

AN ANALYSIS OF MULTI-ETHNICS STUDENTS' ATTITUDES IN THE TEACHING AND LEARNING OF HISTORY AT THE SELECTED SECONDARY SCHOOLS IN SABAH, MALAYSIA

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ABSTRACT

The purpose of this study is to examine the multi-ethnics students' attitudes in the teaching and learning of History at the selected secondary schools in Sabah, Malaysia. This study was based on the data collected from questionnaires distributed to 189 students of various ethnicity including Dusun Bagahak, Suluk, Bajau, Chinese, Cocos, Iranun, Bugis, Kadazan, Timor, Tidong, Javanese, Orang Sungai, Kagayan, and, Malays. The data was analyzed by using convenience statistics such as frequency, mean, standard deviation, and, independent samples test. The results showed that the students' interest, motivation, and, examination performance were greatly influenced by the teaching strategies of history teachers. The study suggests that if the teachers have the ability in attracting their students' attention during the learning session, there will be great possibilities that the entire students regardless of gender and ethnics will love to learn History. It is hoped that more students would have benefits from this core subject of the lower and upper secondary levels, ICSS Malaysia, towards the realization of the first class human capital of Malaysian in the era of globalization.

Key words: *students' attitudes, teaching and learning history*

Introduction

History education is a core subject in the Integrated Curriculum for Secondary School (ICSS) In Malaysia which is compulsory for the students to learn for five years of study since form one. The ICSS has emphasized the integration between knowledge, intellectual improvement, inculcation of moral values, and, development in learning skill. Besides history knowledge, concepts and history disciplinary basic skill such as history thinking skill and patriotism values are also emphasized and consolidated through teaching and learning process. Moreover, in order to produce generations who will fulfill our country's visions and aspiration, the history teaching and learning approaches should move towards the inculcation of thinking skills among the students.

The goals of teaching for active engagement in learning involved focusing classroom activities on reasoning and the evaluation of evidence, allowing

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students the opportunity to develop the ability to formulate and solve problems. Furthermore empowering students when they confront with difficulties, offering conjectures about just what the problem is and how it might be best approached. A final goal is to enable students to clarify and expand on ideas, to demand, as well as to provide, supporting evidence or reasons for comments and opinions, and to determine whether or not an argument is reasonable and a conclusion is well-founded (National Center for Research on Teacher Learning, 1995).

Methods and Approaches in Teaching and Learning of History

It is important to select appropriate teaching methods because these determine the effectiveness and quality of the teaching. Before deciding on any method to be used in any teaching, it is wise to determine to what extent the method suits the syllabus, the learners, and the teachers using it. The appropriate methods and teaching strategies can be evaluated when teaching objectives are met.

In the hand of a good teacher, a poor method may be ineffective. On the other hand, a good method may be useless with a teacher who does not know how to use it. Therefore, the suitability of the method to the teacher and the suitability of the teacher to the method are vital in order to achieve maximum teaching effectiveness. Learning should involve diverse teaching and in accordance with the changing of the learners' aims and needs, the teaching itself should continuously change for the betterment in ways that promote learning.

Most secondary school history teaching is carried out in the rather uninspiring surroundings. The traditionally rectangular classroom teacher often communicates to pupils in an atmosphere of carboic and confinement. A teacher who wishes his pupils are interested in the subject they are studying must provide a variety of methods of teaching and activities for them to engage in, and not rely simply on the diversity of topics which have to be treated in the syllabus (Garvey and Krug, 1989).

Before describing any further strategies which can be used in the teaching of history, we need to look a little more closely at one skill which has a role in all effective methods of teaching that is the skill of questioning. Most strategies of history teaching involve an element of problem-solving. Questioning is the teacher's way of presenting problems to the pupils and guiding their thinking towards their solution (Garvey and Krug, 1989).

When we teach history, we try to encourage pupils to make the sort of judgments historians make, to see evidence as historians see it, and to enjoy the discovery of new knowledge that historians hope to enjoy. The purpose of teachers in using questioning technique is to improve pupils' thinking level to enable them to think logically from the known knowledge to the unknown knowledge. Students are encouraged to take part in deductive and inductive thinking (Jasbir, 1985).

As a resource, the average history textbook is very similar to the 'reference book'. A textbook in history therefore differs considerably from a textbook in geography and mathematics. Although history texts may contain useful charts, illustrations, maps, and some questions to be answered, they are not organized according to any sequential acquisition of skill (Garvey and Krug, 1989). It means simply that the teacher has to organize the learning skills because the textbook writers have not supplied those skill for the teacher.

Using a textbook properly is a skill that needs to be taught. Pupils are often left to themselves to find out what benefit that can be made from the books which have been issued or which they have been required to buy. In particular, pupils need to be assisted in (Garvey and Krug, 1989):-

1. Reference skills. These include finding information, using indexes, sub-heading, etc.
2. Comprehension skills. These may concern the written text (the meanings of words phrases, the connections between ideas) or charts, maps, diagrams, etc. translation from one medium (e.g. written paragraph) to another (a time-line) is a basic way of exercising pupils in simple comprehension of a passage.
3. Analytical and critical skills. Pupils need to be taught to read with a list of questions in their minds: to look for the explanation to a particular problem. This habit will teach them not only to read it with intelligence, but also to mentally categorize their reading and treat what they read critically and methodically.
4. Imaginative skills. Textbooks and other resources provide factual material for imaginative exercises. A well-written book can encourage a pupil to enter imaginatively into a period or episode. The teacher can use the book to give the information and set the historical parameters to an exercise in imaginative writing.
5. Note-taking skills. This is such an important skill both for history learning and for general educational development. It does, however, require in some way a synthesis of the other skills involved in the intelligent study of texts.

Young children have a natural appetite for stories (Aris, 1993). Story time is a regular feature in the school timetable, and stories about the past can slot naturally into this framework. The distant past can be introduced through stories. While great emphasis has rightly been placed on the active involvement of the pupils in their learning, it should always be remembered that there is still a place for an event or person by presenting the story (Perry, 1993). Its accuracy, bias, and so on can be judged later but the dramatic effectiveness of this approach can often serve as an excellent starting point for further study.

Buzz session is one of discussion activity which consists of several small groups formed by teacher (Omardin and Yunus, 1996). In using this method, teacher needs to ensure and prepare suitable materials or audio-visual aids to succeed the group work instruction. These aids are depending on teachers' objectives. If the topic chosen is about Japanese colonization in Malaya, teacher

could prepare a map which is showing the Japanese military movements. Besides that, teacher also can use pictures that show the Japanese activities, their air craft and others. Thus, teacher may give assignment and distribute questions for each groups based on the map and pictures.

This technique would give chances for the students to involve and take part in work groups and contribute ideas and suggestions for their groups (Omardin and Yunus, 1996). In this method, students are expected to play their roles actively and not just listening and receiving the information from teacher. Buzz session trains the students to communicate, share ideas, and give suggestions. Interactions in the classroom are fairly urged where students need to communicate with other friends instead of their best friend. They are also will sensitive to others feeling.

Simulation plays important role in attracting students' interest and enhancing motivation in learning history subject. It makes history teaching and learning surroundings lively (Omardin and Yunus, 1996). Based on this method, students are expected to really imagine themselves in the history period. There are several advantage of using this simulation technique does not only enhance imagination skills, consideration, synthesis, and orally relationship, but it also gives an impact to students' memory.

Teaching and learning under activity concept basis is the main approach in modern education (Mok, 1992). The process should base on students' activities. From the activities, students' intellectual, spiritual, social, and physical could be entirely enhance and balanced. Students are more active in learning by 'doing'. They may feel happy and interested in the learning activities performed by them. Under this approach, teachers' role is guiding and facilitating the students.

Educational trip is a reinforced activity which enable students to experience the real environment, and is the same as in the textbook. The trip is organized by the schools' authority and brings the students to the historical places such as museum, estates, factories, and public places. The main reason is to allow the students to observe and to do a research based on the situation. From the trip, students will gain lot of experiences and knowledge directly. For example, after learning the lifestyle of archaic people, the students may have an educational trip to watch the materials that has been used by the people. Consequently, Mohamad Johdi et al (2010) admitted that the aims of teaching and learning the ICSS fieldwork history are not only to know and accept what people say or think but also very importantly, to encourage pupils to ask, investigate, explore, analyse and argue with sufficient facts and evidence. This is also to help children to see for themselves the tools of knowledge in order to answer questions which have arisen in class work.

Mohd Hasani and Mohamad Johdi (2009) have emphasized numerous techniques of teaching which can be practiced by a teacher in producing positive interactions in the classroom. The techniques were practicing democratic leading, organizing group activities, using questioning technique, using suitable conversations, using student-centered strategy, using numerous audio-visual

aids, generating interactions environment in the classroom, and helping students to cope with problems.

Teachers' democratic leadership is able to perform two ways interactions and bring healthy discussion, environment friendly, and harmonious relationship between teacher and students. This democratic leading can reduce tense situation and encourage students to close with teachers without the feeling of unwilling to ask questions and voicing out their opinions. Besides that, by having democratic leading, it may stimulate students to interact each other and actively involved in group activities. Interaction environment in the classroom can be existed by organizing and managing its physical situation. This can be done by arranging student's chairs and desks accordingly to group members. Teachers need to always be aware each of their students especially to student who have problems. If such problems exist, teachers must consult with the student through giving counseling in order to help them to cope with the problems. Besides that, by helping the students it will indirectly encourage them to study and learn with their best relationship with their friends (Mohd Hasani and Mohamad Johdi, 2009).

In order to allow the students to play actively their roles, teachers should prepare various excitements such as exercise and activity which can develop their interest in learning. This technique is very useful specially in encouraging student with low-esteem, passive, and less self-confidence. In learning process, teachers should encourage students to be more cooperative among their peers such as sharing and changing their ideas to understanding what they learnt. Sometimes competition between students enables them to improve the learning performance. However, collaboration in group would enable students to give their support and encouragement among another.

Promoting active learning in History is most commonly associated with teaching methods emphasizing participation, collaboration, and independence. These may include activities such as seminar groups, projects, and, research dissertations, all of which provide opportunities for students to develop and demonstrate a particularly wide range of academic, personal, and interpersonal skills through 'doing' History themselves. In order to develop active students, before the pedagogy, teachers need to increase students participation, increase the engagement and retention. The more students ownership in the course, less lecturing should be done by instructor, and the more exciting classroom experience, and, higher level thinking would be . In involvement, active learning needs direct students' involvement either in terms of mental or manipulative as well as physical activities.

Teachers could enhance students' motivation through giving advice, and face to face chat, and approaching them. For example, teacher tell a story of a successful people and let the student read the people's lifetime by their own. In the classroom, teachers should generate situations which enable students with low self-esteem spending their time with students who are more motivated. Teachers also need to show his or her satisfaction for their students' achievement so that the students will progress and strive to get better result.

Statement of the Problem

History teaching technique at school is still using the traditional method and makes the students feel bored. According to a study of teaching and learning History in four types of secondary schools (Government Secondary School, Islamic Secondary School, Chinese Private Secondary School, and English Private Secondary School) in Johor Bahru, 80 percent of the process were 'chalk and talk' while 82 percent teachers gave information to the students (Chua, 2007). In the teaching and learning context, teacher's role is as a facilitator and not as an information giver.

Our community consider that history subject does not have any commercial value (Azwan, et al., 2005). One of the causes for this phenomenon is that the teachers' weakness in pedagogical knowledge and Information Communication Technology (ICT) felt as a new dimension in teaching and learning process in order to create conducive learning process. The aridness of creativity in teaching history has caused students felt boring, dull, and do not have sense of interested in learning this subject. These weaknesses also caused by exam-oriented teaching technique and the obligatory to finish the syllabus (Azwan, et al., 2005, Faridah, et al., 2005).

The History teaching technique less emphasize on various skills which can be benefited for the students. One of the difficulties in History learning is the activities have failed to challenge the students' cognitive and affective abilities. Many of the teaching and learning activities have encouraged the students to memorize history's arguments without any significant understanding, relevance, and the implications of what they have been studying.

Purposes and Objectives of the Study

The main purpose of this study is to identify and search for creativity in the teaching and learning of history towards the development of active students. In other words, this study is aim to verify various methods of teaching exercised by history teachers in creating active students instead of passive either in the classroom or out of the classroom contexts.

By means of an exploratory empirical investigation, this study aimed to seek for information to provide answers to the following questions:

1. What are the multi-ethnics students' interest and motivation towards learning of history?
2. How are the multi-ethnics students' collaboration in learning of history?
3. How are students' self-esteem and confident in learning of history?
4. How are the differences in the perceptions of active students based on ethnicity?
5. How are the differences in the active students based on gender?

Research Methodology

In order to fulfill this study, a simple random sample of the total population has been selected. There were 189 students from the selected secondary schools in Sabah. The students were from Science and Art stream classes. The questionnaire had been distributed to the targeted group. (Crowl, 1996; Fraenkel and Wallen, 2000).

The data of this study were collected with the permission from Educational Planning and Research Division (EPRD), Ministry of Education, Malaysia. Approval and permission from EPRD has enabled Office of State Education Sabah to issue permission letter in conducting study. Along with that, Institute of Education, International Islamic University Malaysia (IIUM) has also prepared a confirmation letter to accelerate the researcher in conducting the study.

The data collections were organized, summarized, and analyzed by using SPSS (Statistical Package for Social Sciences) program version 14 that could find out the frequency count, mean, standard deviation, and also differences inferential analyses (independent samples T-test). Sabah has been selected since this state experience in the development process of agricultural town concept and its unique of famous with multicultural races and ethnics such as Dusun Bagahak, Suluk, Bajau, Chinese, Cocos, Iranun, Bugis, Kadazan, Timor, Tidong, Javanese, Orang Sungai, and Kagayan. These has made this study more interesting and significant.

The result of the study is shown in the following sections.

Result and Findings:

Research Question 1:

What are the Multi-ethnics Students' Interest and Motivation towards Learning of History?

Table 1.1 shows the multi-ethnics students' interest and motivation towards learning of history at the selected secondary schools in Sabah. The findings of this research question 1 have been gained through the descriptive analysis which extended by frequency. Here, the frequency evaluated was based on the students' level of countenance in learning history and their acceptance of their teacher's teaching and learning process.

From the result, it can be seen that students were positively accepted their teacher's teaching. They claimed that teachers gave emphasizes on the strategy to answer history questions, friendly in discussing learning problems, the information and contents delivered were qualified, and the exemplars were strong enough to make them understand the topic learned. This shows that, teachers in schools were attempted to ensure their students interested in learning history and able to pass during the examination.

Table 1.1:
The Multi-ethnics Students' Interest and Motivation towards Learning of History
(N = 189)

RQ 1	What are the learner's opinion towards learning history and how they accept their teacher's teaching and learning?	Students' Responses (N = 189)						Mean	St. Dev.
		1	2	3	4	5	6		
		Disagreement			Agreement				
1.	I am interested in history subject	11	23	48	56	31	20	3.70	1.33
		43.39%			56.61%				
2.	The scope of history subject is broad	5	16	21	66	42	39	4.28	1.29
		22.22%			77.78%				
3.	I always concentrate during the teaching and learning of history	8	17	50	67	30	17	3.77	1.22
		39.68%			60.32%				
4.	I read carefully the questions and plan the answer scheme before answering questions in the examination	10	8	23	65	35	48	4.54	3.19
		21.69%			78.31%				
5.	I refer to variety of books and references in my study	15	18	57	57	28	14	3.87	3.88
		47.62%			52.38%				
6.	The teachings by teachers can be easily understood	17	19	52	45	30	26	3.69	1.45
		46.56%			53.44%				
7.	Teachers use variety of methods in the teaching and learning of history	10	19	30	53	40	37	4.09	1.43
		31.22%			68.78%				
8.	The teaching methods use by teachers increase my interest in history subject	24	13	62	40	21	29	3.57	1.52
		52.38%			47.62%				
9.	The teaching style of teachers are attractive	22	23	40	59	30	15	3.51	1.41
		44.97%			55.03%				
10.	The history teachers are highly knowledgeable in the subject	13	6	32	48	25	65	4.38	1.51
		26.98%			73.02%				
11.	The teachers only involved in teaching but never guide the students to answer examination questions appropriately	43	26	61	28	12	19	2.98	1.54
		68.78%			31.22%				
12.	The teachers always use 'chalk and talk' method in the teaching of history	13	9	29	58	34	46	4.21	1.44
		26.98%			73.02%				
Average Responses		46.67%			53.36%			3.66	1.76

Besides that, students were agreed that they were interested and motivated in learning history. This can be proved through the result which shows that their ability in framing answers before writing essay and the most important thing is

they were paying full attention towards learning history. Students were also felt safe in learning history because their teachers were knowledgeable in the subject area. However, teachers in schools were mostly using 'chalk and talk' technique in the classroom although they have skills in using numerous approaches in teaching.

**Research Question 2:
 How are the Multi-ethnics Students' Collaboration in Learning of History?**

Table 1.2 shows the Multi-ethnics Students' Collaboration Learning in History at the selected Secondary Schools in Sabah.

**Table 1.2:
 The Multi-ethnics Students' Collaboration Learning in History
 (N = 189)**

RQ2	What are the learner's opinion towards learning history and how they accept their teacher's teaching and learning?	Students' Responses (N = 189)							Mean	St. Dev.
		1	2	3	4	5	6			
		Disagreement			Agreement					
1.	I always conduct discussion sessions with friends	20	26	58	56	18	11	3.31	1.29	
		55.03%			44.97%					
2.	Teachers are difficult to discuss and solve problematic matters in the learning of history	29	35	63	39	10	13	3.03	1.36	
		67.20%			32.80%					
Average Responses		46.67%			53.36%				3.66	1.76

The result shows that the students were not really interested in collaboration learning in history with only 44.97% in agreement while 55.03% were disagreed. The table also shows that 67.20% of the respondents disagreed with the statement of teachers are difficult to discuss and solve problematic matters in the learning of history. Thus, the table inferred that the teachers were really helpful in solving problem faced by the multi-ethnic students at the selected secondary schools in Sabah.

**Research Question 3:
 How are Students' Self-Esteem and Confident in Learning of History?**

Table 1.3 shows the result of the Multi-ethnics Students' Self-Esteem and Confident in Learning of History at the selected secondary schools in Sabah.

The table 1.3 demonstrates, 52.38% of the respondents agreed that 'history subject is more difficult to study and understand, if they compare to the other subjects'. However, 64.02% of the respondents agreed that their scores were very

low if they did not read the books. The result also shows that as high as 68.25% of the respondents agreed that the examples shown by teachers were convincing. Interestingly, 62.43% of the respondents agreed that the knowledge taught by teachers were not low quality and not difficult to apply in the examination.

The result implied that the teachers were really important for students' high interest and score high mark in the examination. The students admit that they would fail the examination if they did not read the books.

Table 1.3:
The Multi-ethnics Students' Self-Esteem and Confident in Learning of History (N = 189)

RQ3	What are the learner's opinion towards learning history and how they accept their teacher's teaching and learning?	Students' Responses (N = 189)						Mean	St. Dev.
		1	2	3	4	5	6		
		Disagreement			Agreement				
1.	History subject is more difficult to study and understand compare with other subjects	16	28	46	53	32	14	3.52	1.36
		47.62%			52.38%				
2.	I always fail in all test and examination of history subject	37	28	64	45	5	10	2.91	1.33
		68.25%			31.75%				
3.	My attitude of not reading the books had caused my score very low in the examination	12	13	43	70	23	28	3.86	1.33
		35.98%			64.02%				
4.	The examples shown by teachers were not convincing me	34	29	66	38	12	10	3.28	4.43
		68.25%			31.75%				
5.	The knowledge taught by teachers were low quality and difficult to apply in the examination	20	37	61	38	21	12	3.21	1.34
		62.43%			37.57%				
6.	Teachers presentation is boring	26	18	62	29	30	24	3.48	1.54
		56.09%			43.92%				
Average Responses		46.67%			53.36%			3.66	1.76

Research Question 4:
How are the Differences in the Perceptions of Active Students based on Ethnicity?

Table 1.4 shows the summary of differences in the perceptions of active students based on ethnicity. The finding of this analysis was analyzed by using independent samples t-test to show the differences for each ethnic.

Table 1.4:
Differences in the Perceptions of Active Students based on Ethnicity
(N = 189)

<i>Ethnics</i>	<i>Items</i>	<i>im (M)</i>	<i>col (M)</i>	<i>sc (M)</i>	<i>Total (M)</i>
Bajau		4.21	3.14	3.06	3.47
Kadazandusun		4.32	3.22	3.81	3.78
Idahan		4.31	2.93	2.93	3.39
Sungei (Orang Sungai)		3.58	3.25	3.67	3.50
Cocos		4.58	2.50	2.67	3.25
Malay		4.29	3.15	3.77	3.74
Chinese		3.31	3.29	3.69	3.43
Indian		4.50	3.75	3.42	3.89
Others		4.04	3.09	3.22	3.45

* $\geq 3.5 = \textit{highest}$, $\leq 3.0 = \textit{lowest}$

Note: *M* : Mean,
im : Interested and motivated
col : Collaboration learning
sc : High self-esteem and confident

Table 1.4 shows that Indian, Kadazandusun, Malay, and Orang Sungai are more active compared with other ethnicity in the study. By looking at the mean score for each ethnic, these ethnics have dominated the components in active students.

Even though some ethnic such as Bajau, Idahan, Cocos, and other ethnic are interested and motivated in learning history, but some of them were not able to occupy the other components. They were lack of ability in group collaboration and their self-esteem and confidence level were also low. However, it is not all of the students have the same result. Some of them have also dominated all of the components but not in a large group.

Research Question 5:
How are the Differences in the Active Students based on Gender?

Table 1.5 is a summary of differences in the active students based on gender. The result was found by using the analysis of independent samples t-test in order to show the differences between male and female students. Here, the activeness of the students was examined based on the questionnaires given and also from the indirect observation.

Table 1.5:
Differences in the Active Students based on Gender
(N = 189)

RQ4: Is there any significant differences in the perception of active students based on gender?	Male		Female	
	Mean	St. Dev.	Mean	St. Dev.
Interested and motivated	3.85	1.67	3.92	1.73
Collaboration learning	3.18	1.41	3.17	1.25
High self-esteem and confident	3.37	1.42	3.39	2.11
Total	3.47	1.50	3.49	1.79

* $\geq 3.5 = \text{highest}$, $\leq 3.0 = \text{lowest}$

From the above table, it can be concluded that female students were more active rather than male students. This can be proved by looking at the mean score of female student which was recorded as the highest mean that is 3.49. According to the table, female students were interested and motivated in learning history. They love to learn history and deemed this subject as important either in the classroom or in the daily lives. They were also paying more attention in learning and have the ability in customizing history references and reading materials. They believed that this technique helped them to understand history content better as well as answering examination questions.

Moreover, male students were actively involved in collaboration learning in the classroom. From the indirect observation, researcher found that most of the male students were active during group discussion and presentation. They were helpful especially in sharing their opinions and their solid and meaningful ideas. In addition, male students were also active in outdoor activities such as sports and play some important roles in co-curricular position. Many of them were become the presidents of clubs in history, economy, geography, and english.

Discussion and Suggestions

Teachers can be creative by their own styles of teaching and it depends on how they apply it. Teachers need to always be getting ready in taking any risks and fear to face critics and challenges. They must believe that everything they did were beneficial for the students. For example, teachers expected to change their classroom environment which is from passive to active. Thus, they decided to use group discussion and the implementation of quizzes every end of the learning session. At the first time, they might felt that it was an aggressive action while the other teachers or colleagues never used such methods of teaching. Nevertheless, it was a good try in accelerating students to be active.

It is useful to use variety approaches and techniques of instruction especially in teaching history. This is because in history, both teachers and students needs to have deep understanding of the theme and its correlation between the past, present, and future. Thus, there were several suggestions in enhancing

techniques of teaching history towards the development of active students. The techniques are practicing democratic leading, organizing group activities, using questioning technique and suitable conversations, student-centered strategy, the usage of numerous audio-visual aids, generating interactions environment in the classroom, and helping students in coping problems. In addition, students need to inculcate with the sense of intrinsic and extrinsic motivation.

In Malaysian educational system, history became one of the core subjects for secondary level. The objectives of this subject are to inculcate the spirit of loyalty to the country and proud to be Malaysian through knowledge and experienced the history of our country. This subject is emphasizing the effective criterion and values that are able to nourish the spirit of citizenship, high moral values, loyalty, and patriotism. It is important for them to nurture and understand the relevance of learning history subject especially in this modern society. Students need to be equipped with history knowledge so that they may have deep understanding of the roots and the developmental process of society and country at large. History subject is important to inculcate Malaysia concept among the students through cultural activities, artistry, and heritage and these endeavours may need the involvement of multiethnic sanctions.

Conclusion

The results of the study has shown are multi-ethnic students' interest, motivation, and, examination performance greatly influenced by the teaching strategies of history teachers. The study suggests that if the teachers have the ability in attracting their students' attention during the learning session, there will be great possibilities that the entire students regardless of gender and ethnics will love to learn History. It is hoped that more students would benefit from this core subject of the lower and upper secondary levels, ICSS Malaysia, towards the realization of the first class human capital of Malaysian in the era of globalization.

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