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Historical Thinking Learning Model in the Era of Society 4.0:
New Jersey in an Old Jacket

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Abstract

This study analyzes the implementation of the Historical Thinking Learning Model to improve the interpretation of students participating in the course of social history with the matter of land (agrarian). As in other countries in Asia, the Indonesian government revises the history curriculum and offers an educational history to apply the critical-historical method. However, the reality of teaching history is identical to memorize facts without criticizing the stages of the method include the interpretation of history. These conditions provide the information, that the teaching of history depends upon the efforts and capacities of teachers. Through the study of the application in the classroom, this article offers a discourse on history teaching expectations in South Kalimantan, Indonesia.

Keywords: Historical Thinking Learning Model, Learning Outcome

Introduction

Indonesia has rapidly implemented various innovation in public sector including in universities (Abbas, Hadi and Rajiani, 2018).Learning history is not only about to memorize facts. The facts must pass extern and intern critics. External critic deals with the physical thing of the source. Internal critics related to interpret and define the author's meaning and assess the author's intention and prejudice (Toland and Yoong, 2014). Historical learning must involve the students in interpreting historical facts. The interpretation should go beyond the facts (Fallace, 2010). Interpretation is a part of the historical method. The interpretation consists of analysis and synthesis (Kuntowijoyo,
2005).The interpretation results of historical sources must go beyond and catch the implicit meaning of the facts (Fallace, 2010). Historical learning strategy that puts forward a problem based on analogical reasoning, involving students to compare the past and present occasion (Ferguson, 1996), by interpreting and analysing relevant historical sources and facts. Learning models used to interpret the source in historical learning more effectively. The learning model is a tool to help the teacher to be more productive, systematic, and efficient in the learning process (Eggen & Kauchak, 2010). Collaborative learning is chosen to make sure that learning activities are running dynamically; the learning process must involve students and teachers to exchange information and build knowledge in the class. Students collaborative and respond to their team in the learning process and can make themselves learn as well (Slavin, 2008). The selection of collaborative learning is based that besides the student's activity in seeking knowledge, so the teachers get involved with them in an equal position in seeking knowledge and problem solving that becomes the main topic in the learning process.

The model that is chosen in this study is the historical thinking learning model (HTLM). HTLM is a synthesis of problem-based learning models with issues centered history models. The HTLM is how the students analyse historical text. The historical text consists of a written source, silent source, movies, videos, and sound. Each text has its context, and each vista has a different point of view (Steven and Samson, 1994). The result of each interpreted facts will be different for each interpreter in solving a problem according to the topic.

The historical interpretation understanding of students of history education study programs, in the beginning, was only to answer historical text about what, who, where, when, and why, and it makes it as memorization of history, it was also not about narrative history. Narrative history aims to re-create through three requirements: colligation, plot, and structure of history (Kuntowijoyo, 2008), (Helius,
2012). As the need for learning social history required analysis to answer the social problems, therefore, the historical interpretation model requires improving students' learning. The high interest in learning history is needed for improving students' learning outcomes. The study aims to determine the effectiveness historical interpretation model on social history course with the subject matter of the division of land in The Law of *Sultan Adam*. This topic has a local history atmosphere. Local history is a concept about the human dynamic in a region in a time dimension. The students barely own the knowledge about local history in their regions (Ma'unah *et al.*, 2018). The students mostly know about national history which gives more concern about the creation of national identity and respects national unity (Lydon *et al.*, 2013). National history is formed from local history that can present a human history and be able to be neutral to state power. This side is hinted, that the society not only has a national identity but also has a local identity. In this context, local history with a land theme will be exciting and effective if assisted by a model of historical inter-achievement.

Methodology

This study is using a quasi-experimental design. A quasi-experimental design is using the control group and experimental group with natural situations, and then each group is given pre-test and post- test. Control group using a one-way model, experimental group using the interpretation model (Sugiyono, 2015). Reference (Seniati, Yulianto and Setiadi, 2011) confirms that a study is grouped into quasi-experimental research if no randomization is done in examining causal relationships. This was also done by researchers in carrying out this research. Research subjects are 57 students of the History Education Department of Universitas Lambung Mangkurat. The participants of this course divided into two classes: Regular A, which consists of 29 students and Regular B which consists of
28 students. In this study, group Regular A is the control group and group Regular B is the
experimental group. These two classes have a normal and homogeneous distribution, so it is feasible to use the quasi-experimental method. The analysis in this study is using learning outcomes test data which is model validation test by experts consists of historian and historical education expert using Cohen Kappa formula. Analysis by using a t-test conducted to find out the effectiveness of the model (Sugiyono, 2015). Cohen Kappa also used for instruments validation tests. This research is using the validation test to understand the instruments. Instruments that are used for this testing research is in the form of five essay questions. Cohen Kappa's coefficient is also used to measure the level of agreement between assessors (inter-rater reliability). Cohen Kappa's result is presented in Table 1.

Table 1: Symmetric Measures

	Value	Asymp. Std. Errorª	Approx. Tᵇ	Approx. Sig.
The measure of Agreement	.590	.261	2.359	.018
Kappa	16			

a. Not assuming the null hypothesis.
b. Using the asymptotic standard error assuming the null hypothesis.

The point of Cohen kappa is presented in table 2. The coefficient value of the Cohen Kappa is 0.950. This means there is enough expert agreements, expert an as the historical expert and expert B as a Historical education expert to the interpretation model. The significance value is 0.018. Significance values of 0.018 < 0.05, means there are agreements between the two experts and defined that this model is valid and could be used for the study.

Results and Discussion

Pre-Test and Post-Test Result in Class A (Experimental Class)

The result of quasi-experiment research in Class A using a historical interpretation model is presented in Table 2.

Table 2: Descriptive Statistics of Experimental Class

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test	29	15.00	62.50	42.5172	10.18181
Post-test	29	40.00	87.50	72.2414	9.94056
Valid N (listwise)	29				

The lowest pre-test score is 15.00 and achieved by one student and the highest is 62.50. The lowest post-test result is 40.00 and achieved by one student, while the highest is 87.50 achieved by one student. Mean of the pre-test is 42.5172 and mean of post-test is 72.2414. Students' result has significantly increased after using historical interpretation model. The increasing score because of the using of historical interpretation model makes the students being more active and understand lecture material provided. The historical interpretation model makes the students memorize the material and make it easier for them to improve learning outcomes compared to the conventional model.

Pre-test and Post-test Result Class B as Control Class

The result of pre-test and post-test on control class is presented in Table 3.

Table 3: Descriptive Statistics of Control Class

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test	28	22.50	77.50	40.7321	11.43053
Post-test	28	40.00	87.50	65.0000	9.76578
Valid N (listwise)	28				

Table 3 describes that the lowest score is 22.50 and achieved by two students. The highest score is 77.50 and achieved by one student. The lowest post-test score is 40.00 and achieved by one student,

while the highest score is 87.50 and achieved by one student. Mean of pre-test is 40.7321 and mean of post-test is 65.0000.

Average Value of Pre-test and Post-test both in Control Class and Experimental Class

The average value of pre-test and post-test both in the control class and experimental class is presented in Table 4.

Table 4: Pre-test Value and Post-test Value Average

Class	Pre-test Average	Post-test Average	Different before Pre-test and Post-test
Control Class	40.7321	65.0000	24.2679
Experimental Class	42.5172	72.2414	29.7242
Different between control class and experimental	1.7851	7.2414	

Based on the t-test between the two classes, the control class and experimental class have an average value that is almost the same at the pre-test. The average post-test score in control class and experimental class has a difference that presented by t-score 7.2414. The average score difference of experimental class between pre-test and the post-test score is more significant than the control class. The experimental class score is 29.7242, and control class score is 24.2679. The application of historical interpretation model could increase socio-historical learning outcome better than using the conventional model.

The t-test is used to analyse the difference in learning outcomes between pre-test and post-test of both two different classes (Sugiyono, 2015). The application of the t-test in this research is using a free sample, non-parametric sample. The existence of this sample does not influence each other. t-test result in experimental class (class A) and control class (class B) shows in Table 5.

Table 5: t-test Result

		Levene's Test for Equality Variances		t-test for Equality of Means						
		F	Sig.	t	Df	Sig. (2 tailed)	Mean Differe nce	Std. Error Difference	95 % Confidence interval of the Difference	
									Lower	Upper
Value	Equal variances assumed	.072	.789	-11.249	56	.000	-29.724	2.642	-35.017	-24.431
	Equal variances not assumed			-11.249	555.968	.000	-29.724	2.642	-35.018	-24.431

Result of t-test above shows that students' post-test score using historical interpretation model is higher and more consistent than using the conventional model. t-test results in table 5 show

populations variant in both experimental and control classes have similarities or homogeny. The data variant of homogeny data will be chosen as the same as the assumed variant column.

There is a significant difference between the experimental class and the control class. The overall result of the t-test shows that the pot-test score for the agrarian subject in the Socio-Historical study the experimental class is higher than the control class. A significant difference exists in the experimental class compared to the control class for the same subject.

The HTLM is used in the experimental class. Students are very enthusiastic and active to develop questions and argue about the subject compared to conventional learning. The activeness in arguing shows the HTLM makes the learning process is easier for the students. Learning activity using historical interpretation grows a high interest in learning and grows cooperation and involvement between students and teachers/lecturers in a dynamic classroom atmosphere. The student's activity is encouraged by their sense of ignorance of local historical phenomena about land issues in their environment. A student who studies the local history of their environment will increase interest, passion, national awareness, and social confidence (Ma'unah *et al.*, 2018). On this side, students have been able to develop skills and develop an understanding of the inter-achievements of historical Thinking (Lydon *et al.*, 2013).

HTLM could be recommended for social-history lectures because it raises problem statement, practice critical thinking, and prediction. The historical interpretation model recognized to have advantages and weaknesses. The HTLM could construct learning oriented to a social-contemporary problem which many people experience (Supriatna, 2018). Historical interpretation is the careful disclosure of historical sources by combining contextualization and theorization (Brooks, 2009). The interpretation could push students to be more empathy to discussed historical phenomenon(Brooks, 2009), (Jensen, 2008). Through the interpretation of facts could raise understanding about historical awareness critically, and make the students be a very enthusiast to take lectures (Tambyah, 2017). This HTLM could be used for teaching and training because this model is so comprehensive (Voet and Wever, 2017). This model can train the students to build their critical thinking, analytic, understanding phenomenon, predict the future, find the value and help the teacher to improve the historical learning quality (Zafri and Hastuti, 2018), (Farida, 2015).

Interpretation model as cooperative learning in historical learning could increase learning outcomes marked by paying attention to the teacher the indicator is 80% get the sore 92.1%, indicator for problem-solving is 80% and achieved 889.1%, the indicator for active discussion to each student is
70% and achieved 78.3%, the indicator for responsive is 25% and achieved 27.4%, the indicator of asking actively is 15% and achieved 18.5%. The cycle is achieved by 70.5%, and for the second cycle, it increased to 99% (Suparno, 2018). There is a significant difference in learning outcomes in the use of learning strategy, between the class that uses the model and the class that does not use the model. There is also an effect of the interaction of each strategy with how to think of how to learn history (Nadjamuddin *et al.*, 2015). This researchable makes the students more active (Hulvat MG, 2017). The historical interpretation model has a weakness. The weakness is related to limited time
problems in the lectures. The short time has given implements the historical interpretation model often takes another courses' time. The limitation of this study is the limited time of teaching in the classroom. The learning time is only 2x50 minutes so that further research takes longer to find out in detail the results of this learning model.

Conclusion

The HTLM has increased the learning outcomes of the experimental class in the social-history study agrarian subject of History Education Study Program, Faculty of Teacher Training and Education, Universitas Lambung Mangkurat Banjarmasin. The Pre-test average of learning outcomes in the control class is 40.7321, and the post-test average in control class is 65, while protest result using the historical interpretation model achieved is 42.5172, and the post-test is

72.2414there is a significant increase in both experimental and control class of the agrarian subject in pre-test and post-test result, but if we examine, the higher post-test result is from experimental class.

Acknowledgment

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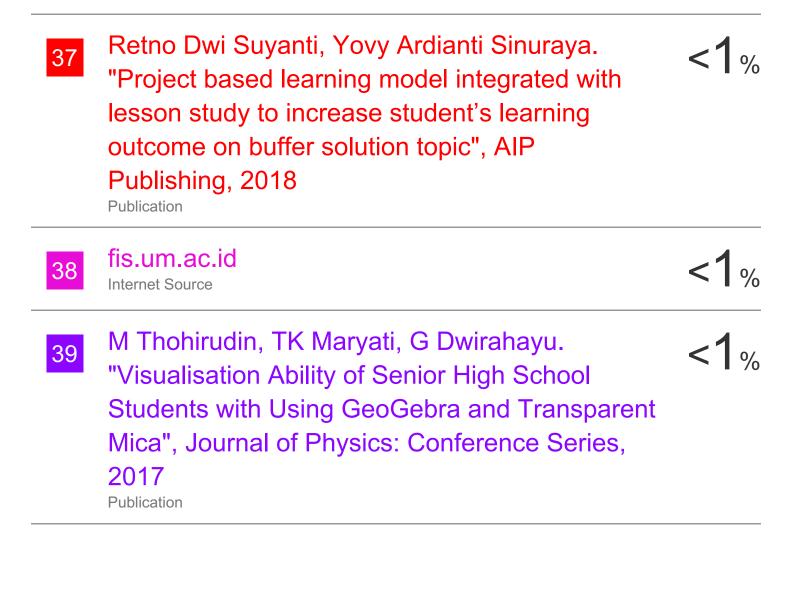
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