

Inculcation Of Integrity Values Among Secondary School Students Through History Subject

Jaya Murugan Chandran^{1*}, Abd Razak Zakaria^{2*}, Zaharah Hussin³

^{1,2,3}University of Malaya, Malaysia.

ABSTRACT:

This study was conducted to examine the extent to which the application of integrity values among secondary school students is implemented through the teaching and facilitation of History subjects. This study is also different from previous studies that are more focused on moral values in other subjects. This study was conducted in the city of Seremban involving three cluster schools and form four students as the study sample. Besides, the teachers selected as the study sample were those who had at least eight years of experience teaching History subjects. Qualitative methods were used in the study to obtain detailed information on the implementation of the application of integrity values through PdPc History subjects. Study data obtained from the PdPc observation of History subjects, interviews, and SKPMG2 documents of History teachers were referred to in the triangulation of study findings. Open-ended questions were also given to students to assess the PdPc of History subject teachers. The findings of the study show that as a result of the three methods used, students were given exposure to the content of History subjects along with the value of integrity. It is applied in their learning and facilitation and behavior in school. Pupils were found to have a high spirit to delve into topics in History subjects with different methods. Pupils were confident that various strategies and methods can attract and increase their interest and create a learning environment that can instill the value of integrity in themselves. In conclusion, although teachers have applied the value of integrity, some topics of History subjects still need to improve the content to include the elements of patriotism. Quality student outcomes can be formed with the application of integrity values through more effective teaching and learning methods and strategies. Our country will also be able to achieve the status of a country free from the grip of corruption and malpractice.

Keywords: Integrity, Honest, Sincere, True, Transparent, Stick to Principles, Openness

INTRODUCTION

History is now a subject that is made a compulsory subject in Malaysian education, especially at the Malaysian certificate of education (SPM) level. Previously, this subject became a non-compulsory core subject and therefore students did not care much about this subject. When this subject was compulsory in 2003, it began to be given special attention because the subject of History became one of the conditions to pass to obtain a certificate. History is the lifeblood of the development of students' sense of identity and the feeling of fighting for the country within the students themselves (Ahmad Hussin,

1993). Historical Education is also a catalyst for the progress of a nation and civilization (Siti Zainun Mat., 1988).

The history of past civilizations is a guide and lesson to the countries of the world today. The struggles of former activists national figures are also an upliftment to the development of the country today (Abd Rahim Abd Rashid, 1999). History subjects have the potential to produce human beings who are the pillars of national success. Whatever drastic action, whether systematic action or otherwise will have an impact in the future (SuffeanHussin, 2004). The value of Integrity has begun to be implemented indirectly in the administration of the country since Malaya became a country free from the clutches of the colonialists. From the era of the first Prime Minister Tunku Abdul Rahman Putra Al-Haj until the 1970s, integrity in the administration of the country brought Malaysia to a more stable level. The implementation of the New Economic Policy, Rukun Negara Principles, the First Malaya Plan, and beyond continue to hold on to the value of integrity which is the pillar of national success (Maharom Mahmood, 2001).

Recently, issues involving integrity, especially among civil servants, have become a major challenge for the country. The National Anti-Corruption Commission outlines that practices involving corruption, abuse of power, breach of trust, malpractice are most common involving a handful of individual civil servants (MegatAyopMegat Arifin, 2016). Although not everyone is involved in this breakdown of ethical values and integrity, it still has an impact on all civil servants in the country (Siddiquee, 2010). The public sector which is the driving force behind the implementation of national administration to the grassroots supports the principle of integrity in performing their respective duties and responsibilities to provide the best service to all walks of life with their best efforts (Leong, 2006). Recognizing the importance of integrity among the community, especially in the civil service and government departments, the Government has prepared a guideline and implemented the National Integrity Plan (PIN). This plan was developed to cultivate a culture of ethics and integrity among all levels of Malaysian society, especially civil servants (Anis YusalYusoff and Mohd Nizam Mohd Ali, 2018). Such a plan allows the government to plan various programs regularly to cultivate ethics and community integrity (Brandy, &Bauml, 2018).

In the Transparency International (TI) global anti-corruption index of corruption and malpractice index released by the 2016 Corruption Perceptions Index (CPI), an annual study measuring the level of corruption perceptions in 176 countries around the world has shown worse performance in 2016 compared to 2015. The survey revealed that Malaysia shares 55th place with Croatia, and the CPI score has dropped from 50 to 49, on a scale from 0 (seen as very damaged) to 100 (seen as very clean) ([HTTPS: //www.transparency.org / en/countries / Malaysia #](https://www.transparency.org/en/countries/Malaysia)).

Therefore, fostering the value of integrity through the subject of History at the school level should be implemented with more effective methods and strategies (Larry R. Churchill, 1982). A generation that is nurtured with the spirit of love for the country with the values of integrity will make the country famous in the world (Jamaliah Shaik Abdullah, 2005). The syllabus and content in this subject encourage students to appreciate each content theme more efficiently. The impact is certainly impressive with the involvement of various activities that lead towards appreciating the value of integrity (Gianluca Gini, TizianaPozzoli, Shelley Hymel, 2013). Programs that aim to increase this value are given priority by the government as well as non-governmental organizations.

FOCUS OF THE STUDY

Failure to inculcate the value of integrity among the current generation will lead to harm to the country's development. Each country aims for stable development from the perspective of political, economic, and social stability (MohdSidek Hassan. 2010). Development goals will be achieved if the people have a high value of integrity. Honest, trustworthy, accountable, assertive, and responsible practices will help the country achieve balanced and stable development.

There is a lack of attention to the application of the value of integrity among school children, especially secondary students (HaminahSuhaibo, 2007). Methods and strategies in the delivery of History subjects have an impact in shaping individuals who have the potential to become the human capital of the country. Currently, the teaching of History is focused on how to pass students in the subjects. Elements of patriotism and citizenship become secondary in the teaching of History. The application of the value of integrity through civic elements and citizenship requires a consistent process and is implemented more efficiently (Maharom Mahmood. 2001). The application of integrity values among students is not consistently implemented because they think it is less important. Teaching and learning towards exam mode has become a PdPc trend-making goals unattainable.

In the application of the value of integrity, there is a gap among students who have difficult family backgrounds. Pupils with problems caused by family or external factors such as peers, mass media and so on become problems in the application of this value of integrity (Abd Rahim Abd Rashid, 2001). Teachers who have to bear various workloads face difficulties in researching this matter to find a solution. Students who have many problems from family factors will make it difficult for teachers to apply the value of integrity in the student. (Galbraith, Ronald, Jones, &Thomas, 1976). Besides, a large number of students in the class burdens teachers to provide individual attention. Limited teaching time makes it complicated and difficult to apply. At the same time, students also find it difficult to apply the moral values that teachers try to apply (Nucci & Weber, 1995). Therefore, all these gaps need to be

overcome with effective methods. This study hopes to find a solution to the problems that exist in applying the value of integrity among high school students.

RESEARCH OBJECTIVES

This study aims to obtain in-depth information on the effectiveness of cultivating the value of integrity among students through teaching and facilitation in schools. Therefore, several study objectives are set to drive this study. This study will answer some of the issues of the research questions as a) To what extent are History subject teachers willing to apply the value of integrity among students and b) What are the problems faced by students in applying the value of integrity in the History subject?

METHODOLOGY

The research methodology is very important in stating the research process conducted. The researcher uses qualitative methods to obtain information from interviews to be developed and then answer research questions (Mohd. Majid Konting. 2000). Through the information obtained, the researcher can assess the level of mastery and implementation of the value of integrity among secondary school students through the standard learning document of secondary school History subjects. This is in line with the true definition or definition of Integrity in the concept of national policy, highlighting and development as well as the role of morality, ethics, and integrity values used in triggering the formation of a nation (Kamus Dewan. 2002). A study of the characteristics of integrity from the content of the History syllabus of secondary schools is needed to be a source of strengthening this study. Therefore, the effectiveness of the History syllabus content in secondary schools is important in producing the feature of integrity among students.

The researcher will determine the number of informants who can provide information accurately in line with the field of study and understand the situation or problems of the study. This is in line with the statement of Babbie (2002) who said that sampling aims to select study participants based on the researcher's judgment to select the most useful and appropriate sample to meet the needs of the study purpose (Fraenkel, & Wallen, 2006). Second, although in the qualitative study it is stated that the number of samples around 1-7 people is sufficient in the study, the researcher will start with the initial technique of how to collect and select the sample with the 'snowball' technique as suggested by Creswell (2008). With such a strategy, the researcher can identify the actual study sample starting with one sample then increasing the number of samples until the researcher feels sufficient (maximum) (Glaser, & Strauss, 1967). The selection of 'purposive' samples or samples aims to be likely to be informative, easy to obtain, easy to contact, have knowledge and experience. According to Creswell (2008) states that the selection of 'purposive' samples is very good or suitable in qualitative studies

because the selected sample has the information that the researcher wants to know (Krejcie & Morgan, 1970). The interview protocol used in this study was developed by the researcher himself based on a review of the literature review. The researcher decided to choose the interview as a research method because of several factors.

To get answers for this study, interview protocols were used to interview History teachers who specialize in History subjects as well as teachers who do not specialize but have considerable experience in the History subject. All respondents selected were History teachers who are teaching Form four History subjects, teachers who specialize in History subjects. At the same time, some students will also be interviewed according to the suitability of the area and school to stabilize the findings of the study. It is based on the suitability of the study where the researcher is confident to get a response to the objectives of the study from the respondents accurately.

It corresponds to the nature of breadth in the design of qualitative studies, but the researcher presents a total of three teachers and students of each school studied. The selection of informants is carefully selected because it is first determined by the field of experience (teacher) and level (student).

This study was conducted in three schools with the status of Cluster School of Excellence (SKK) in the district of Seremban, Negeri Sembilan. It also includes form four secondary school students, teachers who specialize in History or who have more than eight years of teaching experience in the subject as well as documents from administrative monitoring on History subject teachers (SKPMG2).

FINDINGS

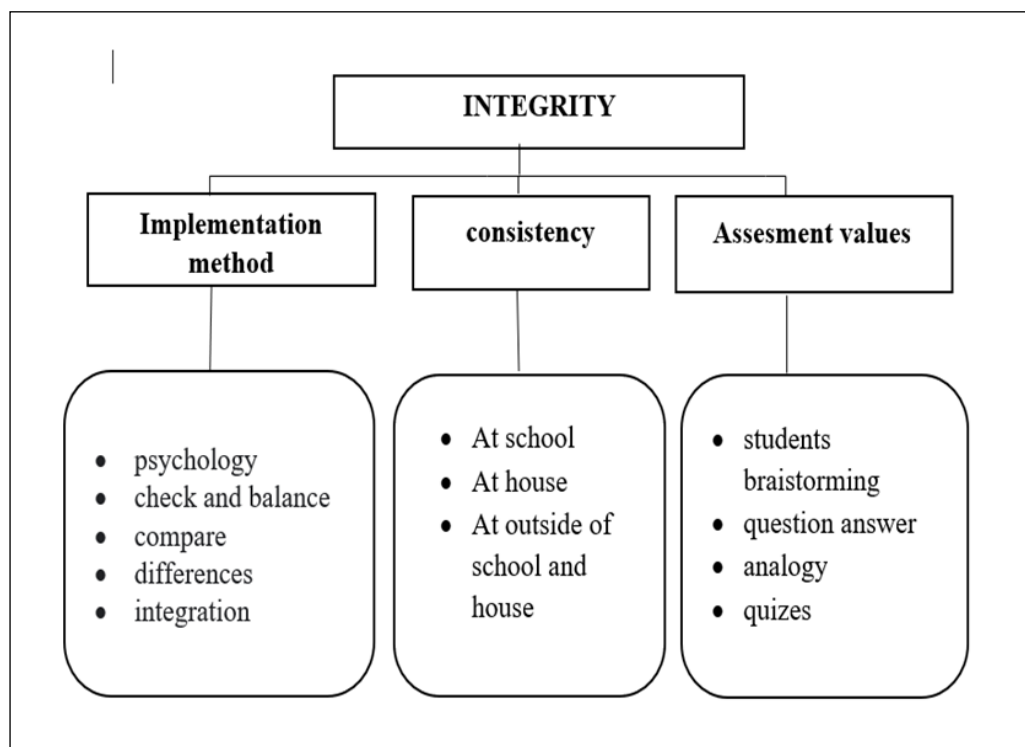
This section describes the findings of a study conducted by three schools that include respondents from teachers and students. In this study, findings from interviews, SKPMG2, and student evaluation of PdPc teachers in the classroom were obtained.

Respondents teachers and students were selected in this study based on the background of the History subject. The school located in the city of Seremban, Negeri Sembilan which is a Cluster School of Excellence is selected so that each school has certain standards of excellence. The selection of teachers who have a specialization in History and teaching experience of the subject for at least 5 years and above is criteria for the researcher to conduct his study. Pupils who are always committed and cooperative are selected by the History teacher of their respective schools to be the study informant.

To achieve the objective of the first study, which is to examine the readiness of teachers in applying the value of integrity through the subject of History among secondary school students, the first research question needs to be answered namely 'To what extent are History subject teachers willing to apply the value of integrity among students?'. It was studied through interview methods, SKPMG2 documents, and student research.

A) Readiness Of Teachers To Apply The Value Of Integrity

Through the findings of the interview, the teacher and student respondents of the first research question can be answered in the theme given below;



The practice of the value of integrity among students is implemented through the subject of History with three important concepts. The first concept is in terms of the method of implementation. The content and input of history are applied to students through civic awareness (psychology), check and balance (check and balance) which examines the input by adapting the current situation, comparing differences in the roles and functions of leaders and contributions and integration that uses input from other subjects or values morals deemed appropriate to be applied in conjunction with the application of current values of integrity to PdPc (Hubbard, 1989).

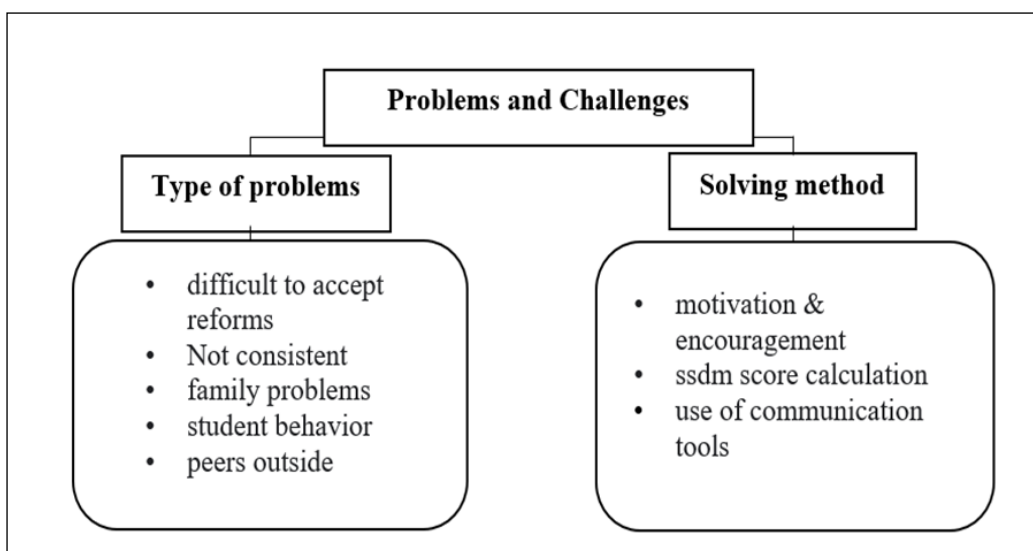
In addition, the frequency or constancy in applying the value of integrity is also important in PdPc History subjects. Findings show that students who are exposed to the practice of moral values through teaching, less or inconsistently apply it while in school, at home, or outside the school and home. When a person has integrity, that value is consistent and proceed long term. Thus, the practice of inconsistent integrity values will stifle the desire to form human beings with integrity.

Assessment of student values is done through student reactions in their activities in the classroom such as brainstorming, question and answer responses, analogies, and quizzes. Direct and

indirect assessment is used in assessing students whether they can apply integrity values or vice versa (Kerlinger, 1973).

B) Problems And Challenges

In answering the next question, teachers and students can present problems and challenges in the implementation of integrity values. It can be found below;



In explaining the findings of the study that answered the research question that is 'What are the problems faced in applying the value of integrity among students?' Several findings were obtained. Some students consider the application of the value of integrity in the subject of History only as a fact. Moreover, events that tell the real experience are only seen as facts that will be evaluated during exams. Thus, the application of values becomes inconsistent and is constantly reminded or needs to be made aware of.

Family backgrounds that do not care about the ethics and practices of their children make it difficult for students to be corrected on the path of integrity. The practice of honesty, sincerity, transparency, and so on needs to be strengthened from an early age in family institutions. It will be expanded while in school. The indifference to the development of children due to financial problems and various family conflicts make children raised in an atmosphere that lacks integrity.

C) Action

Even in school, students are always given motivation, encouragement, and discussion by form teachers, counseling teachers, subject teachers, and so on. The impact goes to all parties if students never practice integrity values in their routine (Susan, 2002). Pupils are also monitored and encouraged

through the Disciplinary Misconduct System (SSDM) by adding 'Good Practices' which encourage students whenever they do or show good practice in school. It can encourage students to have more integrity. The effective use of communication tools such as power points, the effective use of ICT laboratories as well as smartphones will allow students to immerse themselves in History subjects whilst receiving and can receive the application of integrity values.

DISCUSSION

The application of the value of integrity among students through the subject of History can be seen with the analysis conducted by the researcher based on the findings of the study. It is seen from the findings of the study through interviews, SKPMG2 documents, and student observations that the application of integrity values is widespread.

a) HISTORY Teachers & Students

History teachers have a major responsibility in shaping people who are assets to the country. In general, a History teacher can also develop effective teaching methods, approaches, strategies to design meaningful learning, cultivate interest and develop the potential of students as well as being able to organize and plan learning that challenges students' abilities towards thought development and encourages students to think critically, analytically, and creatively (Abd Ghafar Md Din, 2003).

Based on the theory used in this study, Kohlberg (1977) in his theory, individuals have begun to apply rules based on something that has been set by parents, teachers, and community (Lawrence Kohlberg & Hersh, 1977). History teachers play an important role in sketching the rules of life-based on the knowledge of History that contributes to the formation of student personality and subsequently the development of society and the country.

History teachers were capable of storytelling, acting, imagination, communication skills, humor, high intellectual power, and respect by students. The personality of the History teacher that the students liked, became the motivator and role model to the students (Owens,., Coles, Evans, .et, al. 2017). They have the potential to carry out active learning, encourage active student involvement, and provide ample opportunities for students to develop their abilities and potential (Brandy, &Bauml, 2018). It will lead to creativity and innovation, especially in terms of teaching, learning, personality, and the use of various media and learning technology innovations (TajulAriffinNordin, Roslee Ahmad, Rahimawati Abdul Rahim. 2007). Authority and charisma as effective teachers and educational leaders in the teaching of History subjects, they can highlight effective personal characteristics such as sincere, friendly, loving, cheerful, calm, positive and open-minded, wise, considerate, highly motivated, have vision and inspiration as well as the ability to generate change and self-improvement of students as well

as the spirit of striving to become excellent and experts in the field taught and always strive to develop themselves in the teaching profession (Moshe & Kohlberg, 1975). Kohlberg (1977) in his theory stating that children begin to practice moral values from an early age. It is followed by the Conventional level with their obligations over others. The tendency to be one of integrity will lead to the value of loving the needs of others will be implemented at this stage. Form four students who are the involves in this study are seen in level two which is the Conventional level of Kohlberg's theory of moral development. Assume that individuals have begun to apply the rules based on something that has been set by parents, teachers, and the community. In the study done, students have begun to apply what they have learned and the results are derived from their every behavior. Pupils who are instilled with the value of integrity through the subject of History, are deepened and set an example to practice.

In the study conducted, the findings stated that students are experiencing the process of value awareness in themselves into balance. This is because factors such as the influence of friends who are willing to help and are characterized by moral values, the topics of History that are the catalyst to the practice of the value of integrity, the concern of teachers who constantly reprimand and advise him to support the practice of these values occur. At this stage, the teacher's relationship with the learning of topics that touch on the authority of a person of integrity becomes a guide and example for the student to adhere to (Baxter & Rarick, 1987).

At level 4, the students studied in form four comply with the social system and ethics rules through each topic studied. They are also evaluated and scrutinized by their teachers who are constantly reminding and advising them to set a good example to all. Pupils at this stage respect the law based on their confidence in the existing law and are willing to fight for it. Students understand and can practice it when they are in the highest position later. They think moral values are an obligation to maintain the balance and order of society. The application of values in themselves shows the willingness to maintain the harmony of society with the prescribed social rules. For example, students who are teachers, now hold esteemed positions and jobs. The proof, the impact of the application of moral values is evident in their behavior such as being willing to help the siblings in the school they study and various other positive actions are taken. This shows that students who go through level 2 with the application of the value of integrity well, practice it while they occupy the upper level.

Kohlberg (1977) in his theory clearly describes the moral level of students applied according to the appropriate level. In the second stage and starting level 3, students are already starting to think about the good and bad in their lives. At stage 4, they begin to realize, this life becomes an obligation subject to the rules of society and it must be observed to maintain its harmony. However, as a theory used as a basis in this study to explain the stage of application of values cannot prove whether efforts to form students to adulthood later are successful or not. This may be because the study to a

higher level is not long term. Although Lawrence Kohlberg's theory at level 6 says all decisions are taken after consideration in conscience, the impact of this study is seen as unknown at that stage (Lawrence Kohlberg & Hersh, 1977).

b) Problems And Challenges

Teaching and learning carried out in the classroom, many characterize the outpouring of academic knowledge to enable students to pass the examination door step by step. Each level passed is filled with inputs of worldly knowledge especially History subjects which are mostly memorized and answering to the requirements of the questions in the examination. The real goal of this subject is to fail to form a balanced human being in terms of physical, emotional, spiritual, and intellectual (<https://www.moe.gov.my/index.php/dasarmenu/falsafah-pendidikan-kebangsaan>).

What is being practiced now in the country is the implementation of teaching that aims to pass students in examinations alone. Problems and barriers in the teaching of History subject are not fully resolved to ensure the generation of students is fully disciplined. Ethical slippage caused by various factors is likely to be overcome in schools with the teaching of History full of experience input. So, even though the problems and obstacles that arise are small things, but over time have the potential to destroy the dreams and hopes of the country to become a successful country.

Kohlberg (1977) in his study, believes that the moral development that follows the level he goes through will shape the personality in man and it will be his life ethic in the final stages later. Emphasis on the implementation of moral development among students with the assumption that problems in teaching and learning will lead to the next stage of inculcating integrity values among students. The lack of innovation in teaching to be a weakness in imparting historical knowledge to students effectively (Siti Zainun Mat., 1988).

The application of integrity values is not applied consistently among students. In the study, the lack of initial preparation in applying the value of integrity. Ineffective PdPc strategies become some of the major problems or challenges in the application of these integrity values. The views or suggestions by informants who urge to make few changes and add on in topics are reasonable (Tan, 1997). Most of the topics studied are from abroad and consider it less appropriate to inculcate the value of integrity among students. Historical topics that do not emphasize the value of integrity will thwart the goal of forming a generation with integrity in the future.

In addition, the indifference of the student's family itself is an obstacle to the application of integrity values. Pupils have a good relationship with the teacher sharing all the family problems to get a solution. So, parents who are inattentive to their children due to work constraints, financial problems as well as not spending time with their children will bring social symptoms. Although

the concern of teachers can solve their problems in the short term, it can not be solved in the long run. The barriers in the process of inculcating integrity values need to be addressed by all parties. Only then, the dream to build this nation free from malpractice and higher integrity values will come true.

CONCLUSION

A study that focuses more on the effectiveness of the application of integrity values among secondary school students is key for us to design and implement related interventions. After examining the research process conducted, the researcher found that the factors that apply the value of integrity are teachers, schools, friends, and subjects.

Teachers as mentors, motivators, guardians of students can lead this generation towards a better direction without malpractice, abuse of power, corruption, and things that can tarnish the name and dignity of the family, society, and country. In addition, conducive school conditions can help students to create good values in themselves. The existence of these noble values can produce excellent students not only in the academic field but also in the field of co-curriculum. Furthermore, the conducive school environment and complete with learning facilities can facilitate students to learn and in turn, can cultivate a positive attitude in themselves.

The influence of peers in the classroom and school is important in appreciating the noble values in students. The cooperation and diligence of students in carrying out their assigned tasks become an important focus in creating healthy relationships and communication among them. It will lead to intelligent thinking towards the formation of a progressive society and country. In addition, History subjects that can change the behavior and personality of the generation need to be improved with topics that are very relevant to the value of community integrity. National events and experiences need to be applied extensively in the topic of History subjects will make it easier for students to understand and make it a lesson while experiencing it.

Although the practice of appreciating and implementing integrity is done in schools, it is not enough. Apart from the factors discussed in the findings of the study, family factors are a very important aspect of the application of integrity values among students. There is no denying that today's society is too focusing on how to solve the financial problems faced. Therefore, the notion that some people think that the value of love can be exchanged for the property is a big mistake. These increasingly prevalent social symptoms stem from a lack of love from their parents. Therefore, to cultivate good values in children, parents need to always be concerned about their children to build a harmonious family.

REFERENCES

- Abd Ghafar M.D. 2003. Prinsip dan Amalan Pengajaran, Kuala Lumpur: Utusan Distributors Sdn Bhd.
- Abd Rahim Abd Rashid, 1999. Pendidikan Sejarah :Falsafah, Teori dan Amalan. Kuala Lumpur: Utusan Publication & Distributors Sdn Bhd.
- Abd Rahim Abd Rashid. 2001. Nilai-nilai murni dalam pendidikan: Menghadapi perubahan dan cabaran alaf baru. Kuala Lumpur: Utusan Publications & Distributors Sdn. Bhd.
- Ahmad Hussin. 1993. Pendidikan dan masyarakat antaradasar, reformasi dan wawasan, Kuala Lumpur: Dewan Bahasa dan Pustaka.
- Anis Yusaf Yusoff and Mohd Nizam Mohd Ali. 2018. Integrity, Kuala Lumpur: Pusat Ilmu Integriti.
- Babbie, E. & Mouton, J. (2002). The practice of social research. Oxford: O.U.P. p. 281.
- Baxter, G.D. and Rarick, C.A. 1987, Education for the Moral Development of Managers: Kohlberg's Stages of Moral Development and Integrative Education. Journal of Business Ethics 6. 243-248.
- Brandy P. Quinn, Michelle Bauml, 2018, Cultivating a mindset of civic engagement among young adolescents, Vol.42(2)185-200
- Creswell, J. W. (2008). Educational research: Planning, conducting, and evaluating quantitative and qualitative research (3rd ed.). Upper Saddle River, NJ: Pearson Education, Inc.
- Fraenkel, J.R., & Wallen, N.E. 2006. How to design and evaluate research in education, New York: McGraw-Hill.
- Galbraith, Ronald E.; Jones, Thomas M. (1976), Moral Reasoning: A Teaching Handbook for Adapting Kohlberg to the Classroom. Greenhaven Press Inc.
- Gianluca Gini, Tiziana Pozzoli, Shelley Hymel, 2013, Moral disengagement among children and youth: A meta-analytic review of links to aggressive behavior, New York: Wiley
- Glaser, B. G. & Strauss, Anselm L. 1967. The Discovery of Grounded Theory: Strategies for Qualitative Research. Chicago: Aldine Publishing Company. 115-127
- Haminah Suhaibo. 2007. Penerapan Nilai Patriotisme Dalam Kalangan Murid Tingkatan 1 di Sekolah di Kuching. Tesisard. Tidak Diterbitkan. Universiti Malaya.
- Hubbard, L.R. 1989. Personnel Values And Integrity, New York: Bridge Publications.
- <https://www.moe.gov.my/index.php/dasarmenu/falsafah-pendidikan-kebangsaan>.
- <https://www.transparency.org/en/countries/malaysia#>.
- Jamaliah Shaik Abdullah. 2005. Perubahan Kurikulum Pendidikan Sejarah di Malaysia dari Tahun 1978-2000. Projek Sarjana. Universiti Sains Malaysia.
- Kamus Dewan. 2002. ed. Ke-3. Kuala Lumpur: Dewan Bahasa Dan Pustaka
- Kerlinger, F.N. 1973. Foundations of Behavioral Research. 2nd edition. Fort Worth: Holt, Rinehart, and Winston.

- Krejcie, V.R., & Morgan. W.D. 1970. Determining Sample Size for Research Activities, Educational and Psychological Measurement,(30), Duluth: University of Minnesota.
- Larry R. Churchill (1982) The Teaching of Ethics and Moral Values in Teaching, The Journal of Higher Education, 53:3, 296-306
- Lawrence Kohlberg & Richard H. Hersh, 1977. Moral development: A review of the theory, Theory Into Practice, 16:2, 53-59, DOI: 10.1080/00405847709542675
- Leong, H. K. 2006. Malaysia's civil service reform: Mahathir's legacies and Abdullah's challenges. In S. Swee-Hock & K. Kesavapany (Eds.), Malaysia—recent trends and challenges (pp. 195–209). Singapore: ISEAS
- Maharom Mahmood. 2001. Kurikulum Sejarah keArahMemperkuhkan Usaha PemupukanSemangatPatriotikdalamKalangan Murid. PersidanganKebangsaan Pendidikan Sejarah kearahpembentukanwarganegarapatriotik. 8-12 Oktober. Kuala Lumpur.
- MegatAyopMegat Arifin. 2016. JurnalKepentinganbudayaintegriti dan etikakerjadalamorganisasi di Malaysia: Suatu tinjauan umum. Malaysia: ISSN.
- Mohd. Majid Konting. 2000. KaedahPenyelidikan Pendidikan, Kuala Lumpur: Dewan Bahasa dan Pustaka. 105-114
- MohdSidek Hassan. 2010. MembudayakanIntegriti Masyarakat Malaysia, LaporanTahunan 2010, mukasurat4.Malaysia: InstitutIntegriti Malaysia.
- Moshe M. Blatt & Lawrence Kohlberg,1975, The Effects of Classroom Moral Discussion upon Children's Level of Moral Judgment, Journal of Moral Education, 4:2, 129-161, DOI: 10.1080/0305724750040207
- Nucci, L.P., & Weber, E.K. 1995. Social interactions in the home and the development of young children's conceptions of the personal. Child Development, 66, 1438-1452
- Owens, J.S., Coles, E.K., Evans, S.W. et al. 2017, Using Multi-component Consultation to Increase the Integrity with Which Teachers Implement Behavioral Classroom Interventions:
- Siddiquee, N.A., 2010. Combating Corruption and Managing Integrity in Malaysia: A Critical Overview of Recent Strategies and Initiatives. Public Organ Rev 10, 153–171.DOI:10.1007/s11115-009-0102-y
- Siti Zainun Mat. 1988. Pelajaran Sejarah di Sekolah-sekolah di Semenanjung Malaysia 1948-1970an: Satu tinjauan. Tesis Ijazah Sarjana Muda. UniversitiKebangsaan Malaysia, Bangi. 18-23
- SuffeanHussin. 2004. Pendidikan di Malaysia: Sejarah,Sistem dan Falsafah, EdisiKedua. Kuala Lumpur: Dewan Bahasa Dan Pustaka.62-73
- Susan, V.V. 2002. Raising Kids Who Will Make a Difference: Helping Your Family Live with Integrity, Value Simplicity, and Care for Others, Covington, USA: Loyola Press

Nat. Volatiles & Essent. Oils, 2021; 8(4): 5851-5864

TajulAriffinNordin, RosleeAhmad ,Rahimawati Abdul Rahim. 2007, MembinaPelajarCemerlang :EvolusiPembelajaranSepanjang Hayat, Universititeknologi Malaysia.

Tan.S, K., 1997, Moral Values and Science Teaching: A Malaysian School Curriculum Initiative, USM