Aims of History Education in Developed Countries: A Systematic Literature Review

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Abstract
The focus of this academic study is to improve the quality of the learning of history education which lies under social sciences. Aims of history education are the main elements which constitute the basis of the education system in all countries in the world. Each country has its own system of history education which is different respectively in terms of aims in order to ensure of the success of their respective citizens. This literature review study intends to identify and analyze the aims of the system of history education in secondary schools which lies under the field of social sciences that can be found in forty developed countries in the world. Classification of the analysis according to the aims in each country will be made by way of systematic literature review method using Mendeley Application. Systematic literature review is defined as the process of identification, evaluation and interpretation of information obtained through the research keywords. The findings of literature review on history education which lies under social science in forty developed countries will be discussed in the discussion section by comparing and contrasting the aims of the education system of developed countries which are under study based on support provided by current research studies. Then, recommendations for education system in Malaysia will be made at the end of the discussion.
Keywords: Systematic Literature Review, Aims History Education, Developed Country.

Introduction
Education is the pillar for the process of development and progress in a society within a country. The categorization of developed countries, developing countries or underdeveloped countries is measured by how rapidly the economic progress of a country is going which is related to the quality and effectiveness of the education system. The education system in developed countries is often used as a benchmark for measuring the progress in developing countries. This is because it is believed that developed countries are capable of producing human capital that contributes to the progress and development of their nation. Developed countries not only are in the forefront of scientific and technological advancement but also have the majority of citizens who hold high national values and take care of their country's cultural heritage. In developed countries, nation-state identity is still

highly respected although at the same time the country is experiencing rapid technological advances and advancements.

Methodology
Review Method
A systematic approach for carrying out the literature review on the system of history education in developed countries is chosen. Systematic literature review (SLR),now considered as the best method to review history education, is defined as a process of identifying, assessing, analysing, and interpreting all available documented sources or evidence with the purpose to provide answers for specific research questions (Bush, Hamid; Ng:, & Kaparou, 2018). The literature review in this paper has been undertaken as a systematic literature review based on original documents from developed countries. The review method, style and some of the figures were also referred to in this section (Bush et al. 2018; Boyle et al. 2016; Wahono, 2015).

SLR is performed in three stages. The first stage is planning stage which involves three steps, namely (i) identifying the need for a systematic review; (ii) developing review protocol and (iii) evaluating review protocol. The second stage is conducting stage which involves five steps following the first three steps mentioned earlier. Step one in the second stage is searching for primary studies. In this paper, primary studies are documents (history syllabus) from Ministry of Education. The other steps are selecting primary studies, extracting data from primary studies, assessing quality of primary studies and synthesizing data. The third and last stage is reporting stage. In this stage, researcher gives and account of the results gained from the systematic literature review. The systematic literature review steps are shown in Figure 1.
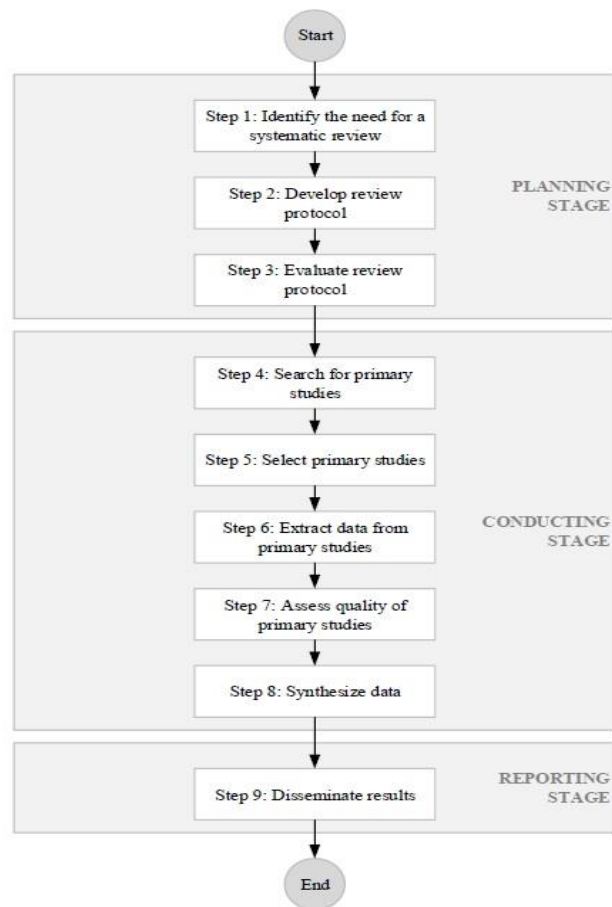
Figure 1 Systematic Literature Review Steps *(Wohono, 2015)*

Research Question

The research questions (RQ) were specified to ensure the focus of the review. The research questions are shown in Table 1.

Table 1 Research Questions and Research Objective

RQ	Research Question	Research Objective
RQ1	What are the aims of history education in developed countries?	Knowing the aims of history education in developed countries.
RQ2	What are the strengths and weaknesses of the aims for education system of developed countries?	Identify the strengths and weaknesses of the aims for education system of developed countries.

Search Strategy

The search has been conducted for reference sources which are the documents of syllabi for history subjects as the main sources of reference. The selection of online libraries and the searches through Google engines have supported the writing of this paper. Some keywords used to search for documents are shown in Table 2.

Table 2 The Main criteria and keywords search

Main criteria	Keywords search
Aims	Learning objectives, core content, general objectives, history education syllabus, social science education, upper secondary school objectives.

These searches are systematically stored using the Mendeley software package (*http://mendeley.com*). Detailed information of documents acquired in each developed country which were used as references is easily recorded using Mendeley software.

The documents used as references are syllabi for history education that were obtained from 40 developed countries. The list of developed countries were referred to using a report released by the United Nations (2018). Documents issued by non-governmental institutions are not used for this reference. 40 reference documents are issued by the Ministry of Education from developed countries. Table 3 shows the list of links server searched:

Table 3 The List of Link Server Searched in Developed Countries

Country	Name of Ministry	Links Server Searched
Andorra	Ministry of Education Andorra	https://www.scholaro.com/pro/Countries/Andorra/Education-System
Czech Republic	Ministry of Education Czech Republic	http://www.msmt.cz/ministry
Iceland	Ministry of Education Iceland	https://www.government.is/ministries/ministry-of-education-science-and-culture/
Luxembourg	Ministry of Education Luxembourg	https://menej.gouvernement.lu/en.html
San Marino	Ministry of Education San Marino	http://www.sanmarino.sm/on-line/en/home/public-administration/departments/education-department.html
Australia	Ministry of Education Australia	https://www.education.gov.au/

Denmark	Ministry of Education Denmark	http://eng.uvm.dk/upper-secondary-education/four-upper-secondary-education-programmes
Ireland	Ministry of Education Ireland	https://www.education.ie/en/The-Education-System/Post-Primary/
Malta	Ministry of Education Malta	https://curriculum.gov.mt/en/Pages/Home.aspx
Slovakia	Ministry of Education Slovakia	https://www.minedu.sk/7411-en/system-of-schools-and-school-facilities/
Austria	Ministry of Education Austria	https://bildung.bmbwf.gv.at/enfr/index.html
Estonia	Ministry of Education Estonia	https://www.hm.ee/en/activities/pre-school-basic-and-secondary-education
Italy	Ministry of Education Italy	http://www.miur.gov.it/web/guest/scuola
Netherlands	Ministry of Education Netherlands	https://www.government.nl/ministries/ministry-of-education-culture-and-science
Slovenia	Ministry of Education Slovenia	http://www.mizs.gov.si/en/areas_of_work/
Belgium	Ministry of Education Belgium	https://onderwijs.vlaanderen.be/leerlingen
Finland	Ministry of Education Finland	https://minedu.fi/en/basic-education
Japan	Ministry of Education Japan	http://www.mext.go.jp/en/
New Zealand	Ministry of Education New Zealand	http://www.education.govt.nz/school/
Spain	Ministry of Education Spain	https://www.scholaro.com/pro/Countries/Spain/Education-System / www.educacion.es/portada.html
Bermuda	Ministry of Education Bermuda	http://www.moed.bm/default.aspx
Cyprus	Ministry of Education Cyprus	http://www.moec.gov.cy/dme/en/index.html
Latvia	Ministry of Education Latvia	http://www.izm.gov.lv/en/education/education-system-in-latvia

Norway	Ministry of Education Norway	https://www.regjeringen.no/en/dep/kd/id586/
Sweden	Ministry of Education Sweden	https://www.government.se/government-policy/education-and-research/
Bulgaria	Ministry of Education Bulgaria	https://www.mon.bg/en/
France	Ministry of Education France	http://www.education.gouv.fr/
Greenland	Ministry of Education Greenland	https://www.norden.org/en/organisation/ministry-education-culture-church-and-foreign-affairs-gl
Poland	Ministry of Education Poland	https://en.men.gov.pl/2015/02/27/the-system-of-education-in-poland/
Switzerland	Ministry of Education Switzerland	https://www.admin.ch/gov/en/start/departments/department-of-economic-affairs-education-research-eaer.html
Canada	Ministry of Education Canada	http://www.edu.gov.on.ca/eng/teachers/curriculum.html
Germany	Ministry of Education Germany	https://www.bmbf.de/en/education-1513.html
Hungary	Ministry of Human Resources	http://www.kormany.hu/en/ministry-of-human-resources
Portugal	Ministry of Education Portugal	https://www.portugal.gov.pt/pt/gc21/area-de-governo/educacao
United Kingdom	Ministry of Education United Kingdom	https://www.gov.uk/government/organisations/department-for-education
Croatia	Ministry of Education Croatia	https://mzo.hr/en/rubrike/secondary-education
Greece	Ministry of Education Greece	http://www.minedu.gov.gr/lykeio-2/biblia-lykeiou-5
Lithuania	Ministry of Education, Science and Spot Lithuania	https://www.smm.lt/main/web/en/

| Romania | Ministry of Education Romania | https://www.edu.ro/search/node/school |
| United State America | Ministry of Education United State America | https://nces.ed.gov/programs/coe/ |

Research Result
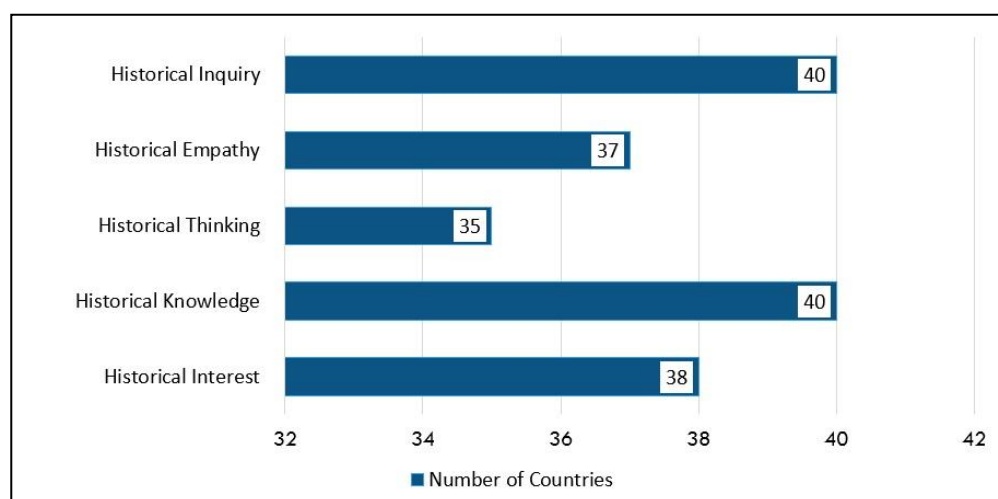**RQ1 What are the aims of history education in developed countries?**

Figure 2 The Aims of History Education in Developed Countries

RQ2: What are the strengths and weaknesses of the aims education system of developed countries?

Based on the analysis, syllabi documents used in developed countries set the goal of historical education in developed countries as necessary to emphasize historical inquiry process and historical knowledge. This is the ultimate goal that students should attain as citizens. Adams, Aleong, Goldstein, & Solis, (2018) support that effective teaching should begin with inquiry process and mastery of content knowledge. Students who have knowledge of the content can process facts, and link events that often occurred in the past and make a connection to their impact in the current situations (Pritchard, 2018). In addition, historical learning in developed countries is more concerned with the enjoyment of historical learning. The element of excitement is generally included in the goal of Historical Education because history education is filled with past events. In order to attract students, the fun learning element is applied by teachers in developed countries. However, the results of the

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analysis show that most fun learning exercises are widely applied in primary and lower secondary education while it is less applied in the upper secondary level. The reason for this situation is that in the upper secondary level, the preparation for the final examination and the writing of final project paper as the final assessment of secondary school are emphasized to the students (Ministry of Education Netherland).

Conclusion and Future Works

The goals of this literature review are to identify and analyse the aims of history education in every developed country in the whole world. Based on a report from the United Nation (2018), there are 40 developed countries listed and all of these countries are selected in this analysis. This literature review has been undertaken as a systematic literature review. Systematic literature review approach used is defined as involving the process of identification, assessment, and interpretation of all available research evidence with the purpose to provide answers for specific research questions (Ester, Alexander, Jan A.G.M, & Haan, 2017).

In this regard, it is proposed that the findings of this analysis are used for the construction of historical learning modules in our country by taking the integration of educational goals in developed countries as a guideline and looking at the historical education system in developing countries like Malaysia as a reference. Fun learning elements that make history as a subject which students are interested in are required to be included in the construction of this historical module. This is important besides ensuring the success of students as citizens who value the nation's heritage and have a strong sense of identity to the nation.

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