

# History of education in malaysia education essay

[Education](#)



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Contents  
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Questions: The national curriculum of the school reflects the objectives of national Philosophy of Education (NPE). By implementing the curriculum effectively in schools, it can develop the students cognitive, affective and psychomotor (physical) with other potentials (JERIS) in students. By this the institutions can produce ' insan model' as for the future generations.

Interview and deduct the idealistic of a headmaster's and a senior assistant's routine regarding 5 activities carried out in their school to visualize/insist the objective of NPE. Explain teachers teaching activities that being focused/carried out in class rooms to actualize the National curriculum in the  
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progress of moulding the student's behaviour and believes. Answers: In Malaysia, the school curriculum is grounded based on National Philosophy of Education (NPE). National Philosophy of Education was formulated based on some of our policy documents and ideologies. It outlines all the terms, ideas and principles related to education in our country. It also combines the goals, policies and educational practices to form a consistent, clear and logical entity. The idea of formulating National Philosophy of Education was sparked off in 1979 after the Cabinet Committee Report on the Review of Education Policies Implementation, which concentrate on human development. Thus, National Philosophy of Education was formulated and proclaimed officially in 1988 based on national ideology, cultures of Malaysian society, Five National Principles, and Education Reports and Ordinance. As stated by the Ministry of Higher Education (2007) with the availability of Philosophy of Education, the country's education system actually shifts to position themselves ahead of the game with clearly expresses the basic principles and values that underlie and shape of the Malaysian education system from the lowest level to the highest levels of the university. Philosophy of Education explains the purpose and goals of education for individuals and the nation. The two purposes consistent, which is to produce students who are knowledgeable, honourable and responsible person would also be a good citizen. Education is the foundation and key to building a good person, balanced and integrated directly is the main channel and the most important for achieving the desired goals and ambitions of the country. One contained in the Philosophy of Education is based on the philosophy of human belief in God and religion. The goal of education is to develop all aspects of the human person in harmony and balance, so integration reserved nature of the human person.

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Knowledgeable and educated should produce good morals and noble character thus becoming fundamental features of a family, a community and a good citizen and educated. Also, National Philosophy of Education focusing on inculcating unity among the multiracial society in this country. The essence of National Philosophy of Education is as follows:

**" Education in Malaysia is an ongoing effort towards further developing the potential of individuals in a holistic and integrated in order to create a balanced and harmonious intellectually, spiritually, emotionally and physically. Effort is designed to produce Malaysian citizens who are knowledgeable, honourable, responsible, competent and capable of achieving well-being and contribute to the harmony and prosperity of the family, community and country. "**

A basic concept embodied in the Philosophy of Education is about knowledge, the knowledge and the role of science in human development and community. The value of knowledge lies in the truth of the content of the work is not only to inform and explain to people about something, but more importantly the knowledge to influence, change and shape ourselves and human society. Functions that can transform human knowledge and community that make this a very high value. The Education is a lifelong process and activities and people are constantly in need of widening, deepening and validation to existing knowledge. Experience can not only enrich and strengthen the knowledge but also challenge and change the existing knowledge in humans. Philosophy of Education also sees the individual in some relationship or connection layer. The purpose of education is not only for the development and well-being of the individual but also for

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the development and well-being of each individual contact layer starts with the family, community and nation-wide. From the citation above, it can be identified that there are several important elements in the formation of National Philosophy of Education to produce individuals who are intellectually, spiritually, emotionally, and physically balanced and harmonic. Those elements are education is an on-going effort, development of individual potentials, producing balanced and harmonious individual, belief in and devotion to God, producing knowledgeable Malaysian citizens, being harmony and betterment of family, posses' high moral standards and lastly personal well-being. The first element of education Philosophy of Education is an ongoing effort. Education is a process of acquiring and transferring knowledge, skills and values. Acquisition and transfer process is beginning at an early age to death. Early education is vital to develop the personality of young people from age 1 to 6 years. Formed personality will go to development throughout the school year. After completing his studies, individuals continue to enhance the knowledge, skills and attributes. For example, after the Malaysian Certificate of Education (SPM), while waiting for the results, candidates can gain knowledge by attending photography classes or computer classes based on their interests. Continuing education will help the individual to adapt to various changes. The second element is the development of individual potential. Every individual has been blessed by God with the talent, potential and hidden capabilities. Therefore, the talent, potential and ability to tapped, nurtured, developed and enhanced through social interaction with others and the environment. For example, a student who does not love to learn sit for the exam. The result come out and surprise him, he is among the highest. He did not recognize his genius

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before, education offers the opportunity to develop the talent, potential and abilities. The third element of trust and obedience to God. We must recognize the existence of God and accept Him as the Creator of mankind and the universe. He must realize that God determines the laws and phenomena of nature. He also should be aware that each individual is fully responsible for his deeds and actions. For example, Muslims believe in the existence of 'heaven' and 'hell'. In order to get a good reward in the next life, one must practice all the teachings of the faith professed. Fourth element is being knowledgeable Malaysian. It means that all Malaysians must have a love for knowledge. In order to achieve this, they must strive to foster knowledge and reading culture. The government support this reading culture by giving away RM250 worth coupons for any book stores to the students, to read any reading material regardless of its content. Eventually, they will be a broad and open-minded. All in all, it is clear that if each and everyone in the education fraternity uphold Philosophy of Education in carrying out their duties and responsibilities, it is inevitable, the goal of our education will be a reality and not just a dream. All the elements mentioned above play a very crucial role to teachers as well as schools. The elements contained in National Philosophy of Education assists teachers in providing clear vision in their teaching process. It gives a clear picture on how teachers can plan and conduct lesson in their class.

### **Curriculum:**

National Philosophy of Education lenses on a comprehensive and holistic development of the physical, emotional, intellectual and spiritual needs of the person. Based on this philosophy, the national curriculum has been

established and implemented in public and private schools in Malaysia.

Functions of the national curriculum are to convey the idea that the primary purpose of education is to help develop the full potential of individuals in the domain stated. Current practices in the classroom adapted from developed countries are to ensure that the curriculum remains relevant to the needs of current and future challenges. In Malaysia, the curriculum in school has changed through times. The school curriculum which is managed by the Ministry of Education of Malaysia (Kementerian Pelajaran Malaysia, 2013) have changed many times from Old Primary School Curriculum (KLSR) that had been introduced before the year of 1982, followed by New Primary School Curriculum or Integrated Primary School Curriculum (KBSR) and recently is Standard Primary School Curriculum (KSSR). Old Primary School Curriculum (KLSR), first started since Malaysia gained independence in 1957. In 1960, according to Hong, H. (2009) Rahman Talib Report had been established as a committee to review the national education policy as proposed in the Education Ordinance 1957, enacted by the Razak Report (1956). Rahman Talib Report had suggested some aspects of education. In the report, National Education policy was to provide basic education for all children in the age of schooling. Although the Malay language still used as the medium to teach in school, the position of English as the second language also preserved. Rahman Talib Report was then been in force in the Education Act 1961. Since then, further development of national education is based on national education policy as stated in the Education Act 1961. The development of the education system in this country can be divided into three levels. According to Chong, J. M. (2009), the First Level is the level of implementation of the educational system plan that was enacted in the <https://assignbuster.com/history-of-education-in-malaysia-education-essay/>

Education Act 1961. The Second Level is the level of implementation of educational programs under the First Malaysia Plan. It is formulated with a view to solving economic and social problems that arise in this period. The Third Level is a modification of the system of education and training to meet the needs of economic development and to produce more skilled workers to implement the New Economic Policy (NEP). Education system at this point planned to make a significant contribution to promote unity among people of different races. Hong, H. (2009) again informed that Integrated Curriculum for Primary Schools (KBSR) was launched fully in 1983. In 1993, the New Primary School Curriculum changed to the name of the new Integrated Primary School Curriculum. The curriculum content is still the same as before. Among the most important objectives to be achieved is that students can master and appreciate the Malay language as the national language and as a medium of integration among them. KBSR plan also emphasizes on the mastery of three basic skills which are reading, writing and arithmetic. In addition, it also focuses on the development of the individual as a whole which includes the physical, emotional, spiritual, intellectual and social (JERIS). From Chong, J. M. (2009), Standard Primary School Curriculum (KSSR) was formed to make a slight differences to the school curriculum. It was enacted as a requirements of the Education Development Master Plan from 2006 to 2010. The policies are to develop a role model with knowledge and skills and to appreciate good values. The main goal of this policy is to ensure that children nurtured the spirit of the Malaysian race to acquire knowledge, skills and competencies and also moral values. This policy is finally realized in Standard Primary School Curriculum as announced by Tan Sri Muhyiddin Yassin as the Ministry of Education. The new curriculum

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content is a learning standards that students should be able to achieve. It is designed as a modular curriculum, provide a way for students to progress according to their ability in each subject they study. The curriculum also put more emphasis on the integration of creativity and innovation, patriotism, entrepreneurship and ICT in teaching and learning. Specific standards of learning content and creativity will be integrated into the teaching and learning across all subjects in the curriculum. This not only requires teachers to be creative in the classroom, but also allows students to generate creative ideas and take part in creative activities in learning the concepts of various disciplines in the curriculum. A valuation model is applied in place to complete the pedagogical model and the emphasis on the new curriculum national curriculum. Schools, teachers and students play a very essential role in the realization of National Philosophy of Education (NPE). In terms of school, it is an important institution in the realization of National Philosophy of Education because it acts as an agent of socialization. It is the first formal institution, in which students attend in order to acquire knowledge and other basic skills. Besides that, it also provides the basic needs which could meet the students' requirements for their life. In addition, school paves opportunities for students to get to know themselves better and discover their talents and interests in a mannered way. In the realization of National Philosophy of Education in school, there are several aspects that can be emphasized. Such aspects are leadership, co-curricular and school cultures. Leadership is concerned with an individual who has the ability to motivate his or her followers to work hard in order to produce something good. In schools, there are many activities that have been set up in order to develop leadership among the students. Such activities encompass formal training

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and informal training. Formal training is derived from training seminars, workshops and courses which organized by school. On the other hand, informal training is training which is gained from student's daily life experience. Apart from that, co-curricular aspects also play an effective role in the realization of National Philosophy of Education. Co-curricular is a workforce-oriented activity which is conducted education inside and outside classroom. From these extra-curricular activities, it is expected to inculcate leadership qualities, teamwork and competency among the students. The implementation of these extra-curricular activities is relevant, so that all students have equitable balance between the mental and social development, physical and mental. School cultures, encompasses environment of a school. The conducive environment of a school could encourages students to interact and communicate in an effective way among themselves, with their teachers and as well as engaging in their school activities. Other than that, teachers also contribute to the realization of National Philosophy of Education. In order to realize the objective of National Philosophy of Education, a teacher needs to equip him or herself with general knowledge, as well as teachers' professional knowledge. This can be achieved by achieved if teachers cultivate reading habits in themselves and have sense of awareness on current issues occurred through television, newspapers, radio and Internet. A teacher also needs to prepare himself on teacher's professional knowledge or better known as 'pengetahuan ikhtisas keguruan'. A teacher needs to learn constantly or continuously, plan, think and make assessment on his students. Moreover, a teacher should possess wide range of knowledge, skills and efficient teaching methods, good

personality and dedicated in teaching. Lastly, students play a vital contribution in the realization of National Philosophy of Education.

### **School Activities:**

In the realization of National Philosophy of Education's aims and objectives, Malaysian schools have been implemented various activities in primary schools. In order to obtain clear vision on how activities carried in school have met the aims and objectives of National Philosophy of Education, I have conducted an interview on a Headmaster and a Senior Assistant regarding 5 activities that have been carried out in their school to visualize or insist the objective of National Philosophy of Education. The interview was conducted in Sekolah Rendah Kebangsaan Cyberjaya, Selangor. Based on the interview, I managed to deduce that this school has been carried out many activities which fulfil the objectives of National Philosophy of Education throughout the year. 5 of the activities are:

### **Conclusion:**