

The Analysis of History Subject Learning among Text Books Standard Four to Form Five Students and its Impact through the Museums Under Perzim

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To Link this Article: <http://dx.doi.org/10.6007/IJARBSS/v15-i4/25352> DOI:10.6007/IJARBSS/v15-i4/25352

Published Date: 25 April 2025

Abstract

History education should come with a variety of learning approaches so that the students are not bored and sleepy in the History classrooms. Although education through the Internet has a great potential in providing an effective learning technique, education from the museum is able to give a greater impact as it involves senses like seeing, listening and touching. The purpose of this study is to focus on the learning of History subject from text books for Standard Four until Form Five through the exhibition in museums under PERZIM. The methodology of this study is qualitative based on the library study and field study. The study findings reveal that the selected museum's exhibit story lines and artefact associated with the text books from Standard 4 to Form 5. In the theory of Edgar Dale (1946) about the 'cone of experience', the multifaceted techniques in learning will strengthen students' understanding, using school text books to the learning through objects, be it original artefact or replica in interactive method. The study encourages teachers to organize museum visits tied to their curriculum, as these trips offer students a hands-on connection to historical events and artifacts, improving comprehension and retention. This approach is especially valuable since History is a mandatory pass subject in Malaysia's SPM examinations and it can also increase their integrity and awareness about the history of Malaysia.

Keywords: History, Education, Museum, Learning Technique, School

Introduction

In the general sense of the word, museum is an institution seeking to collect, preserve, display, educate, research and interpret human cultural heritage and its surroundings (Othman Yatim, 2005). One of the institutions taking the role as a medium of education other than school, would be the museum. It has been acknowledged that museums have come a

long way, established since 1886 (Hugh Low 1968) and they are still standing tall and strong in Malaysia. With their outstanding trajectory, museums have started to alter their function to become more mutually complementary in line with the demands of the society today. In general, the role of the museums in Malaysia rests on the development of two major aspects. The first aspect is education and the second one is tourism. That said, the focus of this writing rests on the role of museums in the first aspect, which is education.

With the different types of museums mushrooming in Malaysia - federal museums, state museums and private museums- the significance of this institutions is evident. These diverse establishments have proven government's concern on culture and heritage. To date, Malaysia has more than 150 museums under the supervision of Museum Department Malaysia, State Governments, even individual and private ones. The significance of museums is also obvious with the many initiatives given by the government in improving museum services especially in the form of financial allocations. The increasingly important role of museums has led the government to allocate and expend high costs. This was clearly seen in 1977 when the government had granted an additional allocation of 37.9% from the previous year (Jabatan Muzium,1977). The museums have benefited the government that in turn, the government is always concerned with their needs and requirements.

The museum development that is still intact today is indebted to its contributions to the field of education. Museums are seen as the facilitator in aiding the formal education development process in Malaysia. Education is a process of mental and physical development. Thus, in any role they occupy, or activities they embark upon, museums are also in the position to develop the mental and physical beings of the society. They can also be the main medium in shaping the generations and forming the national identity. At the same time, museums can function as a sturdy proverbial vehicle to achieve national unity and well being. Thus, to materialize the aim, the concept of education in museums has been introduced. The purpose is to give focus on the museum as a branch of non-formal education. Other than that, it also complements the formal education to render better quality to the education. This is also stated by Tun Dr. Mahathir (Ahmad Fawzi et al., 2007) who contended that the education quality is a quality that one possesses stemming from the education system. In this matter, the assessor of the quality must be made solely on the marks obtained in the examination, but also in terms of the attitude and mentality, also the readiness to survive in the more challenging world (Noor Azam, 1976). Accordingly, the museum institution has been able to be complementary to the existing education system. Abdul Wahid et al. (2002) asserted that museums and galleries have also dedicated themselves to development programs for visitors by offering the learning experience rich with scientific knowledge, as well as appreciation of arts, culture and heritage through interactive and fun approaches.

In this vein, the tasks for museums are not only harmonious with their position as an institution that stores monuments and static assets alone, but also as an agent of knowledge development. Thus, museums should emerge with a more productive and dynamic image, as they are not merely visited by avid fans or staunch museum advocates. Challenges spawned from bursts of information and knowledge have called for us to re-examine museum activities in delivering knowledge or serving as a source of education. In realizing the intention, research on the knowledge channel in museums should be in place using some given instruments.

The significance of museum to the formal education at school is the trigger to researchers' interest to conduct this study. The writing of this article focuses on the learning of History subject from Standard Four until Form Five through the museums under PERZIM based on the respective text books.

Despite History being a core subject in Malaysian schools and a compulsory pass for the SPM examination, a significant number of students continue to underperform or fail in this subject. One of the contributing factors is the traditional teaching approach, which relies heavily on memorization and passive learning, often disengaging students from fully understanding historical events and their relevance. There is a clear gap in the current educational methods where visual, auditory, and experiential learning strategies are underutilized, particularly in the context of History education. Museums, which offer multi-sensory learning through visual exhibitions, dioramas, and guided narratives, remain an underexplored pedagogical tool in bridging this gap. By applying the observe, view and listen concept, museums can help transform abstract historical content into tangible experiences, enhancing comprehension and memory retention among students. This study addresses the lack of integration between textbook-based history learning and museum-based experiential learning in Malaysian schools, aiming to provide evidence that museum visits can be a strategic support system to improve students' understanding and academic performance in History.

This study looks into the content of the museums related to the topics or the sub-topics of the History subject learned based on the text books. The importance of the selected museums to the History subjects from Standard 4 until Form 5 is to be discussed and subsequently, validated. The museums selected are the Melaka Sultanate Palace, Maritime Museum and History and Ethnography Museum. The objective of this writing is (i) Analysis of History Subject Learning Among Text Books Standard Four to Form Five Students. (ii) Analysis of museum under PERZIM and (iii) Analysis of the Impact Through The Museums. The theory of Edgar Dale (1946) about the 'cone of experience' are refer to do this article. In 1946, Edgar Dale introduced the Cone of Experience (figure 1) in his book Audio visual Methods in Teaching. This visual model illustrates how various educational media and techniques range from the most tangible experiences at the base to the most abstract at the top. The Cone of Experience serves as a framework to depict the level of concreteness in learning experiences and how well people retain information depending on the way they interact with it. Rather than ranking media by their effectiveness, the Cone of Experience offers an analogy that highlights how sensory involvement enhances learning compared to passive methods like listening or watching.

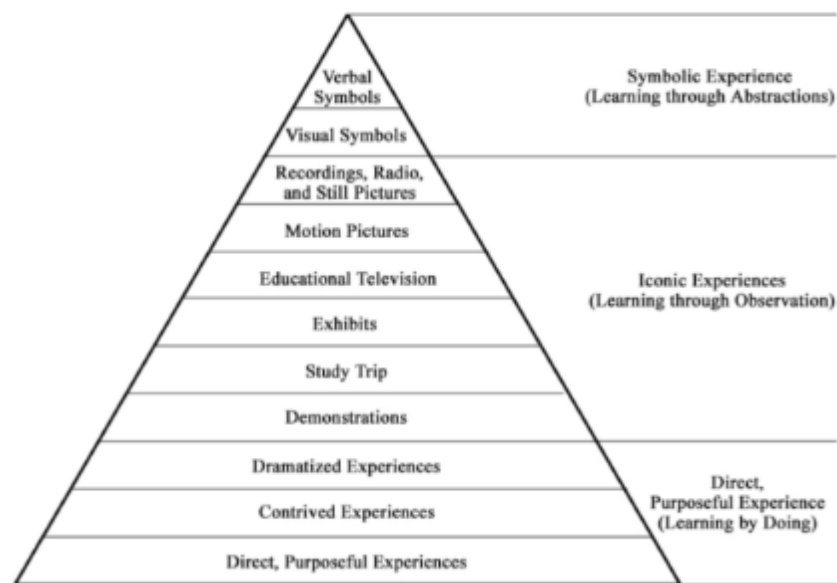


Figure 1: Dale's Cone of Experience.

Literature Review

The earliest definition of museum was introduced by Geo Brown Goode (1889). An institution for preservation of this object which best illustrate the phenomena of nature and the works of man, and the utilization of these to increase knowledge and for the enlightenment of the people. In 1946, when the International Council of Museums (ICOM) with the headquarter located in Paris was established, the direction of the museum began to shift to being more professional (Mad. Redzuan 2001) and leaning more toward the education for the society. The Code of Professional Ethics for ICOM certified in ICOM 15th Annual Meeting in Buenos Aires, Argentina in November 1986, becomes the guideline and reference for most museums in the world in the effort to strengthen museum management, and enhance the image of the museum as an education centre, other than functioning as the saviour of historical and cultural heritage for both the society and the country. A lot of countries have become the member of ICOM. ICOM is acknowledged by UNESCO as an organization that plays an important role in the process of managing and forming the museum philosophy based on the concept. There are various definitions given by ICOM but the definition that stays, is as established in the 20th General Assembly in Barcelona in 2001 as follows:

..A non profit making, permanent institution in the service of society and of its development, and open to the public, which acquires, conserves, researches, communicates, and exhibit for purposes of study, education and enjoyment, material evidence of people and their environment...

The definition is translated as a non-profitable institution, but the emphasis is more on the center or institution that gives consultation to the public as the venue to pursue and gain knowledge through research processes, by disseminating and exhibiting historical and cultural materials, other than storing and preserving the materials and stressing on the study purpose through education and exhibition that can be advantageous and pleasurable, at the same time serving as the body of evidence for humans and their surroundings.

It can be concluded then that museum is an institution that is characteristically permanent, non-profitable, other than concerns with collecting, documenting, preserving, exhibiting, researching and interpreting and educating the society using evidence of human materials and the surroundings, also with recording and storing the knowledge about historical artefact, valuable objects and other materials deemed meaningful to the culture, arts and heritage to be enjoyed and learned by the public.

Next, with regard to the history of museum development, it started in Perak or specifically in Taiping, also Selangor by British colonizers, which is around 1800s to 1990s. Thus, museum development has lasted for more than 100 years, indicating that museums in Malaysia have undergone various physical and functional changes. The diversity of museums has led to the fact that the role of museums has been well acknowledged. Almost every state in Malaysia has museums, most of which show their respective state identities. Melaka that is undeniably rich with history, has promoted a wide range of themes to be created in its museums. Some carry the themes of prominence, palace buildings, ship and so on.

The Melaka Museum was upgraded in 1993 and used a new name, Melaka Museum Corporation (PERZIM). Perzim manages 26 museums, 11 gallery sites and several historical sites all over Melaka. The function of PERZIM is to continue with the role and function of the Corporation set in 1954. The corporation was established during the British ruling. Sir D.C Macgillivray serving as British High Commissioner in Malaya Melayu at the time had approved the 1954 Melaka Museum Enactment. The 1954 Melaka Museum Enactment (revised in 1984) was revised and changed to Melaka Museum Corporation Enactment, No 11 in 1992. This amendment automatically elevated PERZIM's status as a statutory body that is progressive and is able to develop the museum field in the context of development, education and tourism in Melaka. This also automatically created a new position of PERZIM's Executive Chairman which is the General Manager (Melaka Museum Corporation) (Perbadanan Muzium Melaka n.d.).

Melaka Museum Corporation (PERZIM) has a role to play in education and tourism fields. The high number of tourists every year is testament to the fact that Melaka has done a wonderful job. PERZIM is also a reference source center that offers service to researchers from various backgrounds and ages, other than a place that displays artefact. The role of PERZIM extends to it being a hub for civilization collection to keep the heritage intact. The tourism in Melaka is able to provide history-based education and at the same time, help school students obtain history-based materials.

Learning is a process of accepting new knowledge, either through the formal or non-formal education. The aim of education is not only to produce a robust workforce, but also to produce a society that is very smart in leading their lives, and freeing themselves from 'the poverty of the brain and manners' (Sidin, 2002). Education is thus, seen as a lifelong process that goes beyond the boundaries of space, time and place.

The understanding about education can be explored from multifarious perspectives and relations. Everyone, in their professional predisposition, defines education according to their own expertise and based on their sense of priorities, culture, social, economy, politics or the educational institution involved. Long ago, education was always implied by physical

development, but today, consistent with various changes, education is re-defined as the development of knowledge and understanding. Ahmad (1947) asserted that education should be the main 'Syahadah' due to its tremendous function, and that it started from birth. Knowledge can be gained through various types of education, be it formal or non-formal, and can be divided into three forms: formal, informal, and non-formal. Kidd (1973) defined education as the growth and nurturing of thought, and the natural potential that develops systematically, from pre-school, continuing to school and throughout one's lifespan (Marzuki & Som, 1999). The 'systematic' implied, means that the learning is planned, covering formal and informal education. According to Paulston (2014), formal and non-formal education programs differ in terms of the structure, content, time, location, function, reward, method, participant and cost.

Education reformation is carried out to overcome the weakness in the education system and to cater for the current and future requirements (Mohd, 1993). The education of heritage available at the museum is a mark of support to the formal education system. The implementation of the Primary School New Curriculum, or Kurikulum Baru Sekolah Rendah in 1983, which then becomes the Primary School Integrated Curriculum or Kurikulum Bersepadu Sekolah Rendah (KBSR) in 1994 and the Secondary School Integrated Curriculum or Kurikulum Bersepadu Sekolah Menengah (KBSM) in 1988, has changed the learning pattern at school. This inevitable change has improved the teaching and learning quality. However, it remains a fact that the change in the curriculum without a proper teaching and learning adaptation will not achieve the goals of education intended. The traditional way of 'chalk and talk' does not really boost students' cognitive development and thinking skills (Zubir, 1980 & Abas, 1983). Shifting our attention to museums, they do offer a learning environment that is more diverse, compared to schools that tend to depend largely on the traditional method. Museums and galleries have a significant function in the development of their visitors, as they equip visitors with interactive learning experience that enriches scientific knowledge, cultural arts and heritage using fun and pleasant methods (Abdul Wahid et al., 2022).

Mahmood (1990) explained that in the process of teaching, the use of various materials and approaches is an effective way to develop students' language mastery. The integration of various media that is consistent with the technological development in teaching can well determine the effectiveness of the learning process in the class, other than grabbing the interest and instilling the motivation of the students to continue to learn the next lessons. A study done by Muda and Mohd (1994) shows that information delivery through the audio-visual equipment used simultaneously, works effectively. This combination increases students' memory when both senses, the eyes and the ears, are used together.

This factor is supported by reports from United Nations International Children's Emergency Fund (UNICEF) (2021) in *What Makes Me? Core Capacities for Living and Learning in Childhood*, explores how 'core capacities' such as life skill and competences to develop over the early part of the life course and how they contribute to children's personal wellbeing and development. The report brings together findings from the *Measuring What Matters* project and nine in-depth papers, each focusing on a specific core capacity like 'Discerning patterns', 'Embodying', 'Empathizing', 'Inquiring', 'Listening', 'Observing', 'Reflecting', 'Relaxing' and 'Sensing'. The goal is to apply these insight to develop practical ways to enhance children's

living and learning environments globally not only in school or homes, but throughout their daily lives and as they grow into adulthood.

Thus, the educational technique and concept established in the museum contribute to the much-needed reformation to produce more excellent students. Hooper Greenhill (1988) stated that museum education has a large scope, and he regarded the museum as an educational institution capable of offering learning experience that transcends various variables and which is related to various institutions and organizations.

Museum education refers to the preparation of learning situations by the museum, where visitors are able to experience learning directly. The learning situations are the environment or conditions in which all the elements needed for learning are made available. The learning of experience, in turn, involves the mental or physical reactions through the activities of seeing, listening or doing something that needs to be learned, enabling an individual to obtain meaning and understand the materials given. According to Kanari et al. (2022) students' reflection on their museum visits highlight the importance of touch and multiple senses such as touch, sight, and hearing alongside object based learning, play, and creative method, foster meaningful and memorable experiences.

Methodology

This study employs the qualitative method, based on the library study and field study. The library study involves making reference using books, journals and proceedings. Other than that, the school text books are also referred to so that the content can be analyzed. The text books are cross-referenced with the content of the museums under PERZIM. This qualitative study involves researchers conducting field studies in several museums to identify the ones that have the potential to give information to students, whether they contribute to the understanding of the subject, or to students' integrity. Three museums were selected for discussion, and they are the Melaka Sultanate Palace Museum, Maritime Museum and the Museum of History & Ethnography. The focus of analysis is on the content of the exhibitions and its connection with Standard 4 until Form 5 History text books.

Findings

The museums selected in providing students' materials are the Melaka Sultanate Palace, the Maritime Museum (Flor De Lar Mar Replica) and the Museum of History & Ethnography. These museums have detailed aspects contained in the student text books. Nonetheless, other museums have also helped to build upon students' understanding and educational foundation.

Descriptive Analysis

The Content Analysis of The School Text book

History has always been one of the school subjects, for students in primary and secondary schools. For the primary school, History subject begins as early as Standard 4. For the secondary school, it begins from Form. Table 1 shows the topics learned by students from Standard 4 until Form 5. Standard 4 History book is about the basics of History and local events, and it introduces early civilizations like the history of 1 and the way of life of the traditional society. The focus also rests on significant events in the state and in the country, such as the opening of states and important historical figures. Students are introduced to the

concept of time (the past, present and future) and the arrangement of events in the chronology. Standard 5 History book deals with the diverse cultures and heritage in Malaysia. It elaborates on the multiple ethnic groups and cultures in Malaysia, including the customs and festival celebrations of all these ethnic groups. The introduction to historical legacy such as historical buildings and sites (for instance, A Famosa and colonial buildings) is also provided in the book. Students may begin to understand the role of patriotism and unity in the pluralistic society. Next, Standard 6 History text book concerns with the independence struggles and national development. The focus is on the fight to demand for independence and for the formation of the Federation of Malaya. Students learn about independence figures, like Tunku Abdul Rahman, Tun Razak, and Tun Dr. Ismail, and students are also exposed to the introduction to the establishment of Malaysia and national unity.

The text books in the secondary schools under the Secondary School Standard Curriculum, or *Kurikulum Standard Sekolah Menengah* (KSSM) have more detailed syllabuses. The emphasis is laid upon national and global historical events as well as critical thinking. Form 1 History book concerns with the introduction to early civilizations. The focus is on early civilizations like the Mesopotamia, Egyptian, Indian and Chinese civilizations. Students will understand how these civilizations influence the political, economic and cultural developments all over the world. Attention is also given to the relationship between Malaysia and external civilizations. Form 2 History text book revolves around Melaka and the development of Malay civilizations. There is an explanation of the Melaka Malay Sultanate as the center of trade and Islamic teachings in the South East Asia. Students will also comprehend how the Malay-Islamic culture spreads and forms the national identity. They will also learn about the early occupations of the Portuguese and Dutch, and the effect on Melaka. Form 3 History book surrounds the occupation and fight to demand for, and gain, independence. It narrates the era when the British came to rule and the social, economic and political changes that took place due to the colonization. Students will also go deeper into the struggles of nationalists and independence movements such as UMNO, PKMM, and API. Other topics are about the Japanese occupation and the formation of Malayan Union and the impact to the people. Form 4 History text book concerns with the formation of Malaysia and global events. Students will be involved in the process of reviewing the Malaya independence process and the formation of Malaysia in 1963. Post-independence issues such as political crises, the confrontation with Indonesia, the challenges surrounding national unity and global topics like First and Second World Wars, the Cold War, and the formation of PBB are discussed as international perspectives. Meanwhile, Form 5 History text book deals with national development and current issues. It focuses on Malaysian political, economic and social development from independence until today. Students will learn New Economic (DEB) and government's effort in the development of the country. An emphasis is also given to current issues such as globalization, climate change and international relations.

The History Text book approach under KSSR and KSSM is using the thematic and chronology approaches to ease students' understanding. Critical thinking activities and questions are provided in each chapter, where they encourage students to make an analysis and reflection toward historical events. The use of Visual and Infographics in text books such as pictures, maps and infographics aid students to link facts and visuals. They also include arguments that emphasize patriotic and unity values, which is integral in the context of the pluralistic society in Malaysia.

The History text books from Standard 4 until Form 5 are arranged to form a progressive understanding towards the history and culture of Malaysia, also of the world. At the primary school level, the focus is more on the introduction and basic understanding about the local and national heritage. Meanwhile, at the secondary school level, the emphasis is given to the critical thinking and in-depth analysis about the national and global historical events.

Table 1

The chapters in History Text books for Standard 4 until Form 5

No.	Text Book	Content
1	Standard 4 Text book	11 chapters: <i>Mengenali Sejarah, Saya Dan Keluarga, Sejarah Sekolah, Sejarah Tempat Tinggal, Zaman Air Batu, Zaman Prasejarah, Kerajaan Melayu Awal, Tokoh Terbilang Kesultanan Melayu Melaka, Pengasas Kesultanan Melayu Melaka, Tun Perak Bendahara Terbilang, Hang Tuah dan Laksamana Terbilang</i>
2	Standard 5 Text book	12 chapters: <i>Institusi Payung Negara, Agama Islam Di Malaysia, Bahasa Melayu Warisan Kita, Kedaulatan Negara Dicabar, Bangkit Berjuang Penjajah Ditentang, Sejarah Kemerdekaan, Yang Dipertuan Agong Teras Kedaulatan Negara, Jata Negara, Bendera Kebangsaan Malaysia, Lagu Kebangsaan Malaysia, Bahasa Kebangsaan Dan Bunga Raya Bunga Kebangsaan</i>
3	Standard 6 Text book	10 chapters: <i>Pembentukan Malaysia, Negeri-Negeri Di Malaysia, Rukun Negara, Kaum Di Malaysia, Agama Dan Kepercayaan, Perayaan Masyarakat Di Malaysia, Pemimpin Negara Malaysia, Kemajuan Ekonomi Malaysia, Sukan Kebangsaan Malaysia, Malaysia Dan Dunia</i>
4	Form 1 Text book	8 chapters: <i>Mengenali sejarah, Zaman air batu, zaman prasejarah, mengenali tamadun, Tamadun Awal Dunia, Peningkatan Tamadun Yunani dan Rom, peningkatan tamadun India dan China, Tamadun Islam dan sumbangannya.</i>
5	Form 2 Text book	10 chapters: <i>Kerajaan Alam Melayu, Sistem Pemerintahan Dan Kegiatan Ekonomi Masyarakat Kerajaan Alam Melayu, Sosiobudaya Masyarakat Alam Melayu, Kesultanan Melayu Melaka, Kesultanan Johor Riau, Kesultanan Melayu Pahang, Perak, Terengganu Dan Selangor, Kerajaan Kedah, Kelantan, Negeri Sembilan Dan Perlis, Sarawak Dan Sabah.</i>
6	Form 3 Text book	8 chapters: <i>Kedatangan Kuasa Barat, Pentadbiran Negeri-Negeri Selat, Pentadbiran Negeri-Negeri Melayu Bersekutu, Pentadbiran Negeri-Negeri Melayu Tidak Bersekutu, Pentadbiran Barat Di Sabah Dan Sarawak, Kesan Pentadbiran Barat Terhadap Ekonomi Dan Sosial, Penentangan Masyarakat Tempatan, Kebijaksanaan Raja Dan Pembesar Melayu Menangani Cabaran Barat.</i>
7	Form 4 Text book	10 chapters: <i>Warisan Negara Bangsa, Kebangkitan Nasionalisme, Konflik Dunia Dan Pendudukan Jepun Di Negara Kita, Era Peralihan Kuasa British Di Negara Kita, Persekutuan Tanah Melayu 1948, Ancaman Komunis Dan Perisytiharan Darurat, Usaha Ke Arah Kemerdekaan, Pilihan Raya, Perlembagaan Persekutuan Tanah Melayu 1957 Dan Pemasyhuran Kemerdekaan.</i>
8	Form 5 Text book	10 chapters: <i>Kedaulatan Negara, Perlembagaan Persekutuan, Raja Berperlembagaan Dan Demokrasi Berparlimen, Sistem Berpersekutuan, Pembentukan Malaysia, Cabaran Selepas Pembentukan Malaysia, Membina Kesejahteraan Malaysia, Membina Kemakmuran Negara, Dasar Luar Malaysia, Kecemerlangan Malaysia Di Persada Dunia.</i>

Melaka Sultanate Palace Museum

The Melaka Sultanate Palace Museum projects the architectural beauty characterized by traditional wooden palace and fine carvings. It is believed to depict the look and situation of the palace under the ruling of Sultan Mansor Shah. The exhibition in the museum displays the interior of the palace through several fascinating diorama, among which are the Royal Assembly Hall, the delegation of traders, the battle between Hang Tuah and Hang Jebat, also the bedroom of the Sultan. The uniqueness of the palace model is also displayed in a special corner together with the traditional costume, decorative accessories, weapon and pottery equipment. This pottery equipment is obtained from the seabed discovery, archaeological excavation location, also owners' contributions among the society. Through the analysis, researcher has identified the content of this museum with the students' text books. Table 2 shows the content of the exhibition for the Melaka Sultanate Palace Museum with the school subject for students in Standard 4 until Form 5. It shows that the Standard 5, Form 2, Form 3 and Form 5 text books are not displayed for this museum.

Table 2

Text book content related to Melaka Sultanate Palace

No.	Text Book	Association with Melaka Sultanate Palace
1	Standard 4 Text book	/
2	Standard 5 Text book	X
3	Standard 6 Text book	/
4	Form 1 Text book	/
5	Form 2 Text book	X
6	Form 3 Text book	X
7	Form 4 Text book	/
8	Form 5 Text book	X

Maritime Museum (Flor De Lar Mar Replica)

The Maritime Museum is the ship replica of Flor de La Mar, a Portuguese ship, built in the early 1990. It was officiated by Tun Dr. Mahathir Mohamad, the 4th Prime Minister of Malaysia, on 13 June 1994. This museum is located on Quayside Road, near the mouth of Melaka River. This ship is built with the dimension of 34 meters high, 36 meters long, and 8 meters wide. Exhibitions at the Maritime Museum stress on the history of seafaring and glory of Melaka as a maritime trading centre. The museum also pays attention to the maritime political conflict, which demonstrates how power and conflict struggle can cause an empire to collapse. The historical chronology shown in this museum encompasses the development of trade from the Melaka Malay Sultanate era to the era of occupations by Portuguese, Dutch, British and Japanese in Malaya. Additionally, the museum also shows old pictures and maps that portray the trading paths used by traders in the past. Table 3 shows the text book content related to the Maritime Museum (Flor De Lar Mar Replica). This museum is seen to be more of significance where it is discussed in almost all of the text books except for the Standard 6 and Form 3 Text book. The story line of the exhibition that fills the entire ship is vital that it is discussed in almost all of the History text books.

Table 3

Text book content related to Maritime Museum (Flor De Lar Mar Replica)

No.	Text Book	Association with Maritime Museum (Flor De Lar Mar Replica)
1	Standard 4 Text book	/
2	Standard 5 Text book	/
3	Standard 6 Text book	x
4	Form 1 Text book	/
5	Form 2 Text book	/
6	Form 3 Text book	x
7	Form 4 Text book	/
8	Form 5 Text book	/

Museum of History & Ethnography

The Museum of History & Ethnography is located in the Stadthuys building, which is also known as the Red House. This building was built in the time of Dutch occupation in the 1950s. It displays the history of Melaka and its development throughout the occupations of Portuguese, Dutch, British and Japanese, toward the time that Malaysia gained its independence. The history of the establishment of Melaka is often discussed in school text books as it has become the foundation for the historical development of the country. This is due to the fact that there are many written records that can be proven compared to the pre-history era, which resources were very limited. This museum also exhibits an interesting diorama, related to the Melaka Malay Sultanate, consistent with the content of the school text books, causing it to be relevant as the learning materials. Other than that, visitors have the opportunity to visit other museums in the Stadthuys complex, such as the Education Museum, Arts Museum, Democracy Administration Museum, His Excellency Museum, and the Admiral Cheng Ho Gallery. Based on Table 4, it shows that only the content of Form 1 Text book that is not discussed in this museum. Other than Form 1, other text books do delve into the Museum of History & Ethnography.

Table 4

Text book content related to the Museum of History & Ethnography

No.	Text Book	Association with Museum of History & Ethnography
1	Standard 4 Text book	/
2	Standard 5 Text book	/
3	Standard 6 Text book	/
4	Form 1 Text book	x
5	Form 2 Text book	/
6	Form 3 Text book	/
7	Form 4 Text book	/
8	Form 5 Text book	/

Discussions

This study scrutinizes the aspect of History subject from Standard Four until Form Five through museums under PERZIM based on Standard 4 until Form 5 History text books. The following is the impact of museum education on the subject of history based on this writing.

Educational Impact Based on museums and History Textbooks

History text books provide a significant knowledge framework, but they are still inadequate to form a profound understanding. Studies have shown that direct museum experience increases students' interest and understanding toward History subject. Some of the perceived educational impacts are improved memory which is through the interactive experience at the museum, where it helps students to memorize history facts better compared through mere reading. A better understanding of the contexts which is how students are able to see the historical events that happen in a broader context, will help them to understand the impact or consequence of the events. Other than that, active participation in the museum and students being encouraged to take part actively in the learning process, will make them become more proactive in seeking for knowledge. A study done by Ismail and Rahim (2017) found that students who are on museum trips show improved mastery in the history concept compared to those who only learn through text books.

A More Profound Understanding Through The Visual and Interactive Experience

Museum visits enable students to see, touch and experience the actual historical artefact, which is hard to grasp in text books. Exhibitions like the ones in the Melaka Sultanate Palace and Maritime Museum breathe life in the historical events through the diorama, ship model, and palace replica and they help students to visualize historical events. For instance, the Diorama of the Hang Tuah-Hang Jebat fight in the Palace Museum aids students' understanding about the conflicts of value and warriorship taught in Melaka Malay Sultanate chapters. According to Fleming & Levie (1978) a concrete experience can help students to remember and learn better. In effect, this visual and narrative experience increases students' understanding and interest in History, compared to depending only on text books. Galfo (1994) showed that information delivery through the simultaneous use of the audio visual equipment is more effective. Students' memory is said to be better if there is a combination of both senses which is the eyes and ears.

The Use of Technology and Digital Resources in Teaching

Most museums under PERZIM use the technology and digital resource software. Consistent with the technological development, teachers today use digital aids such as documentary videos, interactive history applications and online learning platforms. This makes learning more interesting and relevant. Technology, like the keyboard and e-learning material also facilitates teachers' information delivery interactively (Ministry of Education Malaysia 2013). This helps, and sustains, teachers' interest to use museums as their teaching aid.

Support To History Text Book Content

Exhibitions in museums under PERZIM are in line with the history textbook syllabi in primary and secondary schools, such as the development of the Melaka Sultanate, Portuguese occupation, Dutch, and Japanese, and the struggle for independence. The Museum of History and Ethnography displays the chronology of the colonization on, and development of, Melaka, that is consistent with the Form 3 and Form 4 History text books. The suitability of this content makes it easier for students to associate theory and facts in the text books with the actual world experience in the museum, simultaneously consolidating their understanding.

The Consolidation of High Order Thinking Skills (HOTS)

The museum prepares space for the students to think critically and creatively through exhibition and educational activity. Questions and activity based on HOTS (such as comparative questions, analysis and reflection) are used to help students interpret historical events more deeply. For example, exhibitions taking place in the Maritime Museum give the opportunity to students to analyse the maritime political turmoil and see how the collapse of Melaka relates with the weak economic and military dominance. The impact of this experience trains students to think outside the box, or more specifically more than the facts in text books and to see the relevance of history in current issues.

The Inculcation of Patriotism and National Identity

Museum exhibitions do not only convey historical facts but also contain patriotism and national unity messages. Students can better appreciate national heritage through direct experience with the artefact and diorama that narrate stories of the fights and struggles of historical figures. The Museum of History and Ethnography, for example, recounts various events involving the early establishment of Melaka, its development during Portuguese, Dutch, British and Japanese occupations. Student visits can strengthen the patriotic values and increase the history awareness, making students become more appreciative toward the national history.

Learning Based on Experience Motivates Students

The learning experience in the museum makes History subject more interesting and fun. It is revealed in studies that students are more prone to memorizing and understanding history facts when they are engaged in experienced-based activities, such as visits and interactive quizzes in the museum. Dale (1969) added that learning through experience through education will produce its own speeches and symbols based on 'cone of experience'. For instance, the trading activity shown in Maritime Museum gives students the opportunity to know about the diplomatic and trading relationships through old maps and paintings, altogether completing their understanding towards the business chapters in the text books. Thus, learning through experience helps students become more motivated and enthused to learn History better. The study tours to the museum, the heritage sites and historical events are the important components in History learning. A door is opened for the students to experience history directly, instil their interest and strengthen their understanding. Museums like the National Museum and other museums under PERZIM (Melaka Museum Corporation) support learning through exhibitions of artefact and historical information (Falk, 2000). Other than that, the study tours to the museum and historical venues are important components in the learning of History. This direct experience helps students to grasp the concept of history in a deeper and more practical way (Falk, 2000).

This study shows that history education through museums under PERZIM can give a positive impact in enhancing the students' History understanding, interest and awareness. There is a different learning experience offered by the museum from the text book, making history facts easier to understand and relevant. The diverse interactive methods in education can help one to retain their memory. Based on psychology studies (Lewis 1994), it is established that visitors will remember 10% of what they hear, 30% of what they read, 50% of what they see and 90% of what they do.

Other than that, interactive activity and visual exhibition at the museum help cultivate patriotism and high-order thinking skills, at the same time strengthening the formal education syllabus at school. As recommendations, it is better if there is a better cooperation between the school and the museum to ensure that the museum visits become part of the formal learning activity. This will enable students to connect theory and experience, at the same time enabling them to achieve a more comprehensive understanding of history. Saputra & Widiadi (2024) found that history lessons are often perceived as boring not due to the content, but because of the teaching method used. Out-Class at the Museum (OCAM) was identified as an effective approach, significantly improving students' motivation and learning outcomes in history, with a significant difference between pretest and posttest results.

Moreover, Linzarini et al. (2021) discovered that environmental and sensory enrichment can enhance learning tools and environments for typically developing children, particularly when sensory processing is enriched in various ways. Sensory processing is considered a core capacity for well-being and may also support other key capacities. While schools, museums, theaters, books, and other cultural and educational institutions serve as means of enriching an individual's natural environment, scientific interest in the potential benefits of environmental and sensory enrichment has recently resurfaced. Designing product with a multisensory experience can offer users a richer and more immersive interaction, support the preservation and advancement of museum culture, and address the widespread issue of uniformity within the cultural and creative industries (Shen & Li, 2024).

Challenges in History Teaching in Secondary and Primary Schools

Despite the importance of History, teachers often face challenges involving students' attitude, like lacking the interest and treating History as a subject of memorization. Other than that, the compact syllabus has made it difficult for teachers to understand every topic. Students' different levels of understanding necessitate teachers to adapt their teaching method to make the lessons more relevant and engaging. Teachers use creative approaches like role-plays and simulations to retain their students' interest in this subject.

One of the main challenges is to sustain students' interest on the subject that they may find difficult or irrelevant to their world. Thus, teachers need to make sure that History learning is delivered in a fun way, and in a way that is easy to understand. The adoption of creative activity and direct interactions through visits to historical sites may be able to help overcome the challenges (Hein, 1998).

The teaching of History in the primary school aims to prepare the foundation for understanding history and national identity. Through the creative learning approach and experience-based activity, students are motivated to appreciate the past and understand its role in forming the present society. This effort is crucial in developing patriotic and knowledgeable young generations early on. It is seen that museums prepare a unique learning experience that cannot be attained merely through text books. The use of the museum in History learning gives the opportunity to the students to:

1. See and touch historical artefact directly, increase their memory and understanding towards historical events.
2. Experience interactive exhibitions that encourage students to think critically about the history and cultural heritage.
3. Obtain information from experts through visits, talks and workshops organized at the museum.

Conclusion

History education through museum is an effective approach in enhancing students' understanding towards their history and culture. With active participation at the museum, students are able to form a deeper connection with history, which not only increases their interest in the subject, but also it helps them to understand their identity and responsibility as citizens. Studies have shown that the combination of direct experience at the museum and learning through text book can produce better learning outcomes. In Malaysia, museums managed by PERZIM launch exhibitions that are consistent with the history curriculum. This enables students to experience historical events and places, and simultaneously this enhances their understanding towards the topics they learn in class.

Acknowledgement

This research is conducted using the fund conferred from the UNIMEL Internal Grant (Grant Code: GPI/23/F1/08)

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