

In an environment that emphasizes extrinsic rewards, most people work only to earn rewards and nothing more (Pink, 2014). Therefore, if a student is given a prize for reading three books, most of them will not read the fourth book, not to mention developing a reading habit (Pink, 2014). A case study was conducted against one of the famous noble prize winners Albert Einstein (1904). During his teenage years he went to school in a German military school. At the school he felt depressed because of the school-oriented system of examinations and emphasized memorization until he lost interest in science. Only after he moved to Switzerland and attended school there that his interest in science reappeared. Schooling in Zurich is a new starting point for Einstein's scientific thinking. The school is more humanistic, not emphasizing memorization instead focusing on individual laboratory tasks. This is where Einstein evolved into a world-class scientist.

From a historical point of view, this examination-oriented educational system is something that we inherited from the British colonialists in the mid-nineteenth century. The British purpose of building a school at that time was to produce many in the workforce that would work in an uphill growth of factories as a result of the industrial revolution. It is unrealistic to continue with this examination-oriented education system as the times have changed. Perhaps we need to make Finland, Japan or Israel as an example because these countries seem to have succeeded in producing creative and balanced people in thought.

As a solution to this problem, the Malaysian government has initiated the empowerment of Higher Order Thinking Skills (HOTS) through the changes in evaluation and assessment practices in the schools and higher Institutions of learning. Not only on HOTS empowerment, but various changes are taking place in the Malaysian education system. In October 2011, the Ministry of Education has launched a review of the nation's education system as a whole in an effort to develop the Education Development Plan New Malaysia. The decision to conduct the review of education system is made in the context of education standard rising up to the international level, increasing national aspirations in preparing the younger generation to cope with the need 21st century, and increased parental and community expectations to the education policy of the state. Within 15 months (October 2011 to December 2012), the Ministry has acquired input from multiple sources such as a research report run by educational experts from UNESCO, the World Bank, OECD, and six Public Higher Education Institutions. This research also involves school leaders, teachers, parents, students, and people around the country. The result is the Malaysian education Development Plan has evaluated the current performance of the education system of the country with regard to past achievement and compares it to the international benchmarks. This plan recommended 11 necessary strategic and operational shifts to be implemented by the Ministry to achieve the desired vision (<https://www.moe.gov.my/images/dasar-kpm/PPP/Preliminary-Blueprint-BM.pdf>).