Student's Readiness Level towards Implementation of paper 3 Subject History

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Abstract *This study focuses on the student towards paper implementation 3 subject of history. This study use where survey research design as many as 50 from respondent 4 in School orchid, Cheras, chosen by gregarious sample and use instrument in obtaining quantitative data. This research using Social learning theory Albert Bandura, theory of constructivism and also Bloom's Taxonomy model. Data analyzed by using Excel Microsoft software 2010 (Statistic pack) 2.0 (SPSS). Finding of correlation analysis show there is a significant relationship between student attitude approach with students' knowledge towards paper of 3 history subject (r, =.846=, n=50, p<.0.5). Therefore, the paper 3 subject of history is seen as platform that is able to increase the understanding and performance of students in the general* history often associated with subjects that are boring and hard to get better performance by students in examinations due to lack of interest, learning techniques are obsolete and inadequate learning.

Keywords: readiness level student, implementation of paper 3 subject of history

Abstrak *Penelitian ini berfokus pada siswa terhadap implementasi kertas 3 subjek sejarah. Penelitian ini merupakan penelitian survey terhadap 50 responden dari kelas 4 di Sekolah Orchid, Cheras menggunakan sampel berkelompok dan instrumen guna memperoleh data kuantitatif. Penelitian ini menggunakan teori belajar sosial Albert Bandura, teori konstruktivisme dan juga model Taksonomi Bloom. Data dianalisis dengan menggunakan perangkat lunak Microsoft Excel 2010 (Paket Statistik) 2.0 (SPSS). Temuan analisis korelasi menunjukkan adanya* hubungan *yang signifikan antara pendekatan sikap siswa dengan pengetahuan siswa terhadap kertas 3 subjek sejarah (r, =, 846 =, n = 50, p <.0.5). Oleh karena itu, makalah 3 mata pelajaran sejarah dipandang sebagai platform yang mampu meningkatkan pemahaman dan kinerja siswa dalam sejarah umum yang sering dikaitkan dengan mata pelajaran yang membosankan dan sulit mendapatkan kinerja yang lebih baik oleh siswa dalam ujian karena kurangnya minat, teknik pembelajaran sudah usang dan pembelajarannya tidak memadai..*

Kata Kunci: level kesiapan siswa, implementasi paper 3, mata pelajaran sejarah

INTRODUCTION

Ministry of Education makes the subject of history as a compulsory subject in 2013 at SPM seen very significant in the current context. Further, make it a core subject for primary schools starting in 2014. This is in line with the transformation of the national education system, namely KSSR changes to KBSR starting in 2011. This in turn will elevate the position of this subject in the eyes of the public. Supported by Shakila Yacob (2010) see the steps require the subject's history aim to standardize historical knowledge in Malaysia, show interest and historical knowledge relevant in every Malaysian life aspect and strengthen Malaysian history legacy which reflects parallel social diversity with 1 Malaysian struggle.

The new format Subject History Paper 1249/3 implemented from 2013. The objective of the Paper 3/1249 history is to provide opportunities for students to answer questions, prevent students from getting marks empty, student can pluck again sentence from textbook and scholarly books about question asked to get score and question enacted based upon fom textbook 4 and from 5. At the same time, teachers can guide students to identify the title of the theme than likely be out of the question that is just a title that can only be developed contents can be asked in the paper 1249/3. Teachers can also help students to choose reading materials that are suitable include textbooks or other academic materials. In addition, the history of paper 3 is weighted 20% and the time allocated to candidates answered three hours.

According to Modise Mosothwane (1995), the education history of the particular curriculum when it was found that existing curriculum does not meet the goals and needs of a country to cope with the changes that occur in the present and future. Curriculum changes made with the hope of enhancing the quality and efficiency of education. Based on the above statement, it can be concluded that national policy makers are very sensitive to the importance of this subject as a vision of the future in the process of building the unity of the nation and the country. Policies require secondary school students learn history is national education Philosophy to the needs (FPK) looking for the development of physical, emotional, spiritual and intellectual students simultaneously and integrated. Prior to this Historical subject are treated as second class and subjects associated with the students of Arts (Abdul Ghani 2008).

School Inspector's report finds that the subject of history is less interested by the students because it considers the subject very boring and too difficult to understand. The students' quality statement report published by the Malaysian Examinations Board (LPM) in SPM between 2008 and 2009 summarizes the weaknesses in responding to historical questions because of the weakness of students in the mastery of facts and concepts of understanding, content processing and short answers with simple content as well as less skilled discuss and think (Bahari Md Shah, 2011). The statement was supported by Abdul Razak and Abdullah (2000) on 240 students in the Petaling Jaya and Kuala Selangor districts that the students

regarded the History subject as an ineffective subject. This response is associated with History subjects that do not provide job security and have no commercial value (Sivachanlingam et al., 2008).

METHOD

In an effort to achieve objective of the study, survey design used in this study is survey research. Survey research used to explain certain phenomenon with generalizes way survey results to population (Chua 2006). The survey method can also collect information from each individual by using the same question (Jackson 2006). The sample was a Form 4 student at Orkid Desa, Cheras, Kuala Lumpur.

The number of samples will be taken according to Krejcie, RV and Morgan D.W schedule. Aimed at obtaining high and accurate data reliability. Based on population size of 60 students, for this study researchers took 50 respondents. Validity and reliability are an important feature of a measuring instrument (Salkind 2006). The concept of reliability is different from legality. The reliability of the research instrument was tested in order to ensure the validity and stability of the measuring instrument before the actual assessment was carried out (Yahya 2006). While validity is the truth of the measuring instrument used (Gravetter & Forzana 2009) and is closely related to the question of whether the instrument provides the information required by the researcher (Beins 2004). In this study, the researcher uses the method of consistency in alpha cronbach to make assumptions that each item in the questionnaire is used as an equivalent test

The questionnaire in this study was provided by the researcher himself. There are four divisions: Part A: Background, Part B: Student exposure level on paper 3 historical subjects, Part C: Student attitude level with paper 3 historical subjects and Part D: Student knowledge level on paper question 3 historical subjects. For each stimulus or question item is in Likert scale.

Table 1. Likert Scale

1	2	3	4	5
Not at all	rarely	Frequent medium	frequrent	Very often

1	2	3	4	5
Strongly disagree	Do not agree	Disagree	Agree	Very agree

RESULT AND DISCUSSION

Table 2. Gender

Gender	Frequency	Percent %
Male	23	46
Female	27	54
Total	**50**	**100**

Based on Table 2 shows the results of the study found that the majority of respondents by gender shows are women is 27 (54%) and male students compared to 23 (46%) students.

Analysis of the level of preparedness of students Mean score on the implementation of the paper 3 subjects History

Table 3. Distribution of Mean level of exposure of students to the paper 3 Subjects History

No	Item Level 3 disclosures Students Against Paper Subjects History	Mean	Standard Deviation	Interpreting
1.	I gained exposure by teachers on techniques of answering the question paper 3 subjects history.	2.52	.762	Average
2.	I gained exposure on paper 3 through training conducted by the teacher.	2.92	.488	Average
3.	I gained exposure on paper 3 history by following the additional classes	2.26	.443	Low
4.	I secured exposure paper 3 through reading materials.	3.08	.601	Average
5.	I secured exposure paper 3 through discussions with a friend.	2.76	.847	Average
6.	I secured exposure paper 3 through workshops in historical subjects run by the school.	3.26	.847	Average
7.	I gained exposure on paper 3 through the activities performed by the teacher.	3.52	.664	Average
8.	I obtain exposure on paper 3 through question and answer done by teacher	3.44	.675	Average
	Total	**2.97**		**Average**

Analysis of the findings in respect of the level of exposure of students to the history of paper 3 subjects showed an average level with mean score is 2.97. Thus, to improve the orientation of learning towards performance goals and a willingness to learn by (Hassan Haris 1993) argued about the importance of understanding the concept before the thought process of history, but the same response was also noted by (Mohamad Johdi Salleh, 2004) and (Abdul Razak Ahmad, 1999). Among the way students approach the subjects of history must start from the concept of evaluating the reasons, the chronology of events and make the interpretation by providing examples that came with your existing knowledge and experience of students.

In addition, to improve the exposure of students to the paper 3 subjects are history by Snowomen et al (2011) noted that effective communication between the partners in the group plays a big role in increasing the motivation to achieve success. Also, it can promote the use of collaborative approaches (technology, communication and team skills) between teachers and students as well as sharing knowledge with colleagues where a collaborative approach could help them learn more effectively (Sumarlin & Eka Murdani, 2015).

Table 4. Distribution of the mean level of the attitude of students with paper 3 Subjects History

No	Item Level attitude of students with Question paper 3 Subjects History	Mean	Standard Deviation	Interpreting
1.	I give full concentration during history teacher lesson in class.	2.98	.685	Average
2.	I revise paper of 3 history subject in free time.	2.66	.717	Average
S	I make 3 paper training subjects history though not asked by the teacher.	2.34	.593	Average
4.	I make a note and short note when revise paper of 3 histories subject.	2.32	.683	Low
5.	I ask questions to the teacher in the classroom.	2.56	.705	Average
6.	I complete all assignments instructed by teachers by referring information given.	2.84	.650	Average
7.	I asked the teacher to choose suitable reading material including textbook / other academic material.	2.98	.589	Average
8.	Promote the learning of history I think.	2.92	.752	Average
9.	I interact and discuss with friend to understand question papers of 3 history subject.	2.86	.756	Average
10.	I convey information, relevant facts history thinking concept clearly with friend.	2.58	.642	Average
	Total	**2.70**		**Average**

Analysis found that the level of students' attitudes Paper 3 subjects with a history of moderate average mean score is 2.70. Supported in the study of Abdul Razak et. al, (2009) which states that most students have the impression that the subject of history is a boring subject and lead to less attention and fewer students are motivated to learn history (Azwani bin Ismail et. al).

Thus, interest in the subject of history is difficult nurtured and reinforced by a lackluster student achievement in the subjects of history reinforces the stigma that the subject of history is a subject that is difficult and complicates the students to get a score in the exam. The inventory should include information on student, content or topics that will be discussed, teaching materials and so on. Preparation of teaching has three key components, namely component preparation, presentation and closing (Mok, SS, 2002). Completion, students should be motivated to improve the training of paper 3 subjects' history, ask questions in class, interact

and discuss with partners to understand the history of paper 3 subjects, constantly making notes and short notes and so on.

Table 5. Distribution of Students in Knowledge Mean Subjects History

No	Knowledge	Mean	Interpreting
1.	Understanding	2.55	Average
2.	Application	2.48	Average
3.	Analysing	2.34	Average
4.	Evaluation	2.56	Average
5.	Generate Idea	2.62	Average
6.	Value	2.56	Average

Table 6. Distribution of Min Level Knowledge Students in Paper 3 Subjects History

No	Item Level Knowledge Students in Paper 3 Subjects History	Mean	Standard Deviation	Interpreting
Understanding				
1.	I understand the historical facts rationally.	2.74	.664	Average
2.	I can describe the characteristics and development factor in something happening.	2.24	.771	Low
3.	I can associate information with an event.	2.96	.638	Average
4.	I can identify a true story or fiction	2.50	.863	Average
5.	I understand historical importance as a knowledge discipline in life.	2.34	.688	Average
Application				
6.	I can apply history resources in exams.	2.34	.848	Average
7.	I use knowledge and information (concepts, theories, principles) was then applied in new situations.	2.26	.751	Low
8.	I can apply the importance of history as a discipline in life	2.56	.787	Average
9.	I can apply the historical facts rationally.	2.56	.705	Average
10.	I use the knowledge (empathy) then is applied in myself	2.70	.763	Average
Analysing				
11.	I distinguish past history and now.	2.66	.823	Average
12.	I analyze and make an inference behind incident which occurred.	2.58	.731	Average
13.	I can distinguish the concept of cause and effect	2.32	.683	Low
14.	I can explain to a friend the facts and opinions.	2.22	.790	Low
15.	I can analyse facts of history rationally.	1.94	.620	Low
Evaluation				
16.	I can evaluate concept and consequences.	2.56	.787	Average
17.	I can able to assess the past and now	1.92	.601	Low
18.	I can evaluate facts of history rationally.	2.98	.515	Average
19.	I can argue with friends about historical facts.	2.42	.810	Average
20.	I can assess reasons the occurrence of a historical event.	2.96	.807	Average
Generate Idea				
21.	Teacher always draw conclusion from history resources.	2.68	.768	Average
22.	I can explain and arrange chronology of certain	2.40	.728	Average

	incident.			
23.	I explaining way or steps until sparked a historical event.	2.66	.745	Average
24.	I can combine information from various sources.	2.78	.648	Average
25.	I can justify the first source and a second source.	2.60	.756	Average
Value				
26.	I can say value of certain historical event.	2.44	.687	Average
27.	I can make consideration of certain incident with regard various cons aspect and pros.	2.44	.733	Average
28.	I can evaluate historical importance as a life knowledge discipline.	3.12	.627	Average
29.	By understanding the value of an event I can learn from historical experience.	2.44	.907	Average
30.	By making the assessment of an event I can improve thinking ability and maturity.	2.36	.598	Average
	Total	**2.51**		**Average**

Table 5 shows the distribution of the overall value Mean Level of Knowledge in the question paper 3 subjects history at a moderate level average mean score is 2.51.Among the items to understand, apply, analyze, evaluate, generate ideas and values of each distribution that is mean 2:55, 2:48, 2:34, 2:56, 2.62 and 2.56.

Analysis found that the level of students' knowledge of the history of paper 3 subjects at a moderate level average mean score is high level 2.51. KBAT happen if a person acquires new information and store the information and then make contact with the previous information with the aim of obtaining the solution in each complex problems (Tran Vui 2006) quoted from the study (Bakry et.al 2013). In addition, students will be increased knowledge and interest to explore particularly involving subject's increasingly impressive history. Therefore, teachers need to be smart in doing various activities to foster learning styles for thinking towards higher.

Analysis of the Relationship Between the attitudes of students with the knowledge of students on the paper 3 Subjects History

The analysis found that there is a significant correlation between the approaches of the correlation value attitudes in the classroom with the students' knowledge of the history of paper 3 subjects. This shows the Pearson coefficient, r, is .846, a significant correlation (p <.05) that describe in table 7 below

Table 7. Relationship between students' attitudes toward students with knowledge papers 3 Subject History

		Attitude	Knowledge
Attitude	Pearson Correlation	1	.846**
	Sig. (2-tailed)		.000
	N	50	50
Knowledge	Pearson Correlation	.846**	1
	Sig. (2-tailed)	.000	
	N	50	50

Accordingly, the implementation of the 3 subjects in the history of the paper should be accompanied by an involvement by the two parties, namely the teachers and students, as teachers will affect the students' attitudes and knowledge. Disclosure of paper 3 subjects of history should be a major agenda in our education system so that teachers and students know the importance and usefulness of this HOTS approach to understanding and achievement. Courses on HOTS should be intensified to increase knowledge of teachers thereby can implement it as a platform in the success KBAT during the process of teaching and learning in the classroom. Not only the importance, but also the rules, teaching styles and features as well as matters related to HOTS also need to be enlightened in order that teachers can generally KBAT effectively.

A study conducted by Khairi (2000) Critical Thinking in Teaching History Perspective Form Four students in Teluk Intan, aims to look at the perspective of four students on teaching critical thinking skills from the point of view of history teachers. This research aims at showing the extent of the history teacher teaching critical thinking skills that emphasize aspects of Bloom's Taxonomy. The study also looked at the methods and means used by teachers of history and forms of questioning which is emphasized by a history teacher. Therefore, this clearly shows that the component has been around and thinking skills depend on the interpretation of teachers and how teachers can plan and carry out HOTS in class. While Rosli (1998) who studied the effects of teaching critical thinking on Student Achievement in History Form Two, also discussed that teachers play a role in the teaching of critical thinking skills and how the students and student achievement on teaching thinking skills can enhance the comprehension and achievement students.

There are several types of teaching aids that can be used in the process of learning. Among pictorial and graphic materials such as photographs, charts, posters, postcards and globes, through visual aids such as transparencies, slides and film strips, radio and headset such

as tape recordings and audio-visual equipment such as a television and film. In addition, the source materials as historical artifacts, historical documents and archaeological remains are also suitable for use during lessons.

CONCLUSION

HOTS or higher-order thinking skills that are applicable in the paper 3 with history is a step that is so beneficial to be implemented to bring reforms in the education system in our country as well as improve and become an important approach in improving students' academic performance. With that, the paper 3 subjects of history is seen as a platform that is able to increase the understanding and performance of students in the history of the public is often associated with subjects that are boring and hard to get better performance by students in examinations due to lack of interest, learning techniques are outdated and lack of learning.

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