



Field Studies in Heritage Education: Assessing Impact on Tourism and Sustainability at Bujang Valley, Kedah, Malaysia

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ABSTRACT

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This article aims to analyse the importance of a field study of the Bujang Valley archaeological site in Kedah among students in the context of reinforcing heritage education. This study involved 400 university students who were randomly selected. A questionnaire instrument was used to elicit feedback, including the respondents' background, knowledge about Bujang Valley, knowledge about a guided tour of the exhibition gallery, knowledge about a guided tour of the archaeological site, knowledge about a demonstration technique and an archaeological excavation method, and knowledge about a field study of the archaeological site. The findings indicate that conducting the field study via activities during the guided tour of the exhibition galleries at the Bujang Valley Archaeological Museum (MALB) and the Hindu-Buddhist temple site is highly effective in enhancing heritage education. Indeed, it was able to impart knowledge about the significance of Bujang Valley to students enrolled in higher learning institutions (Mean=3.67 to Mean=5.00). Knowledge about Bujang Valley between education-based (UPSI) and non-education-based (UKM) students was equivalent, and there was no difference in any of the five variables ($p > .05$). This study is supposed to contribute in assisting the demonstration technique and archaeological excavation method crucial in reinforcing students' knowledge of the value of conservation and preservation of national heritage sites. Hence, the field study of the archaeological site and historical place needs to continue at higher learning institutions to further reinforce students' knowledge about the history and heritage of the country.

1. INTRODUCTION

In the world of 21st-century education, the teaching of history promotes creative and innovative approaches to knowledge delivery in the national education system, mainly through information technology [1, 2]. Aside from the use of multimedia information technology in heritage education, there is a perception that a field study of a historic place, such as a visit to a famous archaeological site in the country; for example, Bujang Valley in Kedah can entice students to study history. Bujang Valley is a well-known archaeological site in the Malay Peninsula, and the kingdom's existence in Bujang Valley from the fifth century to the fourteenth centuries AD left numerous imprints. There is a perception that this visitation method can help develop a balanced and harmonious individual who is capable of interacting with others and the environment following the National Education Philosophy [3, 4]. Visiting a historical site enables an individual, such as a student, to rationally analyse historical facts, propose new ideas, and provide insights into the information gathered. Indeed, visiting a historic place can be enjoyable for students because they are not solely focused on classroom learning. Additionally, they can understand historical concepts and

values directly through this visitation method, rather than through reading books, and they can draw lessons from historical events.

In addition, the process of transformation in the educational field is not uncommon in Malaysia, although it is not very drastic. Such a development is critical because it must correspond with the rapid advancement of an era [5, 6]. Moreover, there has been a wide range of discussions in various issues related to education in Malaysia, including the evolution of education and the education system in Malaysia from pre-independence to the present. Moreover, the point delves into various informal educational issues related to children and the proper role of involved teachers [7, 8]. As a result, creativity in teaching and learning becomes crucial in such situation. In particular, the further exploration has been employed into discussing the encouraging teachers to conduct research [9, 10]. Lawrence Stenhouse pioneered the idea of a teacher as a researcher in the 1970s to foster teacher professionalism. The teacher's role is to teach and act to make the teaching and learning process more engaging and providing students with satisfaction [11, 12]. The Education Policy Planning and Research Division and the Curriculum Development Centre, Ministry of Education Malaysia

recommend that teacher's research to obtain information resources related to teaching and learning. Apart from cultivating creative abilities and innovation, this culture can help teachers test and apply educational theory, as well as become more critical and help improve students' research skills and ability to be more creative, as they have access to a variety of information sources.

In particular, the emphasis on enhancing the value of cooperative learning highlighted the virtues of students' developing confidence in handling situations and coaching peers to achieve together excellence in academics [13, 14]. They claim that this method also fosters positive social skills such as leadership flair, communication ability, the ability to learn to trust others, and the ability to resolve conflicts wisely. It can boost academic performance and train students to be more self-assured [15, 16]. The same issue is also addressed in the 21st-century educational method, and, thus, this study will attempt to determine its effectiveness in the subject of history. History is now a compulsory subject in KBSM (Malaysia's Integrated Secondary School Curriculum). KBSM made history a mandatory subject for all students for five years. The history curriculum revision of KBSM (2000) aims to strengthen the Education Act 1996, to adhere to the spirit of the National Philosophy of Education (FPK), and to prepare Malaysian citizens for the educational challenges of the 21st century.

Accordingly, the process of teaching and learning history should be dynamic and able to entice students to learn [17, 18]. On this view, the history has been taught in Malaysian schools for a long time. Following the implementation of KBSM (1984), the subject of history was retained as a humanities stream subject at the secondary school level. Finally, the subject of history became a compulsory subject to pass beginning in 2013. The government places a high premium on the subject of history in general because it is crucial in developing citizens who love their country. However, the subject of history is less popular among students because it is perceived as tedious and dense with facts [19, 20]. An ineffective delivery style is an actual impediment to mastering the history curriculum; therefore, the use of various instructional methods can intrigue students to learn history. Today's students have greater access to information due to the widespread use of information technology, so they are able to participate actively in learning history using multimedia [21, 22]. Moreover, the school trip to a museum is believed to engage students in learning history and pique their interest in the subject.

In addition, such critical adjustment on heritage education issues could be linked throughout assessing the impact for tourism and sustainability. As a result, the potential value would give a sufficient description to demonstrate that the effectiveness of teaching the subject of history is contingent upon the planning and quality of history teachers who exemplify personal, social, and professional qualities [23, 24]. At this point, the students would need to acquire basic knowledge, particularly about Malaysia's early history, in enabling them to conduct the field study of the Bujang Valley archaeological site. Moreover, the field study includes a guided tour of the exhibition gallery at the Archaeological Museum in Bujang Valley (MALB), a guided tour of the archaeological heritage site (Hindu-Buddhist temple), and a demonstration technique and an archaeological excavation method. The valuable insights is that students could have the ability to develop the skills of conveying information about an

event that occurred at an archaeological heritage site and its significance to the country's history [25, 26]. In keeping with UPSI's educational goals, students are exposed to new experiences that they can apply in their future careers as teachers. In short, hands-on experience and knowledge of history during the field study can help students further solidify their grasp of the subject.

However, although the number of related research has been conducted, while there is still lack of scholarly attention on looking into the detail about assessing the impact of tourism and sustainability through heritage education from field study context, mainly Bujang Valley. Moreover, there is a growing perception among the general public that the conventional lecture approach is ineffective at reinforcing students' mastery and skills, especially in the subject of history [27, 28]. It has been proven through assignments and examinations, showing that some students struggle to express fundamental concepts in history. Thus, some argue for the importance of a diverse and cutting-edge teaching approach, as emphasised in 21st-century learning [29, 30]. Among the objectives is to improve learning and teaching effectiveness, particularly in the subject of history, which is frequently dismissed as boring. The following research questions of this study is as follows.

(1) What is the significance of a field study of the Bujang Valley archaeological site among students from the perspective of heritage education?

(2) What is the effectiveness of an activity conducted during the field study at the Bujang Valley archaeological site from the perspective of heritage education?

(3) What is the students' knowledge level prior to and following their involvement in the field study of the Bujang Valley archaeological site?

2. LITERATURE REVIEW

Bujang Valley in Kedah is one of Malaysia's most famous protohistoric archaeological heritage sites. According to Jusoh, many researchers claims that Bujang Valley was an early kingdom that began as a small settlement before expanding into a port. It eventually morphed from a port into a government [31, 32]. The two areas in northern Bujang Valley that have inherited the most archaeological sites are Pengkalan Bujang and Sungai Batu Estate. In the south is Kampung Sungai Mas, which is well known for its numerous archaeological sites, particularly in the north area of the Kampung Sungai Mas Mosque [33, 34]. However, several additional archaeological sites have been discovered, including Bukit Meriam, Bukit Penjara, Bukit Choras, Permatang Pasir, Bukit Kecil, and Tupah. These sites left a plethora of archaeological treasures, such as religious sculptures, ceramics, beads, and inscriptions that provide critical evidence of the country's historical development [35, 36]. One of the most significant relics is the discovery of demolished Hindu-Buddhist temples such as Candi Bukit Batu Pahat, Candi Bendang Dalam, Candi Bukit Pendiati, Candi Pengkalan Bujang, and so on. The critical study estimates that over 80 archaeological sites have been discovered in Bujang Valley [37, 38].

According to archaeological evidence, early settlements in Bujang Valley date back to the fourth or fifth centuries AD. Many researchers have conducted studies in Bujang Valley, including [39, 40]. The additional research with such scenario

has been followed that some of the Bujang Valley temple relics have been preserved under the National Heritage Act 2005. Nevertheless, others are undeniably idle and are likely to vanish due to time constraints and development pressures.

History and society are two critical components that are inextricably linked. History is crucial to study because it is intrinsically tied to human behaviour. Admirable personalities can be formed through history as a result of the lessons learned from historical figures because history encompasses all human behaviour [41, 42]. Furthermore, history is a diverse field of study because it encapsulates geography, religion, literature, and art, etc. To ensure the nation's survival and future progress, younger generations must begin in elementary school to understand cultural diversity and national integration [43, 44]. Apart from face-to-face instruction, students in Malaysia's higher learning institutions are also exposed to field study via observation. An observation is a method of observing, noting, and recording an event or behaviour during a field study [45, 46].

In addition, the presence of archaeological relics, such as artefacts and monuments, helps students comprehend the progression and chronology of this country's history. Besides classroom instruction, a field study of an archaeological site and of a historical place is regarded as a highly effective method of reinforcing education, particularly in history [47, 48]. It is because the various advantages of knowing history are ongoing and evolving, and the problems that arise can be resolved through a historical perspective [49, 50]. Furthermore, numerous lessons can be drawn from historical events that will eventually result in a strong sense of love and patriotism.

The linkage between such historical background of Bujang Valley and the current study objective is that the strategic way of conducting the fieldwork would need to have a sufficient description in describing the data obtained through observations. It is because it contains specific details about what was observed in the sense the students might have a chance to observe a subject's behaviour concerning environmental elements, which can heighten awareness of a significant piece of national history [51, 52]. Thus, the way of field study among university students should be carried out to raise awareness in order to have a positive impact on the national education system. A study tour in a field study is an efficient learning method because it allows the participants to experience, know, and comprehend the processes that occur in real world work, which increases their knowledge and confidence [53, 54]. Furthermore, history is thought to shape attitudes and enable participants to get knowledge and skills. Students will also benefit from the field trip's outcomes in teaching and learning as a result of this study. Thus, this article will examine the knowledge level of the Bujang Valley archaeological heritage site in the context of history learning in student education.

3. METHODOLOGY

This study employs a quantitative approach, utilising a questionnaire to elicit data on the difference in knowledge regarding the Bujang Valley archaeological heritage site within the context of learning history in terms of educational category. A total of 400 questionnaires were distributed to university students who visited heritage sites in Bujang Valley, Kedah. Data obtained from the questionnaires were analysed

using the Statistical Package for Social Sciences (SPSS) software. This approach was selected because the significant essences of quantitative research would give the attainment for obtaining the greater knowledge to comprehend the tourism and sustainability through heritage education context. The use of quantitative approach is being the fundamental method in helping to get a sufficient observation to look into detail about the situations which could be clearly communicated through statistics and numbers.

3.1 Research location

This study took place in Bujang Valley, Kedah, an archaeological site situated in Merbok. The field study was conducted from 29 to 31 March 2019 (from Friday to Sunday) at the Bujang Valley Archaeological Museum in Kedah. The detail has been provided in the following Figure 1.

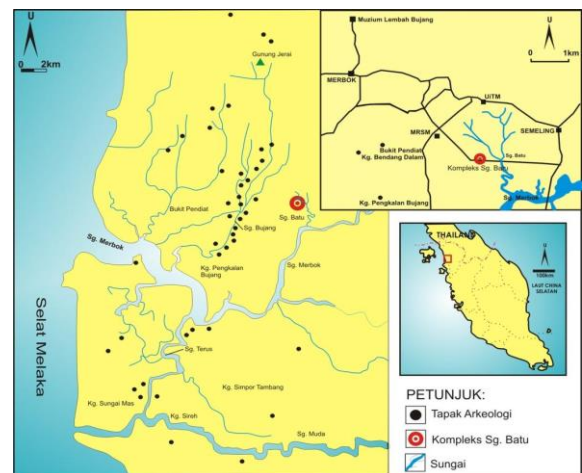


Figure 1. Location of archaeological site at Bujang Valley, Kedah

3.2 Population and sample

The sampling method used in this study was a simple random sampling based on Malaysia's total population of young people (youth), which was 15,101,000 people (Department of Statistics Malaysia, 2019). According to Krejcie and Morgan's (1971) table, the recommended minimum sample size for each was 375. This study limited the number of respondents to 400 university students who were randomly chosen to ensure that each subject in a population had an equal chance of being selected as a respondent in the study (Chua 2006). The field study included 310 students from the Sultan Idris Education University (UPSI) who took the ISMP (History) course, 80 students from the National University of Malaysia (UKM) pursuing a Bachelor of Arts in Heritage and Antiquities, and 10 students undertaking master's and PhD degrees from the Institute of the Malay World and Civilisation (ATMA) in the National University of Malaysia (UKM).

3.3 Research instrument

The questionnaire consisted of six parts, namely Part A, which covered the participants' background; Part B, which covered knowledge about Bujang Valley; Part C, which covered knowledge about a guided tour of the exhibition gallery; Part D, which covered knowledge about a guided tour

of the archaeological site; Part E, which covered knowledge about a demonstration technique and an archaeological excavation method; and Part F, which covered knowledge about a field study of the archaeological site. The questionnaire information is summarised in Table 1.

Table 1. Questionnaire Information

Part	Aspects of Being Evaluated / Measured	Variable	Number of Item	Source of Item
Part A	Respondent's Profile	Gender	1	Built by researcher according to research needs
		Race	1	
		Age	1	
		Education	1	
		Have you ever taken the Subject of history at SPM / STPM level?	1	
Part B	Knowledge of the Bujang Valley		14	Built by researcher according to research needs
Part C	Knowledge About Exhibition Gallery Guided Tours		12	Built by researcher according to research needs
Part D	Knowledge of Archaeological Guided Tours		10	Built by researcher according to research needs
Part E	Knowledge of Demonstration Techniques and Methods of Archaeological Excavation		9	Built by researcher according to research needs
Part F	Knowledge of Field Studies of Archaeological Sites		10	Built by researcher according to research needs

3.4 Data analysis method

A descriptive analysis was used to explain or summarise the information contained in a population or sample. Such an analysis can describe data or information by summarising several sets of data or information in various mediums such as tables or diagrams. The benchmark was used to classify the levels, as shown in Table 2 [55].

Table 2. Mean Score Classification Level

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

An ANOVA test was also used in this study to assess the mean difference between three or more groups of quantitative dependent variables. There should be dependent variables and

independent variables that are referred to as factors in the ANOVA analysis. Factors should have at least two stages and the value of F is compared to the level of $p < .05$ to determine whether the hypothesis is rejected or accepted. In this study, the ANOVA test was employed to examine the differences in knowledge about Bujang Valley archaeological heritage sites within the context of history learning, according to the educational category.

4. FINDINGS AND DISCUSSION

4.1 Respondents' profiles

The respondents, 400 young people who visited Bujang Valley, are described in Table 3. In terms of gender, the findings indicate that there were 101 male respondents (25.3%) and 299 female respondents (74.8%). It was discovered that the majority of the respondents in this study were Malays, totalling 315 respondents (78.8%), followed by Sabah and Sarawak natives, totalling 67 respondents (16.8%), 12 Indian respondents (3.0%) and 6 Chinese respondents (1.5%).

The age distribution of respondents revealed that the majority of the respondents in this study were between the ages of 21 and 25, accounting for 386 respondents (96.5%), followed by 11 respondents (2.75%) aged 20 and below, and 3 respondents (.75%) aged 26 and above. The respondents included 310 (77.5%) students from Sultan Idris Education University (UPSI) enrolled in the ISMP (History) course, 80 (20.0%) students from the National University of Malaysia (UKM) pursuing a Bachelor of Arts in Heritage and Antiquities, and 10 students (2.5%) from the Institute of Malay World and Civilisation (ATMA) in the National University of Malaysia (UKM) undertaking master's and PhD degrees.

Table 3. Respondent's profile

Respondent's Profile		N	%
Gender	Male	101	25.3
	Female	299	74.8
	Total	400	100.0
Race	Malay	315	78.8
	Chinese	6	1.5
	India	12	3.0
	Sabah & Sarawak's Bumiputera	67	16.8
	Total	400	100.0
Age	20 years old and below	11	2.75
	21 until 25 years old	386	96.5
	26 years old and above	3	0.75
	Total	400	100.0
University	Universiti Pendidikan Sultan Idris (Bachelor Degree in Education)	310	77.5
	Universiti Kebangsaan Malaysia (Bachelor Degree in Universiti Kebangsaan Malaysia (Master / PhD)	80	20.0
			2.5
		10	100.0
	Total	400	

4.2 Higher learners' knowledge on enhancing tourism sustainability through heritage education

Table 4 summarises the students' knowledge level about

Bujang Valley, a guided tour of the exhibition gallery, a guided tour of the archaeological site, a demonstration technique and an archaeological excavation method, and a field study of the archaeological site. The findings indicate that the average level of knowledge for the five variables were quite high, including students' knowledge about Bujang

Valley (M=3.883, SP=.551), a guided tour of the exhibition gallery (M=4.367, SP=.589), a guided tour of the archaeological site (M=4.345, SP=.571), a demonstration technique and an archaeological excavation method (M=4.311, SP=.608), and a field study of the archaeological site (M=4.488, SP=.557).

Table 4. Students' knowledge level about Bujang Valley, a guided tour of the exhibition gallery, a guided tour of an archaeological site, a demonstration technique and an archaeological excavation method, and a field study of the archaeological site

Variables	Low Level		Medium Level		High Level		Mean	SP	Average Level
	N	%	N	%	N	%			
1. Knowledge about Bujang Valley	0	0.0	147	36.8	253	63.3	3.883	.551	High
2. Knowledge about a guided tour to the exhibition gallery	4	1.0	47	11.8	349	87.3	4.367	.589	High
3. Knowledge about a guided tour to the archaeological site	4	1.0	31	7.8	365	91.3	4.345	.571	High
4. Knowledge about a demonstration technique and an archaeological excavation method	5	1.3	53	13.3	342	85.5	4.311	.608	High
5. Knowledge about a field study to the archaeological site	4	1.0	28	7.0	368	92.0	4.488	.557	High

The above table indicated that the strategic attempts to enhancing tourism sustainability through heritage education involves promoting responsible tourism practices, preserving cultural heritage, and raising awareness about the importance of sustainable tourism [56-59].

4.3 Higher learners on knowledge differences of Bujang Valley archaeological heritage site for heritage education

The differences in knowledge of the Bujang Valley archaeological heritage site in the context of history learning in terms of education included knowledge about Bujang Valley, knowledge about a guided tour of the exhibition gallery, knowledge about a guided tour of the archaeological site, knowledge about a demonstration technique and an archaeological excavation method, and knowledge about a field study of the archaeological site. As a result, the need to develop the educational programs should be conducted in focusing on the history, significance, and cultural value of local heritage sites [60, 61]. These programs can be targeted at tourists, local communities, and tourism industry professionals through collaborating with schools, universities, and local community groups to integrate heritage education into their curricula and community outreach programs [62, 63].

4.3.1 The difference in knowledge about Bujang Valley in terms of education

$H_{0(1)}$: There is no difference in knowledge about Bujang Valley in terms of education.

As shown in Table 5, there was no difference in knowledge about Bujang Valley in terms of the educational category group (M= .027) and within the group (M=.305), i.e., F value=.088 with p=.916(p>.05). As a result, the null hypothesis $H_{0(1)}$ cannot be rejected.

Table 5. The difference in knowledge about Bujang Valley in terms of education

Source of Variation	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.054	2	.027	.088	.916
Within Groups	121.017	397	.305		
Total	121.071	399			

In line with the above finding indicated, there needs to obtain the strategic attempts to provide the guided tours with knowledgeable guides in helping to share the related information about the historical and cultural significance of heritage sites [64, 65]. This scenario would help the tourists as the visitors in developing the deeper appreciation for the local culture and heritage. One of the approaches could be delivered through the following use of interpretative signage and materials at heritage sites to educate visitors about the importance of conservation, local customs, and sustainable practices [66, 67].

4.3.2 The difference in knowledge about a guided tour of the exhibition gallery in terms of education

$H_{0(2)}$: There is no difference in knowledge about a guided tour of the exhibition gallery in terms of education.

As shown in Table 6, there was no difference in knowledge about a guided tour of the exhibition gallery in terms of the educational category group (M=.141) and within the group (M=.348), i.e., F value=.407 with p=.666 (p>.05). Therefore, the null hypothesis $H_{0(2)}$ cannot be rejected.

In terms of difference in knowledge about a guided tour of the exhibition gallery in terms of education, the active involvement to the local communities in the tourism experience would give the chances in allowing them to share their traditions, crafts, and stories [68, 69]. This not only

enhances the authenticity of the visitor experience but also provides economic benefits to the local population [70, 71]. It is important to encourage local residents to actively participate in heritage preservation and sustainable tourism initiatives, fostering a sense of pride and ownership.

Table 6. The difference in knowledge about a guided tour of the exhibition gallery from the perspective of heritage education

Source of Variation	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.283	2	.141	.407	.666
Within Groups	138.078	397	.348		
Total	138.361	399			

4.3.3 The difference in knowledge about a guided tour of the archaeological site from the perspective of heritage education

$H_{0(3)}$: There is no difference in knowledge about a guided tour of the archaeological site from the perspective of heritage education.

As shown in Table 7, there was no difference in knowledge about a guided tour of the archaeological site in terms of the educational category group ($M=.936$) and within the group ($M=.322$), i.e., F value= 2.908 with $p=.056$ ($p>.05$). Thus, the null hypothesis $H_{0(3)}$ cannot be rejected.

Table 7. The difference in knowledge about a guided tour of the archaeological site from the perspective of heritage education

Source of Variation	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.873	2	.936	2.908	.056
Within Groups	127.798	397	.322		
Total	129.671	399			

In this view, the strategic enhancement to emphasize the importance of responsible tourism practices could be complied with the initiative of minimizing the environmental impact, respecting local customs, and supporting local businesses [72, 73]. Moreover, the attempts on developing and distributing the guidelines for tourists that promote ethical behavior, including waste reduction, energy conservation, and respect for local communities [74, 75].

4.3.4 The difference in knowledge about a demonstration technique and an archaeological excavation method from the perspective of heritage education

$H_{0(4)}$: There is no difference in knowledge about a demonstration technique and an archaeological excavation method from the perspective of heritage education.

As shown in Table 8, there was no difference in knowledge about a demonstration technique and an archaeological excavation method in terms of the educational category group ($M=.479$), and within the group ($M=.369$), i.e., F value= 1.297 with $p=.274$ ($p>.05$). As a result, the null hypothesis $H_{0(4)}$ cannot be rejected.

At this point of view, the following strategic norms to enhance the tourism industry professionals should provide the

training programs including guides, hotel staff, and travel agencies in order to ensure understanding and promoting sustainable tourism practices [76, 77]. The phase of fostering the collaboration between heritage experts, tour operators, and local businesses aims to create experiences that are both educational and sustainable oriented target of goal achievement [78, 79].

Table 8. The difference in knowledge about a demonstration technique and an archaeological excavation method valley from the perspective of heritage education

Source of Variation	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.958	2	.479	1.297	.274
Within Groups	146.563	397	.369		
Total	147.521	399			

4.3.5 The difference in knowledge about a field study of the archaeological site from the perspective of historical education

$H_{0(5)}$: There was no difference in knowledge about a field study of the archaeological site from the perspective of heritage education.

As shown in Table 9, there was no difference in knowledge about a field study of the archaeological site in terms of the educational category group ($M=.845$) and within the group ($M=.308$), i.e., F value= 2.745 with $p=.065$ ($p>.05$). Thus, the null hypothesis $H_{0(5)}$ cannot be rejected.

Table 9. The difference in knowledge about a field study of the archaeological site from the perspective of heritage education

Source of Variation	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.689	2	.845	2.745	.065
Within Groups	122.161	397	.308		
Total	123.850	399			

In terms of knowledge about a field study of the archaeological site from the perspective of historical education, the strategic practice could be initiated to utilize digital platforms and mobile apps to disseminate information about heritage sites, including historical facts, conservation efforts, and sustainable tourism guidelines [80, 81]. The further orientation should be governed in incorporating augmented reality or virtual reality experiences to enhance visitors' understanding of the heritage site's history and cultural significance [82, 83].

5. IMPLICATIONS AND FUTURE DIRECTIONS

The cohesive insurance on managing the significant operations of cultural heritage tourism, namely Bujang Valley, Kedah, Malaysia has been signifying into reinforcing the sustainability empowerment in the context of tourism. The initial background together with knowledge understanding and technical demonstration about Bujang Valley as the cultural heritage tourism indicated the strategic appointment to given an effective enhancement on developing the potential value of heritage education [84-86]. As a result, the process of imparting the knowledge about the significance of Bujang

Valley is supposed to contribute in assisting the demonstration technique and archaeological excavation method crucial in reinforcing students' knowledge of the value of conservation and preservation of national heritage sites [87-89]. In particular, the attention should be given into monitoring the archaeological site together with its potential historical place which contributed to expand the continuing support in developing the higher learning institutions through further reinforcing the students' knowledge about the history and heritage of the country [90-92].

In addition, the key point on comprehending the brief description about Bujang Valley would guide in bringing the knowledge about the exhibition galleries followed by the knowledge incorporation for the guided tour of the archaeological site [93, 94]. Moreover, the clear knowledge comprehension about the tourism demonstration technique requires to advance the initial assessment of archaeological excavation method. With this regard, the further detail about obtaining the brief knowledge about a field study of the archaeological site demonstrated that the field study has a beneficial effect on reinforcement while also improving students' mastery of the subject of history [95, 96]. On this view, the particular attention should be given into monitoring the exposure on bridging the reality of the current state of archaeological sites. The strategic direction should be taken into consideration in building the explicit message in underlying the mutual commitment of understanding referring to the educational background and university levels.

In further, the proficient detail on proving the field study with its effectively integrated norm could be governed in delivering such arrangement into the teaching and learning process. As such, the further study direction is needed to conduct the field study to be continued at higher learning institutions in enabling them to have the knowledge of reality and comprehension of historical concepts [97, 98]. Thus, the particular direction should be continued in expanding the universal values in order to be improved directly in line with the drawing the lessons from historical events in Malaysia. The further implication should give the reflection on enhancing the particular direction to build the strategic norms on managing the archaeological heritage in achieving the sustainability, mainly in expanding the tourism industry [99, 100]. As a result, the appropriate administration process and procedure requires to have a sufficient monitoring support in empowering sustainability of tourism destination. In terms of practical phases, the need to further explore the potential resources in administrating the gateway of management strategy monitored through obtaining the sustainability of tourism destinations.

6. CONCLUSION

The study findings indicate that knowledge about Bujang Valley, knowledge about a guided tour of the exhibition galleries, knowledge about a guided tour of the archaeological site, knowledge about a demonstration technique and an archaeological excavation method, and knowledge about a field study of the archaeological site are all at high levels. These findings demonstrate that the field study has a beneficial effect on reinforcement while also improving students' mastery of the subject of history, as students are exposed to the reality of the current state of archaeological sites rather than just to what is available in books. Additionally, the findings of

knowledge gaps between students of the Sultan Idris Education University (UPSI) who enrolled in the ISMP (History) course, students of the National University of Malaysia (UKM) who took a Bachelor of Arts in Heritage and Antiquities, and students pursuing master's and PhD degrees at the Institute of the Malay World and Civilisation (ATMA) in the National University of Malaysia (UKM) showed no differences for the five variables of knowledge about the Bujang Valley, knowledge about a guided tour of the exhibition gallery, knowledge about a guided tour of the archaeological site, knowledge about a demonstration technique and an archaeological excavation method, and knowledge about a field study of the archaeological site. These explicitly show that students have the same level of understanding regardless of their educational and university levels. Also, these prove that a field study is effectively integrated into the teaching and learning process regardless of students' educational and university levels. Thus, field studies should be continued at higher learning institutions so that students' knowledge of reality and comprehension of historical concepts and values can be improved directly without the need to read books and draw lessons from historical events in Malaysia.

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