations. Observations and pre-tests revealed that most students could only answer about four out of ten history questions correctly. This problem highlighted the need for a more engaging and effective learning approach. The History Wise Mentor Technique was developed as an alternative teaching strategy to address this challenge. It offers a creative, student-friendly method to help learners remember historical facts through visually appealing notes, cards, and digital tools, making the learning process more interactive and less stressful.

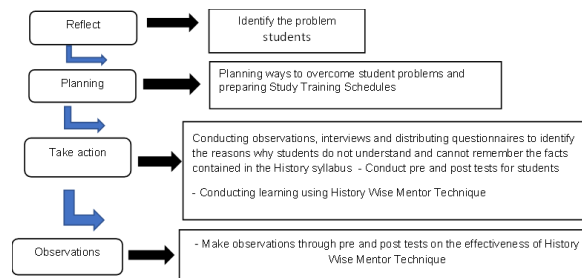
OBJECTIVE

The main objectives of developing the History Wise Mentor Technique are:

- i. To help students remember historical facts more effectively.
- ii. To make learning history more interesting and enjoyable for students.
- iii. To improve students' performance in history examinations.
- iv. To provide teachers with an alternative teaching aid that aligns with students' learning styles.

METHODOLOGY

The development of the History Wise Mentor Technique began with identifying students' difficulties in memorizing historical facts. A pre-test was conducted to assess their baseline knowledge, revealing low accuracy rates. The technique was then introduced using a variety of materials such as topic-based fact cards, short notes, question cards, and digital applications. Students actively participated in creating their own visual learning aids, translating facts into simplified notes and illustrations. The approach emphasized short, focused learning sessions that matched students' moods and attention spans. After a period of guided practice, a post-test was conducted to measure improvement. The results showed that 90% of the students could correctly answer the training questions, indicating significant improvement in fact retention and understanding.



Action 1: Reflect

The researcher has reflected on the teaching and learning of the SVM 2ETE1 KVBP class. When the researcher reviewed the exercises given to the students, he found that almost all the students in the class did not answer the exercises given well. This clearly shows that the students did not pay attention at all by not reviewing the subtopic titles taught in class. The researcher has discussed with the students and they have stated that they cannot recall the facts that have been learned. Although the researcher and other History teachers have made thorough preparations in the Pdp such as explaining sentences that are easy to understand, making mind map notes on the board and so on. The main problem of the students is to remember the facts in the subtopics that are taught. When they cannot remember the facts from the topics that have been studied previously, the topics for the next one also cause them to be uninterested in learning. The main problem that can be detected until calling the researcher to do this study is the problem of students remembering the facts of the History topic. When students cannot remember the facts of History, it leads to the problem of boredom and not being interested in learning History. This is coupled with the fact that students have to remember many historical facts that are included in the syllabus. In addition, these students do not like to read textbooks, which further complicates the problem of remembering historical facts.

Action 2: Planning

The researcher conducted the study according to the prepared schedule. If unexpected problems occur, the time and date can be changed according to the needs and current circumstance.

Action 3: Take action

This study was conducted focusing on the problem of students' failure to remember History facts. If students cannot remember History facts well, it has a negative impact on the achievement of History exam scores. In connection with this problem, an initiative has been made to help students easily remember History facts through History Wise Mentor

Technique. The development of the History Wise Mentor Technique began with identifying students' difficulties in memorizing historical facts.. This has become a catalyst in P&P (Ehwan Supangat 2005). The concept of learning using the internet is also not new, in fact, the Malaysian government since 1997 has launched the Malaysian Smart School (The Malaysian Smart School, 1997) in line with the Multimedia Super Corridor (MSC) idea. This is coupled with the "chalk and talk" method needing to be replaced with a more dynamic and creative method, in line with 21st Century Education.

Table 1: Steps for Using The History Wise Mentor Technique

Step 1	Students are given a topic as found in the textbook
Step 2	Students are given in-depth explanations by the teacher based on the facts contained in the textbook.
Step 3	After the teacher has finished explaining, students are asked to reread the discussion of the topic through the textbook.
Step 4	• Identifying Mentors & Mentees Teachers identify students who excel or have good mastery of a certain topic to act as smart mentors. Other students, especially those at average or weak levels, become mentees. Selection can be based on test results, teacher observation, or diagnostic activities. • Briefing & Explanation of the Technique Teachers explain the learning objectives, the role of mentors, and the role of mentees. Mentors are guided on how to assist without dominating, focusing more on facilitation. • Forming Small Groups Students are divided into small groups (2–5 members) according to specific history topics or themes. Each group is assigned one smart mentor. • Collaborative Learning Activities Smart mentors guide group discussions, answer questions, and help organize historical facts. Methods such as i-Think maps, history quizzes, KBAT (Higher-Order Thinking Skills) drills, role plays, or document analysis are applied to strengthen understanding. The teacher acts as a facilitator and ensures active participation in all groups. • Presentation / Sharing Session Each group presents their discussion results, such as event chronology, factors of historical events, or analysis of figures. The mentor may present or allow mentees to present to build confidence.

Step 5	Reflection & Assessment The teacher summarizes the main points based on students' work. Mentors and mentees make brief reflections on what they have learned and achieved. Assessment can be conducted through short quizzes, Q&A sessions, or exit tickets. Recognition of Smart Mentors Teachers provide recognition such as praise, small certificates, or merit points to smart mentors to boost motivation.
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CONCLUSION

This 25-day study revealed several strengths and weaknesses. Among the strengths, the researcher gained new knowledge, useful scientific resources, and improved pedagogical skills. The use of the History Mentor Technique made topic explanation easier, enhanced student idea generation, encouraged collaborative learning, and helped organize students' thinking. Teachers became more confident in delivering lessons, while students were more active, remembered facts faster, and felt confident in answering questions. This technique is student-centered, aligns with 21st-century learning, saves cost and preparation time, and strengthens interpersonal skills through cooperation, idea sharing, and a fun learning atmosphere.

However, the weaknesses identified include the short duration of the study and device-related issues that disrupted student presentations. The researcher recognizes the need for alternative solutions to these challenges, with the belief that every problem has its solution.

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