

# Validity Of Instructional And Learning PBL Framework Using Cartoon Concept For History

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## **Abstract**

The purpose of this study is to create and validate a Problem-Based Learning (PBL) framework to teach history in Malaysian schools. The Cartoon Concept and the McMaster Model will both be incorporated into the framework to achieve the goal of increasing student engagement. Thirty students participated in a process that was comprised of three stages: needs analysis, framework design and development, and usability evaluation. The methodology that was utilized was Design and Development Research (DDR), and it featured a methodology. The effectiveness of the framework was validated by reliability and validity analyses, and the findings demonstrated that students' engagement with history and comprehension of the subject had significantly improved following the implementation of the framework. Based on the findings of this study, it is clear that the TnL-PBL Framework has the potential to make a significant contribution to the development of innovative instructional strategies within the Malaysian educational system.

**Keywords:** Design and Development Research; innovative instructional; McMaster Model; reliability; TnL-PBL