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The Relationship of Whole Brain Teaching in History Subject towards Student Communication in Secondary Schools: A Concept Paper

ABSTRACT: *The WBT (Whole Brain Teaching) is an instructional approach that emphasizes the use of the entire brain in the learning process. The purpose of this study is to identify the relationship between WBT in the subject of History and students' communication skills in secondary schools. Effective communication between teachers and students is key to meaningful learning, especially in subjects that require critical understanding, such as History. The methodology of this study involves a literature review on the use of WBT in instruction and its relationship to students' communication skills. The implications of this study are expected to provide educators with guidance on enhancing students' communication through the WBT approach, thereby adding value as a method in History education. This study underscores the importance of WBT as an effective medium for fostering communication skills and suggests proactive teaching methods that promote active learning in the classroom. WBT has the potential to become a teaching strategy that can enhance the quality of History education in Malaysia, ultimately producing a generation that is not only skilled in communication but also globally competitive.*

KEY WORDS: *Whole Brain Teaching; Subject of History; Students' Communication Skills; Secondary Schools in Malaysia.*

INTRODUCTION

Learning is a fundamental process in education that aims to develop individuals intellectually, emotionally, and socially. In the context of education, learning involves interaction between students, teachers, and

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learning materials, wherein the learning process occurs continuously to build the knowledge, skills, and attitudes necessary for daily life (Mustaffa, Hussin & Sulaiman, 2021).

As emphasized in the theory of constructivism, learning is considered an active process where students construct new knowledge based on their experiences and interactions with the environment (Omarova *et al.*, 2021). Effective learning not only revolves around mastering academic subjects, but also in developing essential life skills such as communication, collaboration, and problem-solving.

In formal learning, teachers act as facilitators who guide students in critically exploring ideas and concepts (Alwayi, Embong & Hashim, 2021). Essentially, learning is not solely dependent on the transmission of information but also focuses on two-way interaction that stimulates creative and critical thinking among students (Sanjani, 2020).

Therefore, good communication between teachers and students is key to ensuring that the learning process runs smoothly and effectively. This indicates that learning is an individualistic process, meaning that each student experiences learning uniquely based on their abilities, background, and learning styles.

In a broader context, learning also involves the formation of values and attitudes, which are essential elements in education to produce a generation that excels not only academically but also possesses high moral integrity and social awareness (Vosniadou *et al.*, 2021). An effective classroom learning process requires diverse and flexible teaching strategies that not only meet academic needs but also support the holistic development of students in terms of physical, emotional, spiritual, and intellectual aspects (BPK, 2016).

Based on this explanation, learning is described as a process that involves the strategies and teaching methods of teachers in the classroom to produce students with both physical and mental intelligence.

Considering the element of student skills, learning is a crucial process that contributes to the development of students' skills, particularly in the area of communication (Handayani *et al.*, 2020; Veckalne & Tambovceva, 2022; Faustino & Kaur, 2023; Ismail, Ahmad & Rasool, 2024).

In the context of education in Malaysia, effective communication is essential to ensure that students develop well in terms of physical, spiritual, emotional, and intellectual aspects (Yi *et al.*, 2020; Kaviza, Ibrahim & Noh, 2022). Furthermore, good communication can help students solve problems and enhance their ability to achieve their goals (Selvarajah, Nasri & Mansor, 2021). Therefore, teachers must master teaching skills that meet students' aspirations and ensure that their

achievements are at an optimal level, based on the quality of their learning (Ambotang & Anuar, 2023).

This statement aligns with the goals of the Malaysian education system to produce a generation of students who are proficient in communication and able to compete at the global level (Syakhrani *et al.*, 2022; Gregoriou, 2023). Thus, to achieve learning objectives more effectively, it is important for teachers to integrate active and comprehensive communication strategies into their teaching.

Learning Strategies. Learning strategies refer to the approaches planned and implemented by teachers to ensure effective teaching in the classroom (Rahmawati, Prayogo & Furaidah, 2021). In addition, learning strategies also involve the use of appropriate techniques, methods, and teaching aids to achieve specific learning objectives (Zurina Mustafa *et al.*, 2021). The primary goal of learning strategies is to enhance students' understanding, strengthen their skills, and ensure that learning occurs more effectively and engagingly (Seman *et al.*, 2011). Based on these scholars' views, learning strategies are organized by taking into account students' needs, the learning content, as well as the learning environment and context.

In the context of modern education, effective learning strategies are not solely focused on the delivery of information by teachers, but also involve the active participation of students in the learning process. This is because research has shown that student-centered learning is more capable of improving students' communication skills (Shah, 2020). A good learning strategy also takes into account the various learning styles of students, whether they tend to be more visual, auditory, or kinesthetic (Antoniuk, A. (2019). In this context, effective learning strategies not only help students master content but also develop 21st century skills, such as critical thinking, creativity, and communication.

Factors influencing the choice of learning strategies include the content and goals of learning. Learning strategies must be adapted to the content being taught and the learning goals that have been set. For instance, problem-based learning is more suitable for topics requiring analytical thinking and problem-solving (Gusman, 2023). In the context of education, learning content refers to the material or subject being taught, while learning goals refer to the outcomes or objectives that students need to achieve by the end of the learning session (Arbaa, Jamil & Razak, 2010). Each content and goal requires different approaches and strategies to ensure the effectiveness of the teaching and learning process.

Furthermore, students' needs and levels are important aspects that need to be considered in planning and implementing teaching strategies.

This is because each student has different abilities, backgrounds, and learning styles, which require teachers to adapt their approaches to ensure that all students can learn effectively (Kaviza, 2019).

The diverse levels of students mean that teachers must consider students' abilities and learning styles by implementing more active and student-centered learning strategies (Radin & Yasin, 2018). Teachers' sensitivity in applying appropriate strategies can meet the needs of various student learning styles.

Meanwhile, learning resources and facilities refer to teaching aids, which include equipment, technology, and physical facilities used to support teaching and learning strategies (Siong & Kutty, 2020). Moreover, in planning effective teaching strategies, teachers need to consider the use of teaching aids, as teaching aids play an important role in influencing the implementation of teaching strategies (Ambotang & Anuar, 2023). According to these perspectives, without adequate resources and facilities, the objectives of a learning strategy cannot be effectively achieved.

To ensure the effectiveness of learning strategies, teachers need to regularly evaluate and review the strategies implemented to ensure they are suitable for students' development in the ever-evolving teaching context. Continuous assessment of the strategies used helps teachers refine their teaching approaches and focus on improving the quality of student learning, particularly in enhancing students' communication skills (Kumaran, Awang & Othman, 2024).

Previous studies have indicated that the effectiveness of learning strategies implemented by teachers in the classroom contributes to social skills and increased motivation in learning (Tetin, Herlina & Tantowie, 2021; Vijayakumaran, Ismail & Jalil, 2022; Rubtsova *et al.*, 2023). These regular reviews aim to improve engagement in communication, social skills, and student motivation, ultimately making students more independent and responsible for their learning.

Whole Brain Teaching (WBT) Learning Strategy. The WBT (Whole Brain Teaching) learning strategy is a teaching approach that integrates various learning elements to stimulate the entire brain of the students. WBT encompasses cognitive, emotional, and physical aspects, which are aligned in teaching and learning (Briffle, 2013).

Several elements of WBT align with school-based learning strategies, including Student-Centered Learning (Kharsati & Prakasha, 2017). According to WBT, students are actively involved in the learning process through activities, such as repetition, hand gestures, and verbal interaction. This strategy is in line with student-centered learning as it encourages students to take responsibility for their active participation.

Additionally, WBT also involves Collaborative Learning (Spence *et al.*, 2022). The elements of WBT emphasize cooperation among students through activities, such as games or group tasks that require teamwork and interaction between them. This collaborative element helps students build positive relationships and create a conducive learning environment.

According to D.N. Spence *et al.* (2022), teachers can integrate problem-based or project-based learning elements through activities that challenge students' minds. Activities such as “critical thinking” within WBT can be adapted to this strategy, providing more practical contexts during the learning process. Overall, the WBT learning strategy supports and complements various school learning strategies by integrating cognitive, emotional, and physical aspects into a unified system, where each student benefits from both physical and mental engagement in the learning process (Spence *et al.*, 2022).

The Big Seven in Whole Brain Teaching. The WBT (Whole Brain Teaching) introduced by Chris Biffle, emphasizes the need for teachers to employ creative and innovative teaching strategies. From a neuroscience perspective, WBT functions to activate students' brains in several ways (Herrmann, 1998; Yang, 2018).

Firstly, WBT promotes auditory processing through listening and responding. Secondly, WBT enhances cognitive function by requiring students to react quickly and accurately. Thirdly, WBT strategies involve engaging the entire brain in the learning process, activating various brain regions such as memory, logical thinking, and self-regulation. According to B.S. Handayani *et al.* (2020), WBT supports the social and emotional development of students by emphasizing the importance of respect for teachers and peers during the learning process (Handayani *et al.*, 2020).

To engage students in learning and encourage active communication within the classroom, C. Biffle (2013) introduced seven learning strategies, known as “The Big Seven” in Whole Brain Teaching (WBT). These seven strategies provide an organized structure to optimize teaching and learning by actively involving all parts of the students' brains. WBT aims to stimulate active communication among students, a critical aspect of modern education (Biffle, 2013).

Research by T. Devana (2020) and Abrenica, J. & J.D. Casuncad. (2022) emphasized that this creative method allows students not only to actively absorb information, but also to build communication skills through continuous interaction in the classroom. Active communication scenarios indicate that WBT fosters a more dynamic learning environment compared to traditional approaches that tend to involve one-way lectures. As a result, students are more likely to engage actively in the learning process (Devana, 2020; Abrenica & Casuncad, 2022).

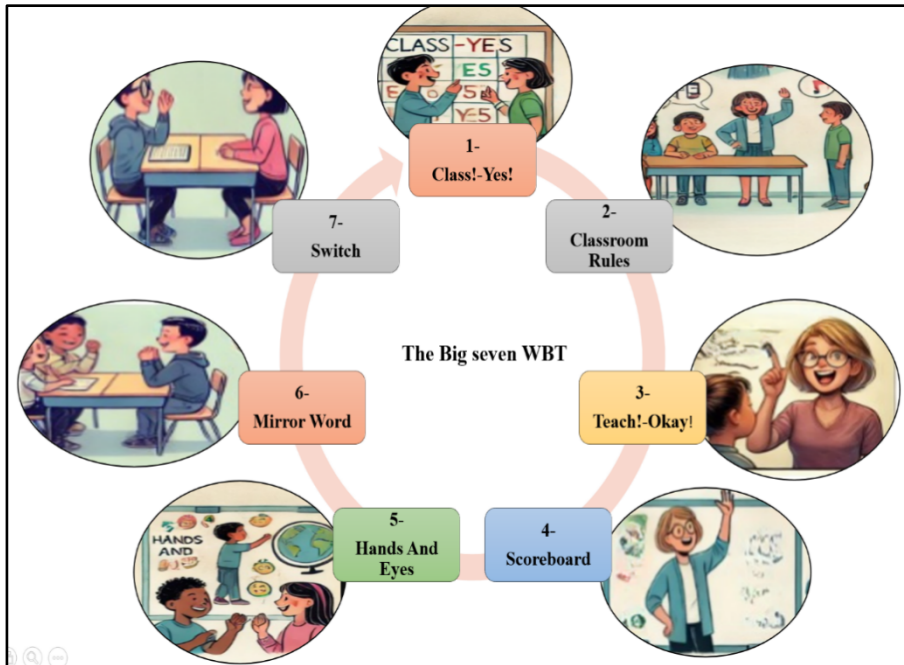


Figure 1:
Seven Learning Strategies or the Big Seven in WBT (Whole Brain Teaching)
(Source: C. Briffle, 2013)

Figure 1 illustrates the Seven Learning Strategies or The Big Seven in Whole Brain Teaching (WBT) according to C. Briffle (2013), which are:

First, Class-Yes. The Class-Yes strategy in WBT (Whole Brain Teaching) serves as a tool for managing the classroom effectively and immediately while encouraging active student engagement. Scientifically, the “Class-Yes” strategy is based on psychological principles that link the command (class) with the response (yes) in a simultaneous and uniform manner (Abrenica & Casuncad, 2022).

When the teacher says “Class”, and the students respond with “Yes”, this reaction creates an automatic response that helps refocus the students' attention on the teacher. This response is crucial as it ensures that every student promptly directs their attention to the instructions or information being delivered by the teacher.

Second, Classroom Rules. The Classroom Rules strategy in WBT (Whole Brain Teaching) aims to establish a well-organized, focused, and conducive learning environment. The rules implemented in the classroom not only help manage student behaviour but also support more effective learning (Nurmalasari, 2021). Scientifically, the classroom

rules strategy is designed to address various aspects of classroom management and the development of self-discipline among students (Habibah, 2020).

Based on WBT, the five classroom rules play a crucial role in fostering effective communication based on positive behaviour. In the long term, behaviour formed through positive communication not only contribute to academic achievement but also to the development of students' character, aligning with the objectives of holistic education (Handayani & Corebima, 2017). Adherence to classroom rules within the WBT strategy aims to build better relationships among peers and to foster positive interactions during the learning process.

Third, Teach-Okay. The Teach-Okay strategy within the context of WBT (Whole Brain Teaching) aims to enhance active interaction and student engagement in the learning process. This strategy is based on neuroscience principles that emphasize the importance of activating the entire brain during learning (Yustitia, Wardani & Juniarso, 2019).

Scientifically, the Teach-Okay strategy is designed to simultaneously engage multiple areas of the brain (Biffle, 2013). When a student teaches something to a peer, they not only reinforce and activate long-term memory but also engage brain functions related to communication, social interactions, and emotions (Smith, 2018). This strategy helps deepen students' understanding of the concepts being taught.

Fourth, Scoreboard. The Scoreboard strategy in WBT (Whole Brain Teaching) serves as a method to motivate students, encourage discipline, and maintain their active engagement in learning. This strategy employs elements of competition and rewards to promote positive behavior within the classroom (Mugot, 2019).

One of the functions of the Scoreboard in WBT is to provide rewards (positive marks) or penalties (negative marks) based on student behavior (Biffle, 2013). WBT aligns with behaviorist theory, which posits that behavior that is rewarded is likely to be repeated, while behavior that is punished tends to decrease (Nasution *et al.*, 2024). Through the strategy within WBT, teachers can encourage desired behaviour and reduce undesired behaviour.

Fifth, Hands and Eyes. The Hands and Eyes strategy in WBT (Whole Brain Teaching) serves as a tool to immediately capture students' full attention and ensure they focus on the teacher's instructions. According to C. Biffle (2013), this strategy aims to optimize brain engagement in learning by using a simple yet effective approach. According to K. Sakowski (2019), this strategy creates a simple physical action that significantly directs students' attention to the teacher (*cf* Biffle, 2013; Sakowski, 2019).

Sixth, Mirror Words. The Mirror Words strategy in WBT (Whole Brain Teaching) is a method that combines verbal instruction with physical gestures to enhance student engagement and reinforce their understanding of the concepts being taught (Biffle, 2013). In WBT, students are encouraged to repeat the teacher's words while mimicking the hand movements or physical gestures made by the teacher related to the content being taught.

During the implementation of the Mirror Words strategy, brain regions involved in language processing, memory, and motor movement become active (Artono, Nurhati & Maufur, 2022). Based on the Mirror Words strategy, students combine verbal articulation with physical movements, making the learning process more comprehensive and effective, especially for students with varying learning styles.

Seventh, Switch Strategy. WBT (Whole Brain Teaching) also addresses the issue of passive students by providing opportunities for all students to take active roles in the classroom. According to C. Biffle (2013), the "Switch" strategy involves students engaging in paired or group activities where they alternate roles between a presenter (who explains the concept) and a listener (who receives the explanation). Through the "Switch" strategy, where roles are frequently exchanged, students not only listen but also teach, which helps reinforce their understanding of the learning material. The "Switch" strategy in WBT aims to ensure that no student remains a passive observer, as every student is required to participate actively (Biffle, 2013).

Objective of the Study. The objective of this study is to identify the relationship between WBT (Whole Brain Teaching) in history education and student communication in secondary schools.

Whole Brain Teaching and its Impact on Student Communication. WBT (Whole Brain Teaching) is a learning model that integrates Direct Instruction and Cooperative Learning, with the primary goal of establishing effective two-way communication between teachers and students, as well as among students themselves (Abrenica & Casuncad, 2022).

Through direct communication from the teacher, students are stimulated to provide physical and emotional responses, which in turn encourages active engagement in learning activities. Additionally, research by L.R. Siami (2022) also explains that WBT integrates physical movements, such as hand gestures, with visual focus through sight, simultaneously involving two important parts of the brain (Siami, 2022).

Based on these studies, WBT in learning involves three key elements in student communication: (1) *Physical Communication*; (2) *Emotional Communication*; and (3) *Visual Communication*.

Communication. Effective communication in teaching and learning is a multi-faceted concept that significantly impacts educational outcomes. Communication skills encompass various interpersonal and instructional communication behaviors that enhance the effectiveness of teachers' teaching and students' engagement in learning (Kristiansen, 2021). According to Yusra Jamali, Janawi & Rada (2019), communication is defined as the process of conveying information and understanding from one individual to another (Jamali, Janawi & Rada, 2019).

Research by R. Selvarajah, N.M. Nasri & A.Z. Mansor (2021) explained that the success of communication is measured by achieving mutual understanding between the sender and the receiver of the information. This means that both parties do not necessarily have to agree with the ideas being communicated, but the key is that both sides understand the meaning and content of the ideas. In this context, communication is considered successful when there is clear understanding, which is also known as effective communication (Selvarajah, Nasri & Mansor, 2021).

In the context of education, communication plays a critical role as a medium for teachers to organize and manage the teaching and learning process. Teachers are responsible for building students' understanding of the instructional material being presented (Rajinderan & Ahmad, 2023). Communication in education involves the use of various forms of symbols, including verbal, written, and non-verbal language, in the effort to convey learning materials to students (Masdul, 2018).

At the same time, students respond by sending feedback to the teacher, making this two-way communications essential for ensuring the success of the teaching and learning process (Jamali, Janawi & Rada, 2019). This two-way communication is a key factor in achieving learning objectives, which can lead to positive behavioral changes in students.

Furthermore, S. Kisni Kisson (2021) emphasizes that teachers must be skilled in using and selecting sentences that are easily understood by their students. Through the approach used by teachers in classroom teaching, the message intended to be conveyed can be clearly and accurately received by students, ensuring that communication flows smoothly and effectively in the classroom (Kisson, 2021).

Overall, it can be concluded that communication is the process of delivering messages from the teacher to the student. These messages can take the form of *physical communication*, *emotional communication*, and *visual communication*. Communication in the educational context is controlled and adapted to meet educational objectives, which aim to enhance understanding and promote positive behavioral changes among students.

Firstly, *Physical Communication*. Physical communication in the context of learning, particularly in WBT (Whole Brain Teaching), refers to the use of body movements or body language as a medium to convey and reinforce information and concepts being taught. Scientifically, physical communication involves the interaction between body movements and brain functions, which can influence students' cognitive and emotional processes (Masdul, 2018).

According to WBT, physical communication is utilized through various strategies that integrate body movements as part of the learning process. For example, the Mirror Words strategy involves students mimicking the teacher's movements while repeating the words (content) taught by the teacher (Siami, 2022). The combination of movement and verbal communication helps stimulate brain functions, which in turn enhances memory retention and information processing more effectively.

Additionally, strategies such as Class!-Yes! in WBT require students to provide immediate reactions through body movements, such as changing positions or giving hand signals, which helps ensure they remain engaged and focused throughout the learning session. Physical communication in WBT serves as a tool to maintain students' attention and concentration (Biffle, 2013). This is crucial, especially in reducing classroom distractions and ensuring that every student gives their full attention to the teacher. Furthermore, through group activities involving movement, such as the Teach!-Okay! and Switch! strategies, students not only communicate physically but also engage cognitively.

According to R. Selvarajah, N.M. Nasri & A.Z. Mansor (2021), physical movement promotes cooperative learning and social interaction among students (Selvarajah, Nasri & Mansor, 2021). This view is supported by Azizi Yahaya & Nurfaizah Abdul Majid (2005), who explain that the repetition of movements and words accompanied by physical actions leads to greater student engagement in learning (Yahaya & Majid, 2005).

Secondly, *Emotional Communication*. Emotional communication in WBT (Whole Brain Teaching) plays a crucial role in creating an effective learning environment and fostering deep student engagement. Emotional communication refers to the integration of feelings, motivation, and student attitudes into the learning process, which influences perceptions and acceptance of the content being delivered (Bridges, 2019).

According to WBT, emotions are utilized as a medium to enhance interactions between the teacher and students, as well as among students themselves, through strategies designed to connect cognitive and affective aspects of teaching. One key strategy involving emotional

communication in WBT is the Class!-Yes! strategy, where the teacher prompts students to respond emotionally and immediately to a call. By varying tone and intonation, the teacher can elicit different emotional responses, such as excitement, seriousness, or cooperation, which helps to regulate students' emotional states before they engage in deeper learning activities.

According to WBT, emotions are utilized as a medium to enhance interactions between the teacher and students, as well as among students themselves, through strategies designed to connect cognitive and affective aspects of teaching. One key strategy involving emotional communication in WBT is the Class!-Yes! strategy, where the teacher prompts students to respond emotionally and immediately to a call. By varying tone and intonation, the teacher can elicit different emotional responses, such as excitement, seriousness, or cooperation, which helps to regulate students' emotional states before they engage in deeper learning activities.

According to [T. Devana \(2020\)](#), the Class!-Yes! strategy not only increases student attention but also fosters a stronger emotional connection between the teacher and students, making the learning process more meaningful ([Devana, 2020](#)).

Additionally, the Mirror Words strategy integrates emotional communication with cognitive learning. In the Mirror Words strategy, students mimic the teacher's movements and words, involving both physical and emotional communication ([Artono, Nurhati & Maufur, 2022](#)). Movements accompanied by emphatic, enthusiastic, or gentle words convey emotional messages that help students understand and internalize information more deeply. The Teach!-Okay! strategy in WBT introduces an element of emotional communication through peer collaboration ([Siami, 2022](#)).

According to the Teach!-Okay! strategy, when students are asked to teach their peers, they must demonstrate confidence, empathy, and patience, which are important emotional elements in WBT. Through this process, students not only learn from their peers but also develop emotional connections that enrich their learning experience.

In WBT (Whole Brain Teaching), emotional communication is also observed through the Scoreboard strategy, which provides emotional rewards to students based on their active participation in learning. Rewards such as points are given to students who respond to the teacher's questions. These rewards are intended to foster immediate emotional responses that can motivate students to become more engaged in their learning. This perspective is consistent with [C.W. Hsieh, K. Yang & K.J. Fu \(2011\)](#) research, which emphasizes the importance of

emotional motivation in enhancing the effectiveness of learning (Hsieh, Yang & Fu, 2011).

Thirdly, *Visual Communication*. In the context of WBT (Whole Brain Teaching), visual communication refers to the use of visual elements such as hand signals, eye movements, and facial expressions to convey and reinforce learning information (Siami, 2022).

According to WBT, visual communication serves not only as a supportive tool for facilitating comprehension but also plays a crucial role in activating various brain regions associated with vision, memory, and information processing. Scientifically, the human brain tends to process visual information more rapidly and effectively compared to information conveyed solely through verbal means (Handayani & Corebima, 2017).

This perspective aligns with neuroscience research by N. Herrmann (1998), which indicates that when students receive visual stimuli in conjunction with learning, they are better able to relate this information to relevant visual experiences, thereby enhancing retention and understanding (Herrmann, 1998).

For instance, strategies such as Mirror Words in WBT, where students visually mimic the teacher's movements, help strengthen memory through consistent visual repetition. Furthermore, visual communication in WBT also serves to attract and maintain students' attention (Briffle, 2013).

Strategies such as Hands and Eyes require students to fully focus on the teacher, using hand movements and eye signals to direct students' attention to crucial information. Both Mirror Words and Hands and Eyes strategies not only ensure that students remain focused but also enhance their active engagement in learning. This means that when teachers use clear and consistent visual cues, students are more likely to pay.

Furthermore, the use of visual communication in WBT also strengthens interactions between teachers and students, as well as among students themselves. According to the Teach-Okay and Switch strategies, students are encouraged to communicate visually with peers, replicate learned movements, and then teach back the information (Briffle, 2013; Novitasari, Fauziah & Irmayanti, 2023). This visual interaction not only enriches the learning experience but also aids in the development of students' social and communication skills.

According to F. Nasution *et al.* (2024), from a pedagogical perspective, visual communication in WBT functions not only as a teaching aid but also as a medium to enhance understanding, retention, and student engagement in the learning process (Nasution *et al.*, 2024).

METHOD

The research method employed is a literature review aimed at identifying the relationship between WBT (Whole Brain Teaching) in History subjects and student communication in secondary schools (*cf* Abdi, 2020; Khairuddin & Mailok, 2020; Lui & Ahmad, 2021; Woei *et al.*, 2021; Azis & Aly, 2022; Kulansingam & Kaviza, 2022; Loh & Ahmad, 2022; Ladjagarun & Ahmad, 2023; Ni & Hassan, 2023; Xuan & Ahmad, 2023).

This approach involves a comprehensive review of literature and data analysis from various databases, such as Google Scholar, ProQuest, Scopus, Sage Publications, Science Direct, and Springer Link. The selection of articles related to WBT from 1998 to 2024 (Snyder, 2019; Amobonye *et al.*, 2024; Khalid *et al.*, 2025).

Meanwhile, the discussion on the relationship between student communication within the context of teaching and learning covers studies conducted by previous researchers from 2005 to 2024, with a focus on communication, interaction, and the development of social skills in the learning environment.

PROPOSED CONCEPTUAL FRAMEWORK

Here is the proposed conceptual framework for the study:

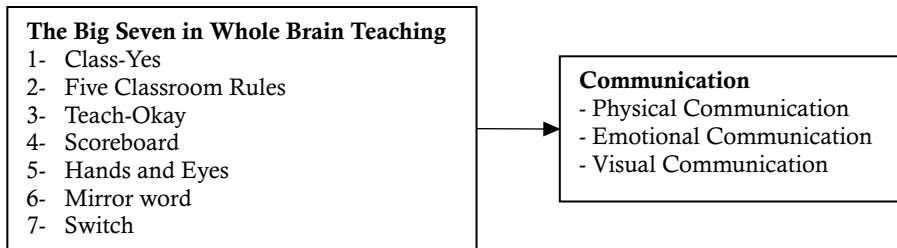


Figure 2:
Proposed Conceptual Framework for the Study

Figure 2 presents the proposed conceptual framework for examining the relationship between the elements of WBT (Whole Brain Teaching) and communication aspects within the context of school learning. WBT consists of several teaching strategies, such as Class-Yes, Five Classroom Rules, Teach-Okay, Scoreboard, Hands and Eyes, Mirror Words, and Switch. Each of these components serves as an approach to activate different areas of the students' brains, ultimately enhancing three key types of communication: *physical communication*, *emotional communication*, and *verbal communication*.

CONCLUSION

This study demonstrates that WBT (Whole Brain Teaching) is an effective learning approach that positively influences student communication, particularly in the context of History subjects in Malaysia. The application of this learning method can create a learning environment that fosters social interaction between teachers and students, as well as among peers.

Additionally, WBT aligns with the aspirations of the Malaysian education system to produce a generation that is proficient in communication and globally competitive. Although research on WBT within the country remains limited, the findings of this study show the great potential for this approach to be widely implemented in Malaysian schools.

Furthermore, WBT's emphasis on the cognitive, emotional, and physical aspects of students helps foster holistic communication skills, where students not only learn to communicate verbally but also through emotional and physical interaction using non-verbal cues within this method. This enriches the students' learning experience, making them more confident and proficient in communication.

However, a research gap exists regarding the effectiveness of WBT in History subjects in Malaysia. Local studies on WBT are still limited, particularly in terms of adapting WBT to the syllabus and historical context of Malaysia. For instance, in-depth research on how WBT can be integrated into the teaching of local History, especially in conveying narrative and interpretative historical content, is still scarce.

Moreover, further research is needed to examine the long-term effects of WBT on students' academic performance and communication skills in History, particularly among students with diverse socioeconomic backgrounds and cognitive abilities. While domestic research on WBT is still limited, the results of this study indicate the great potential for this learning approach to be broadly applied in schools across Malaysia.

With further studies and more comprehensive implementation trials, WBT has the potential to become a teaching strategy that can enhance the quality of History education in Malaysia, ultimately producing a generation that is not only skilled in communication but also globally competitive.

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