Typology of History Teachers in 21st-Century Learning (Grounded Theory Study in Senior High School in Indonesia)

Ema Agustina [ID]
History Education, Universitas PGRI Palembang, South Sumatera, Indonesia

Didin Saripudin [ID]**, Leli Yulifar** [ID] **and Encep Supriatna** [ID]
History Education, Universitas Pendidikan Indonesia, West Java, Indonesia

Abstract. The teaching styles of history teachers should be more heterogeneous and varied in 21st-century learning. The purpose of the study was to determine the types of history teachers that conform to the requirements of the history teaching function and the characteristics of 21st-century learning. Grounded theory was used to formulate a typology of high school history teachers in Indonesia. Interviews, observations, document analysis, and literature studies were conducted as data collection techniques regarding history teachers. A total of 10 participants were selected from 10 schools. Open coding, axial coding and selective coding were used for data analysis. The results of the study show that history teachers in high schools in Indonesia have various styles in teaching history, such as conservative teachers, normative teachers, inspirational teachers, imaginative teachers, and innovative teachers. These various typologies are understood through aspects of student motivation, curriculum, teaching styles, student roles, and learning evaluation. Through these findings, history teachers can identify their own styles and try to improve their quality and competence in their readiness to become part of 21st-century learning. Therefore, this research has implications for developing the characteristics and competencies of history teachers according to their type so that teaching activities become more effective. Future studies could conduct in-depth research on each type of history teacher or to formulate a history teacher typology through different perspectives and indicators from the research that has been conducted in order to enrich theories about history teacher typologies.

Keywords: history subject; high school; learning; teacher typology; 21st century

1. Introduction
The diversity of regions and ethnic groups in Indonesia has an impact on the character of every teacher in secondary schools. Each teacher has a particular style

and type of carrying out tasks in teaching and learning activities. Moreover, many history teachers who come from the same tribe may teach in different ethnic areas. This is an interesting concept to understand related to the typology of history teachers because teachers are also required to be able to adapt to the characteristics of schools that are different from the regions where the teachers come from. Moreover, the implementation of education at the senior high school level is currently oriented towards achieving graduate competencies that are relevant to the skills requirements of the 21st century. This means that this achievement is also influenced by the type of teacher training. Therefore, this history teacher typology must be compatible with 21st-century education so that there is an increase in the quality of teaching (Chai & Kong, 2017; Kim et al., 2019; Rifin et al., 2019; Rusdin, 2018). In addition, although most teachers prefer storytelling when teaching history, there are also dominant and integrative types of teachers (Nasution, 2004). Furthermore, Duncan-Andrade (2007) formulated three typologies of teachers, including Gangstas, Wankstas, and Rida's teacher types (Duncan-Andrade, 2007). On the other hand, Rushton et al. (2007) grouped teacher types according to the Myers and Brigg's personality types, namely sensing (S) type, feeling (F) type, judging (J) type, perceiving (P) type, introvert (I) type, extrovert (E) type, intuitive (N) type, and thinking (T) type. Furthermore, Watt and Richardson (2008) classified three types of history teachers as the Highly Engaged Persisters teacher type, the Highly Engaged Switchers teacher type, and the Lower Engaged Disasters teacher type (Rushton et al., 2007).

The results of the interview on February 1, 2020, at the History Teachers' Meeting in West Bandung indicated conclusively that teachers with an imaginative style fit the function of history as being recreational. However, the results of interviews with teachers at a high school in Palembang on February 10, 2020, showed that history teachers' style is of a normative type that is in line with the historical function and is more educative. Even conservative types were identified. The findings of the initial data in this preliminary research show that each teacher has a different framework for teaching history as a subject. Their levels of creativity correlate with their level of ability. Therefore, teachers who teach history creatively promote the development of students' creativity (Iqbal et al., 2021; Kaplan & Kaplan, 2019).

Moreover, the development of science and technology has a significant impact on teachers and students. The skills in the curriculum needed in the 21st century also aim to prepare the next generation of intelligent people (Alismail & McGuire, 2015). This is in line with the teaching requirements of the 2013 history curriculum in secondary schools. Teachers are not only expected to teach students to understand historical events, but they must also be able to cultivate students' character development, such as a spirit of cooperation to face global and social challenges that continue to bring changes to people's lives (Hasan, 2012; Sirnayatin, 2017; Kurniawan, 2013). Therefore, the teaching of historical subjects that are associated with a specific event includes the names of the characters, the period in which it took place, as well as the location – all details which are expected to be memorized.

Thus, teachers tend to tell stories and use the lecture method to convey these facts. History is a subject that lends itself to storytelling and these facts have to be memorized (Imanita, 2014; Ibrahim, 2017). However, the Minister of Education and Culture in Indonesia stated that teaching history as a story has many weaknesses. Nevertheless, teaching history with a storytelling style does not mean that it is always monotonous and boring if the storytelling is done in an interesting way.

The latest research describes various typologies of teachers according to their implementation of history education in the classroom. However, research that examines teacher typology in the 21st-century education era for history classes is interesting to study more deeply, especially in high schools in Indonesia. Moreover, the Indonesian government has issued a policy on independent learning. This means that schools and teachers have a responsibility to produce graduates who are competent in the global era. Therefore, this study presents the complexity of challenges and problems in 21st-century learning that must be faced by history teachers who have different typologies. Accordingly, the gap in previous research identified by this study is related to teacher typology challenges that are relevant to the needs of developing 21st-century learning. These will no longer be relevant if history teachers only use the lecture learning method in the process of transferring their knowledge to students. The typology of these teachers can be more varied according to the concept and demands of 21st-century learning. The categorization of this typology of teachers is based on the functions and roles of the teacher in the classroom which refer to the function of teaching history and the characteristics of 21st-century learning.

The typology of history teachers has never been researched by historical education researchers in Indonesia. Therefore, researchers were motivated to categorize the typology of history teachers in high schools regarding 21st-century learning. The findings of this study could offer a new alternative as a contribution to the world of education, especially in history learning. Ultimately, the aim of this study was to identify the types of history teachers in high school, and categorize the typology of history teachers according to student learning motivation, the curriculum used in the teaching and learning process, history teachers' teaching style, the role of students in the teaching and learning process, and student learning evaluation.

Based on this background, the problem formulated for this research is: What is the typology of history subject teachers in 21st-century learning, according to the following:
1. What are the types of history teachers in high school?
2. What is the typology of history teachers according to:
   a. Student learning motivation,
   b. Curriculum used in the teaching and learning process,
   c. History teachers' teaching style, and
   d. The role of students in the teaching and learning process
   e. Student learning evaluation?

2. Literature Review
2.1 History Learning and Typology of Teacher
Learning history will be interesting for students if it is packaged with fun learning which stimulates their imagination (Pangestu & Kurniawati, 2019). In history lessons, imagination is encouraged by the teacher through historical stories, stories relating to past events, teacher narratives, or teacher expectations (Supriatna, 2019). Likewise, the type of innovative teacher who is suitable to teach history, especially if it is associated with 21st-century history learning, must be able to innovate in developing the teaching process (Zafri et al., 2018). The conservative type of teacher has a way of teaching that is too focused on conveying facts, while the normative type of teacher has students with good motivation to learn because of the teacher's approach of instilling the value of each lesson. Furthermore, with an inspirational type of teacher, students have a close relationship with the teacher because learning tends to be relaxed and not too formal.

Teachers set an example through various activities, both in and school and beyond. Students and teachers also often share interests and this motivates students. Furthermore, an imaginative teacher with a teaching style that triggers the imagination of students also plays a role in the formation of students' interest as well as their motivation to learn from other students. Imaginative learning methods have a positive effect on students' learning motivation (Sardiman, 2017b). In history learning with an innovative type of teacher, learning motivation is not much of an obstacle because students' interest in learning history has already been sparked. It is important to have an innovative person as a student's first history teacher because the varied and innovative ways the lessons are presented make them curious and eager for more. They carry this interest and curiosity with them as they proceed to higher classes (Karim, 2017).

2.2 Readiness of History Subject Teachers in 21st-Century Learning
Teachers must adopt new approaches in implementing 21st-century learning and they must facilitate learning activities. This means that teachers must provide tools or media that promote the effectiveness of 21st-century learning methods so that they can improve soft skills in subjects such as history. Twenty-first century learning requires the creation of skills such as effective communication, collaboration, critical thinking and creativity (Rifin et al., 2019; Van Laar et al., 2017). Therefore, students then not only master the knowledge of the subject matter but also improve their 21st-century learning skills.

With advances in technology, the integration of ICT in the classroom can improve 21st-century learning skills (Pheeraphan, 2013). Trilling and Fadel (2009) also indicated that to be able to face challenges in the 21st century, one must have specific skills, namely (a) critical thinking and problem solving, (b) communication and collaboration, (c) creativity and innovation, (d) information literacy, (e) media literacy, (f) ICT literacy, (g) flexibility and adaptability, (h) initiative and accountability, and (i) leadership and responsibility. From this explanation, it can be understood that teachers have a tough task to improve the quality of their teaching and facilitate learning that is relevant to current skill

needs. Therefore, to determine the readiness of the type of skills required of history teachers, the indicators used as benchmarks for researchers are how the type of history teacher develops 4C (critical thinking, creativity, collaboration and communication) skills, the application of ICT-based learning, increasing student literacy, the ability to interpret learning, character-building, and blended learning. These concepts form the theoretical frameworks for identifying the skills typology of history teachers.

3. Methodology
3.1 Method
The study used a qualitative research approach using the grounded theory method, which will then be abbreviated as GT (Creswell & Creswell, 2018). The purpose of the GT method is to develop a theory that explains the field under study (Strauss & Corbin, 2015). The procedure for this type of research consists of the following steps: (a) Decide that the GT design is the best design to answer the research problem. (b) Identify the process to be researched. Problem questions are crafted to guide the process and the conducting of the research. (c) Seek consent and access to research sites. This involves obtaining consent from participants as data sources for data collection, assessing history subject teachers, and ensuring the protection of premises and participants during the conduct of the study. (d) Carry out theoretical sampling. (e) Encode data. Encoding means grouping data segments and assigning with short names. Several coding methods were used in this study, namely open coding, axial coding and selective coding. The use of GT in this study was based on research to determine the typological characteristics of high school history teachers from various perspectives so that researchers could extrapolate theories from the participants' answers. In addition, grounded theory sets out to build theories from data which are obtained systematically so that the theories are relevant to the requirements of this research (Tie et al., 2019).

3.2 Sample and Data Collection Tools
Research subjects are those involved in the data collection process and become the data sources in the field (Creswell, 2012). The snowballing sampling technique was used to determine the sample of this study. In this study, participant high school teachers were selected from 10 schools in West Java. They were keen to know the typology of high school teachers for teaching history that is relevant to the 21st-century learning concept. There were 10 history teachers from 10 schools. The following Table 1 presents the demographic details of the sample:

Table 1: Demographic of sample

	Sample Criteria	Gender
1	Age 25-45 years	F = 6
2	Graduates from the history teacher education study program	M = 4
3	Teachers are certified	

Data collection techniques used were interviews, observation, document analysis and a literature study. In-depth direct interviews were conducted with history subject teachers in order to gain information on history teachers' typology. The interview questions referred to aspects of learning motivation, use of the curriculum, teaching styles and learning methods, student involvement during

the learning process, and the way the teacher evaluates learning. Observations were made by observing the teachers in the history teaching process to obtain data relating to how they handled problems. Document analysis comprising written documents, photos and videos was conducted to complement the results of interviews and observations. Literature reviews are necessary for identifying various theories related to the problems being researched which serve as a basis for discussing research results.

3.4 Data Analysis
In qualitative research using the grounded theory method, the stages of data collection and analysis are interrelated processes and must be carried out alternately. Qualitative data analysis usually starts with coding and data categorization. The steps of data analysis in this study are (a) coding of data (open coding) which is carried out through labelling phenomena, finding, naming and grouping categories; (b) axial coding or axis coding which is a set of procedures for making links between categories; and (c) selective coding which is the final stage of coding and includes scanning of all data and previous codes (Strauss & Corbin, 2015). It can be said that in selective coding, the researcher identifies a storyline and writes a story that integrates the categories in the axial coding model (Creswell & Creswell, 2018).

4. Result
The findings of the interviews and observation data showed that there were five types of history teachers in secondary schools, namely the conservative teacher type, the normative teacher type, the inspirational teacher type, the imaginative teacher type and the innovative teacher type. The main characteristics of the five types of teachers refer to the characteristics of the learning function of history and 21st-century learning which can be seen in the following Figure 1:
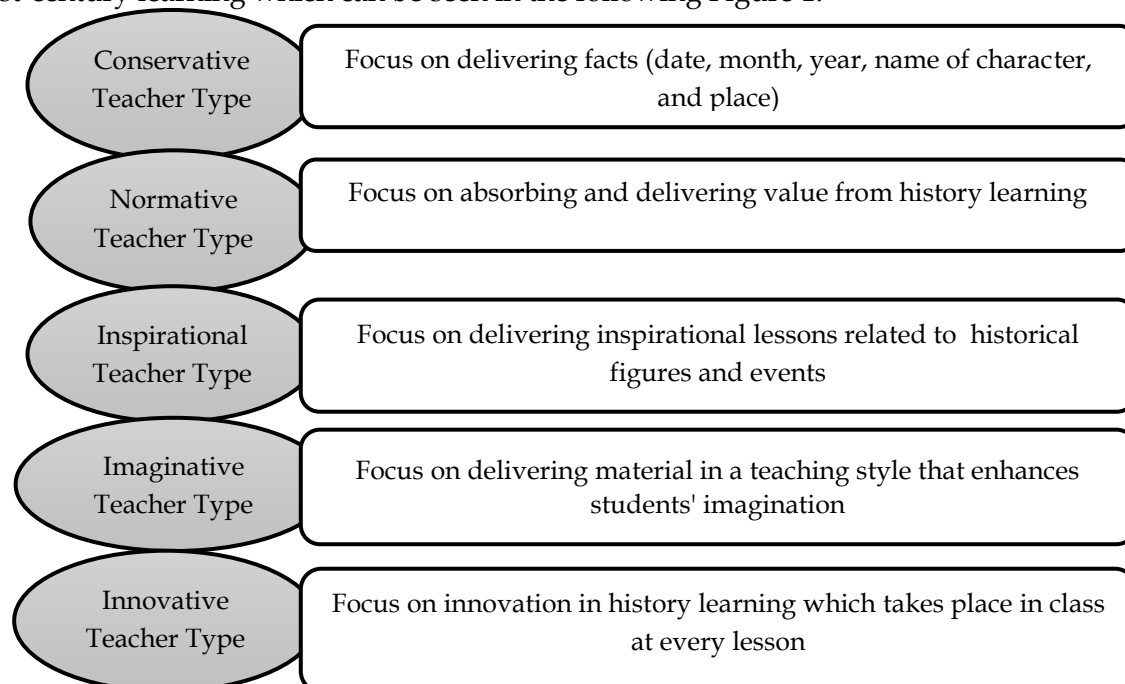
Conservative Teacher Type	Focus on delivering facts (date, month, year, name of character, and place)
Normative Teacher Type	Focus on absorbing and delivering value from history learning
Inspirational Teacher Type	Focus on delivering inspirational lessons related to historical figures and events
Imaginative Teacher Type	Focus on delivering material in a teaching style that enhances students' imagination
Innovative Teacher Type	Focus on innovation in history learning which takes place in class at every lesson

Figure 1: Characteristics of the type of history teacher in high school

Figure 1 showed participants' views of history teachers in high school, providing, an overview of the types of history teachers. These are supported by the document analysis from the curriculum, and the teaching and learning report from the teacher. The findings related to the details of the types of history teachers are explained in the following Table 2:

Table 2: Types of history teachers in high school

Participants Code	Conservative Teacher Type	Normative Teacher Type	Inspirational Teacher Type	Imaginative Teacher Type	Innovative Teacher Type
KON1	They have the same characteristics	There are senior teachers of this type	No	No	No
KON2	They have the same characteristics	These are the normative type	No	There are these teacher types but they are difficult to imitate	Teachers are attached to certain styles and rarely innovate
NOR1	There is this type of teacher but I am not one of them	They have been taught this type of teaching and practice it	They never met this type of teacher	There is this type of teacher even without having studied media	There is this type of teacher and it is usually a young teacher
NOR2	There is this type of teacher but it is rarely found	They have been taught this type of teaching and practice it	They never met this type of teacher	This type of teacher is rarely found because they are difficult to imitate	They never met this type of teacher
INS1	This type of teacher is still widely found: the child only focuses on memorization of facts	There is this type of teacher because history is full of values	They applied to learn that inspires students	These are types of teachers who enhance students' imagination	They never met this type of teacher
INS2	There is this type of teacher	Some senior teachers belong to this type	INS2 often motivates students with inspiring material	They never met this type of teacher	They never met this type of teacher

INS3	There is this type of teacher but teaching history is not just about facts	They never met this type of teacher	IMA1 was once this type of teacher	IMA1 teaches by increasing students' imagination	This type of teacher is usually one of the IT-based generation
IMA1	There is this type of teacher but nowadays it is rarely found	Some senior teachers belong to this type	This type of teacher exists but IMA2 has never met one	The characteristics of the IMA2 approach this type of teacher	There is a type of teacher who always innovates
INO1	There is this type of teacher and it is too monotonous	Some teachers and lecturers belong to this type	Some teachers belong to this type	They never met this type of teacher	This type of teacher is often encountered when attending training
INO2	There is this type of teacher and the learning is too rigid	There are teachers with this type and have been taught this way	There are these types of teachers and they contribute a lot to the environment	This type of teacher exists but have never seen it in person	INO2 becomes part of this type of teacher

Table 2 showed that there were five types of teachers in history learning. In addition, there were also participant views about the type of teacher who was more suitable for teaching historical subjects. The table also indicated that the five types of teachers who have been classified were suitable to be history teachers. The findings on indicators of student learning motivation, history learning curriculum, the teaching style of history teachers, student roles, and evaluation are presented in the following Table 3:

Table 3: History teacher typology indicator

Indicators	Conservative Teacher Type	Normative Teacher Type	Inspirational Teacher Type	Imaginative Teacher Type	Innovative Teacher Type
Motivation	The teacher must support students who have low learning motivation	The teacher must provide stimulation for students	Students have motivation and learning awareness but they need the teacher's motivation	Students have good motivation and learning awareness	Students have good motivation, learning awareness, and students' autonomy

History curriculum	The teacher knows the concepts of curriculum in the teaching and learning process. Learning resources and learning media are quite varied, but the material is not developed	The teacher knows the concept of curriculum in the teaching and learning process. Learning resources and learning media are quite varied, development has taken place, but the material is limited	The teacher knows the concepts of curriculum in the teaching and learning process. Learning resources and learning media are quite varied, development has taken place.	The teacher knows the concepts of curriculum in the teaching and learning process and creativity is encouraged.	The teacher knows the concepts of curriculum in the teaching and learning process
Teachers' style teaching	Teacher-centered learning	The teacher conducts lectures in class but includes discussions and simulations	The teacher gives lectures by always giving motivation, includes discussions, simulations and sharing with an emotional approach to students but is still teacher-centered	The teacher conducts a unique lecture (storytelling), question-and-answer, discussion, problem-solving, discovery learning, role-playing, and debate. Learning is supported by appropriate media and tools to be recreational and fun. Still implementing the teacher-centered approach but already implementing the student-centered one	History teachers build the confidence of students. Students are more independent. Minimal lectures and applying discussions, questions and answers, public debates, playing historical cards, field trips, contextual learning, mind mapping, quantum learning, panel debates, argument tables, storytelling, project-based learning
Students' role	Students sit listening and students have limited roles	In addition to listening, students also do questions and answers and deliver presentations in front of the class	In addition to listening, students also conduct questions and answers, presentations , explain simulations in front of the class and engage in	Students have various roles besides listening to, such as interacting, having alternative sources of information, organizing material, and explaining	The role of students is very diverse because they already have self-independence, students have confidence in their abilities, students are more self-actualizing and understand and are

			activities related to history learning		aware of their learning goals.
Evaluation	The teacher evaluates and it remains fact-based in time order (multiple choice and essay)	The teacher evaluates and is not too rigid, more concerned with the value of an event (essay and exposure)	The teacher evaluates with essays and verbally with students explaining in front of the class	The teacher evaluates but students are also allowed to contribute	Students carry out their evaluations and only confirm to the teacher that they are involved in the evaluation

5. Discussion

Based on the research findings regarding the types of history teachers in senior high schools, it was revealed that the characteristics already reflected the types of teachers based on the function of history teaching and the characteristics of 21st-century learning. These results were in line with previous expectations of a type of history teacher who represented the function of history learning itself as well as 21st-century learning. First, was the conservative type of teacher who emphasized the delivery of facts, including the dates, months, years, names of figures and places of events in history. Such historical learning was quite impressive because it was closely related to the memorization system. Teaching by emphasizing memorization, however, becomes a conventional and less interesting teaching practice (Sardiman, 2017a).

The second was the normative type of teacher. This type of teacher preferred to convey the values of life during the teaching process (Rasihudin, 2019). The third was an inspirational type of teacher who taught by not only focusing on delivering values but also by trying to inspire students to become individuals who would make the most of their talents while also making a contribution to society. According to Kobandaha (2017), in an inspiring type of teaching, the teacher must be able to stimulate and encourage students' minds to think creatively and unconventionally. At the same time the teacher inculcates positive values and focuses on the learning objectives (Kobandaha, 2017). The fourth type of teacher, the imaginative teacher, was one who taught by increasing students' imagination. Within the limitations of the classroom, however, students could be still be creative through exploring dimensions of space and time. Students are able to develop their thinking processes without being limited by reality (Hotimah et al., 2018). The imaginative type of teacher was able to teach history through storytelling that is interesting and sparked students' attention and imagination. In learning history in Indonesia, traditional history teachers often use storytelling skills so that students seem to enter the space and time in which the historical material was unfolding.

Fifth was the innovative type of teachers. They tried to create breakthroughs through learning methods, learning media, as well as evaluations that were applied in the learning process. The innovative type of teacher varied the teaching method in every lesson. Teachers who innovate were also responsive to different conditions (Yantoro et al., 2021). Innovation is necessary in teaching history, especially regarding the use of media that should keep up to date with technological developments. One of these was by developing media such as interactive multimedia that are practical and effective in improving student learning outcomes (Yulifar & Agustina, 2020). Likewise, the normative and inspirational types taught by inculcating values and by being inspirational in each lesson. Therefore, these five types of teachers were considered to be suitable to teach history.

The next indicator was related to the curriculum in history teaching in the classroom such as lesson planning, lesson design, material development, learning resources and learning media. The conservative type of teacher was quite disciplined in terms of administration although not consistent in doing so, especially at the learning stage, while the normative type of teacher, apart from being disciplined, consistently used their learning tools in carrying out the stages related to the lesson plans. On the other hand, the inspirational type of teacher seemed to be less organized in administrative matters because their focus was on learning tools, while the imaginative type of teacher and the type of innovative teacher were very disciplined with their administration and in applying the learning stages in their lesson planning. Furthermore, in presenting material, the conservative types of teachers were too dependent on textbooks because they felt that textbooks were sufficient and they did not need to develop additional material. In this way they differed from the normative type of teacher who felt that material development was essential so that students' understanding was not limited to textbooks. In line with this, the type of inspirational teacher also developed their own material because some available materials were subject to differences of opinion.

Likewise, the type of imaginative teacher felt that historical development was necessary so that students could also know local historical facts related to historical events and local historical figures as well as current events, both at home and abroad. As contended by Goksu and Somen (2019) in their research on history teachers in the Turkish city of Kayseri, local history should be included in history education so that students can familiarize themselves with events related to their geographical environment (Goksu & Somen, 2019). Material development was also carried out by innovative types of teachers who also developed their own material, not only related to local history but also so that learning was more interesting on a contextual basis and students were not fixated on textbooks provided by the government. In this way, more critical thinking skills were formed and developed. History teachers must be able to develop their own teaching materials and not rely solely on textbooks (Atno, 2010).

Furthermore, regarding the learning resources used by the types of history teachers, those of the conservative type was still limited, while the resources of

the normative and inspirational types were quite varied. The resources of the imaginative types of teachers were even more varied: they made use of articles and journals from the Internet and print, historical content videos and even sources such as historical actors, relics and historical sites. Likewise, innovative types of teachers used a variety of learning resources and even developed their own, such as modules, student worksheets, historical comics, and learning blogs. They also used several historical journals such as the *Historia Journal* and videos containing historical content.

Concerning the use of learning media, the conservative type of teacher was still very limited in using media because they found it difficult and time-consuming. The normative type of teacher did use learning media although it was not too varied, such as maps, PowerPoint, videos, and temple miniatures, albeit not very frequently because it had to be adapted to the learning material. The inspirational type of teacher also used the same learning media as the normative type of teacher, except that the inspirational teacher also used historical posters of inspiring historical figures as well as historical card games that were played in the history laboratory.

The imaginative type of teachers used more diverse media, namely maps that they had created, playing the national anthem; watching war-related and historical videos and films; and using statues, puppets, flags, costumes, historical comics, and historical objects. Such animated media can improve students' historical imagination abilities (Wahyudi, 2020). Lastly, the innovative type of teacher used more varied media and tried to use different media for each first and subsequent lesson. This also involved students in developing learning media. History teachers' use of teaching media must keep abreast of innovations and changes in learning styles in the era of globalization (Saripudin et al., 2018; Susilo, 2020; Saripudin et al., 2021).

The next indicator was related to the teaching style of the types of history teachers. The conservative type of teacher taught using the method approach while questions and answers were still very limited in the class. This showed that conservative teachers' method was still teacher-centred. The results of observations made by Yulifar (2019) revealed that history teaching in high school used a method approach and took place according to a pattern with a teacher providing information, and students listening and writing. In addition, there were question-and-answer sessions and assignments (Yulifar, 2019). The normative type of teacher also still applied teacher-centered learning. Furthermore, the type of inspirational type of teacher also did not differ too much from the normative type of teacher. They still applied the method approach because it was difficult to separate history teaching from the learning method (Agung & Sriwahyuni, 2013). However, the method was unlikely to succeed without being supported by other methods such as the inquiry-based style, the coaching style, the cooperative style, and direct teaching (Sosu, 2016). The type of imaginative teacher who used teaching methods adhered to the *MUKIDI* learning process (unique, creative, democratic and inspiring teaching). Although it is still used, in essence it must be unique and interesting. The imaginative type of teacher teaches through

storytelling, role-playing, discussion, debate, and discovery learning. The teaching style is a method used to convey knowledge and skills to enhance and guide successful learning (Mwathwana et al., 2014). Innovative types of teachers implemented learning through discussions, public debates, panel debates, argument tables, playing historical card games, role-playing, contextual learning, project-based learning, mind mapping, quantum learning, and storytelling. Every teacher has the competence to carry out innovative learning if they are passionate and enthusiastic about what is being done (Kalyani & Rajasekaran, 2018).

Furthermore, the role of students in the classroom was passive, confined to listening, and even memorizing the material. Students had a very limited role and teachers did not provide opportunities to students nor did they trust them because teachers considered themselves the main source of information. Teachers who taught in the classical style were very dominant. However, the students of the normative teacher type were quite involved in their learning process (Ali, 2014). The type of inspirational teacher also involved students in learning through questions and answers, discussions and simulations, explaining in front of the class with colleagues and taking part in activities outside the classroom that were nevertheless related to history learning. Fikri et al. (2021) revealed that by using the method approach alone, levels of student participation were very low (Fikri et al., 2021). On the other hand, the collaborative method, with lectures, question-and-answer sessions and discussions, was declared to be effective and significantly increase the participation and active learning of students in learning history.

In the classes of the imaginative teacher type, students played a greater role than in the case of the previous types of teachers. Through storytelling students listened to explanations, but the teachers had to train students to think critically; explanations were sometimes incomplete so that students had to find answers for themselves and ask questions. In addition, in finding out about material from various sources, students also had discussions with peers, as well as verifying and organizing material that involved critical and imaginative thinking. Students also argued responsibly when discussions and debates were taking place. In addition, students were also active and participated in role-playing even though it did not take place very often.

Moreover, students with higher levels of abilities could become peer tutors for fellow students who needed help. The imaginative type of teacher recognized what every student was capable of and provided opportunities for them to develop their potential. Peer tutors were very effective in increasing their fellow students' interest in learning in class (Mastrianto et al., 2017). The innovative type of teacher more often applied student-centered learning, often acting as a facilitator. Nevertheless, there was still frequent teacher-centered learning. Students were also active in asking each other questions, as well as the teacher and colleagues, especially during presentations, discussions, and debates. Students prepared additional information and data, organized material, wrote independently and explained the topics that had been shared. When there was a history card game, students mutually agreed on the rules of the game.

Prasetyawati (2016) stated that the students' history learning was carried out independently, with the teacher as a facilitator. This was categorized as student-centered learning, also known as innovative learning (Arifin, 2020).

The last indicator was evaluation. The conservative type of teacher used an evaluation system in the form of multiple choice and essay which was intended to test students' knowledge of the material and facts that had been taught. This means students must memorize the historical facts that have been conveyed. Umasih (2012) maintained that the appropriate form of assessment for subjects such as history was a combination of multiple-choice and essays (Umasih, 2012). Furthermore, the normative type of teacher was more likely to use an evaluation with an oral test that did not require students to memorize facts within a limited time frame. These teachers were more concerned with students' understanding. Likewise, the type of inspirational teacher preferred evaluation in the form of direct questions and answers, namely a question-and-answer quiz. In addition, oral exams were also conducted and for certain materials, students would be evaluated using simulations in front of peers, explaining inspirational stories that could motivate students both in learning and in everyday life.

Evaluations carried out by history teachers should continue to incorporate assessments that still had the essence of the 2013 curriculum which included cognitive aspects and psychomotor aspects (Majid, 2014). This was also what the imaginative type of teacher did by applying an oral test to assess the cognitive aspect, although it was generally done with a written test. Affective aspects were assessed through the learning process and through a rubric that contained aspects of students' attitudes and activities. Furthermore, the psychomotor aspect was assessed from the assignment relating to props making, role-playing, and storytelling in front of the class. De Leur et al. (2019) also revealed that students used cognitive and affective elements in their responses to the empathy task given in history learning (De Leur et al., 2019). Therefore, teachers are still guided by the curriculum that has been implemented by the current government because the 2013 curriculum has been revised and adapted to government policies related to the independent learning policy. This means that this curriculum requires history teachers to build student independence which includes the mastery of 4C skills. Thus, the various typologies of history teachers have the same learning objectives in building student competence.

6. Conclusion
The typology of 21st-century learning history teachers is categorized into five types, namely conservative teachers, normative teachers, inspirational teachers, imaginative teachers, and innovative teachers. First, the conservative types of teachers (KON1 and KON2) were limited in developing 4C skills and implementing ICT-based learning as well as in terms of developing students' ability to interpret learning, character building, and blended learning; however, there have been efforts to improve student literacy. Second, normative types of teachers (NOR1 and NOR2) quite often carry out ICT-based learning. The development of communicative, collaborative, and critical thinking skills has been carried out although creative skills were still limited. There were efforts to

improve student literacy; however, there were still few students who interpreted learning material successfully. Character building was not difficult to incorporate but blended learning was still not maximally accomplished. Third, the inspirational types of teachers (INS1 and INS2) carried out ICT-based learning, developing communicative, collaborative, critical thinking, creative and character-building skills. There were efforts to improve student literacy; however, the ability to interpret learning material and practice blended learning was still limited. Fourth, the imaginative types of teachers (IMA1 and IMA2) carried out ICT-based learning, supported by the use of unique conventional media. The development of 4C skills was carried out as well as efforts to improve student literacy. Fifth, the innovative types of teachers (INO1 and INO2) often carried out ICT-based learning and blended learning while the development of 4C skills has been carried out optimally. Similarly, student literacy was improved so most students can interpret the learning material. Conservative types can be categorized as unprepared teachers, normative and inspirational types can be categorized as ready teachers, while imaginative teachers and innovative teachers can be categorized as very willing and capable teachers to implement learning in the 21st century.

The results of this study provided recommendations for teachers and high schools related to the competence of history teachers in managing history classes that meet the needs of global developments, both in terms of technological and scientific progress. Teachers must understand the concept of their typology in teaching history to implement the type of teaching that meets the learning needs of the 21st century. Based on the five types of teachers identified in the study, teachers are advised that they should be able to create and innovate according to various models or learning methods in the teaching of history. This finding was related to the various types of history teachers. From these indicators that still need to be developed are multimedia technology indicators and their influence on student learning outcomes.

This research, however, has limitations because the research study is limited to an analysis of the typology of history teachers for high school students according to the aspects of learning motivation, curriculum, learning styles, student roles, and learning evaluation. The next limitation is that the research sample was small and the research was conducted in only one area; therefore, the results of this study cannot be generalized to other regions. Nevertheless, it still needs to be expanded in further research. Furthermore, this research has not been linked to student learning outcomes from various types of history teachers. This can be reviewed as a limitation regarding the impact of the type of teacher teaching history on student achievement. The identified typology of teachers has not yet been linked to the mastery of technology; these findings can be developed on indicators of multimedia technology and their effect on student learning outcomes. However, the innovative types of teachers are usually creative in their use of technological media in improving the quality of teaching and learning.

7. References

Agung, L., & Sriwahyuni. (2013). *Perencanaan pembelajaran sejarah [History lesson planning]*. Ombak.

Ali, M. (2014). *Guru dalam proses belajar mengajar [Teachers in the teaching and learning process]*. Sinar Baru Algensindo.

Alismail, H. A., & McGuire, P. (2015). 21st century standards and curriculum: Current research and practice. *Journal of Education and Practice*, *6*(6), 150–155.

Arifin, N. (2020). Manajemen inovasi pembelajaran di perguruan tinggi [Management of learning innovation in higher education]. *JUMPA: Jurnal Manajemen Pendidikan*, *1*(2).

Atno, A. (2010). Meningkatkan hasil belajar sejarah siswa melalui pendekatan pembelajaran kontekstual dengan media VCD pembelajaran [Improving student history learning outcomes through a contextual learning approach with learning VCD media]. *Paramita: Historical Studies Journal*, *20*(1). https://doi.org/10.15294/PARAMITA.V20I1.1091

Chai, C. S., & Kong, S.-C. (2017). Professional learning for 21st century education. *Journal of Computers in Education*, *4*(1), 1–4. https://doi.org/10.1007/S40692-016-0069-Y

Creswell, J. W. (2012). *Research, educational planning, conducting, and evaluating quantitative and qualitative research*. Pearson Education.

Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). SAGE Publishing.

De Leur, T., Van Boxtel, C., & Wilschut, A. (2019). "Just imagine ...": Students' perspectives on empathy tasks in secondary history education. *History Education Research Journal*, *13*(1), 69–84. https://doi.org/10.18546/HERJ.13.1.07

Duncan-Andrade, J. (2007). Gangstas, Wankstas, & Ridas: Defining, developing, and supporting effective teachers in urban schools. *International Journal of Qualitative Studies in Education*, *20*(6), 617–638. https://doi.org/10.1080/09518390701630767

Fikri, A., Alfiani, F., Faujiyanto, A., & Pertiwi, E. P. (2021). Kolaborasi metode diskusi dan tanya jawab untuk meningkatkan keaktifan peserta didik pada pembelajaran sejarah di MA Bahrul Ulum Kecamatan Dayun [Collaboration of discussion and question and answer methods to increase student activity in history learning]. *Riau Education Journal*, *1*(1), 9–14.

Goksu, M. M., & Somen, T. (2019). History teachers' views on using local history. *European Journal of Education Studies*, *6*(2). https://doi.org/10.46827/EJES.V0I0.2436

Hasan, S. H. (2012). Pendidikan sejarah untuk memperkuat pendidikan karakter [History education to strengthen character education]. *Paramita: Historical Studies Journal*, *22*(1), 1–130. https://doi.org/10.15294/PARAMITA.V22I1.1875

Hotimah, I. H., Supriatna, N., & Kurniawati, Y. (2018). Penerapan teknik cerita berantai untuk meningkatkan historical imagination siswa dalam pembelajaran sejarah (Penelitian tindakan kelas di kelas XI IPS 5 SMA Negeri 13 Bandung) [Application of chain story technique to improve students' historical imagination]. *FACTUM: Jurnal Sejarah Dan Pendidikan Sejarah*, *7*(1). https://doi.org/10.17509/FACTUM.V7I1.11929

Ibrahim, N. (2017). Pengaruh metode pembelajaran dan kecerdasan emosional terhadap hasil belajar sejarah siswa SMA Negeri 27 Jakarta [The effect of learning methods and emotional intelligence on student history learning outcomes at SMA Negeri 27 Jakarta]. *Jurnal Ilmiah Mimbar Demokrasi*, *16*(2). https://doi.org/10.21009/JIMD.V16I2.8755

Imanita, M. (2014). Pengaruh metode pembelajaran dan kecerdasan interpersonal terhadap hasil belajar sejarah siswa SMA [The effect of learning methods and interpersonal intelligence on high school students' history learning outcomes]. *Jurnal Pendidikan Sejarah*, *3*(1), 45–54. https://doi.org/10.21009/JPS.031.05

Iqbal, Md. H., Siddiqie, S. A., & Mazid, Md. A. (2021). Rethinking theories of lesson plan for effective teaching and learning. *Social Sciences & Humanities Open*, *4*(1), 100172. https://doi.org/10.1016/J.SSAHO.2021.100172

Kalyani, D., & Rajasekaran, K. (2018). Innovative teaching and learning. *Journal of Applied and Advanced Research*, S23–S25. https://doi.org/10.21839/JAAR.2018.V3IS1.162

Kaplan, D. E., & Kaplan, D. E. (2019). Creativity in education: Teaching for creativity development. *Psychology*, *10*(2), 140–147. https://doi.org/10.4236/PSYCH.2019.102012

Karim, A. (2017). Meningkatkan motivasi belajar pendidikan Sejarah Kebudayaaan Islam (SKI) melalui metode pembelajaran mind mapping [Increase motivation to learn Islamic Cultural History (ICH) education through mind mapping learning methods]. *Quality*, *1*(2). https://doi.org/10.21043/QUALITY.V1I2.205

Kim, S., Raza, M., & Seidman, E. (2019). Improving 21st-century teaching skills: The key to effective 21st-century learners. *Research in Comparative and International Education*, *14*(1), 99–117. https://doi.org/10.1177/1745499919829214

Kobandaha, F. (2017). Pendidikan inspiratif (Menjadikan iklim pembelajaran bermakna)[Inspirational education (Making a meaningful learning climate)]. *Tadbir: Jurnal Manajemen Pendidikan Islam*, *5*(2), 118–123.

Kurniawan, H. (2013). Penanaman Karakter Melalui Pembelajaran Sejarah dengan Paradigma Konstruktivistik dalam Kurikulum 2013 [Cultivating character through history learning with constructivistic paradigm in curriculum 2013]. *SOCIA: Jurnal Ilmu-Ilmu Sosial*, *10*(1). https://doi.org/10.21831/SOCIA.V10I1.5340

Majid, A. (2014). *Penilaian autentik: Proses dan hasil belajar*. Remaja Rosda Karya.

Mastrianto, A., Imron, A., & Maskun, M. (2017). Efektivitas penggunaan model pembelajaran tutor sebaya untuk meningkatkan minat belajar siswa [The effectiveness of using peer tutor learning models to increase student interest in learning]. *PESAGI (Jurnal Pendidikan Dan Penelitian Sejarah)*, *5*(8).

Mwathwana, M. I., Mungai, C., Gathumbi, A. W., & George, G. E. (2014). An analysis of history teaching methodology in high schools: A case of Tigania and Igembe districts, Meru County, Kenya. *Journal of Education and Practice*, *5*(2), 83–88.

Nasution, S. (2004). *Sosiologi pendidikan*. Bumi Aksara.

Pangestu, G. A., & Kurniawati, Y. (2019). Upaya meningkatkan kemampuan imajinasi sejarah siswa melalui model edutainment [Efforts to improve students' historical imagination skills through edutainment models]. *FACTUM: Jurnal Sejarah Dan Pendidikan Sejarah*, *8*(2), 225–236. https://doi.org/10.17509/FACTUM.V8I2.22153

Pheeraphan, N. (2013). Enhancement of the 21st century skills for Thai higher education by integration of ICT in classroom. *Procedia - Social and Behavioral Sciences*, *103*, 365–373. https://doi.org/10.1016/j.sbspro.2013.10.346

Prasetyawati, P. (2016). Analisis proses pembelajaran berbasis student-centered learning dalam pendekatan saintifik pada mata pelajaran sejarah di SMA negeri se kota Palu [Analysis of the learning process using student-centered learning in a scientific approach to history subject]. *Katalogis*, *4*(10).

Rasihudin, A. (2019). Menanamkan nilai-nilai kesejarahan dalam pembelajaran sejarah melalui puisi kepahlawan [Building historical values in history learning through hero poetry]. *Jurnal Artefak*, *6*(1), 7–16. https://doi.org/10.25157/JA.V6I1.2045

Rifin, F., Awang, M. M., Ahmad, A. R., & Che, S. (2019). Issues and challenges in 21st century learning of history education. *Global Conferences Series: Social Sciences, Education and Humanities (GCSSSEH)*, 59–63.

Rifin, F., Awang, M. M., Ahmad, A. R., & Dahalan, S. C. (2019). Issues and challenges in 21st century learning of history education. *The 2nd International Conference on Sustainable Development and Multi-Ethnic Society*, 59–63. https://doi.org/10.32698/GCS.0171

Rusdin, N. M. (2018). Teachers' readiness in implementing 21st century learning. *International Journal of Academic Research in Business and Social Sciences*, *8*(4). https://doi.org/10.6007/IJARBSS/V8-I4/4270

Rushton, S., Morgan, J., & Richard, M. (2007). Teacher's Myers-Briggs personality profiles: Identifying effective teacher personality traits. *Teaching and Teacher Education*, *23*(4), 432–441. https://doi.org/10.1016/J.TATE.2006.12.011

Sardiman, S. (2017a). Reformulasi Pembelajaran Sejarah: Sebuah Tantangan. *ISTORIA: Jurnal Pendidikan Dan Sejarah*, *13*(1). https://doi.org/10.21831/ISTORIA.V13I1.17610

Sardiman, S. (2017b). Reformulasi pembelajaran sejarah: sebuah tantangan [History learning reformulation: a challenge]. *ISTORIA: Jurnal Pendidikan Dan Sejarah*, *13*(1). https://doi.org/10.21831/ISTORIA.V13I1.17610

Saripudin, D., Darmawan, W., & Tarunasena. (2018). Developing learning media of Indonesian history to raise students' historical consciousness. *New Educational Review.*, *3*, 163–176.

Saripudin, D., Komalasari, K., & Anggraini, D. N. (2021). Value-based digital storytelling learning media to foster student character. *International Journal of Instruction*, *14*(2), 369–384.

Sirnayatin, T. A. (2017). Membangun Karakter Bangsa Melalui Pembelajaran Sejarah [Building the nation's character through history learning]. *SAP (Susunan Artikel Pendidikan)*, *1*(3), 312–321. https://doi.org/10.30998/sap.v1i3.1171

Sosu, E. S. (2016). Analysis of preferred teaching styles used by history tutors. *International Journal of Humanities and Social Sciences*, *7*(1), 1–13.

Strauss, A.L., & Corbin, JM. (2015). *Basics of qualitative research: Techniques and procedures for developing grounded theory* (4th ed.). Sage Publishing.

Supriatna, N. (2019). Pengembangan kreativitas imajinatif abad ke-21 dalam pembelajaran sejarah [The development of 21st century imaginative creativity in history learning]. *Historia: Jurnal Pendidik Dan Peneliti Sejarah*, *2*(2), 73–82. https://doi.org/10.17509/HISTORIA.V2I2.16629

Susilo, A. A. (2020). Peran guru sejarah dalam pemanfaatan inovasi media pembelajaran [The role of the history teacher in the use of learning media innovation]. *Jurnal Komunikasi Pendidikan*, *4*(2), 79–93. https://doi.org/10.32585/JKP.V4I2.649

Tie, Y. C., Birks, M., & Francis, K. (2019). Grounded theory research: A design framework for novice researchers. *SAGE Open Medicine*, *7*. https://doi.org/10.1177/2050312118822927

Trilling, B., & Fadel, C. (2009). *21st century skills: learning for life in our times*. Jossey-Bass.

Umasih, U. (2012). Evaluasi pembelajaran sejarah pada SMA negeri di DKI Jakarta [Evaluation of history learning at public high schools in DKI Jakarta]. *Paramita:*

Historical Studies Journal, *22*(2), 131–248. https://doi.org/10.15294/PARAMITA.V22I2.2122

Van Laar, E., Van Deursen, A. J. A. M., Van Dijk, J. A. G. M., & De Haan, J. (2017). The relation between 21st-century skills and digital skills: A systematic literature review. *Computers in Human Behavior*, *72*, 577–588. https://doi.org/10.1016/j.chb.2017.03.010

Wahyudi, A. (2020). Peran media animasi untuk meningkatkan kemampuan historical imagination siswa dalam pembelajaran sejarah [The role of animation media to improve students' historical imagination ability in history learning]. *FACTUM: Jurnal Sejarah Dan Pendidikan Sejarah*, *9*(2), 123–136. https://doi.org/10.17509/FACTUM.V9I2.25519

Watt, H. M. G., & Richardson, P. W. (2008). Motivations, perceptions, and aspirations concerning teaching as a career for different types of beginning teachers. *Learning and Instruction*, *18*(5), 408–428. https://doi.org/10.1016/J.LEARNINSTRUC.2008.06.002

Yantoro, Y., Hariandi, A., Mawahdah, Z., & Muspawi, M. (2021). Inovasi guru dalam pembelajaran di era pandemi COVID-19 [Teacher innovation in learning during the era of the COVID-19 pandemic]. *Jurnal Penelitian Pendidikan Indonesia (JPPI)*, *7*(1), 8–15. https://doi.org/10.29210/02021759

Yulifar, L. (2019). Teacher's effort in improving historical writing skill by presenting historian as resources person on historical learning. *Advances in Social Science, Education and Humanities Research*, *178*, 230–234. https://doi.org/10.2991/ICOIE-18.2019.52

Yulifar, L., & Agustina, M. (2020). Developing interactive multimedia for history subject in senior high school. *International Journal of Engineering Research and Technology*, *13*(12), 4606–4615.

Zafri, Asri, Z., & Hastuti, H. (2018). *Inovasi pembelajaran sejarah menggunakan media film dokumenter berbasis android [Laporan akhir tahun penelitian dasar unggulan perguruan tinggi tidak dipublikasikan] [Innovation of history learning using android-based documentary film.* Universitas Negeri Padang.