



TEACHERS' IMPLEMENTATION OF VALUES IN HISTORY CURRICULUM

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Abstract

Values is one of the learning goals in the History curriculum. The scope of this study is to extensively review previous studies on the implementation of values by historical teachers using the Preferred Reporting Items for Systematic Review and Meta-Analyses (PRISMA) method. As a result, two key themes identified: the role of History teachers and the challenges they face in implementing History values education. Out of these two themes, ten subthemes rise in the systematic reviews. This study is critical because the future researcher can concentrate on the pattern of values implementation by History teachers.

Research Highlights

Values are very much related to education and have become an integral part of the curriculum (Lovat and Hawkes, 2013). This study highlighted on a systematic analysis of past studies towards the implementation of values in the History curriculum by teachers. The PRISMA method applied in this study and applications of the four-phase diagram, namely identification, screening, qualification and acceptability. The role of teachers and teacher barriers are the themes that emerges in this study.

Research Objectives

The research objectives are as follows:

1. To identify teachers' implementation of values in History curriculum
2. To recognize teachers' challenges of values implementation in History curriculum.

Methodology

PRISMA managed this systematic review study. PRISMA consisted of a four-phase flow chart (Moher et al., 2009). Three primary databases applied to examine articles are the Web of Science, Scopus, and Dimensions. The first stage recognised the keywords practised in the search process. Based on preceding studies and glossary, keywords linked and match to teachers and values in the History curriculum used, 274 articles recover using databases





decided, Web of Science (24 articles), Scopus (129 articles), and Dimensions (121 articles). After the rigorous screening, 125 duplicate articles rejected. The following stage applied in this review and resulted a total of 149 study passed to review. A total of 92 studies omitted due not to meet the formation standards. Fifty-seven full articles obtained for eligibility at the third point. These 57 full articles following alert checking and appraisal, a total of 39 articles eliminated due to some studies that did not concentrate on teachers' implementation of values in the History curriculum. The final stage of this review process achieved in a result of 18 studies allowed for in-depth study.

Results

Two significant themes emerged in this review of 18 articles analysis which is teacher's roles and teacher's challenges. Four sub-themes appeared from teachers' roles themes, i.e., teachers' belief system (eight studies), teachers' knowledge (seven studies), teachers' skills (eleven studies) and teachers' attitudes (six studies). Six sub-themes occurred from the teachers' challenges themes, i.e., competence challenges (nine studies), students' abilities (10 studies), deficiency of support (10 studies), time constraints (six studies), ideology and political control (five), and curriculum difficulties (seven studies).

Findings

Based on the theme of the teacher's role, the findings of this review show that teacher skills are a critical aspect of the implementation of values (Ledman, 2015; Sakki and Pirttilä-Backman, 2019). The second aspect that teachers find important in implementing values is the beliefs of the teachers, including the religious beliefs (Cavoura, 2009), the political ideology of the teachers (Ammert, 2015) and the education the teachers have received. It can conclude that psychomotor and affective domains influence teachers in the implementation of values in the History curriculum. Active and skilled teachers will inspire students to learn value. At the same time, teachers need to emphasize their role as history teachers, demonstrating their dedication and positive attitude towards values. On the theme of teacher challenges in the implementation of values, limited student ability (Brooks, 2014) and lack of support (Sung and Yang, 2009; Vijand, 2018) are the issues most discussed in this review. Teachers doubt that students may





find it challenging to integrate values with History. Teachers believe students can memorize facts, students can know values, but it is not very easy to see students' ability to appreciate values from a historical perspective. Teachers also felt they are less supportive of teacher education programs and from the government on the implementation of values. The findings of this study provide stakeholders with the view that values cannot ignore, the needs of History teachers and their support should be enhanced in order to make the values objective more meaningful. Successful implementation of values will contribute positively to citizen development and national growth in the modern epoch.

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