

The Implementation of 21st Century Learning in Secondary School History Subject

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ABSTRACT

The purpose of this study is to see the implimentation of 21st Century Learning activities in History subjects in one of the secondary schools in Sarikei. In addition, this study also wants to identify 21st Century Learning class conditions created in a safe and fun learning environment. A total of eight History teachers who have participated in the study have given good cooperation throughout the study. This study uses qualitative and quantitative approach which is involved data collection using observation methods and structured interview methods as well as the analysis of Subject Grade Average of History subject in Sijil Pelajaran Malaysia examination to review and identify 21st Century skills applied to the students during the process of teaching and learning of History. Analysis of Subject Grade Average of History subject in Sijil Pelajaran Malaysia examinations showed an increase of mean score by 7.28% from 2017 to 2018. Findings through observation methods found that history teachers applied the 21st Century Learning activities in the classroom during the process of teaching and learning of History and transforming the classroom with creative learning space. While the findings from the structured interview method show that the 21st Century Learning have a positive impact on Subject Grade Average of History subject in Sijil Pelajaran Malaysia examinations as stated in Standard 4 SKPMg2.

Key Words: High school History, 21st Century Learning, cooperative methods

1. INTRODUCTION

21st Century Teaching and Learning Skills refers to several core competencies, namely collaborative, digital literacy, thinking skills and problem solving. 21st Century Learning as a form of learning that requires students to master the content and produce, synthesize (consolidate / merge) and evaluate information from a wide range of subjects and sources with understanding and respect for different cultures. They (students) are expected to create, communicate, collaborate and be digital literate in addition to having civic responsibilities. The researcher conducted this study in one of the secondary schools in the Sarikei area. The researcher conducted this study in 21st century learning in the school concerned with the subject of History only.

Problem Statement

In the process of teaching and learning, history teachers have found that students are less interested in learning history even though they use drill techniques and storytelling techniques without study aids (Head of the History Committee, 2020). Information from the Head of the History Committee in this school also stated that students are weak in Paper 2 and Paper 3 of History subject in Sijil Pelajaran

Malaysia Examination because the questions are in the form of essays and structure. Students are not interested in memorizing and difficult to remember historical facts and events even though history teachers have conducted many drills to help students improve their answering skills in examinations. However, history teachers have found that these methods and techniques are indeed less effective. This is because the students' lack of confidence have caused them to be less interested in carrying out the exercises given by the teacher. They will be less interested in conducting rehearsals on a daily basis during History lessons. Most students will feel bored doing practice in the classroom. They are less confident in answering the questions given by the teacher. They will always ask for help from the teacher and always ask the history teacher to give them guidance. Eventually, this will result in the negative attitude among students towards the study of History. Therefore, to overcome this problem, history teachers have done their best to identify the real problem to help students to change their attitude towards study of history.

Objective

The purpose of this study is to see the implementation of 21st Century Learning in secondary school History subject. The objective of this study specifically is to identify whether History teachers can:

1. Identify 21st Century Learning class conditions created in a safe and fun learning environment.
2. Apply 21st Century Learning activities in teaching and learning of History subject.
3. Improve the Subject Grade Average of History subject in Sijil Pelajaran Malaysia examination.

2. LITERATURE REVIEW

According to YM Raja Abdullah Raja Ismail (2018), this action research was conducted to evaluate the self-practice of trainee teachers of Religious Studies of Institut Pendidikan Guru Kampus Dato Razali Ismail in applying the concept of 21st Century Learning in teaching and learning during practicum in schools.

According to Aimi Hafizah Binti Fadzilah (2017), this study aims to examine the implementation of cooperative teaching and learning among teachers in Sekolah Menengah Kebangsaan Pekan Nenas which is a school under the Pontian District Trust School Program.

According to the Ainun Rahmah Abraham (2017), a study aimed at identifying the impact of 21st Century Learning attitudes, motivation, and achievement in learning English.

3. METHODOLOGY

The action research design with the Model of Kemmis & McTaggart (1988). This model was adapted because the model is coiled and it can start with a reflection step. Moreover, the design of this action research aims to improve the practice of teachers as well as to advance student learning in History subject. Eight of History teachers of Form 1 to Form 5 in one of the secondary schools in Sarikei was used in this study. Qualitative and quantitative methods were used to collect the data of this study. Using the implementation of teaching in the context of the actual class, observation methods and structured interview methods are used. In addition, Subject Grade Average of History subject is also analyzed as quantitative data. Both of these types of data are further enhanced by interview data with History committee teachers from one of secondary schools in Sarikei. The findings of the reflection session will be developed as suggestions for improvement to continue the next cycle of action research.

Observation method

Among the advantages of observation methods in data collection is that the researcher is able to attend and see the real situation of the study site. In addition, the researcher can also listen, observe and ask questions to get information and then be able to understand what is happening in the study site. Observation is an effective method to use in the classroom because the researcher can see the process of teaching and learning directly. For example, history teacher of Form 5 always observes the reaction of his students to ensure that communication takes place between teachers and students as well as

students and students. In addition, observations can help teachers to determine students' readiness and acceptance of their teaching. What is the important in the observation process, the researcher should try to make observations without prejudice against the History subject teacher in the school.

Interview Method

Data was also be obtained by using structured interview methods with history teachers in this school. Based on the structured interview method, the researcher was able to obtain information related to the background of the History subject teacher and other information. This method is conducted to individuals who do not have the time or lack of understanding to answer the questions posed in the questions created by the researcher. Structured interviews are likely to be a very meaningful data collection method as it takes a long time as well as being able to socialize with History teachers via WhatsApp and Telegrams. Structured interviews are the best method for open-ended questions and get detailed information on History teachers in this school.

Subject Grade Average Analysis of History Subjects in SPM

The researcher was present and saw the real situation of the study site. The researcher also interviewed the head of the History committee and some history teachers in this school. The researcher has obtained the Subject Grade Average of History subject in Sijil Pelajaran Malaysia examination from 2014 to 2018 but the researcher only focused on the Subject Grade Average of History subject in 2017 and 2018 for this study. In addition, the passing percentage of History subject in Sijil Pelajaran Malaysia for 2017 and 2018 is also used in this study.

4. RESULTS & DISCUSSION

Researchers can also listen, observe and ask the teachers to get information and then be able to understand what is happening in the study site on the atmosphere or climate of the classroom and the arrangement of chairs and chairs should be appropriate and facilitate the movement of students and teachers. In addition, the situation in the classroom should provide space to carry out teaching and facilitating activities. The researcher found some patterns of arrangement of chairs and chairs at the study site during the teaching and learning of History. The classrooms that have been implemented at the researcher's study site are in the form of 'U' and the form "T". It is found that this school has a large number of students with an average number of each class has 35-38 students.

In addition, students are divided into groups and sit in groups of four to six people. According to History teachers, this method facilitates teachers to carry out group activities with cooperative methods as planned in the Daily Teaching Plan and also apply 6C elements in teaching and facilitating History subjects as stated in Standard 4 Malaysian Education Quality Standards 2.

Success Criteria

Success criteria are small elements of a learning objective. So success criteria can help teachers to build appropriate activities to ensure organized learning activities. In addition, History teachers look at small fractions of activities and include differentiating learning where necessary. With the element of success criteria, teachers are also easy to make assessments and reflections because student-specific achievement can be seen. Through the researcher's observation, the researcher found that the angle of success criteria on the board has been prepared and used by History teachers while implementing Teaching and facilitating as planned in the Daily Teaching Plan. Corner success criteria in the classroom. For example, the learning objective is the planned teacher. At the end of the learning, students can list 5 contents of the Formation of Malaysia.

Parking Lot Corner

Parking Lot corners have also been prepared and used by History subject teachers at the researcher's study site. The purpose of the corners created is to enable the students to use them when asking questions, giving comments and so on. This corner also plays a role and is suitable for use if students

are ashamed to ask and also used by teachers to reflect on the teaching and learning that has been carried out.

Student Work Corner

Student work corners are also provided to display student work in groups after the group presentation is implemented. This can encourage students to work together in a team through element 6C during the teaching and learning of teachers in the classroom. To achieve the second objective of this study, several cooperative methods were used by the school's history teacher.

Jigsaw Techniques

Through the findings of structured interview methods, History Teachers use jigsaw techniques to facilitate students' understanding. Pupils do not get bored during teaching and learning when they are studying the Ignorant society. This technique also fosters an active learning environment and students are responsible in seeking knowledge. There are two types of jigsaw that can be used. In the implementation of jigsaw II is very important group goals to achieve objectives. So, all members should have the same goal. Every student has the same opportunity and space to achieve group goals. Students will become experts in a sub unit and explain to friends. Through group discussion activities, students easily understand and help with long-term memory.

Round Table

Through the results of structured interview methods, cooperative learning structure is also implemented, namely Round Table. This cooperative structure is done like the Rally Table structure but implemented in groups of four. Pupils sit in groups. The teacher presents a topic which is to recite poems in turn. Pupils write down an idea. Pupils use the same pen and paper and the results of the discussion are referred to or presented. For example, World War II.

Map I- Think

Pupils use the i-Think Map as a tool to generate ideas in groups. For example in the title of the events of the resistance of local leaders before the Second World War. Students presenting content using a map of Malaya, Sabah and Sarawak. The content is presented in the form of i-Think according to the suitability of Bubble Maps and Flow Maps using power point slides. For example the topic of Civilization.

Collaborative Learning

Collaborative learning is an approach that emphasizes cooperation and requires students to present ideas in small groups. This approach can be implemented by teachers by assigning assignments to students in a group that has been identified. Students can exchange opinions or ideas during the teaching and learning activities in groups. All group members need to contribute knowledge, opinions, skills and problem solving together. Teachers act as controllers of the implementation of teaching and learning to ensure the smooth learning process according to plan. For example, students are given specific topics to do assignments in groups and work with each other. The title is given based on the titles in the textbook such as the title of civilization, namely Mesopotamian Civilization, Indus Civilization, Ancient Egyptian Civilization and Huang He Civilization.

Project Based Learning

Project-based learning is a different model of classroom activity than usual. This approach to learning activities is long-term, integrating various disciplines, student-centered and relating real life experiences. A project is defined as a task, construction or systematic investigation that leads to a specific goal. In the History curriculum, students gain knowledge and skills during the process of preparing a project. They can also explore or research the project through various relevant sources of information. The teacher acts as an assessor to track the level of mastery of students stated in SKPMg2. For example, Roman Civilization and stone inscriptions.



Game BINGO

The "BINGO" game for objective questions is very suitable for objective questions from Form one to Form Five students. Students are divided into 4 to 5 people in a group. Each group is provided with 1 set of objective questions. Each group is instructed to form 5 X 5 squares (25 squares) and write the numbers 1 - 25 at random. Each group took turns choosing and answering the objective questions. The group that answered correctly had the opportunity to say a number, that is numbers 1 to 25 and then all groups blacked out the number on the BINGO paper drawn earlier. The earliest group to form 5 BINGO is counted as the winner. The game requires the cooperation of all group members to devise strategies and discuss objective answers. Teaching and learning of this game is full of fun and attracts students to learn History subjects. Teachers act as mentors to enable students to master knowledge, skills and practice values based on lesson objectives. For example, Malaysia in International Cooperation.

To achieve the third objective of the study, quantitative data collection was implemented at the study site, namely Subject Grade Average of History subject in Sijil Pelajaran Malaysia examination for Year 2017 and Year 2018. The following is a summary of the quantitative data findings for both years for this school.

Table 1: SPM History Data for 2017 and 2018

Number of SPM Candidates	Mean Score of 2017 (a)	Mean Score of 2018 (b)	Score increase mean (b) – (a)
Year 2017 (n = 273)	91.58%	98.86 %	+ 7.28%
Year 2018 (n = 264)			

Based on Table 1 above shows that the mean score increase by 7.28%. It shows that the achievement of History subject in Sijil Pelajaran Malaysia of Year 2018 have improved compare to Year 2017 after the implementation of 21st Century Learning activities in this school. This improvement is the effort of students in active learning with 21st Century Learning activities planned, guided, encouraged, evaluated by all the history teachers of this school.

Table 2: SPM Subject Grade Average of History Data Year 2017 and Year 2018

Number of SPM Candidates	SGA Year 2017 (a)	SGA Year 2018 (b)	Improvement SGA (b) – (a)
Year 2017 (n = 273)	4.11	3.34	-0.77
Year 2018 (n = 264)			

Based on Table 2 above shows that the decrease of Subject Grade Average of History in Sijil Pelajaran Malaysia for Year 2018 compare to Year 2017 by -0.77. It shows that the achievement of Subject Grade Average of History subject in Sijil Pelajaran Malaysia have improved. The implementation of various 21st Century Learning activities help the students to achieve the passing rates and obtain excellent results. This improvement is the effort of students in mastering the facts of History through active learning activities through cooperative methods.

5. CONCLUSION & RECOMMENDATION

Through the findings of this study, the school has successfully implemented the 21st Century Learning in the process of teaching and learning of History subjects. Class conditions created in a safe and fun

learning environment. This can be proved through the findings of class observations with the way the table and chairs are arranged in the form of 21st Century Learning, through the angle of student work, success criteria and through the parking lot corner. In addition, through the findings of structured interviews, teachers have applied 21st Century Learning activities which is implemented in teaching and learning of history subjects such as collaborative learning, project-based learning, jigsaw techniques, round table, i-Think Maps and Bingo games. The 21st Century Learning activities are more frequently implemented during teaching and learning of History subjects. The committee of History subjects of this school has used the Daily Teaching Plan format of the TS25 program which is 6P such as planners, mentors, controllers, motivators, evaluators and active learners. Thus, this school has been able to improve the results of Subject Grade Average as well as the passing percentage of Form 5 History candidates in the Sijil Pelajaran Malaysia examination from 2017 to 2018. The effectiveness of teaching and learning with 21st Century Learning activities can be seen with the increase in the passing percentage of SPM results from 2017 to 2018 by 7.28% while Subject Grade Average for History also decreased by 0.77 from 4.11 in 2017 to 3.34 in 2018. Subject Grade Average which gets smaller number is better for the result of Sijil Pelajaran Malaysia. So, the problem of students in lacking of interest and lacking of confidence in History subject can be overcome through the implementation of 21st Century Learning activities.

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