

Reach Historical Thinking Skills: Developing Learning Models

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Abstract The development of historical thinking skills is a significant accomplishment in achieving history learning objectives, and it requires special attention. To enhance these skills, students must practice historical research methods, which can support their historical thinking abilities. Through RnD, this study aims to improve students' historical thinking skills by creating innovative learning models. The research results indicate that the implementation of the developed product had a positive impact. The *t-test* post test of multiple choice questions in both classes showed a sig (2-tailed) level of 0.000, and the post test of historical thinking skills also showed a sig (2-tailed) level of 0.000. Both gains were below 0.05, indicating an average post-test difference in multiple choice and historical thinking skills in both classes. Based on the *t-test* results, we can conclude that the product positively affected the experimental class's learning outcomes and historical thinking skills.

Keywords: history learning; historical thinking skills; research and development (RnD); *Historical Group Research Learning Models*

History is a field of study that delves into various aspects of human conduct in the past, taking into account the spatial and temporal dimensions. According to Rowse (2014), there are two perspectives on history. Firstly, it can be viewed as a means of examining transitory phenomena. In the context of time, everything is in constant flux, and nothing remains static but rather evolves and transforms. Consequently, history is characterized by change itself (Daliman, 2018; Daniels, 1981). Secondly, the subject matter of historical inquiry is the past itself. Historical research focuses on human activities and their transformations, making it a science that scrutinizes societal changes within a specific time frame. These changes persist over time, and history is a conduit that connects the past with the future, as Carr (2018) suggests. Human activities in the past leave behind tangible and intangible cultural artifacts, such as writing and material culture. These artifacts are the primary sources that inform historical investigation.

However, "past" and "history" cannot be used interchangeably (Frederick & Soeroto, 2017). Every part of the past cannot be considered as history, however, history narrates the tale of the past. History is the outcome of contemporary human intellect that evaluates the past through different remnants of human actions. The past that is not pondered upon or reassessed by the present generation cannot be termed as history. So history can be written as a product of human beings living

in the present to provide insight to the general public about how human activities in the past. In reconstructing the past, a history-historian researcher does so using a series of academic systematic steps referred to as historical research methods or historiographic methods. Historical research methods that are widely used by historians usually refer to (Gottschalk, 1969), or some local historians who also wrote about historical research methods including (Kuntowijoyo, 2005; Sjamsuddin, 2000; Soedjatmoko, 2007). Their writing on historical research methods greatly impacts historical writing over time. The moment that never forgotten is the First National Sejarah Seminar held at Gadjah Mada University in 1957. The *Seminar* was considered as the foundation of Indonesian historical writing patterns (Kuntowijoyo, 2003). The results of various historical studies are poured into the form of books or articles published in scientific journals.

The purpose of studying History is to provide students with the ability to think historically, foster a sense of national values, cultivate creativity, critical thinking, and the ability to connect local events to national events within the context of Indonesian History. The Indonesian History curriculum covers a range of historical events in Indonesia, with the goal of establishing a shared national memory, understanding the identity of its citizens, and using this knowledge as a foundation for national and state life in the present and future.

This statement aligns with Kartodirdjo's (2014) assertion that the teaching of history to students is crucial for preparing the next generation to face future challenges by drawing lessons from the past. The study of history is imparted to students across various levels of education, starting from elementary school and continuing till high school. The methodology employed for each level of education varies, keeping in mind the developmental stage of the students. In primary education, history is approached from an aesthetic standpoint. Here, students are introduced to the idea of heroism and patriotism. In secondary education, history is taught from an ethical perspective. This means that students are made aware of the fact that they are a part of a community, and the journey of civilization is a continuous one, starting from the past. At the high school level, history is taught with a critical approach. Students are taught to understand the cause and effect of historical events, with a focus on chronology (Kuntowijoyo, 2005). The present article will discuss the learning of history at the high school level.

According to Ali (2005) Indonesian history is taught with the aim of: (a) fostering and cultivating the nature of nationality; (b) provide an overview of the ancestors' struggling story to become an independent and united nation; (c) recount the important role of historical agents and have an influence in the direction of the ideals struggle; (d) the main purpose of the struggle is achieving a independence life, fairness and prosperity.

Historical education evolves over time in accordance with the established educational curriculum. Changes to the curriculum also impact the content of textbooks utilized in learning activities by students (Purwanta, 2018). To a significant extent, certain political ideologies are present within the material content of student textbooks, particularly those formulated by the state (Abidin, 2017). During the New Order era, history served as a tool for legitimizing government power by incorporating specific doctrines in student textbooks (Harsutejo, 2010). Following the fall of the New Order regime, the writing of Indonesian history began to be reviewed, particularly in textbooks, in order to eliminate political content that was deemed unimportant for students (Mahardika, 2020). The practice of teaching history also faces significant challenges when viewed from a practical approach. In traditional teaching practices, teachers play a dominant role, leaving students with limited opportunities to explore knowledge (Mahardika, 2021). Students are often seen as "storage," forced

to memorize various materials that will be recalled at a later time when needed. This approach often leads to the perception that historical education is tedious. Therefore, the approach to teaching history must be directed towards participatory learning activities that engage students. One of the primary objectives of focusing on students as the subject of learning is to ensure they fully comprehend the material.

In general, the materials taught to high school students periodically ranging from pre-scripted to contemporary era Indonesia. However, before stepping on the material that has been visualized, in class X basic competency 3.1 to basic competency 4.2 talk about history scientifically. This means that students begin to be introduced to historical thinking related to humans, the dimensions of space, and time (Kementerian Pendidikan dan Kebudayaan, 2017). But one of the drawbacks of historical learning is the limited allocation of time, which is done only 2x45 minutes in one week. Of course, to understand in depth so much material with a limited allocation of time, students will have difficulty. In studying materials related to scientific history in accordance with the basic competencies mentioned above. This issue becomes interesting to observe considering the material about scientific history, especially in the material of historical research methods as the initial basis of students understanding various historical events.

One of the crucial aims of studying history is to equip students with the ability to think historically. History, being a scientific discipline, requires a methodical approach. As emphasized in prior instances, a key aspect of historical thinking is its holistic and interrelated nature (Wiersma, 2008). Historical thinking skills generally contain about the skills that students have associated with, first the skills of sorting and selecting the source and its use. The second is historical contextualization that emphasizes the aspects of understanding the content document. The third is the proof of information in historical sources by examining it against the evidence and other available information (Bohan & Davis, 1998; Booth, 1993; Cogwill & Waring, 2017). Furthermore, some of the critical reasoning components of the past include: (a) studying history in a scientific discipline; (b) the ability to collect and assess information contained in historical sources based on historical ideas in interpreting the information held; (c) rationality underlies interpretations of history; (d) use a historian's perspective in acknowledging, assessing historical assumptions and their implications in the context of

practical consequences; (e) communicate the results of the analysis in both oral and written form (Elder dkk., 2011; Huijgen dkk., 2017).

Developing historical thinking abilities can be attained by enabling students to comprehend how previous occurrences are methodically formulated. To enable students to systematically reconstruct historical events, they can be taught to utilize historical research techniques while accomplishing a given task (Cooper, 2010; Miller, 1995). The task may take the form of essays or papers, and during the assignment, the teacher will simply guide the students on how to apply historical research methods.

Based on the explanation above, researchers see an urgency to conduct research on the development of learning models. The product that will be produced in this development research is the syntax of the cooperative learning model. The main purpose of research development of this model is to improve students' historical thinking skills. The product syntax of the learning model results from the merger between the Group Investigation learning model and the historical research method.

METHOD

Research Design

This study utilized Research and Development (R&D) methods. Such techniques are employed to generate specific products and evaluate their efficacy (Sugiyono, 2012). Moreover, development research is a process performed to verify the authenticity of products utilized in research pursuits (Gall et al., 2003). This form of research is a variant of mixed methods in educational research, where qualitative and quantitative data are combined in a single study. The objective of mixed research methods is to gain a more comprehensive understanding of a phenomenon (Cohen & Morrison, 2000; Mills & Gay, 2016). In this development research, qualitative and quantitative data will be collected to measure the effectiveness of products in enhancing a systematically measured variable. Some of the steps in Gall's development research (2003) are based on Dick & Carey. In practical terms, the steps are simplified as follows (refer to the figure below): (1) needs assessment; (2) development planning; (3) product development; (4) product validation; (5) one-to-one trying out; (6) small group trying out; (7) revision; (8) whole-class trying out; (9) revision; (10) effectiveness trying out; (11) dissemination and reporting. Development research is a type of research that generates

products. This study is based on field observations for formulating new products and procedures, which are systematically tested in the field, appraised, and refined to meet specific standards of effectiveness, quality, or similar criteria (Gall et al., 2003: 570).

This study employed various research instruments such as: a) syntax application observation checklist; b) historical thinking skills questionnaire; c) quiz with multiple options.

Then for data analysis, researchers conducted a prerequisite test to determine the normality and homogeneity data. Then conducted a *t test* using the paired sample test technique.

RESULTS AND DISCUSSION

Preliminary Study Results and Needs Analysis

The investigation carried out at SMA Negeri 1 Giri Taruna Bangsa Banyuwangi constitutes development research, with the final product being the Historical Group Research learning model. This learning model is not an entirely novel approach, but rather an amalgamation of the Group Investigation learning model and the historical research method. The researchers opted to enhance the learning model based on online observations, comprising interviews and needs analysis questionnaires, given the prevailing pandemic situation that restricts their physical presence in school. The findings of the interviews and questionnaires were further reinforced by theoretical studies published in national and international scientific journals. This research focuses on cooperative learning, implementation of historical research methods for high school students, and historical thinking skills as an integral achievement of historical education.

In the modern era, possessing a mindset of collaboration has become a crucial life skill. Rather than focusing on competition, it is imperative to cultivate a sense of collective awareness and cooperation (Bogoviz dkk., 2019; Harari, 2018; Kereluik et al., 2013). This is equally applicable in the present-day study of history. The perfect approach to studying history is one that encourages students to engage in reflective thinking, using the past as a guide to establish benchmarks for present and future actions (Van Straaten dkk., 2016). Implementation practices to achieve this are certainly tailored to the needs of the times, in this case is a cooperative attitude between students and their learning partners. Traditional education favors

the importance of teachers, whereas contemporary education encourages students to explore knowledge on their own. This is what renowned education experts like Paulo Freire, Henry Giroux, Seith Kreisberg, and others have always advocated for, through the concept of critical pedagogy or critical education. By promoting cooperative actions, critical education provides students with a holistic learning experience, where they can simultaneously acquire cognitive and social skills. Cognitive development is nurtured through conversations and dialogues that occur during cooperative learning, while social aptitude is fostered through the cooperative attitudes exhibited during discussions, polls, and respectful disagreements with fellow students (Casey & Fernandez-Rio, 2019; Koh dkk., 2010; Mitchell & Riley, 2003). Cooperative learning can be integrated with the most substantial thing in historical studies, namely the practice of historical research methods.

In order to complete the assigned task, it is essential for students to gain proficiency in historical research techniques. This approach provides a structured and methodical approach to analyzing past events. Introducing the practice of historical research methods to students is tantamount to positioning them like a historian. Students will have concrete experiences of dealing with sources that talk about the past, think about and analyze it, and write it down into a narrative. This experience also equips students to have a sense of responsibility for learning actions and the absorption of their insights about events that occurred in the past. Studying the past is not just about memorizing events, characters, places, and times of events. Furthermore, various components

of these past events will not arrive in the present if there is no method device to recount them. Therefore, understanding the practice of historical research methods becomes fundamental for students, so that students not only understand past events, but students also understand how the narrative of past events is constructed. One inherent part of the practice of historical research methods in historical thinking skills (Hartzler-Miller, 2001; Ledman, 2015; Nordgren, 2017).

Historical thinking skills are an integral part of the practice of historical research methods because historical thinking skills emphasize the active development of knowledge and understanding of history with a more constructivist approach. Students should be able to build historical significance, use resources, see change, investigate causal relationships, take a historical perspective, and understand the ethical dimension of historical interpretation (Goulding, 2020). The student's activity in this case is to create a narrative of past events by operationalizing historical thinking and reasoning supported by subjective opinions based on reality and facts, to be then realized in the form of narratives (Nooney & Brain, 2019; Talin, 2015). Based on these explanations, it is clearly understood that the practice of historical research methods will be able to encourage students to have historical thinking skills.

In addition to conducting a critical review of previous research, to obtain objective data researchers also conduct distribution of needs analysis questionnaires filled by students. Here is a table recapitulation of the acquisition of needs analysis questionnaire filled by 68 respondents (check out following table).

Table 1. Needs Analysis Questionnaire Results

No	Questions	Answer
1	Do you understand historical research methods?	39.7% responded with less capability, while 58.8% responded with capability.
2	Do you possess the capability to utilize techniques of historical research?	57.4% responded with Less Capable, while 41.2% responded with Capable.
3	Did the educator ever provide a clarification concerning the abilities of critical thinking in history?	54.4% answered Often, 39.7% answered Sometimes
4	Has your teacher ever measured your historical thinking skills?	45.6% answered Often, 48.5% answered Sometimes

(*Researchers' Document, 2021*)

That explanations are theoretical frameworks for preliminary studies, which will then be used as a tool to corroborate some field findings. The important findings of the interview field and the results of the need analysis questionnaire are as follows:

- 1) The learning model used by teachers is still common
- 2) Students don't understand much about historical research methods
- 3) Students have not been able to practice historical research methods in doing tasks

- 4) Historical thinking skills have never been measured specifically

Some of the above findings are fundamental issues. Based on the above findings and theoretical exposures that have been described earlier, researchers see an urgency to develop learning models that specifically implement practical methods of historical research to improve historical thinking skills. If this problem is not resolved soon, historical learning will be difficult to achieve its ideal goal as described in the Syllabus of History Subjects by the Ministry of Education and Culture issued in 2017.

Planning

The resulting product is a combination of cooperative learning model type Group Investigation with historical research method. To bring about substantial renewal, this learning model is given a new identity under the name of Historical Group Research Learning Model. The name Historical Group Research is adopted from the names of the two elements combined, Historical comes from the basic word history which means history, Group means group, then Research which means research. Therefore, *Historical Group Research* can be interpreted as a model of learning history research in groups for high school students.

The syntax of the Group Investigation learning model used in this development research is the syntax presented by Slavin (2015). Then for the method of historical research using the theory that has been commonly written and agreed as a theory of historical research methods as many historians have written (Kuntowijoyo, 2005; Gottschalk, 1969; Sjamsuddin, 2007). The two elements are combined and then create a draft hypothetical model. This draft hypothetical model is the main product of this development research. To be implemented in learning practices, the syntax of the learning model is outlined in the learning tools in the form of a Learning Implementation Plan (RPP). Here are the product specifications of historical group research learning model syntax:

- a. Stage One: Group Formation

Groups are formed by heterogeneous teachers, both representations of gender and cognitive abilities.

- b. Stage Two: Topic Selection

The teacher provides several topics, then the student representatives of each group randomly select from several topics determined by the teacher according to the KD being studied.

- c. Stage Three: Determining the Writing Plan

Teachers provide explanations and classifications related to reliable and untrustworthy sources. Students are given the freedom to choose the resources they will use. Teachers only provide directions to access resources from reputable scientific journals/historical web sites and provide some recommendations for accessible historical websites. Formulate the focus of the discussion, divide the task to each group member to find the source (heuristic), gather the relevant sources, verify the source.

- d. Stage Four: Analysis Understanding and interpreting (interpretation).

Students discuss the subject matter from the source obtained then analyze and search for the same facts. Each group member gets a division of tasks to work on the background and discussion

- e. Stage Five: Writing Results

Write down the results of the interpretation (historiography). Students get guidance from the teacher in writing the results of the study in accordance with the specified format

- f. Stage Six: Presenting The Writing Results

Each group presents its work. The audience reserves the right to provide questions, disclaimers, or additional information to the group presenting Each group presents its work. The audience reserves the right to provide additional questions, disclaimers, or information to the group presenting.

- g. Stage Seven: Reflection

Formulate conclusions and write down some points related to the material that has been presented. Provide a personal view of the material that has been presented and associate it with the current situation.

- h. Social System

This learning model is a cooperative learning model based on critical pedagogy. In critical pedagogy teachers are no longer the subject of learning, teachers only provide direction and guidance, the rest of the students are the main subjects of learning.

- i. Reaction Principle

The teacher prepares the materials to be given to students, and provides explanations related to the HGR learning model.

j. Support System

Students use gadgets to search for information through google scholar or access reputable historical websites.

k. Companion Impact

The Historical Group Research learning model will train students to conduct historical research by following with the agreed procedures as a method of historical research and achieve the ultimate goal of improving students' historical thinking skills.

Besides formulating theoretical frameworks, scholars have also created research tools such as sets of multiple-choice queries and surveys pertaining to critical thinking abilities throughout history. The material students studied in Basic Competency 3.10 about the Development and Challenges of Early Indonesia Independence. This material examines various post-independence events such as the Linggarjati Agreement, Dutch Military Aggression I, Renville Treaty, Dutch Military Aggression II, and *Konferensi Meja Bundar*. Therefore, the multiple choice question instrument will contain questions about some of the materials already mentioned. In addition to the question, researchers also used questionnaire instruments of historical thinking skills. This questionnaire contains questions outlined from historical thinking skills indicators. All components in this development research will be validated in advance by experts.

Product Validation by Experts

After the draft hypothetical model and other components are compiled, the next step is product validation. Product validation is done to assess eligibility and improve product deficiencies. In this stage involving several validators, validators for the draft hypothetical model are experts in learning models namely Prof. Dr. Nunuk Suryani, M.Pd, then is a validator historian is Prof. Dr. Warto, M.Hum, a history teacher of SMA Negeri 1 Giri Taruna Bangsa Mr. Moh. Galuh Okta Prayogi, S.Pd. Then for the research instrument validated by Dr. Susanto Yunus Alfian, M.Pd. Researchers provide a validation form that contains the assessment indicators for and then validators assess the product in accordance with the form that has been submitted. Validation activities are conducted online because it is still in a pandemic condition.

The results of the validator will serve as the basis for product improvement.

Product Trials

Product trials were conducted after the draft hypothetical model was validated by experts, and conducted online using the google meeting application in class XI IPS 2. Product trials aim to assess product feasibility and deficiencies before they are tested for effectiveness. This trial is divided into three stages, the first one to one trying out with 4 students followed, the second small group trying out followed by 11 students, and the third is a whole class of learners followed by 20 students. Students who participate in each stage of the trial are different students to maintain the objectiveness of product feasibility. In each stage of the trial, researchers used observation sheets and asked students to comment on the implementation of the learning model. The results of the observations and comments of students are then used as a basis for product improvement.

In large group trials or implementation tests, researchers gave pre-tests and post tests to students in the form of questionnaires to measure variable Y (historical thinking skills). The pre-test results of students in large group trials averaged 48.13, and the average post-test result increased to 76.52. Based on these acquisitions, it can be said that historical group research learning models can improve students' historical thinking skills. The acquisition also confirms that historical group research learning model is worth using to test product effectiveness. Considering the trials were conducted online, researchers encountered some difficulties during the implementation of trials of the product. Some of these difficulties include:

- 1) Conditioning students becomes more difficult because teachers cannot directly control student activities. Delays in students entering google meeting rooms often occur. It can happen because maybe the internet network used by students is less stable so to be able to enter the google meeting room takes a little longer.
- 2) Instruct students in each group to create their google meeting room for group activities. This is done with the aim that the discussion in each group can run well and not be disturbed by other group activities.
- 3) Difficulty observing each individual's activities. Although historical group research syntax can be done quite well, teachers cannot observe individual activities one by one

because online learning can only interact verbally and visually, but concretely to ensure students not doing other activities outside the interests of learning is considered quite difficult.

- 4) There was a delay in pre-test and post test fulfillment. The teacher advised the researchers to give a pre test a few days before the test activity runs, because during online learning students are hit by many other subjects' tasks so that if doing pre test and post test is done at one time will be more burdensome for students. Similarly, in the post test work, because after learning most students directly do the task or follow the learning in other subjects. Therefore, teachers and researchers are more flexible in dealing with these kinds of situations.

Product Effectiveness Trying Out

To test the effectiveness of the learning model, the method used is a quantitative experiment method. The experimental method is a method used to determine the effect of certain treatments on some samples under deliberate conditions. Experiments in this development study were conducted in two classes, namely the experimental class as the specially treated class, and the control class as the class that did not get the special treatment. This means that in the effectiveness test, historical group research learning models will be tested in experimental class XI IPS 1. While the control class is a class that does not get treated as an experimental class, in this case, the control class is class XI IPS 3 (check out the following photo).



Figure 1. Experimental Class Trial

In the early stages, researchers pre-tested multiple choice questions and questionnaires of historical thinking skills to determine the level of similarity of abilities between the two classes. The results of the pre-test of multiple choice questions in the experimental class reached an average of 68.93 and the control class of 65.25. As for the results of pre-test thinking skills historically experimental class students gained an average of 73.4 and control classes of 72.24. The pre-test results are also calculated using SPSS version 25 for

MacBook pro application for homogeneity and normality statistical tests. As a result of the multiple choice pre-test results, the significance value in the normality test was an experiment class of 0.095 and a control class of 0.098, which means greater than 0.05. Therefore, the distribution of data in both classes is normal. Then for the homogeneity test results in both classes obtained a significance score of 0.279, which means greater than 0.05. Thus it can be said that both classes are homogeneous.

Furthermore, the researchers gave treatment to experimental classes in the form of the application of historical group research learning models and then gave post tests to the class. Post test acquisition of multiple choice questions reached an average of 80.70 and the acquisition of thinking skills with an average of 80.64. As for the control class that did not get the same treatment as the experimental class, the average result of post test multiple choice questions was 68.75 and the average post test of historical thinking skills was 72.24. The gain showed an increase in average gains in both classes after being given different treatments.

To conduct an effective test of the learning model is conducted a comparison of post test acquisition of multiple choice and historical thinking skills between the two classes using t paired sample t test. The acquisition of the T post test of multiple choice questions in both classes gained a sig (2-tailed) level of 0.000, and the acquisition of a post test of historical thinking skills gained sig (2-tailed) 0.000. Both gains were less than 0.05 which meant there was an average post test difference in multiple choice and historical thinking skills in both classes. From the results of the test it can be concluded that the historical group research learning model has a positive effect on improving learning outcomes and historical thinking skills of the experimental class.

CONCLUSION

The purpose of this development research is to create a product in the form of a learning model that is specific to historical learning. The development of the *Historical Group Research* learning model in SMA Negeri 1 Giri Taruna Bangsa Banyuwangi school went quite well. The products resulting from this development research succeeded in improving students' historical thinking skills. This is evidenced by the improvement of cognitive skills and historical skills of students before and after being treated in the form of the application of *Historical Group Research* learning models. It can be

concluded that the product is feasible and effective for use on a wider scale. This research is expected to be a new reference for teachers or related educational practitioners in order to improve the quality of historical learning. In addition, this learning model can also provide concrete experiences for students to play the role of a historian.

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