

Implementation of Diverse Approaches in Teaching History as Contributing Factors for Promoting Patriotic Values

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ABSTRACT

There are many approaches in teaching history subject in school, but which approach will be used in developing patriotism values among students. In this research, teachers act as learning managers should make systematic planning first. Such planning should be processed when writing daily lesson plans by recording strategies of various approaches. The strategies used should be appropriate to the topic to be taught and not limited to a single strategy in a teaching session. The application of the strategies that have been determined needs to be comprehensive and integrated by implementing knowledge, skills and values at once. The flexible, creative, innovative and able to strengthen the teaching and learning of teachers is the backbone of the effectiveness of this diversity approach. The ability of teachers knowing the strategies, approaches, methods and techniques in teaching patriotism values is in questions. The research is a quantitative research based on strategies, approaches, methods and techniques as independent variables, while the patriotism values as the dependent variables. The research is based on three research objective developed from literature reviews. Survey questionnaires based on independent and dependent variables is developed. The total population is 974 history teachers in Selangor state and 278 sample had been selected. The data were analyzed using descriptive and multiple regression analysis. The finding shows that the level of implementation of strategies, approaches, methods and techniques is moderate among the form 4 history teacher. It is important for teachers to equip themselves with the knowledge and skills of implementing diversify history teaching approach for high impact on patriotism values among students. The level of patriotism values among history teacher is also moderate. However, the strategies, approaches, methods and techniques are significantly influencing the history teacher preparedness on patriotism values during teaching and learning in classroom

Keywords--- Diversity of history teaching approach, strategies, approaches, methods, techniques, patriotism values

1. INTRODUCTION

Carr (in Cox 2000) explains that history displays the truth of the past with proof of the results of document analysis which results in the impact of patriotism awareness. This clearly proves that historical material is an intellectual activity that can be analyzed and criticized. The proof is produced because the past that an individual has gone through can help him to know himself. This is supported by Husband's (1996) statement that "History is in fact a movement of time through society". His statement can be interpreted that history as an evolution that continues to occur according to time and time. Thus, the evolution makes the knowledge of history as an importance to be a basic teaching and mold to the lives of the younger generation.

In Malaysia, the KSSM History curriculum has been designed into two parts, namely Menengah Rendah (MR) and Menengah Atas (MA). At the MR level learning about national history is arranged chronologically spanning a period of five hundred years. Based on the principle of the content of history lessons is in the form of a series of stories arranged chronologically through themes (Kementerian Pendidikan Malaysia 2018). Arrangement in the period with the aim of giving a clear and complete picture of the history of the country to students from the age of 13 to 15 years.

At the MA level at the age of 16 and 17 years, the curriculum is planned in line with the aspirations of the national educational philosophy and the goal of education which is towards developing individuals balanced in terms of physical, emotional, spiritual and intellectual. In this context, the history curriculum emphasizes historical knowledge from a local point of view and applies values to create a Malaysian spirit and identity.

Referring to the Greek language, patriotism is derived from the singular words 'patriotes' and 'patrice'. 'Patriotes' means compatriot while 'patrice' refers to the birthplace of a native or patriot. Patriot, on the other hand, means an individual who has the determination to fight for the sovereignty of his country from any threat of colonialism. This means that the patriot is an individual who loves his country and ancestors. The culmination of that love is explained by his actions that are willing to sacrifice everything and become a major pillar in defending the country (Bar-Tal & Staub 1993)

According to Viroli (1995) patriotism also covers aspects of loyalty and the spirit of defending the country. The willingness of citizens to sacrifice for the sake of the country is a direct and commendable reaction that reflects the high spirit of patriotism. Based on the context explained, it means that the appreciation of patriotism is not only the willingness of citizens to be involved in the field of defense and national security only but to cover all aspects in the life of society including political, economic and social fields.

In teaching and learning the history teachers should have the involvement of ideas and actions, content and skills, planned activities and moments that can be taught, as well as involving the teaching and learning process and teaching evaluation (Metzger & Harris 2018). To achieve these elements, the concept of diversity of historical teaching approaches needs to be applied in order to develop patriotism values. Based on the creativity of teachers combine common methods with various forms of innovative transformation and use a variety

of teaching resources including the application of technology, student-centered and apply aspects of communication and values.

Anealka (2018), Bartolo (2007) and (Nor Azilah et al. (2017) does not deny the need to present transformation and diversity in the perspective of globalization progress in teaching, especially History should be implemented so that this subject is always fresh and mature while being able to stimulate and be able to develop students' patriotism values. The model of historical teaching diversity approach can be illustrated as in Figure 1.

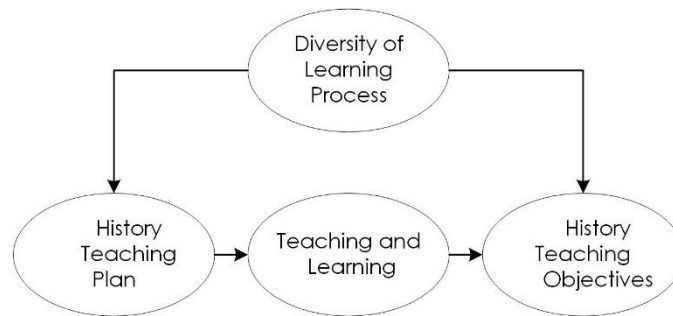


Figure 1: Diversity of Teaching Approaches in History Education
Source: Abdul Razaq Ahmad & Andi Suwirta (2007) and Bartolo (2007)

The practice of teaching with one source and one way without creating diversity during teaching and learning without no further expansion with other sources makes it difficult to achieve the expected aspirations. The relevant relationship between teacher teaching and the implementation of teaching and learning that is interesting in attracting students makes the national goal achieved. However, the goal must meet the requirements that the content of the curriculum must be solid, the use of a variety of methods and competent teachers in all aspects of education.

To achieve the goals of competent teachers, teachers are advised to apply a variety of approaches, methods, and techniques in teaching and learning. The diversity of these teaching approaches is in line with what is explained by (Gardner 2008) that cognitive abilities in the future are focused on the discipline of patriotism. Teachers should be able to integrate ideas with the discipline learned in order to be comprehensive information. The skill of creating thoughts that educates students to be able to reveal and clarify a problem and question that arises and relate it to the current situation is also a demand for the latest education. Shaping students appreciates the differences of ideas that exist between each individual and emphasizes ethical morality that is forming students to have an awareness of fulfilling their responsibilities as citizens (Modhi 2019)

To ensure that the curriculum is in line with the goals of the teacher should understand the concept of strategies, approaches, methods and techniques. The concept needs to be identified so as not to cause confusion and difficulty for teachers in planning lessons as well as implementing teaching measures by presenting appropriate teaching models. Ahmad Rafeai Ayudin (2002) in his study put the four concepts as shown in Figure 2.

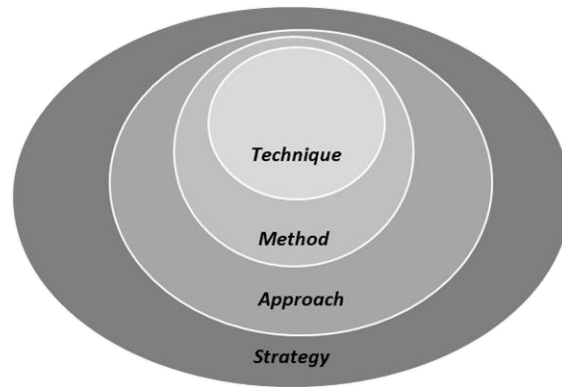


Figure 2: Strategy, Approach, Method dan Technique
Source: Ahmad Rafeai (2002)

The research is based on two model by Abdul Razaq Ahmad & Andi Suwirta (2007) and Ahmad Rafeai (2002) on diversity of teaching approaches which included into history teaching plan that consist of strategy, approach, method and technique among history teacher used in order to teach patriotism values as the objective of history teaching.

2. METHODOLOGY

This study intends to:

1. Determine the level of implementation based on diversity of history teaching approach among teachers.
2. Determine the level of patriotism values preparation among teachers.
3. Find out the contribution of implementation based on diversity of history teaching approach towards patriotism values.

Sample

There are 974 history teacher in Selangor state as the population. The research is conducted in Selangor state for the purpose of getting feedback on the teaching approach planning used that contributing to patriotism values. The sample was selected based on the Krejcie and Morgan (1970) which is 278 teachers as research respondents.

Tool

To find out the level of implementation on diversity of history teaching approach among teachers towards preparation on patriotism values of the teacher a survey had been conducted using Likert scale 5. The survey had been conducted through online since MCO is still being implemented by the Government of Malaysia. Sekaran, U & Bougie (2016) which states that the research instruments that are adapted and adopted with questionnaire items constructed from previous research according to the research needs can be used. For the purpose of this study, the development of the instrument of study is based on the content of diversity of history teaching approach model towards patriotism values preparation from previous researchers, Anealka (2018), Bartolo (2007) and Nor Azilah et al. (2017). To achieve the

objectives of the study, the data collection using online questionnaire were used and were analyzed using descriptive analysis and multiple regression analysis.

3. RESULTS AND ANALYSIS

Low, medium and high level based on mean value of the variables according to DeVellis (2017) can be gauged by using a Likert 5 scale in the questionnaire and divided into 3 parts. The level determined by the Likert scale and a number of items. The low range value will be between 0.00 - 2.33, moderate range value between 2.44 - 3.67; and high range value between 3.68 - 5.00.

Table 1: Level of diversity of history teaching approach (Independent Variables)

<i>Questions</i>	<i>Construct</i>	Mean	Level
Q.1-10	Strategies	3.59	Moderate
Q.11-20	Approaches	3.27	Moderate
Q.21-30	Method	3.45	Moderate
Q.31-40	Techniques	3.56	Moderate

From the Table 1, this study reveals that all diversity of history teaching approach of the history teacher at Selangor High School among form 4 students are moderate.

Table 2: Level of Dependent Variable

<i>Questions</i>	<i>Construct</i>	Mean	Level
Q.41-50	Patriotism Value	3.62	Moderate

From the Table 2, this study reveals that the patriotism value preparation during teaching and learning is also moderate.

Table 3: Multiple Regression Analysis

	Variable	(β)	t	Beta	Significance
	(Constant)	0.233	7.962		.000
	Stratégies	0.247	12.838	0.315	.000
1	Approches	0.189	3.862	0.211	.000
	Method	0.257	4.478	0.279	.000
	Techniques	0.125	0.198	0.145	.000

a Dependent Variable: Patriotism Values

b Predictors: (Constant), Strategies, approaches, method, techniques

Notes:

F value = 2501.211; R = 0.989; R² = 0.979; Adjusted R² = 0.979 (Model 1)

From Table 4, Model 1 shows that Strategies, approaches, method, techniques are significant at 0.000 level. The multiple regression now is as follows:

In this research multiple regression model initially are expected as below

$$y = \beta_0 + \beta_1x_1 + \beta_2x_2 + \beta_3x_3 + \beta_4x_4 + \varepsilon$$

Where;

β_0 is the y intercept

y is the patriotism value

$\beta_1, \beta_2, \beta_3, \beta_4, \beta_5$ is the respective coefficient for the predictor variables?

x_1 is the strategies

x_2 is the approaches

x_3 is the method

x_4 is the techniques

After the regression analysis the linear equation is as follows:

$$y = 0.233 + 0.247x_1 + 0.189x_2 + 0.257x_3 + 0.125x_4$$

This indicate for every unit increase of patriotism values preparation in teaching and learning among history teachers there will be an increase of 0.247unit of strategies, 0.189 unit of approaches, 0.257 unit of method, and 0.125 unit of techniques among history teacher on diversity of history teaching approach. It shows that all history teaching plan had contributed towards patriotism values preparation for diversify history teaching approach.

4. DISCUSSION

The outcome from the data analysis shows that the level of strategies, approaches, method and techniques implementation during history teaching to gain patriotism values are at moderate level. It shows that history teacher is moderately able to be innovative and creative in diversify the on teaching strategy, approach, method and technique in classroom. The learning guide is given to all history teacher in order to diversify the implementation of history teaching especially in developing patriotism values among students. Learning guide is the scope contained in the curriculum (Stanley 2009). The guide is a document that is held by teachers to channel knowledge to students. The document contains important elements such as learning objectives, syllabus, scope of expertise and reference of appropriate teaching aids. In this context, the guidance contained is a learning planned and guided by the school implemented either in group or individual form and inside or outside the school (Nisbert Machila et al., 2018). Curriculum becomes a complete written instrument to guide teachers to achieve learning outcomes. The moderate level on strategy, approach, method and technique among teachers in preparing patriotism values within students probably due to incomplete written instrument to guide teachers to achieve learning outcomes.

The level of patriotism values in this research is also at moderate level. Historical education is an important mechanism in the development of a nation especially on patriotism values. An undeniable statement by most countries in the world that place history as an important element in the core of their education (Anuar Ahmad & Nelson Jinggan 2015; Samsidar

Tanjung, Hidayat 2019) This is due to the belief that the History curriculum is able to develop the nature and character of the nation's young generation (Ercikan & Seixas 2015; Setya Ningsih 2018; Yong et al. 2018). In Malaysia, the History curriculum emphasizes the integration of elements of knowledge, skills and values. Generally, the values of patriotism can be highlighted through motivation, rationality, hope and renewal, survival, willingness to sacrifice, statehood volunteer organization, and love of country. So in the Malaysian context, patriotism that is to be inculcated among students has the following values: 1. Proud to be a citizen 2. Loyal to the country 3. Enthusiastic 4. Disciplined 5. Striving and productive. The moderate level of preparation of patriotism values among history teachers is due to difficulties in embedding the five values within the teaching instruments.

Based on the multiple regression analysis it shows that the implementation of diversity of history teaching approach on strategies, approaches, methods and techniques has a significant contribution to preparation of patriotism values teaching among historical teachers. The ability to choose teaching approaches, methods and techniques based on teaching objectives is a concept of strategy that should be mastered by teachers. Usually the planned objectives are long-term objectives that involve holistic planning and implementation to achieve a goal. The planning includes adjustments in equipment selection, situation, location, manpower and position. The purpose is for the agenda and procedures outlined to be successful and smooth as planned. Teachers play an important role and are strategic because all careful planning with teaching factors before stepping into the classroom is on their shoulders. The success or failure of the objective lies with the strategist and is also the 'key warrior' in teaching and learning.

The approach can be explained as a way and steps taken by teachers to implement the targeted teaching planning (Ahmad Razaai, 2002). The approach chosen needs to be coordinated with each other because the approach is the way or procedure used to implement the process of guiding and approaching the target group of students. The process includes ways to stimulate student interest and provide understanding in fun situations. Each approach chosen is based on a specific theory, principle or model (Shahabuddin et al. 2007). Each approach is an image to the views or philosophies according to the discipline or principles of each subject. For example, for the subject of History in accordance with the approach that can implement the process of conveying historical knowledge periodically, cause and effect, compare, based on perspectives and characterization done on historical sources and materials (Ahmad Ali Seman 2011).

Methods, on the other hand, are tools to implement strategies and deliver approaches in a way that is easy to understand, and appropriate for students. Usually the method aims to achieve the planned and more short-term objectives as well as the overall effort that is the essence of teaching based on the approach that has been chosen. To stimulate student interest, teachers need to be creative by diversifying methods. Through integrative methods teachers are able to combine various student-centered methods. The combination of methods chosen is an initiative by teachers to shape changes in the way History is presented and taught so that the value of patriotism can be nurtured as well as mastery and understanding of knowledge to students (Ahmad Ali Seman 2011).

Furthermore, technique is the operator of an organization that takes place in the classroom used to achieve objectives. In addition, the technique is also used to develop the activities carried out in a method or in other words a technique is a tool or instrument in implementing a method. For example, to succeed in the discussion method, teachers can choose whether the concept mapping technique, sketch, and compare are different. Therefore, the integration of appropriate strategies, approaches, methods and techniques according to the diversity of students, topics, time and place can create a fresh teaching and learning session with active students because there is a sense of interest and motivation to gain knowledge and produce positive learning (Stoel et al. 2015).

The four factors in implementing diversity of historical teaching towards patriotism values are very important among history teacher. Good understanding on strategies, approaches, methods and techniques for preparation for developing patriotism values among students is required.

5. CONCLUSION

In conclusion, the level of implementation of strategies, approaches, methods and techniques is moderate among the form 4 history teacher. It is important for teachers to equip themselves with the knowledge and skills of implementing diversify history teaching approach for high impact on patriotism values among students. The level of patriotism values among history teacher is also moderate. However, the strategies, approaches, methods and techniques are influencing the history teacher preparedness on patriotism values during teaching and learning in classroom.

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