



24th October 2012, Wed 12:38:54 pm

[Profile](#) [To Subscribe](#) [To Advertise](#) [Contacts](#)

NEWS CATEGORIES

- ❖ [Local](#)
- ❖ [Foreign](#)
- ❖ [Business](#)
- ❖ [Sports](#)
- ❖ [Leisure](#)
- ❖ [BM](#)
- ❖ [Kadazan Dusun](#)
- ❖ [Archives](#)
- [Latest News](#)

n getah RM30 lizong | AU ONUON POLINTA TANA DI PINAPAJAK KUMAA PO

❖ [Local](#)

i-THINK programme motivates teachers and students in Sabah

23rd October, 2012

KOTA KINABALU: When you walk onto the premises of Sekolah Menengah Kota Marudu in Sabah, you will be pleasantly surprised by a palpable sense of enthusiasm that starts in the office of the principal and is carried through to the staffroom and classrooms.

The source of the excitement is a new methodology for teaching and learning that centres around eight thinking processes, each represented by a thinking map, aimed at facilitating an innovation culture in primary and secondary school students.

The new methodology, dubbed i-THINK, was introduced to 10 Malaysian schools in January 2012 as part of a pilot programme initiated by the Education Ministry and Agensi Inovasi Malaysia.

It is aimed at inculcating thinking skills in students. Since its introduction, the feedback from parents, teachers and students alike has been very positive.

In the nine months since it was introduced to SMK Kota Marudu, it has changed the way students think about their lessons.

They are now more eager to come to school because the new methodology is more student-centric and encourages them to participate in classroom activities and become more involved in the learning process.

The project demonstrates how human talent can be instilled in Malaysian students through the development of thinking skills. Students will need to learn and develop these skills as well as learn how to become self-directed, independent and interdependent.

This will require a shift from a teacher-centred to a student-centred classroom.

No one is more excited about i-THINK than the school's principal, Setia binti Ken, 47.

"It's a really good thing. Having applied the maps in my science class, I can personally vouch for them," said Setia, who teaches science to a Form Four class at the school.

She added that it has become so popular with the students that they not only use it for their lessons but also for their co-curricular activities.

"Many of the teachers have said they like the maps and they have become comfortable using them in their lessons. They see the benefit because they can see how good the maps are, as opposed to the traditional teacher-centric method of talk and chalk," Setia told Bernama recently.



ACTION LINE



Now, you can also channel your complaints or grievances to Actionline through our [E-Mail](#)

You may write to: ActionLine, New Sabah Times, P.O. Box No 15141, 88861 Kota Kinabalu, Sabah.

ADVERTISEMENT



"Before we applied the thinking maps, students would just listen or read the text but didn't know how to extract the information that was relevant. With the i-THINK programme, the maps allow them to visually depict the important information, making it easier for them to learn, remember, analyse and present it," she said.

Setia added that the introduction of the i-THINK methodology is a positive step for education in Malaysia.

"The thinking maps are extremely beneficial to both students and teachers. There is no problem implementing them as we can use the materials and resources we already have," she said.

She has noted a great difference in the morale of students since the thinking maps were introduced in classrooms.

"The weak or unmotivated students are not idle anymore as they have a chance to participate in finding the information to fill up their maps. I see them enjoying themselves in class now," she commented.

She said the full impact of the maps would only be seen in the long-term and she is confident that in time to come, there will be statistics on attendance and academic results to prove their effectiveness.

Josil Kiditah, 43, who teaches Additional Mathematics, agrees with his superior.

"It's important to realise that the maps are not about preparing students to pass exams. Instead, they should be seen in the larger context of producing thinking citizens. I believe we will see the impact on society years from now," he said.

His colleague Mohamad Hanafi, 28, who teaches Economics and Bahasa Malaysia, said, the i-THINK programme should be sustained and expanded to become part of the country's education culture.

"The thinking maps engage students as they help them to visualise what the teacher is imparting. From the teacher's perspective, the maps help lighten their workload as they don't have to constantly feed information to students, just facilitate their learning," he said.

Accounts teacher, Kutily Sylvia Gilong, said the thinking maps have helped her motivate her students and increase their enthusiasm for learning.

"I had a student who wanted to drop Accounts for his Sijil Pelajaran Malaysia exam because he just could not understand the subject and kept failing. I advised him not to because the subject would be useful to him later in life and I used the maps to help him study. After three months, he passed it for the first time and was inspired to sign up for the subject," she said.

History teacher Petronella Albert, 40, who was among the pioneer group of teachers trained in the methodology, said the maps are an exciting new tool that teachers should embrace as they help to present information in a systematic way and inculcate deeper thinking skills among students.

[Back](#)[E-Mail](#)[Print](#)