
THE USE OF "SMART BROCHURE" IN THE TEACHING AND LEARNING (PDP) OF HISTORY SUBJECTS AT PENGKALAN CHEPA VOCATIONAL COLLEGE.

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Abstract

This study aims to see the effect of project-based learning through brochure-style assignments to master the skills of remembering facts among students at Pengkalan Chepa Vocational College, Kota Bharu, Kelantan. This study was conducted descriptively based on a quantitative approach. The method used is quasi-experimental with a pre-and post-test design of one group. A total of 19 Malaysian vocational certificate sample 4th semester were involved in this study. Quiz tests on project-based learning are used for data collection purposes. The data obtained was analyzed using SPSS version 20. To evaluate the effect of project-based learning through writing in the form of a brochure and the statistical tool used was the paired *t*-test. The findings of the study show that there is a significant difference between the mean achievement of project-based learning through brochure writing in the post-test, $t(19) = -12.75, p < 0.5$. In conclusion, project-based learning through brochure writing can help to improve the ability of writing skills among students and is suitable to be conducted in vocational colleges.

Keywords : *Alphabetical order; Italic; Sentence case; Times new roman; Words separated by semi colon; Size 10 (Max 6)*

I. INTRODUCTION

It is quite worrying when the decline in student achievement in the subject of history is getting worse. As a result of this decline, several notions arose where students began to lose interest in the subject of history so that this notion was considered to be the main factor in the decline in student achievement.

Based on a brief survey. There are few students of KVPC who expressed that they are not interested in studying history subject and feel compelled to take history subject as it is a core subject. There are students who, when asked about the importance of the subject of history, highlight several points where for them the subject of history is not important.

In order to deal with the problems highlighted by a few students in order to rekindle students' interest in the subject of history, this study was

conducted through a survey and collected facts from previous studies that had been done. Hopefully with this study, it can help to attract back students' interest in the subject of history and deal with the decline in student achievement in the subject of history.

II. LITERATURE REVIEW

Sulaiman Md. Yassin, Mohd. Salleh Lebar and Azlina Abu Bakar (2004) stated that effective teaching is teaching that takes into account various aspects. These aspects include psychology and professional. Therefore, educators should use the right teaching methods to produce effective learning. This statement is consistent with the findings of Anuar et al.'s (2009) study on the level of teaching ability of History lecturers from students' perceptions of

the five aspects of the lecturer's teaching. Their study found that the teaching skills of History lecturers are the aspects that contribute the most to student achievement for History subjects compared to the lecturer's abilities, the lecturer's teaching methods, the use of teaching aids and the attention of the History lecturer to the students' work.

Apart from that, in order to guarantee the effectiveness of teaching and learning, a lecturer must be able to create a conducive teaching and learning atmosphere and the effectiveness of teaching depends on the quality of a lecturer (Abdullah Hassan and Ainon Mohd, 2005). A study on teaching effectiveness found that there is a relationship between the quality of lecturers' teaching and student learning (Muhammad Faizal et al., 2014).

DEFINITIONS

According to Andi Prastowo (2012:38) a brochure is a written information material about a problem that is organized systematically. A brochure is also defined as a printed leaflet containing a brief and complete description. Meanwhile, Simamora (Ruth Stefanie, 2013:4), explains that brochures are usually aimed at creating knowledge. The strength of brochures can be seen in display or layout, size, and frequency.

Abdul Majid (2013) who explained that brochures can be used as an interesting learning resource, because of their attractive and

practical form. In addition, picture illustrations on brochures can also increase students' interest in learning using learning resources in the form of brochures. The use of picture illustrations and short explanations on the brochure makes the material presented easier for students to understand. Materials that are easy to understand and learn by students learning resources in the form of brochures will make the learning process more interesting.

Based on the explanation above, it can be concluded that brochures are printed learning resources that contain pictures or writings that contain brief explanations about certain information. Brochures can be used as an interesting learning resource in classroom learning, because of its simple and practical form, besides that, the presence of picture illustrations in a brochure will attract students to use it.

2.1 STUDY OBJECTIVES

Until now, there are still many lecturers who are still bound by the method of using textbooks and the implementation of the teaching and learning process of the History subject. This method not only results in the subject of History being labeled as "boring" but it also makes lecturers tied to lecture-style teaching techniques only. Because of that, students also often experience a passive situation and do not get a clear picture throughout the learning in the classroom. Therefore, the innovation of "Smart Brochure" production is aimed at creating a method that can facilitate and ensure the

implementation of teaching and learning of History can achieve the objectives that have been set. Therefore, the objective of this innovation is in line with the learning outcomes, which is to explain the method of teaching History. This is because it is important for every lecturer to understand and be skilled in the use of methods that are appropriate for each topic being taught.

In addition, this innovation also requires lecturers to be proficient in the use of brochure production applications that are available on the computer. Therefore, lecturers can also further develop their skills and knowledge in the field of technology.

Therefore, the objective of the innovation study of the creation of "Smart Brochure" is also aimed at:

- i. To what extent can teaching and learning in the form of brochures improve the level of student achievement in pre and post tests?
- i. To what extent can teaching and learning in the form of brochures increase students' mastery of facts in pre and post tests?

2.2 RESEARCH QUESTIONS

- i. Is there a significant difference in the level of student achievement through brochure writing in the pre- and post-test?
- ii. Is there a significant difference in the level of achievement of students in the form of

brochures in terms of mastery of facts in the pre- and post-test?

For the first objective in the process of preparing teaching aids in the form of brochures, lecturers must first be proficient in the use of the "publisher" application to produce interesting and informative brochures.

While for the second objective is to produce a brochure, the lecturer needs to first know and draft the teaching content that needs to be filled in the brochure. Therefore, lecturers need to carefully plan the preparation to ensure the appropriateness of the brochure with its use during the teaching and learning process. Therefore, lecturers need to know and plan the teaching steps so that the brochures produced meet the content and use in the classroom.

3.1 RESEARCH METHODOLOGY

This study is an exploratory case study that uses qualitative research methods. The entire study subjects were nineteen people with a homogenous student background.

All the students who were used as subjects of the study have the same basic characteristics which are government Vocational College students, seventeen years old, Business Management students and taking History education subjects at the vocational college as a core subject.

3.2 STUDY SAMPLES

The study sample consisted of 4th semester SVM (Sijil Vokasional Malaysia) students Business Management at KVPC. A total of 19 students were involved in this study. The sample selection method is made by selecting students who have heterogeneous characteristics in terms of their abilities and achievements. The selection of the study sample was randomly selected based on the results of the quiz test, that is, students who achieved a score between 50% and 70% in history subjects.

a. Study Instrument

The instruments used in this study are teaching preparation, a set of written tests, a questionnaire and a pamphlet project evaluation rubric.

b. Teaching Preparation Plan

A total of four sets of teaching preparations were used for treatment before the post-test was performed. The teaching preparation for this group is different every time P&P is conducted. The students are exposed to tasks individually, in pairs and in groups. Each treatment session students are asked to produce a brochure according to the topic given and studied (ex. Appendix 1 and 2).

c. *Written Test / Quiz*

The written test is subjective with the study sample having to answer a short structured quiz about the Development of Nationalism in Southeast Asia. A total of two written tests are

conducted, namely as a pre- and post-test. The purpose of this test is to test the student's understanding when looking for the information provided and organizing the information. The pre- and post-test questions were created equally to avoid threats to internal validity and the study sample was unfamiliar with the previous test format. Therefore, in order to further strengthen the validity of the formation of this test, the researcher has referred to the content of the standard curriculum of the vocational college of History.

3.3 SITUATIONS BEFORE INNOVATION IS IMPLEMENTED

In general, there has not been any method that uses brochures as teaching aids in history subjects before. On the other hand, the use of maps and role playing methods are often the choice of lecturers in an effort to diversify teaching techniques and methods. There is no doubt that this kind of method is effective in achieving teaching and learning objectives, but there are still shortcomings such as role playing methods that may only have an effective impact on students who carry a certain character. Compared to the use of brochures that allow all students to go through the same learning process.

Therefore, this innovation can solve some of the problems found in the techniques and methods used in the subject of history. This is because, the use of "Smart Brochure" is not only interesting and dense with information, but it is

more user-friendly and flexible, which means it can be used in various ways.

3.4 PROBLEMS FACED DURING DEVELOPING THE METHOD

The idea of producing this innovation is definitely following the examination of the problems faced in the teaching and learning process, especially the subject of history. One of the problems faced is caused by the textbook that is used as the lecturer's main reference to deliver lessons. This is because, in textbooks, it can be seen that most of the information is arranged in the form of sentences that run together. This can have a negative impact on students for example, inviting laziness and confusion about the meaning of the text. Therefore, filling out a "Smart Brochure" that uses simple sentences in the form of "points" and is colorful can stimulate students' interest and attention. This is because, color is an important element in the development of teaching multimedia. The use of appropriate colors in teaching can arouse students' motivation, feelings, attention and willingness to learn.

According to Siti Zaleha (2015) in her study stated that color is the result of different wavelengths of light. Different colors are the result of reflected wavelengths. Color is transmitted in vibrational signals. Humans are vibration receivers. If the colors in the environment are calm, people will feel excited. Vice versa. Therefore, color can help stimulate a person's concentration.

In addition, the form of presentation of textbooks and modules is also less helpful in making it easier for students to understand and memorize the content of their learning. For example, maps that are not colorful and labeled with only textual information make it difficult for students to understand and remember facts. Compared to filling out a brochure that allows the lecturer to set the color for a graphic. Dr Fazley Bin Yaakob in his study stated that the use of color greatly affects the ability to recall memories in the human mind. Therefore, this method is very helpful in making it easier for students not only to get a comprehensive picture but also to help them do flashback techniques.

3.5 INNOVATIONS THAT HAVE BEEN IMPLEMENTED/ STEPS IN BRIEF/IMPLEMENTATION IMPACT/TARGET.

(a) Related to teaching and learning

"Smart Brochure" is a very flexible teaching aid. This is because, the content can be designed by the lecturer himself according to the planning and the teaching topic to be delivered. This is because, it can be used optimally in the same teaching period. Lecturers can use the brochure as reading material and then use it for the purpose of implementing student activities. The lecturer can create some empty places or spaces for students to answer questions. Next, the same brochure can be used by students as a note that they can read and refer to at any time, especially during the exam.

i. Why use the "Smart Brochure" method in teaching and learning history?

The use of "Smart Brochure" in the teaching and learning of the subject of History is intended to ensure that the teaching and learning objectives (pdp) can be easily achieved comprehensively. This is because, the innovation of the use of brochures can not only attract attention and give an easier to understand picture but it also gives lecturers the opportunity to shape the content according to the suitability of the daily teaching plan based on the topic being taught. In addition, it also provides facilities for lecturers and students. Its very flexible use allows lecturers to use it optimally and as much as possible. Because of that, it also leads to time and cost savings because with only one teaching aid, lecturers can do various activities and can be changed accordingly. Next, the pocket-sized and lightweight physical form makes it easy for students to use anytime and anywhere.

(b) Description of innovation in terms of content, strategy.

	Existing	Innovation
Content	None	Generate "Smart Brochure" to increase historical achievement
Strategy	None	Centered on students and materials.

(c) New products or services.

The method of using "Smart Brochure" is a method that has not been used before at KVPC and is very relevant and brings variety benefits in the teaching and learning process of History.

(d) Implementation steps

Various forms of activities that can be carried out with the use of "Smart Brochure". The following is a step of one of the activities that can be implemented:

- i. The lecturer distributes the "Smart Brochure" to all students.
- ii. The lecturer asks the students to observe and read the information found in the brochure. For example, a map of prehistoric community settlements.
- iii. The lecturer can randomly ask students some questions based on the map. For example, the lecturer asked the students to state one of the Neolithic Age settlement locations.
- iv. Students answer the given question by referring to the color of the map represent every era. For example; Kelantan's Cha Cave which is colored purple represents the Neolithic period.

(e) The main areas that are the focus of innovation

The focus of innovation in the field of teaching and learning history using "Smart Brochure" is focused on simplifying students to get a clear overview and be able to do flashback techniques in addition to facilitating the preparation and teaching of lecturers.

(f) The date the innovation started, the number of members and the total cost of operation.

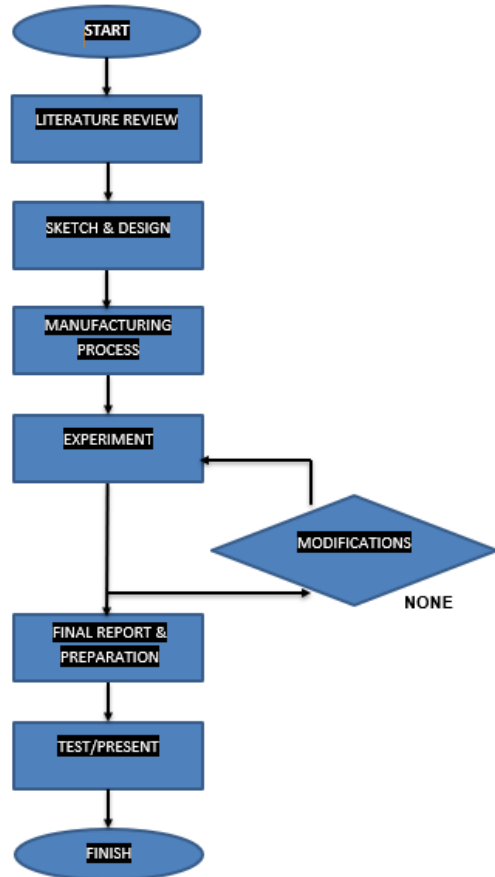
The date the innovation started	14 July 2022
Number of members	Three
Total operating costs	RM 55.50

(g) State of innovation implementation.

i. Small format brochure



i. Large format brochure



Flow-Chart of Innovation Idea

4.1 FLOW-CHART OF INNOVATION IDEA

5.1 STUDY RESULTS

5.2 Study Design

This study was conducted descriptively based on a quantitative approach. The study used a quasi-experimental method with a one-group pre-test and post-test design. The design of one pre- and post-test group is shown in Table 1.1.

Table 1.1: Group pre-test and post-test design

Group	Pre test	Treatment	Post test
Group	T ₁	X	T ₂

Sources: Group design Pre test, post test (Sidek 2002)

Hint: X: Treatment class

T1: Pre-test achievement

T2: Post-test achievement

A one-group pretest-posttest design used only one experimental group to examine the effect of manipulations on the independent variable. Before the subject is given treatment, observations are made using a pre-test to determine the subject's position. After processing is given, observation is done again to determine the position of the subject by using the post-test.

Based on Table 1.1, the study sample took a pre-test to produce a structured task. After that, they were given treatment through brochure-based teaching in groups. After completing the treatment, the study sample was given post-test. The researcher wants to examine the ability of the study sample to

master historical facts through learning in the form of brochures.

5.3 Data Analysis

The data and information obtained are collected and analyzed by the researcher for analysis. The use of inferential and descriptive statistics through tests in the form of mean scores, standard deviations and percentages are used in this study. Data were analyzed using *SPSS version 20*.

Analyze the Question:

i. Is there a significant difference in the level of student achievement through brochure writing in the pre- and post-test?

A paired t-test was used and the mean score obtained from the analysis was compared to see the effectiveness of learning through brochures to master history as shown in table 1.2.

Table 1.2: t-test for mean student achievement through brochure-style learning in the pre- and post-test

Sample	N	M	SP	t	p
Pre test	19	44.90	8.941	-	0.00
Post test	19	69.69	10.810	12.75	

Note: Significant at the level $p < 0.05$

Table 1.2 shows the mean score difference for brochure-based learning achievement through brochure-shaped assignments in the pre- and post-test. Based on the table, the mean score of the pre-test for the achievement level of pamphlet writing is 44.90 and the standard deviation is 8.94.

While the achievement of the brochure task in the post-test is 69.69 and the standard deviation is 10.81. This t-test analysis shows that there is a significant difference between the mean achievement of students through brochure-based learning in the pre- and post-test, $t(19) = -12.75, p < .05$.

This finding shows that student achievement through brochure-based learning is increased in the post-test compared to the pre-test. Therefore, the results show that through brochure-based learning can increase the mastery of the study sample in brochure-based learning skills.

Accordingly, the findings of the study are related to the study of Katz and Chard (1992), Beckett and Slater (2005) and Gottlieb (2000) about the effectiveness of learning through brochure-based learning in mastering factual skills among students showing that there is a significant difference in student achievement in brochure-based learning skills.

In addition, studies conducted by researchers such as Alcapinar (2008), Aral et al. (2010), Bicaki and Gursoy (2010) and Mioduser and Betzer (2007) in Holm (2011) also studied the effectiveness of students in mastering brochure-based learning skills. The findings of the study show that there is a significant difference in student achievement in academics.

Overall, the application of student learning through brochure-based learning that was conducted was found to be effective in

improving the ability of the study sample in mastering the skill of remembering facts.

ii. Is there a significant difference in the level of learning achievement in the form of brochures in terms of the mastery of historical facts in the pre- and post-test?

In order to evaluate the skill aspect of organizing the contents of the brochure, the study sample has been revealed the criteria for that aspect and the evaluation rubric. The intended criteria include the ability of the sample to organize and divide the sub-sub-headings of the content of the brochure according to the appropriateness of the information and have the correct format, for example information about the history or origin of the country should be written in order in the appropriate sub-heading section.

In addition, the student's achievement level is evaluated according to four components, which are results that show excellent, very good, good and in need of improvement. Analysis of students' achievement level in terms of mastering the facts in the brochure is shown in Table 1.3.

Table 1.3: Level of student achievement in mastering the facts in the brochure through pre and post tests

Stage	N	Excellence	Very Good	Good	Need Improvement
Pre Test	19	0	2 (10.5%)	8 (42.1%)	9 (47.3%)
Post Test	19	7 (36.8%)	10 (52.6%)	2 (10.5%)	0

Table 1.3 shows the level of student achievement in terms of mastering the facts in the brochure. Based on the table, the findings show that in the pre-test, a total of 2 people in the sample (10.5%) got very good results. A total of 8 people got good results and the largest number of people got results requiring improvement, which is 9 people or 47.3%.

While in the post-test, a total of 7 people in the sample or 36.8% got excellent results. A total of 2 people who got good results. The largest number of people got very good results, namely 10 people or 52.6%. This finding shows that there is an increase in the number of study samples in the excellent and very good level in the post-test compared to the pre-test.

The results also show that the study sample involved in learning through brochures can increase mastery of the facts in the brochure. According to Tan Oon Seng (2015), learning brochures has been able to have a positive effect on students' academic achievements as well as their skills in understanding the topics studied better. This opinion is also supported by Holm (2011) that the exposure of activities carried out in the classroom increases the development of the skill of remembering facts among students.

5.4. STUDY IMPLICATIONS AND RECOMMENDATIONS

(a) Implementation/target impact

This innovation is able to overcome learning problems in history subjects. The method of using this "Smart Brochure" is very suitable for the subject of history, especially in vocational colleges. This is because the graphic and its

systematic and simple arrangement make it easier for students to understand and memorize. In addition, it also gives lecturers the opportunity to shape the content in a form that is appropriate to their topic and teaching plan. In addition, it also allows lecturers to carry out various activities by only using one material which also helps save costs and preparation time.

6.1 CONCLUSION

Overall, this innovation not only attracts interest but is able to increase understanding and the ability to memorize facts among students. In addition, it also facilitates students to use it flexibly. Not only that, lecturers can also diversify the techniques and implementation of activities in addition to saving costs and time of preparing materials. Therefore, the innovation of "Smart Brochure" production is indeed a new idea that brings many benefits to lecturers and students in teaching and learning the subject of History.

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