Fostering Love of Art Heritage through 3E Gallery (Expose, Explore & Excite) in Civic and Citizenship Education

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Abstract

The education development and changes that have taken place either within the country or globally has made Civic and Citizenship Education (CCE) in the school system becomes important. However, often times this subject has been taken lightly by students as well as teachers and deemed as not important because this is a non-examination subject. This situation results in knowledge, skills and civic values not being able to be assimilated by students. Due to this factor, a study was conducted to review the effectiveness of the 3E Gallery (expose, explore, excite) in order to foster a sense of love for the diversity of cultural heritage through CCE. The study involves 24 students from Form 2 Aspiration (K8), a rural school in Pahang, Malaysia. The initial review and analysis was conducted through interviews, observations and analysis of students' achievement of school-based Assessment. It was found that they were not interested in this subject because they were not clear of the needs to learn the subject. To change the paradigm, an effort through the learning approach 3E Gallery was carried out. This method is designed to build an active learning method that helps students understand their roles and responsibilities as responsible members in various social groups. With this method, students was introduced the skills of translating information and have the opportunity to experience the exploration into each gallery which was built by them. The finding shows that this activity produced a sense of excitement for the students to express love for the national arts heritage. The achievement in this subject has also increased after this learning approach was being applied. This reflects that the action taken in the action research study is timely and effective.

Keywords: Civic and citizenship education, multicultural education, intercultural communicative competence

1. Introduction

School X is a rural secondary school in Pekan, Pahang. The population of the school as a whole is of the Malay ethnic group. Although there is no opportunity for the pupils to mix around with other ethnic groups available in Malaysia, it does not mean that there is not any need of Civics and Citizenship Education (CCE). This is because this subject is essential for shaping personality and good citizenship for each student (Banks, 1997). Through knowledge, skills and civic values taught in this subject, it is hoped that students will become good citizens with commendable personalities and characters (Byram, 1997; Sleeter, 2014). This subject is also expected to produce a balanced citizen as aspired in the National Education Philosophy. However, this subject is often not taken seriously and often seen as subjects not important by students as well as teachers since it is not an examination subject (Print, 2005). Nevertheless, the recent announcement by the Ministry of Education (MoE), Malaysia (2013) stated that CCE will be assessed using the School-based Assessment. With the announcement, teachers are beginning to feel that this subject is a burden to them.

Personally, as teachers we also feel the same situation. Our students (the Form 2 Aspiration) are not serious in learning CCE. They are often less enthusiastic during the teaching-learning of this subject as compared to other subjects. After teaching a topic, teacher asked students just memorize facts contained in textbooks without any application of civic values and awareness in fostering love for the national arts heritage. This gives an overview of the input that they only managed to reach the low level in the cognitive domain of Bloom taxonomy (Anderson, et., al 2001). In addition, the situation during the teaching and learning students seem to be quite passive when required to express an opinion and in matters involving classroom activities. This situation is worrying us as a teacher is responsible for his/her class. If it continues, it is going to affect the learning outcomes and competencies among the students (Print, 2005; Yusof, 2012). After completing the teaching-learning session, we have an informal interview with some of the students and the findings show that many of them feel the CCE subject is not interesting and not essential to their academic development. There are also students who said that there is no need to master the subject.

We often stressed that the aims of this subject being taught is to create awareness among them about their roles, rights and responsibilities to the society and the nation, to produce united society, to be patriotic and can

contribute to the well-being of the community, the nation and the world. However, they are still vague about their role as citizens who should contribute towards the unity and well-being of the country (Castro, 2014). This may be because they rarely deal with cross-cultural relationships environment because they are living in the environment of their own community, which is the Malays. In addition to this, when the School Based Assessment were implemented (MoE, 2013), only nine students achieved Band 4 and above in this subject. The remaining 15 students just achieved between the levels of Band 1 to Band 3. This reinforces the impression that majority of students have yet to reach the standards of applying the knowledge and practice the skills and civic values such as good morals, caring, visionary, responsible, patriotic, and ready to contribute to the development of individuals, community and country. When asked about their willingness to engage in any activity to promote the cultural heritage of the country, more than half of them do not dare to volunteer and are not interested in getting involved. These situations also disclose that students are not yet ready to cope with the community outside that comprise various ethnic groups (Print, 2005 & Ishak 2009). As a result of this initial review, we feel obliged to change the paradigm and erroneous notion of the students concerning their needs to master the CCE subject. With this in mind, the purpose of this study is to investigate the students' and teachers' reactions to the teaching and learning of CCE using '3E Gallery'.

2. Background of the study

The complexity of society in Malaysia can be seen not only in terms of its ethnic diversity and also diversity of aspects of economic status, culture and religion (Shamsul, 2001; Ibrahim, 2007). This situation often leads to the existence of a gap in the social reality of heterogeneous multicultural society groups (Osler & Starkey, 2006; Ishak, 2007; Le Roux, 2010). Recognizing this, one of the important platforms in an effort to form the unity of a nation is through education, that is, multicultural education (Banks & Banks, 2010; Neito & Bode, 2012). In defining multicultural education, Banks (2010, p. 3) states it as an idea, process, and an act of reforming education by providing an environment that values diversity and describe it in a positive way. By definition, all students regardless of gender, social class, ethnic, racial or cultural characteristics is the main idea in multicultural education. Many Malaysian scholars like Syed Hussein al-Attas (1982), Shamsul Amri Baharuddin (2001) and Najeemah Yusof (2012) also agreed on the importance of implementing education based on multiculturalism and national identity for teaching and learning in schools. This is because the multicultural education is capable in creating socialization among students towards national integration (Yusof, 2012).

Integrating multicultural education in CCE seems to be capable of translating what is envisaged in the Malaysia National Education Philosophy. The CCE curriculum is capable of being a reliable platform for developing understanding, positive attitudes towards cultural and ethnic diversity as well as studying the process of forming a new experience of the values and culture of others (Yusof, 2012; Cogan & Derricot, 2012; McMurray & Niens, 2012). It is able to create awareness to students about their roles, rights and responsibilities in society and the nation. It also enables the students to create a united and patriotic community members and citizens that can contribute to the welfare of the community, the nation, and the world. CCE subject is based on their objectives which are imparting knowledge, skills and civic values to students to prepare for future challenges (Malaysia, 2013) and is related to the multicultural education dimensions specified by Banks (2010, p.229). But now, the role of CCE is not as easy as it is often regarded by some parties but it is a crucial requirement along with the development of education and changes that have occurred either within the country or globally (Osler & Starkey, 2006; Cogan, 2012; Mirra, et. al., 2013).

Thus, CCE teaching and learning strategies should be more active and effective to create more meaningful learning environment as discussed by Cogan & Derricot (2012) in their views regarding the approach on CCE in the new millennium. Teachers must engage students through active participation and interactive learning. Active and interactive approach gives students the opportunity to experience and participate in the process of acquiring knowledge, skills and civic values and citizenship (Hernandez & Kose (2012). This is because the multicultural education curriculum shaped by Banks (1997, 2008), not simply transmit knowledge about cultural diversity, but it is even more than that. Banks (2010) also argues that knowledge of cultural diversity should be developed and integrated. In this way, students can understand and relate the knowledge, skills, civic values, and citizenship in their lives; and this will certainly make the nation's vision a reality.

Learning strategies such as this can be improved by injecting a friendly cooperative learning approach in a learning culture through CCE subject. According to Byram & Fleming (1998), Osler & Starkey (2006) and Bondy (2014), cooperative learning enables students to work in a heterogeneous group with positive interdependence, individual accountability without compromising. Learning course based on the goal of

achieving a goal set is suitable to be applied in studying issues related to citizenship (Print, 2005; Cogan & Derricot, 2012). This is because, not only the students will be collaborative in sharing ideas among peers can be implemented even indirectly through social skills can also be fostered indirectly. Whereas in order to understand and appreciate the diversity in society and creating identity of Malaysian citizens of this unique nation, friendly learning culture also needs to be emphasized in the teaching and learning CCE subject. Such learning provides opportunities for every student to interact and understand the views and feelings of people from different backgrounds and cultures. This is to give exposure to students to participate in activities that involve the local community to the entire nation (McCowan, 2009; Quaynor, 2012; Peterson, 2014). Through this learning process, students will have more respect for cultural diversity, namely to erase all the old prejudices and misconceptions towards ethnic culture or other members (Alred, Byram, & Fleming, 2002; Hernandez & Kose, 2012). Bondy, (2014) strongly suggested that a friendly learning experiences will develop the civic culture is the pulse of harmonious life and peaceful society, both nationally and globally.

Al- Louzi & Farhan (2009) in their study also recognizes the role of curriculum and pedagogy provides opportunities for students to socialize themselves in the institutional environment and be able to reduce the tense situation between various races. The findings of the questionnaires that run on 629 students from the University of Jordan, found another source of strain between them, that is, the insufficient socialization process to understand each other. This proved that the major role of the country's education system, particularly in the form of multicultural education, can help students to live together in peace and harmony in cultural diversity.

In the context of the syllabus for CCE subject in KBSR (Primary School Integrated Curriculum) and KBSM (Secondary School Integrated Curriculum- Malaysia 2005), the selection of the appropriate method of learning is very important to open a space for students to foster civic awareness. This was demonstrated in a study by Rohizani Yaakub (2011) that evaluates the effectiveness of the Apprentice Journalists Project serve as a learning activity to foster civic awareness among students. This learning activity has been successful in fostering civic awareness to majority of the students. This is because of the learning activities that give students a chance to practice the values and skills of active citizenship in a real situation (McCowan, 2009). This argument is also supported by Lustig & Koester (2006), Osler (2011) and Hernandez & Kose (2012), that in order to achieve competence in intercultural communication we must not only have knowledge but also positive attitudes, skills and behaviour. Balakrishnan (2009) in his study also discussed issues regarding how the students want to apply the knowledge gained in the realities of life through mind, emotion and action. Through action research, he concluded that learning brings exposure to real-life reality that can help students to have competence in social relations between culture and function well in real life with the community. Other studies have also shown how students achieve the level of understanding between cultures is higher (McMurray & Niens, 2012), sensitivity to culture (Byram & Fleming, 1998; Osler 2011) and has international understanding (Mirra, et. al., 2013) through the implementation of educational practices that begins in the school.

So as a whole, it is clearly proven that the implementation of a curriculum subject that integrates multicultural education is not an easy one. CCE subject can be seen to contribute to the formation of multicultural skills not as simple as what is written in the general objectives outlined in the curriculum. It requires a balance between the role of the curriculum as well as the pedagogical framework that is implemented by the teacher and the student as a performer. All these parties should be absolutely clear with the concept and the actual implementation of the goals of CCE subject that is, to produce a united nation, patriotic citizens and harmonious ambience in a diverse culture situation of the country.

3. The 3E Gallery

In this study, a module of learning through 3E Gallery has been developed systematically to create highly effective cooperative learning as well as active learning. Learning through 3E module was developed based on the ideas of "Gallery Walk"- a discussion technique (Francek, 2006) and combined with Michael Byram's (1997) Model of Intercultural Communicative Competence (ICC). Both have a common guiding principle which is to ensure students become the centre of an active learning process. According to Francek (2006), the purpose of the Gallery Walk is that each member of the group had the chance to give their ideas and be open to receive the views and thoughts of others. This learning method in turn requires students to produce a discussion results sheet found or obtained during the discussions that are taking place in each group respectively. The output will be displayed at the gallery corner in their classroom. On the other hand, Byram (1997) defined ICC as the "individual ability to communicate and interact across cultural boundaries" (p.7). An individual with intercultural competence, according to Alred, Byram and Fleming, "has the knowledge of one, or, preferably,

more cultures and social identities and has the capacity to discover and relate to new people from other contexts for which they have not been prepared directly" (2001, p.9). In order for students to acquire relevant skills, or 'saviors' as suggested by the ICC model, we then integrate those skills in the 3Es' as follows:

2.1 Expose

The element of the first 'E' is expose, involving group discussion among the students to collect information. Students should be wise to formulate the necessary information they have to collect so that the information is clearly presented and exposed to "visitors" of their gallery. So this is where, indirectly, we are able to foster skills of exploring information pertaining to other cultures to be injected in CCE. During this exploration, students not only search for information from scholarly books and resources through online but it also can be acquired by the primary sources from meeting with the real people of the ethnic community (Byram & Fleming, 1998). For example, they can learn how to play their traditional game as one of the ideas to demonstrate to the gallery visitors. This can encourage students to sharpen their communication skills when interacting with different people. This is one of the multicultural skills that the students should have in order to deal with the others in real time (Byram, 1997).

2.2 Explore

For the next element in this technique, is known as exploration of elements. This exploration requires all students to move and visit each gallery. Same as the Gallery Walk, students will move in groups to visit each gallery. However, their exploration is not only to look and see, but it requires them to complete the questions that they develop or tasks given by the teacher at the earlier stage (Francek, 2006). Therefore they have to observe and interact with the other members of the gallery if there is a question that is still ambiguous. In the Gallery Walk, it is only the representative of each group of the galleries to give an explanation, while others moved on to other galleries but in 3E Gallery we suggested that more than one members to be at their gallery to promote and defense their ideas. This way is to ensure that each of the member play an active role (Byram & Fleming, 1998) and also to enhance confidence in each member to express their opinion to the public (Byram, 1997). In terms of exploration, it is more individualistic in nature even though students move on to the gallery in groups. This is because each student is given a set of tasks of different questions. In this way students will be more vigorous without relying on other group members.

2.2 Excite

Elements of the 'E' for 'excite' refers to the word excitement that prospective students feel not only on the part of students who come visit the gallery and even members of the group who runs the gallery. For the targeted visitors, they are going to feel excited about the results they have obtained once they had visited every gallery. This is to ensure that they all can really reveal their love of country and their openness about other groups (Byram, 1997).

As a whole, 3E Gallery becomes the initial step to expose students to cope with a society that is made up of various ethnic groups. Through the skills that can be nurtured through learning, the aim is to ensure that students are able to explore and apply the information of other cultures and their own culture in their daily lives (Ladson-Billings & Tate, 2014). It is also to ensure students to be prepared with open hearts an minds in accepting ethnic diversity, which also the aim of multicultural education.

3.   Methodology

This study, which was exploratory in nature, aimed at gaining insight into students' and teachers' reactions to the teaching and learning of CCE using '3E Gallery'. Hence this inquiry employed the qualitative design, which allowed close interaction between students and learning materials in the natural setting (Creswell, 2014). Focus group interviews were employed to gather data for this study.

The sample is 4 Form Two (fourteen year olds) classes from a public school in Pahang, a state in the eastern part of Peninsular Malaysia. The participants comprised 10 students from each of four Form Two classes. It was crucial that the sample was selected from students who volunteered to take part in the research since their cooperation in the focus group interviews was vital to the study.

3.1 Data Collection

The classroom observation and focus group interviews were conducted with four focus groups of 10 students in each class after the sequence of 40-minute or 80-minute lessons had been conducted by the teachers. As this research focused on the students' and teachers' reactions to the teaching and learning of CCE using '3E Gallery', the teachers involved were of CCE background plus with interest in integrating multicultural education skills in the teaching and learning process. All the classroom teaching and focus group interview were video recorded and lasted approximately an hour each. The classroom observation and focus group session were transcribed in full and used as part of the analysis.

3.2 Data Analysis

The classroom observation and focus group session were transcribed in full and then analyzed to uncover the themes. Transcriptions were then coded using the derived categories from the data. All the information were coded into specific categories. A set of categories were further developed which aimed to elicit students' reaction to the teaching and learning of CCE using '3E Gallery'.

4. Findings

The students' and teachers reactions to the teaching and learning of CCE using '3E Gallery' were analyzed according to sequential learning activities summarized as follows:

4.1 Activity 1: Exposing students with information from various sources

   i.   This activity requires students to be divided into several groups according to the needs of the teaching content.

   ii.   Each group is given a topic to find out as much information about it. All information can be obtained from books, magazines or the internet. (Learning and teaching process conducted in a computer lab on the necessary teaching aids factor like LCD and a computer with internet network)

   iii.   After collecting all the information, students need to translate the information acquired by means of a simple but compact way and with their own creativity. Students are provided with mahjong paper, colored paper and markers pens in different colours.

   iv.   Once completed, their work should be displayed at every turn that has been determined by the teacher at the corner of their group gallery.

Students' reaction

Through these activities, students are seen to show interest to find out information about ethnic art heritage according to the assignment given. This is observed from the following response:

> *"When we were given a certain topic of ethnicity, I with some friends will discuss with me to find the information from books and internet. I also asked my Chinese friend that I knew from Facebook about their traditional games. I felt very happy and excited when I get many new knowledge from what they shared to me about their culture and ethnic that I never know before" (SG1).*

By finding the right information from multiple sources, it will increase students' skills on the method of tracking accurate and easy information. For example, by using a search engine such as 'Google' or 'yahoo' through the internet, it accommodates the students to find information. In addition, the student was encouraged to perform the process of finding information by certified sources to avoid any wrong information about an ethnic culture. Direct contact with the person from that ethnic is one of the best ways to get more clear information and without any undoubted authenticity (Banks, 2010). This indirectly can train the students' communication skills among various cultures so that they will be more alert about other people's culture. With more information about the various ethnics, the students were also motivated to know more details about various ethnicities in Malaysia.

> *"…many information about ethnicity that I refer from books and internet. All the information help me to know more clearly about a certain ethnicity. It is something interesting when we can know more details about certain ethnicity" (SG2.*

The students were passionate when they tracked for information and collaborated to produce exhibition at the corner of the respective gallery. It gives satisfaction to them.

> *"…all the information collected was display at gallery which are created by us. We will make sure that our gallery is really informative and interesting. In one of tasks, our group was ordered to produce Chinese ethnic art gallery. So, we decorated our gallery with Chinese themed elements such as Tanglong and elements in red" (SG3).*

Teachers' reaction

From the observations, it appears that the teacher's role is as facilitator during the information gathering and producing exhibition material for each gallery. According to one teacher, this technique has succeeded in creating a major impact on the students to understand critically about their own culture as well as other ethnic cultures. She was confident that with the positive response exhibited by the students to get a variety of information about certain ethnic and produce an art gallery that promotes a particular ethnic art, automatically will inject openness to other cultures.

> *"... They (students) have desire to know in depth about the ethnic and cultural arts. Just look at how they disclose their interest to explore information when creating certain ethnic arts gallery" (R1).*

During the observations, we also found that students were eager to seek information from various sources about the topic. Although during the first lesson, there are some members of the group who are passive, during the second lesson it did not happen again. This is because the teacher had attracted them with promises of reward points to the group which had successfully made them showcase the most creative and informative product. This encourages them to be more attentive and give full cooperation to the teacher during the teaching-learning process.

4.2 Activity 2: Explore Gallery – visit to every gallery

  i.   In this activity students will move from one gallery to another gallery to get the art heritage information of an ethnic group.
  ii.   To ensure that the students' movement is in a controlled manner during visit to a specific gallery, they are required to travel in groups.
  iii. Visit to each gallery must be utilized by students to complete individual assignment sheet given by the teacher.

Students' reaction

The changes of students' reaction indicate positive reaction in the efforts to blend comfortably among the diverse ethnics that exist in Malaysia. According to one student, he did not feel like studying in class but like visiting a gallery with much information about the various ethnic groups.

> *"It was very happening when we were all together visited to every gallery that was created by other friends. Their gallery were equally impressive than our gallery" (SG1).*

> *"It was not about the information that was displayed but they were the certain groups demonstrated the dance and traditional games of certain ethnic to us as a visitor. We can also try it and ask anything about the ethnic cultural arts to them. Good service (laugh)" (SG4).*

As a result of our observations, students found to be excited about the exploration gallery that was very informative on the various art heritages of various races. All students are actively involved during the activity.

Teachers' reaction

Both teachers involved in teaching through this 3E Gallery were very satisfied with the commitment and internalization of multicultural showed by their students. Overall, all students were involved in the exploration to every gallery without any exception as visitor as well as host to their gallery.

> *"…a significant impact on my teaching in class is from teaching environment. The teaching process and information sharing happened through exploration and gallery visit. It is not only information, but experience and skills can also be shared together. The experience of playing traditional games of various ethnics, experience of wearing traditional clothing…" (R2).*

This technique is shaped carefully and is not too formal. Students have the opportunity to feel how they introduce certain cultural arts whether it is their own culture or culture of other ethnic groups. Through this activity, it gives a positive picture for the development of cognitive, affective and psychomotor domains. Students are competing to get info from the Gallery to get their group members move on to the other gallery. The questions for each individual are different in order to avoid those copying answers from others.

4.3 Activity 3: Excite – response to the expedition of exploration to each gallery

    i.   Before leaving each gallery, each student must provide comments or opinions.
    ii.   Once the expedition of exploration activities from one gallery to another gallery completed, students are asked to return to their seats.
    iii.   The head of each group should summarize review given by the visitors.
    iv.   Some students requested to comment and share their experiences exploring the gallery.

Students' reaction

Based on the observations, students seem to be very attracted to the way of learning. Students who lack in confidence post reviews and contribute their ideas openly without any fear. This is observed from the following responses:

> *"... Very excited to see and visit each gallery created by friends. They were very creative and very interesting gallery. It is an appreciation when we come personally and are being given chances to comment on their gallery" (SG3).*

> *"... A very enjoyable learning experience. Each gallery wants to ensure the best and can entice visitors ..." (SG2).*

Through these activities, all students are given the opportunity to give their opinion publicly. This activity indirectly enhances the confidence of students to express ideas and share knowledge with their friends. In this way it can be seen as a starting point to produce individuals with interpersonal skills.

Teachers' reaction

Through 3E Gallery teaching techniques, the teachers see their students' ability to be assimilated in ethnic diversity by showcasing their excitement to understand, practice and share their artistic and cultural practices of ethnic and cultural communities. This was stated by a teacher in an interview:

> *"... Now I see they enjoy and are proud to be able to share information about other cultures and showed their interest to learn more about a particular ethnic culture. Overall I think they were impressed with such exposure" (R3).*

5. Theoretical and practical implications

Overall, the effectiveness of this method depends on the whole action planned. We strongly believe that if we do not diversify our activities in the teaching and learning, then more and more students will feel CCE is not important to the development of individual identity as a student and as a Malaysian citizen. Knowledge, skills and civic values as suggested by Byram (1997), Banks (2010) and Sleeter (2014), should be of concern to students so that students are able to solve not only the question of assessment in schools and even able to disclose what they post in their answer sheets into the reality of living in a multicultural society.

The use of the 3E Gallery was found to trigger significant improvements not only in terms of academic achievement, but also in the interest of the seriousness of the students to explore the diversity of national heritage. Based on the importance of understanding, appreciation of diversity in society and establishing the identity of a unique Malaysian citizen, culture friendly learning is necessary as emphasized in the teaching and learning for CCE (Castro, 2014). This learning process allows each student to interact and understand the views of other students from different backgrounds and cultures (Ladson-Billings & Tate, 2014, p. 24). Through this learning process, students have more respect for cultural diversity to scrape all the old prejudices to others ethnic cultural members (Alred , Byram , & Fleming, 2002).

Implementation of 3E Gallery teaching techniques is based on several principles to ensure implementation actually able to achieve what is desired. Based on the concept of multicultural education advocated by Banks (1997), Byram (1997) and Sleeter (2014), the four principles established in accordance with the efforts to integrate multicultural skills in teaching CCE. These principles include teaching students and the role to be

played by teachers in delivering the curriculum teaching. The principles of implementation techniques 3T gallery are:

 i. Education must be student-centered.

 ii. Each student must be willing to accept, understand and learn about ethnicity as a part of the culture.

 iii. Teaching that encourages students to recognize the differences that exist in between cultures.

 iv. Curriculum need to be able to assist in providing greater opportunities to develop the knowledge, skills and attitudes which are capable of forming positive race relations.

A change in attitude can also be seen where previously it was hard to attract students because of mistaken notions of the importance of this subject. They were also seen having fun during the teaching-learning activities and are among those who are excited to have a real experience to ' *'Galeri Warisan''* at the school level when given the opportunity. This is a very positive signal in order to make the students able to apply multicultural skills in school. This method should be continued because of its effect on the formation of the National love heritage. The same method can also be applied in the other subject content and teaching objectives when appropriate (Castro, 2014).

Many challenges and difficulties occurred during the execution of this teaching technique. This situation is common in education and it requires wisdom teachers to handle certain situations (Sleeter, 2014). Among the possibilities expected are:

 i. *Student's response:* Important role to be played by the teacher to explain clearly to students about the procedures for implementing this technique.

 ii. *Preparation of teaching aids and teaching space:* teaching aids provided by the teacher such as marker pen, paper of various colors, Mahjong paper and cards sometimes restrict students' creativity to produce output that will be exhibited. The students were encouraged not only to have textual information but also display graphics or audio and video. Realia is also strongly recommended and this is where the level of students' critical thinking is needed.

 iii. *Time management:* teacher wisdom in planning time allocation for each activity is very important. If time management is not complied accurately, it will affect all teaching activities that have been planned.

5. Conclusion

Basically, teaching process which is not interesting and not consistent with the ability of students often cause students to become less interested in teaching and learning process. This study reveals indirectly the students knowledge on Cultural Diversity Heritage Malaysia. Students lack awareness about the importance of understanding their role in sustaining the artistic heritage of various ethnic groups in Malaysia. This condition if left unchecked, would adversely impact the student themselves, even to the country that expect future generations to have a high sense of knowledge about the culture of various ethnic groups in Malaysia. As an educator and a teacher who had taught CCE, we are sensitive to such elements. We admit that there were flaws in our previous teaching methods, but that has changed from now on. The trick is to devise a strategy, organize rehabilitation programs; consolidate, enrich, implement systematically and evaluate the programs that have been carried out. Indeed, it is our responsibility as teachers to truly understand the goals and content of that subject itself and creating effective learning environment. It is undeniable that the success in the instilling value of this subject to the students requires the collaboration and commitment of the school, the community and society. This is crucial in order to create a united community and patriotic citizens that can contribute to the betterment of the community, nation and world.

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