

Perceptions of History Teachers towards the Development of Problem Based Learning Using the Cartoon Concept Framework in Secondary Schools

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ABSTRACT

This qualitative study identifies the Perceptions of History Teachers Towards the Development of Problem-Based Learning (PBL) Using Cartoon Concept Framework in Malaysian Secondary Schools. The primary objectives of this study are: (i) To identify the level of content requirements for topics incorporated into the development of Problem Based Learning (PBL) Using the Cartoon Concept Framework in secondary schools based on the perspectives of History teachers and (ii) To identify the necessity to develop the Problem Based Learning (PBL) Using Cartoon Concept Framework in secondary schools based on the opinions of History teachers. The study involved seven purposively selected History teachers from secondary schools in Malaysia. The researcher used an interview protocol with two questions as the instrument for this study, semi-structured interview. The data was analyzed thematically, resulting in two key themes: Visual Learning Style and Teaching and Learning Approach, two key subthemes: Visual Auditory Kinesthetic (VAK) and Problem Based Learning (PBL). The purpose for this study emphasised new learning methods by introducing the development of Problem Based Learning (PBL) Using the Cartoon Concept Framework to attract students in secondary schools. The findings of this study indicate that Problem Based Learning (PBL) Using the Cartoon Concept Framework can be used as a guideline to provide more practical and comprehensive methods in secondary schools throughout Malaysia. This is critical for improving students' diverse skills and abilities in accordance with the demands of 21st-century. As a result, the Malaysian Ministry of Education (MOE) ensuring that students pass History as a mandatory subject in order to qualify for the Malaysian Certificate of Education (SPM).

Keywords: Cartoon Concept, Problem Based Learning, History

INTRODUCTION

Problem-Based Learning (PBL) was first developed at McMaster University in Canada, before the end of the 1960s. PBL is a teaching strategy that promotes students' critical thinking and problem-solving abilities. It is one of the approaches used to address real-world issues (Bouhuijs & Gijsselaers, 1993). Furthermore, PBL has become popular as a teaching method in higher education in recent years (Tan et al., 2005). PBL has a broad range, from teacher-controlled instruction to student-directed inquiry-based learning (Barell, 1998). According to Barrows (1984), the key features of PBL are:

1. Problem-based: It starts with a real-world problem encountered by practitioners.

2. Problem-solving: It promotes the development of problem-solving abilities via structured "training." The instructor's role is to facilitate and improve the effectiveness of problem-solving activities.
3. Student-centered: Students assume full responsibility for their own learning and serve as facilitators. Instructors must avoid having students rely solely on them to learn and acquire knowledge.
4. Self-directed learning improves students' research skills. Students must learn how to access information in real-time situations, which is a necessary skill for professional success.
5. Reflection occurs both during and after problem solving, typically through group discussions. It is particularly useful for applying solutions to new problems.

PBL is a method of learning that focuses on problem solving. A situation is presented to the students in their context, prompting them to discuss and consider possible solutions. PBL helps students develop higher-order thinking skills (Haslinda et al., 2017). Azizan and Chiew (2023) define PBL as a learning technique that focuses on solving real-world problems. PBL teaches students how to identify, investigate, and solve problems, as well as apply their knowledge in real-world situations. PBL promotes critical thinking and creativity by allowing students to generate new ideas and apply their knowledge in a variety of contexts. Furthermore, it improves social and collaborative skills, which are essential in today's professional world. PBL transforms the instructor's role into that of a facilitator, offering resources and guidance as students develop knowledge and problem-solving abilities (Conley et al., 2016). According to Zhang and Huang (2024) identifies two key elements that influence students' learning approaches: motivation and strategy. Motivation in PBL represents the reason for learning, whereas strategy refers to how one learns. However, it is becoming increasingly difficult due to the current demands of student learning and life. As a result, the best way to understand PBL is to view it as a learning process that incorporates higher-order thinking skills and collaborative elements among students at their respective school levels.

Research Objective

1. Identifying the level of content requirements for topics incorporated into the development of Problem Based Learning (PBL) Using the Cartoon Concept Framework in secondary schools based on the perspectives of History teachers.
2. Identifying the necessity to develop the Problem Based Learning (PBL) Using the Cartoon Concept Framework in secondary schools based on the opinions of History teachers.

Problem Statement

In the context of History teaching and learning (T&L), memorizing and explaining facts is a common challenge for students, particularly those with lower academic (Tor, 2004). However, closer examination reveals that the difficulty in memorizing historical facts stems from a number of factors. These include students' lack of interest in reading and curiosity, their tendency to memorize facts without understanding the concepts and timeline of events, and their reluctance to ask clarifying questions. Furthermore, the problem arises from students' overreliance on textbook sentences, which impairs their ability to answer questions when the words are changed. Furthermore, relying solely on textbook facts causes mental stagnation and rigidity, making critical thinking difficult for students (Othman, 2014).

Research issues or challenges related History as a subject can new findings, which can then have implications for current policies and practices that necessitate adjustments and improvements in modern education (Salwana et al., 2024). According to Salwana et al. (2024), Higher-Order Thinking Skills (HOTS), which are expected to be used to produce human capital capable of contributing to national progress, may have the opposite effect if negative factors transmitted via internet networks are not controlled or monitored. The Malaysian Examinations Board (LPM) 2020 report that students had not fully mastered the HOTS elements required in History. There was a significant drop, with 88.17% of SPM 2020 candidates the minimum HOTS level, dropping sharply to 53.0% of candidates in 2021.

According to Fadhlina (2022), 10,109 SPM 2022 candidates received excellent scores. The performance in History for SPM 2022 improved when compared to SPM 2021 results. Based on the report, students had fully mastered the Higher-Order Thinking Skills (HOTS) required in History, with an overall improvement of 80.6% for SPM 2022 candidates achieving the minimum HOTS level, compared to 53.0% in 2021. However, there are still new elements that students must master today, specifically 21st-century education skills applied through PBL in History. On 2022, a significant number of students continued to receive failing grades in History, with 28,357 candidates failing the subject. It is hoped that this study will help reduce the number of students who fail History by tens of thousands. This is critical in responding to the Ministry of Education (KPM) call to increase the number of students passing SPM by lowering the number of failing grades.

METHODOLOGY

Research Design

According to Othman (2014), qualitative research is a technique similar to natural science research that raises awareness of a problem by providing opportunities for discussion and the improvement of knowledge and research methods. In this study, interviews can be used as dialogues to provide in-depth perspectives and analyses on research-related topics (Othman, 2014). This stage will involve interviews with seven History teachers from secondary schools throughout Malaysia. Prior to beginning the interviews process, these experts are given a semi-structured interviews. This stage also addresses two research questions that will support and validate the data findings. The semi-structured interviews with the experts contains two primary themes. The first theme concerns experts opinions on the content requirements for subjects covered in secondary school Problem Based Learning (PBL) using the Cartoon Concept Framework in History. The second theme discusses the necessity for developing this framework.

One branch of the qualitative research approach is to use the case study approach to comprehend and thoroughly explain the nature of an issue and the matter at hand (Patton, 2015). Most researchers who use this approach believe that case studies are chosen because they are the only way to fully understand and explain a process or phenomenon (Caccia & Steccoloni, 2006; Gurd, 2008; Namazi, 2013; Tessier & Otley, 2012). This study employs a case study methodology. To answer this question, the study used a case study with a group of experts, including secondary school History teachers. These experts is made up of seven teachers from each zone in Malaysia. We will investigate a case using any appropriate method (Stake, 2000). The researcher discovered that cases involving this phenomenon were investigated in order to understand the perspectives and opinions from experts in order to develop this framework.

Respondents Of The Study

A small number of teachers will be selected at purposively to participate in semi-structured interviews about the development Problem-based learning (PBL) Using the Cartoon Concept Framework. The respondents are History teachers from Malaysian secondary schools, and an interviews method is used as an alternative. This seeks to strengthen the research findings and provide an alternative viewpoint from History teachers. According to Birmingham and Wilkinson (2003), conducting interviews is the best way to understand users' responses to a system under evaluation. Interviews one of the most effective ways to collect data because they allow researchers to ask respondents for more detailed explanations of ambiguous topics (Ghauri & Gronhaug, 2005). This study used semi-structured interviews with predetermined questions and open-ended responses. This study used a semi-structured interviews method, as recommended by Merriam and Tisdell (2015), which allowed the researcher to explore the respondents' perspectives while remaining focused on the research objectives.

The respondents include seven History teachers from Malaysia's East Coast, Middle, Northern, and Southern zones. The respondents selected for this study have 15 to 27 years of experience teaching History in secondary schools. They were selected from MRSM Trolak, Perak, SMK Pedu, Kedah, SMK Maran, Pahang, SMKA Dato' Haji Abu Hassan Haji Sail, Negeri Sembilan, SMK Sungkai, Perak, SMKA Durian Guling, Terengganu and SMK Felda Besout, Perak who also an examiner in the Certificate of Education Malaysian (SPM). All seven teachers' responses were chosen using purposive sampling. This purposive sampling technique is used when the

population being studied is too small, difficult to reach, or diverse (Campbell et al., 2020). Researchers use this sampling technique to select teachers who have extensive experience teaching History subject that matter experts in the field. The teachers can provide valuable information about the benefits and requirements of the framework that needs to be developed.

By selecting respondents who meet specific criteria, researchers can gather valuable information that will help them guide their work. Purposive sampling enhances the validity and reliability of research findings by selecting respondents who are most relevant to the research question or objective (Rahman, 2023). This can help researchers draw more precise conclusions about the population of interest and develop more effective interventions or solutions based on their findings (Campbell et al., 2020). For this interview, the researcher used Purposive Sampling to select seven teachers from a homogeneous respondents.

Demographic Analysis of Respondents

The first section of the interviews focuses on the respondents' demographics. This section's demographic analysis includes five general questions about the respondents' backgrounds. These five questions demonstrate the distribution of respondents based on gender, ethnicity, school, position, and teaching experience. Table 1 shows the interviewees' demographic information.

Table 1. Demography of respondents

Respondent	Gender	Nation	School	Position	Experience
P1	Male	Malay	MRSM Trolak, Perak	DG44	15 years
P2	Female	Malay	SMK Pedu, Kedah	DG41	5 years
P3	Female	Malay	SMK Maran, Pahang	DG54	25 years
P4	Female	Malay	SMK Agama Dato' Haji Abu Hassan Haji Sail, Negeri Sembilan	DG54	27 years
P5	Female	Malay	SMK Sungkai, Perak	DG44	14 years
P6	Male	Malay	SMKA Durian Guling, Terengganu	DG44	14 years
P7	Female	Malay	SMK Felda Besout, Perak	DG44	10 years

Research Instrument

The data was collected using qualitative approach employs instruments the interviews protocol. The interviews protocol is used to elicit respondents' verbal justifications or positions. Furthermore, it is a method of data collection that involves social interaction between the researcher and the respondents. The researcher used this technique to gather data and information by selecting respondents who met the required criteria. The instruments was used is semi-structured interviews allow researchers to modify questions based on participant responses, ensuring that the information gathered accurately reflects their real-world circumstances. This approach is also appropriate for researchers who require additional questions during the interviews, which can be extended at the interviewer's and respondents' discretion (Chua, 2006). Secondary school teachers from across Malaysia were interviewed for this study, and the findings will be analyzed to determine what is required to create the framework. An interviews protocol with seven History teachers was used as the study's instrument. The respondents in this interviews are listed below. The interviews questions are based on the study's objectives, which consist of only two questions. Table 2 outlines the specifics of the interviews:

Table 2. Interviews Session Timeline

RESPONDENT	LOCATION	DATE/DAY	TIME
P1	Online Platform	2 October 2024, Wednesday	11.08AM – 11.38AM
P2	Online Platform	3 October 2024, Thursday	11.14AM – 11.34AM
P3	Online Platform	21 November 2024, Thursday	03.02PM – 03.32PM
P4	Online Platform	4 October 2024, Friday	11.12AM – 11.42AM
P5	Online Platform	24 November 2024, Sunday	04.02PM – 04.32PM
P6	Online Platform	24 November 2024, Sunday	05.19PM – 05.49PM
P7	Online Platform	24 November 2024, Sunday	11.12AM – 11.42AM

Interviews Method

This data collection technique is the semi-structured interview method. In this study, the researcher used the semi-structured interview method, which has a predetermined format and theme for the basic questions. They should also be adaptable so that they can remain relevant during the interviews. In essence, predetermined fundamental questions are developed through discussions with the academic supervisor, taking into account the question's primary components and the study's goals. In fact, the knowledge gained from writing and comprehending the literature review is extremely useful in developing the basic questions for this research interviews.

According to O'Keeffe et al. (2016), the semi-structured interviews method allows the interviewee to feel free, be guided at all times, and potentially bring up a number of new topics. Based on their services and experiences in History, the researcher discovered that the majority of interviewees responded to the basic questions during the data collection period. The use of semi-structured questions guides researchers to consistently share their opinions on the fundamental interviews questions. Interviews allow researchers to learn more about the experts' perspectives, beliefs, and experiences. Researchers can find experts for interviews in this study who have a diverse range of service backgrounds in the subject and period of services.

In addition, researchers are encouraged to rewrite the transcripts as soon as the interviews process is completed in order to better understand the data collected (Turner & Onorato, 2010). This researcher conducted at least one formal and informal interviews with History teachers during the data collection process. Seven teachers were selected after conducting interviews through virtual meetings and the WhatsApp application. Onwuegbuzie et al. (2010) make recommendations and opinions that are consistent with the use of technological advancements and advantages in the data collection process. As expected, these interviews led the researcher to conclude that when using this data collection, a framework should be developed based on experts opinions.

Data Collection

Data were collected through semi-structured interviews using virtual meetings and the WhatsApp application lasting 30 minutes each respondents. The interview guide, validated by a History teacher and a qualitative research expert, covered two themes: Visual Learning Style and Teaching and Learning Approach, two subthemes: Visual Auditory Kinesthetic (VAK), and Problem Based Learning (PBL) . Open-ended questions encouraged detailed responses, with prompts provided for clarification. All interviews were conducted with consent, transcribed verbatim, and anonymized.

Data Analysis and Thematic Development:

Thematic analysis was used to identify patterns in the interview data, based on Braun dan Clarke (2006) six steps: (1) familiarizing with the content, (2) generating initial codes, (3) searching for theme, (4) reviewing the themes, (5) defining and among theme, and (6) final analysis and report writing. Related codes were grouped into categories and refined into two final themes: Visual Learning Style and Teaching and Learning Approach, two final subthemes: Visual Auditory Kinesthetic (VAK), and Problem Based Learning (PBL) . The coding process followed Braun and Clarke's (2006) six-step thematic analysis. After transcription, initial codes were manually generated and grouped into categories that reflected recurring ideas. These codes were then refined into four final themes that were consistent with the study's objectives. To enhance trust, two strategies were used: (i) History teacher feedback and expert validation, in which a qualitative research expert reviewed the coding framework to verify consistency, and (ii) expert review, in which selected participants were invited to verify the accuracy of their transcribed responses and interpretation of key themes. These steps strengthened credibility and minimized researcher bias, ensuring that the findings authentically represented the teacher's perspective.

Figure 1. Research Flow and Thematic Process

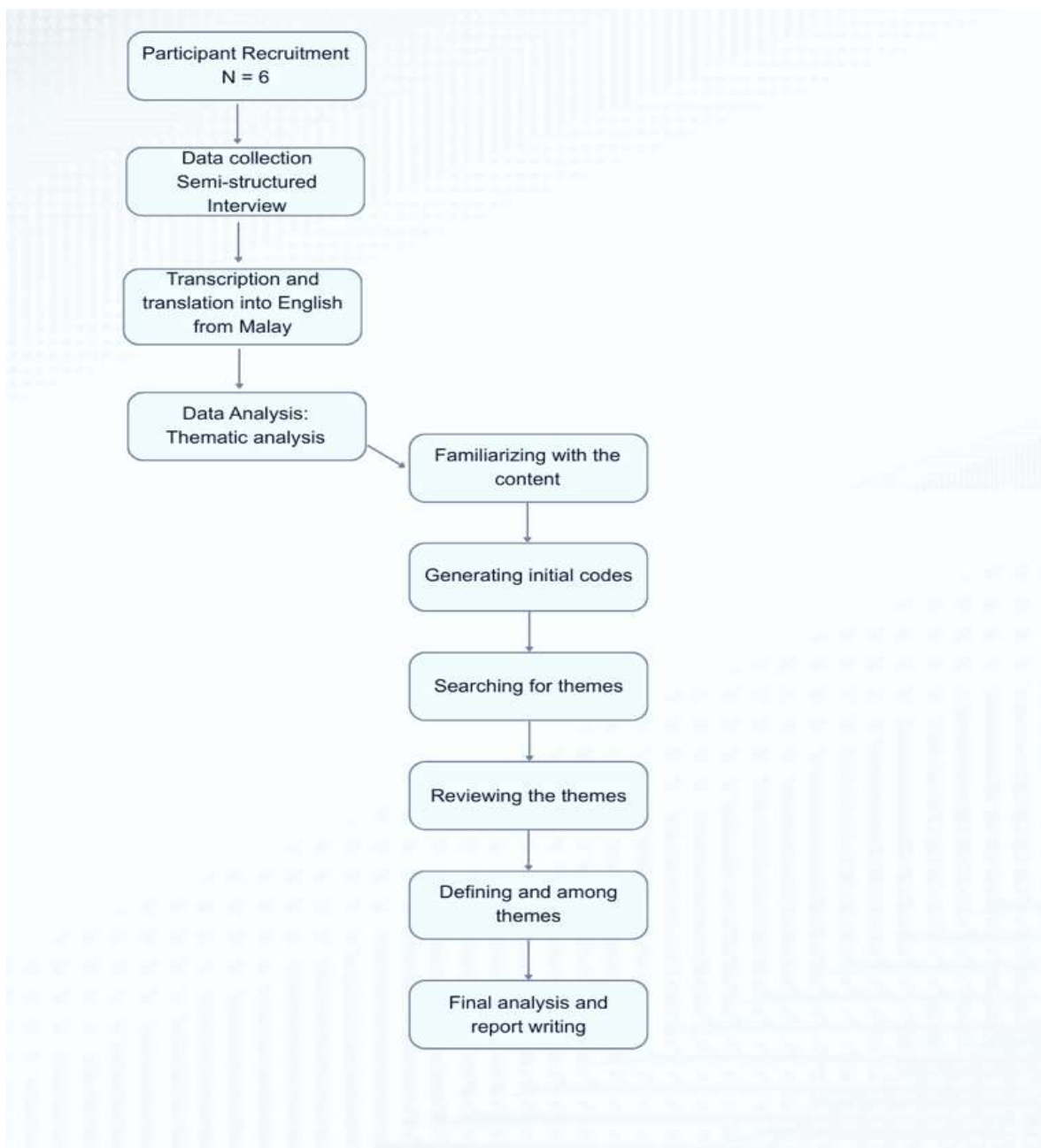


Table 3. Findings

Code	Interview	Code	Categories	Theme	Subtheme
Q1:	What is the level of content requirement for topics incorporated into the development of Problem Based Learning (PBL) Using the Cartoon Concept Framework in secondary schools based on the perspectives of History teachers?				
P1	<i>"To improve students' memory and comprehension of historical information presented and learned in accordance with the topic, it is critical to assist them in understanding the situations, cultures, and important information conveyed to them, either directly or indirectly. It is expected that using visual aids will help students understand and remember the historical material they have studied."</i>	The level of content requirement for topics	The perspectives of History teachers?	Visual Learning Style	Visual Auditory Kinesthetic (VAK)
P2	<i>"The level of need is high...This is because using graphics in teaching and learning (T&L) will help students better understand the topics under consideration."</i>	The level of content requirement for topics	The perspectives of History teachers?	Visual Learning Style	Visual Auditory Kinesthetic (VAK)
P3	<i>"Today's students are reluctant to read long texts..." As a result, cartoon illustrations combined with minimal text can provide a clear depiction of historical events, especially for Form 4 subjects.</i>	The level of content requirement for topics	The perspectives of History teachers?	Visual Learning Style	Visual Auditory Kinesthetic (VAK)
P4	<i>"In my opinion, when managing T&L, we must focus on achieving objectives. So, we need students' readiness according to the topic and students' existing knowledge so that they can better appreciate the exploration of knowledge through cartoon concepts that are interesting and easier to understand with a simple language style."</i>	The level of content requirement for topics	The perspectives of History teachers?	Visual Learning Style	Visual Auditory Kinesthetic (VAK)
P5	<i>"There is a need to develop a Problem Based Learning Using the Cartoon Concept Framework for Form 4 History Subjects based on these topics because visualization through cartoons can assist students in understanding complex or abstract historical concepts. Visual elements aid students in remembering historical facts due to their relevance, as well as understanding and mastering historical facts through long-term memory. Furthermore, Generation Z lives in a world saturated with social media,</i>	The level of content requirement for topics	The perspectives of History teachers?	Visual Learning Style	Visual Auditory Kinesthetic (VAK)

	<i>animation, and video. Cartoons can make history lessons more engaging and help students understand the connection between history and the real world. This is because it is relevant to the environment and students' lives. Students are more interested in topics that are relevant to their lives or events that occur in their community."</i>				
P6	<i>"The level of content requirements for this topic is very high, it can make students interested in the subject of History"</i>	The level of content requirement for topics	The perspectives of History teachers?	Visual Learning Style	Visual Auditory Kinesthetic (VAK)
P7	<i>"The level of topic content requirements for Problem Based Learning (PBL) Using the Cartoon Concept Framework must focus on difficult topics from the Form 4 syllabus. The content of difficult topics, such as the theme of efforts toward independence, which is in chapters 7-10."</i>	The level of content requirement for topics	The perspectives of History teachers?	Visual Learning Style	Visual Auditory Kinesthetic (VAK)
Code	Interview	Code	Categories	Theme	Subtheme
Q2:	Is there a necessity to develop the Problem Based Learning (PBL) Using the Cartoon Concept Framework in secondary schools based on the opinions of History teachers?				
P1	<i>"Highly necessary as an alternative step to assist students in better understanding and retaining historical information learned in school. This initiative also aims to meet the needs of students who prefer historical information delivered in a more engaging during teaching and learning."</i>	Need to develop a framework	The opinions of History teachers?	Teaching and Learning Approach	Problem Based Learning (PBL)
P2	<i>"It is very necessary."</i>	Need to develop a framework	The opinions of History teachers?	Teaching and Learning Approach	Problem Based Learning (PBL)
P3	<i>"Developing the Problem Based Learning (PBL) Using the Cartoon Concept Framework for Form 4 History is an urgently need, considering that students are less inclined to read."</i>	Need to develop a framework	The opinions of History teachers?	Teaching and Learning Approach	Problem Based Learning (PBL)
P4	<i>"In my opinion, the Problem Based Learning (PBL) Using Cartoon Concept for History can developed because current students dislike reading long sentences and find them difficult to comprehend. It is hoped that the cartoon concept will highlight a more</i>	Need to develop a framework	The opinions of History teachers?	Teaching and Learning Approach	Problem Based Learning (PBL)

	<i>relaxed and easy way of learning through short sentences and interesting pictures."</i>				
P5	<i>"The topic content requirements for the Framework for Form 4 Students' History Subjects are required because students are more interested in topics that are relevant to their lives or current events. Cartoons can add a contextual and dynamic element to student learning. Cartoons can also foster a sense of patriotism and historical pride. Malaysia. Students will more easily master the topics studied while also cultivating national spirit.</i>	Need to develop a framework	The opinions of History teachers?	Teaching and Learning Approach	Problem Based Learning (PBL)
P6	<i>"It is extremely important because students are increasingly losing interest in the subject of history; perhaps a cartoon approach can change students' perceptions of history. Their world now requires a new evolution for the subject; history necessitates the ability to remember facts, which can make students bored. It is interesting to note that this framework has been implemented.</i>	Need to develop a framework	The opinions of History teachers?	Teaching and Learning Approach	Problem Based Learning (PBL)
P7	<i>Developing framework based on the Cartoon Concept is crucial, particularly for students who dislike reading textbooks. The Framework with a Cartoon Concept is expected to help potential graduating students attract their interest in reading and understanding the topic's content.</i>	Need to develop a framework	The opinions of History teachers?	Teaching and Learning Approach	Problem Based Learning (PBL)

FINDINGS

This study examined Perceptions of History Teachers Towards Development of Problem Based Learning (PBL) Using the Cartoon Concept Framework in the secondary schools. The findings presented in Table 3 summarize the raw perspectives of the seven participants. In this section, these results are interpreted and situated within the literature to highlight their significance: Visual Learning Style, Visual Auditory Kinesthetic (VAK), Teaching and Learning Approach and Problem Based Learning (PBL) . The findings are consistent with and expand on existing literature on the Problem Based Learning (PBL) approach in History subjects. This is consistent with previous research (see Section 1).

Objective 1: Identifying the level of content requirement for topics incorporated into the development of Problem Based Learning (PBL) Using the Cartoon Concept Framework in secondary schools based on the perspectives of History teachers?

During the interviews, the researcher found that experts were in agreement about this problem with teaching History in secondary schools in Malaysia. The statements provided by the respondents to bolster this agreement are listed below. The teachers came to the unanimous conclusion that the content topics included in this framework are essential and highly effective based on the feedback they received. Additionally, the teachers concurred that this framework can aid students in comprehending the subjects taught through illustrations, animations, and graphics. This is due to the fact that most of these teachers believe that visual learners prefer to read brief texts and are more attentive when learning resources include images. This result is consistent with a

study by Fleming (2001), which found that visual like charts, diagrams, graphics, animations, and illustrations helping learners process information more methodically.

The teachers agreed that students have a tendency to recall important details and facts about events related to the topics covered in the cartoon concept. This finding is also consistent with those of Fleming and Mills (1992), who defined visual learning style as a student's proclivity to comprehend information better through images, charts, mind maps, graphs, and colors. The visual stimuli, such as pictures and videos, also helping students understand information more easily. When information is presented in a visible and visually organized format, visual learners tend to retain more. They understand ideas faster when clear colors, symbols, and layouts are used. As a result, the visual learning style meets the needs of today's students from generation Z were raised in a technologically advanced world.

Based on the first objective, seven History teachers agreed that it is critical to incorporate topic content into this framework. This is because the topics content can improving students' interest and helping them to learn the material more precisely and clearly. The majority of respondents who agreed with the topics content and provided encouraging comments and feedback to the researcher throughout the interview formed the basis for the decision. All respondents agreed on the topics content for development Problem Based Learning (PBL) Using the Cartoon Concept Framework for History Subject in secondary schools. As a result, all respondents agreed that Malaysia needed to establish this framework. As a result also can conclude that the objective has provided important information about the researcher's suitability for developing this framework.

Objective 2: Identifying the necessity to develop the Problem Based Learning (PBL) Using the Cartoon-Concept Framework in secondary schools based on the opinions of History teachers?

Based on the second objective, seven History teachers all agree that topics content for this framework is required because students are more interested in topics that are relevant to their lives or current events. Cartoon concept, which have been familiar to students since childhood, can add a contextual and dynamic dimension to their learning. Furthermore, cartoon concept that use the PBL approach can provide a real imagination of History when solving problems. The students will learn more easily when teachers use the PBL approach in the classroom, involving students in group discussions stimulated by the cartoon concept. PBL is a teaching and learning approach that uses problems to help students acquire and integrate new information. This finding is consistent with Jonassen (2011) statement that PBL can improve conceptual understanding because students are actively involved in the investigation and discussion process. This finding also is consistent with Yuhana and Fajari (2025) statement that PBL, which is based on constructivist pedagogy, has received significant attention due to its potential to increase student cognitive engagement and practical application of knowledge.

The teachers also agreed that students are losing interest in History; perhaps the PBL approach, which employs the cartoon concept, can change students' perceptions of the subject. Teachers agreed that their world now requires a new evolution for the subject. History requires the ability to remember facts, which can bore students. One interesting aspect of implementing the PBL approach is that can improve students' understanding and knowledge. This approach promotes problem-solving abilities, critical thinking, and self-directed learning (Barrows, 1984). This finding supports by Natia and Gunvor (2026) that PBL is widely used to develop students' problem-solving skills. This finding provides conceptual knowledge that can be used by academic developers to help higher education teachers improve their approach to teaching problem solving. This finding also supports by Ayhan and Sedat (2025) that there are numerous meta-analyses on this topic in the literature that must determine how the method affects cognitive and affective learning outcomes. As a result, the purpose of this research is to determine how the PBL method affects students' cognitive and affective learning outcomes.

According to the literature review, several studies have emphasized the importance to develop Problem Based Learning (PBL) Using the Cartoon Concept Framework. This issue is being discussed not only in our country, but also in other countries. As a result, this section is designed to answers the second research questions. According to the opinions of History teachers, the second research question has provided clear evidence that the development of this framework is extremely necessary. This is reflected in the consensus of experts, who provided positive and encouraging feedback throughout the interviews process. The findings have clearly indicated that the development of this framework is critical based on the opinions of History teachers in the

second objective. Seven History teachers unanimously agreed to create this framework, which is deemed necessary due to the topics content, which may entice students to study History in greater depth. Clearly, this good decision was made based on the agreement of the majority of experts who agreed to develop this framework by providing input and positive feedback, which greatly encouraged the researcher throughout the interviews process.

CONCLUSION

Finally, it has been demonstrated this framework has the potential to stimulate 21st-century students' cognitive skills and knowledge as well as foster human capital across various fields through higher-level thinking (Bity, 2024). This study also aims to foster intellectual abilities and critical thinking skills among Malaysian school students. The framework can be used as a guide by various educational institutions, individuals, agencies, or anyone interested in History, and it can also serve as a foundation for other fields. This study will also benefit the Malaysian Ministry of Education, specifically the Curriculum Development Division, as well as History teachers and experts, students, and organizations interested in strengthening innovative T&L approaches in the post-COVID-19 era. The discussion of several aspects provide an overview of the research, including a review of the literature and clarification of aspects related to the development of learning theories based on relevant perspectives to the study's topic.

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