Inductive instructional approach, career aspiration and noble values in history

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Article Info

ABSTRACT

This paper presents inductive instructional approach, career aspirations and noble values in History. In the 21st century there is still History teachers emphasize the only cognitive aspects of student learning, but still have little to do with everyday life, career aspirations and noble values. This study has developed a review list of learning experiences on specific learning content that takes into account inductive approach, career aspirations and noble values of History subject. Finally, this study examines the effectiveness of the learning that emphasize on the inductive approach, career aspirations and noble values. This study uses a qualitative approach supported by quantitative data involving four stages namely library studies, observations, expert suggestions and quasi-experiments. 30 teachers and 60 students were selected through purposeful sampling. The results show that mean inductive learning experiences, career aspirations and noble values in the subject is higher than the learning with other method. The Inductive-directed delivery approach showed a mean increase of 1.15 in students associate with classroom activities. The results also show that an increase of mean 1.5 and 0.35 in career aspirations and noble values. This study has revealed a checklist of learning experiences, career aspirations and noble values that beneficial to all educators.

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1. INTRODUCTION

Lesson contents and learning experiences are inadequate without regard to students learning needs for daily or future use. 21st century education emphasizes on learning for life that should apply of real-life learning experience [1]. Areas of academic development should impact life. A learning experience comprises several factors and understanding them becomes a crucial first step in developing engaging learning experiences, considering how learning is no longer always a passive "absorb what is told/what you read" exercise [2]. Individuals learn in different ways using several learning styles, but teachers may not always share material and learning experiences that match students' learning preferences [3]. A previous study indicated that students must have the ability to analyze in solving everyday problems [4].

Previous studies on non-technical skills conducted nationally and internationally have given rise to many skills that can make them employable. The study focused on professional perspectives on non-technical skills that were considered important that could be emphasized in the curriculum [5-6]. The Malaysian

Education Development Plan 2013-2025 plans to improve the quality of education delivery. Generally, the policies in the implementation of all types of education, whether domestic or international, emphasize physical, emotional, spiritual and intellectual development so that students can get to the highest level of education to enable them to find jobs and life does not depend on others [7]. In order to ensure that this strategic plan achieves its goals, the focus is on a number of areas including Education and Training. Emphasis is also placed on enhancing the ability and growth of youth in employment and entrepreneurship.

One of inductive instructional approach is to implement cooperative learning. It was also found from the teachers that students who work in the cooperative learning groups were more engaged, more responsible in completing group assignments and more organized while working in their respective groups [8]. In a recent paper [9], the authors point to the four challenges that the 21st century will bring (global interdependence, increasing number of democracies, creative entrepreneurs and the growing importance of interpersonal relationships) and how cooperation plays a central role and how the tools offered by the cooperative learning will help meeting these challenges.

Students in the upper secondary are required to take core subjects from form one through form five. History is one of the core subjects of all areas of science or humanity. A study found that History teachers emphasize the only cognitive aspects of student learning, but still have little to do with everyday life, career aspirations and noble values [10-16]. The findings of a study [17], found that the teaching of History subjects was boring. According to researchers [18-21], have found that aspects of learning approaches need to be applied with a variety of approaches and techniques involving environment, emotion, sociology, physiology and psychology [22]. Whereas the learning techniques to be developed should be closely related to the student's actual situation [17, 23-24]. Teachers' approaches that link with daily life, career aspirations and noble values are important to make the teaching and learning process more effective, as well the information and skills provided can be leveraged when students are out of school.

This paper present content and learning experiences related to the everyday needs, career aspirations and strategist values in History subject. This study uses mixed method in developing a review list of learning experiences, identifying appropriate sub-topics for formulating inductive lesson plans and examining the effectiveness of the learning that emphasize on the inductive approach, career aspirations and noble values in History. The study showed that mean inductive learning experiences, career aspirations and noble values in the subject is higher than the learning with other method. The Inductive-directed delivery approach showed the mean increase in students associate with classroom activities, career aspirations and noble values. This study has revealed teaching plans that includes of learning experiences, career aspirations and noble values that will beneficial to all educators to practice in the classroom.

2.   RESEARCH METHOD

This study used qualitative and quantitative approaches involving library studies, observations, expert suggestions and quasi-experiments analyzed using Nvivo and SPSS software. This study is a design and development study refer to several implementations of the ADDIE (Analysis, Design, Development, Implement, and Evaluate) model and Nominal Group Technique (NGT) approach. NGTs are used for the process of promoting and generating ideas on issues such as those involving assessment of a curriculum [25]. This technique can be used to measure a product that has been developed. ADDIE involves three main phases namely the analysis, the design and development, and the testing, whereas NGT involves the expert recommendation used in Design and Development Research (DDR) module study. But this study did not exactly follow these models and techniques. It just follows a few sections or ideas. The first act of this study is getting a checklist of learning experiences on learning content that takes into account the required activities, career aspirations and noble values of the subject. Build the checklist involved experts of 30 experienced teachers. All points of view are taken as a learning approach called Inductive directed delivery approach. Those experts brainstormed on learning experiences, career aspirations and noble values of form 1 History subjects [26]. The findings to confirm the study's need of appropriate sub-topics for formulating inductive lesson plans in History subjects. The inductive lesson plan requires the validity of the 5 experts in the field. Build the checklist of inductive learning experiences, career aspirations and noble values involved experts of 30 experienced teachers. The level of sub-topic's need was assessed using five scale (5, 7, 18, 23, 25) by experts based on the relationship between the learning experience and the daily life of the students as shown in Table 1.

Table 1. The checklist of inductive learning experiences, career aspirations, noble values and its level involved experts of 30 experienced teachers

Title and Sub-title	Learning Experiences	Level	Career	Noble Values
x	x	x	x	z
	y		y	y
	z		z	z

Then, researchers choose a high-level sub-topic that is four and above based on scale given by experts. the lesson plan based on three elements, which are inductive learning experiences, career aspirations and noble values has been developed. The design table of lesson plan as shown in Figure 1.

Figure 1. Table of IDDA Lesson plan

Finally, a quasi-experiment was carried out which involves 30 samples of 15 students in a group that will use different teaching methods such as IDDA and regular teaching. The experiment was performed twice per group, which was cross sectioned into two groups against the two methods [27-28]. Experimental data using perception surveys were analyzed using Nvivo and SPSS software. The data were pre and post test data, and perceptual survey data. The method of computing the collected survey data is shown in (1).

$$\frac{\Sigma G1T1 + \Sigma G2T2}{N} - \frac{\Sigma G1T2 + \Sigma G2T1}{N} = fmean \tag{1}$$

3.   RESULTS AND DISCUSSION

Based on observations made on History subjects to support the literature review, it shows that most teachers did not plan their learning according to the needs of the students [29-30]. The extent to which these real needs are used in everyday life needs to be further discussed. The first finding is presented with a checklist of learning experiences on specific learning content that takes into account inductive approach, career aspirations and noble value of History subject. The finding is then presented with an Identify appropriate sub-topics for formulating inductive lesson plans in History subjects. Finally, assessing the effectiveness learning emphasizes on the inductive approach, career aspirations and noble values for the specific learning content is presented.

3.1.   Developed a checklist of learning experiences on specific learning content that takes into account inductive approach, career aspirations and noble values of history subject

The construction of checklists requires in-depth study of selected subjects that takes into account the inductive approach, career aspirations and noble values. The results were obtained through expert opinion using Nominal Group Techniques (NGTs) in which they have contributed to the issue by building a list of

History learning experiences career aspirations and noble values (Table 2). The contents of the checklist are titles, sub-titles, learning experiences, level of need, employment and strategic value. The level of need is assessed by experts based on the relationship between the learning experience and the daily life of the students.

Table 2. The list of experiences of learning history focusing on inductive approach,
career aspirations and noble values

Title and Sub-title	Learning Experiences	Career		Noble Values	
Early World Civilization Locations	Explore Development /Agriculture Location	a.	Agriculture	a.	Appreciate and Grateful
		b.	Archaeologist	b.	Appreciate Heritage of Environment
				c.	Acceptance of Equations and Differences

3.2. Appropriate sub-topics for formulating inductive lesson plans in history

There are a number of sub-topics in form 1 History subject that are appropriate for developing Inductive Directed Delivery Approach (IDDA) lesson plans according to the recommendations of experts and certified by 5 experts in the field. The sub-topics are as Table 3 and Figure 2.

Table 3. The sub-topics for formulating inductive lesson plans in History

Sub-topics	Learning Experiences	Career		Noble Values	
Architecture of Rome Civilization **Chapter 6**	Explore the school's colosseum	a.	Architecture	a.	Diligence
				b.	Creatives
				c.	No damage to public property
Public Exam of Chinese Civilization **Chapter 7**	Explore the exam statement boards	a.	Teacher	a.	Diligence
				b.	Imitate the success of others
				c.	Not jealous of others'success

Figure 2. Example of IDDA Lesson Plan

3.3. Effectiveness learning emphasize on the inductive approach, career aspirations and noble values

This study showed that there was a mean increase in perceptual approach perceptions of items 2 (Understanding lessons), 4 (Associating classroom activity with lesson content) and 5 (Expanding group discussion) as Table 4, Table 5, Table 6 and Table 7.

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Table 4. Mean of X approach

Perception	Mean
Understand the lesson	3.90
Associate classroom activities with lesson content	3.61
Engage in group discussions	2.90

Table 5. Mean of inductive directed delivery approach (IDDA)

Perception	Mean
Understand the lesson	4.49
Associate classroom activities with lesson content	4.76
Engage in group discussions	3.44

Table 6. Noble values mean

Perception	Mean
Group 1 (x Approach)	3.86
Group 2 (IDDA Approach)	4.21

Table 7. Career aspiration mean

Perception	Mean
Group 1 (x Approach)	1.00
Group 2 (IDDA Approach)	2.50

4. CONCLUSION

The construction of checklists have contributed to the issue by building a list of History learning experiences, career aspirations and noble values. An example of learning experiences is exploring the locations of development and agriculture, the school's Colosseum and the exam statement boards. There are a number of sub-topics in form 1 History subject that are appropriate for developing Inductive Directed Delivery Approach (IDDA) lesson plans according to the recommendations of experts such as Early World Civilization Locations, Architecture of Rome Civilization and Public Exam of Chinese Civilization. The results also show that an increase of mean in Inductive-directed Delivery Approach, career aspirations and noble values.

School-based learning experiences need to be designed so that information and skills gained can be used directly. An Inductive Directed Delivery Approach (IDDA) can greatly benefit students in understanding the content of learning. Out-of-class activities created and associated with past historical events help students easily receive information, and similarly, this approach gives students confidence to present learning content after a discussion session with peers. Therefore, an IDDA can be accepted as an approach to school-based learning to meet the requirements of the Ministry of Education Malaysia (MOE) which is responsible for education to deliver learning content in the most beneficial manner to students.

Teacher also need to move from the old-fashioned approach to pressures appropriate to 21st century education. This study clearly demonstrates the usual methods without engaging in organized activities that make students feel less motivated and less aware of their learning content. Inductive Directed Delivery Approach (IDDA) makes teaching and learning of history is not boring. Therefore, practicing History teachers using this approach is expected to reduce student fatigue in the classroom. Environmental, emotional, sociological, physiological and psychological aspects need to be incorporated into learning approaches and techniques. The student's actual condition is a reflection of the planning and construction of student learning methods and techniques.

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