

History Teacher's Competencies and It's Contribution to Practice of Empathy and The Thinking Skills of High School Students

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Abstract

History subject is often considered to be a complex subject and there is no room for creative practice in teaching to create a sense of interest in the subject within the secondary school students. There is a literature review that shows an increase in students' interest through the use of teaching aids (ICT) in a lesson. While at the same time there is also a literature review that shows a decline of students' interest in History subject learning due to classroom teaching practices. Therefore, the creative practice in teaching by History teachers should be taken into account in an effort to foster a culture of creativity among secondary school students. Thus, this concept paper was developed to discuss the history teacher's competence and its contribution to the practice of the values empathy and historical thinking skills among secondary school students. Among the competencies studied are related to the knowledge and application of historical curriculum, historical goals and historical pedagogy that focus on aspects of empathy and historical thinking. Overall, this study will be helpful to all parties in an effort to increase competency among history teachers in Malaysia which will eventually lead to the formation of human capital among secondary school students.

Keywords: Teachers' competency, patriotism, empathy, historical thinking, pedagogy

1. Introduction

Teachers are responsible for all the policies and curriculum goals outlined by the government. Therefore, education and teaching are important aspects of securing a country's glory. The Malaysian Education Development Plan 2013-2025 has

introduced a Teacher Career Package in an effort to promote teaching as a profession of choice, including ways to reward teachers throughout their tenure as teachers. Subsequently, the Third Plan (RRJP3) emphasized the development of knowledgeable human resources (k-workers) towards achieving the status of developed countries in 2021. Accordingly, the Ministry of Education Malaysia (KPM) has

streamlined human resource planning and development by providing a focused and productive labor force (National Education Policy, 2004). Competence refers to a wide range of knowledge sets, skills and values established, quality of work fulfills the working procedure of a professional who fulfills his accountability and career as a teacher (Esah Sulaiman, 2003; Boyatziz, 1982). As such, the knowledge, skills, expertise and positive personal values that are inherent in a teacher, of course, labeled as important competencies for teaching professionals (Abdul Rahim Abdul Rashid, 2005).

Therefore, the professional competence of teachers in Malaysia contains the key elements that must be met to reach the level of professionalism. Among these are practices of professionalism, knowledge and understanding and skills in teaching and learning (Saedah Siraj & Mohamed Sani Ibrahim 2012). In fact, these elements will determine whether teachers in Malaysia meet the Ministry of Education's competency standards. In addition, the value of professionalism is closely related to the personalities that every teacher should emphasize, while the knowledge element involves the knowledge that teachers must possess in order to make teachers aware of both the content of pedagogical knowledge and teaching skills. Teaching focused on methods, strategies and techniques that need to be mastered and diversified in the teaching and learning sessions. In conclusion, the competence of history teachers involves knowledge, values and skills that are (1) pedagogical knowledge, (2) empathy values and (3) historical thinking combined with teaching can have an impact on students.

2. Background

The implementation of the elements of creativity and innovation is the catalyst for the national transformation agenda. Therefore, in the context of education the process of creativity and innovation goes hand in hand and is an essential element of teaching and learning. Furthermore, creativity in teaching and learning can be seen when students are asking questions and explaining answers, anticipating events, connections, exploring ideas, speculating about possibilities, constantly reflecting critically on ideas, actions and outcomes and being able to think laterally (KPM, 2012).

With this in mind, a teacher's primary competence is to master the lesson material to be delivered to students using effective approaches and strategies to facilitate the dissemination of information. Given the context of teaching and learning, History learning should be more creative when presenting its teaching techniques (Noor Hisham Md Naw, 2011). Teachers need to actively engage students in the

teaching and learning process (Mohd Syarifudin Abdullah et.al, 2005).

Indeed, teachers are often associated as elements to achieve the nation's aspirations for 21st century educational needs that involve changes, challenges and constraints involving cognitive, affective and psychomotor aspects. In addition, teachers need to think of ways to learn the things related to all three aspects in a more systematic way through the integration of basic knowledge, pedagogy and effective job creation (Shulman 1987; Shulman 1986; Boyatziz 1982; Abdul Rahim 1989; Abdul Razak Ahmad, Mohd Fauzi Ali and Mohamad Iskandar Shah Sitam 2015).

Furthermore, in the context of teaching and learning History, teachers' ability to handle quality and effective classroom teaching is based on the teacher's mastery of the history itself, teachers knowing what to teach and how a knowledge of History can be developed to enrich students' knowledge and understanding (Abdul Rahim Rashid 2000; Aini Hassan 1998; Abdul Razak Ahmad and Ahmad Rafai 2011; Abdul Razak Ahmad, Mohd Fauzi Ali and Mohamad Iskandar Shah Sitam 2015).

Further, the problems that often arise are teachers' engagement with routine matters that may lead to time for teachers to think about effective teaching practices in the classroom, for example this teaching causes teachers to maintain traditional non-innovative teaching methods and create frustration among students (Abdul Razak Ahmad 2013; Ahmad Rafai 2010; Ahmad Alli Seman 2012; Abdul Razak Ahmad, Mohd Fauzi Ali and Mohamad Iskandar Shah Sitam 2015). For example, the traditional teaching method of teaching is chalk and talk, which is not interesting, not creative among students (Abdul Rahim 1989; Omardin Hj Ashaari et 1996; Hazri Jamil 2003; Mohd Fauzi Ali 2005; Ahmad Razaai 2010; Ahamad Rahim 2013 ; Mohd Fauzi Ali 2017).

2.1 Teacher Competency

Competence refers to the knowledge, skills and personal characteristics or personality traits necessary to perform a task or responsibility. According to the Dictionaries of the House, competence is the English term competence, which means competence, ability, willingness and ability to perform a task (Language and Library Council, 1999).

Whereas, teacher competence refers to personal, professional and social matters such as teaching, subject matter expertise, theoretical expertise in teaching and learning, managing the learning process, adapting to community and personality. According to Beare (2001) to identify a teacher's minimum competence in these five

components are curriculum, pedagogy, assessment, school contribution and contribution to the profession.

2.2 Empathy

The curriculum document defines empathy as "explaining the past in the context of the values and knowledge of the moment" (Ministry of Education Malaysia, no. 11: 11), in other words elements of historical empathy contribute to the achievement of the goals and objectives of affective domains such as citizenship and patriotism as students historically-minded people will be able to develop a more open, tolerant and mature mindset (Ministry of Education Malaysia, 2000,2003).

2.3 Historical Thinking

Historical Thinking Skills refers to intellectual processes that enable students to understand historical events through the application of skills such as understanding the chronology, exploring evidence, interpreting, imagining and rationalizing as suggested in the history curriculum (PPK, 2015).

From the discussion of the above literature, it can be concluded that the knowledge, skills and personalities of history teachers exert a great influence on effective teaching practices that can contribute to the practices of high school patriotism, empathy and thinking.

3. Implications and Recommendations

The implication of the influence of historical teacher competencies on effective teaching practices in the classroom is that teachers' competencies should be given proper attention to effective teaching practices. To that end, elements of teacher competence, which are knowledge and applications related to the history curriculum and pedagogy (values of empathy and historical thinking) need to be mastered in determining competencies for a History teacher. Moreover, high school students will have an impact if history teachers not or less competent in the practice of teaching. Finally, the aspiration of the State to produce creative and innovative human capital and be able to compete globally is difficult to realize without the necessary teachers of History.

In addition, in order to increase the history teachers' competence in the practice of creative teaching, the following suggestions should be considered that the Ministry of Education Malaysia (MOE) should be more proactive in providing professional development training in an effort to enhance 21st Century teaching that enables historical knowledge accessible through Information and Communication Technology (TMK) especially the internet. For example, Training, courses and workshops organized by

the Ministry of Education Malaysia through the Teacher Education Division (BPG) should carry out such activities according to the needs of teachers in terms of practice and implementation in effective teaching practice. In addition, the Ministry needs to have a new mechanism for ensuring that all inputs during the course are communicated to teachers in schools. As such, responsible parties such as the State Education Department (NRD) and the District Education Office (PPD) should have a checklist of actions to monitor schools to ensure that internal courses are implemented. In addition, the expertise of the Excellent Teachers should be utilized in empowering the History teachers in promoting the teaching profession.

6. Conclusion

The competence of history teachers should be enhanced over time as it has a profound impact on the formation of national caretakers among students through the application of empathy value and historical thinking.

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