

Neo-21st Century Learning History Module in Improving History Content Knowledge Among Year 5 Students at Daerah, Sungai Buloh

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Abstract

This quasi-experimental study involves quantitative research approach to identify the effectiveness of the Neo-21st Century Learning History Module in improving the knowledge and ethics of citizenship among Year 5 students at Daerah, Sungai Buloh. This Neo- 21st Century Learning History Module is adapted from the Neoteric Approach Framework which involving five main aspects which are 16 domains of student development, constructive alignment, core competencies, Technology-assisted Classroom Based Assessment, and student-centered pedagogy. This quasi-experimental study involved a total of 84 samples in Sungai Buluh Selangor, which were divided into two groups, the control group and the treatment group, which were used as study samples over a period of 14 weeks. Data collection using test questions and questionnaires. The research analysis used is descriptive analysis involving mean values and standard deviations. Descriptive and inferential analysis data were processed using Statistical Packages Social Science (SPSS) version 29. This module proved to be effective and the data showed that the students' level of content knowledge of history was higher than the control group in the pre and post-tests. The implications of this study found that the teaching approach based on the Neoteric Approach Framework is capable of impacting the knowledge as well as the development of students in the development of history education. The implications of this study can also be a guide for educators and researchers in the preparation of a contextual and future-proof curriculum to meet the needs of holistic history education.

Keyword: History Education, Primary School Student, Neoteric, 21st Century Learning

Introduction

In the context of historical education, the integration of 21st-Century Learning emphasizes the importance of effective teaching and learning. History is not only an academic subject that requires knowledge of historical facts, but also provides an opportunity to develop critical, analytical and reflective skills among students (Yang, 2021; Shakila, Mohd Mahzan & Abdul Razaq, 2020; Lezah & Rosy, 2018; Sanday & Mohd Mahzan, 2023). History teachers play a

crucial role in designing curricula that not only convey historical facts but also incorporate technology into the learning process. By using digital platforms, digital resources and virtual learning experiences, students can enhance their understanding of historical context and develop 21st century learning such as digital literacy and creative thinking (Cecelia, Mohd Mahzan & Abdul Razaq, 2019; Zulaiha, Hafizul & Erni, 2023; Norsy & Anuar, 2023 & Aini & Shahlan, 2021). To explore alternative teaching methods, this study examines the Neoteric approach (Neoteric Initiative Education Centre UPSI, 2022). The engage student and facilitate a deeper understanding of historical concepts and events, while providing a fresh perspective on history.

Similarly, in historical education the goal is to provide knowledge and instill a sense of citizenship in students (Rudi, Abdul Razaq & Mohd Mahzan, 2019; Rijal, Ajat, Zulkarnian, Aman & Kian, 2020 & Zulfiqar, Mohd Mahzan, Abdul Razaq & Asmahani, 2019). To achieve this, a learning plan should be designed in the form of modules to ensure that the learning process has a meaningful impact on students. Planning learning activities involves setting goals and objectives (Khalid, 2019). Therefore, teachers need to determine the best strategies, approaches, methods and techniques by referring to the objectives set by the Ministry of Education, which aim to produce citizens who are patriotic and obedient while fostering a love for their country.

By aligning with these objectives, teachers can establish specific goals for classroom teaching using appropriate approaches. In this study, the Neo-21st Century Learning History Module is used to promote knowledge mastery and cultivated ethical citizenship among Year 5 students. The main objective of this module is to provide a student-centered, collaborative and engaging learning approach, offering a broader and more interactive learning experience while fostering the development of student's historical thinking skills at a deeper level.

Methodology

This study employs a quantitative research approach with pre- and post-tests (Creswell, 2014). The experimental quarantine comprises a total of 84 samples divided into two groups: the control group and the treatment group. These groups were sampled over a 14-week period. The control group consists of 42 students using conventional learning methods, while the treatment group consists of 42 individuals applying the Neo-21st Century Learning History Module. Data collection was performed using test questions. The analysis of the study utilized descriptive analysis, including standard minimum and fraction values, as well as inferential analytics involving t-tests.

The development of the Neo-21st Century Learning History Module consists of four phases. The first phase is a literature review. The second phase involves developing the Neo-21st Century Learning History Module. The third phase includes seeking expert input on the appropriateness of the contents of the Neo-21st Century Learning History Module while conducting a pilot test on the suitability of history teaching at the elementary school level. This phase included delivering test and questionnaire questions to 30 students. Subsequently, the results of the pilot study were processed using SPSS version 29, which employs 'Cronbach's Alpha' to measure the reliability of each item. The fourth phase entails conducting a real study by implementing history teaching based on the Neo-21st Century Learning History Module.

Data Findings**Respondent Profile**

The study involved 42 students from the treatment group and 42 from the control group. The demographic profile of the survey respondents is shown in detail in Table 1.1 below.

Table 1

Demographic Profile of Survey Respondents

Group	Profile	Demographic	Frequency	Percentage
Treatment	Gender	Male	19	45.2
		Female	23	54.8
Group Control	Gender	Male	19	45.2
		Female	23	54.8
Control			42	50
Treatment			42	50

Based on the above table, the population of respondents in the study consisted of 19 male students (45.2%) and 23 female students (54.8%) in the treatment group. In terms of race, 41 Malay students (97.6%) and 1 non-Malay student (2.4%) were involved in the treatment group. The control group consisted of 23 female students (54.8%) and 19 male students (45.2%).

Table 2

History Content Knowledge Level (Group Control & Group Treatment)

Item	Group Control				Group Treatment			
	Pre-Test		Post-Test		Pre-Test		Post-Test	
	f	%	f	%	f	%	f	%
1. Ethics of singing Negaraku songs	13	30.1	17	41.0	17	39.7	31	73.9
2. Stand upright while singing the National Anthem	11	27.3	17	39.7	18	42.8	31	73.9
3. Strengthening Malay's national language	32	76.7	39	93.1	32	76.7	39	91.7
4. Challenges in usage of the Malay language	28	67.1	30	71.2	29	69.8	36	86.3
5. Importance of respecting the national flag	26	61.6	30	72.6	27	64.3	36	84.9
6. Prideful Figures for Malaysia	22	53.4	25	58.9	28	67.1	37	87.9
7. History of the National Anthem	25	58.9	30	72.6	24	57.5	33	78.0
8. Melody of the state anthem of Perak	28	67.1	32	76.7	26	61.6	32	76.7
9. Ideas for the creation of the National Anthem can emerge	21	49.3	21	50.6	32	76.7	38	90.4
10. Religion practiced before the arrival of Islam	24	58.9	25	61.6	29	69.8	32	75.3

11. Universal Values in religion that foster unity	21	49.3	25	58.9	24	57.5	32	75.3
12. State leaders who do not have a royal status	28	67.1	29	68.4	33	78.0	34	80.8
13. Significance of loyalty to royal institutions	27	64.3	30	71.2	25	58.9	33	78.0
14. Tools of the Yang di-Pertuan Agong	26	63.0	26	63.0	28	67.1	29	69.8
15. Selection of the Yang di-Pertuan Agong	25	58.9	25	61.6	32	73.9	38	90.4
16. The first country to colonize Melaka	26	63.0	30	71.2	29	69.8	33	78.0
17. Unfederated Malay States	11	27.3	14	34.2	11	26.0	31	73.9
18. Economic impacts of Colonization	29	69.8	30	71.2	32	76.7	34	80.8
19. Local prominent figures	29	69.8	30	71.2	29	68.4	32	75.3
20. Area of Tok Janggut opposing the British	31	73.9	32	76.7	32	76.7	34	82.1
21. Symbolic of end of British Colonization in Malaya	17	41.0	24	56.1	17	39.7	29	68.4
22. Moments of Independence for the Federation of Malaya	16	38.5	19	45.2	18	43.8	32	75.3
23. Steps towards achieving independence	21	50.6	29	68.4	29	69.8	34	82.1
24. The meaning of the term Cogan Kata of Jata Negara	34	82.1	36	86.3	37	89.0	40	95.8
25. Preserving the Malay as the language of knowledge	35	84.9	37	89.0	38	90.4	41	97.2
26. Main responsibilities of the Council of Rulers	37	89.0	38	90.4	37	87.6	39	91.7
27. Colours and symbols on the national flag have significance	44	60.2	28	67.1	28	68.4	37	89.0
28. Symbols on the Jata Negara	25	58.9	28	67.1	29	69.8	37	89.0
29. Uniqueness of the hibiscus flower	38	90.4	39	91.7	34	82.1	40	95.8
30. Hibiscus as a symbol of grandeur and national emblem	33	79.4	36	84.9	33	79.4	37	89.0
Total Min	24.8	55.9	27.6	63.2	24.0	66.29	32.4	79.5

Firstly, in the item “Ethics of singing Negaraku songs”, it was found that the control group had a lower minimum score in the pre-test (f=13,30.1%) compared to the treatment group (f=17, 39.7%). After the intervention, both groups showed improvement. The control group had a score of f=17 (41.0%) and the treatment group had a score of f=31 (73.9%). In the item “Strengthening Malay’s national language”, both the control and treatment groups had the same score in the post-test, f=32 (76.7%). However, they showed better improvement after the post-test, with a score of f=39 (91.7%). In the item “Challenges in usage of the Malay language”, the treatment group (f=36, 86.3%) showed a more significant improvement compared the control group (f=30, 73.9%) in the post-test.

In the item “Idea for the creation of the National Anthem can emerge”, it was observed that the treatment group (f=38, 90.4%) had a better increase in awareness compared to the control group (f=21, 49.3%) in the post-test. For the control group, the pre-test rating for the

item "Tools of the Yang di-Pertuan Agong" was $f=26$ (63.0%) and this score remained the same post-test, $f=26$ (63.0%). There was no significant change after the intervention for the control group. On the other hand, the treatment group showed slight improvement even after the pre-test ($f=26$, 67.1%) and had a post-test score of $f=29$ (67.7%).

Moreover, in the item "The meaning of the term Cogan Kata of Jata Negara", there was a notable difference between the two groups in the post-test result. The treatment group respondents gave a score of $f=41$ (97.2%), while the control group had a score of $f=37$ (89.0%). This difference suggests that respondents from the treatment group are more likely to have a better understanding of the meaning behind "Multiple Alliance" compared to the control group. Analysing the item "Area of Tok Janggut opposing the British" between the pre and post test for the both of control and treatment groups had $f=32$ (76.7%). However, in the post-test, both groups showed significant improvement with the control group scoring $f=32$ (76.7%) and the treatment group scoring $f=34$ (82.1%). This indicates historical mastery group showed a higher level of mastery.

Overall, there were significant difference between the pre and post-test for the both groups. In the pre-test, the control group had a total score of 24.8 (55.9%), which increased to 27.6 (63.2%) in the post-test. The treatment group had a greater increase from 24.0 (66.29%) in the pre-test to 32.4 (79.5%) in the post-test. This suggest that the intervention successfully improved knowledge mastery in the treatment group, with a total post-test score 79.5%. This increase reflects the effectiveness of the Neo-21st Century Learning History Module in enhancing student knowledge mastery.

Discussion

This analysis demonstrates that the use of Neo-21st Century Learning History Module has had a positive impact on the historical knowledge and ethics of citizenship among fifth-year student. With regards to historical knowledge, the treatment group showed a significant improvement in their mastery of historical knowledge, particularly in area such as understanding the ethics of singing Negaraku songs and ideas for the creation of the National Anthem can emerge. Additionally, the use of this module also significant contributes to enhancing historical knowledge in other aspects, such as strengthening Malay's national language. However, in the terms of ethics of citizenship, the treatment group also demonstrated a significant improvement following the intervention of the Neo-21st Century Learning History Module. This can be observed through their increased engagement in activities related to the flag and a stronger sense of national identity. These findings align with previous studies that have emphasized the importance of historical education in fostering a sense of nationality and public responsibility.

The implementation of innovative approaches in historical teaching and learning, supported by this module, plays a crucial role in strengthen students' understanding and commitment to the values of citizenship. Teaching strategies that involve interactivity, the integration of cutting-edge technology, and question-based learning have proven to effective in helping students develop a deeper understanding of historical events and cultivate an appreciation for national values. This opinion is shared by Rijal et al. (2020), Shakila et al. (2020), Carrasco, Facal & Fernandez (2020) and Zunaida (2019). Therefore, the conclusion of this analysis confirms that the Neo-21st Century Learning History Module not only succeeds in enhancing mastery of historical knowledge but also makes a significant contribution to the students'

learning experience by making it more interactive and engaging, while improving the values of citizenship among them.

Conclusion

In essence, the research sheds light on the transformative potential of modern educational approaches like the Neo-21st Century Learning History Module. It reveals how these methods play a crucial role in fostering a deeper appreciation for citizenship values, ethical conduct, and national pride among young learners. By delving into the effectiveness of this module, the study underscores its tangible benefits in enhancing students' historical knowledge and moral understanding. This isn't just about memorizing dates and facts; it's about instilling a sense of civic responsibility and respect for the cultural heritage of Malaysia. Moreover, the findings suggest that the Neo-21st Century Learning History Module doesn't operate in isolation. It serves as a catalyst for positive change within the educational landscape, empowering both students and educators alike to embrace innovative teaching methodologies. As we navigate the complexities of the 21st century, the integration of such modules becomes imperative for shaping well-rounded individuals who are equipped to navigate the challenges of an ever-changing world. It's about more than just academic achievement; it's about nurturing critical thinking, empathy, and a deep sense of belonging within our society. In conclusion, the study underscores the significance of investing in progressive educational tools like the Neo-21st Century Learning History Module. Its impact extends far beyond the confines of the classroom, laying the groundwork for a future generation of informed, engaged citizens who are ready to contribute meaningfully to their communities and beyond.

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