

Shifting Paradigms: Innovations in Teaching History in the Fourth Industrial Revolution

Leni Marpelina¹, Sariyatun¹, Andayani¹

¹ *Sebelas Maret University*

Jalan Ir. Sutami 36 Kentingan, Jebres, Surakarta, Jawa Tengah, 57126, Indonesia

DOI: [10.22178/pos.99-5](https://doi.org/10.22178/pos.99-5)

LCC Subject Category: L7-991

Received 04.11.2023

Accepted 29.12.2023

Published online 31.12.2023

Corresponding Author:

Leni Marpelina

lenimarpelina@student.uns.ac.id

© 2023 The Authors. This article is licensed under a [Creative Commons Attribution 4.0](https://creativecommons.org/licenses/by/4.0/)

License 

Abstract. In the context of the Fourth Industrial Revolution, characterized by rapid technological advancements and widespread digitization, this paper delves into the evolving paradigms of historical education. Traditional teaching methods are becoming obsolete, given the tech-savvy nature of current learners. This study explores innovative pedagogical approaches that integrate technology, catering to the unique needs of this generation. By reviewing contemporary literature and gathering expert insights, we offer an overview of emerging trends in historical education. Notably, technology is poised to redefine how history is learned. Modern learners gravitate towards boundary-less learning experiences, enabled by resources like ebooks, ICT-based apps, websites, android platforms, VR, and virtual tours. To stay relevant, a significant shift in historical education is imperative. This paper concludes by emphasizing the profound implications of this transition and proposes actionable recommendations for educators and policymakers.

Keywords: fourth industrial revolution; historical education; pedagogical approaches; technology integration.

INTRODUCTION

Educational advancements have been pivotal in driving the evolution of human civilisation in this era, particularly with the rise of technological innovations and scientific developments [1–5]. From the First Industrial Revolution, characterised by the transition from manual production to machinery, to the Fourth Industrial Revolution, which seamlessly integrates the digital, physical, and biological domains, we've witnessed monumental changes across various facets of life [3, 6, 7].

This modern era presents both new challenges and opportunities for education. Society's response to technology has transitioned the educational paradigm from traditional models to Education 4.0 [8, 9]. This new paradigm emphasises the integration of cyber-technology into learning, leveraging smart devices that simplify Access to information and cater to the evolving lifestyles of individuals [10, 11].

Technological advancements, especially the Internet of Things (IoT), form the backbone of the

Fourth Industrial Revolution and play an integral role in daily life. Cutting-edge technology phenomena such as AI, AR, and big data have significantly impacted almost every industry, necessitating education to be responsive to societal shifts and demands.

For history education, in particular, the adoption of digital technology has facilitated the integration of IT tools into the curriculum [9]. History education requires a novel and creative approach to navigate this modern era [12]. With the digitalisation of information, students today interact with history differently than previous generations. Multimedia storytelling, virtual reality tours of historical sites, and interactive timelines are some tools that can make historical events more tangible and relatable. The task ahead is to use these tools effectively and ensure that the depth and nuances of historical events are not lost in the digital transformation. This article seeks to analyse the teaching paradigm for history in the 4.0 era, aspiring to guide history education in its continued adaptation to the ever-changing times.

METHOD

The research methodology adopted for this study is qualitative descriptive. Data was collected using a literature review examining various reports, journal publications, and websites. Qualitative descriptive is a method researchers use to discern knowledge and research theories at a specific time. Content analysis is a study that amalgamates the findings from numerous investigations. Hence, this research aims to analyse the learning paradigm of history in the 4.0 era.

RESULTS AND DISCUSSION

Fourth Industrial Revolution. The Fourth Industrial Revolution, more commonly known as Industry 4.0, is not merely a technological development but a significant leap in producing and managing resources. Originating in 2011 as part of Germany's high-tech strategy, this concept was introduced to harness digital technology in optimising industrial processes [13]. Industry 4.0 has evolved from its initial concept to encompass various aspects of modern production. For instance, the transformation from the Cyber-Physical Systems (CPS) concept to Cyber-Physical Production Systems (CPPS) showcases how the industry is now focusing on the total integration between the physical and digital worlds in production [14].

Industry 4.0 is founded on nine technological pillars that underpin its transformation:

- Cyber-Physical Systems: Representing the integration between computing (cyber) and physical processes;
- Internet of Things (IoT): Connecting devices and machinery into a global network;
- Big Data & Analytics: Using large-scale data for analysis and decision-making;
- 3D Printing: Allows for the rapid production of prototypes and custom-designed goods;
- Robotics: Automatic machines capable of performing tasks without human intervention;
- Simulation: Creating digital models of physical products;
- Augmented Reality: Adding digital information to real-world experiences.
- Cloud Computing: Processing and storing data in remote data centres;

- Cybersecurity: Protecting systems and data from cyber threats.

With this, the transformation of Industry 4.0 is not just about technology but also about how this technology is used across various industrial sectors. The author [15] also highlights how the current industry relies on the nine technological pillars, including the Internet of Things (IoT), Big Data, and cloud computing, all contributing to creating intelligent and automated factories. However, with technological advancement come challenges and criticisms. While industries can now produce with unprecedented efficiency, security and ethical issues must be considered.

Authors [16] identified cybersecurity as a significant challenge faced by companies transitioning to the Industry 4.0 model. With increasing amounts of data being collected and processed, protecting that data becomes a priority. The author [17] also emphasised the need to retrain the workforce, especially since many jobs can now be automated. As industries continue to evolve, so must our approach to ensuring that workers are equipped with the skills and knowledge necessary for the future, ensuring a balanced coexistence of humans and machines.

Education in the Era 4.0. Education 4.0 is a concept devised by educational theorists representing various approaches to integrating network technology into the classroom. Education 4.0 can be viewed as a new paradigm that reinterprets concepts of learning, students, teachers, and schools in line with the needs of Industry 4.0. The flipped classroom model is one innovative teaching and learning practice in Education 4.0 [3]. In the flipped classroom, students can explore digital resources related to lessons, such as videos, presentation materials, and electronic materials outside the school, and they can acquire the knowledge they need from the traditional classroom setting.

Thus, students can utilise classroom time for discussions, analysis, and problem-solving activities.

The flipped classroom can be perceived as a blended learning process because this model employs online learning materials while transforming the traditional classroom and enhancing the education process with these materials. The new vision of learning encourages learners to study not just the skills and knowledge required but also to identify sources to learn these skills and knowledge. Learning is built around them on where and how to study, and their performance

tracking is done through data-based customisation. Peers become highly significant in their learning. They learn together and from each other while teachers facilitate their learning [18].

Exploratory Education: This is described as education that moves away from rote learning and is application-oriented.

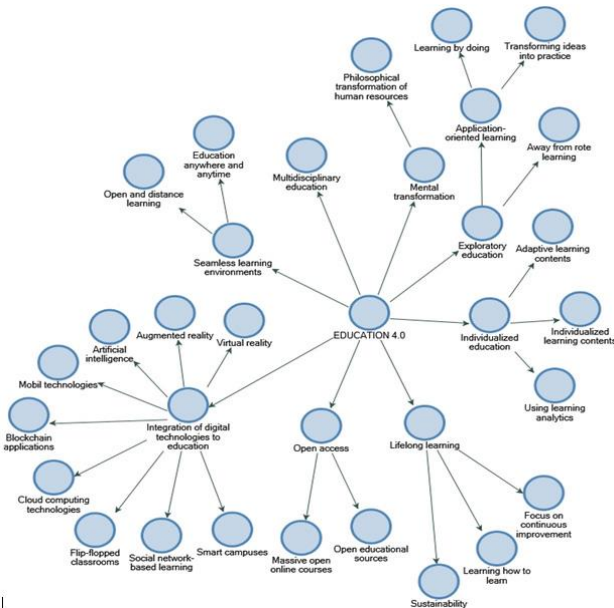


Figure 1 – Current Qualifications of Students in Education 4.0 [3]

As illustrated above, the primary components that define Education 4.0 include open Access, individualised learning, mental transformation, digital technology integration into education, boundary-less learning environments, lifelong learning, exploratory education, and multidisciplinary. As exemplified, open Access pertains to available educational resources and massive open online learning.

Individualised Learning: This emphasises tailoring learning content, creating adaptive learning environments, and using learning analytics.

Mental Transformation: Participants stressed the need for a philosophical transformation of human resources.

Digital Technology Integration: It's recommended to employ innovative technologies in education like intelligent schools, augmented reality, cloud information technology, and virtual reality.

Boundary-less Learning Environments: Effective learning can take place anytime and anywhere.

Lifelong Learning: A primary focus within the context of Education 4.0, it's linked with learning methods and continuous development.

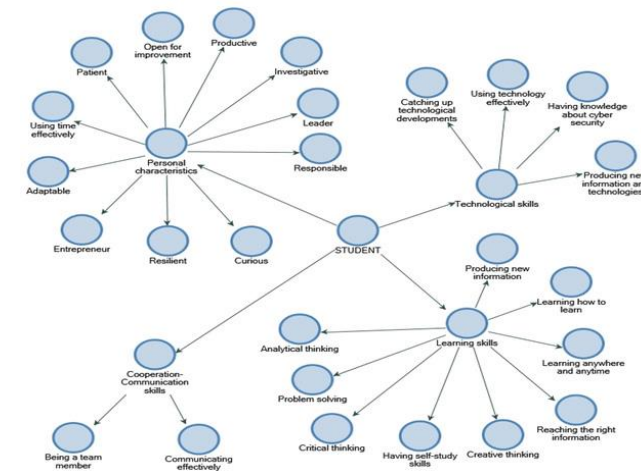


Figure 2 – Expected Qualifications of Students in Education 4.0 [3]

According to [3], students must master several essential skills, including communication-collaboration skills, technological proficiency, learning capabilities, and personal attributes. Collaboration and communication skills encompass effective teamwork and communication. Technical skills involve attitudes and behaviours related to technology, such as understanding cyber security, generating new information and technology, effectively using technology, and staying updated with tech advancements. Learning skills demand that students actively acquire knowledge and utilise cognitive competencies. This includes analytical thinking, problem-solving, critical reasoning, creative thinking, discerning accurate from inaccurate information, independent learning, understanding learning processes, generating new knowledge, and the ability to learn anytime and anywhere. Personal attributes emphasise qualities like being investigative, entrepreneurial, open to growth, curious, productive, adaptable, responsible, persistent, and showing leadership.

The author [19] suggests that to navigate the 4.0 era in the educational realm, it's crucial to revamp the curriculum to boost student competencies. This involves 1) Critical thinking, 2) Creativity and innovation, 3) Interpersonal and communication skills, 4) Teamwork and collaboration, and 5) Self-confidence. In light of the 4.0 industrial era, there's a need for specific competencies beyond those mandated by the Ministry of Education Regulation No 16 of 2017. These competencies

include problem-solving, adaptability, collaboration, leadership, creativity, and innovation. Regardless of the changes that arise, history remains a pivotal subject. Fundamentally, history represents the lived experiences of a nation, reinforcing the proverb that experience is the best teacher. By studying these past experiences, individuals become wiser, using the past as a lens to inform present and future actions.

Learning History in the 4.0 Era. There's been growing attention on learning in the 4.0 era, with numerous studies documenting its impact. As of September 2022, 61,752 studies have been published on this era's learning approach. History learning in this era mainly focuses on five essential skills: communication, collaboration, creativity, critical thinking, and information literacy. This approach has several defining characteristics:

1. **Technology Integration:** 4.0 history learning incorporates technology tools, from apps to online platforms, to enhance learning experiences.
2. **Personalised Learning:** This approach allows lessons to be tailored to student needs, creating a more student-centred experience.
3. **Digital Literacy:** Beyond using technology, it's about evaluating online information, discerning unreliable sources, and understanding social media's impact on historical perspectives.
4. **Collaborative Learning:** Students collaborate, enriching their understanding of history through diverse perspectives.
5. **Creative Learning:** Technology lets students explore history using multimedia, games, and simulations.
6. **Interdisciplinary Approach:** Integrating history with subjects like geography or sociology offers a richer context and broadens student understanding.

The author [20] highlighted the need to transform history education from mere text to thematic, using historical simulations to instil values of humanism, like sympathy and morality. Technological advancements and the nature of recorded events can foster problem-solving, enhancing critical thinking. History education's core aspects are value transmission and knowledge of the past. Learning history cultivates good character, connects the past to the present, develops historical skills, and inspires critical awareness.

In this era, history isn't about rote learning; it's about inspiring students for their present and

future. It's not just a knowledge transfer but also a value transfer. The author [20] emphasised using history to evaluate the past for a wiser future. The author [21] outlined six crucial points for effective history teaching: 1) selecting and adapting historical sources, 2) supporting historical writing, 3) nurturing historical writing skills, 4) utilising historical questions, 5) engaging students in historical research, and 6) applying historical concepts about individual cultural experiences.

In conclusion, history teaching should reframe students' views on history, helping them identify and act on pivotal historical questions. The ultimate goal is to enhance students' understanding of an interconnected social world. History should aid students in recognising their cultural roots and gaining insights into others' cultures and worldviews [22, 23].

Implementation of History Learning in the Era of Industry 4.0. Amidst the wave of the fourth industrial revolution, the approach to teaching history has undergone significant transformation. Era 4.0 has created technology that makes history learning more interactive, profound, and engaging.

1. **Adoption of Technology in History Learning:** Learning in the era of 4.0 has enabled both educators and students to harness digital technology in the teaching and learning process. The author [21] stated, "One way to do this is by integrating history teaching with available digital resources and allowing students to conduct authentic historical investigations online". Media such as Ebooks, Virtual Reality, and social platforms have become integral to history education.

2. **Android Applications as Pioneers of Digital History Learning:** Recent research indicates that using Android-based applications in history learning has enriched the student experience. Author [12] developed an application that allows students in Madrasah Tsanawiyah to study the history of Islamic culture. At the same time, other authors created a platform where students can easily access historical materials through the palm of their hands. Applications like android books, developed by [24], provide innovative ways for students to learn about the roles of national heroes.

3. **Challenges and Prospects Ahead:** However, with technological advancement also come challenges. The author [25] reminds us that in the era of 4.0, issues such as information security and adaptation to automation need to be addressed by educators. Therefore, teachers must update their

methods and approaches continually. As the author [26] emphasised, while understanding the content is critical, teaching it aligned with the teacher's vision and mission is paramount for effective instruction. The implementation of history learning in the era of 4.0 has introduced numerous innovations that enrich the teaching and learning process. With the right approach and willingness to adapt, educators can ensure that students receive a meaningful and improved history education in this digital age.

The educational landscape is profoundly transforming as we find ourselves amidst the Fourth Industrial Revolution. This revolution reshapes industries and economies and redefines how knowledge is imparted to the next generation. History teaching faces new challenges in this rapidly evolving era that demands innovative solutions. This article explores the shifting paradigms in teaching history, particularly in light of the Fourth Industrial Revolution, and how the integration of Technological Pedagogical Content Knowledge (TPACK) offers a promising approach to address these challenges effectively.

Challenges in Teaching History: Bridging the Gap Between Tradition and Innovation. Historical education has long been regarded as a national identity preservation and character-building cornerstone. The subject holds strategic significance in shaping a dignified nation and nurturing Indonesians with a sense of nationalism and patriotism. However, authors [27] contend that history education is a complex task that involves transforming subject matter into a form that enables students to derive meaning while preserving integrity.

The author [28] underscores the need for heightened creativity among history teachers, given the subject's demand for meticulousness and profound knowledge. Effective history educators must possess robust professional training encompassing pedagogical theory, teaching artistry, and student assessment [28]. This proficiency equips students with the intellectual tools to forge connections with the past and make informed decisions about their present and future [27]. It's important to emphasise that an ideal history teacher should not confine themselves to students' textbooks or the teacher's version of relevant historical content. Instead, they should strive to gather information from diverse sources such as journals, newspapers, biographies, and diaries [29].

In the Fourth Industrial Revolution era, educators are faced with the imperative to integrate technology into teaching practices seamlessly. Educational technology offers multiple pathways for advancement, and research demonstrates the direct correlation between teachers' technological proficiency and the effective utilisation of technology in education. Shulman's Pedagogical Content Knowledge (PCK) framework, established in 1987 and 1986, highlighted the interconnectedness of educators' understanding of educational technology and PCK. This synergy produces effective technology-enhanced instruction. This concept has evolved, with the most comprehensive depiction in [30] framework.

1. Integrating TPACK: A Relevant Model for Modern Learning. Technological Pedagogical Content Knowledge (TPACK) is relevant to current instructional science and technology advancements. TPACK aligns well with the principles laid out by the Ministry of National Education's regulation No. 16 of 2007, emphasising educators' competence in information and communication technology. This competence not only aids personal development but also augments the teaching process.

TPACK optimisation in learning integrates Content Knowledge (CK), Pedagogical Knowledge (PK), and Technological Knowledge (TK), culminating in a holistic approach that fosters effective, efficient, and engaging learning. Furthermore, TPACK empowers educators to orchestrate teaching by amalgamating instructional strategies and technology. This underscores the depth of competence expected of educators in each subject. The comprehensive nature of TPACK is a prerequisite for educators to successfully implement Pedagogical Content Knowledge (PCK), enabling them to align their teaching methods, strategies, and techniques with the specific content they teach [31].

2. Impact of Innovation: Empowering Education for the Future. TPACK's fundamental role in empowering educators with the tools to integrate technology into their instruction is evident [32]. In brief, this theory underscores that constructivist learning in the digital age necessitates intricate interactions among content, pedagogy, and technological knowledge. The literature supports that leveraging technology is a promising avenue for enhancing effective instruction.

Since its introduction in 2005, TPACK has garnered significant attention from educators and has evolved into a focal point for professional

development. The rapid evolution of technology in education necessitates expanding educators' understanding to encompass a new framework, including incorporating Technological Pedagogical and Content Knowledge. In conclusion, the Fourth Industrial Revolution has ushered in a new era of challenges and opportunities for history education. The paradigms of teaching history are shifting, demanding educators to adopt innovative approaches to engage and enlighten students. The integration of TPACK is a powerful solution, enabling educators to bridge the gap between tradition and innovation seamlessly. By harnessing the potential of technology and pedagogy, educators can navigate this new landscape effectively, ultimately fostering a new generation of learners equipped with historical understanding, critical thinking skills, and a sense of connection to the past, present, and future.

CONCLUSIONS

In the wake of the Fourth Industrial Revolution's emergence in 2011, its transformative influence has permeated all sectors, prompting tailored policies and reshaping paradigms. This revolution

has notably impacted history education, ushering both opportunities and challenges. While technological integration enriches historical learning through diverse media and pedagogical approaches, educators also demand heightened vigilance to ensure quality and accuracy in content. The proliferation of historical information on digital platforms necessitates critical thinking and source evaluation. As we engage with history through social media and digital resources, educators play a pivotal role in guiding students towards objective understanding and thoughtful analysis. By harnessing the potential of Industry 4.0's technological tools, history education can be revitalised to cultivate analytical skills and foster a deeper connection with the past. Fusing traditional historical narratives with digital resources empowers educators to develop an informed and discerning generation. However, this requires continuous professional development and a proactive approach to evolving methodologies. As we navigate this intricate landscape, history educators must steer the course, capitalising on the benefits of the Fourth Industrial Revolution while upholding the integrity of historical accuracy and critical thinking.

REFERENCES

1. Ebro, E. (2022). *KasaySAYAn: Revisiting history among 21st Century Learners*. *The Normal Lights*, 16(1), 142–167.
2. Golovei, V., Stoliarchuk, N., & Tamila, P. (2020). *Culture, Arts and Media During and Post the Covid-19 Pandemic*. *European Journal of Transformation Studies*, 8(1), 55–81.
3. Himmetoglu, B., aydug, D., & bayrak, C. (2020). Education 4.0: defining the teacher, the student, and the school manager aspects of the revolution. *Turkish Online Journal of Distance Education*, 21, 12–28. doi: 10.17718/tojde.770896
4. Masgumelar, N. K., & Mustafa, P. S. (2021). *Teori Belajar Konstruktivisme dan Implikasinya dalam Pendidikan* [Constructivism Learning Theory and its Implications in Education]. *GHAITSA: Islamic Education Journal*, 2(1), 49–57 (in Indonesian).
5. Sutanah, C. (2021). *Peningkatan Kompetensi Kerja berbasis Integrasi Soft Skills, Hard Skills dan Entrepreneur Skills Program Keahlian Kuliner melalui Penerapan Teaching Factory SMK* [Improving Job Competence based on the Integration of Soft Skills, Hard Skills and Entrepreneur Skills of Culinary Expertise Program through the Implementation of Teaching Factory SMK]. *Intelektiva*, 2(08), 152–167 (in Indonesian).
6. Aberšek, B., & Flogie, A. (2018). *Evolution of Competences for New Era or Education 4.0*. Retrieved from https://www.researchgate.net/publication/328737810_EVOLUTION_OF_COMPETENCES_FOR_NEW_ERA_OR_EDUCATION_40
7. Xu, X., Lu, Y., Vogel-Heuser, B., & Wang, L. (2021). Industry 4.0 and Industry 5.0—Inception, conception and perception. *Journal of Manufacturing Systems*, 61, 530–535. doi: 10.1016/j.jmsy.2021.10.006

8. Chang, H.-Y., Wang, C.-Y., Lee, M.-H., Wu, H.-K., Liang, J.-C., Lee, S. W.-Y., Chiou, G.-L., Lo, H.-C., Lin, J.-W., Hsu, C.-Y., Wu, Y.-T., Chen, S., Hwang, F.-K., & Tsai, C.-C. (2015). A review of features of technology-supported learning environments based on participants' perceptions. *Computers in Human Behavior*, 53, 223–237. doi: [10.1016/j.chb.2015.06.042](https://doi.org/10.1016/j.chb.2015.06.042)
9. Peredrienko, T., Belkina, O., & Yaroslavova, E. (2020). New Language Learning Environment: Employers' - Learners' Expectations and the Role of Teacher 4.0. *International Journal of Instruction*, 13(3), 105–118. doi: [10.29333/iji.2020.1338a](https://doi.org/10.29333/iji.2020.1338a)
10. Hermann, M., Pentek, T., & Otto, B. (2015). *Design Principles for Industrie 4.0 Scenarios: A Literature Review*. Retrieved from https://www.researchgate.net/publication/307864150_Design_Principles_for_Industrie_40_Scenarios_A_Literature_Review
11. Yamin, M. (2019). Information technologies of 21st century and their impact on the society. *International Journal of Information Technology*, 11(4), 759–766. doi: [10.1007/s41870-019-00355-1](https://doi.org/10.1007/s41870-019-00355-1)
12. Fauziah, Z., Rahmawati, U. B., & Pratama, A. (2022). Pengembangan Aplikasi Media Pembelajaran Sejarah Kebudayaan Islam Berbasis Android di Madrasah Tsanawiyah [Development of Android-based Islamic Cultural History Learning Media Application in Madrasah Tsanawiyah]. *Scaffolding: Jurnal Pendidikan Islam Dan Multikulturalisme*, 4(2), 333–341. doi: [10.37680/scaffolding.v4i2.1423](https://doi.org/10.37680/scaffolding.v4i2.1423) (in Indonesian).
13. Wegener, K., Kunz, A., Bochmann, L., & Bänziger, T. (2016). *Industrie 4.0 für den Maschinen und Anlagenbau*. Retrieved from https://www.researchgate.net/publication/308777595_Industrie_40_fur_den_Maschinen-_und_Anlagenbau
14. Vogel-Heuser, B., & Hess, D. (2016). Guest Editorial Industry 4.0–Prerequisites and Visions. *IEEE Transactions on Automation Science and Engineering*, 13(2), 411–413. doi: [10.1109/tase.2016.2523639](https://doi.org/10.1109/tase.2016.2523639)
15. Teknowijoyo, F. (2022). Relevansi Industri 4.0 dan Society 5.0 Terhadap Pendidikan Di Indonesia [Relevance of Industry 4.0 and Society 5.0 to Education in Indonesia]. *Educatio*, 16(2), 173–184. [10.29408/edc.v16i2.4492](https://doi.org/10.29408/edc.v16i2.4492) (in Indonesian).
16. Yang, F., & Gu, S. (2021). Industry 4.0, a revolution that requires technology and national strategies. *Complex & Intelligent Systems*, 7(3), 1311–1325. doi: [10.1007/s40747-020-00267-9](https://doi.org/10.1007/s40747-020-00267-9)
17. Hitachi-UTokyo Laboratory. (2018). *Society 5.0*. doi: [10.1007/978-981-15-2989-4](https://doi.org/10.1007/978-981-15-2989-4)
18. Aziz Hussin, A. (2018). Education 4.0 Made Simple: Ideas For Teaching. *International Journal of Education and Literacy Studies*, 6(3), 92. doi: [10.7575/aiac.ijels.v.6n.3p.92](https://doi.org/10.7575/aiac.ijels.v.6n.3p.92)
19. Falaq, Y. (2020). Education of Citizenship in Higher Education as A Fortress of Nation Characters in Facing Era Society 5.0. *Journal of Educational Sciences*, 4(4), 802. doi: [10.31258/jes.4.4.p.802-812](https://doi.org/10.31258/jes.4.4.p.802-812)
20. Joebagio, H. (2017). Tantangan Pembelajaran Sejarah di Era Globalisasi [Challenges of History Learning in the Era of Globalisation]. *ISTORIA: Jurnal Pendidikan Dan Ilmu Sejarah*, 13(1). doi: [10.21831/istoria.v13i1.17617](https://doi.org/10.21831/istoria.v13i1.17617) (in Indonesian).
21. Fogo, B. (2014). Core Practices for Teaching History: The Results of a Delphi Panel Survey. *Theory & Research in Social Education*, 42(2), 151–196. doi: [10.1080/00933104.2014.902781](https://doi.org/10.1080/00933104.2014.902781)
22. Harley, J. M., Lajoie, S. P., Tressel, T., & Jarrell, A. (2020). Fostering positive emotions and history knowledge with location-based augmented reality and tour-guide prompts. *Learning and Instruction*, 70, 101163. doi: [10.1016/j.learninstruc.2018.09.001](https://doi.org/10.1016/j.learninstruc.2018.09.001)
23. Stoddard, J., Marcus, A., Squire, K., & Martin, J. (2015). Learning Local Immigration History In and Out of the Museum. *Museum and Society*, 13(2), 123–141. doi: [10.29311/mas.v13i2.322](https://doi.org/10.29311/mas.v13i2.322)

24. Setiawan, N., & Hastuti, H. (2022). Pengembangan Sumber Belajar Berupa Android Book Untuk Pembelajaran Sejarah Pada Materi Peran Pahlawan Nasional Dari Sumatera Barat [Development of Learning Resources in the Form of Android Book for History Learning on the Material of the Role of National Heroes from West Sumatra]. *Jurnal Kronologi*, 4(2), 297–309. doi: [10.24036/jk.v4i2.429](https://doi.org/10.24036/jk.v4i2.429)
25. Teknowijoyo, F. (2020). Media Pembelajaran Berbasis Google Edukasi untuk Meningkatkan Hasil Belajar Peserta Didik pada Pelajaran Fisika di SMP [Educational Google-based Learning Media to Improve Students' Learning Outcomes in Physics in Junior High School]. *Journal of Curriculum Indonesia*, 3(1), 30–38 (in Indonesian).
26. Boadu, G. (2015). Effective Teaching in History: The Perspectives of History Student-Teachers. *International Journal of Humanities and Social Sciences*, 3(1), 38–51.
27. Taylor, T., & Young, C. (2003). *Making history: A guide for the teaching and learning of history in Australian schools*. National Centre for History Education.
28. Ghansah, V. A. (2009). *Teachers' attitude towards the teaching and assessment of affective outcomes in social studies in selected junior high schools in Cape Coast metropolis*. Retrieved from <https://ir.ucc.edu.gh/xmlui/bitstream/handle/123456789/1245/GHANSAH%202009.pdf?sequence=1&isAllowed=y>
29. Olutayo, A. (2015). Towards Effective Teaching and Learning of History in Nigerian Secondary Schools. *International Journal of Recent Research in Social Sciences and Humanities*, 2(2), 137–142.
30. Koehler, M. J., & Mishra, P. (2009). What is technological pedagogical content knowledge? *Contemporary Issues in Technology and Teacher Education*, 9(1), 60–70.
31. Sintawati, M., & Indriani, F. (2019). Pentingnya Literasi ICT Guru di Era Revolusi Industri 4.0 [The Importance of Teacher ICT Literacy in the Era of Industrial Revolution 4.0]. *Jurnal Ilmiah Pendidikan Matematika*, 1(2), 417–422 (in Indonesian).
32. Harris, J., Mishra, P., & Koehler, M. (2009). Teachers' Technological Pedagogical Content Knowledge and Learning Activity Types. *Journal of Research on Technology in Education*, 41(4), 393–416. doi: [10.1080/15391523.2009.10782536](https://doi.org/10.1080/15391523.2009.10782536)