

## THINKING SKILLS EVALUATION OF TAXONOMY ANDERSON, IN ARITHMETIC SUBJECT OF THE CURRICULUM MALAY SCHOOL DURING COLONIAL ERA

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### Abstract

Formal education exists with the establishment of vernacular schools in Malaya as well as education policies have also been established that are in line with the goals of the British to meet the social needs of the Malays. The curriculum of the Malay School education introduced by the British unknowingly has the element of thinking skills in the subject curriculum that has been introduced for each school, especially in the Arithmetic. Therefore, this study aims to analyze the thinking skills model that was applied in the Arithmetic at the Malay school during the British colonial period. The method used in this study is qualitative method by emphasizing data analysis on documents obtained from the National Archives of Malaysia. For the model of thinking, this study use the Anderson and Krathwohl Taxonomy models. The results of the study can be proven that there are levels of thinking applied in the Arithmetic syllabus such as the level of remembering, understanding, applying and creating which enables students to solve problems related to the learning problems of Arithmetic in Malay schools based on their standards.

**Keywords**--Curriculum, Malay School, Taxonomy, Colonial and Arithmetic

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### INTRODUCTION

Formal education has existed for the Malays with the establishment of vernacular schools in Malaya. The educational policy that British has introduced is in the line with the goals of the British colonial administration. Education that is given only to fulfilling social responsibility and providing basic education opportunities only to the Malays. British education goals were introduced low levels of education only and that emphasize of writing, reading and arithmetic (3R's). Behind the curriculum of Malay school that were introduced by the British was detected has the element of thinking skills in accordance with Anderson's Taxonomy in learning and teaching at the Malay school. For example, this evaluation of thinking skills can be seen and detected in arithmetic subject which is one of the subjects of Malay school education. Before the British arrival, education for the Malays already existed among the local such as religious school education. Religious education was divided by two, the first is informal education held in *surau* or mosque and the second is formal education in hut school and madrasah (Abu Zahari Abu Bakar, 1980). However, after the arrival of British colonization, formal education, such as western type education was formally formed with the introduction and establishment of vernacular schools in Malaya. The education of the Malay school in the form of western type education is in line with the objective of the British to make the children of the Malays a low level of education (Sufean Hussin, 2008).

The development of the Malay School curriculum greatly contributed to the progress of the Malay development of thinking and academics in the British colonial period. Generally, the education of the Malays is given at the basic level only. And some people said the curriculum that were found in the Malay School is very disadvantage to the Malays as the education at that time focuses on 3R's simply writing, arithmetic and reading only. Although only basic education is provided to the Malays, the curriculum available at the Malay school also has important values. For example, developing the potential in students, especially the terms of thinking skills that enable them to

advance the potential of intellectual as the basis for the development of the thinking skills in the Malay children until they become mature and bring changes to the generations that succeed in bringing change to their own race (Awang Had Salleh, 1985).

The implementation of Malay school education by the British Colonial is more of a matter to making Malay children getting a little bit of knowledge. And they also hopefully Malay children can become cleverer than their parents so that Malay children when turning into adults can understand the rules and regulations introduced by the British. The curriculum and subjects introduced in Malay schools are considered as fundamental and do not develop the academic and the minds of Malay children to a higher level as education in English schools. However, after the curriculum and subjects of Malay education are assessed and reviewed, it is also adapted to the elements of thinking skills. It's clear that the children of Malay school poems are also exposed to the elements of thinking skills.

In this context, thinking skills are an important element in today's educational development. It is an important aspect of becoming a very important item in the national education curriculum. Though the elements of thinking skills are not a new concept, but have been implemented earlier in the early 20th century as found in the western world. The Malay school education curriculum was implemented in Malay school and it also was implemented until the country achieved independence.

Referring to the David James Radcliffe (1970) research, that titled Education And Cultural Change Among The Malays 1900-1940, his research finds that there are four types of education systems that exist and operate before the outbreak of war in Malaya. The first system was the establishment of schools for local residents, and the government was responsible to establish a Malay school. Each state has indirectly associated with the establishment of the school, which has been sponsored by the government. And in the same time, Religious schools also share

similar buildings with Malay schools, but they are guarded by private parties. In terms of curriculum, all schools, regardless of the Malay or religious schools will be taught about Arabic and Islamic culture as a step towards expanding knowledge about Islam.

Secondly, the presence of English schools has been largely established by Christian missionaries supported by the British administration in terms of financial aid. The English school used English in school. Special admission has been given to the Malays involving certain conditions of entry, but the conditions set by the government cannot be fulfilled by the Malays as it is too difficult. Next, the third is the establishment of a Chinese school, which has been established by the Chinese community itself. The Chinese school founded by the Chinese community is based on the Chinese Nationalist movement in China, in terms of curriculum, adapted by education in China to enable the Chinese in Malaya to enter any Institution in China. The fourth education system is a Tamil school set up for estate workers in estates mostly for Indians. The school is under the jurisdiction of the labor code and this school is widely embraced in every rubber estate.

An early description and statement that could be considered as reflecting and exposing the British colonial policy towards Malay education in Malaya can be proved in the 1920s. When colonialists said they do not intend to make any major changes in the lives of the Malays. Through a statement by Birch, British Resident in Selangor about their government's educational goals:

*"Vernacular education is in my opinion useful in so far as it makes the Malay regular and cleanly in habits, but where it exalts boys, as it often does, above the calling of their fathers, who for the most part will remain small agriculturists or fisherman, it does more harm than good."* The 1893 Annual Report was quoted in Paul Chang Ming Phang (1973)

In this study, the items that are the focus of the research are made scientifically and explaining. The colonial policy on Malay education in Malaya is seen as comprehensive as to its impact on the Malays. However, seen from the achievement of Malay children studying in Malay schools, they have succeeded in achieving great success.

#### RESEARCH METHODOLOGY

Data analysis will be done by using qualitative analysis (Bilcher Bala, 2000) as well as conducting research through document analysis (Othman Lebar, 2006). This study will focus on the use of primary sources such as annual reports on education (*education annual report*), colonial records (*colonial office record*), British colonial syllabus documents and *State Secretary File*. In order to obtain the primary source, a study will be conducted at the National Archives of Malaysia and the state archives to obtain educational histories in the British colonial period. In order to obtain secondary sources, this study also focuses on every library of public universities in Malaysia. Field research (Lexy J. Moleong, 1989) it is necessary to identify individuals, figures, associations and related respondents obtain information, feedback and related research data. Interviews are friendly (Othman Lebar, 2006) to be guided will be established in order to maintain consistency in the use of methods and information gathering. This will be the basis for data analysis and conclusions of the study. For the last step, data and revenue assessment will be made analytically and hermeneutically interpreted. As a result, researchers will be able to assess each data before making a conclusion.

#### FINDINGS AND DISCUSSIONS

By using of Anderson's Taxonomy and Krathwohl (2001), it will be adopted in determining the values contained in the Arithmetic

subject in Malay schools during colonial British. There are six levels in the taxonomy i.e:

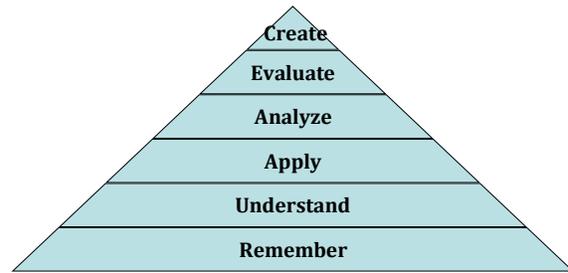


Figure 1. Level of Anderson's Taxonomy and Krathwohl (Resource: Anderson and Krathwohl, 2001)

Referring to figure 1 above, Anderson's Taxonomy and Krathwohl involve six types of levels, namely remembering, understanding, applying, analyzing, evaluating, and creating. The level of remembering involves the acceptance of relevant or relevant knowledge of long-term memory. The level of remembering is divided into two processes, namely recognizing and recalling (recovering).

In addition, the understanding level is to build the meaning of teaching messages including verbal or written. The level of understanding there are seven processes, namely interpreting, modeling, classifying, summarizing (abstract), summarizing, comparing (defining) and explaining (building models).

The application level is in the process of carrying out a procedure under certain circumstances and this level also involves two types of processes, namely implementing (running) and implementing (using). The fourth level is to analyze which means determining how a section relates to one another and to the overall structure or purpose. The process in the analysis is to differentiate (select and contrast), compile (integrate, outline and restructure) and link (build).

The fifth level is to evaluate it based on criteria or standards. This level involves two processes, namely checking (aligning and testing) and criticizing (evaluating). The last level is to create ie putting elements together to form coherent elements or to function as a whole reorganize elements into new patterns or structures. The process required is to generate (hypothesis), planning (designing) and producing (building).

Looking at the main purpose of the Malay school is according to H.R. Cheeseman (1948), the main purpose of the establishment of the Malay Schools was to eliminate illiteracy at a minimum level. The main purpose is in accordance with the Malay colonial education policy because the Malay education period is just over six years. According to Ibrahim Saad (1977) the Malay vernacular education school was only established at the very low level, this proved that the British only carried out social responsibility by providing basic education to the Malay community.

The British had no intention or vision in advancing the education of the Malay community into a complete education system in enhancing the knowledge of the Malays (Ramlah Adam, 1991). This is because the British do not want to give enough education because of fear it leads to the awareness of the Malay community in the fight against the existing administration in Malaya (Ibrahim Saad, 1977). Table 1 below shows the syllabus of arithmetic the Malay vernacular schools:

**Table 1.** Arithmetic syllabus of the Malay Vernacular School (Source: Regulation for The Malay Vernacular Schools in the Straits Settlement and Federated Malay State and for The Sultan Idris Training College, 1927)

Standard	Syllabus
I	Writing number and counting it until 1,000. Add or additional, subtraction, multiplication or multiply and divide in an easy stage. Multiplication table until 6 multiple 12.
II	Write numbers and count up to 1,000. Four easy rules for divisions, and simple solutions that relate to them. Multiplication table. Easy problem for local currency.
III	Multiplication, long and short divisions, four simple rules are absorbed in measurement and weight. Easy training in consolidation methods. Easy arithmetic.
IV	In addition to lower grades: simple fractions, union methods, bills, easy exercises in buying and selling, heavy use and measurement.
V	In addition to lower grades: Gross breakdown, decimals, percentages, simple benefits, buying and selling, partnership, area with room size, wall, land: Total and Average.

Referring to table 1 above, pupils I will be taught how to write numbers correctly and calculate starting from 1 to 1,000. Additionally, they are also taught how to add, subtract, share at the most convenient level, the examples that can be given are in *Kitab Hisab Baharu Penggal I* (L.D. Whitfield, 1941). For Standard I ie for additions or mixes is  $2 + 3 = ?$ , For the subtraction questions such as  $5 - 3 = ?$ , and for multiplication question is  $9 \times 2 = ?$ . For Standard II, syllabus for arithmetic subjects same as Standard I. They are also taught about writing numbers or numbers and how to calculate starting from number 1 to 1,000. The difference being taught is only about four simple rules for division, multiplication tables and easy solutions and easy troubleshooting of local currencies. Four Rules (Arithmetic Syllabus In Malay Schools, 1951) that were taught in easy way, such as build tables based on multiplication 2, 3, and 5, followed by 4, 6, and 10. The 12th table usually corresponds to size in feet and inches. Multiplication in the table is like  $2 \times 4 = 8$  and such a division  $8 \div 2 = 4$ . Informal fraction and possibly addition and subtraction of fractions with the same denominator.

Furthermore, student which has in standard III also learned about long and simple of multiplication and division. Examples of multiplication questions are "*Sahayaada 315 batangpoko' kelapa, padatiap-tiappoko' dapatbuahnya 20 biji. Jadiberapasemuabuanya?*" And for division question are "*Pa' Man telah membeli 10,72 biji buah Langat kemudian di-bahagikan kepada 10 orang anaknya. Berapa-kahsa-orang dapatbahagian?*" (R.O. Winstedt et al, 1926). Standard IV will learn the same measure as the lower standard I, II and III. The difference in measure between those standards is in terms of addition of syllabus measure in arithmetic subject, such as there is a simple fraction, union rules, easy training in buying and selling procedures, heavy use and measurement. One example of buying a good item is "*Che' Ibrahim membelikan \$1 50 sen membeliberas dan \$1 25 sen membelikan. Jadiberapabanyak di-belanjakan-nyasemua?*" and examples for standard IV measurement questions covering yards, feet and inches are "*Ambil kapordan buattandapangkah di-ataslantai.*"

*Daritandapangkahitukamunlangkahdualangkahkemudianbuatsuatutandalagi. Dengan memakaibenangkamutadiukorberapapanjanglangkah-langkahkamuitu?"* (L.D. Whitfield, 1941) And lastly, standard V will be taught about gross breakdown, decimals, percentages, buying and selling, area with room size, average amount as set out in table 2 above.

The above description can be seen to have the elements of thinking skills according to the levels in Anderson's Taxonomy with reference to table 2. Description of the measurement used for each standard at the Malay school, starting from standard I to V. In standard I, students will be taught how to write numbers correctly and calculate starting from 1 to 1,000. Additionally, they are also taught how to add, subtract, divide at the easiest level. Examples that can be given are questions in *Kitab Hisab Baharu Penggal I* for standard I ie for additions or mixes is  $2+3= ?$ , For subtraction question are  $5 - 3 = ?$ , and multiplication question is  $9 \times 2 = ?$ . The level of remembering is included in the calculations that are taught which are divided into two processes such as knowing by learning the numbers as they are and remembering them by recovering what is taught about the number being learned earlier.

In addition, the understanding level is to construct the meaning of teaching messages, including verbal or rewriting by the number students is taught on the blackboard or the book. At the understanding level, it also requires the pupil to make a conclusion by anticipating the position of the number during the computation of numbers 1 to 1000. For standard II also they will learn Four Simple Rules which build the table based on multiplication 2, 3 and 5 and followed by 4, 6, and 10. The 12th table usually corresponds to size in feet and inches. Multiplication in a table such as  $2 \times 4 = 8$  and division is  $8 \div 2 = 4$ . By looking at the questions taught to pupils in Malay schools, the arithmetic syllabus has values at the level of applying and assessing the levels found in the Anderson Taxonomy and Krathwohl (2001).

In terms of applying, the student will solve the problem, according to the prescribed of arithmetic's law based on the given situation. Pupils will find answers based on the calculations and solutions teachers have taught before they are given training. The law will roughly apply during the process of resolving the problem.

In terms of evaluation, it can be seen from the sample question given to the students who are in standard III and IV ie standard III to study the short multiplication e.g. "*Sahayaada 315 batangpoko' kelapa, padatiap-tiappoko' dapatbuahnya 20 biji. Jadiberapasemuabuanya?*" and for standard IV also will be taught about Measurement methods covering eles, feet and inches are examples "*Ambil kapordan buattandapangkah di-ataslantai.*"

*Daritandapangkahitukamunlangkahdualangkahkemudianbuatsuatutandalagi. Dengan memakaibenangkamutadiukorberapapanjanglangkah-langkahkamuitu?"*. The syllabus taught at this standard IV corresponds to the fifth level of rating by evaluating a criteria or standard. This level involves two processes, namely checking (aligning and testing) and criticizing (evaluating). The evaluation process will be made to determine whether the answers are correct or not because they involve checking to detect the processes performed such as measuring and recalculating the lengths that have been properly marked according to the given question.

Table 2 below illustrates the required syllabus for the reference of Malay schools for the use of teaching and learning in the classroom. Here is an example of the syllabus of the Malay School in arithmetic in the State of Selangor in 1893:

**Table 2.** Arithmetic's Syllabus Malay School in Selangor  
(Source: The Printing of Certificates for the New of the Malay  
Vernacular in the State, 1893)

Standard	Syllabus
I	Add-pluss are summing up numbers that are no more than four.
II	Sum up, subtraction, multiply and divide
III	Addition of money or scales to multiply.
IV	Addition of money or scales.

It seems to be noted in table 2 above, at standard I will be taught about add-pluss and increment numbers not exceeding four digits, the example questions are  $5 - 3 + ?$  (L.D. Whitfield, 1941). Standard II will study about addition, subtraction, multiplication and proportion and for standard III will use units of scales or currencies for the addition of numbers, the example of the question is "jikalau 4 orang boleh makan 8 gantang beras,

berapagantang di-makanolehsa-orang?" (R.O. Winstedt et. al, 1926). Finally, standard IV also learns how to add money or scales like the following questions "Ahmad ada \$1. Di-belanjakannya 25sen. Berapatinggalwang-nya?" (L.D. Whitfield, 1941). Overall view of the arithmetic syllabus implemented in Malay schools in Selangor, there is a level of thinking skills involving remembering levels. The level of remembering is the acceptance of relevant knowledge for long-term memory, such as remembering the laws of addition, subtraction, multiplication and division. In addition, there is also a level of understanding by constructing the meaning of teaching messages including writing and conversation. The understanding level also involves rewriting what teachers are communicating while in the classroom in terms of learning the techniques of addition or multiplication taught. Furthermore, there is also an application level that allows students to solve questions given by what is remembered and understood during the process of receiving information in the subject of arithmetic. The following are curriculum of the arithmetic syllabus in Malay School:

**Table 3.** Curriculum of Arithmetic Syllabus in Malay School (Source: Arithmetic Syllabus In Malay Schools, 1951)

Standard	Four Rules	Measurement	Spaces
I and II	Build tables based on 2, 3, and 5 directions, followed by 4, 6, and 10. The 12th table usually corresponds to size in feet and inches. Multiplication in the table is like $2 \times 4 = 8$ and dividends such as $8 \div 2 = 4$ . Informal fraction and possibly addition and subtraction of fractions with identical denominator.	Length - sized in feet and inches. Create your own ruler and size in feet and inches. Addition and push easily does not exceed 1 unit. Currency - plus and minus no more than 4 numbers and no more than \$ 10. Weight - weight in <i>Kati</i> and <i>tahil</i> . Time - time measurement within $\frac{1}{2}$ hours, then $\frac{1}{4}$ hours and 5 minutes.	Cardboard is used to create compartment shape, equal triangle, round and semi round.
III	Table 12, 11, 8, 9, 7. Counting numbers up to 1000 and so on. Addition and subtraction extended. Multiplication and short division as a share in the table. Fractional equations in the range $\frac{1}{2}$ , $\frac{1}{4}$ , $\frac{1}{8}$ , $\frac{1}{3}$ , $\frac{1}{6}$ , $\frac{1}{12}$ , $\frac{1}{5}$ , $\frac{1}{10}$ .	Length - Continued to yards, feet, inches. Practically discussed (mile stones). Currency - Given the training involves a brief multiplication. Weight - the connection to the <i>pikul</i> and the possibility of being quiet but exercises can not be separated by reality and the size does not contain more than 3 units. <i>Gantang</i> and <i>chupak</i> . Time - minutes, calendar, A.M and P.M.	Detailed patterns include rectangles, triangles. External size connects rectangles. Rectangular marking. Square corners with folds. The isosceles triangle and exercise involve symmetry (make envelopes, homes, pyramids).
V	Factors in the table. Easy division of length. Addition and fraction of fractions are a denominator of fractions where the denominator is available through checks and does not exceed 24. Multiplication and division of fractions by integers and then fractions. Continued decimal fraction - 4 laws. Percentage introduction, interest and average.	4 legal revocation connections involve the quantity of compounds; long multiplication connections and distribution of compound quantities but always connect with reality. Multiply the quantity of compound quantity a fraction. Introduction to £ .s.d. As a measure of another currency. Time - easy to speed and rate. Area - acres and square miles. Volume - solid units introduced - solid rectangles	Draw a circle with a rope and then with a compass. Copy shapes by using homemade incomplete cardboard suppliers. Plans and heights are continuous. Create a 3-dimensional model (pyramid, wedge, prism, model building). Important geometrical facts - are found practically with paper folders (angles, triangles)
VI	Percentage and further benefits. Average continues. Simple statistical graph - interpretation. Metric system - length.	Circle size - the relationship between circumference and radius is practically practical. Triangle area and rectangle alignment of rectangle. Simple balance of citizenship - household and personal budgets, bank savings accounts, easy rates and taxes. Further training on volume (rectangle). Other coin system (India, Hongkong)	Similarity. Drawing size. Exercise 'embedded treasure' and 'boy scout' geometry are easy to find points and distance. The next plan and the height of nature that may arise in the village.
VII	The next graph to enter a 'travel' graph, multiple scale and automatic and formula graphs. Compound proportion. Algebra formula and easy equation solution.	Subsequent measurements include spheres, volume spheres, cylinders, cones and pyramids. Knowledge of advanced citizenship to include the benefits of compounding, moneylenders, cooperation, rates and taxes	Further scale of drawings, planes and elevations.

Based on table 3, there was renewed in the arithmetic curriculum certified by R.A. Goodchild as the best curriculum in the year 1951. He has stated that the first thing to consider in the reform is to understand the form of numbers by providing various types of games and activities. Examples of activities that require intelligence in managing money, measuring equipment and so on and require a basic addition and subtraction operation where need help from teaching aids (ABM) such as cardboard, paper, self-made rulers and so on. The learning process at the first level will be fully implemented in oral form, this stage should not be frustrated can not contain formal writing on the subject. Pupils are also taught to count from number 1 to 100 and will be given a repeat exercise for that number to find out more about combining numbers such as number 20 or less. And pupils will also understand the number of tens and hundred, they also will count in groups and be divided as simple divisions, but no form of the table is done in the memorization process (Arithmetic Syllabus In Malay Schools, 1951).

Looking at table 3, there are 4 laws studied by pupils from standard I and II, which include the construction of 2 and above. Based on the level of Anderson's Taxonomy, the 4 laws studied by the pupil are at the first stage is remembering the laws of the multiplication and rewrite it according to the correct multiplication law. Remembering is very important because it requires long-term memory involving the process of identifying the appropriate law for use in a situation and also involving the process of retrieving information related to the laws of the multiple. In addition, stage I and II also involve the level of application. For example, multiplication activity  $2 \times 4 = 8$  which requires an answer calculation technique. Applying level includes the activity of carrying out a procedure based on the situation given by giving a balance sheet and then the process of implementing the calculation of the question to obtain a solution to the given situation. At standard III to VII it also involves remembering, understanding and applying levels as well as standard I and II as it includes the implementation process using procedures commonly used in classes such as multiplying, division, subtracting, additions and percentage.

Learning in terms of measurement for pupils from standard I to VII, length units in feet and inches will be taught to pupils at that level. In addition, the currency is also disclosed to them as well as weight in calculations of *opikulandkoyan*. Measurement of time is taught e.g.  $\frac{1}{2}$  hours, then  $\frac{1}{4}$  hours and 5 minutes. Looking at the curriculum can be seen at the level of remembering, understanding, applying and creating were found during the learning process. The remembrance level contained in the curriculum includes the long law in the form inches and feet that the student needs to learn for example 1 foot equals 12 inches. The process of remembering this law is important to determine the correct answer to the question of the lengthy law, time and weight given by recalling the facts about the law. For the level of understanding, students will be able to use the process of interpreting to determine which involves translating the picture into words such as the currency question given by displaying a picture of \$ 5 that will subtract by \$ 10. The results of the questionnaire were given in numerical form instead of in the form of a picture of the currency and the application of the application process was also used to get the answer by using the subtraction solution. In addition, there is a level of applying the use of a procedure or a solution for problem solving. Can be seen through the curriculum on standard V to VII i.e learning about volume units by calculating the square of the square. The volume calculation law is given to the pupils and they must solve the given question by using the calculated calculations.

The curriculum involving space in the arithmetic curriculum is at the highest level in Anderson's Taxonomy such as create. Pupils at standard I to VII will be trained by making their own learning

materials such as rulers for measurements, multi-form cardboard such as squares, triangles, rounds, semi- rounds, envelopes, three-dimensional models of pyramids, prisms and model buildings. The process of creating this has the relevance to the learning and past student experiences that enable them to create something based on what they learned. For example, creating rulers, students can create their own rulers by using measurable sizes previously in the classroom, regardless of the shape of cm or inches. There is an example of a year-end examination question in the arithmetic syllabus in 1941 (Annual Examinations of the Malay Vernacular Schools, STDs. I, II & III, 1941). In standard I, the questions in the Arithmetic section include the rejection, subdivision and multiplication questions and questions based on the common questions listed in the question paper e.g.  $500 - 272 = \_$ ,  $172 \times 4 = \_$  dan  $325 \div 5 = \_$ . The exam questions are at the level of remembering and applying. At the remembering level, the pupil will use the process of identifying the given questions about the law of subtraction, multiplication and division that need to be used and the process of regaining knowledge of the law that were taught to solve the problem. At the applying level, the pupil will use the procedure or technique of subtraction, multiplication and division to solve the problem. Pupils will face a common situation in getting answers because the law of subtraction has already been studied. Exam questions for standard III students also match the questions of standard I but the questions that were given are related to currency values. Among the questions is  $\$2007.05 - \$917.95 = \_$ . The question is at the level of remembering, understanding and applying that for remembering level, the student needs to identify the subtraction's law. Then understand by constructing the meaning of teaching through a classification process such as pupils will classify or categorize the currencies into two, namely \$ and even cents before finding a solution. The last level is to apply that the student will use the subtraction procedure to solve the problem after identifying the classification of the currency.

#### CONCLUSION

In conclusion, the British colonial government has created an education system and curriculum that makes the Malays children "more clever" than their parents. The curriculum provided only involves a basic knowledge such as in arithmetic, can be seen only applied with the basic addition only to enable the Malays not to be deceived by traders. The primary purpose of the British was to meet social needs in the field of education. And the British colonial did not intend to make the Malays continue to pursue higher education. Overall, the education of the Malays is unaware that there is a level of higher thinking skill are applied indirectly to train Malay children to be more successful in life to become educators or government officials and to enable them to serve others to ensure the Malays not in terms of education compared to other races.

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