

# True Match Technique on Mastery and Understanding of Students in History Learning

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**Abstract:** *This study aims to examine the level of understanding and mastery of history subject in the topic of local opposition leaders' opposition to the British. This study lists two questions of the study: what is the level of students' mastery of local opposition events against the British and how the use of true learning techniques can help to increase students' understanding of the topic of local opposition to the British. Qualitative research approaches are implemented to answer these questions. This study was conducted in a high school in Putatan district. A total of six form five students in 2019 were selected to be samples for this study. The instrument used in this study is interviews with observation and supporting documents. The result of the study found that the true match technique was able to increase the mastery of the students in learning and facilitating History.*

**Key Words:** *Active Learning, True Match Techniques, History Learning and Facilitation.*

## 1. INTRODUCTION:

The increasingly challenging 21st-century learning requires a balanced community of intangible, spiritual, and physical aspects. In fact, the 21st-century skills include communication skills, critical thinking skills, individual or group leadership skills and rationalization [1] are needed to meet the challenges of this century. As such, teachers play a role in ensuring the pedagogy and teaching methods used in the classroom are appropriate and in line with the overall development of education. Conventional teaching methods need to be improved, as learning in the context of the 21st century requires students to actively participate in learning and facilitating processes where the process needs to provide practical input to the students.

The Malaysian Education Development Plan (MEDP) 2013-2025 has been designed as a guide to improving teaching programs and as an effort to improve students' success through six recommended aspirations namely knowledge, thinking skills, bilingual skills, leadership skills, ethics and spiritual as well as national identity [2]. Historical subjects are an essential element in the context of national identity as mentioned in six aspirations of student success to produce a patriotic-minded community. Furthermore, the primary goal of the historical subject to foster love and loyalty towards the State as a citizen [3] is in line with the National Education Philosophy that is planning the appropriate education to produce Malaysians who are responsible and able to contribute to the country as well as ensuring the harmony and prosperity of society can be achieved. This is because through historical learning we can know the history of the origin of a society of various values to be implicated in the development of a strong society especially in multi-racial countries [4].

However, today's issue is how to apply the nation's spirit of enthusiasm, especially among young people as the world of globalization continues to sink the values of the nation's identity with modernization and technology. Not only in Malaysia but also through Clark's findings [5], developed countries like Britain, Germany, Canada, and Australia are also experiencing issues in the history of learning where historical subjects are looked down upon and considered to be boring. This is supported by Carl [6] which states that many students regard history subject as tedious subjects and do not stimulate them to think. In addition, historical subjects are also said to be solid with facts such as the names of figures, dates, and chronology that are the source of bored students [7] to study this subject.

## 2. LITERATURE REVIEW:

British The learning process is not just memorizing the information presented by the teacher, because most of the memorized information will disappear at intervals a few hours later [8]. Effective active learning features are like group discussions, collaborative, material-centered learning, students are confident of expressing their own views and ideas, students are responsible for their own learning, and teachers give encouragement and assistance to students. In this case, [9] has supported this idea through a study titled the implications of active learning strategy in thematic learning. The research was qualitative in a case study where the results of the study showed that the implementation of active learning element was very good when the students were more active, creative and independent and there was an improvement in the quality of learning process when the teacher used a variety of methods that fit the students' characteristics.

Furthermore, previous studies were also conducted to examine students' responses, attitudes, and perceptions towards active and student-centered learning. Among them is the study of [10] which emphasizes the style and attitudes of students in various levels of active learning. The study was conducted in a descriptive quantitative form with a sample of 920 students from grade 10 of government and private schools as well as two-year university students. The findings showed that students showed positive attitudes towards active learning. In addition, a study conducted by Namangolwa [11] on the participation of teachers and students in understanding their perceptions of student-centered learning methodologies in a Zambian Secondary school found that students were particularly interested in student-centered learning where students responded that they did not feel bored and feel good with the activities performed by teachers. In addition, the argument for this study is further reinforced by Rafiza Abdul Razak [8] which uses the qualitative method to study the active online learning strategies in Malay novels that the use of collaborative online learning strategies can help students interact and express their opinions in where students are seen to be able to communicate well, not bored and show positive behavior.

The active learning approach is also an important approach ineffective teacher teaching in high school as suggested by Kamarul Azmi Jami [12] which examines the study of active learning approaches based on the experience of excellent teachers of Islamic education in the subject of Islamic education. This study was conducted qualitatively using interview instruments as the main data which was analyzed with observation data and analysis documents. The findings show that the benefits of active learning demonstrate that students are quick to remember facts, master the subject, collaborate and courage, improve communication skills, and enhance student motivation in their learning.

Also, a study conducted by [13] to know the impact of active learning among students as compared to conventional learning. This study was conducted on 60 students using pre-test and post-test. The overall study found that active learning was effective in improving the achievement of female students in Biology subjects. Although previous studies have not been carried out on historical subjects the context of implementation remains the same where students are encouraged to actively participate in classroom activities.

### 3. RESEARCH QUESTIONS & OBJECTIVES:

The study aims to answer the following questions: 1. What is the level of students 'mastery over the topic of local leaders' struggle against the British after using the true match techniques of true match techniques? 2. How to use the true match technique of learning strategies on the topic of local leaders' struggle against the British.

Through this research, researchers hope to 1. Identify the level of students 'mastery over the topic of local leaders' struggle against the British after using the true match techniques of true match technique. 2. Identifying how the use of true match techniques of learning strategies in the topic of local leaders' struggle against the British can help students.

### 4. METHOD:

This study was conducted qualitatively using an action research method. Action research is a process used to study or deal with important issues and practical concerns [14] followed by reflection. The study was conducted at a Putatan district secondary school. The sample of the study was purposive sampling (purposive sampling) consisting of six students. The selected students have received low results in the final examination of 2018 and agreed to be informants for this study. Based on this decision, only two out of 25 students received grades 40 and above, while 23 students received a fail grade (F).

Table 1: Form 4 KD Final Examination Results (2018)

Score Range (Grade)	Total of students	Percentage (%)
90-100 (A+)	0	0
80-89 (A)	0	0
75-79 (A-)	0	0
65-69 (B)	0	0
55-59 (C+)	0	0
50-59 (C-)	0	0
40-44 (D)	2	8
0-39 (G)	23	92
Total	25	100

Based on table 1, student achievement was found to be less satisfactory and this was sufficient to prove that students were weak in history subjects. Among the factors that have been identified is the unattractive teacher teaching method which causes students to be bored and motivated to learn.

This study uses data collection methods such as interviews and interviews with observation forms, reflection notes, and supporting documents to further strengthen the data. According to Kahn, R. dan Cannell. C. [15] the interview method is more suitable to be used to obtain in-depth data compared to the questionnaire method. In this study, researchers have chosen semi-structured interview types where interview protocols are provided by the main questions only, while the expected answers are open and can be developed at the discretion of interviewers and informants. The main questions will be touched on the respondents' reaction to the active match techniques of true match techniques, problems encountered and suggestions. This is an attempt to gain evidence of the effectiveness of the active match technique of true learning techniques. Interviews will be conducted before, during and after the learning and facilitating the process. Furthermore, researchers use observation methods to obtain more in-depth and detailed information by recording in the form of notes and documenting each observed behavior and interactions before, during and after the learning and facilitating process takes place. In addition, document analysis and research reflection notes were used to validate the information from interviews and observations to strengthen data collection collected before being analyzed.

The process of data analysis in qualitative studies needs to be done simultaneously with the data collection process. It is important that researchers not lose meaningful and significant information due to the degradation of data that is not managed immediately Awang Hamid et al., [16]. In this study, the data analysis process takes place as soon as the first cycles of learning activity using the real match technique of true learning techniques, researchers will transcribe observation forms and interviews that have been recorded and then read and scrutinized repeatedly to ensure that the available data is available Marshall & Rossman [17], besides that, images, notes of reflection and document analysis will also be considered. When reading a transcript, the researchers will record the appropriate codes, intuition, and ideas that arise from time to time for further analysis [18]. The coding and classification process will be implemented by making the study a guide [19]. Data encoding will be created by categorizing citations or images into specific categories. Subsequently, the codes will be classified according to the appropriate theme or description, the researcher should ensure that there is a relationship between each theme or description that has been built. Furthermore, the researcher will explain the meaning of the data obtained and present the interpretation of data either through tables.

## 5. ANALYSIS, FINDINGS & RESULT:

After the data analysis process was carried out through coding, several categories were developed and produced themes related to the use of true learning techniques of true match techniques in the topic of local leaders' struggle against the British.

### A. *Opinion on the topic of the struggle of local leaders against the British*

Prior to the implementation of the true match technique, in the first cycle of researchers using the traditional method during the learning and facilitating process, the investigator conducted an initial interview to inform the opinion of the informant on the topic of the focus of the study which was the local opposition leader's opposition to the British. The interviewer found that three informants namely informants 1 and 2 argue that this topic is easy. According to them, this topic has historical facts that are easy to remember and like a story. The quote is like;

"This topic is easy, as it teaches. Facts are also easy to remember."

(TBI-1, 24/04/2019)

"This topic is easy because it has interesting facts."

(TBI-2, 24/04/2019)

Informant 4 adds to this topic as a historical narrative that makes it easy to memorize. According to informant 4;

"Because this is in the nature of nationalism, it is easy to memorize, he has his content and kind."

(TBI-4, 24/04/2019)

This finding is supported by observation notes conducted by researchers during the learning and facilitating the process. Through observation informant 1 fully focuses throughout the learning and facilitating the process and takes it when asked. While informants 2 were easily distracted by the environment but still cooperated when asked and directed to do the task. Similarly, 4 informants are active and respond quickly and correctly when asked. Quotes are as follows;

"Through observation, this informant fully focused throughout the learning and facilitating the process, responding when asked."

(BPI-1, 24/04/2019)

"This informant is somewhat quiet, easily distracted by the circumstances of the environment, for example often looking out the window but cooperating when directed to read notes from textbooks."

(BPI-2, 24/04/2019)

"This informant is seen as very active and has a loud voice. To respond promptly and correctly when asked and provide good cooperation throughout the learning and facilitating the process."

(BPI-4, 24/04/2019)

Meanwhile, informant 3 finds this topic difficult because it needs to remember the contents or historical facts that sometimes informants 3 can forget. According to informant 2;

"My opinion, o ... it's hard because it's hard to remember he's got what he's up to ... Remember too but it's good to forget."

(TBI-3, 24/04/2019)

This informant 3 opinions is supported by informant 5 stating that this topic has many facts that need to be memorized and much to be described. According to informant 5;

"It's hard. Because he has many facts that need memorization and more content to be described."

(TBI-5, 24/04/2019)

Similarly, informant 6 reinforces the opinion of informants 3 and 5 that this topic is difficult. According to informant 6, many events happen that need to be remembered. For example, the local leaders' opposition is from Malaya, Sabah, and Sarawak with many figures.

"My opinion, this topic is a bit of a problem, because I want to remember all the happenings like the characters."

(TBI-6, 24/04/2019)

The findings of this interview are supported by the observation note conducted by the researcher where the researcher finds that 3 informers are less focused on the learning and facilitating process and do not interact with the researcher directly.

"This informant is less focused on learning and facilitating the processes, not opening textbooks on the right page and no two-way interaction with researchers."

(BPI-3, 24/04/2019)

Based on the collected interviews, it is clear that these informants have different views on the topic of local leaders' struggle against the British. Some have responded positively and there is no less than gives a negative response to the topic of local resistance opposition to the British. Three informants are happy with this topic and three others are saying this topic is difficult.

### ***B. Opinion About The Use Of True Match Techniques***

After the implementation of true match techniques, researchers conducted interviews with informants for information on their views on the use of true match techniques in the topic of local leaders' struggle against the British. They give an opinion that this technique is appropriate, easy and can help answer paper questions 2. Quotes are like;

"Suitable .."

(TBI-1, 08/05/2019)

"In my view, this technique can help answer paper questions 2."

(TBI-2, 08/05/2019)

"Hmm, right .."

(TBI-3, 08/05/2019)

"It's okay. Happy, it's easy to memorize"

(TBI-4, 08/05/2019)

"Look? My view he was very happy "

(TBI-5, 08/05/2019)

"Suitable .."

(TBI-6, 08/05/2019)

Through interview findings on the use of true match techniques in the topic of the struggle for local leaders against the British, researchers found that all informants agreed with the use of this technique at the beginning of the introduction of the true match technique as well as informants have shown their excitement to carry out this activity.

(TBI-6, 22/05/2019)

### **C. Helps Better Remember Historical Contents Or Facts**

Through interviews, all informants provide positive feedback that they can remember the contents or historical facts. This is because they arrange in order to make them able to find answers for the correct sequence in more detail so easy to remember. In fact, it involves informants directly in the learning and facilitating process into an active person.

According to informant 1, this technique can help to remember the contents or historical facts because of the method of execution involving the preparation of historical facts in the correct order that allows them to remember the order better. Quotes are like;

Informer 1:

"Yes." Researcher: "Why?"

Informant 1: "We match the correct sequence, which can remember the sequence .."

(TBI-1, 22/05/2019)

Informant 2 states that after using this true match technique it can help make it easier to remember the historical facts of the activity of matching the cards in sequence. According to informant 2;

Informant 2: "Yes." Researcher: "What's the reason? You said it can be ... "

Informant 2: "The reason for the facts in the study (text) is easy to remember." (Matching of cards in sequence)

(TBI-2, 22/05/2019)

Similarly, informants 3 support the opinions of both informants 1 and 2, stating that this technique helps in remembering historical facts because of their involvement in matching the cards in detail.

"Hmm. Ideally, that's the reason why we match it in detail."

(TBI-3, 22/05/2019)

Opinion highlighted by informant 4 is quite different. According to him, true match techniques can encourage them to make activities in the classroom and can help their cognitive processes to grow. Quotes are as follows;

"Yes, because in this way we can do our activities, our brain can run smoothly. Can memorize. "

(TBI-4, 22/05/2019)

Informant 5 also agrees that this technique can assist in remembering historical facts as it is directly involved in the process of learning and facilitating without relying entirely on the role of teachers. His immediate involvement can help him to remember what he has learned.

"Yes, it can help me remember because I was involved in the lesson sorting in the right sequence. So I can remember the sequence."

(TBI-5, 22/05/2019)

The informant 5 statement was confirmed with informants 6 opinions. According to this informant, the true match technique is a workaround in helping them organize the events into a correct sequence.

"It's okay because it gives us an understanding and a way to memorize it." (Sort the cards in sequence).

(TBI-6, 22/05/2019)

### **D. Fun Uses The True Match Technique For Learning**

Through the interviews conducted by all informants that this technique is fun because the technique helps them to remember the sequence of events of each local figure, this technique is also said to be fun because it involves interaction with other friends who make it not boring.

"It's fun because it tells about events, the sequence contained in the text."

(TBI-1, 22/05/2019)

"It's fun for the teacher because many of the historical figures we have learned."

(TBI-2, 22/05/2019)

"It's fun because he can remember everything." (A sequence of opposing local leaders).

(TBI-3, 22/05/2019)

"Yes. fun can do activities with friends."

(TBI-4, 22/05/2019)

"Yes, it's fun, because I'm not bored."

(TBI-5, 22/05/2019)

"Fun."

(TBI-6, 22/05/2019)

### **E. Use Of True Match Techniques For Other Topics**

Student feedback whether this true match technique can be used for topics that are subsequently getting positive responses. All the informants agree that this technique can be used for the next topic. Where informant 1 states it is not boring because it involves group activity, while informant 6 states that this technique looks more concise not much text. Quotes are as follows;

- "Yes .. because it's not boring and involves the group .." (TBI-1, 08/05/2019)
- "Yes." (TBI-2, 08/05/2019)
- "This technique, maybe it's possible, because he's like, he's got a lot of texts." (TBI-3, 08/05/2019)
- "Yes." (TBI-4, 08/05/2019)
- "Yes" (TBI-5, 08/05/2019)
- "Yes." (TBI-6, 08/05/2019)

### **F. Creating Collaboration With Friends**

The interview was continued to get feedback from informants whether this true match technique could help create a cooperative attitude with a group of friends. In the second cycle, informant 1 states that cooperation, can help remember the sequence of events. Informants 2 said they could work with friends to match cards. Similarly, informants 3 stated that they shared their duties to match the card in the correct order, informant 4 considered important cooperation in carrying out this activity, informant 5 also stated cooperation could facilitate the implementation of the activity and informant 6 stated that they helped each other to organize cards are in the order of the right events.

- "Yes, very cooperative to match this card, can remember the sequence with the events that have been made for a while." (TBI-1, 08/05/2019)
- "Yes, because cooperation with friends can match cards." (TBI-2, 08/05/2019)
- "That's right, we shared each other's tasks for us to match in the right order." (TBI-3, 08/05/2019)
- "Well, because with this activity we have to cooperate if there is no cooperation in which to do this activity." (TBI-4, 08/05/2019)
- "Yes, because if it works it will make it easier to complete the work." (TBI-5, 08/05/2019)
- "Yes. Because it helps each other to find the answers to the following events. " (TBI-6, 08/05/2019)

Support documents have been set up three different sets for each cycle. Prior to the implementation of the true match technique, each informant is required to answer all three sets of cycles to get initial information on their level of achievement before using the true match technique in the first cycle where researchers use traditional methods first to teach. Before the true match technique was used in the teaching and facilitating the researcher provided the test sheet for the first cycle containing all questions in sections 1, 2 and 3. Based on the findings, informants 1 got 14 out of 57 points. Informant 2 only managed to earn 9 out of 57 points. Informant 3 also only got 9 out of 57 scores. Informant 4 managed to get 18 out of 57 scores. Informant 5 got 15 out of 57 points, while Informant 6 got 20 out of 57 points. This finding shows that all informants can not answer all the questions of the observation sheet. This explains that these informants face a problem in mastering the topic of opposition to local leaders against the British well. Informants 2 and 3 scored the lowest. This can be proved through observation of informants who find that these two informants are less focused on the teaching and facilitating the process and do not interact with the direct researcher. Quotes are like;

- "This informant is somewhat quiet, easily distracted by the environment, for example often looking out the window." (BPI-2, 24/04/2019)
- "This informant is less focused on the teaching and facilitating the process, does not open textbooks on the right page and does not have two-way interactions with researchers." (BPI-3, 24/04/2019)

Informant 6 got the highest score even though interview findings with informants found that this informant considered this topic difficult but from the observation, the researcher found that informant 6 was an active and responded quickly when asked. Informant 5 also interviewed found that this topic was difficult and based on observation, although the informant involved and collaborated occasionally told a friend on the side but through the findings of the analysis of informant documents 5 recorded the third-highest score of 15 marks. quotes are like;

"This informant is also an active person and one who responds quickly when asked. There are two-way interactions with researchers."

(BPI-6, 24/04/2019)

"This informant is seen to cooperate and engage in the teaching and facilitating process. Respond when asked. But sometimes it's the same story with a friend on the side."

(BPI-5, 24/04/2019)

Likewise with informants 4, who earn 18 points although still in the low scores category, among them these informants get the second-highest score behind informers 6. This informant through the observation of an active and efficient person.

"This informant is seen as very active and has a loud voice. Give prompt and correct responses when asked and cooperate well throughout the teaching and facilitating the process."

(BPI-4.24 / 04/2019)

Table 2: Support Document Analysis Before True Match Technique

	Before True Match Techniques			Total	Note
	B1	B2	B3	B1+B2+ B3	Yes/No
1	10/19	4/19	0/19	14/57	No
2	6/19	3/19	0/19	9/57	No
3	5/19	4/19	0/19	9/57	No
4	9/19	6/19	3/19	18/57	No
5	10/19	4/19	1/19	15/57	No
6	13/19	7/19	0/19	20/57	No

E=Evaluation, I=Informant

Based on the analysis of the supporting documents before the true match technique it can be seen that all these informants are at a moderate and weak levels. This is evidenced by the findings of the analysis which found that in the third part, four respondents received 0 marks in this section. The situation suggests that they are facing problems in mastering the topic of local resistance opposition to the British. Among the main contributing factors is the use of teaching methods that are not appropriate according to their level. This is because the findings of this finding are obtained after students are taught using traditional methods.

Table 3: Support Document Analysis After Use Of True Match Technique

E/I	After Use Of True Match Technique			Note
	B1	B2	B3	Yes/No
1	19/19	17/19	18/19	Yes
2	19/19	16/19	18/19	Yes
3	18/19	15/19	15/19	Yes
4	19/19	17/19	16/19	Yes
5	19/19	17/19	18/19	Yes
6	19/19	16/19	19/19	Yes

E=Evaluation, I=Informant

After the implementation of the true match technique in the second cycle, the researcher gave the observation sheet to be answered by all informants, based on the analysis of the documents, informants 1, 2, 4, 5 and 6 got 19 marks of full marks, while informants 3 received 18 marks.

## 6. DISCUSSION & IMPLICATION:

Through the research findings, the researcher found that the objective of the study was achieved when the use of the true learning technique of active learning strategies helped to understand and increase the students' mastery of the topic of local opposition to the British. This can be seen through interview findings, observations, and analysis of supporting documents that have been implemented. In fact, all informants have shown positive reactions to this topic after using the true match technique.

The results showed that students who had problems in the historical subjects and regarded this subject was difficult due to the content of the contents and the history of dense history. This situation shows that the importance of teaching methods in the classroom will affect the physical and emotional effects of the students. In general, non-systematic teaching methods will cause students to become bored and have a negative perception of historical subjects and ultimately lead to a misunderstanding of history subject. Next, students will express their attitudes by not paying attention and low achievement in test and examination assessments. The history of this subject should be well understood not just memorized because the content of the fact is a reality. It is arguable that the history is a teacher of man because what is understood and obtained from it should be taught, without human history like a ship without a master who lost its direction in the middle of the sea [20].

Issues of historical teaching methods never expire are discussed and reviewed in order to be improved from time to time. Teachers become individuals who play an important role. Teachers are the main pillars of the classroom and the implementing agency that are important to all the plans built by curriculum makers. As such, teachers need to come up with the strategies, methods of teaching, the latest skills, and the cohesive knowledge to perform this responsibility [21]. In the context of education History aspects that need to be taken into consideration are exposure to critical thinking skill skills, analytical thinking and reflective thinking [21] faculties that encourage students to imagine and become creative. Therefore, traditional methods of teaching are less appropriate for use in the cultivation of these skills. Emphasis needs to be given to student-centered teaching methods. This is because systematic and creative teaching methods can enhance understanding and widen the historical ideas among students [22]. In addition, emphasis should also be given not only cognitive development but attitude and psychomotor development as well as efforts to foster noble values in order to become a useful citizen in accordance with the goals of the National Education Philosophy [21].

## 7. RECOMMENDATIONS:

Recommendations for future studies include other History topics in the use of true match techniques. In terms of the number of study participants, although these qualitative research findings can provide rich and detailed information, the study participants are still limited and cannot be generalized to the larger population. Thus, future studies can be carried out in quantitative ways and involve larger populations and samples. Future studies should also look at a broader perspective on true match techniques. For example, in this study true match technique was used to look at students' level of understanding and mastery of the topic of local leaders' struggle. Therefore, future studies need to look at topics that are broader than the descriptions of historical subjects in order to see their effectiveness in other topics.

## 8. CONCLUSION:

The use of the true learning technique of active learning strategies can improve student achievement in teaching and facilitating history. The researcher hopes that this article will be able to provide knowledge about the use of true learning strategies for true learning techniques in history subjects to be practiced by history teachers, especially in Malaysia.

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