Malaysian Teachers Thinking in History of Islam in Madina: A Qualitative Research

SHAKILA DAHALAN[1], NAJEEMAH YUSOF[2], ZUNAIDA ZAKARIA[3]

[1]Faculty of Education, National University of Malaysia, Bangi, Malaysia
[2]School of Education, University Science Malayisa, Penang, Malaysia
[3]Ministry of Education Malaysia, Putrajaya, Malaysia
Corresponding Author
Email: shakila1212ukm@gmail.com

Abstract: This article is to explores the teaching and learning history teachers in Malaysia. The article being a qualitative case study uses two data collecting approach namely observation and in-depth interview to collect data. Specifically, this article will explore integration of the Historical Thinking Skills (HTS) performed among history teachers in Malaysia who were selected using purposive sampling. First objective of this article are to identify the categories of Historical Thinking Skills (HTS) integrated by pre-service teachers. The other objectives of this article are to find out the categories of Historical Thinking Skills (HTS) often integrated by history teachers in Malaysia. A qualitative analysis showed that all four teachers focused on these two skills: discovering historical evidences and making interpretations. Out of the four participants, only one teacher focused on four skills during the observed lesson: discovering historical evidence, making interpretations, imagination and rationalizing facts in the lesson. This study provides an overall picture of the integration of the HTS by four selected teachers who emphasized on certain skills in their lessons. The implication of this study indicated that different teaching techniques were used by history teacher to facilitate the integration of various HTS in the teaching learning processes. Conclusion, the article provides a picture of the implementation of HTS in Malaysia and suggestions for integration thinking skills like historical thinking skills are offered.

Keywords: Historical thinking skills, integrating, history teacher, historical, exploration of evidence, interpretation, imagination and rationalization

INTRODUCTION

Malaysia is located in Southeast Asia that borders Thailand, Indonesia, Singapore and Brunei. The influence of geography and history to bring out the inclusion of various cultures provide a plurality history of the indigenous population (the Malays), China and India under a state of Malaysia (Robert J. Harrington, Micheal C. Ottenbacher, 2019). To ensure that people in Malaysia have always appreciated the history of the country, the Ministry of Education has set the subject of history is a compulsory subject for their Sijil Pelajaran Malaysia (SPM). There are two standard forms which tested students' knowledge of history and knowledge of higher-order thinking (HOTS) is rooted in historical thinking skills (HTS). Along with other subjects such as science and mathematics, history subject also provides a possibility to develop students' critical and creative thinking through interpretation training and consideration of the facts (Julien, Stratton, & Clayton, 2017; Lau, 2017; Hodkinson & Smith, 2018). To ensure that students achieve a high level of thinking, some countries like the United States, the United Kingdom, Finland, Japan and Singapore have established a set of guidelines through their History Subject Curriculum (Dahalan & Ahmad, 2018). These guidelines include discipline structure which contains some aspects of Historical Thinking Skills (HTS), namely understanding chronology, discovering evidence, making interpretations, creative imagination and rationalizing facts (Kementerian Pendidikan Malaysia, 2015b; Smith, 2017; Hodkinson & Smith, 2018). The purpose of the inclusion of these skills is to train the students in thinking skills underlying the events of history in order to foster and strengthen the spirit of one nation and their identity as citizens (Bickford & Clabough, 2020; Kello, 2016; Jerome, 2017). The summary of the core discipline in history is shown in the Figure 1 below.
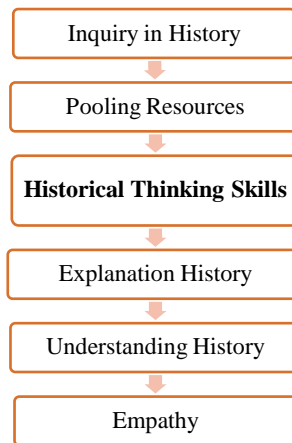
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Fig.1: Discipline Structure in History

Historical Thinking Skills in History Education

The importance of the history subject has been recognized in building human capital among students in Malaysia. Thus, the Ministry of Education suggests that teacher training institutions train future teachers to integrate and apply Historical Thinking Skills (HTS) in the teaching and learning of history during teacher training (Kementerian Pendidikan Malaysia, 2015a).

However, the willingness of pre-service teachers in integrating thinking skills in teaching is still questionable. Some findings point out that pre-service teachers applied thinking skills successfully during their micro teaching at the university; however, they failed to apply the skills in their teaching practice (Ahsan & Sharma, 2018; Barnes, Simmons, Mekonnen, & Ramos-mattoussi, 2018; Hennissen et al. 2011). Studies conducted by Maycock (2018) and Ray (2017) indicate that teachers often use the 'traditional' approach because it is the easiest way to control the class and complete the syllabus on time.

In other studies by Garrett (2013); Julien, Stratton, & Clayton (2017); Loewen (2018) reveal that the pre-service teachers failed to apply thinking skills in teaching and learning history subject because they failed to obtain resources, had time constraints to get the original sources, were unwilling to bear the cost of the sources which was expensive, and were forced to complete the syllabus. This study produced results which describe the categories of Historical Thinking Skills (HTS) by pre-service teachers. The results of this research provide information for school teachers to be more serious in emphasizing the HTS in teaching and learning processes. In addition, the results of this study also explain the real situation about the integration of the HTS by pre-service teachers who have been trained at the university level.

The results of this study provide pre-service teachers with ideas to improve their ability to integrate the HTS in teaching. In addition, the evidence from this study imparts some added values for the teachers to prepare their teaching practice and in future as a teacher in secondary school. Finally, this study will serve as a base for future studies focusing on qualitative research on student teachers during their training.

Research Objectives

Therefore, the two research questions that to exploring teachers and teaching in Malaysia schooling. The objective of this study was to identify the categories of Historical Thinking Skills (HTS) integrated by history teachers and identify the categories of Historical Thinking Skills (HTS) often integrated by history teachers.

METHODOLOGY

The design of this study is a qualitative case study which aims to explore, explain and understand the phenomenon studied (Creswell, 2014; Toledo-Pereyra, 2012). The researchers choose a case study employing qualitative research design in order to generate in-depth analysis and to understand the situation as well as make room for more open interaction (Brown, 2015). In some studies to explore human action and actions, most researchers use qualitative studies as a suitable study design to answer study questions (Llopart et al. 2018). Data collection approach using observations and interview is the two data collection methods that are often used in most qualitative research (Kangas et al. 2016; Sliskovic et al. 2016). A total of four pre-service teachers were selected as participants through purposive sampling. The participants were selected for the study based on their willingness to cooperate during the investigation, and the criteria of the selected participants is expected to provide answers for the research objectives. In addition, the participants selected for the study were homogeneous in term of academic achievement based on grade point average (CGPA) of about 3.0 and above.

A case study approach was employed as it allows a selection of a small number of samples, which is only four participants for this study. It is also an effective method for the researchers to conduct observations. In addition,

a small number is also sufficient for the purpose of a detailed descriptive study (Ary, Irvine, & Walker, 2018; Cohen, Manion, & Morrison, 2007; Creswell, 2014). There are five different ways to collect data for a qualitative case study, namely: observation, interviews, analysis of documents, archival records, and artifacts (Creswell, 2014). However, in this study only observation and interview were used as data collection method. The participants were observed using a video camera and observation forms. Participants' behaviors were recorded using observation forms. All observation videos and interview records were digitally recorded and verbally transcribed. The results of observations and interviews will answer two questions of study. First, what is the category of historical thinking skills used by historical teachers during teaching and learning. Secondly, what categories are often used by historical teachers during their teaching and learning.

Participant selection

Four historical teachers were involved in this case study. Ana, Bhala and Cheng (all names are pseudonyms). Ana was the Malay female teacher, Bhala, a Indian and Cheng male teacher, a Chinese teacher. Their three are students under historical specialisation from the same university (see Table 1). There are 3 reasons for selection of participants. First, these three teachers were chosen based on their teaching equation during teaching. They were given form four classes (students aged 16 years) to teach historical subjects. This study is a case study that explores the historical thinking skills in the form four historical syllabus. Secondly, they were chosen as they acquired CGPA 3.0 on. The same academic results will give 'homogeneous' to the study. Therefore, the academic influence of the participants is not in this study. Third, they were taught in rural schools. The high and low performance of schools can also influence the findings of the study. Studies show a new teacher who started teaching in a low-performing school showing higher pressure levels than those who started teaching in high-performing schools. (Gagnon & Mattingly, 2015; Seashore Louis & Lee, 2016; Louis & Murphy, 2017; Heiniger, Clark, & Egan, 2018). Fourth, they are voluntarily agreeing to provide cooperation in this study. The willingness of the study participants to cooperate in studies was the main contributor to the study of ' rich ' and true (Marshall & Rossman, 2016).

Table 1: Ana's , Bhala's and Cheng's background.

Ana's Backgroud	Bhala's Background	Dong Lee's Background
Female	Male	Male
Malay	Indian	Chinese
Major studies: History	Major studies: History	Major studies: History
Minor studies: Art	Minor studies: Geography	Minor studies: Malay Language
Schools teaching: SMK Tun Razak	Schools teaching: SMK Tun Abdul Rahman	Schools teaching: SMK Tun Hussein Onn

Data Findings

This section describes the categories of the historical thinking skills by the pre-service teachers and the categories of the historical thinking skills often integrated by the pre-service teachers. Based on the data analysis, the pre-service teachers involved generally had integrated the historical thinking skills namely, a) understanding the chronology, b) exploring the evidence, c) making interpretations, d) formulating imagination, and e) creating rationalization. The evidence from the analysis shows that two of the historical thinking skills often integrated by the pre-service teachers are exploring evidences and making interpretations skills. Explanation of each category is described below.

Understanding Chronology

Understanding chronology is observed during observation conducted three times in the teaching and learning of the history of Ana only. Ana was found to perform the first located chronology of the timeline. For second and third observations, these skills are not highlighted to students during teaching.

As evidenced during the first observation, the skills of chronological understanding were performed by Ana which involved the title of Islamic Government in Madinah: The First Treaty of Aqabah and The Second Treaty of Aqabah. This skill was presented by Ana after the reinforcement activities had been conducted as the teacher said, "we will carry out an activity ... erm ... we will divide (the class) into two groups". Once the reinforcement activities had been completed, Ana displayed a show to the her students by using the Power Point software entitled Chronology of the Treaties of Aqabah and a picture of a hand that symbolizes an agreed promise. Ana recalled a question which was asked by her student to the teacher, "There was someone who asked me just now about the reason why there was the Second Treaty of Aqabah. Well... this is how the story goes". She described

the sequence of processes in the form of flow charts using Power Point software about how the First Treaty of Aqabah and the Second Treaty of Aqabah took effect. Ana believed that the strengthening of the students' content on the content of the First Treaty of Aqabah and Second Treaty of Aqabah is of paramount importance.The purpose is to facilitate her students to relate all the subtitles first and then subsequently understand the chronology of the First Treaty of Aqabah and the Second Treaty of Aqabah. She said, "oh ... first I want to reinforce the students' knowledge of the treaties ... then subsequently I continue with the chronology of the treaties ....". In class, Ana explained to her students the sequence of events by year on the spread of Islam in Medina as stated below.

"... the chronology began when the khazraj tribe converted to Islam in Makkah and spread Islam in Medina. Then, in the following season of Hajj, 621 AD, the people from Aus tribe and Khazraj tribe visited Prophet Muhammad ... so there they established the First Treaty of Aqabah. After that, a ... Uzair bin Umiar was sent to Medina to spread Islam. So in 622 AD, the Second Treaty of Aqabah was signed. This agreement prompted Muslims to migrate to Medina ".

According to Ana, the spread of Islam in Medina began in 621 AD when the First Treaty of Aqabah was sealed by the Aus and Khazraj tribes. Then, Uzair bin Umair was sent to spread Islam in Medina. In 622 AD, some people of Medina came to meet Rasulullah s.a.w and as a result, the Second Treaty of Aqabah was sealed. From the evidence, Ana was found to have implemented the historical thinking skills of understanding chronology by using ICT and digital pictures in the teaching process.

Based on the above analysis, the learning skills are still being ignored by historical teachers during the teaching and learning process in the classroom. Therefore, these skills need to be given attention to the teachers as the skills understand the chronology is the foundation for the development of other skills in historical thinking skills that are important in the history of teaching to students. These findings are in line with Camacho and Legare, (2015) who found that the analysis skills technique, which requires teachers to focuses during the teaching and learning process was not a famous among teachers.

Discovering Historical Evidences
Discovering historical evidences were demonstrated by Ana, Bhala and Dong Lee in their teaching and learning sessions. During the first observation, the skills were performed by Ana which involved the title of Islamic Government in Medina: The First Treaty of Aqabah and The Second Treaty of Aqabah. During the first observation (O1), Ana showed the maps of the Arab Lands to the students through a projector and white screen by using the Power Point software. These skills were presented by Ana after carrying out the induction set for the introduction of the title. She said, "I am showing a picture of a hand that symbolizes an agreed promise because today our topic is related to a promise, which is the treaties of Aqabah. We will learn about the first treaty of Aqabah, the second treaty of Aqabah, and also the importance of the two treaties". Using a secondary source that was a map of the Arab Land by using the Power Point software, Ana explained the reasons why Medina was considered to be in a strategic position and showed the location of the treaties of Aqaba. Ana expressed the following opinion: "I showed a map for the students to know where Madinah is, which brings the arrival of Islam in Medina. Therefore, the students need to know where Madinah and Makkah are located ... (whether the places are) far away or not (from each other). "In the classroom, Ana showed the maps and estimated the existing knowledge possesed by her students who have already known about the maps of the Arab Land and said, "We are all familiar with the maps of the Kingdom of Saudi Arabia". By making a reference to the map as a secondary source, Ana explained to her students why Medina became a strategic place as the following:

'Madinah was located at a strategic location. Why? Because it was located on the traders' route to make journeys from Mecca to trade in Syam. So that's why Medina was located at a strategic location because it was the traders' path (O1 / A-2).

According to Ana, Madinah was located at a strategic location. Ana asked her students rhetorically why Medina was in a strategic position. Ana replied to her students that Medina was located on the traders' route from Makkah to Syam. Then, Ana described the location of the Aqabah mosque to the students:

"Let us refer to the map again ... the green circle is Madinah al-Munawarah. This yellow circle is located between Makkah and Mina ... here is where the Aqabah Mosque is located" (O1 / A-3)

Based on the above quote, Ana explained to students about the location of the Aqabah mosque which was located between Medina and Mina, that was the place where the Treaty of Aqabah was sealed. The agreement between Prophet Muhammad and the Muslims of Makkah and some of the inhabitants of Medina which consisted of the Aus and Khazraj tribes had occurred at the site.

Ana also performed the skills of exploring evidences when explaining the content of the First Treaty of Aqabah. The skills were presented by Ana to her students after describing the location of Aqabah in the first step (S1). In the form of Power Point slide show, Ana listed the three agreements contained in the first treaty of Aqabah that took place at a location which is now a mosque known by the Aqabah Mosque. Ana displayed the three agreements contained in the First Treaty of Aqabah through the Power Point slide show, which were as follows:

Aus and Khazraj tribes had to declare their belief towards Allah and the Prophets; they had to promise to assist the endeavors taken by Prophet Muhammad; and they had to promise not to indulge in any acts of the ignorant people. Ana then requested one of the students to explore the evidences of ignorant practices which were indulged by the Arabs before the advent of Islam. A student named Kamalia answered the question posted by Ana by saying:

'the proof is that they were frequently involved in gambling, drinking alcoholic drinks, promiscuous pre-marital relations with women, killing of their own daughters, and stealing of properties.'

According to Ana, during the teaching session, Ana explained the contents of the First Treaty of Aqabah in order to achieve the first lesson objective which is at the end of the lesson, students will be able to state the three agreements contained in the First Treaty of Aqabah. Referring to the third agreement of the First Treaty of Aqabah, which was sealed by Prophet Muhammad with some of the people of Medina, the former asked the latter to stop performing the practice of ignorance. The features of the practices before the advent of Islam have been discussed by Ana in the previous lessons under the topic 'The emergence of Islamic Civilization and its development in Makkah: The Arabian Jahiliah Society'. This shows that Ana linked the current topic with the contents of the previous topic which had been taught to prove that the third content of the First Treaty of Aqabah was strongly related to the ignorance of law practiced by the Arab community. Thus, Ana was found to have performed the historical thinking skills category of exploring evidences using power point slide.

The skills to discovering historical evidences were also performed by Ana which involved the title of the Islamic Kingdom in Medina: the spread of Islam. During observation, the implementation of the skills of exploring evidences were performed after the induction set was performed at the beginning of the lessson. Before starting the lesson, Ana introduced the historical events which would be learned on that day by showing two pictures, and said: "I want you to make some guesses about the first picture of an Arab person, and the second picture of an animation of a crescent and a star. What do you think is the relation between these pictures and our lesson today?". The two pictures managed to gain the attention of the students in the class and they got into a competition to guess the answer. A student (Fadzly) managed to answer accurately. Ana said, "Exactly Fadzly. It is the Spread of Islam in Medina (O2 / A-2). She began to introduce the contents of the subheadings to her students in the form of a basic chart by using Power Point slide. They were the strategies of the Prophet to spread the Islamic teachings; the teacher's introduction is recorded in the following quotation:

"Next, let us see the first thing that is the strategy of the Prophet in spreading da'wah. First, let us look at 'Sending a message'. Okay, class! Who can provide me with an example of a country or a territory to which the Prophet sent a message?"

The students made some references by using secondary sources such as reference books and textbooks to find the answers; they said, "Eastern Rome ... teacher". 'Ana responded by saying, "Yes, it is East Rome ... exactly ... that is the answer". The answer given by her students was found to have been listed in the Power Point software slide as one of the countries which had received a message from the Prophet provided by Ana. In addition to confirming about sending a message, Ana also presented four other strategies taken by Prophet Muhammad in spreading Islamic da'wah which were through diplomacy, using wise words, preaching without coercion, and holy war. About the last strategy, Ana explained to the students the rationale for involving a war in spreading Islam. She described that being invloved in a battle to defend the sanctity of Islam is one of the strategies for spreading Islam.

According to Ana, the Muslims were forced to be involved in a warfare because Quraish Arabs shown their opposition towards the spread of Islam in violent ways and a war took place only after they attacked the Muslims. Therefore, the students needed to know that a war in Islam is a defensive act to defend the dignity of the Muslims and Islam. For example, in the battle of Badar which occurred in 624 AD, in the 2nd Hijrah year, Prophet Muhammad pardoned the captives from among Arab Quraish, women captives and children captives while each of the other male prisoners had to teach 10 Muslim children to write and read well. As a result, there was an increasing number of Arab Quraish who converted to Islam.

During observation, Ana performed the skills of discovering historical evidences when teaching the topic of Islamic Government in Medina: the Charter of Medina. The skills were presented by Ana after implementing the set induction to introduce the title to the students by giving a situation and asking a question "Today in Malaysia we practice the Malaysian constitution. But in the time of Prophet Muhammad, what is the constitution used by Prophet Muhammad? Does anyone here know it?". The class was silent for a while as students were looking for answers in their books. A student named Hajjah answered "The Charter of Medina". Subsequently, Ana introduced the title for the lesson on that day which was the Charter of Medina. Ana performed the thinking skills of exploring evidences and described the contents of the Charter of Medina by using Power Point software to present the secondary source of a picture of the Manuscript of the Charter of Medina. Ana discovered the evidences from a secondary source by finding a picture of the Manuscript of the Charter of Medina in a website. She said, "... you can take a look at this Manuscript of the Charter of Medina". The students gave their attention to the screen and answered in a questioning tone "manuscript?". Ana convinced her students that the source indicated was a manuscript of the Charter of Medina which had not been translated, "Yes ... this is in its original

state which had not been translated yet. If we look in the textbook, we can see the translated version". Then, Ana asked her students to open their textbook to examine the contents of the translated version of the Charter of Medina. Ana held the opinion that her students needed to explore evidences to find out about the contents of The Charter of Medina. The charter encompassed 47 clauses, 23 clauses out of which must be followed by non-Muslims, while 24 clauses were intended for Muslims.

Bhala also performed the skills of discovering historical evidences when teaching the topic of The Emergence of Islamic Civilization and Its Development in Makkah: The Arabian Jahiliah Society. During the set induction, Bhala asked him students to explore the evidences of the geographical location of the Arab Land. Bhala used the maps of the Arabian Peninsula to explore the evidences of the locations of the Arab Land. Then, he questioned the students: "Can anybody tell me why the Islamic Civilization was different from other early civilizations". None of the students answered. Therefore, Bhala gave the answer:

" ... because ... as for other civilizations such as the Ancient Chinese Civilization and the Indus Valley Civilization, they expanded near the valleys and rivers, but Islamic civilization flourished in the dry regions of a desert".

Bhala showed a map of the Arab Land on the white screen by using Power Point software and said, "Here was the area of the Islamic Civilization of Makkah, Taif, and Madinah ... the weather here was very hot and dry, and the rainfall was very low". He held the opinion that "indeed the Islamic civilization is different. I showed a picture of the position of Makkah so that the students know about the real area of this civilization". After that, Bhala told the students that before the advent of Islam, the community in this area was known as the Jahiliah community and then the teacher introduced the title for the day, that was the Characteristic of the Arabian Jahiliah community. Thus, it was found that Bhala implemented a category of historical thinking skills which is exploring evidences in the use of ICT in teaching.

During observation, Bhala also performed the historical thinking skills category of discovering historical evidences when teaching the topic of The Emergence and Development of Islamic Civilization in Makkah: The Spread of Islam in Makkah. He used cartoon images using Power Point software. He performed the skills after explaining to the students about the stage of spreading Islam i.e. secretly for three years and then openly, as in the following:

"The stage for the spread of Islam in Makkah. There were two stages: secretly and openly. The secret stage in Makkah happened in 3 years.

Then, Bhala asked a student to refer to the image of five people who are standing: two adult men dressed in a robe, a teen dressed in a white robe, a boy and an adult woman dressed in white silk clothes, and associating it with the spread of Islam. "Yes, you can try, Chong Jien Lit. What is the second stage of the spread of Islam?" (O3/B-3). The student clearly replied, "The spread of Islam was performed by the Prophet to his relatives". The answer from the student was explained by Bhala to other students. Then, he reiterated the stage for the spread of Islam that was described in him teaching that Islam was initially disseminated secretly. The spread of Islam was conveyed to the closest person to the Prophet. The skill of exploring evidences is evident through Bhala's action in stating the personal figures involved in the spread of Islam in Makkah to the students. Bala stated to the students some of the early people who embraced Islam and fought together with the Prophet to spread Islam, as follows:

"The first people to embrace Islam are Khadijah bin Khuwalid, Ali bin Abi Talib, Zaid bin Harithah, Abu Bakr as-Siddiq and some other Quraysy figures.".

Bhala showed a picture of a cruel man. The student reacted to the picture showing a bad person. Bhala explored evidences based on the picture to illustrate the actions of the Prophet's uncle, Abu Lahab, who opposed the spread of Islam.

"... as I pointed out last week in the Prophet's lineage is Abu Lahab, the Prophet's uncle, the brother of the Prophet's father. He opposed the spread of Islam and was hostile towards the Prophet..."

According to Bhala, the spread of Islam, secretly or openly, was opposed by Abu Lahab, the Prophet's uncle, the brother of the Prophet's father. However, the statement of Bhala about Abu Lahab as the brother to the Prophet's father (Abdulllah) was found as inaccurate. When asked, he repeated that Abu Lahab was the brother to the Prophet's father. When the Prophet's lineage was shown, he realized that the information provided was incorrect. "I did a mistake, ma'am". Bhala also informed that the information would be corrected in the subsequent classes.

A chinese teacher, Dong Lee also performed the skills of exploring evidences when teaching the topic of 'Prophethood of Prophet Muhammad'. This skill was presented by Dong Lee after the set induction to introduce the title 'Prophethood of Prophet Muhammad'. During the set induction, he used a throwback technique based on the existing knowledge of the teacher about the atmosphere of Makkah during the birth of the Prophet. Dong Lee told the students in a clear intonation, "In today's lesson, I'll tell you a story. On the 12th of Rabiulawal, on 20th April 570 AD, the Makkah atmosphere at dawn was very quiet. The sun emerged and shone brightly. All the animals and plants were very cheerful in the morning. The inhabitants of Makkah felt something that they had never experienced before". Then, he asked, " What amazing thing that happened in the morning of 12th

Rabiulawal?". Nearly 80% of the students could relate to Dong Lee storytelling and the title of the day's lesson.

Dong Lee explained through a picture of the Prophet's lineage using a Power Point software that the Prophet came from the Quraish tribe which was highly respected by other Arab tribes. Dong Lee informed the students that the Prophet was from Bani Hashim family, as quoted below:

"Look up ... Abdul Mutalib. Abdul Mutalib son of Hasyim and I said that the Prophet was of the descendants of Bani Hashim. Why? For he had an ancestor named Hashim. Who was his ancestor? His name was Abdul Manaf and his great-grandfather Qusai bin Kilah. Okay ... it's obvious! Okay, in terms of family tree or lineage it's clear!"

According to Dong Lee, the reason why the Prophet is proven as coming from Bani Hashim family was that Abdul Muttalib, the Prophet's grandfather was son of Hashim. Thus, Hashim or Bani Hashim is the Prophet's great grandfather. He detailed out that the ancestors of Bani Hashim's descendants were Abdul Manaf and Qusai b. Kilab. According to Dong Lee, the details of the Prophet's lineage can be learned easily through the internet. Implementation of the skills of exploring evidences through the discovery of the Prophet's origin using Power Point software shows Dong Lee performed the historical thinking skills by using power point slide in teaching.

He also performed the skills of exploring evidences which stated the life of the Prophet by showing the origin of the Prophet's descendants. In the classroom, he used Power Point software to clarify the Prophet's Prophethood as God's messenger. He was appointed as a messenger through the chapter Al-Mudasir verses 1 through 7. In this surah, the religion of Islam was delivered in a planned manner. He pointed out the interpretation of surah Al-Mudasir from the Quranic interpretation through Power Point slides as an evidence for the Prophet's Prophethood by Allah. The declaration caused the Prophet to be more respected and trusted by the people of Makkah that he was the messenger of God. Then, he explored the place of the first revelation of God through Angel Gabriel to the Prophet. He informed:

"The first revelation revealed to the Prophet while he was in the Cave of Hira' by Angel Gabriel was Surah Al-Alaq verses 1 through 5. The contents of the revelation instructed the Prophet himself and the Arab community to read"

Dong Lee reiterrated that the first revelation was surah Al-Alaq revealed to the Prophet in the Cave of Hira' by the Angel Gabriel. Through the verses, Allah instructed the Prophet and mankind to read. He argued that the contents of this chapter which begins with 'Recite' is the first verse received by Prophet Muhammad and the spread of Islam in Makkah was begun. It is evident that he performed the category of historical thinking skills in exploring evidences using power point slide in teaching.

Based on the above findings, exploration of the implementation of teaching and learning of history to explore evidence found that all three historical teachers implement historical thinking skills that explore the evidence in their teaching and learning. An easy-to-use secondary resource procurement by a young and skilled history teacher using computers, gives an advantage to historical teachers seeking historical evidence online. History doesn't miss from referring to evidence to turn on events and historical figures learnt. Therefore, the skills to explore evidence by historical teachers during teaching and learning history give feedback that historical teachers can master the skills to explore the evidence well. However, the implementation of this skill is not conducted consistently in class.

Making Interpretations

The making interpretation skills were performed by Ana, Bhala dan Dong Lee in the teaching and learning sessions. During the first observation, Ana performed the skills of making interpretations in her conclusion session which involved the title of Islamic Government in Medina: The First and the Second Treaties of Aqabah. The skills were integrated by Ana through a flowchart using Power Point software (refer to chronological analysis) after describing the sequential process of the First and Second Treaties of Aqabah. After explaining the process, she made an interpretation of the effects of the Treaties. She made an interpretation of the effects of the Aqabah treaties in the form of mind maps using Power Point software. Ana also closed his lesson by reviewing the effects of the treaties, and said, "... then we see the effects of the agreement'. While showing her students the animations of the effects of the Aqabah treaties, she stated the effects of the treaties as follows:

"The Treaties of Aqabah had affected the Muslims. Firstly, Islam was spread to Medina. Secondly, migration by Muslims occured from Makkah to Medina. Thirdly, the inhabitants of Medina received the Muslims from Makkah as their relatives, and fourthly, the Prophet was appointed as the leader of Medina".

According to Ana, the Treaties of Aqabah had affected the Muslims: Islam was spread to Medina, Muslims from Makkah migrated to Medina, and they were accepted by Medina people as their own relatives while the Prophet was appointed as the leader of Medina. Ana argued that the Second Treaty of Aqabah reinforced the contents of the First Treaty of Aqabah which aimed at finding a leader to govern Medina. In this regard, TA contended that "The First and Second Treaties of Aqabah had led to an important phase for Muslims, the beginning of the migration from Makkah to Medina and other significant milestones.

Second, during the second observation, Bhala performed the skills of making interpretations through a video show projected on a white screen in teaching the topic of The Emergence of Islamic Civilization and Its Development in Makkah: The Ignorant community of the Arabs. The skills were integrated by Bhala after explaining to the students "the listings of the four main characteristics of the Ignorant community of the Arabs". These characteristics were categorized by Bhala according to aspects of religious, social, economic and superstitious beliefs. In the discussion, Bhala stimulated the students' thinking ability by questioning whether the geographical situation made them to act in such ways?. The answer given by the students was related to psychology, namely "perhaps the heat of the desert made the Arabs hot tempered". After reviewing the characteristics of the Ignorant community of the Arabs, Bhala showed a video footage of Israeli attacking Gaza that took many innocent lives. According to Bhala, the video showed the atrocities in Gaza carried out by Israel. The cruelty indicated the ignorance in today's world. Bhala said that, "the students can interpret the happenings in both of these ages ... and that was the rationale why Islam was brought to them".

Based on the video, Bhala asked the students to make interpretations of Israeli cruelty and compare them with the Jahiliyyah period.

Bhala:	What do you think of the video showing the Israeli attacking Gaza?
Student:	I think this attack should not be done because actually Israel has a specific purpose for attacking Gaza and I feel sad over the video.

Bhala said that, "today's people have religions but wars are still happening. He questioned whether it is natural for this to happen in civilized times and some people are still behaving like the Ignorant Arabs who loved warfare. Bhala reminds its students "so take note of this lesson that any problem can be solved and it should not be through war" (O2/B-6). Then, a student raised one hand questioning Bhala "people in the Jahiliyyah era had no knowledge but Israel is not the same as Jahiliyyah as they are good at making bombs". He gave another insights to the students' interpretations of the Jahiliyyah characteristics and its relation to Israel's atrocities in the followings:

Bhala:	Despite having the knowledge to make bombs, it is not applied to make powerful and beneficial technology. Instead, it is applied to attack. Is this advancing a civilization?
Student:	ooo..no.
Bhala:	No. It does not advance a civilization and it will even stimulate other countries to be hostile enemies. So it further humiliates its own civilization. Actually ... Understand?
Student:	Understood, teacher.

Therefore, Bhala was found to have implemented historical thinking skills of making interpretations by using power point in teaching. During the second observation, he performed the skills of making interpretations when teaching the topic of The Prophet Muhammad's Prophethood through Power Point software. The skills were integrated by Dong Lee through the picture of the Prophet's descendants using Power Point software after explaining about the Prophet's Quraysh descendants which was highly respected by other Arab tribes. He made interpretations of the personal nature of the Prophet using Power Point software in the second step (S2). He informed the students about the four praiseworthy qualities of Prophet Muhammad by showing some slides in the form of mind maps through the Power Point software projected on the white screen as planned. He started with the first character of "Siddiq", "We start from the far end, 'Siddiq". Then, he interpreted the word "Siddiq" as speaking of the truth. "Speaking of the truth means that Prophet Muhammad had never lied. Therefore, people in Makkah at that time were very respectful of our Prophet. He taught good values to the students so they may take lessons from the nature of the Prophet who always speak of the truth "because he is always telling the truth and never lied. So you and I, we can learn from this. He interpreted the character of "Amanah" as trusted "erm .... in other words, being trusted". Then, he exemplified the characteristic of Prophet Muhammad in running a business to reinforce the interpretation of 'Amanah': "We take the example of Prophet Muhammad as he ran a business and ... erm ... I want to show that he was 'Amanah' and trustworthy". He interpreted the story about the Prophet who was trustworthy:

"Siti Khadijah ... I said that she had spent a lot of money for her business dealings. Although he did not learn, he was not good at reading, not good at writing, but he was trustworthy. That's why he was entrusted by Siti Khadijah to manage the business"

In addition, in an interview, Dong Lee also told about the Prophet who had good characteristics and a noble character, that he managed to convert an old Jewish woman to Islam as she was deeply moved by the sincerity of the Prophet. According to Dong Lee, the Prophet's characteristics described in the class had affected a lot of

people and "managed to spread Islam to the Arabs of Quraish who were ignorant". He added, "I indirect integrated values in my teaching, that the pupils need to follow the command of God and emulate the Prophet. Therefore, it is evident that he integrated the historical thinking skill of making interpretations using ICT which is Power Point software in teaching. Based on the above data finding, the skills of historical teachers are still not fully implemented by a historical teacher in the classroom. In addition, the skills of making interpretation in the dominance of the teacher rather than encouraging the students to make interpretation based on historical events. However, historical teachers have taken advantage of ICT technology in the classroom to help them use the interpretation skills in their teaching. There finding were supported by Sang, Valcke, Braak, & Tondeur, (2010); Swart, (2017) and Tsortanidou, Daradoumis, & Barbera, (2019) who noted that the ICT technology in the classroom is easy for teachers and students to dominate the interpretation skills in teaching and learning process. In fact, ICT technology in the classroom provide the added benefit of better knowledge and active learning (Nicol, Owens, Le Coze, MacIntyre, & Eastwood, 2018).

Formulating Imagination

The skills were integrated by Bhala and Dong Lee in the teaching and learning session. Firstly, during the second observation, the skills were integrated by Bhala which involved the title of The Emergence of Islamic Civilization and Its Development in Makkah: The Arab Jahiliyyah community. The skills were presented by TB after explaining to the students about the characteristics of the Arab Jahiliyyah community according to four aspects namely religion, social, economic and superstitious beliefs (Refer to Bhala in the category of making interpretations). Then, Bhala showed two videos through Power Point software "Before that, I'll show you two videos to watch". He aired two videos showing Israeli attacks on Gaza. After showing the video, TB asked about the feeling of the students after seeing the video. TB asked the students to imagine their feelings after seeing Israeli violence against Gaza, as the followings:

" Ok. How do you feel after watching the videos ... both videos. Both videos that I discussed briefly just now showed Israeli attacks against Gaza this year.

 According to Bhala, the video show depicted the current situation in Gaza. The question about their feelings can bring him students to understand the term 'Jahiliyyah' or ignorance in the present context. Students gave a positive reaction when viewing the video. On average, the students responded with "the attacks were indeed inappropriate". Bhala showed the videos on war in Gaza and asked the students to give ideas about their feelings after watching the videos, aiming to link between theory and practice in the real world of Jahiliyya.   Therefore, Bhala is found to have implemented the historical thinking skills by creating imagination by using ICT.

 Secondly, during the third observation, Dong Lee performed the skills of creating imaginations through Power Point software in which involved the title of the Islamic Government in Medina: The Spread of Islam. The skills were integrated by Dong Lee by using the slides from Power Point software after explaining to the students that "'the positive reactions' was meant during the spread of Islam in a secret way". He listed five factors why Islam was positively accepted in Makkah, namely, a fair treatment among all people regardless of rank, the purity of Islamic teachings, the wisdom of the Prophet in gentle preaching, an effective approach through good actions and examples, and comparison between the moral values of Islam and the Jahiliyyah. Then, he told about the opposition of the Quraish infidels against Muslims as he said, "You may have heard about Bilal bin Rabbah for example. Maybe you've heard about Yassir's family". He provided some examples of the brutal acts done by the Quraisy infidels to Muslims. "First, Bilal bin Rabbah was dragged by his neck by Umaiyya bin Khalaf. Secondly, Yasir was left sun-dried in the middle of the desert. His wife, Sumaiyyah, was martyred. Another example was Amir bin Fuhairah who was tortured until he became mad". These names were shown in the form of mind maps via the Power Point slide display by Dong Lee on the description of the main contents about the opposition against the slaves who were tortured for embracing Islam.

With a sad voice and intonation, Dong Lee asked the students to imagine themselves being in the Jahiliyyah period "Imagine that the pagan Quraish hated Muslims and Islam so much that they tortured the Muslims until they lost their mind". He added, "Zunainah, for example, was tortured by Abu Lahab until she became blind. Imagine yourselves being tortured by someone until you become blind". The students were dumbfounded. Next, he explained the difficulties faced by Prophet Muhammad and the companions, as the following:

" That's what I say about the resistance that the Muslims received in the beginning. The pagan Quraisy mocked the Prophet even through poetry. For example, in the market, they recited poems and lyrics that mocked the Prophet, insulting him, and humiliate him using lies against him.

According to Dong Lee, "for me, merely knowing is not enough. Instead, the students need to practice what they learn. I admit that it's hard to teach them, they don't like history, so I indirectly apply the HTS values in teaching". He was found to have implemented the historical thinking skills of creating imagination by using ICT in teaching. Based on the data finding, only two teachers of Bhala and Dong Lee were found to apply imagination skills in the classroom. Both of them perform this skills once in the classroom because imagination skills require a good higher-order thinking content knowledge and appreciation towards history Aktin, (2016);

Dahalan & Hashim, (2016) and Leur, Boxtel, & Wilschut, (2017). When teachers have lack of these two thinks, it will make history teacher overlook imagination skills in the classroom .

Rationalizing Facts
The skills were integrated only by Bhala in the teaching and learning session. During the second observation, the skills were integrated by Bhala in teaching the topic of The Emergence of Islamic Civilization and Its Development in Makkah: The Arab Jahiliyyah Community. He used videos in the classroom showing Israeli attacks against Gaza through Power Point software to stimulate the skills of rationalizing facts. The skills were presented by Bhala after explaining to the students about the characteristics of the Arab Jahiliyyah community according to four aspects namely religion, social, economic and superstitious beliefs (Refer to Bhala in making interpretations). Then, he showed the video "Do you see or not the destruction and the dead people?". He created questions that stimulate the students' thinking skills of rationalizing the actions of Israeli attacks against Gaza, as the following:
"So, the question is that today's people have religions but wars are still happening. Is it natural for this to happen in today's world as I said earlier? This warfare is compatible with Arab Jahiliyyah. Should this happen in the current context?"
Bhala questioned him students about whether the war should be instigated in the currect time when people have religions. He stated that warfare practices are the practice of the Arab Jahiliyyah, and today, some people act like the Jahiliyyah people. The students groaned and replied with a complaining tone that "this attack should not happen, teacher". According to Bhala, "the present situation in Gaza is quite the same as the features of the warring Jahiliyyah society and that was the rationale why Islam was brought to them". Therefore, he was found to have implemented the istorical thinking skills of rationalizing facts using ICT in teaching. The findings show the rationalization skills were very less in the care of the other history teachers namely Ana and Dong Lee. A historical teacher (Bhala) acts as a stimulant to the students' rationalization of the Jahiliyyah era. The advocacy method that rationalization the historical content with the current state of Bhala would attract the interest of students to learn the history. In addition, the use of video in history teaching by Bhala helps Bhala implement good rationalization skills to its students. This finding is in contrast to Abdul Razaq Ahmad & Ahmad Rafaai Ayudin, (2011) who noted that the rationalization skills is more easy for students to achieve using text books.

DISCUSSION AND CONCLUSION
The findings show the overall category of the historical thinking skills integrated by the history teachers. The pre-service teachers revealed that they often integrated skills such as exploring evidences and making interpretations in their teaching practice. Other historical thinking skills such as understanding chronology, formulating imagination and rationalizing facts were less frequently integrated. Only one history teacher had integrated almost all the skills in the teaching and learning processes. The findings clearly indicate that history teachers were able to integrate only some categories of the historical thinking skill in their teaching. The implication of this study indicated that different teaching techniques were used by history teacher to facilitate the integration of various historical thinking skills in the teaching learning processes (Dahalan, Ahmad, & Awang, 2020; Maher, 2020; Matanluk, Mohammad, Kiflee, & Imbug, 2013). In addition, this study added qualitative research on historical thinking skills in Malaysia. This study is confined to quantitative research. Further studies involve a sample of more quantitative research involving all States in Malaysia will enriches the findings of qualitative studies on historical thinking skills by historical teachers.
In conclusion, the current study identified the categories of the historical thinking skills integrated by the history teachers and found out the categories of the historical thinking skills often integrated by the history teachers. It also provides a benchmark on the effectiveness of the history teachers at the university who need sufficient guidance to apply the historical thinking skills during their teaching. The TPACK Model that upholds the coherence between content knowledge and the pedagogical knowledge can effectively build and support teaching and learning (Krauskopf, Zahn, Hesse, & Pea, 2014; Tsortanidou, Daradoumis, & Barbera, 2019). Emphasis on the integration of the historical thinking skills should always be monitored in each course by qualified instructors. Constraints on the integration of the historical thinking skills should be addressed immediately by the relevant parties so that the training provided at teacher training institutes could be improved. This is because the integration of the historical thinking skills in the classroom by teachers will produce students who not only have the skills but also are capable of thinking and evaluating any historical event with more empathy.

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