Level of Implementation of Teaching and Learning Methods Among Primary School History Teachers: Systematic Literature Review

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Abstract
History education was introduced to Level 2 pupils in primary schools in 2014 and is often associated with the purpose of fostering a sense of pride in historical events that have occurred in our country. Nevertheless, teachers encounter constraints when attempting to create engaging lessons in the classroom, which results in the perception that the History subject is considered boring by pupils in school. The purpose of this study is to discuss the Teaching and Learning (T&L) methods that History teachers have employed to teach the subject in their respective schools. Additionally, this paper will utilize a literature review related to the research topic from reputable sources such as the SCOPUS database, Education Resources Information Center (ERIC), Web of Science (WOS), and Google Scholar. Only 10 journals and articles that meet the selection criteria will be systematically analyzed. The study aims to provide insights into the teaching and learning methods employed by History teachers at school, addressing the objectives outlined in the study title.
Keywords: History Education, Methods, Teaching And Learning, History Teacher

Introduction
The subject of History aims to cultivate pupils' patriotic personality and instill a spirit of love for their country (Loh Ming & Abdul Razaq, 2022). Researchers also stated that History teachers need to undergo a process of change from teacher-centered pedagogy to student-centered pedagogy to actively involve students in the teaching of the History subject. According to Aidah Edin et.al (2021), history teachers should equip themselves with pedagogical skills to have an extensive knowledge of various teaching methods. Skilled teachers who utilize a variety of methods in their Teaching and Learning (T&L) practices demonstrate readiness to implement 21st-century learning pedagogies.While research from Niveetha Mookan et.al, (2021) stated that the level of approach of History teachers in applying a variety of pedagogical methods and utilizing teaching aids while teaching the subject of History in the classroom is at a high level. This conclusion is based on the findings from a questionnaire distributed online by the researcher to 234 respondents who are Level 2 pupils in a primary school. Findings from the study Siti Aisyah & Musirin Mosin (2021) also supports that History teachers indeed use methods incorporating 21st-century learning

pedagogies for teaching and learning in the classroom. For instance, they engage students in collaborative activities such as group work to foster unity. Mashira Yahaya et.al, (2019) also supports this statement by explaining the importance of teachers needing to employ suitable teaching and learning strategies aligned with 21st-century learning pedagogies during their teaching.

The teaching and learning technique that uses elements of innovation in the teaching of History can contribute to an increase in the achievement of the History subject among pupils at school, because the teaching and learning is student-centered and encourages them to explore historical events more deeply. For example, M.Kaviza, (2019) study on *Peer Instruction innovation* implemented in secondary schools had a positive impact on student achievement for History subjects in line with 21st century learning Male teachers are reported to be more active compared to female teachers in enhancing their competence in planning and executing teaching and learning activities for pupils in the classroom. This finding is based on a study conducted by Mohd Asyraf and Anuar Ahmad (2023). According to Fathizaki Rifin et.al, (2021) Competent History teachers, adept at teaching and applying elements of Higher Order Thinking Skills (HOTS), are capable of professionally assessing pupils' interest in learning the subject of History. Furthermore, when History teachers demonstrate competence in the subjects they teach, they exude high confidence in both content knowledge and pedagogy within the context of teaching and learning History. For instance, History teachers also need to incorporate thinking skills or Historical Thinking Skill which is one of the main goals for teaching History at school so that students at school can understand and analyze past events that have happened (Ofianto & Tri Zahra Ningsih, (2021). Therefore, History teachers need to be creative in employing teaching and learning methods, as they also incorporate thinking skills among students.

The subject of History is considered less popular among pupils because it is a knowledge-based subject (Lim Hooi Leng et.al, 2013). Mudiana Mokhsin et.al, (2019) further supports this statement by expressing the opinion that History subjects are consistently linked to teacher-centered learning and the use of traditional methods in teaching. This contributes to factors such as students' lack of interest in History because they find it challenging to describe historical events that have already occurred. Additionally, the History subject encompasses numerous syllabuses that must be covered within a limited timeframe. According to Loh Ming and Abdul Razaq (2022), as mentioned in their study, students were not solely encouraged to use memorization methods but were also taught to deepen their knowledge of history.

Research findings from Nur Farhanah et.al, (2020) The use of textbooks while teaching is still widely accepted, aligning with the integration of technology in the teaching of History subjects. This indicates that students participating in the study prefer teachers who use both textbooks and online applications. Additionally, students not exposed to online applications may encounter challenges in accessing materials. A study by Anita Dilam and Anuar Ahmad (2022) discovered that the location of schools in Sarawak, particularly those outside urban areas, poses a challenge affecting the readiness of teachers for the History subject in terms of readiness, skills, and knowledge to teach using M-Learning.

This assertion is supported by Norayati Bt Mustarin et al.'s study (2020) on the obstacles faced by History teachers in a district in Sabah during Home-Based Teaching and Learning amid the 2019 Coronavirus Pandemic. The study explains that in areas without internet coverage, students face difficulties in accessing assignments given by teachers,

making it challenging for teachers to conduct online classes smoothly and effectively. This circumstance results in passive teaching and learning sessions due to limited communication channels. The History teaching and learning method that requires teachers to integrate Information and Communication Technology (ICT) is difficult to do because of constraints such as not having the facilities to access information as well as the problem of locality far from internet coverage. This causes History teachers to be bound to use conventional methods when teaching and the use of textbooks is still relevant to use when teaching because it can have impact on increasing the level of student's mastery in learning History (Lau Yi Yi et.al 2020).

Research Objectives
Identifying the teaching approach used by History teachers based on previous studies.
Identify the research findings found in the ten articles that have been selected.

Research Questions
What is the teaching approach of History teachers used by the selected past studies?
What are the research findings found in the ten articles that have been selected?

Methodology
This systematic review paper has chosen ten articles from various existing journal sources that discuss teaching and learning methods used in schools. The researcher utilized several databases, including SCOPUS, Education Resources Information Center (ERIC), Web of Science (WOS), and Google Scholar. The study also adheres to the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines, encompassing four phases: search, selection process, data collection, and data analysis for the obtained articles.

The researcher employed keywords such as "Teaching method in History," "Teaching strategies or teaching methods and history subject and primary school," "Teaching method for teaching history," and "Teaching and learning History Method." The selected articles underwent a screening process to meet the researcher's criteria, as illustrated in Figure 1 of the PRISMA flow chart in the study.
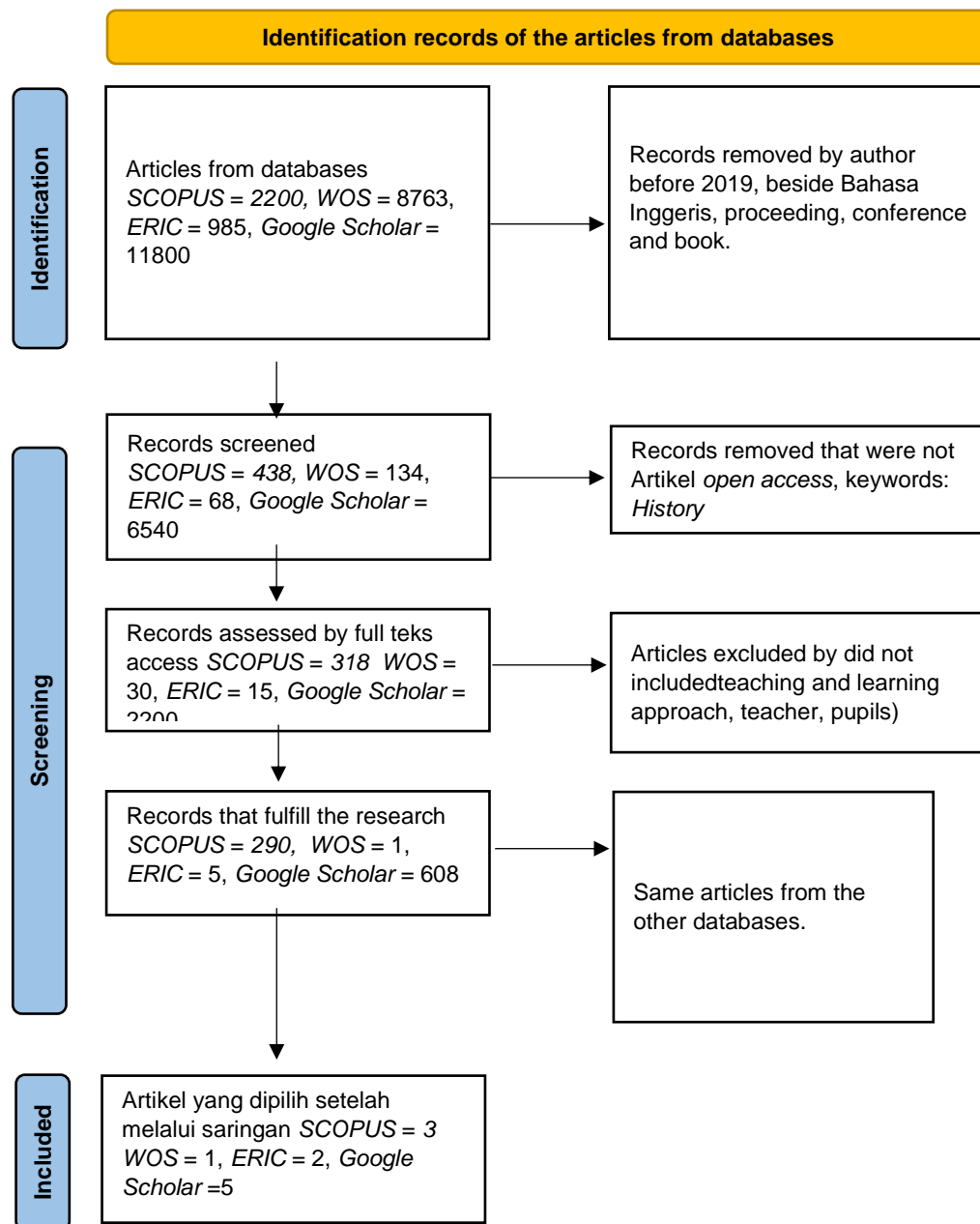
Figure 1 PRISMA flow chart

Data Collection and Data Analysis

Based on data analysis by collection ten articles from through the data S*COPUS, Education Resources Information Center (ERIC), Web Of Science (WOS)* dan *Google Scholar.* The researcher extracts research articles based on the author's name, title, study sample, study design, data analysis, findings and focus or issues raised in the study. The results of previos studies, he researcher will identify the similarities and differences in theteaching and learning History method used to teach in the classroom based on Table 1 Content Analysis of the Ten Selected Articles.

Table 1

Content Analysis of the Ten Selected Articles

Author/Year	Title of the Articles	Research sample	Research Design	Data Collection	Data Analisis	Finding	Focus/Research Issue
Niveetha Mookan, Abdul Razaq Ahmad & Norasmah Othman (2021)	Pendekatan Kepelbagaian Pengajaran Dari Aspek Penyampaian, Alat Bantu Mengajar, Pedagogi dan Peneguhan Dalam Pembelajaran Sejarah	234 Level 2 Pupils	Case study	Questionnaire using likert scale	Descriptive analysis using SPSS	Construct of teaching delivery(mean 4.16, s.d 0.894), Construct of teaching aids (mean 3.61, s.d 0.756), Construct implementation of pedagogy (mean 3.68, s.d 0.779), Construct provision of reinforcement practices (mean 3.81, s.d 0.771).	The study found that History teachers use a variety of pedagogies to teach such as explanations, acting, simulations, learning outside the classroom, material, ICT, Teaching aids and textbooks.
Emilda Balkis & Anuar Ahmad (2022)	Kesediaan Murid Mengaplikasikan Penggunaan *Web 2.0* dalam Mata Pelajaran Sejarah di Sekolah Menengah	285 pupils	Quantitative	Questionnaire using likert scale	Descriptive Analysis & Inferential Analysis	Pupils readiness to use Web 2.0 in History subjects is high.	History teachers are encouraged to use ICT when teaching in the classroom
Akmal Dhiyauddin, Suzana Ahmad, Marina	*Mind mapping Approach in Learning History*	*10 pupils*	Action Research	Pre-test and post-test using the generated mind map.	Document analysis, observations and interviews with	The use of multimedia helps students improve cognitive	The subject of History is boring and students are less

Ismail & Norizan Mat Diah. (2018)					students	skills and the ability to remember effectively	interested in learning the subject.
M.Kaviza, Che Saodah Ibrahim & Nasimah Che Noh (2022)	Strategi *Think Pair Share* dalam Mata Pelajaran Sejarah	Murid Tingkatan 5	Action Research	Objective and subjective item	Document analysis, observations and interviews with students	Improvement of achievement scores, interest among weak students in writing history essays through the Strategi Think Pair Share	To overcome the problem of weak students in writing their history essays.
Shakila Che Dahalan, Abdul Razaq Ahmad & Mohd Mahzan Awang (2020)	*The Effectiveness of the 21st Century Teaching History Module (21-Cthm) Towards High Order Thinking Skills*	146 pupils	Quasi Experimental	Application items, analysis and evaluation	Descriptive statistical analysis and Anova analysis	21-Cthm can improve HOTS among students through the integration of fine skills, i-Think, technology and creativity, student-centered learning	Effective use of the 21-Cthm module in the History teaching and learning process.
Sebastian Barsch, 2020	*Does experience with digital storytelling help students to critically evaluate educational videos about*	25 pupils	Quasi Experimental	Questionnaire form using likert scale, observation	Analysis of interviews, questionnaires	Students have an awareness of the chronology of historical events when producing their own	The impact of the use of digital media on the learning of History.

	history?						digital storytelling videos
Ainoa Escribano-Miralles, Francisca-Jose Serrano-Pastor and Pedro Miralles Martinez (2020)	*Perseptions of Educational Agents Regarding the Use of School Visits to Museums for the Teaching of History*	442 Teachers	Quantitative	MUSELA questionnaire	Mann Whitney Analysis, SPSS test	Teachers agree that visiting the museum can increase students' interest in learning (*c* = 4.81).	Teachers need to work with the museum to organize visits for the students' needs
Dorothy Kyagaba Sebbowa & Dick Ng'ambi (2020)	*Teaching History in Ways C21st Students Learn- A Design Based Research Perspective*	8 pupils, 20 History Teachers	Qualitative	Observations, interviews, documents	Analysis of observations, interviews, questionnaires	Pupils and teachers go through various learning processes that actively involve 21 century learning and technology in learning History	Production of modules integrated with technology, production of dialogue based on historical events
Kyle W. Scholz, Jolanta N. Komornicka and Andrew Moore (2021)	*Gamifying History: Designing and Implementing a Game-Based Learning Course Design Framework*	12 pupils	Quasi Experimental	Questionnaire	Analysis of pre and post test results.	Students are interested in using gamification to learn History.	The production of a conceptual framework on gamification.
Jamuludin Jamiludin & Darnawati	*E-Learning on History learning: Aspect of material, teacher,*	161 students dan 25 History	Kaedah campuran	Questionnaires using a likert scale and interviews	SPSS descriptive analysis	Students prefer when teachers use a variety of	Use of E-Learning in History teaching and learning in

Darnawati (2022)	*learning environment and student*	teacher.		methods Indonesia.. when they teach. The constraints of conducting classes online cause students to be less interested in following History teaching and learning.

Finding and Discussion
Research Location
Out of the ten articles studied, 50% (5 articles) were implemented in Malaysia, while the remaining 50% (5 articles) were implemented abroad. The research conducted aims to explore the teaching and learning methods used by History teachers to teach History subjects in schools.

Data Collection
The research methods employed in the ten selected articles include quasi-experimental (30%), quantitative (30%), action research (20%), qualitative (10%), and mixed methods (10%). Furthermore, 60% of the articles (6 articles) utilized questionnaires with a Likert scale predetermined by the researcher, while the remaining 40% (4 articles) employed methods such as interviews, observation, and document analysis to address the research objectives.

Similarities and Differences Of Study Articles
Diversity of Use of History Teaching Methods
Based on the 10 articles selected for this study, (Ainoa Escribano-Miralles, et,al ,2021) explains that visits to museums for teaching History can improve students' knowledge and culturally based experiences and is supported by 75% of the 442 teachers involved in this study . Muziun is a medium for teachers to evaluate learning among students based on the visits conducted. Dorothy Kyagaba Sebbowa & Dick Ng'ambi, (2020) introduced a model based on PAK-12 to teach History subjects with digital artifacts, materials, concepts and innovations such as Shakila Che Dahalan, et.al, (2020) using the 21-Cthm module which is integrated with technology, i-Think maps and so on for use in Historicalteaching and learning. Kyle W. Scholz, et. al, (2021) developed a conceptual framework about gamification used for learning can improve students' skills to solve problems. Jamiludin Jamiludin & Darnawati, (2022) who conducted a study in Indonesia also studied E-Learning inteaching and learning History using WhatsApp, YouTube and Google Classroom applications is something new for

students but there are some constraints that cause students to prefer face-to-face class sessions compared to using online applications. In addition, the students also like when the teacher uses a variety of methods to teach them to increase their interest and involvement during the class.

A study from Niveetha Mookan, et.al, (2021) shows that History Teaching Delivery Construct (mean 4.16, s.p 0.894), Pedagogical Implementation Construct (mean 3.68, s.p 0.779) is at a high level because teachers use diverse teaching and learning methods during teaching such as simulations, explanations, group work using ICT as ABM also helps students to learn History more efficiently. A study on the use of Web 2.0 from Emilda Balkis Ismail & Anuar Ahmad, (2022) found that students who were participants in the study agreed that they were ready to use technology applications in History teaching and learning. According to Sebastian Barsch, (2020) students are more aware of the chronological importance of historical events when they create their own digital storytelling based on the topic given by the teacher.

The study further explains that the use of PAK-21 such as the Think Pair Share Strategy helps Form 5 students improve their achievement, their interest in writing essays to answer exam questions (M. Kaviza, et.al, 2022). While the use of Mind Maps using online applications contributes to improving students' cognitive skills to remember the facts they have learned (Akmal Dhiyauddin, et.al 2018). There are 8 articles (80%) stating the importance of ICT integration for History teaching and learning while 2 articles (20%) stating the importance of visits to museums and the Think Pair Share method in helping students improve their writing skills for History subjects.

In conclusion, the studies conducted indicate that History teachers can effectively utilize the diverse pedagogies they have acquired to generate Teaching Aids. These methods prove instrumental in capturing students' intrinsic interest and motivation to engage with and study History subjects.

Summary of The Article on History Teaching Methods
Table 2 will briefly explain the method of teaching and learning History stated by the writer in the writing of the research article that has been selected.

AUTHOR/YEAR	ARTICLE TITLE	HISTORY TEACHING AND LEARNING METHOD
Niveetha Mookan, Abdul Razaq Ahmad & Norasmah Othman (2021)	Pendekatan Kepelbagaian Pengajaran Dari Aspek Penyampaian, Alat Bantu Mengajar, Pedagogi dan Peneguhan Dalam Pembelajaran Sejarah	Explanation, Simulation, acting, Group Activities, Learning Outside the Classroom, Activities using ICT, Teaching Aids
Emilda Balkis & Anuar Ahmad (2022)	Kesediaan Murid Mengaplikasikan Penggunaan *Web 2.0* dalam Mata Pelajaran Sejarah di Sekolah Menengah	Use of the Internet, Google Search, Quizziz, Wordwall, Educational portals and group activities
Akmal Dhiyauddin, Suzana Ahmad, Marina Ismail & Norizan Mat Diah. (2018)	Mind mapping Approach in Learning History	Mind map

M.Kaviza, Che Saodah Ibrahim & Nasimah Che Noh (2022)	Strategi *Think Pair Share* dalam Mata Pelajaran Sejarah	*Think Pair Share*
Shakila Che Dahalan, Abdul Razaq Ahmad & Mohd Mahzan Awang (2020)	*The Effectiveness of the 21st Century Teaching History Module (21-Cthm) Towards High Order Thinking Skills*	Module of 21-CTHM
Sebastian Barsch, 2020	*Does experience with digital storytelling help students to critically evaluate educational videos about history?*	*Digital Storytelling*
Ainoa Escribano-Miralles, Francisca-Jose Serrano-Pastor and Pedro Miralles Martinez (2020)	*Perseptions of Educational Agents Regarding the Use of School Visits to Museums for the Teaching of History*	Visiting the museum
Dorothy Kyagaba Sebbowa & Dick Ng'ambi (2020)	*Teaching History in Ways C21st Students Learn- A Design Based Research Perspective*	12 century learning model of digital artifacts, materials, concepts and innovations
Kyle W. Scholz, Jolanta N. Komornicka and Andrew Moore (2021)	*Gamifying History: Designing and Implementing a Game-Based Learning Course Design Framework*	Gamifying
Jamuludin Jamiludin & Darnawati Darnawati (2022)	*E-Learning on History learning: Aspect of material, teacher, learning environment and student*	E-Learning WhatsApp, Youtube, Google Classroom

Jadual 1 Teaching and learning methods based on selected articles

Conclusion

In conclusion, despite the apparent lack of attention and interest among students in the subject of History, teachers in this field demonstrate both capability and willingness to implement engaging teaching and learning methods that align with the acceptance levels of their students. It is crucial for teachers to be competent in diversifying traditional methods and incorporating 21st-century pedagogies in light of the current new millennium (Fathizaki Rifin et al., 2021). This adaptation is particularly essential given students' exposure to ICT, especially in the aftermath of the Covid-19 Pandemic. While constraints, such as limited teaching and learning time and a lack of skills and training in ICT use, may exist, it is not unreasonable for History teachers to cultivate a desire to learn and integrate ICT into their teaching methods. This would contribute to making the History subject more engaging for pupils at school.

This Systematic Literature Review (SLR) serves as a guide for History teachers in Malaysia, illustrating student-centered teaching and learning methods that move beyond conventional approaches. Additionally, it aims to help teachers understand that there are multiple methods to impart History subject content, emphasizing the importance of ensuring students comprehend and appreciate the subject.

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