



INTEGRATIVE METHODS IN TEACHING AND LEARNING HISTORY IN MALAYSIA



Ahmad Ali Seman¹



Mohd Rizal

Yaakop^{2*}



Iing Nurdin³

^{1,2}Faculty of Social Sciences and Humanities, Universiti Kebangsaan Malaysia.

²Email: rizaly@ukm.edu.my

³Faculty of Social Sciences and Humanities, Universiti Kebangsaan Malaysia; Faculty of Social and Political Sciences, Universitas Jenderal Achmad Yani, Indonesia.



(+ Corresponding author)

ABSTRACT

Article History

Received: 17 July 2019

Revised: 23 August 2019

Accepted: 30 September 2019

Published: 8 November 2019

Keywords

Integrative methods
Teaching and learning history
National unity and integration.

The objective of this study is to examine the effectiveness of Integrative Teaching Methods in teaching and learning History. Interviews and observation were implemented to review the student's perspective on integrative methods. The effectiveness of Integrative methods is reviewed from the perspective of students. The study found that students' response was very positive. They are happy and keen to involve in activities organized through multiple sources and methods. In addition, respondents show appreciation on integration of various races, especially when they respond to the question on the Implementation of Integrative Value (INI) and Highlighting the Talent and Potential Students (MPB), because these methods highlight the elements of unity that can be seen from a clear and practical class demonstrations. Furthermore, findings from the observation reveal that MPB method makes students more active, interested, having equal opportunity, creating good learning environment and establishing an appreciation to national values. Similar reaction is also found in the application of UKP. The implication of this study is that the use of Integrative Methods could transformed the way to teach and to learn History, making it more interesting, intriguing and encouraging as well as creating a student- oriented learning. In future, this may facilitate the element of unity and national integration to be incorporated into every students' curriculum.

Contribution/ Originality: This study contributes to the existing literature by examining the effectiveness of Integrative Teaching Methods in teaching and learning history.

1. INTRODUCTION

In many developed countries, History has become an important subject to instill unity and national integration among the people. This effort starts from school, which is an important agent of socialization for young people. The role of school as a formal institution in a heterogeneous social climate demands a paradigm shift to undertake the mission and vision of National Education.

This matter was raised by scholars (Ackermann, 1985; Khoo, 1997; Abdullah, 1998; Mohd, 2006) who emphasize the role of schools in meeting the educational agenda for national unity. Understanding the younger generation's perspective ensures continuity and progress of nations in the future. This was voiced by Mohd (1992) and Abdul Rahim (2000) in discussing the role of History as a subject in shaping the diversity and unity of the people. A school is recognized as a unity platform that can be developed through the curriculum and the role of the

teacher. Teachers are agents of socialization and cultural values that influence the younger generation (Aldrich, 1997; Ayudin, 2000; Azra, 2004).

Therefore, it is through knowledge, expertise, coaching and skills available to a teacher, the curriculum can be simplified and developed in order to add values that can nurture students. Agenda for national unity is believed to be accomplished effectively through the fulfillment of the curriculum content, the use of a variety of methods and attitudes of teachers committed to teaching History.

For the success of the national unity as an important element of teaching in the subjects of History, the student-oriented teaching is done through the application of method, a combination of diverse elements and variety of teaching techniques derived from a model called Method of Integrative Teaching (Andi and Abdul Razaq, 2007). As shown in Table 1, this Integrative methods have four important functions: (1) to act as medium of ideas and information (PIM); (2) to test students' understanding (UKP); (3) to implement the integration value (IS); and (4) to highlight the potential and talent (MPB). The following table illustrates the techniques used for each category of Integrative Method.

Table-1. Integrative Method.

Function	Method
To act as a medium of ideas and information (PIM)	<ul style="list-style-type: none"> • Explanation • Contribution • Test • Reading texts
To test students' understanding (UKP)	<ul style="list-style-type: none"> • Question and answer • Story telling • Telling ideas • History quiz
To enact implementation of the integration value (INI)	<ul style="list-style-type: none"> • Discussion • Acting • Roleplay • Internet access
To highlight the potential and talent (MPB)	<ul style="list-style-type: none"> • Public speaking • Singing • Debate • Poem recitation

Previous studies show that there are common problems with teaching History, which are highly dependence on common practices prevailed among the teachers (Musa, 1973) teachers do not tend to use the techniques of inquiry as well as a question and answer (Benton, 1996)[12] and teachers also ignores the diversity of student background as a description of the entire plot for teachers teaching History (Haron and Koh, 1988). Through History subject, issues on ethnic relations, cultural diversity and national integration can be taught and learnt. However there are few major obstacles to this.

The History teaching is weaken by a class that are: (1) syllabus-oriented; (2) teachers-oriented; (3) teaching is merely based on what is explicit in the textbook; and (4) teaching does not involve students in activities as a whole and no mixing of students from different races. Teacher is still less creative in the atmosphere of teaching and learning History. Some students assume History as a dead subject, uninteresting curriculum and not worthy to be learned. In carrying out the teaching, the diversity of methods is still less applicable to the teaching, which is still seen as passive. It is not contributing much to the development of student potential and talent since implicit issues in the textbook are not well featured by teachers to students. Therefore, this study aims to investigate the effectiveness of Integrative Methods in the teaching and learning of History particularly in applying the elements of national unity and integration.

2. METHODOLOGY

This study is a quasi-experimental study by applying the use of Integrative Methods in the teaching and learning of History and particularly to highlight the elements of national unity and integration to students. The experiment was held for 15 weeks in two government schools in Batang Kali and two schools in Ampang, two districts located at Selangor, Malaysia. A total of 61 respondents were taken as a study sample.

During the lesson, the students' behavior checklists form is used in order to examine the use of Integrative Methods to evaluate the activities, interest, involvement, study climate and appreciation of the values which can be observed and recorded. Researchers also conducted interviews with students to get their feedback. The indicators for effectiveness of the Integrative methods applied in teaching and learning History can be categorized as follows:

1. Integrative methods used to involve students in active participation (A).
2. Integrative methods used to raise interest (M).
3. Integrative methods used to provide an equal opportunity (P).
4. Integrative methods used to create a conducive climate to study history (K).
5. Integrative methods used to create an appreciation of values (N).

3. RESULT AND DISCUSSION

Findings of the interviews: Some of the data are based on interviews conducted with students. The students found to be more attractive to teaching after various methods were adopted by teachers when developing the values of national unity and the elements implied in the History curriculum. This indirectly provides opportunities for students to demonstrate their ability and talent in activities such as poem declamation, acting, etc.

Conducive climate is important in making History subject more positive and letting students in a comfortable, fun and active manner in order to attract motivate and stimulate emotional aspirations of students (Burden, 1990; Arnold, 2000). Students admitted to be more open to conducive learning climate and to their needs. Conducive learning environment is one of the important things that need to be addressed by all teachers because it can create a passion and motivation for learning (Cooper, 1997; Clark, 1998).

Students' interest to teaching and learning History also increased after a variety of methods were used in applying the values and elements of national unity in the teaching and learning History as it involves many students and variety of resources and teaching media. In addition, students are stimulated to be more active and participative in activities organized by teachers (Antelo and Henderson, 1992).

Findings of the observation: The observation of this study indicates active application of a function of medium of ideas and information (PIM). This function with several methods is considered more effective in creating values among the students and raising student response to better understand and appreciate the values of national unity. Through the techniques of teaching and learning that was accumulated in the UKP, students were found to be stimulated by their involvement and active participation in the learning and teaching process. Then through a set of techniques in the function to implement Integration Value (INI), the values of national unity and integration can be featured and easy to be appreciated.

Overall, this method can develop students' understanding. It also creates active participation, equal opportunities and appreciation of values. In addition, the methods to highlight talent and potential (CDM) was also implemented successfully through the use of the elements of language and literature. It appears to have an impact, increase students' interest, and fun. It is able to create a conducive learning environment relevant to students' needs. It is found that students responded accordingly to each technique in the Integrative Method in teaching history. Therefore, the study findings indicate the response-related behaviors.

According to Table 2, it can be seen that the rules applied under the category of ideas and information (PIM) shows less passive behavior and students is also difficult to apply an appreciation of the teaching from various planned activities done under the direction of teachers.

However, PIM methods give students equal opportunity to acquire knowledge and to learn the values of history. The score for P is 13, which is a high score compare to other indicators.

Table-2. Students' respond to PIM.

PIM = 16	Students' respond				
Method	A	M	P	K	N
• Teachers' explanation	1	1	3	1	4
• Contribution	2	2	3	2	2
• Training	1	2	4	1	□
• Text reading	1	1	3	1	1
Total values	5	6	13	5	8

According to Table 3, from the total value of 16 marks, storytelling method has actively engage students, encourage interest and become an effective tool in spreading the values of the national integration to the students. Overall, the student responses positively to the use of UKP test methods.

It particularly rises understanding of student activity and their interest and provides opportunities for students to interact with each other.

Table-3. Students' respond to UKP.

UKP = 16	Students' respond				
Method	A	M	P	K	N
• Questions and answers	3	2	3	1	1
• Story telling	4	4	2	3	4
• Giving ideas	1	1	3	1	1
• History quiz	3	3	3	3	3
Total values	11	10	11	8	9

Table 4 shows the selection of method under the category of Implementation of Integrated Value (INI). It was applicable because the whole methods under this category have achieved the desired purpose.

Students respond very positively in terms of active involvement and interest in these activities. Furthermore, the use of this method also creates a climate conducive to learning and carries out the INI function to spread the values of integration in students through discussion and acting activities.

Table-4. Students' respond to INI.

INI = 8	Students' respond				
Method	A	M	P	K	N
• Discussion	3	3	3	4	4
• Acting	4	4	3	4	4
Total values	7	7	6	8	8

Table-5. Students' respond to MPB.

MPB = 16	Students' respond				
Method	A	M	P	K	N
• Public speaking	1	3	3	4	4
• Singing	4	4	4	2	3
• Debate	3	4	4	4	3
• Poem	3	3	2	3	4
Total values	11	14	13	13	14

Table 5 shows the responses of students following the use of methods to highlight the students' potential and talent (MPB), which lists four activities: public speaking, singing, debate and poem declamation. The MPB methods show high scores for all activities and students respond, which involves students actively in learning activities, to raise interest in the learning activities, create equal opportunity for all students, establish a conducive learning environment and a platform in fostering an appreciation of the integration values among students.

The observation on the behavior of students for each of the methods used in teaching and learning demonstrate their readiness to learn History in an integrative method. The data show positive responses and willingness to learn as well as the appreciation of the values of national integration and unity.

These findings also indicate that Integrative Methods though applied in teaching and learning History in a short period of time, has shown positive results and very encouraging. This means Integrative models of teaching and learning are applicable.

It can be applied in the context of teaching and learning of History to enhance the role of History subjects as a platform of national integration and national unity among the various communities in Malaysia.

In addition, the use of diverse methods embodied in Integrative Methods has created a comfortable climate to studying History in order to make it more alive, more active and attract more interest and participation in learning activities (Aziz, 1985). Based on this method, the teaching is student-centered while the teacher works to become the medium of ideas and information on teaching History in the early stages only, when they serve as a resource guide and to monitor active participation. By the use of this model, it can complete a package of teaching history in schools to rely not only to textbooks, but most importantly is that teachers have a set of guidelines to implement the lessons.

Taib (1984); Burston and Green (1992) see the failure of History subjects as a catalyst for national integration is due to the teaching approach that is still traditional and does not create a motivation to learn through appropriate activities.

Based on the researchers own observations, History teachers are heavily reliance on textbooks, not creative to handle teaching and learning tasks and too exam oriented, as well as neglecting the responsibility to make History subjects as a platform to create students' awareness and identity (Dickinson and Lee, 1988). Loh and Khoo (2002) [26] admit the existence of obstacles and constraints in the form of national integration in schools because the teaching is still entirely dependent on the textbook and exam-oriented, students also not gaining exposure on the way of life and patterns other ethnic cultures.

Ali (1990) and Tan (1998) emphasize the importance of creating symbols of national identity the need of this symbol to be easily recognizable, and thus unite the people of Malaysia. However, after independence, there are still Malaysians, especially the students who failed to recognize the national identity and national symbols. Lee (2002) recognizes the History subject as the right avenue to talk about the social transformation of society in Malaysia and the formation of a national identity.

Seman (2009) points out the need too build a united Malaysian nation rooted in the school of education system in general and particularly, in the implementation of the History subject. Therefore, the failure of the teaching of History has adverse implications on the national integration value in the long run (Cauchan, 1989).

Based on this study, the school administration can take the initiative to implement Integrative Methods, especially on function of Appreciation of Unity and National Integration Value (INI) to be improved and enhanced with new ideas to provide a module that can support the government towards making History subject as a compulsory subject for national unity and integration. Among the elements of national identity that should be given priority in the teaching of History is the National Language, Philosophy of National Anthem, the National Cultural Policy and the characteristics and symbols of other socio-cultural societies that could lead to more understanding and promote national integration.

4. CONCLUSION

This study found that Integrative Methods are suitable to be implemented at a school level. A History teacher is also not just disseminating information but acts as an agent to enrich national unity. Teachers should teach on the basis of disseminating knowledge and experience and to raise student awareness of community norms and cultural values at local, national and global levels (Doll, 1988; Grosvenor, 2000; Formwalt, 2002). Through knowledge and appreciation of the history of a country, the students will be able to understand the society and the State in creating a spirit of unity and belonging as well as to look at society and country as a single unit, creating a common historical memory as a frame of reference to strengthen national consciousness and a sense of home.

Funding: This study received no specific financial support.

Competing Interests: The authors declare that they have no competing interests.

Acknowledgement: All authors contributed equally to the conception and design of the study.

REFERENCES

- Abdul Rahim, A.R., 2000. KBSM history teaching and learning model (in Malay). Kuala Lumpur: DBP.
- Abdullah, A.S., 1998. In the education system in Malaysia (in Malay). Kuala Lumpur History Symposium: University of Malaya.
- Ackermann, B.R., 1985. Theories of historical knowledge. New York: Mc Graw.
- Aldrich, R., 1997. The end of history and the beginning of education. London: Institute of Education.
- Ali, S.H., 1990. A note a Malay society and cultural. University Malaya: Department of Malay Studies.
- Andi, S. and A. Abdul Razaq, 2007. Education history & national historiography: In the context of Indonesia, Malaysia and Brunei (in Malay). Bandung: Historia Utama Press.
- Antelo, A. and R.L. Henderson, 1992. Formulating effective school cooperation partnership: A policy analysis, school organisation. London: Croom Helm Ltd.
- Arnold, J., 2000. History: A very short introduction. Oxford: Oxford University Press.
- Ayudin, A.R., 2000. Pedagogy: Didactic knowledge for teachers (in Malay). Kuala Lumpur: Publication of Salafi Sdn Bhd.
- Aziz, Z., 1985. Education and citizenship in Malaysia (in Malay). Kuala Lumpur: Selangor Press Sdn Bhd.
- Azra, A., 2004. Multicultural democracy (in Malay). Harian Republika.
- Benton, A., 1996. Philosophy of education. New Jersey, Englewood Cliffs: Prentice Hall, Inc.
- Burden, P., 1990. Teacher development. Handbook of research on teacher education. New York: MacMillan.
- Burston, W.H. and C.W. Green, 1992. Handbook for history teacher. London: Mithuen.
- Cauchan, S.S., 1989. History teaching and learning process. New Delhi: Vikas Publication.
- Clark, C.M., 1998. Asking the right questions about teacher preparations contributions of research on teacher thinking. *Educational Researcher*, 17(2): 5 – 11.
- Cooper, J.M., 1997. Classroom teaching skills. A handbook. Toronto: DC Health Co.
- Dickinson, A. and P. Lee, 1988. History teaching & history understanding. London: Heineman.
- Doll, R.C., 1988. Curriculum improvement: Decision making and process. Boston: Allyn & Bacon Inc.
- Formwalt, 2002. Seven rules for effective history teaching or bringing life to the history class. *Magazine of History*, 17(1): 65 – 67. Available at: <https://doi.org/10.1093/maghis/17.1.65>.
- Grosvenor, I., 2000. History for the nation multiculturalism and the teaching of history. In J. Arthur and R. Phillips (Eds), *Issues in History Teaching*. London: Routledge. pp: 148 - 158.
- Haron, I. and B.B. Koh, 1988. The basics of pedagogical practice (in Malay). Kuala Lumpur: Utusan Publications & Distributors.
- Khoo, K.K., 1997. Students' deterioration factors in SPM History (In Malay). News Sunday March 26, 2009.
- Lee, M.N.N., 2002. Teacher education in Malaysia: Current issues & future prospect in teacher education (Ed). London: Kogan Page Ltd.
- Loh, K.W. and B.T. Khoo, 2002. Democracy in Malaysia discourses and practice. Kuala Lumpur: Jabatan Perpaduan Negara.
- Mohd, H.O., 1992. History of philosophy of education (in Malay). Kuala Lumpur: DBP - PSM.

Mohd, N.M., 2006. Ethnic relations in Malaysia. Kuala Lumpur: Pearsons Prentice Hall.

Musa, B., 1973. The aim of creating a national culture (in Malay). Leadership(8): 2 -11.

Seman, A.A., 2009. Approach of cultural diversity and ethnic history towards the application of national integration in transformational teaching and learning history. Pekan Baru: Cendikia Insani.

Taib, A., 1984. Historical awareness of today: Understanding the history of Indonesia (in Malay). Jakarta: LP3ES.

Tan, A.H., 1998. KBSM history curriculum: A study on teacher's thoughts on the passion and implementation (in Malay). Unpublished Master Thesis. Penang: USM.

Views and opinions expressed in this article are the views and opinions of the author(s), International Journal of Asian Social Science shall not be responsible or answerable for any loss, damage or liability etc. caused in relation to/arising out of the use of the content.