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MODULE DEVELOPMENT TO IMPROVE TEACHERS' UNDERSTANDING OF HISTORICAL THINKING AT MGMP HISTORY BALANGAN REGENCY

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ABSTRACT

History learning in schools has not yet optimally implemented the historical thinking approach. Consequently, appropriate instructional modules are needed to support teachers in facilitating historical thinking-based learning. This study aims to develop a valid and effective historical thinking module and to examine its impact on teachers' understanding of historical thinking concepts. The research employed a research and development (R&D) method based on a modified Borg and Gall development model. The development process included needs analysis, module design, expert validation, revision, and limited implementation. The results of the study indicate that the material expert validation yielded a score of 79.16%, categorized as "very valid," while media expert validation achieved a score of 80%, also classified as "very valid." The average expert validation score was 79.58%, confirming that the developed module meets high validity standards. Expert evaluations further revealed that the module is highly feasible for use by teachers, particularly in supporting their understanding of historical thinking concepts within the History Subject Teachers' Forum (MGMP) of Balangan Regency. The effectiveness of the module was demonstrated through an increase in teachers' understanding of historical thinking concepts after using the module. The average level of teachers' understanding increased from 47 before implementation to 87 after implementation, reflecting an improvement of approximately 85.00%. This level of improvement falls into the "very good" category. In conclusion, the historical thinking module developed in this study is both valid and effective and can significantly enhance teachers' understanding of historical thinking, thereby supporting the improvement of history teaching practices in schools.

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INTRODUCTION

Teachers have a strategic role as role *models* for students, not only in terms of attitude and personality, but also in how to present meaningful learning. The initial impression and quality of interaction displayed by teachers are very influential in creating interesting, motivating, and inspiring learning. These competencies do not appear instantly, but are formed through the process of formal education, professional experience, and mastery of knowledge that continue to develop along with changing educational paradigms and the demands of the times. Therefore, teachers are required to constantly update their knowledge and skills through various learning resources, such as scientific literature, professional training, and professional learning communities, one of which is the Subject Teacher Conference (MGMP). In the context of professionalism, teachers not only function as teachers, but also as educators who are required to have integrated pedagogical, professional, social, and personality competencies.

The condition of history learning in Balangan Regency shows quite basic problems. Field data revealed that 6 out of 10 history teachers did not have a background in History Education S1. This condition has a direct impact on teachers' limitations in understanding the basic concepts of historical science and the difficulty in implementing them in learning. The results of routine discussions in the Balangan Regency History MGMP Forum consistently reveal teachers' obstacles in teaching basic history material in class X odd semesters, especially historical thinking material. As a result, history learning that takes place in schools has not applied the *historical thinking skills* approach. Teachers tend to present history as a collection of past facts and events without a clear scientific structure and without facilitating the historical thinking process of students.

This condition creates irony in learning history. Students are often burdened with memorizing events, figures, and years of events, but are not directed to understand the essence and essence of history as a science. In fact, the main goal of learning history is to cultivate historical thinking skills, such as understanding chronology, cause-and-effect relationships, diversity of perspectives, and the ability to interpret and evaluate historical sources. When the ability to think about history is not developed, history learning loses its meaning as a vehicle for the formation of historical awareness and critical thinking skills. Therefore, systematic efforts are needed to help teachers understand and apply the concept of historical thinking through the development of teaching materials that are in accordance with the needs and characteristics of teachers.

The module was chosen as a form of teaching material because it is practical, systematic, and relatively easy to use independently. Modules are learning tools that contain learning materials, methods, limitations, and evaluations that are designed in a structured manner to achieve certain competencies (Ministry of Education and Culture, 2003). As a print medium, the module has the advantage of ease of access, does not depend on digital technology infrastructure, and remains relevant for teachers who are not fully familiar with electronic-based learning media. The material developed in this module is focused on the component of historical thinking because it is the main foundation in understanding and analyzing historical events in advanced materials. Thinking about history is the spirit of learning history because it distinguishes it from other social science learning that is more descriptive in nature.

The urgency of developing a historical thinking module is getting stronger considering that most history teachers in Balangan Regency have never received an introductory course in history during their formal education. As a result, the understanding of historical thinking—how historians work, interpret sources, and construct historical narratives—has become very limited. This condition requires teaching materials that not only present historical material, but also guide teachers to understand and internalize the historical way of thinking systematically. A number of previous studies have shown that the application and development of learning based on historical thinking has a positive impact. Wineburg (2001) emphasized that *historical thinking* is the core of meaningful historical learning and is the main differentiator between history as a discipline and history as a story of the past. Seixas and Morton (2013) developed a *framework of historical thinking concepts* that have been proven effective in improving students' historical understanding and analytical skills. In the Indonesian context, Widja (2018) found that history learning based on historical thinking is able to reduce the dominance of memorization and improve students' conceptual understanding. Furthermore, Suryani (2020) showed that the development of history modules based on critical thinking contributes positively to improving the professional competence of history teachers. Research by Rahman and Susanto (2022) also proves that the use of history modules can improve teachers' understanding of basic historiography concepts and historical methodologies.

However, these studies generally focus on students or the development of teaching materials for classroom learning. Research that specifically develops historical thinking modules aimed at history teachers especially teachers who do not have a history education background is still very limited. In addition, there have not been many studies that utilize the

MGMP forum as a context for the implementation and assistance of the use of modules in a sustainable manner. Therefore, the novelty of this research lies in the development of a historical thinking module specifically designed to improve the understanding of nonlinear history teachers in Balangan Regency through the MGMP forum as a vehicle to strengthen teachers' professional competence. Based on this description, this development research aims to produce a valid and effective historical thinking module, as well as test its effectiveness in improving history teachers' understanding of the concept of historical thinking. The existence of this module is expected to be a practical and sustainable solution in improving the quality of history learning in schools, as well as strengthening the professionalism of history teachers in the region.

RESEARCH METHODS

This research uses the research and development method. The research design refers to the Borg and Gall development model that has been modified according to the needs and context of the research. The Borg and Gall model was chosen because it provides a systematic and comprehensive development stage in producing valid and effective educational products. Conceptually, Borg and Gall's development model consists of ten steps, namely: (1) research and *information collecting*; (2) planning; (3) develop *preliminary form of product*; (4) *preliminary field testing*; (5) *main product revision*; (6) *main field testing*; (7) *Operational Product Revision*; (8) *operational field testing*; (9) *final product revision*; and (10) dissemination and implementation.

In this study, the development stages are adjusted to the limitations of time, subject, and research objectives, without reducing the essence and main characteristics of the Borg and Gall model. Modifications were carried out mainly at the trial and dissemination stages, which were focused on the MGMP Forum on the History of Balangan Regency as a context for product implementation. Thus, this research is expected to be able to produce valid, practical, and effective historical thinking modules to improve the understanding of history teachers.

RESULTS OF RESEARCH AND DISCUSSION

The research and development of this Historical Thinking Module uses *the Research and Development (R&D)* method. This research aims to develop the Historical Thinking Module, determine the level of validity and effectiveness of the Historical Thinking Module, and find

out how much influence the History Thinking Module has in improving the understanding of history teachers in high schools in Balangan Regency about historical thinking.

A. Procedure for the Development of the Historical Thinking Module

The procedure for developing a historical thinking module adapted from Borg & Gall (Sugiyono, 2015), is carried out according to the following stages:

1. Research and Data Collection (*Research & Information Collecting*)

The first step in the development of this historical thinking module is to collect information and analyze the needs of history teachers in Balangan Regency. The stages carried out are Literature Studies. Conduct literature studies related to research. The results of the literature study are in the form of relevant research journals and literature reviews that support the research. Then field observation, in August-September 2018. The activity aims to raise and determine the basic problems faced by history teachers in the history learning process. At this stage, it is a needs analysis, namely by interviewing teachers in the field of high school history studies about how difficult it is for teachers to teach history in class X odd semesters, what are the needs of teachers to develop lessons in historical thinking material, especially regarding the understanding of historical thinking in classroom learning. In this stage, the researcher found that teachers had difficulty in teaching historical thinking material because 6 out of 4 history teachers in Balangan district did not have a background in S.1 History Education.

2. Product Planning (*Planning*)

After analyzing the needs of students, the next step is to develop products according to the needs of students. The first step in development is to design a product design. This process includes (1) Identification of competencies to be achieved. The identification of the competencies to be achieved is very closely with the aim of formulating the learning objectives that are included in the module. The form of action carried out in this stage is: mapping competencies, and designing material structures. Competency mapping is in accordance with Permendiknas No.16 of 2007 concerning Academic Qualification Standards and Teacher Competencies, Professional Competencies of High School / MA History Teachers Item 20.16.

Then determine the goals to be achieved. The formulation of special learning objectives/competency achievement indicators is a formulation of teachers' abilities or understanding after participating in a certain learning program. These abilities and behaviors are specifically formulated and can be operationalized so that their achievement can be observed and measured using tests or other measuring tools. The formulation of competency achievement indicators is used as a basis for developing learning test grids.

Furthermore, develop assessment instruments to measure teacher understanding. Based on the indicators of competency achievement that have been formulated, the next step is to develop an assessment instrument to measure teacher understanding. Evaluation was developed to measure the ability of research subjects to achieve learning objectives. Emphasis on the behavioral relationships depicted in the learning objectives and what the assessment is for. The thing that needs to be considered in determining the evaluation instrument is that the instrument must be able to measure the mastery of the teacher's material in achieving the learning objectives that have been formulated.

3. Product Draft Development Results

Based on the needs analysis that has been carried out in the pre-research, the draft product to be developed is the Historical Thinking Module. The resulting modules are declared as drafts until the completion of the validation and trial process. If the test results have been declared feasible, then a module can be implemented in real terms in the field. The title of the module is adjusted to the basic competencies contained in the syllabus. One basic competency can be developed into one module consisting of three learning activities. Writing a module draft based on the simplest Module Framework according to the needs and existing conditions. The module writing framework refers to the module writing standards made by the Ministry of National Education (2008), namely the cover page, introduction, table of contents, introduction, objectives/competencies, description, module scope, module usage instructions, and general explanation.

4. Preliminary Field Testing

After the product is completed, the next step is to test the initial field used to determine the validity of the development product of this Historical Thinking Module. This trial is a review stage of expert validators. Design validation consists of two stages, namely prevalidation and expert validation. The results of the analysis of the product validity level were seen from the material side of 79.16% with very valid criteria and a general conclusion obtained that this product or module is suitable for future use by teachers in high school learning. Suggestions for improving the content or substance of the module from material experts regarding the feasibility of the product in terms of material only need to be revised academically to make it more weighty because the segment of product users will be teachers. Concepts that are taught well by teachers to their students will be the basis for good understanding to be able to achieve advanced material.

The results of the analysis of the product validity level are seen from the media side of 80% with very valid criteria and a general conclusion obtained that this product or module is

suitable for further use by teachers in high school learning without any revision. Suggestions for improving the content or substance of the module from media experts are only in terms of the practicality of the module which should use A5 paper size. The validity level of the module based on the advice of material and media experts received an average score of 79.58% on the criteria of "very valid" and feasible for teachers in learning the material of Thinking History in high school.

5. Main Product Revision

After the product design is validated by material experts and media experts, it can be known the weaknesses of the Thinking History module. These weaknesses are then corrected to produce even better products. If the changes made to produce the new product are very large and fundamental, a second formative evaluation needs to be carried out. However, if the change is not too big and not fundamental, the new product is ready to be used in the actual field.

6. Main Field Testing

The trial at this stage was carried out on 4 history teachers who taught in different classes with different material content. The results of this trial will be used as a revision of the first phase of the product. Before the trial, the test subjects were given an explanation of the objectives of research and development, then the teacher was asked to pay attention to the module, read the instructions for using the module and carry out learning activities and worksheets in the module.

The test subjects were given a teacher's response questionnaire to find out the results of the assessment of the module. The questionnaire given to the small group trial teacher consists of 13 questions and each question has 5 answer criteria. Teachers are asked to give one tick (v) to each question by choosing 5 answer criteria as provided in the instrument. The answer criteria are (5) very appropriate, (4) appropriate, (3) moderately appropriate, (2) not appropriate, (1) very inappropriate) The results of the assessment of the teacher's response questionnaire to determine the effectiveness of the module, it can be seen that the level of effectiveness of the module according to the assessment of the research subject (teacher) reaches 63.46% and is included in the category of Quite Effective and can be used in learning. In addition to quantitative data in the form of numbers generated from the questionnaire above, there is also qualitative data in the form of suggestions and comments about the modules to be developed.

The general conclusion of the user accepts the existence of this module, but with improvement notes, as one of the teacher's teaching materials for teachers in understanding the material of Historical Thinking. Meanwhile, the Module Effectiveness Analysis The results of

small field trials show that the level of module effectiveness according to the assessment of the research subject (teacher) reaches 63.46% and is included in the category of quite effective and can be used in learning.

7. Operational Product Revision

From the results of the small field test, if the teacher's response says that this product is good and suitable as a teaching material, then it can be said that the teaching material has been completed, and if the teacher's response says that this product is not good and not yet suitable as a teaching material or feasible but with a note, then a revision of the Module phase II will be carried out to produce the final product that will be used in the Field Implementation Test.

8. Operational Field Testing

The trial at this stage was carried out on 10 history teachers at the Balangan Regency history MGMP activity which was held at SMA Negeri 1 Paringin, Balangan Regency on February 2, 2019. This trial was conducted to obtain data on the effectiveness and level of understanding of the material through response questionnaires and cognitive tests. The results of this field trial (large group) will be used as input for the final product revision.

The details of field trial activities in this large group are the same as the details of the implementation of the trial in small groups, namely an explanation in advance of the objectives of research and development, participants are given pre-test questions to find out the teacher's initial level of understanding of the material, then the teacher is asked to pay attention to the module, read the instructions for using the module and carry out learning activities and worksheets in the module, In the final stage, it is given post test questions in order to measure the level of teachers' understanding after studying each learning activity in the module.

In addition to filling in the answers on the pre and post test sheets, the test subjects were also given a teacher's response questionnaire to find out the results of the assessment of the module. The questionnaire sheet given to teachers as the subject of this large group trial consists of 13 questions and each question has 5 answer criteria. The results of the assessment of the teacher's response questionnaire to determine the effectiveness of the large group trial module. The general conclusion from users is that the existence of this module is well accepted as one of the teaching materials for teachers in understanding the material of Historical Thinking. Meanwhile, the Module Effectiveness Analysis of the Results of the Field Implementation Test the level of module effectiveness according to the assessment of the research subject (teacher) reached 85.38% and was included in the category of very effective and can be used in learning.

9. Final Product Revision

The revision is carried out as a material for improving and improving the teaching materials made, so that it can produce an interesting final product that can be used by history teachers at MGMP History Balangan Regency.

10. Dissemination & Implementation

Produk yang telah dikembangkan selanjutnya disosialisasikan dan disebarluaskan, sehingga dapat dimanfaatkan oleh guru sejarah sebagai salah satu bahan ajar untuk guru sejarah di SMA se Kabupaten Balangan.

B. Teacher Comprehension Data Analysis

Before testing the effectiveness of the module in increasing the teacher's level of understanding of the material, pre-test and post-test are first carried out. The pre-test and post-test instruments are in the form of description questions that have gone through the validity and reliability test of the question items, so that 10 question items were obtained that were declared suitable for use as an instrument for measuring teacher understanding. The analysis of pre-test and post-test data was carried out using a paired sample t-test, which is a statistical test used to compare two paired samples on the same subject under two different measurement conditions. The test results showed an increase in the average teacher's comprehension score from 47 in the pre-test to 87 in the post-test. If percentaged, the increase reaches 85%, which indicates a very significant increase in understanding.

Based on the assessment criteria used, these achievements show that the level of understanding of high school history teachers in Balangan Regency towards Historical Thinking material is in the category of "very good (understanding)". The results of the statistical test strengthened the findings, where the t-statistical value (t-calculus) of -9.4868 was smaller than the t-critical two-tail (t-table) of 2.26. Thus, H_0 was accepted, which means that the Thinking in History module proved effective in improving teachers' understanding.

These findings are in line with the results of various previous research. Research by Seixas and Morton (2013) shows that the systematic application of the concept of historical thinking in learning is able to improve teachers' and students' conceptual understanding of the meaning of history, not just memorizing facts. Furthermore, Wineburg's (2001) research confirms that the mastery of historical thinking skills such as source analysis, historical context, and causal reasoning contributes significantly to the depth of historical understanding. At the national level, research by Susanto (2014) and Sari & Aman (2018) also found that the

development of modules based on historical thinking has a positive effect on improving the analytical skills and conceptual understanding of history teachers. These results support the findings of this study that the use of modules specifically designed based on Historical Thinking can have a real impact on improving the quality of teachers' understanding.

This research aims to:

1. develop the Historical Thinking Module,
2. to know the level of validity and effectiveness of the developed modules, and
3. measure the magnitude of the influence of modules in increasing the understanding of high school history teachers in Balangan Regency regarding historical thinking.

The module development process is carried out by adapting the steps of Borg and Gall's development procedures, which include needs analysis, product design, development, testing, and revision. The module material was determined based on the results of the analysis of the needs of history teachers who are members of the Balangan Regency History MGMP, which shows that the material of Historical Thinking is still the main need in learning history in high school. The development of the module's sub-material is extracted from various theories of historical thinking of experts, but in this module it is focused on the Levesque and Seixas (2005) model of Historical Thinking. The selection of this model is based on the consideration that the components of historical thinking put forward by Levesque and Seixas are relatively easy for teachers to understand, operational, and able to accommodate other historical thinking concepts such as chronological reasoning, the use of historical sources, and historical interpretation. Thus, the results of this study not only strengthen the previous findings, but also show that the Historical Thinking module developed contextually according to the needs of regional teachers has high effectiveness in improving the understanding of history teachers.

At the stage of developing sub-sub-material which is used as a sub-title, a product in the form of a Historical Thinking Module is produced. In the research, the researcher determined the sub-sub-title of Unit 1, namely *Significance, Epistemology and Evidence*, Title of Unit 2, namely *Sustainability and Change, Progress and Destruction*, Title of Unit 3, namely *Empathy, Moral Decisions and Historical Agency (Actors)*. The 2013 Curriculum requires learning that adopts *Higher Order Thinking Skill* (HOTS) so that module activities are filled with *inquiry models* so that learning becomes meaningful. The second step is to analyze the Teacher Competency Standards (SKG) on the Professional Competencies of History

Teachers of High School/MA Item 20.16, namely Mastering History material broadly and in-depth and the basic competencies are analyzing historical thinking and making indicators to produce products in the form of SKG, KI, KD analysis tables and making indicators. In developing a historical thinking module, the researcher provides a deepening of the material and examples of assignments that can be applied in the classroom so that teachers can learn but also find basic learning guidelines that can be applied in the classroom so that teachers are expected to develop learning to be more interesting.

Mestika Zed (2018) Acknowledging that the history curriculum and the way teachers teach history have so far placed more emphasis on the *accumulation of knowledge of facts to be remembered*. Such old habits are inadequate. Not only because such historical understanding tends to be boring, but it has very little relevance to the current and needs of students. Conditions in the field teachers are still preparing students to take the test or other teaching *to the test*. As a result, teachers look at the ability of students' history learning outcomes based on the student learning tests they have achieved. Meanwhile, learning outcomes based on historical thinking skills are neglected. Thus, student learning outcomes are interpreted, that is, students will succeed if they are able to remember what they remember and read. So that this module aims to improve teachers' understanding of historical thinking so that the students' historical thinking skills are no longer ignored.

Teaching historical thinking, history teachers must first understand the concept of historical thinking and have a broad knowledge of historical materials, in addition to mastering historical methods. Ideally, historical pedagogic scholarship lies in these three dimensions: concept, material and mastery of concepts (Zed, 2018). Historical thinking is a special thinking skill for history teachers, this thinking skill is said to be special because it is only relevant for studying historical material. Historical thinking is one of the characteristics of critical thinking in the framework of scientific history. A teacher who understands historical thinking is a difference from a teacher who does not teach history subjects. This understanding of historical thinking is not directly owned by the teacher but must go through a process that is continuous through the learning process. The development of this understanding of historical thinking can only be built if teachers are often invited to practice high-level thinking skills. One of the most effective ways to build an understanding of historical thinking is to provide the right modules, especially modules that can invite teachers to reason, analyze and think critically.

It is hoped that this module can contribute knowledge in one of these materials in the history subject, namely Historical Thinking. From achieving the desired goals, the process of developing the Historical Thinking Module takes a long time. This is because researchers must

prepare everything carefully in order to get maximum results. The results of the overall limited trial revision were well stated with input from observers that it was necessary to use language that was easy for history teachers to understand. After repairing, the final model results were obtained. Basically, this Historical Thinking Module is good because it meets the criteria of a good Module, and receives a positive response from experts and teachers. so that it can be used by teachers as a guideline to improve understanding of Historical Thinking. However, if you want to multiply, it should be tested more widely.

CONCLUSION

The results of research and development show that the developed historical thinking module has an excellent level of validity. Validation by material experts obtained a score of 79.16% and validation by media experts of 80%, with an average validation score of 79.58% which is included in the very valid criteria. Thus, the module is stated to be very suitable for use as teaching material to help teachers understand the concept of historical thinking in the Balangan Regency History MGMP activities. The effectiveness trial in the limited group showed a percentage of 63.46% with the criteria of being quite effective, while in the large group trial (field test) the effectiveness level increased to 85.38% and was included in the very effective criteria. These findings show that modules can be optimally used in the learning process and professional development of teachers.

Judging from the aspect of understanding of history teachers, the use of modules has a significant impact. The average level of teacher comprehension increased from a score of 47 before the use of the module to a score of 87 after the use of the module, with a percentage increase of 85.00% and included in the very good category. In general, teachers' responses to the modules show positive acceptance, so the historical thinking module is recommended for continuous use in MGMP activities. Further research can develop these modules into digital form or test their effectiveness directly in classroom learning to expand the impact of their application.

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