SOCIUS:
Jurnal Pendidikan dan Pembelajaran Ilmu Pengetahuan Sosial
Volume 10, No 1, April 2021, pp. 1-10
P-ISSN: 2089-9661 | E-ISSN: 2089-967X
DOI: http://dx.doi.org/10.20527
Open Access: https://ppjp.ulm.ac.id/journal/index.php/JS/index

HISTORICAL LEARNING THROUGH THE HISTORICAL THINKING LEARNING MODEL (MPBH) BASED ON ISSUE CENTERED HISTORY BRINGS STUDENTS CAN THINK CRITICAL THINKING REALITY AND EXPECTATIONS

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A R T I C L E I N F O

Article history:
Received 01 Januari 2021
Accepted 12 April 2021
Available online 15 April 2021

Kata Kunci:
Pembelajaran Sejarah Kritis; MPBH; Model pembelajaran

Keywords:
Critical History Learning;MPBH; learning model

A B S T R A K

Perkembangan fenomenal pembelajaran sejarah di negara-negara maju membuat para pakar pendidikan sejarah di Indonesia melatih para siswa untuk berpikir historis dan meyakini bahwa belajar sejarah harus didasari oleh issue sentral historis. Namun, implementasi berpikir historis yang didasari oleh issu sentral historis sebagai cara yang mujarab untuk mencapai belajar sejarah secara kritis bukan berarti tanpa tantangan. Banyak pakar pendidikan sejarah mengakui, bahwa berpikir historis merupakan cara terbaik untuk mengajarkan siswa dalam belajar sejarah kritis dan mampu menghubungkaitkan masalah kotemporer ke fenomena sejarah untuk melaksanakan berhasil. Tujuan studi ini untuk menyelidiki efektivitas Model pembelajaran berfikir historis (MPBH) berbasis issu central historis pada mata kuliah Sejarah Eropa. Data diperoleh dari 2 kelas dengan jumlah populasi 70 orang. Penelitian ini mempergunakan pendekatan kuantitatif dengan metode kuasi eksperimen. Temuan penelitian perbedaan yang signifikan antara kelas eksperimen dan kontrol dalam peningkatan kekemampuan berfikir kritis mahasiswa. Kesimpulan efektftivitas MPBH berbasis isu sentral historis dalam penelitian ini belum dapat digenaralisasikan masih diperlukan perluasan penelitian dengan menambah populasi dan area yang lebih luas.

A B S T R A C T

The phenomenal development of history learning in developed countries has made history education experts in Indonesia train students to think historically and believe that learning history must be based on historical central issues. However, the implementation of historical thinking is based onissuehistorical centre as a powerful way to achieve critical historical learning is not without challenges. Many historical education experts admit that historical thinking is the best way to teach students to learn the critical history and be able to relate problemscontemporaryto historical phenomena to carry out successfully. This study aims to investigate the effectiveness of the learning model think historically (MPBH) based issue central history in the European History course. Data obtained from 2 classes with a population of 70 people. This study uses a quantitative approach with a quasi-experimental method. The research findings are significant differences between the experimental and control classes in improvement ability think critical student. Conclusione ffectiveness MPBH based on the central historical issue in this research has not been able to generalize still needed to expand the research by increasing the population and a wider area.

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INTRODUCTION

Studying history is recognized as teaching the past, but life is not for the past, but rather obtains meaning for dialogue with the present to design the future and will not be meaningful if it is in a stable state (Anis, 2019). In reality, history taught to students tends to be a legacy to be remembered and memorized (Sarbaini et.al., 2019). Students face problems when they have to apply critical learning both to answer questions about the causes of events in a multidimensional manner, as well as to connect current phenomena with historical phenomena (Anis, Sriwati, and Mardiani, 2020). The ability to think critically and apply learning models is needed as a prerequisite for fulfilling critical historical learning (Anis, Princess, Arisanty, and Rinjani.2019). In addition to studying national and local history, students must also be able to relate it to European history, of course, requires a high level of literacy. However, until the end of 2020 history learning is a critically connected event actual both national and European historical phenomena are still considered difficult. The curriculum that demands critical thinking does not work as imagined due to incorrectly choosing a model that stimulates critical historical thinking and can relate problems to historical phenomena.

The study of the relationship between critical thinking has developed, then shifted to a study that focuses more on historical thinking (Seixas, P. 2017). In the beginning, history learning did not start with criticizing the source, let alone connect took actual events with historical phenomena on the grounds of history is learning about the past. At present, thinking about history is a solution for studying history critically, including its assessment and evaluation (Subiyakto et.al., 2020., Anis, Putro, Susanto, and Karunia, 2020). Looking at the tendency of existing historical studies, it appears that the cause of an event is seen from one dimension and is considered an objective, thus forcing students to admit a single truth (Anis, Sriwati, and Mardiani, 2020). However, prospective students as the subject adapting to critical history learning with the subject of European History through the Historical Thinking Learning Model (MPBH) has not been evaluated properly. This paper specifically aims to show students' experiences in undergoing European History learning through MPBH based on historical central issues. In addition to identifying problems, this paper provides strategies for dealing with problems in the form of the MPBH model and testing its effectiveness. The use of MPBH in history learning based on historical central issues provides space for students to think critically, linking central issues to historical phenomena, so that historical learning is believed to be for the future not for the past.

This paper is based on the argument that MPBH based on the central issue of history can offer students critical thinking and can connect contemporary problems with past problems. The MPBH must be given room to test its effectiveness that it can be used optimally. On the same side, MPBH changed the tradition of teacher-centred education to become active and student-centred students.

Thus, MPBH based on historical central issues demands an adaptation so that students can learn history critically and understand the historical linkages between the present and the past.

1. Literature Review

Historical learning does not only study subject matter but links with social issues that occur to solve problems collaboratively so that browse future (Ferguson, 1996; Bruner, 1997: 17., Catterall, et.al, 2019). Existing studies have shown that historical thinking has been defined and plays an important role in building critical thinking in studying history because it is oriented like a historian in researching history (Seixas, 2017., Miki, Kojiro & Seta, 2015: 1542-1551; Powell, 2019: 779-781;). Also, thinking history can train students to understand that learning history must be based on sources about the relationship of causality that takes place in continuity and change by taking the bias from a various critically selected document (Smith, M., Breakstone, J. & Wineburg, S., 2019; Anis, Putro, Susanto, and Karunia, 2020) Thinking history with various evaluations as well as in models strategy To teach history so that students become critical is formally accepted by young teachers but linking actual problems with historical phenomena, especially with the subject of European history, has not been done.

The Historical Thinking Learning Model (MPBH) is a combination of the issue-centred history learning model developed by Ferguson (1996) and problem-based learning. Issue-centred history is based on an analogy involving students to link history with problems faced by society in the contemporary period to produce a historical synthesis (Anis, Putro, Arisanty, and Rinjani., 2019., `Sadovic., 2019.) Also, students can store historical facts that can enrich intelligent memory. This intelligent memory will store critical thinking skills that can strengthen the understanding of a problem without being affected by issues (hoaxes.). Intelligent memory can also actualize new thoughts from the results of criticizing the past as a prefix that is contained in the present. That is, MPBH is a guide to facilitate the level of student acceptance think technically supported to strengthen the use of the system (Saleem

et.al., 20160 Thus, the MPBH is one of the best models for teaching students to think historically.

MPBH is used in European History studies, especially in the sub-section of the entry of western ideologies into Indonesia. This subject matter is used as a reference for the initial framework for the effect of changes in perspective and patternsthinkIndonesian people in seeing the world. There is such a strong connection between the influence of these ideologies on the behaviour of the Indonesian nation's economy, politics, social and culture today. Although historical thinking is conceptually considered the best in the world, thinking historically is through the MPBHlocal must remain scalded.

METHODOLOGY

This research uses a quantitative approach in the form of an experimental design experimental pseudo is to know the effectiveness. This study looked for the influence between the experimental class that was given MPBH treatment and the control class that was not given treatment with the MPBH model on European History material. The study population consisted of 70 who were divided into 2 classes of participants in the European History course in the History Education Study Program of FKIP ULM. Data collected in an atmosphere of covid 19 during August-November 2020 based on research variables. Testing instruments in the form of questionnaire technical test. The learning achievement test used in data collection is an objective test prepared by the researcher based on design learning and a test grid with five answer choices. After being tested, instruments are tested for validity and reliability to get the instrument valid. The data obtained from the experiment were analyzed using the T-test. Furthermore, comparing the class post-test scores control and the experimental class. The goal is to see the differences that arise, given to research subjects, whether they have increased (Triatna and Rajiani, 2019).

RESULTS AND DISCUSSION

Based on the research, the data description of each cell between columns and between rows can be explained, consisting of 1) Result data PretestExperiment Class., It is known that N = 25, the highest score = 84 and the lowest score = 50, the range = 34. Based on basic statistical calculations use program of spss 19 obtained Mean = 67.92, Median = 70.00, Mode = 60, Standard Deviation = 6.145, and Variant = 120.493. Based on the results of the score frequency distributionPretest The experimental class can be seen in Table 4.1 as follows:

Pre Test Experiment Class				P Test Experiment Class			
Total students	Group average	Group above average	Group below average	Total students	Group average	Group above average	Group below average
25	4	10	11	25	4	13	8

Table 1. The results of the pre and post-test for the experimental class

Post result data Test The experimental class regarding critical thinking skills scores taught by MPBH, it is known that N = 25, the highest score = 95 and the lowest score = 70, the range = 25. Based on the basic statistical calculations using the SPSS 19 program, the mean = 85.76, Median = 86.00, Mode = 80, Standard Deviation = 6.597 and Variant = 43.593.

Result data Pretest Control Class regarding critical thinking skills scores participants students with High Motivation, note that N = 25, the highest score = 85 and the lowest score = 40, the range (range) = 45. Based on basic statistical calculations use the program spss 19 obtained Mean = 66.32, Median = 70.00, Mode = 70, Standard Deviation = 11.978, and Variant = 143.477.

Control Class Pretest				Post Test Control Class			
Total students	Group average	Group above average	Group below average	Total students	Group average	Group above average	Group below average
25	2	13	12	25	5	9	11

Table 2. Results of the Control Class Pre and Post Test

From the research results regarding the critical thinking ability score with learning motivation low, note that N = 25, the highest score = 85 and the lowest score = 68, the range = 17. Based on basic statistical calculations use the program spss 19 obtained Mean = 76.00, Median = 76.00, Mode = 72, Standard Deviation = 4.882, and Variant = 23.383.

1. Normality test

a. Data Normality Pretest Experimental Class (MPBH)

Normality test data come from a normal population if it produces a probability greater than α = 0.05. The formula used is Shapiro-Wilk using the SPSS 19 program. After calculating, the dataPretestThe experimental class obtained a value. Sig of 0.114. With this figure, it can be seen that the Sig value is 0.114> 0.05, it can be concluded that this data comes from a normally distributed population.

b. Data Normality Posttest Experimental Class (MPBH)

Normality test data come from a normal population if it produces a probability greater than α = 0.05. The formula used is Shapiro-Wilk using the SPSS 19 program. After

calculating, the data is PostTestGrades have obtained grades. Sig of 0.192. With this figure, it can be seen that the Sig value is 0.192> 0.05, it can be concluded that this data comes from a normally distributed population.

c. Data Normality Pretest Control Class (PL)

Normality test data come from a normal population if it produces a probability greater than α = 0.05. The formula used is Shapiro-Wilk using the SPSS 19 program. After calculating, the dataPretestThe control class is scored. Sig of 0.262. With this figure, it can be seen that the Sig value is 0.262> 0.05, it can be concluded that this data comes from a normally distributed population.

d. Data Normality Posttest Control Class (PL)

The data normality test is said to come from the normal population if it produces a probability greater than α = 0.05. The formula used is Shapiro-Wilk using the SPSS 19 program. After calculating, the data is PostTestThe control class is scored. Sig of 0.182. This figure states, that the Sig value is 0.182> 0.05, it can be concluded that this data comes from a normally distributed population.

3. Homogeneity Test

To find out whether the data variant variants came from the same variant population (Homogeneous), it was calculated using the SPSS 19 program Levene test of homogeneity of variance. The test hypothesis is H_0: there are no homogeneous populations, H_1 there are populations that are not homogeneous. For decision making, namely, H_0 accepted if probabilities. > 0.05,otherwise H_0 rejected if probability's. <0.05. Based on the calculation results, the value is obtained probability significance 0.788> 0.05 for data Pretest and value probability significance 0.143> 0.05 for Post data Test. This means that H0 is accepted, or in other words, the variant comes from a homogeneous population. The following shows the results of the calculation of the homogeneity test:

Table 4.5. Homogeneity Test Result

Pre Test

Test of Homogeneity of Variances

Test Results

Levene Statistics	df1	df2	Sig.
, 073	1	48	, 788

Post-test

Test of Homogeneity of Variances

Test Results

Levene Statistics	df1	df2	Sig.
2,220	1	48	, 143

Independent Samples Test

Independent Sample T-test *Test Among* Pretest Experiment and Pre Class Test Class control This program uses SPSS 19. Based on the calculation results obtained value of Sig. (2-tailed) is 0.625. With this figure, it can be seen that Sig. (2-tailed) 0.625> 0.05. Thus it is known that there is no significant difference between the score pretest Experiment and Pre Class Test Control Class.

a. The results of the Paired Sample T-Test between the pretest results of the experimental class and the posttests of the experimental class

Paired Samples Test

Paired Sample T-test *Test between Pre* Test and Post Test This experimental class uses the SPSS 19 program. Calculation results obtained a value of Sig. (2-tailed) that is 0,000. This figure states that Sig. (2-tailed) of 0.00 <0.05 is smaller than 0.05. That is, there is a significant difference between the pre-test and post-test mean scores of the experimental class. This shows that the experimental class students experienced a significant increase in learning outcomes.

b. The results of the Paired Sample T-Test between the pretest results of the experimental class and the posttests of the control class

Paired Samples Test

Paired Sample T-test *Test between Pre* Test and Post Tests This control class uses the SPSS 19 program. Based on the calculation results obtained value of Sig. (2-tailed) that is 0,000. Numbersexactstated, that Sig. (2-tailed) of 0.00 <0.05 is smaller than 0.05. This means that the experimental class students experienced a significant increase in learning outcomes.

1. The results of the calculation of the N Gain Score between the Pre results in Test-Post Test for Experiment class and Control Class

Descriptives

2. Test results *Independent Sample T-Test between the results of the Post* Test Experiment class and Pretest Control Class

Independent Samples Test

Independent Sample T-test *Test Among* Pretest Experiment and Pre Class Test Class control This program uses SPSS 19. Based on the calculation results obtained value of Sig. (2-tailed) that is 0,000. This figure can be seen that Sig. (2-tailed) of 0.000 <0.05. This means that there is a significant difference between the average post scores test Experiment Class and Post Test Control Class.

. The learning process of European History with the Historical Thinking Learning Model (MPBH) was 4 meetings. The first meeting is basically to discuss what will be studied, discussed, and practised in learning methods. Furthermore, post-tests are carried out in the experimental and control classes. From the post-test score data, it is known that the final condition of the experimental class student learning outcomes is 85.76 with good interpretation, while the final condition of the control class students' learning outcomes is indicated by an average post-test score of 76.0 with sufficient interpretation. The information above informs, that the results pretest and post-test from the class experiment and the control class show that critical thinking skills are good. Skills Critical thinking is a character of world citizens who value multiculturalism as supporters of a democratic society (Abbas et al., 2018).

The findings above show that history learning with contemporary issues illustrates that history can develop thinking power that emphasizes scientific principles. In the context of learning history by using MPBH, it is necessary to consider enriching learning resources for other means that support it and introduce it (Anis, Putro, Arisanty and Rinjani., 2019). Therefore, learning is an activity of assimilation and accommodation of controlled external activities.

. The increase in student learning outcomes in the experimental class was analyzed with normalized gain. Normalized gain is again that is used to determine whether or not there is an increase in learning outcomes after being given treatment. From normalized gain data processing, it shows that the experimental class students have increased by 0.51 with moderate interpretation.

To find out whether the increase occurred significantly or not, the experimental class pre-test and post-test data were tested by using the paired-sample t-test, provided that the data were normally distributed and homogeneous. After the pre-test and post-test data were known to be normal and homogeneous, the data were calculated using the paired-sample t-test whose calculations were assisted by the SPSS version 19 application. It was found that the sig. (2-tailed) of 0,000, which means less than 0.05. Thus, it can be concluded that there is a significant difference between the pre-test and post-test mean scores of the experimental class.

This shows that the experimental class students experienced a significant increase in learning outcomes after being given treatment with a learning modelThinkHistorical. Meanwhile, the data processing with normalized gain in the control class shows that the increase in learning comprehension is 0.18 with less interpretation. To find out whether there was a significant increase or not, the pre-test and post-test data were tested by using the paired-sample t-test on the condition that the data were normally distributed and homogeneous. After the pre-test and post-test data were known to be normal and homogeneous, the data were calculated using the paired-sample t-test with the help of the SPSS version 19 application.

It is found that sig. (2-tailed) of 0,000, which means less than 0.05. Thus, it can be concluded that there is a significant difference between the pretest and mean scores post-test control class. This shows that the control class students experienced a significant increase in learning outcomes after carrying out the learning process. Furthermore, hypothesis testing is carried out. To see that there is a significant difference between the experimental and control classes, the data obtained from the two classes is processed by using the independent sample t-test. The data will be used to test the hypothesis by using the independent sample t-test, namely using the post-test value data for the experimental and control classes. After the post-test data for the experimental and control classes were known to be normally distributed and homogeneous, the data was processed using the independent sample t-test with the help of the SPSS version 19 application, which results were as follows The sig value is known. (2-tailed) of 0,000 which means less than 0.05, then Ha is accepted and H0 is rejected. In other words, there is a significant difference between the average post-test learning outcomes of students who carry out learning using the learning model think history with students who do not use this model in improving student learning outcomes in European History courses.

MPBH in the European History course can be said to be effective after going through field testing. MPBH can sharpen the ability to understand critical thinking and make the dialogue of causality from each series of past events have a considerable influence on what happens in the present. By thinking historically and based on the concept of adult learning through learning, it is hoped that the younger generation can solve problems in their daily lives, including being more selective in receiving information that is circulating, including for public services (Rajiani and Kot, 2018).

CONCLUSION

The consequences of research are to convince teachers and provide evidence empirical about how the effectiveness of European History learning through the Historical Thinking

Learning Model (MPBH) based on historical central issues. Given the strong perception about historical learning is only learning the past, and only memorizing facts to adopt MPBH based on historical central issues to learn history critically and be able to dialogue the present and the past, so that there is no sharp gap between the regions, national, especially with the western world.

The results of this study may not be illustrative to serve as a generalization, because the subject study only two classes. Research think historically with the MPBH model in the future subject the research was extended to all SMA in South Kalimantan Province. With this historical learning by thinking historically through the MPBH obtained a generalization.

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