

Nota Sejarah Tingkatan 5 Bab 4 Pembinaan Negara Mysemakan

Decolonizing the History Curriculum in Malaysia and Singapore
Controversial History Education in Asian Contexts
The Primordial Modernity of Malay Nationality
From Decolonization to Ethno-Nationalism
Reconstructing Historical Memories
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Kementerian Pelajaran Malaysia. Bahagian Teknologi Pendidikan Ismail Mohd. Abu Hassan A. Azzeruls Aman Othman Lebar Huck Tee Lim Maya Hani

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decolonizing the history curriculum in malaysia and singapore is a unique study in the history of education because it examines decolonization in terms of how it changed the subject of history in the school curriculum of two colonized countries malaysia and singapore blackburn and wu s book analyzes the transition of the subject of history from colonial education to postcolonial education from the history syllabus upholding the colonial order to the period after independence when the history syllabus became a tool for nation building malaysia and singapore are excellent case studies of this process because they once shared a common imperial curriculum in the english language schools that was gradually decolonized to form the basis of the early history syllabuses of the new nation states they were briefly one nation state in the early to mid 1960s the colonial english language history syllabus was decolonized into a national curriculum that was translated for the chinese malay and tamil schools of malaysia and singapore by analyzing the causes and consequences of the dramatic changes made to the teaching of history in the schools of malaya and singapore as britain ended her empire in southeast asia blackburn and wu offer fascinating insights into educational reform the effects of decolonization on curricula and the history of malaysian and singaporean education

this book examines both history textbook controversies and teaching historical controversy in asian contexts the different perspectives provided by the book s authors offer numerous insights examples and approaches for understanding historical controversy to provide a practical gold mine for scholars and practitioners the book provides case studies of history textbook controversies ranging from treatments of the nanjing massacre to a comparative treatment of japanese occupation in vietnamese and singaporean textbooks to the differences in history textbooks published by secular and hindu nationalist governments in india it also offers a range of approaches for teaching historical controversy in classrooms these include structured academic controversy the use of japanese manga teaching controversy through case studies student facilitated discussion processes and discipline based approaches that can be used in history classrooms the book s chapters will help educational researchers and curricularists consider new approaches for curriculum design curriculum study and classroom

research

humairah and kamaludeen examine contemporary malay national identity in singapore and malaysia through the lens of primordial modernity taking on a comparative transnational perspective how do malays in singapore and malaysia conceptualise and negotiate their ethnic identity vis à vis the state s construction of malay national identity humairah and kamaludeen employ discourse analyses of both elite and mass texts that include newspaper editorials school textbooks political speeches novels movies and letters in local newspapers extending current notions of malay identity the authors offer a comprehensive overview of malay identity that takes into consideration both primordial dimensions and the more modern aspects such as their cosmopolitan sensibilities and their approach to social mobility a valuable resource for scholars of southeast asian culture and society as well as sociologists looking at wider issues of ethnic and national identity

santhiram s critique of history education in malaysia s school system past and present is both valuable and timely his study reaffirms that history s considerable value as an educative and academic undertaking is too often hijacked by political elites this study is a salutary reminder why such tendencies should be challenged s gopinathan professor former dean national institute of education singapore is it true santhiram asks that the origin of the malaysian nation is from the 1400s onwards what of the earlier periods with the influence of diverse groups from across southeast asia what of the contribution of more recent chinese and indian migration as santhiram comments malaysian historians and history teachers have some serious soul searching to do they might well begin that soul searching by reading this powerful and important book it deserves to be read widely indeed if malaysian education is to move forward john furlong emeritus professor of education university of oxford united kingdom santhiram has put together a highly readable narrative of the history of curriculum development from a past oppressive colonial to the present tribal periods of malaysian history santhiram tells the story simply and straightforwardly avoiding controversies but not denying the contentious nature surrounding the shaping of policies regarding the subject its curriculum design and the construction of textbooks to buttress the implementation of the curriculum in the nation s primary and secondary school systems this is a very readable work tan sri gajaraj m dhanarajan emeritus professor penang malaysia

collection of professional circulars on elementary and secondary education in malaysia issued by ministry of education from 1969 to 2007

theory and practice of action research in malaysian education

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