

UNIVERSITI TEKNOLOGI MARA

**THE DEVELOPMENT OF CULTURALLY
RESPONSIVE PEDAGOGY IN TRADITIONAL
CRAFTS CERAMIC FOR SECONDARY SCHOOL**

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AUTHOR'S DECLARATION

I declare that the work in this dissertation was carried out in accordance with the regulation of Universiti Teknologi MARA. It is original and is the result of my own work, unless otherwise indicated or knowledge as reference work. This dissertation has not been submitted to any other academic institution for any degree or qualification.

I, hereby, acknowledge that I have been supplied with the Academic Rules and Regulation for Post Graduate, Universiti Teknologi MARA, regulating the conduct of my study and research.

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ABSTRACT

This research urged to integrate a multicultural education into Visual Art Education curriculum because of its limit especially in craft component which focus only on Malay handcraft and certain ethnical group. Thus, this study aimed to develop a Culturally Responsive Pedagogy In Traditional Crafts Ceramic For Secondary School to promote a module that developed by Siti Zuraida Maaruf (2014). It will include each element from Malays, Chinese and Indian culture and use a Developmental Research Design that consists of three phase. In Phase 1: Analysis Need, it involves a collective data from semi structure interview done by 5 lecturers that well-experienced in designing ceramic material. In Phase 2: Design and Development, Two Round Delphi Technique done by 10 panelist of experts to recognize the suggestion of instructional material in each races. Researcher has chosen technique component and teaching method, technique equipment and teaching material and also the activity component from the module developed by Siti Zuraida Maaruf (2014). Research development of this module consists of Text module, Interactive Power Point Presentation and Daily Lesson Plan for VAE teachers. In Phase 3: Implementation and Evaluation, is the final process where the data valued from semi structure interview based on teachers perspective and students experience. Based on the findings shown that implementation of the module is relevant. Student can learn excitingly about other culture, gain unity and harmony. It is hoped to have a culturally responsive pedagogy module in traditional ceramic crafts for secondary school that include ceramic from Sabah and Sarawak.

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CHAPTER ONE

INTRODUCTION

1.0 INTRODUCTION

Malaysia is a unique country with diverse range of races and cultures (Samsudin Ali, 2010). There are three main races in Malaysia which is Malay, Chinese, and Indian. According to Shippen (2005), there is 58% are Malay, 27% are Chinese and 8% are Indian roughly. This variety of races and cultures started during 15th century caused by trading, marriage and religious factor. Besides, during World War II (1786-1941), British government brought some Indian and Chinese people to work in economy sector (Hood Salleh, 2006). Chinese people have to work at mine tin while Indian people work at rubber plantations. They have practiced their culture while living here and this is the main reason Malaysia becomes a unique country with a diversity of peoples and cultures.

Different races have different cultures. According to Hood Salleh (2006), Malays community is well known for being polite and humble in character as well as in their artistic heritage. They are very synonyms with *baju melayu and baju kurung*, famous with their *nasi lemak* dan also renowned with various dances, traditional games and musical instrument. To Chinese community, they are well known for their expertise in doing business. During Chinese New Year, they wear Cheongsam and will prepare *kuih bakul* and moon cakes. They are also recognized for their lion dances. While Indian community, they are very synonyms with a vibrant culture. It is most prevalent during festivals like Deepavali, Thaipusam and Ponggal. They will wear saris, kurtas, and play musical instruments like kaudi, veena and ukulele while performing the serimpi dance. All this makes Malaysia such a unique country despite of many different customs, their people still can live in peace and harmony.