

The Relationship between STPM Malaysian History Learning Practices and Patriotism Internalisation among Form Six Students

Puvaneswari Subramaniam, Syafiqah Abdul Rahim

Faculty of Education, Universiti Kebangsaan Malaysia, 43600 Bangi Selangor Malaysia

Email: p162627@siswa.ukm.edu.my

Corresponding Author Email: syafiqah.abdulrahim@ukm.edu.my

DOI Link: <http://dx.doi.org/10.6007/IJARPED/v15-i4/29147>

Published Online: 07 October 2026

Abstract

History Education plays a crucial role in shaping patriotic and united citizens. This study aims to identify the level of Semester 1 STPM Malaysian History learning practices, the level of patriotism internalisation, and to analyse the relationship between these two variables among Form Six students. A descriptive and correlational quantitative survey research design was utilised. A total of 204 Semester 1 Form Six students at a Form Six College in Shah Alam were selected as the study sample using a purposive sampling technique. Data were collected using an online questionnaire instrument and analysed using SPSS Version 29.0 software to obtain descriptive statistics and Pearson correlation tests. The study findings show that the level of STPM Malaysian History learning practices is at a high level with a mean score of 4.30 and a standard deviation of 0.527. The level of students' patriotism internalisation also recorded a high level with a mean score of 4.57 and a standard deviation of 0.557. Furthermore, the correlation analysis proves the existence of a significant and strong positive relationship between History learning practices and students' patriotism internalisation ($r = 0.520$, $p < 0.01$). In conclusion, this study confirms that Semester 1 STPM Malaysian History learning is highly effective in instilling patriotic values among Form Six students. This directly aligns with the goals of the Thirteenth Malaysia Plan or RMK13 to strengthen the patriotism and national identity of the country's younger generation.

Keywords: History Education, Learning Practices, Patriotism Internalisation, Form Six Students, National Identity

Introduction

History Education in Malaysia has long been recognised as an important platform in shaping patriotic and united citizens. Keskin and Sağlam (2021) conducted comparative thematic analysis off 110 articles on patriotic education published over two decades from 2000 to 2020, demonstrating that patriotism represents a well-established civic virtue consistently embedded within educational institutions globally. The History subject does not merely function as a medium for conveying facts, chronological events, and the contributions of historical figures. Rather, it provides a context for understanding national identity, civic responsibility, and the relationship between individuals and the state, particularly within a

multi-ethnic society. History Education is also frequently discussed as a medium for character education, as historical experiences provide the space to internalise noble values such as courage, justice, and responsibility, which ultimately contribute to fostering a love for the country (Zanariah Hamid et al. 2024). Therefore, History learning is highly relevant not only to academic achievement but also to the way the younger generation builds their relationship with the nation.

These functions are well-aligned with the objectives of the Malaysian Higher School Certificate (STPM) History syllabus. The STPM History curriculum emphasizes understanding the development of society and the nation, historical thinking skills, and the formation of citizens who embody a patriotic spirit and support nation-building (Malaysian Examinations Council 2024). In Semester 1 STPM Malaysian History, students explore political and administrative developments, socio-economic transformations, the rise of nationalism, independence, and the nation-building process. The content of this syllabus provides a foundation for students to comprehend the changes that have shaped Malaysia. However, the existence of patriotic elements within the syllabus does not mean they will be automatically internalised by Form Six students. Thus, History Education must be evaluated not only based on the content to be mastered but also on the subject's capacity to provide practical learning experiences that connect historical knowledge with patriotism and national identity.

This importance becomes even more evident when viewed within the context of the current national development agenda. The Thirteenth Malaysia Plan 2026-2030 (RMK13) positions the formation of a sovereign and dignified nation-state as one of the foundations of the country's social development, with specific focus given to national identity, harmony, and unity. RMK13 clearly outlines strategies to strengthen patriotism and national identity, including through the internalisation of the *Rukun Negara* (National Principles) and the Federal Constitution via education. Within this policy framework, the position of patriotism cannot be separated from national identity, as both are crucial elements in nation-building. This study is essential to elucidate the extent to which the internalisation of patriotism actually occurs among the younger generation, particularly Form Six students, who will bear a greater role in the continuity of nation-building.

Problem Statement

Within the period of 2026 to 2030, the Thirteenth Malaysia Plan (RMK13) emphasizes the formation of a nation-state as the primary foundation for maintaining national harmony and stability, while ensuring sustainable socio-economic development (Ministry of Economy 2025). This initiative is undertaken because the government observes that nation-building still faces significant challenges, such as a lack of internalisation of the Federal Constitution principles and the *Rukun Negara* among citizens. Therefore, the government has formulated several strategies to ensure these aspirations achieve their goals. This demonstrates the government's serious commitment to enhancing the spirit of patriotism among Malaysians, particularly the younger generation. Upon closer examination, the Thirteenth Malaysia Plan (RMK13) prioritises the formation of a nation-state rooted in national integration and identity, patriotic spirit and moral values, as well as an active and healthy society, aiming to produce a community that ensures political stability and economic progress (Ministry of Economy 2025).

Thus, it is evident that the government pays special attention to the practice of a patriotic spirit among its people.

To realise this aspiration, the learning of the History subject plays a vital role, especially among Form Six students. The objective of the Malaysian Higher School Certificate (STPM) History syllabus is to strengthen the understanding of historical concepts, thinking, and philosophy (Malaysian Examinations Council 2024). The History curriculum at the Form Six level is formulated based on the integration of knowledge, skills, and values to build students' national identity and love for the country. In terms of knowledge, the curriculum is designed to increase understanding of the causes, effects, continuity, and changes of historical events, as well as drawing lessons from past events. The curriculum also emphasises historical skills, where students master the skills of collecting, selecting, evaluating, and interpreting sources as historical evidence, alongside critically and rationally analysing and concluding historical facts. Furthermore, from the perspective of values, the History curriculum fosters students' appreciation for the importance of events, figures, issues, and social changes in society, while reinforcing the sense of responsibility as citizens who are willing to sacrifice for the country's sovereignty. In conclusion, the STPM History curriculum plays an important role in instilling a patriotic spirit among Form Six students (Malaysian Examinations Council 2024) in alignment with the RMK13 agenda.

However, a reality gap exists at the classroom level due to a high examination orientation and time constraints to complete the STPM Semester 1 Malaysian History syllabus. These contextual constraints often force educators to focus entirely on delivering factual content for the sake of students' academic achievement (Ahmad Nasran Mohd Zahari 2024). Consequently, concerns arise that the ongoing learning practices merely satisfy the requirements of completing the curriculum without successfully translating curriculum goals into a deep internalisation of patriotism within Form Six students. Within this context, an important question arises as to whether the learning experience of STPM Malaysian History shares a relationship with the patriotism internalisation of Form Six students, or if it remains merely a form of learning to pass the STPM examination. Therefore, this study examines the learning practices of STPM Malaysian History alongside patriotism internalisation, and analyses the relationship between these two constructs among Form Six students. This study is essential to investigate the relevance of History learning toward the internalisation of patriotism, which is one of the values placed alongside national identity within the RMK13 nation-building agenda.

Literature Review

Theoretical Framework

Cognitive Constructivism Theory explains that learning occurs actively when students construct new knowledge by connecting it to their existing cognitive structures through the processes of assimilation and accommodation (Piaget 1970). In the context of History Education, this theory is suitable for explaining how students construct meaning regarding historical events, societal development, and the nation through the processes of understanding, interpreting, and reflecting, rather than merely memorizing facts. This principle aligns with the goals of STPM History, which emphasize historical thinking, source evaluation, understanding cause and effect, and civic responsibility. In this study, Cognitive Constructivism Theory is used as a foundation to explain how STPM Malaysian History

learning practices provide experiences that enable students to construct a meaningful understanding of the nation's history, which is subsequently tested for its relationship with the internalisation of patriotism. This theory is not used to claim that History learning causes patriotism, but rather to provide a conceptual rationale that both constructs potentially have a relationship among Form Six students.

Semester 1 STPM Malaysian History Learning

The Thirteenth Malaysia Plan 2026 to 2030 (RMK13) has outlined the strategies of "Strengthening Patriotism" and "National Identity" as one of the essential pillars in nation building (Ministry of Economy 2025). This goal has a clear relationship with the objectives of the STPM History syllabus, which aims to produce Malaysian citizens who are knowledgeable, patriotic, globally minded, and who support and realise the vision of Malaysian nation building (Malaysian Examinations Council 2024). Semester 1 STPM Malaysian History is designed to help students study the country's development chronologically and thematically from the year 1800 to 2000.

According to a study by Nor Azhani Mohd Tohar et al. (2019), through the internalisation of the homeland's history, students can deeply understand the condition of the society and the nation. The content of STPM Malaysian History is organised into three main themes. Theme 1, which is the Political and Administrative System in Semester 1 STPM Malaysian History, provides exposure to the administrative changes that occurred before and after independence as well as the development of the country's political institutions. Meanwhile, Theme 2 of STPM Malaysian History discusses Transformation, Society, and Economic Development. This theme helps students understand the developments that occurred in terms of the social, economic, and educational aspects in Malaysia. Learning about the arrival of the Chinese, Indian, and Indonesian communities to Malaya helps students comprehend the formation of a pluralistic society in Malaysia. Furthermore, Theme 3 examines the Resistance movements, Nationalism, and Nation Building, which focuses on the reactions of the local community towards foreign colonisation, the struggle for independence, and the efforts made to build a nation state (Malaysian Examinations Council 2024). Through this content, students learn about historical events while having the opportunity to connect past experiences with issues of citizenship, societal diversity, and national development.

This significance aligns with the findings of the study by Ahmad Nasran et al. (2024), which explained that the cultivation of a patriotic spirit through the History subject is indeed important in students' lives. Therefore, Semester 1 STPM Malaysian History learning becomes an effective vehicle for cultivating the spirit of patriotism. In the context of this study, this position is important because patriotism and national identity are also given priority in the RMK13 nation building agenda.

Patriotism Internalisation and National Identity

In Malaysia, the understanding of patriotic values and national identity is crucial to be examined among Form Six students as a youth group because they are studying the STPM Malaysian History subject, which is packed with the history of nation building. The importance of strengthening these values aligns with the national aspirations in RMK13, which emphasizes patriotic values and highlights national identity and character to ignite the spirit of love for the country among the citizens.

To measure the level of patriotism, several studies show varying results depending on how the subject is taught. A study conducted by Asmahani Muhthar and Md Hafis Khairuddin (2024) involving 1200 students through stratified random sampling in Malaysia and Indonesia found that the level of patriotism practices among Malaysian students is at a high level (mean = 4.19, standard deviation = 0.553). This study proves that Malaysian students have higher patriotism internalisation and practices compared to students in Indonesia (mean = 4.11, standard deviation = 0.515). In the context of higher education, Ahmad Fkrudin et al. (2025) reported a significant positive relationship between teaching practices and the understanding of the *Rukun Negara* ($r = 0.752, p < 0.01$). Although both studies used different populations and educational contexts, these findings collectively indicate that teaching and learning experiences have an empirical relationship with the understanding of national values. Although these figures show positive results, specific research on Form Six students are still needed. This situation is supported by Parvathy Rajan Naidu et al. (2021), who stated that the school environment and the way teachers teach are the main factors associated with the formation of students' noble values.

However, a study by Hasnita Ku Samsu et al. (2018) explaining the approach to strengthening patriotism through the curriculum found that there is still a gap in students' understanding of patriotism implemented through formal education. This is because a handful of students view the History subject merely as an academic subject to pass examinations rather than internalising the taught subject content. Meanwhile, Saraswathy et al. (2018) emphasized in their study that patriotic sentiments as a love for the country do not emerge naturally. Therefore, this study supports the need for History education in fostering students' understanding of the patriotic spirit.

Based on the literature review, there are three main gaps that justify this study. Firstly, previous studies have predominantly involved mainstream secondary school students and higher education institutions, whereas research focusing on Form Six students within the context of STPM Malaysian History remains limited (Muhthar & Khairuddin 2024; Ahmad Fkrudin et al. 2025). Secondly, an empirical gap still exists in explaining whether History learning experiences are related to the internalisation of patriotism, considering that History learning does not necessarily translate automatically into the internalisation of values. Thirdly, evidence specifically linking STPM History learning with the current agenda of RMK13 is also still limited, whereas RMK13 places the strengthening of patriotism and national identity as a strategy in nation building. Therefore, this study examines the relationship between STPM Malaysian History learning practices and the internalisation of patriotism among Form Six students to provide more specific empirical evidence within the pre university context and the aspirations of RMK13.

Research Objectives

Based on the problem statement, this study was guided by three main objectives:

1. To identify the level of STPM Malaysian History learning practices among Form Six students.
2. To identify the level of patriotism internalisation among Form Six students.
3. To analyse the relationship between STPM Malaysian History learning practices and patriotism internalisation among Form Six students.

Research Questions

To achieve the stated objectives, the following research questions were formulated:

1. What is the level of STPM Malaysian History learning practices among Form Six students?
2. What is the level of patriotism internalisation among Form Six students?
3. Is there a significant relationship between STPM Malaysian History learning practices and patriotism internalisation among Form Six students?

Research Hypotheses

H₀: There is no significant relationship between STPM Malaysian History learning practices and patriotism internalisation among Form Six students.

Methodology

Methodology is essential in conducting a research study as it encompasses the methods, techniques, and approaches used to achieve the research objectives and goals.

Research Design

This study adopts a descriptive and correlational quantitative approach to identify the level of STPM Malaysian History learning practices among Form Six students as well as patriotism internalisation among Form Six students. To address the objective regarding the relationship between STPM Malaysian History learning practices and patriotism internalisation among Form Six students, correlational analysis was utilized as an extension of the analysis without altering the research design, in accordance with educational research practices (Creswell & Creswell 2018; Pallant 2020).

Study Sample

The population for this study consists of Semester 1 STPM 2025/2026 students at a Form Six College located in Shah Alam. The study sample comprises 204 Semester 1 Form Six students. Purposive sampling was employed to conduct this study. The selection criterion for respondents was Semester 1 Form Six students who were enrolled in Semester 1 and undergoing STPM Malaysian History learning.

Research Instrument

A research instrument is a medium used to collect data for analysis. According to Mohd Najib (1999), questionnaires are more suitable and effective for studying larger populations. This questionnaire instrument was adapted from a previous study, namely Ahmad Fkrudin Mohamed Yusoff, Norfarahi Zulkifli and Azlina Muhammad (2025), to ensure the validity and reliability of the items used in this study. Items in Section A utilize multiple-choice options for respondents. Items in Sections B and C utilize a 5-point Likert scale. The research instrument is divided into three sections as shown in Table 1 below:

Section	Description	Number of Items	Answer Scale
A	Respondent Demographics	4	Multiple Choice
B	STPM Malaysian History Learning Practices	6	Likert Scale
C	Patriotism Internalisation	8	Likert Scale

Validity and Reliability

To ensure the quality and reliability of the instrument, this study referred to the Cronbach's Alpha reliability coefficient. The analysis revealed that the STPM Malaysian History Learning Practices construct demonstrated good internal consistency ($\alpha = 0.830$), while the Patriotism Internalisation construct recorded an excellent internal consistency ($\alpha = 0.939$). Both values significantly exceed the minimum threshold of 0.70 recommended in social science research (Nunnally & Bernstein 1994).

Data Collection Procedures

The data collection for this study was conducted online by distributing the questionnaire link to the respondents via the WhatsApp application. The instrument was developed using the Google Forms platform with an automatic control setting that limited each respondent to a single response to prevent data duplication errors. Furthermore, the 'required' feature was applied to every item to ensure that no missing values occurred during the completion process. This preliminary preventive measure is critical to guarantee the completeness of the obtained data, thereby enhancing the validity and accuracy of the subsequent statistical analysis.

Data Analysis

The data collected via Google Forms were analysed descriptively using the Statistical Package for the Social Sciences (SPSS) Version 29.0 software. Descriptive statistics were utilised to obtain the frequency and percentage values corresponding to the first and second research objectives. The descriptive method was applied, and all analysed findings will be presented in tables displaying the frequency, percentage, mean, and standard deviation (SD), as depicted by the average mean scores in Table 2.

Table 2

Average Mean Score and Interpretation

Average Mean Score	Interpretation
1.00 - 2.33	Low
2.34 - 3.66	Moderate
3.67 - 5.00	High

(Source: Adapted from Hasnah and Jamaludin 2017)

To address the third objective, the analysis of the relationship between the inculcation of patriotism through History learning and the internalisation of patriotism by students was conducted using the Pearson correlation test. The strength of the relationship is based on the scale presented in Table 3.

Table 3

Interpretation of Correlation Coefficient Strength

Correlation Value (r)	Interpretation
0.70 - 1.00	Very High
0.50 - 0.69	High
0.30 - 0.49	Moderately High
0.10 - 0.29	Low

0.00 - 0.09

Negligible

(Source: Adapted from Davies, 1971)

Findings*Respondents' Demographic Information*

Table 4

Demographic Analysis of Respondents

Category	Demographic Characteristics	Frequency	Percentage (%)
Gender	Male	60	29.4
	Female	144	70.6
Ethnicity	Malay	167	81.9
	Chinese	4	2.0
	Indian	18	8.8
	Others	15	7.4
Location	Urban	197	96.6
	Rural	7	3.4

Based on Table 4, a total of 204 respondents completed this questionnaire, encompassing gender, ethnicity, and location. In terms of gender, 60 respondents (29.4%) were male, whereas 144 respondents (70.6%) were female. This indicates a higher participation rate among female respondents compared to males. Furthermore, regarding ethnic demographics, the majority of respondents were Malay, comprising 167 individuals (81.9%), followed by Indian respondents with 18 individuals (8.8%), other ethnic groups with 15 individuals (7.4%), and the remaining 4 respondents (2.0%) were Chinese. Meanwhile, in terms of location, 197 respondents (96.6%) were from urban areas, while 7 respondents (3.4%) were from rural areas. Overall, the majority of the respondents were female, Malay, and from urban areas.

Descriptive Statistics

Table 5

Analysis of Semester 1 STPM Malaysian History Learning Practices

Item	Statement	Mean	SD	Level
1	I enjoy learning about historical events in the classroom.	4.24	0.718	Very High
2	The teacher uses various teaching methods to enhance my understanding.	4.48	0.698	High
3	Learning history helps me understand our country better.	4.29	0.682	High
4	The content learned is related to current national issues.	4.12	0.785	Very High
5	The teaching delivered by the teacher has an impact on shaping the spirit of patriotism within me.	4.24	0.720	Very High
6	The teacher always ensures that students can understand every teaching content delivered effectively.	4.47	0.697	High
	Overall Average	4.30	0.527	High

Data Analysis Description

The data analysis in Table 5 indicates that, overall, the respondents had a positive learning practice experience and the level of patriotism inculcation was high. This is evidenced by the recorded overall mean score of 4.30 with a standard deviation (SD) of 0.527.

Based on the item details, the highest mean score was recorded for the item "The teacher uses various teaching methods to enhance my understanding" with a mean = 4.48 (SD = 0.698). This finding indicates that the majority of respondents strongly support that the variety of teaching methods is effective in enhancing their comprehension. This is closely followed by the item "The teacher always ensures that students can understand every teaching content delivered effectively," which also recorded a high mean score of 4.47 (SD = 0.697).

Furthermore, the item "Learning history helps me understand our country better" recorded a mean score of 4.29 (SD = 0.682). The item "I enjoy learning about historical events in the classroom" and the item "The teaching delivered by the teacher has an impact on shaping the spirit of patriotism within me" both shared the same mean score of 4.24, with a very marginal difference in standard deviation (SD = 0.718 and SD = 0.720, respectively). Meanwhile, the item "The content learned is related to current national issues" recorded the lowest score compared to the other items, yet it still falls under the high-level classification with a mean value of 4.12 (SD = 0.785).

Table 6

Level of Form Six Students' Patriotism Internalisation Through Semester 1 STPM Malaysian History Learning

Item	Statement	Mean	SD	Level
1	I am always loyal to my country.	4.53	0.697	High
2	The rule of law is guaranteed by an independent judiciary.	4.37	0.793	Very High
3	Malaysian citizens must be loyal to King and Country.	4.69	0.578	High
4	Every Malaysian citizen is responsible for defending the Constitution.	4.66	0.587	High
5	I will not betray my country.	4.61	0.675	High
6	I understand Malaysian history to love my homeland.	4.50	0.662	High
7	I abide by the Rukun Negara and the National Constitution.	4.58	0.634	High
8	I always respect my peers regardless of ethnicity, religion, and culture.	4.60	0.669	High
Overall Average		4.57	0.557	High

Data Analysis Description

Table 6 presents the mean and standard deviation for the items measuring the level of patriotism internalisation. The descriptive analysis indicates that the level of patriotism internalisation among Form Six students is high, with an overall mean score of 4.57 and a standard deviation (SD) of 0.557. Within this construct, the item "Malaysian citizens must be loyal to King and Country" recorded the highest mean score at 4.69 (SD = 0.578), followed by "Every Malaysian citizen is responsible for defending the Constitution" with a mean score of

4.66 (SD = 0.587). Subsequently, the item "I will not betray my country" recorded a mean score of 4.61 (SD = 0.675). The item "I always respect my peers regardless of ethnicity, religion, and culture" recorded a mean of 4.60 (SD = 0.669), the item "I abide by the Rukun Negara and the National Constitution" showed a mean of 4.58 (SD = 0.634), and the item "I am always loyal to my country" recorded a mean of 4.53 (SD = 0.697). All items fell under the high level category.

Correlation Analysis

Correlation analysis was used to examine the relationship between the inculcation of a patriotic spirit through History learning and the internalisation of patriotism by students.

Table 7

Relationship Between Semester 1 STPM Malaysian History Learning Practices and Patriotism Internalisation

Variable	N	Correlation Coefficient (r)	Sig. (p)
Inculcation of Patriotism Through History Learning and Patriotism Internalisation by Students	204	.520**	.001

Correlation is significant at the $p < 0.01$ level.

Data Analysis Description

According to Davies' (1971) interpretation, the value of $r = 0.520$ falls into the strong category, where values between 0.50 and 0.69 indicate a high relationship between the variables. Furthermore, this study demonstrates that the inculcation of a patriotic spirit through History learning is significantly and positively associated with the students' level of internalisation. The significance value of $p = 0.001$ indicates that this result is statistically significant at the $p < 0.01$ level. Consequently, the null hypothesis (H_{01}) - which states that there is no significant relationship between the inculcation of patriotism through History learning and the internalisation of patriotism by students-is rejected.

Semester 1 STPM Malaysian History Learning Practices

The study findings for Semester 1 STPM Malaysian History learning practices demonstrate a positive learning experience and a high inculcation of a patriotic spirit through History education, recording an overall average mean score of 4.30 and a standard deviation (SD) of 0.527. This result proves that History learning is effective in cultivating awareness of patriotic values among Form Six students.

The highest mean score recorded for the item on the use of various teaching methods indicates that varied teaching and learning approaches, such as discussions, presentations, and group work during History lessons, successfully enhance students' experience and understanding of the Form Six History content. This is supported by the study of Ahmad Nasran Mohd Zahari and Ahamad Jama'Amin Yang (2024), which identified learning activities, exercise explanation and reinforcement, question-and-answer sessions, and teacher role modelling as key mechanisms in cultivating patriotic values through History Education. Therefore, the high score for the use of various methods in this study demonstrates that students do not merely receive historical content passively but also undergo an active learning process involving a variety of pedagogical approaches.

The prominent role of the teacher in these findings also aligns with the study by Parvathy Rajan Naidu et al. (2021). That qualitative study emphasized that teachers and school administrators are vital components in fostering patriotic practices among secondary school students. In conclusion, these studies explain that teachers act as mediators connecting the curriculum content with the understanding constructed by students regarding historical events, society, and the nation. This strongly aligns with the focus of the Thirteenth Malaysia Plan (RMK13), which aims to strengthen patriotism and national identity to ensure these values are appreciated and practically internalised by citizens (Ministry of Economy 2025).

Level of Form Six Students' Patriotism Internalisation Through Semester 1 STPM Malaysian History Learning

Based on the findings of this study, the level of patriotism internalisation among Form Six students was found to be at a high level, with an average mean score of 4.57 and a standard deviation of $SD = 0.557$. This mean value reflects that students possess a highly positive attitude toward patriotism, particularly regarding loyalty to King and Country, abiding by the Constitution and Rukun Negara, rejecting betrayal of the nation, and respecting the religions and cultures of diverse ethnic groups. This finding is supported by previous research by Siti Hafizah Yusop et al. (2024), which indicated that the majority of youth exhibit a high level of patriotism, particularly in terms of love for the country.

However, there are also previous studies that contradict these findings. The Malaysian Youth Index (IBM) reports from 2015 to 2019 found that patriotism among youth remained at a moderate level (Mohd Mursyid 2020). The author also emphasized that youth patriotic values remain 'loose and low' when evaluated through actual practice and active engagement, rather than through survey questionnaires. This contradiction highlights why the government emphasizes the inculcation of patriotism among Malaysians, particularly school students, as they will form the next generation of national leaders by 2030. Therefore, the aspirations of the Thirteenth Malaysia Plan (RMK13) must be implemented starting at the school level so that strategies to "re-engineer the social system based on MADANI values" and "strengthen patriotism and national identity" can be realized before 2030.

Relationship Between the Inculcation of Patriotism Through History Learning and Patriotism Internalisation by Students

The results of the Pearson correlation analysis indicate a strong relationship between the inculcation of a patriotic spirit through History learning and the students' level of internalisation, recording a value of $r = .520$ with $p = 0.01$, representing a statistically significant and strong positive correlation. This finding aligns with the study by Rina Fakhizan et al. (2019), which revealed that the Malaysian Studies course offered at polytechnics enables students to effectively internalise the concept of patriotism. Similarly, in the field of civic education, Ahmad Fkrudin et al. (2025) found a strong positive relationship between teaching practices and the understanding of the Rukun Negara. Although these studies utilized different constructs and target populations, they demonstrate a consistent trend, where the educational experiences undergone by students are closely linked to patriotic values and national identity.

From the perspective of Cognitive Constructivism Theory, students do not passively receive historical facts. Rather, they construct understanding by connecting new information with

their existing knowledge and experiences. In STPM Malaysian History, learning about political developments, pluralistic society, nationalism, independence, and nation building provides the cognitive foundation for students to comprehend their role within Malaysia. The findings of this study demonstrate that a strong relationship exists between education and the internalisation of patriotism.

Based on the Thirteenth Malaysia Plan (RMK13), national development must progress in tandem between technical skill acquisition and the cultivation of values and leadership. RMK13 emphasizes the MADANI Citizen concept, which outlines the development of a knowledgeable, integrity driven, and resilient generation. Simultaneously, the national education system is strengthened to instill patriotism and national unity. Therefore, it is evident that Semester 1 STPM Malaysian History plays a vital role in producing patriotic Malaysian citizens to guarantee the prosperity and well-being of the nation.

Implications of the Study

The findings of this study carry significant implications for the implementation of teaching and learning (PdPC) of Semester 1 STPM Malaysian History in efforts to reinforce the inculcation of patriotism and national identity among Form Six students. The high levels of practice and internalisation illustrate that the History subject functions effectively as a medium for imparting historical knowledge, shaping national identity, and instilling a patriotic spirit. This clearly demonstrates that the findings align with the aspirations of the STPM History curriculum, which aims to produce Malaysian citizens who are knowledgeable, patriotic, globally minded, and committed to upholding and realising the vision of nation building (Ministry of Education Malaysia 2024).

Furthermore, the findings of this study regarding various pedagogical methods imply that the implementation of teaching and learning needs to be more student centred, considering that Form Six students consist of mature young adults. Approaches such as discussions, presentations, group work, and debates can help students connect with the spirit of patriotism more effectively. This is consistent with research findings indicating that student centred pedagogy can enhance students' understanding and internalisation (Ahmad Nasran Mohd Zahari & Ahamad Jama'Amin Yang 2024).

Recommendations for Future Research

Several future studies can be recommended based on the findings and limitations of this study. In the future, research could employ a quasi experimental design to evaluate the effects of specific teaching methods in STPM History teaching and learning, such as cooperative learning, project based learning, or historical source analysis, on the internalisation of patriotism. Furthermore, future research is also recommended to involve a broader sample encompassing Form Six students from various states, school types, and socioeconomic backgrounds to enhance the generalisability of the study findings. Comparisons between urban and rural school contexts also have the potential to provide a more comprehensive overview of the internalisation of patriotism among students.

Conclusion

The findings of this study prove that learning which integrates interactive aspects and connections to current issues is effective for students' understanding and internalisation of Semester 1 STPM Malaysian History. The high mean scores for all three constructs, namely the inculcation, understanding, and internalisation of patriotism, prove that the History subject plays a vital role in shaping a patriotic spirit among Form Six students, aligning with the focus of the Thirteenth Malaysia Plan (RMK13). Overall, this study explains that Semester 1 STPM Malaysian History learning is a crucial vehicle in realising the aspirations of RMK13, particularly in producing a patriotic younger generation.

References

- Mohamed Yusoff, A. F., Zulkifli, N., & Muhamad, A. (2025). Konsep Rukun Negara melalui pengajaran dan pembelajaran kursus Falsafah dan Isu Semasa di politeknik. *Malaysian Journal of Social Sciences and Humanities (MJSSH)*, 10(3), e003301. <https://doi.org/10.47405/mjssh.v10i3.3301>
- Mohd Zahari, A. N., & Yang, A. J. (2024). Pembudayaan nilai patriotisme melalui mata pelajaran Sejarah dalam strategi pengajaran guru sekolah rendah: Satu tinjauan umum. *Jurnal Wacana Sarjana*, 8(1), 1–10.
- Ibrahim, A. (2025, July 31). *Ucapan pembentangan Rancangan Malaysia Ketiga Belas 2026–2030 di Parlimen Malaysia* [Speech]. Putrajaya, Malaysia.
- Bahagian Pembangunan Kurikulum. (2017). *Dokumen Standard Kurikulum dan Pentaksiran (DSKP) Sejarah Tingkatan 4*. Kementerian Pendidikan Malaysia.
- Institut Penyelidikan Pembangunan Belia Malaysia. (2019). Nilai patriotisme belia Malaysia. *Malaysian Journal of Youth Studies*, 16(1), 1–24.
- Kementerian Pendidikan Malaysia. (2013). *Pelan Pembangunan Pendidikan Malaysia 2013–2025*.
- Kerajaan Malaysia. (2026). *Rancangan Malaysia Ketiga Belas 2026–2030: Buku utama: Melakar semula pembangunan*. Kementerian Ekonomi Malaysia.
- Keskin, A., & Sağlam, C. (2021). A comparative review of articles on education of patriotism: A thematic analysis. *International Journal of Progressive Education*, 17(1), 1–24.
- Ku Samsu, K. H., Adnan, Z. H., Ab Razak, R. R., Lee, Y. F., & Muhammad, Z. (2018). Tahap patriotisme mahasiswa di universiti awam Malaysia. In *e-Prosiding Persidangan Antarabangsa Sains Sosial dan Kemanusiaan 2018* (23–24 April 2018). Kolej Universiti Islam Antarabangsa Selangor.
- Lee, B. N. (2026). Peranan Pendidikan Sejarah dalam membentuk identiti Sabah: Suatu kajian di Negeri di Bawah Bayu. *Jurnal Pemikir Pendidikan*, 14(1), 138–151. <https://doi.org/10.51200/jpp.v14i1.7534>
- Kiamsin, L. @ L., & Talin, R. (2018). Kaedah pengajaran Sejarah yang diminati pelajar dan justifikasinya. *Malaysian Journal of Social Sciences and Humanities (MJSSH)*, 3(2), 137–145.
- Lukmanulhakim, N. N. (2020). Kaedah pembentukan identiti nasional dalam universiti awam di Malaysia. *Jurnal Peradaban Melayu*, 15, 1–9. <https://doi.org/10.37134/peradaban.vol15.1.2020>
- Majlis Peperiksaan Malaysia. (2024). *Sukatan pelajaran Peperiksaan Sijil Tinggi Persekolahan Malaysia (STPM) yang dimurnikan: 940 Sejarah* (Digunakan mulai Semester 1 STPM 2025/2026).
- Abdul Ghafar, M. N. (1999). *Penyelidikan pendidikan*. Penerbit Universiti Teknologi Malaysia.

- Arshad, M. M. (2020, September 10). Patriotisme belia: Mendukung janji diri. *Astro Awani*. <https://www.astroawani.com/berita-malaysia/patriotisme-belia-mendukung-janji-diri-258671>
- Mohd Tohar, S. N. A., Ani, F., & Razali, A. (2019). Penerapan identiti nasional melalui Sejarah: Membina kelestarian insan dalam kalangan generasi muda. *Journal of Techno-Social*, 11(1), 54–60. <https://doi.org/10.30880/jst.2018.11.01.007>
- Muhthar, A., & Khairuddin, M. H. (2024). Pelaksanaan kurikulum dalam meningkatkan persepsi nilai patriotisme: Satu tinjauan di Malaysia dan Indonesia. *Munsi: Jurnal Pengajian Sejarah*, 2(1), 37–55. <https://doi.org/10.37134/munsi.vol2.1.3.2024>
- Piaget, J. (1970). *Psychology and epistemology: Towards a theory of knowledge*. Grossman.
- Rajan Naidu, P., Majid, N. A., & Nachiappan, S. (2021). Pengaruh sekolah terhadap amalan semangat patriotisme dalam kalangan pelajar sekolah menengah. *Evaluation Studies in Social Sciences*, 2(1), 22–28. <https://doi.org/10.37134/esss.vol2.1.4.2021>
- Muslim, S., Zainal Abidin, N. A., Ma'dan, M., & Trisiana, A. (2023). Pengetahuan generasi muda terhadap gagasan Rukun Negara. *Applied History Journal of Merong Mahawangsa*, 1, 71–81. <https://doi.org/10.32890/ahjmm2023.1.5>
- Thurairaj, S., Mogan, S., Abas, A. M., Sarwan Singh, K. K., & Kumarasamy, J. (2018). Makna patriotisme kepada rakyat Malaysia: Satu kajian kuantitatif ke arah pengukuhan jati diri dan negara bangsa. *Jurnal Sultan Alauddin Sulaiman Shah*, 5(2).
- Schofield, J. W. (2007). Sampling in quantitative research. In P. Alasuutari et al. (Eds.), *The SAGE handbook of social research methods*. SAGE.
- Yusop, S. H., Misran, N., Kamal, N., Abu Zahrin, S. N., Mohd Salleh, N., Wan Ahmad, W. N. A., & Syed Sahuri, S. N. (2024). Tahap patriotisme golongan muda di Malaysia: Satu tinjauan literatur. *Sains Insani*, 9(1), 93–102. <https://doi.org/10.33102/sainsinsani.vol9no1.628>
- Zakaria, N., Salleh, H., Razak, M. A., Rahman, A., Harun, A., & Hasnul. (2021). Penerapan nilai patriotisme dalam pengajaran Sejarah sekolah rendah: Cabaran pelaksanaannya dalam kalangan guru pelatih. *International Journal of Education and Training (InjET)*, 7.