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## SYSTEMATIC REVIEW OF LEARNING HISTORY USING ICT SOURCES BASED ON UKM INSTITUTIONAL REPOSITORY (EREP) (2009-2019)

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### Abstract

*The application of ICT resources in education is a learning strategy for students in the current era of technological millennium. In the context of History Learning, the use of ICT resources plays an important role in fostering Historical knowledge. This study will discuss previous studies on the use of ICT in History subjects and their effectiveness on students. These articles are theoretical and empirical in the field of History Education. The National University of Malaysia (UKM) e-Repository System (eReP) is the database used in this study. This paper analyses six proceedings articles and journals related to the use of ICT resources in History education. The findings from the six articles analyzed provide guidance to researchers in the field of History education on the use of ICT resources. This study has major implications for engaging students in learning History, enhancing their knowledge of History and create a sense of empathy in students through the use of ICT.*

**Keywords:** History Education, Use Of ICT Resources, Student.

## INTRODUCTION

Education has undergone rapid changes as time advances. In line with these changes, the learning resources should also be adapted to the current progressions in society. Proper and organized use of learning resources will make the learning process more meaningful and effective in helping students proactively manage their learning. According to [Hamidah \(1999\)](#) resource-based learning that is taking over teacher-based teaching approaches encourages student directly engage themselves with learning resources. Henceforth, students will become more active and stimulated when engaging with learning resources. This method is effective in today's generation of people where they can easily learn something by the edge of their fingertips. The development and improvement of technology generally contributes to various learning styles ([Zain, 2010](#)). In the context of education, much of the emphasis is on who, for whom, where, and how learning takes place. Traditional methods of learning are no longer relative nowadays as they will hinder the freedom of more effective ways in learning. In addition, the combination of the latest technology programs such as computer software, internet and social media capabilities provide the perfect learning patterns from time to time.

History subjects are one of the most important subjects in this country's frame of education ([Mahzan et al., 2014](#)). Thus, to further strengthen the curriculum of the subject, in 2016 there has been a change in the history learning of secondary schools in Malaysia with the introduction of the Secondary School Standard Curriculum (KSSM). The purpose of this curriculum change is to produce students who masters history thus forming a nationally and internationally competitive society ([Center for Curriculum Development \(PPK\), 2015](#)). The ranking of history subjects that have been upgraded to core subjects beginning in 2013 shows the government's recognition of the how important history subject is. The main focus of the History curriculum is to produce students who are knowledgeable and historically capable as well as contributing to the formation of a competitive society in the future. This curriculum emphasizes on integrating aspects of knowledge, skills and values in order to provide students the sense of identity and a sense of patriotism ([KPM, 2018](#)).

In this manner, the change in the history curriculum is in line with the *implementation of the Malaysian Education. Development Plan from 2013 to 2025*, which emphasizes the use of Information and Communications Technology (ICT) resources in the pursuit of enhancing historical knowledge ([KPM, 2018](#)). In terms of pedagogy, the emphasis on deep learning is through Information and Communication Technology (ICT) or ICT learning. Learning is based on the use of ICT resources aimed at enhancing students' understanding and mastery of their learning. The use of ICT also provides equal opportunities for all students of various levels to increase their motivation and practice self-learning ([KPM, 2018](#)). The choice of learning and facilitation methods (PdPc) needs to be more engaging and interactive so that the learning experience is more effective for students. The use of historical sources is not an option but a necessity and it must be systematically planned to change the course of study of history ([Anuar Ahmad, Peter, Nur ATiqah Tang Abdullah, 2015](#)). These aspirations require a new paradigm shift in terms of PdPc that fits with current trends to meet the challenges and advances of the 21st century. Historical knowledge needs to be developed and taught more effectively and interestingly as well as adapted to the advancement of information technology ([Renuka Ramakrishnan et.al, 2014](#)). *This paper aims to summarize previous studies on the use of ICT resources in History subjects and their effectiveness on students.*

## METHODOLOGY

The methodology used was document analysis using the desk study technique by emphasizing the content of the article which led to the finding of nearly all articles. By typing the terms of ICT usage, a total of 22 articles were published between 2009 and 2019. However, researchers are only focusing on History education. Thus the keywords used are the use of ICT resources in History education; the use of TMK in History education; History digital resources; the use of multimedia in the study of History and the use of social media in the study of History. From these keywords the total of articles analysed were six articles in total to see how effective the use of these resources in the study of History.

## RESULTS AND DISCUSSION

This study applies a systematic review approach to related articles. Systematic reviews summarize the results of previous studies that are intended to inform to the reader of the effectiveness of a particular learning method in learning History. In addition, this approach provides a larger empirical study structure. This approach has been considered an appropriate research method to achieve the goals of this study. Hence, this study will address the findings of studies based on educational research articles obtained from the Universiti Kebangsaan Malaysia (UKM) e-Repository of Publication (UKM) database. Explanatory term searches by researchers after the first glimpse related to the use of ICT and by retyping the explanations has garnered a total number of 22 articles that was displayed.

However, articles related to the use of ICT resources in teaching and learning History will be used. Other terms that are used includes the use of ICT in History education; History digital resources; the use of multimedia in the study of History and the use of social media in the study of History. Article searches are based on articles published between 2009 and 2019. The selection of articles begins in 2009 is to the fact that search results in the database indicates that articles prior to the use of ICT before the year 2009 were limited. Furthermore, there were no articles prior to 2009 regarding the use of ICT in the field of History in UKM. Therefore, to facilitate the searchings, the sets of article obtained in this searching only ranges from 2009 to 2019. The articles obtained will be refined by identifying exact terms through abstract reading. Results show that six articles related to the use of ICT were obtained. The abstracts will be read once again until a number of journal articles and dissertations are obtained. Researchers have found that these articles have been conducted on students and teachers.

### *Effectiveness of ICT Resources in Teaching and Learning History*

Information and Communication Technology (ICT) is a fundamental element of the modern industrial society. The mastery of information technology and the understanding of basic ICT skills and concepts are now very much needed by all countries (Rampersad, 2011). Therefore, ICT is a necessity in many fields including education. The use of ICT has a great impact on the changes in the education system especially in developing countries. All of these articles show that the findings obtained are very similar. The discussion of the six articles has focused on three effects on the use of ICT resources, namely, to stimulate students in learning History, enhancing their knowledge of History and to foster students' empathy through learning of History.

### *Students' Attraction to Study History*

Through the use of ICT resources such as powerpoint, flash, video, visual and information materials from the internet can make the process of teaching and learning History more interesting and meaningful. This is because by using the digital resources, it can provide students with the opportunity to learn history more flexible and easy. The use of digital resources in history PdPc shows that students enjoy learning more with digital resources than printed materials (Nur Anisa binti Kamaluddin & Abdul Razaq Ahmad, 2019). This finding is in line with the study of Mahzan Awang et al. (2016) who states that the latest electronic gaming applications are able to attract students as they learn while playing. This has proven to positively impact students' commitment to learning History.

According to Siti Aishah Hassan (2017) the integration of ICT resources into History learning can encourage, motivate and enhance students' understanding of History subjects. Therefore, History teachers should wisely choose their teaching resources such as the integration of ICT usage in History PdPc. Interactive, innovative and creative PdPc can stimulate interest while challenging students' abilities as well as inspiring fun learning and change students' negative perceptions on learning History. In accordance with Muhamad Alif Shahdan's (2018) opinion the availability of teachers and the availability of facilities will enable the 21st century education goals to be achieved. History teachers need to combine science and technology elements with history in PdPc to impact students more efficaciously. This way students will be more interested in learning History in school

### *Increase in Students' Knowledge of History*

The use of ICT resources as a teaching and learning tool helps students to understand each of the facts, descriptions and examples in History textbooks. Siti Aishah Hassan et al. (2017) stated that students show a willingness to explore and learn more about the topic being discussed. The scope of learning by students is also broader without relying solely on textbook sources. Students can find information directly through their reading on relevant websites and discuss the topics provided in the forum. This is in conformity with the study of Siti Aishah Hassan & Mohd Mahzan Bin Awang (2017) who stated that videos can make the PdPc process more effective as it enhances student understanding. Through the use of videos, it can be displayed over and over again so that students can understand the process better. According to Nur Anisa binti Kamaluddin & Abdul Razaq Ahmad (2019) the use of online historical digital resources gives students a variety of opportunities to explore resources on historical events. The historical resources available in a digital form provides an opportunity for students to understand the sequence of historical events more in ameliorate

### *Raising Student's Empathy*

From the context of teaching and learning the history of ICT elements can stimulate the brain's cognitive, affective and psychomotor neurons to trigger students' empathy value to understand the content of learning through videos and films. To be more concise, a video or movie highlights the reality of life that is capable of evoking emotions, triggering understanding or empathy and capable of shaping a student's personality. According to Intan Shakila Binti Abdul Rahman & Mohd Mahzan Bin Awang (2018) the use of electronic media such as videos or films through programs related to teaching and learning titles can be seen as a catalyst for students' empathy or understanding through various skills and experiences. The results of this study are also supported by a study from Siti Aishah Hassan & Mohd Mahzan Bin Awang (2017) who stated that a realistic video can capture one's emotions easier. For example, a realistic war video can

quickly touch students' feelings thus, changing their attitude. This is because there are many historical events of war that includes bloodshed with many casualties.

Henceforth, the use of ICT resources in teaching and learning is able to trigger students' empathy and understanding as one of the effective alternatives to achieve teaching and learning objectives. The use of ICT resources with interesting multimedia elements can stimulate interest, build students' understanding of the value of empathy which can be closely related as giving the message of teaching that is pure values, acquire specific skills and language knowledge. Therefore, the value of empathy or understanding of history which is an essential part of historical learning can be effectively implemented through the use of electronic media (Abdul Rahman & Mohd Mahzan Bin Awang, 2018).

## CONCLUSION

Overall, it can be concluded that the use of interesting learning resources can enhance the positive impact on students' attitudes towards studying History subjects. This is important in changing students' negative perceptions of the History subject, which is considered as an outmoded subject. The use of digital resources in history is very effective as a teaching and learning tool for students. This application helps students to understand each of the facts, descriptions and examples in the History textbook (Renuka Ramakrishnan et al., 2014). Thus, past studies have shown that ICT resources indeed play an important role in learning History.

The use of ICT resources in accordance with the studies discussed above can enhance the interest in learning History, increase the knowledge of History and improve students' empathy value. Moreover, through ICT resources, History learning can be encouraged as ICT resources provide learning through video, animation, audio and can connect via social sites. The use of ICT resources in History has not only been studied in the country but overseas studies have shown the same thing as ICT resources can change the attitude of students in studying history as History is an important subject in every country to foster the spirit of national love. Therefore, through the techniques of analysing these past articles, researchers can identify that the use of multiple ICT resources is important because the problems of boredom or less motivation in studying History subjects can be gradually curtailed.

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