

**CHALLENGES IN THE CURRICULUM OF THE HISTORY OF COLONIAL MALAYA
1863-1949. (CABARAN DALAM KURIKULUM SEJARAH TANAH MELAYU ERA
KOLONIAL TAHUN 1863-1949.)**

Siti Norba'ayah Ayup¹ & Sahul Hamid Mohamed Maiddin²

Sultan Idris University of Education, Tanjong Malim, Perak
Faculty of Humanities, Sultan Idris University of Education, Tanjong Malim, Perak

<https://doi.org/10.54922/IJEHSS.2024.0794>

ABSTRACT

This article focuses on the main challenges faced in the pre-independence Malaysian history curriculum, which is an important aspect of understanding the historical development of the country. The objective of this article is to examine the extent of the main factors contributing to the challenges in the history curriculum during the colonial era of Malaya from 1863 to 1949. The scope of this article includes the background of the history curriculum to understand these challenges and identify issues affecting the history curriculum in Malaysia. The method used is a qualitative approach, involving the analysis of primary sources such as government files, newspapers, archival documents, and educational reports to understand the curriculum policy and colonial interventions. Secondary sources are also used to support this article. The results indicate that by appreciating past history, we can describe the development of the history curriculum before independence and enhance knowledge in this research. By exposing the challenges faced in the past, we can explore the relevant implications for the modern educational context and propose measures for future improvements. Thus, a deep understanding of the challenges of the pre-independence history curriculum will enrich the country's educational and historical discourse, as well as provide important guidance for the development of the current history curriculum.

Keywords: History Curriculum, Colonial Era, Factors, Malaya, Issues.

1. INTRODUCTION

Prior to independence, Malaysia, known as Malaya or Malay, began to be integrated under the Commonwealth in 1946 before becoming the Federation of Malaya in 1948, which was a field of struggle where colonial powers clashed with local independence aspirations. (Kaspin et al., 2024) colonization by various European powers, especially the British, affected the structure of local society and administration. (Lance E. Davis et al., 1986) this led to the pre-independence history of Malaya is the key to understanding the challenges of the history curriculum at the time. As a region that experienced the influence of various colonial powers such as the Portuguese, Dutch, and especially the British, Malaya underwent profound social, political, and economic transformations. (Rahim et al., 2017) the situation changed as merchants, colonists, and mass migrations impacted social structures as well as local governance. The colonization process brought with it the establishment of educational institutions that strengthened colonial power and formulated historical narratives aimed at undermining their interests.

Subsequently, late 19th century to early 20th century, the arrival of colonizers brought major changes in the field of Education. (Kadir N. B., 2022) this is because Western educational institutions were introduced with the aim of strengthening the position of the colonialists and

instilling their values in the younger generation. The history curricula introduced at the time tended to emphasize colonial grandeur and contribution, often neglecting the role and achievements of local communities. In this context, the development of the history curriculum has become important as a tool for strengthening national identity as well as conveying local perspectives on historical events. However, challenges such as lack of access to local historical sources, the dominance of colonial narratives, and sensitive issues complicate efforts to craft an adequate curriculum that includes multiple perspectives.

In addition, there is a growing movement of nationalism in Malaya. This is because local leaders and activists began to oppose the occupation and challenge the validity of the historical narrative introduced by the colonialists (Kadir, 2022). This situation led them to seek to strengthen national identity and emphasize the importance of understanding local history as a basis for maintaining cultural and political sovereignty. The colonial introduction of Western educational systems, particularly the English vernacular school system, gave access to formal education to certain segments of society. However, introduced history curricula tended to highlight colonial achievements and contributions, often dismissing the role as well as struggles of local communities. However, parallel to the development of Western education, nationalist movements also emerged that demanded independence and opposed colonization. Local leaders such as Tunku Abdul Rahman and Datuk Onn Jaafar began to stand out, championing the rights of local people and emphasizing the importance of changing the narrative of history to better appreciate the contributions and achievements of local communities. (Mulyana, 2021) the struggle to gain independence and the formation of national identity through an understanding of local history became the core for changes in the history curriculum. However, challenges such as a lack of historically relevant local history resources, narrative imbalance, and sensitivity to some historical issues, continue to be obstacles that need to be overcome.

2. RESEARCH METHODOLOGY

The study was conducted using qualitative research methods. To measure the extent of the challenges of the history curriculum in Malaya colonial era (1863-1949) and obtain relevant findings, the researchers used the appropriate study methodology to be applied. Data collection is based on content analysis aimed at studying the historical material used which will be done on primary or secondary sources only. Among the primary sources used in this research include files, records, reports, memoranda and documents related to the Ministry of Education Malaysia. This is because it allows a direct assessment of the content of the curriculum and changes in the historical narrative. In addition, secondary sources related to the study are also carried out, where the secondary sources used in this study are in the form of scientific books, theses, articles and websites. To obtain information, the authors conducted a library study in several places such as the National Archives of Malaysia, the State Archives of Malacca, the Tuanku Bainun Library (UPSI) and the National Library of Malaysia. Resources from these institutions are obtained in the form of written documentation to analyze the content to identify the challenges faced and the factors affecting the curriculum. And also provide historical context and direct evidence of how the history curriculum was formed and regulated.

3. ANALYSIS AND FINDINGS

The findings in this article discuss the challenges in the history curriculum in Malaya during the colonial era from 1863 to 1949. The main focus of this article is to analyze the

challenges faced by the pre-independence history curriculum. In addition, this article also examines the impact of such challenges on education and society at the time. The discussion covered several important aspects, including factors affecting the formation of the history curriculum, colonial bias in the curriculum, language barriers in curriculum delivery, the role of education in the political context of colonization, control and censorship of historical content and proposed solutions. This article also compares the Malayan history curriculum with other countries. With this approach, this article will examine those issues in more depth.

4. MAIN FACTORS OF THE CHALLENGES OF THE PRE-INDEPENDENCE COLONIAL ERA HISTORY CURRICULUM.

4.1.1 Colonial Bias in the history curriculum

There are several important factors that influenced the formation of the Malaysian history curriculum in the pre-independence era. Among the former, colonial bias is one of the main factors affecting the history curriculum. European colonizers such as the British introduced curricula that emphasized related achievements, often ignoring or underestimating the role and performance of local communities. This is because Western colonizers were more concerned with their economy than education (Soda N., 2001). Similarly, during the Dutch occupation, the history curriculum was used to legitimize colonial power and influence the minds of local elites (Ariffin,2020).

In turn the latter, political and social changes at the local level also influenced the formation of the history curriculum. The emergence of nationalism and the spirit of independence movements gave impetus to local leaders to emphasize the importance of overhauling historical narratives that were more concerned with the struggles and achievements of local communities in the struggle for independence (Hirschman, C. 1986). In addition, developments in the field of Education also influenced the formation of the history curriculum. The colonial introduction of the Western educational system brought the concepts of European history into the curriculum, however, at the same time, local communities also continued to fight for their interests in maintaining their own identity and culture through the educational system (Fernandez, C.J. 1999).

Furthermore, colonial political interests also played a role in the formation of the history curriculum. The colonialists used the history curriculum as a tool to strengthen their position and to instill values that were in line with their interests to the younger generation (Abdullah, A. 2007). Examples include ignoring local history, including stories of local heroes, the struggle against colonialists, and the cultural heritage of the Malay, Indian, and Chinese communities ignored or briefly conveyed. This leaves students with less exposure to their own history, thus influencing the formation of a strong national identity. This is because the curriculum often does not give proper appreciation to the role of local leaders such as Tok Janggut, Mat Kilu, and others who fought against the colonialists, and instead focuses more on the role of the British in “modernizing” the country.

In turn, this suggests that colonial bias is the dominant factor affecting the perception of history among local students, thus challenging a balanced presentation of history. And also influenced the life of society at that time.

4.1.2 Language and Access to Education

The role of language and access to education in the colonial context were important instruments used by colonists to maintain and strengthen their dominance in the colonies.

Education is not only seen as a medium to disseminate knowledge, but also as a tool to influence the thinking, identity, and loyalty of the local population to the colonial government (Ridwan 2016). This led to colonizers using the education system to instill in the younger generation values, beliefs and worldviews that matched their interests. Introduced history curricula are often designed to promote historical narratives that glorify the role of colonists as well as exaggerate their contribution to the progress of the colony (N. Kadir, 2022).

In addition, educational institutions were also used as a tool to strengthen existing social structures and maintain hierarchies favorable to colonizers (Allolayuk, A., 2021). Through establishing access to education to certain groups of people, colonists were able to control access to social and economic opportunities, as well as maintain their position as the ruling class. Furthermore, education was also used to suppress local cultures and identities that might threaten the colonial position. In fact, during the Dutch occupation of Indonesia, limited access to European-style education led to the history curriculum becoming an alternative option, with colonial policies influencing the implementation of education for the local population (Ridwan, 2016). In the face of the effects of modernization and globalization, education based on local cultural values is seen as an important strategy to cultivate and maintain national identity among young Indonesians (Basyari, 2013). However, the penetration of globalization poses challenges to cultural identity and character education in developing countries, often leading to the acceptance of dominant cultures that are considered superior (Susanto, 2018).

Next, the study highlights the complex relationship between education, cultural identity, and Colonial as well as global influences. As a result, the language and cultural values of local people were often ignored or omitted in education, while colonial language and culture were introduced as respected standards. In conclusion, the role of education in the context of colonial politics is a complex and influential role. Not only as a tool to disseminate knowledge, but also as a mechanism to control and manipulate the thinking and identity of local communities in accordance with colonial interests.

5. ISSUES AFFECTING THE PRE-INDEPENDENCE COLONIAL ERA HISTORY CURRICULUM

5.1.1 British Historical Emphasis and Neglect of Local History

Structuring the history curriculum with the local socio-political realities as well as significant changes in the pre-independence curriculum in Malaysia is an important aspect in the development of National Education. Early efforts at adapting the curriculum included an emphasis on colonial values and interests, but along with local socio-political changes, there was a significant transformation in the way the history curriculum was structured and delivered. (Mohamed Sharif, S.N. 2022).

First of all, early efforts to adapt the history curriculum to local socio-political realities focused on an emphasis on the achievements and roles of colonial colonizers. (Rahim, R.A., Jalal, A.F., Alias,

A.W., & Ismail, H. 2018). This includes an emphasis on the positive aspects of colonialism in the development of Malaya and the maintenance of social stability. However, in line with local socio-political developments, especially during the rise of nationalism, there was increasing pressure to change the history curriculum to better reflect local views and focus on independence and national struggles.

This situation led to changes in the pre-independence history curriculum also involving a growing emphasis on national consciousness and rejection of colonial rule (Ali, W.Z., Lee, N., & Saat, I. (2019). This led to early initiatives such as the publication of history textbooks describing the struggles of local heroes and nationalist movements as evidence of the change. In addition, the approach to teaching history has also undergone changes, with educators more likely to motivate the national spirit and promote awareness of the rights and dignity of the nation.

Subsequently, towards the end of the colonial period, there was a greater increase in awareness and efforts to adapt the history curriculum to the aspirations of independence. The number of associations and associations that are active in fighting for independence helps in inspiring the contents of the history curriculum that values the struggle for independence and the role of national figures (Putri, K.W. (2021). Currently, the history curriculum no longer focuses only on Colonial achievements, but also focuses on the struggle for independence and the cultural heritage that reinforces the nation's identity.

In conclusion, the adaptation of the history curriculum to local socio-political realities as well as significant changes in the pre-independence curriculum in Malaysia reflect an evolution in the approach to teaching history. From an initial emphasis on colonial colonial interests to a growing emphasis on national consciousness and independence, these changes reflect a journey towards a deeper understanding of history as well as national values.

5.1.2 Educational Inequality

The next challenge in the history curriculum covers a number of complex aspects. First, is the selection and interpretation of historical sources. Especially the lack of access to relevant sources, relevant in the context of pre-independence history, can complicate the compilation of a complete narrative and about the past (Kaka, D.L. (2021).

Furthermore, the dominance of certain narratives in the curriculum becomes an obstacle that needs to be overcome. The remaining colonial narratives in the history curriculum tend toward the colonizers as heroes or leaders who shaped history, while obscuring or diminishing the role and experience of local communities. This saw that sensitive and controversial issues were also a significant challenge. History often involves events or topics that touch on values, identities, and beliefs that are sensitive to different groups of people. Insensitive handling of these issues can trigger tension and conflict in the learning process.

In addition, another challenge is the lack of continuity between history curricula at various levels of Education. However, there is a shortcoming to develop a well- integrated curriculum from the primary level so that the secondary level can develop a deeper and more comprehensive understanding of history.

This fact, in the face of these challenges, it is important to take an inclusive, critical, and local resource-oriented approach. In parallel, a history curriculum that takes into account a variety of perspectives, experiences, and organized historical narratives will help create a broader understanding of the past and is relevant for the construction of inclusive and sustainable national integration.

5.1.3 Response to colonial curriculum

History curricula during colonization tended to focus on colonial history, such as British history, while marginalizing local history. For example, the curriculum places more emphasis on important events involving colonialists such as the Industrial Revolution and World Wars, while local events and figures such as the struggle against colonialists, local figures, and the rise of local communities are rarely given attention. Local history is often viewed from a colonial perspective, which emphasizes the advantages of colonial power and ignores the stories of local people's struggles.

Subsequently, the introduction and expansion of colonial knowledge transformed the Malay identity, which had previously focused on ruling kingdoms, into a broader "bangsa Melayu" identity encompassing all Indigenous people in Malaya. This led to colonial knowledge introducing new ideas about Malaysia, including a common history of origin, the establishment of geographical boundaries, emphasis on the privileges of the Malays, racial politics, as well as the promotion of education and print culture. Some of the features introduced by the colonialists helped foster a spirit of unity and form a larger ethnic Malay community, which was further strengthened through the struggle for Malaya's independence. (Fernandez, C.J. 1999).

A response to the colonial-era history curriculum is essential to understanding efforts to defend local identity and counter narratives that glorify colonialism. This action reflects the local community's awareness of the importance of an inclusive and fair history. This lesson from the colonial era reminds us of the need to ensure that today's history curriculum does not repeat the same mistakes, but instead emphasizes the importance of local history in shaping national identity and spirit. By understanding and recognizing the challenges of the past, we can continue to strengthen history education in Malaysia to be more comprehensive and relevant for the younger generation.

6.1 COMPARATIVE ANALYSIS BETWEEN THE HISTORY CURRICULUM DURING THE PERIOD OF COLONIALISM IN MALAYSIA AND THE POST- COLONIAL HISTORY CURRICULUM IN MALYSIA.

The following is a comparison between the history curriculum during the period of colonialism in Malaysia and the post-colonial history curriculum in Malaysia.

Table 6.1 shows the comparison between colonial and post-colonial history curriculum in Malaysia.

Aspects	curriculum of the history of colonialism Malaysia	curriculum of the history of post-colonial Malaysia
main focus	achievement and continuity of European colonial (especially British)	national identity, cultural heritage, and the role of local communities
historical narrative	emphasizes aspects of colonialism and Colonial achievements	championing sovereignty, resistance against colonialists, and the formation of the Malaysian state
Recognition of the achievements	European colonialists is often considered a civilizational carrier	recognition of the struggle for independence and the important role of national figures
Aspects of colonialism	economic domination, social oppression, and slavery	systems social, economic, and political impacts of colonialism and resistance to it
Identity formation	emphasis on European values and culture in education	formation of Malaysian identity, national pride, and national consciousness

Source: National Archives, Kuala Lumpur

This table provides a clear comparison between the history curriculum during the period of colonialism in Malaysia and the post-colonial history curriculum. Changes in focus, historical narrative, recognition of achievements, aspects of colonialism, identity formation, and the role of local resistance can be clearly seen through the table. A comparison between the colonial and post-colonial history curricula in Malaysia reveals substantial changes in the way history is taught to generations of students.

Next, the curriculum of the history of the period of colonialism tends to follow the narrative established by the colonialists, with emphasis on their achievements and the aspects that united society under colonial rule. On the other hand, the post-colonial history curriculum is more critical and inclusive, emphasizing the struggle for independence, the formation of national identity, as well as the contribution of all races in developing the country. With a more contextual approach and a more balanced recognition of history, the post-colonial history curriculum aims to enrich students' understanding of Malaysia's historical heritage and foster a strong sense of patriotism.

2 Analyze the Experiences of Other Countries in Addressing the Challenges of The History Curriculum During Colonization.

Table 6.2 experiences of other countries in addressing the challenges of the history curriculum during colonization.

Country	experiences colonialism	impact on curriculum	history post-Independence changes
India	colonized by Great Britain for centuries	highlighted the British contribution, ignoring the local role	of revising curricula to reinforce an inclusive and balanced national narrative
Kenya	colonized by Great Britain	emphasizes the negative effects of colonialism	integrating local narratives and focusing on the struggle for independence in the history curriculum
Indonesia	was colonized by the Dutch for centuries to revise the curriculum	emphasizes the achievements of the Dutch, ignoring local contributions	to strengthen national identity and recognize the local struggle for independence
Nigeria	was colonized by the British	highlighting resistance to colonialists, the impact of colonialism	revising the curriculum to develop an inclusive national narrative and recognizing the role of local communities in the country's history

Source: National Archives, Kuala Lumpur

Table 6.2 shows the experience of other countries in addressing the challenges of the history curriculum during colonization. In all these examples, it can be seen that the experience of colonization played a huge role in the formation of the history curriculum. Among them is that the Indian country experienced colonization by the United Kingdom for centuries, which had a

profound influence on the history curriculum. Indian history curricula tend to highlight Britain's contribution to economic and infrastructural development, often ignoring the role and achievements of local communities. Kenya is one of the countries in Africa that has been colonized by the United Kingdom.

Similarly, the history curriculum in Kenya often highlights the negative impact of colonization on Kenyan society, economy, and culture, focusing on the struggle for independence. Indonesia experienced colonization by the Dutch for centuries, which affected the history curriculum by highlighting Dutch achievements and ignoring local contributions. Nigeria also experienced colonization by the United Kingdom, which had a significant impact on the history curriculum. Brazil is one of the countries in South America that experienced colonization by Portugal for more than three centuries. The history curriculum in Brazil often highlights the colonial period as well as the influence of Portuguese culture in the formation of Brazilian society and culture. Vietnam is a country that experienced colonization by the French for almost a century. History curricula in Vietnam often emphasize the struggle against French invaders as well as the struggle for independence and unification of the country.

Overall, the colonial experience played an important role in the formation of history curricula in different countries, but nevertheless, after independence, there were attempts to structure curricula to reflect a more balanced national identity and recognize the important role of local resistance to colonialism. However, after independence, there were attempts to revise the curriculum to reflect a more balanced national identity and recognize the important role of local resistance to colonialism.

7. IMPLICATIONS AND RELEVANCE TO THE PRESENT

The pre-independence history curriculum had a profound impact on the understanding of history and national identity in present-day Malaysia. The influence of such curricula may have formed the basis of early thinking among previous generations, influencing their views on historical events and the role of local communities in the formation of the state.

This effect can be seen in how historical stories are presented and emphasized, as well as in the emphasis on certain aspects such as colonial achievements or the limitations of the emphasis on the contributions of local communities. As a result, the pre-independence history curriculum may have created a policy of unbalanced or even incomplete understanding of history.

Nevertheless, this impression is not static. With developments in education and a passion for embracing more inclusive perspectives, approaches to the nation's history and identity have changed. Modern curricula tend to be more critical, contextual, and inclusive, taking into account cultural diversity and the contributions of all races in the formation of the nation.

Therefore, although the impact of the pre-independence history curriculum is still to be felt, efforts to revisit the historical teaching and learning approach as well as to strengthen an inclusive national identity have led to positive changes in the understanding of history and national identity today in Malaysia. The impact of the pre-independence history curriculum on the understanding of national history and identity today.

The relevance of learning pre-independence history in the context of today's education can be seen through an in-depth analysis of the values that are still relevant, the lessons that can be learned, as well as their relationship to educational issues and critical thinking skills needed in modern society. By understanding the role of pre-independence history in shaping national identity and historical consciousness, today's education can see it as an important basis for understanding the country's struggles and achievements and applying these values in the context of students' daily lives and experiences.

8. RECOMMENDATIONS AND CLOSING

In the context of Malaysian education, there are several proposals for the improvement of the history curriculum. First, it is important to form a more inclusive curriculum that aligns the historical narrative that encompasses the contributions of all races and ethnicities in Malaysian history, ensuring that a national identity that embraces all walks of life is impartially conveyed. Additionally, emphasis on the development of critical thinking skills should be given more attention, where students should be trained to analyze historical sources, evaluate information provided, and formulate evidence-based views. The use of technology in the teaching and learning of history should also be enhanced, including the integration of digital platforms, interactive applications, and relevant multimedia resources to strengthen students' understanding of historical concepts. The history curriculum should also emphasise the multicultural and multidimensional aspects of Malaysian history, including learning about the diversity of cultures, religions, and traditions, as well as exposure to different perspectives in the country's history.

Additionally, an active and collaborative learning approach needs to be strengthened, by providing opportunities for students to engage in student-centered discussions, group projects, and learning activities. Finally, teacher training needs to be improved to strengthen their skills in teaching history with a more modern and inclusive approach, as well as provide adequate support for applying new approaches in teaching history. Furthermore, it is also important to ensure that the history curriculum provides a balanced emphasis between historical facts and the development of critical thinking skills. This allows students not only to memorize historical information, but also to be able to critically analyze, interpret, and infer that information. Additionally, the history curriculum should align teaching with current developments and global issues, giving greater relevance to student life in the modern era. By aligning the history curriculum with current realities, students will be able to see the relationship between history and the social, political, and economic issues they face in everyday life. Taking these recommendations into account, the history curriculum in Malaysia can be streamlined to provide a more meaningful, relevant learning experience, and strengthen understanding and national identity among students.

In conclusion, understanding the challenges of the pre-independence history curriculum is important in the context of Malaysian history and education as it brings awareness of how pre-independence historical narratives have influenced the understanding and identity of the country today. By studying these challenges, we can examine how colonialists influenced the formation of history curricula and emphasize certain aspects of history that may not provide a full picture of the struggles and contributions of local communities. This encourages the reform of the history curriculum to align a more inclusive and critical view of Malaysia's true history. Therefore, an understanding of the challenges of the pre-independence history curriculum plays an important

role in enhancing a more balanced, relevant and meaningful teaching of history in Malaysian education.

REFERENCES

- Abdullah, A. (2007). The curriculum of Education in Indonesia throughout history (a philosophical critical review).
- Ali, W.Z., Lee, N., & Saat, I. (2019). Left-Wing Nationalism: An Introduction.
- Allolayuk, A. (2021). Exposing the Dark Side of Education as an Arena for the reproduction of social inequality based on the perspective of Pierre Bourdieu. Syntax Idea.
- Arifin, F. (2020). History of Dutch colonialism.
- Basyari, I.W. (2013). Instilling national identity through education based on local cultural values.
- Fernandez, C.J. (1999). Colonial Knowledge, Invention and Reinvention of Malay Identity in Pre-Independence Malaya: a Retrospect. *Akademika*, 55.
- Fernandez, C.J. (1999). Colonial Knowledge, Invention and Reinvention of Malay Identity in Pre-Independence Malaya: a Retrospect. *Akademika*, 55.
- Hirschman, C. (1986). The making of race in colonial Malaya: Political economy and racial ideology. *Sociological Forum*, 1, 330-361.
- Kadir, N.B. (2022). Between Stigma and reality: colonial narratives of Islamic education and the debate over worldly knowledge in Malaya. *Malay: Journal Internasional Dunia Melayu*.
- Kadir, N.B. (2022). Between Stigma and reality: colonial narratives of Islamic education and the debate over worldly knowledge in Malaya. *Malay: Journal Internasional Dunia Melayu*.
- Kaka, D.L. (2021). Efforts to overcome the threat of national disintegration in order to foster unity and National Unity post-Independence.
- Kaspin, K.G., Samsudin, M.A., & Mat Enh, A. (2024). Nation-building in Malaysia: historical highlights and challenges. *e-Bangi Journal of Social Sciences and Humanities*.
- Lance E. Davis and R.A. Huttenback, *Mammon and the Pursuit of Empire (1986): The Political Economy of British Imperialism, 1860-1912*, 107.
- Mohamed Sharif, S.N. (2022). The Local History approach and its importance in Malaysian historiography. *Academia*.
- His Excellency, A. (2021). Narratives of Nationalism in Indonesia and Malaysia's History Textbooks. *Paramita: Historical Studies Journal*.
- Daughter, K.W. (2021). Instilling The Value Of Unity And Oneness Through The Study Of History.
- Rahim, R.A., Jalal, A.F., Alias, A.W., & Ismail, H. (2018). COMPARISON OF BRITISH AND DUTCH APPROACHES. *Socio Politica: Scientific Journal Of The Department Of Sociology*.
- Rahim, Rahimin Affandi Abd and siti Maimunah Binti Kahal. (2017). "Colonial science and the Islamization of Malay nature:a critical analysis." *History: Journal of the Department of History*, 26.
- Ridwan, A. (2016). Colonial Politics Of Power and Cultural Identity shaped Development of Islamic Education Vis-À-Vis European Education In the Dutch East Indies period.
- Ridwan, A. (2016). Colonial Politics Of Power and Cultural Identity shaped Development of Islamic Education Vis-À-Vis European Education In the Dutch East Indies period.
- Soda, N. (2001). The Malay World in Textbooks: The Transmission of Colonial Knowledge in British Malaya.
- Susanto, N.H. (2018). Globalization infiltration of cultural identity and Character Education of developing countries.