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Innovative Teaching for Beginners History Teacher In driving High Order Thinking Skills (HOTS) in Primary and Secondary Schools

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Abstract

This study aims to research the use of historical resources that can help teachers who start teaching history in primary and secondary schools. The objective of this study is the use of citation and the theme of historical events that selected based on historical curriculum in primary and secondary schools. The findings show that among the early history teachers are still tied to the historical subjects as a subjects that required a simple set of knowledge based on facts. Therefore, based on the taxonomy provided, the early history teacher does not have the ability to move historical facts based on estimation, understanding, application, analysis, assessment and event invent. Therefore, a historical curriculum that emphasizes five historical thinking skills will not be able to achieve the High Order Thinking Skills (HOTS). Hence, historical subjects are often seen as a set of facts but not used to guide students to see a more optimistic future based on the history they learn. The conclusions of this study show that historical subjects are interesting subjects and able to develop thinking skills among students but can not achieve a high level of thinking over conservative viewpoints that history is merely a factual set of facts. Research implications require historians of history education to transform the historical perspective as a dynamic subject and be able to provide optimistic students in the future.

Introduction

Teachers training in Malaysia is practically governed by the government as teachers are an important agent in the development of the minds of the community through teaching and learning in schools. Teachers undergoing training need to equip various knowledge either practically or theoretically. Among the knowledge that is the practical practice and the essential duty of the teacher is to carry out teaching in the classroom. Knowledge based on classroom is very important to be co-authored by trainees to enable them to practice practical practices at school. In history teaching there is often a fairly consistent point of view that history is a subject that needs to be memorized. The burden of remembering all historical

facts through memorization is not an easy task. However, the need of the examination has caused students and they have to struggle to remember all the facts that contained in the historical curriculum. Conceptual teaching concepts have been criticized and are no longer able to attract students to pursue history lessons. Hence, historical teaching should give meaning to the historical subject as a living and meaningful subject for today's and future. Therefore, just remembering historical fact without giving meaning to that fact is a disservice. For a starter historical teachers an important aspect of being at school is often influenced by the environment of teaching. It is difficult to change the way of the teacher thinks if they are exposed to traditional teaching methods in historical teaching. Therefore, through this particular module the early history teachers will be more prone to new ideas to make history teaching more interesting and not burden the teachers.

The belief that history as a memorable subject is still strong in schools until today. Hence, early history teachers should use modules that enable them to reflect that historical teaching emphasizing high-level thinking skills is simple, with little effort but can bring lasting results. Hence, early history teachers should use modules that enable them to reflect that historical teaching emphasizing high order thinking skills is simple, with little effort but can bring lasting results. Early history teachers if not supplied with the concept of historical innovation will continue to be linked with the understanding that the notes need to be supplied continuously through the workbooks that are readily available. But an important aspect that needs to be applied is the beginning teacher of teachers should have the motivation in the aspect of innovation with a mix of modules to convince that teaching creative history will enable teachers to be cheerful in the classroom when doing the teaching and learning process. In the Education Development Plan (2013-2025), an important aspect of student self-development is the ability in high order thinking skills in each subject that being studied. In historical instruction it is very easy to use traditional methods in the presentation of historical facts. Therefore, in the early stages of history teachers who teach history often face the situation wanting to convey the contents of history in an innovative way or just give the facts copied on the green or white board. This factor can bring history teachers into a lazy teacher and simply become routine to the task of delivering historical facts that are rigid or dead. Hence, early history teachers must be enthusiastic and be prepared to provide innovative results from historical content that needs to be taught.

Research Issue

Early history teachers are the first teachers involved in teaching and learning at school. In teachers training, there are various introductory theories and approaches that being learned. However, based on the experience of these historical teachers, they have also learned history and believed that the subject of history is a collection of facts to keep in mind. Therefore, it is no wonder that they will repeat the same situation if there is no guide that can help them to exit of the habits of studying the subject. Early history teacher attempts using instructional materials and applying academics in history teaching enable them to realize that traditional ways can no longer make students happy in exploring historical facts that are rigid. Therefore, only a brave thinking and innovative teachers can make history subjects a living subject and able to provide students with a view to a more optimistic future.

Definition of Early History Teacher and Taksonomy Bloom

Early history teachers are often faced the situation delivering historical content rigidly because they think many theories and experiences in micro and macros teaching can't be applied in the real situations. The barriers of the technology that existed at the level of the teacher training with reality in schools were different. Therefore, it is imperative that early history teachers have practical pedagogical skills in order that historical teaching based on modules can help teachers of early history to delivered the knowledge more effectively. The hopes given to the beginning teacher to achieve all the teaching objectives and often becomes a dilemma to the early history teachers. In the study of Anuar Ahmad (2009), *The Relationship Between History Teachers' Level of Capability and Students' Performance in Low Performance Schools (Tahap Keupayaan Pengajaran Guru Sejarah dan Hubungannya dengan Pencapaian Murid di Sekolah Berprestasi Rendah)* found that the need for various improvements made by historical teachers to enable the low performance gained by students to be improved. In the study of Aziz & Jair (2009) use of Draft Maps (*Penggunaan Peta Minda*) to improve the achievement of historical subjects for form two students, indicates the significance that the early history teacher need to have their own ideas and reflection in the history of teaching so that they are aware of the importance of using appropriate and diverse teaching techniques so that historical subjects are not a boring subject. In order to cultivate high order thinking skills, historical subjects are interesting subjects because historical materials are relevant for students to analyze by the students to allow multiple levels categorized as high order thinking skills (KPM, DSKP History Form 1, 2016). In the Malaysian Education Blueprint 2013-2025, the mission and vision of Ministry of Education (KPM) Malaysia in developing minds among students is depend on the strength of the teachers when teaching in the classroom. Hence, without the seriousness of mastering knowledge and thinking skills will bring a loss to the education world in Malaysia that wants to make Malaysia a country of equal status with the developed countries in the political, economic and social fields. Rajendran (2013) in his book *Higher Order Thinking Skills*, clearly illustrates that the need for a mobile education system is to provide students capable of thinking at the high level to enable innovation to evolve.

Research Methodology

This study uses a mix method design which is a combination of quantitative and qualitative methods. Qualitative methods involve an analysis of primary and secondary school curriculum and are selected based on the themes to be used as module contents. Furthermore, from the analysis of primary and secondary school curriculum, the selected content is built on the framework as the foundation of building High Order Thinking Skills (HOTS). Selected materials have been tested through a high order thinking skill framework based on historical sources. The ability of historian teachers in developing HOTS is determined based on the rubrics provided by the low, medium, good and excellent categories. The results of the scores were analyzed to see the capabilities of the initial modules of history to be used by early history teachers both at primary and secondary levels. In addition, the start-up module for HOTS modules has been tested amongst six-year history students at the Sultan Idris Education University, Tanjung Malim, Perak. The questionnaire was processed on a percentage basis to the level of belief that the module can help early history teachers to carry out historical lessons to build high order thinking based on historical content that has been selected from the primary and secondary school curriculum.

Analysis of Data and Discussion

The findings of the study showed that the use of Taxonomy (Anderson and Krathwohl) which gave six taxonomic emphasis has been able to assist the early teachers of history to ensure that a title or historical event is capable of being elevated to a high level. Of the thirty respondents who were given historical material, the researchers then discussed with the respondents to help the potential of the early teacher of history to produce ideas that were classified as historical knowledge. Historical knowledge has been successfully described by making historical facts in order or classification. The second stage involving understanding, is that nearly seventy percent of respondents seek to understand the historical events. However, in the context of historical factual understanding, the respondents failed to detail the historical facts. According to the taxonomic level at the level of understanding, the need for a history teacher needs to build many questions to enable knowledge of the facts to be detailed.

History and Historical Meaning

Nearly seventy percent of respondents for historians are aware that history is not merely a mere fact, but for those historians it is the facts to be known. Therefore, it is not surprising that amongst those who only prioritize history as fact and what is taught is a set of facts to be learned. Thus, among the prospective teachers of history who use the initial teaching early history teachers module, begin to feel that the effort to build high order thinking skills based on historical subjects requires students or students who are able to master a deeper fact. Therefore, in this study, early history teachers who undergo practical training in history teaching only describe facts and do not work towards building higher order thinking based on historical facts. Historical concepts of the past, only understood by the early history teachers who follow the teaching practices at school can be said that almost one hundred percent did not move the student's minds to a higher level based on a historical event.

Minimum Achievement in HOTS

A total of twenty students pursuing the field of history were tested based on a passage taken from the passage of Malay historiography. The content of the passage has historical facts as well as a description of the event. The event may have been known when the circles would become students at the school level. The findings show that teachers will only be able to give minimal reason to high level of thinking. The taxonomic space provided consists of six levels of taxonomy namely knowledge, understanding, application, analysis, evaluation and creation.

The passage given below

Said by Sahibul Hikayat that's Sultan Mansor Syah' sons, Raja Ahmad and Raja Muhammad, both are grown up and become adult. Sultan Mansor Syah wish Raja Muhammad will be his substitute because his dearest towards Raja Muhammad.

Once upon a time, Raja Muhammad goes to playing horses riding in Kampong Bendahara Paduka Raja. A son of Bendahara, Tun Besar that time is playing *Sepak Raga* at the road with all young men. Then Raja Muhammad pass through while Tun Besar kick the ball. Then the ball fall over Raja Muhammad' *destar*, fall to the ground. Then Raja Muhammad said "Geez! Our *destar* falled down because Tun Besar." while staring to his crew.

Then Raja Muhammad stabbed him up through the heart. Tun Bear then die. Peoples saw the death of Tun Besar, it then uproaring all the Bendahara Paduka Raja' crews, all of them come out with all their weapons tools might. Then Bendahara Paduka Raja come out asking "what's the reason behind this peoples uproaring?"

Then said by the people, "Your son, Tun Besar is die killed by Raja Muhammad."

Then the peoples continues told the whole story to Bendahara Paduka Raja. Then Bendahara said, "if it's so, why do you all gather like this?"

Then all of the Bendahara's crews replied, "they should all seek revenge on the death of all my relatives."

Bendahara then said "Hey! Hey! Are all you want to rebellious? Do you all disobeyed? Geez! All of you. Geez! because there is no custom, the Malay servant has never been rebellious. But don't let us worship this King's son.

Based on the passage, historians will have knowledge related to Malacca's history, especially Bendahara Tun Perak. The prospective teachers are given a six-level taxonomy. Each level of historical teachers is asked to include important aspects of the taxonomy, it turned out to be the level of assessment and creation, not many of the prospective teachers of history would have expressed besides pointing out that the route to which the king's path would not be played. In addition, the potential teachers will only be looking for other areas to play in order to avoid such unfortunate events. The rubrics provided hope that teachers will be able to present aspects such as new legislation, reassess the relationship between the king and the people, protest and others. Thus, it is clear that the weakness of compiling the facts in the historical subject led to the practice of thinking to be applied to the students inaccurate. Therefore, among the teachers who are not given the emphasis on taxonomic importance in mobilizing HOTS in historical subjects, it is possible to build HOTS only on paper.

An important Aspect of Helping the Early History Teacher Deepen the Aspects of Historical Knowledge

Early history teachers should be given a historical teaching module based on material or historical events and provided a Taxonomy graph that emphasizes the Knowledge Dimension. HOTS can only occur in the context of historical subjects if facts related to historical knowledge can be well organized. Based on the findings, it turns out that amongst the prospective early teachers have not been able to compile the facts in detail. In the passage given, nearly ninety percent of the early history teacher would not be able to level the

knowledge deeply. In the provided rubrics, the knowledge that should be compiled is like the history of the Malay Sultanate of Malacca, the role of Bedahara Tun Perak. The duty of Tun Perak as the Sultan's ruler, the absolute ruling King, laying the layers of society in Melaka, the reign of Sultan Mansur Shah in Malacca. The findings are so disappointing that the prospective teachers will continue to repeat the way things are solved by simply solving facts.

Understanding at least ninety percent of potential early teacher teachers can not be detailed based on knowledge gained. It should be that early history teachers used the technique of questioning on all aspects of knowledge to enable them to master a historical event in depth.

Clear Understanding of Historical Facts

In teaching and learning the most important aspect is communicating knowledge. The traditional method of early-stage education only emphasizes on the knowledge to be collected and the insight into understanding is only to the ability to reproduce the facts through the examination. Hence, the memorization strength emphasizes the seriousness of memorizing memorizing efforts into an important aspect of the examination system in Malaysia. Thus, the meaning of understanding is poorly understood and long-serving or new teachers are more likely to ask students to "understand" what they want to convey. In a history subject often associated with the fact, the role of the teacher should be factual and capable of giving a description and interpretation. However, in the context of knowledge and understanding among the early history teachers can not distinguish between the meaning of knowledge and understanding. This situation reaches nearly ninety percent can not detail facts for the purpose of knowledge and understanding. In the context of understanding, some of the history's first teachers need to raise questions about the facts to illustrate the events or facts described. Based on the excerpt provided by the early history teachers can not distinguish between the meaning of knowledge and the meaning of understanding.

Applications in the History Subject

In the history of teaching, it often focuses on the basic facts that make it a pillar of an event. Therefore, the application aspect in history refers to the actions that have been done by humans in the past. After the occurrence of such action then the event after so long became a historical event if he was interested in explaining something. In this study almost ninety percent of the teachers will not be able to apply to the historical facts that have become knowledge and understanding. There are among the respondents who can not distinguish which understanding and which are classified as applications. In the passage the rubric provided was a murder that happened in the result of a headlamp reaction that was dropped by a group of Tun Besar' friends. The important aspect of his subsequent action was the followers of Tun Perak who wanted to take revenge on Raja Muhammad's actions. The future of historical teachers can not accurately state the occurrence of historical events by emphasizing their actions and impressions. Hence, applications in historical subjects are facts that form the basis for the development of an event. Therefore often in history is called caused.

Analysis in Historical Events

Respondents among future prospective teachers failed to submit an analysis of the events occurring. Almost ninety percent of respondents who are involved in history will not

be able to analyze historical facts. Analytical section involves cause and effect, due to immediate effect, impact of action and so on. The event should be analyzed in detail to illustrate a historical event having its own value and importance.

Assessment

This level is so difficult to reach by respondents. Respondents were not able to differentiate between analytics and assessment. What should be judged in history is the action taken by humans that triggered an event. Therefore, the actions of Raja Muhammad who committed murder have caused an unexpected impact. Thus, the moral aspect of the action should be assessed whether positive or negative. Clearly, what is described in the history curriculum as a Historical Thinking skills is actually the efforts to build higher order thinking skills.

Creating and Disclosing

In history teaching what students should get after they get the facts from a historical event is the ability to see the future. What's important is the history of driving for people moving forward with confidence and clear. Therefore, students need to be instilled with the optimistic nature of learning historical events. It is arguable that early history teachers only provide a low-quality answer to try to avoid the incident again. Hence, nearly ninety percent of respondents only submit ideas so that the game site is no longer used. Though various aspects can be made like the children of the king must be taught to recognize his subordinates, the creation of laws regardless of degree, building tolerance among society and so forth. It is arguable that respondents are no longer capable of achieving the highest level of High Order Thinking Skills (HOTS).

Conclusion

Historical subjects need to be changed in teaching methods in mastering historical facts. In the context of the Malaysian education system, historical subjects are expected to provide a patriotic generation based on various historical events that must be studied since the second level in primary and in one to five levels. This is because the nature of historical facts is rigid and requires creative interpretation to enable historical facts to be meaningful. Therefore, amongst the early history teachers must follow the initial teacher's module to enable the thinking aspect in history to be the basis of building High Order Thinking Skills (HOTS). This allows students classified as generation who live in the 4.0 industrial revolution to master a wide range of skills in life through politics, economics and social.

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