

THE IMPLEMENTATION OF HISTORICAL THINKING SKILLS APPLICATION (HTS) IN UPPER SECONDARY LEVEL

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ABSTRACT

This study is a survey about the implementation of historical thinking skills application (HTS) in upper secondary level. This study used CIPP model (Context, Input, Process, Product) and focused on three components: assessment of existing resources (inputs), implementation (process) and outcome (product). CIPP model was used to measure the components of existing resources including teachers' HTS knowledge and skill, HTS training to teachers and references used for implementing HTS. In addition, dimensions of HTS implementation including teachers' practices, activities for children and monitoring from perspective of teachers. Component of the learning outcomes covered three dimensions of HTS. They were students' HTS knowledge and skills, students' HTS attitudes on the historical subject. Sample of study involved 205 secondary history teachers and 380 Form Four students in Negeri Sembilan. Purposive sampling technique was used with specific purposes. Data was collected using questionnaire as the main instrument. Besides that, interviews and observation methods were also utilized. A total of four history teachers were interviewed and observed to get a more detailed explanation of the actual phenomenon being studied. Data were analyzed using descriptive and inferential statistics. The pilot study was conducted for the validity and reliability of the instrument. Results of this study showed that the implementation of HTS application overall was high. However, there were several aspects that need to be examined for improvement, especially in the use of references, monitoring system, students' HTS skills and attitudes towards historical subject. Result of MANOVA analysis showed there were significant differences in the dimensions of the implementation of HTS applications in upper secondary level based on teaching experience and school location. Student learning outcomes components were negatively influenced by the location of the school. Attention should be given in order to improve the implementation of HTS application in the future.