Development of Student's Historical Thinking Through Historical Learning Videos

Anisya Rachmiati, Didin Saripudin, Leli Yulifar

Indonesia University of Education

Bandung

(anisya@upi.edu)

Abstract: This article is part of a thesis that discusses the development of students' historical thinking with the help of learning videos. The initial condition of the problem is when the world of education faces students who cannot carry out learning activities as usual due to isolation due to the pandemic in 2020. Educational institutions are required to carry out learning-from-home activities through distance learning with eLearning. This is a challenge for teachers and students who have never experienced distance learning before. The purpose of this study is to describe and examine historical thinking concepts that students can develop through learning videos applied in the history class of SMA Plus Assalaam, Bandung. The method used in this study is naturalistic qualitative. Data collection techniques are carried out through observation, interviews, documentation, and triangulation. Data analysis uses Miles and Hubberman's model to analyze data saturation by reducing, presenting, and inferring data. In general, by using research tools that are aligned with the six elements of the Seixas concept of historical thinking, students can think historically by presenting arguments after learning. The conclusion of this study is that students' historical thinking skills can be developed through video media learning at SMA Plus Assalaam, Bandung.

Keywords: historical thinking, learning media.

1. Introduction

An educational journey will continue to develop as the increasingly complex challenges of life continue to move forward and develop with globalization. Especially if there is an education process starting from the 2020-2021 school year, almost all students in the world, including in Indonesia, also have new and different challenges in undergoing the education process this time. Students at that time were faced with learning conditions that were not as usual in the classroom, where students who were previously accustomed to coming to school then received face-to-face learning interactions from their teachers and their environment directly, but this time students had to stay at home and study from home because the environmental conditions were not okay, the spread of a virus outbreak called Covid-19. The process of student and teacher interaction must be carried out remotely. Remote learning (PJJ) is implemented nationally in all schools in Indonesia to minimize the possibility of a more widespread and uncontrolled spread of the COVID-19 virus. This of course, directly or indirectly, will affect the process and results of the education of these students.

Conditions that require students to isolate themselves at home suddenly may be beyond everyone's expectations. When the initial conditions of isolation, policymakers, schools and teachers rushed to prepare the needs for teaching and learning students. Researchers highlight

the closest layer to student education, namely schools, and teachers, where this is a condition of extraordinary challenges. Because, Education is the entire learning experience of each person throughout his life (Mudyahardjo, 2001, p. 3). So education is one of the important aspects that must still run even in emergency conditions like this.

Efforts by schools and teachers to bring students closer to students are also carried out in various ways. Many teachers utilize various mediums such as giving assignments online and applying individual learning. It seems that for the condition of the first few weeks of isolation, it can be seen that the activity or the occurrence of the learning process itself is still very dependent on the character and single understanding of the students themselves or in other words the process of teaching and learning activities does not run intact because the interaction process is still hampered. According to Law of the Republic of Indonesia No. 20 of 2003 Article 1 paragraph 20, learning is the process of interaction between students and educators and learning resources in a learning environment. Learning conditions that are not complete, are things that can hinder the continuity of the learning process. Evidence of the impact of hampering the learning process can be seen from several news of problems that have just emerged after the implementation of distance learning, as published in the article, with the title "PJJ which is dominated by tasks to make students in Bandung bored" (Ridwan, 2020). The article explained that the Bandung City Education Office had conducted a survey on distance learning to teachers, students, and parents in the period April to June 2020 which involved around 44,000 students, 4,000 parents, and 7000 teachers who were respondents in this survey. One of the points asked in the survey was how related to the implementation of PJJ. As a result, about 89.6 percent of students said they were bored doing learning accompanied by such continuous tasks. So, the new appearance raises new problems that must be found immediately.

Seeing that problems continue to arise, it is no longer only teachers who continue to try to find effective ways in this condition. Schools that are educational institutions also continue to update the development of education and improve school facilities so that teachers can use them optimally in carrying out teaching activities. Seeing the conditions and problems that arise, SMA Plus Assalaam, which is one of the schools in the Bandung area, develops learning by creating a learning program that is carried out online through the Youtube channel. In line with the vision and mission of the school, this innovation step is very good to try to apply to students who are doing distance learning.

Based on the syllabus of history subjects from the Ministry of Education and Culture (2017, p. 2), it can be seen that one of the objectives of holding history learning in high school and equivalent is to develop students' historical thinking skills. Seixas (2017, p. 593) states that the ability to think historically has an important role in historical education both in the realm of theory and practice. In this field, through historical learning that has been taught to students, students are expected to be able to use their historical way of thinking and develop their thinking and handle various events or events from various points of view well and wisely. Therefore, the process of development and change that occurs in society is also part of the function of historical learning. Thus, we have come to know the importance of the ability to think of history for students in their lives.

Based on the explanation above, researchers want to find out whether students who are faced with distance learning conditions (limited conditions) assisted by teachers through the use of historical learning innovations through Youtube media are able to develop their thoughts based on mastery of the concept of historical thinking which he had learned in the study of history.

2. Theoretical Review

2.1 Thinking History

Historical thinking is not a natural process and does not only occur in psychological development, as also explained by Wineburg (2006, p. 10) who explains that historical thinking is thinking in a way that is contrary to the usual way of thinking. This is one reason why it is easier to remember names, dates, and events than to change the basic structure of the way of thinking commonly used to understand the meaning of the past. Educators have a very important role in cultivating students' historical thinking skills, namely through activities that require students to use their thinking abilities. The indicators of students' historical thinking skills used in this study refer to the characteristics expressed by Seixas and Morton (2013, p. 4) in their concept called The Big Six, is:

2.1.1 Historical Significance

Students will not think about significance easily seeing what is presented to them (in a textbook or by the teacher) and will think further than that. Or, as problematic as it is, when students might equate the word "useful" with "interesting to researchers". The key to understanding its further significance lies in the ability to relate certain events or trends to others in a variety of ways. Significance is complex because it depends on the perspective and purpose. What is considered historically important can vary also over time and from group to group.

2.1.2 Historical Evidence

The evidence here includes how to find, select, interpret, and contextualize primary sources. Seixas argues that reading evidence requires a different strategy than reading data sources. Read data sources such as the name of the visitor in the visitor's book. It will be different from how to read tire brake traces on the road when there is a speed. Primary sources should be read differently. To understand it, students must put it in context and draw conclusions from it.

2.1.3 Continuity and Change

The key to sustainability and change is to look for change where common sense tells us there is no and will look for relationships where we expect change to happen. Conclusions about sustainability and change can be drawn by comparing several points in the past and present, or two points in the past.

2.1.4 Cause and Effect

The concept of cause in history is based on an action or event that can cause another action or event. While the effect is the result of an action or event.

2.1.5 Historical perspectives

Although sometimes referred to as historical empathy, it is very different from the usual understanding of deep feelings and identification with others. The past is foreign and therefore, it is natural that it is difficult to understand. At the same time, understanding the strangeness of the past provides an understanding of various lives that are actually close to us today. A historical perspective is an answer to why people act the way they do (or think about

what they do), even when their actions may initially seem irrational, inexplicable, or different from what we do or think.

2.1.6 Ethical Dimension

When all that is said and done has been explained to the historical event and when the story makes sense, then there is moral value involved. So, everyone actually hopes, in learning something from the past will be useful and can help us deal with the moral dilemma of the present.

3. Method

This qualitative research uses the method of naturalistic inquiry with interview techniques. Qualitative research is a study aimed at describing and analyzing phenomena, events, social activities, attitudes, beliefs, perceptions, and thoughts of individuals and groups (Sukmadinata, 2010, p. 60). The Naturalistic Inquiry method with a natural background, uses humans as research objects to perform data analysis inductively, and the research position here is as a key instrument, with data collection techniques carried out in a triangulation (combined) manner, and qualitative research results emphasize meaning rather than generalization (Sugiono, 2009, p. 9). In the process, researchers begin by observing the environment (learning) in the destination school and researchers plan to conduct two meetings with resource persons with different learning materials from one another. Then the researcher distributed the form online to the resource persons (grade 2) to recruit sources who were willing to be interviewed without coercion because the researcher wanted to maintain his naturalness. After online learning activities through Youtube took place, researchers interviewed resource persons through online meeting rooms (such as Zoom) because of the limitations of conditions at that time until the data was saturated. Then triangulation is applied to the data that has been obtained and decomposes the results into descriptive form.

4. Result and Discussion

Learning is a learning and teaching activity that involves teachers and students in it. Hasan (2012, p. 5) argues that one of the important meanings of history education in schools is closely related to students' introduction to historical subjects. History education is education formed through scientific thinking. This is reflected in the quality of being able to think historically, have historical understanding, have problem analysis skills, and have decision-making. This is an important factor to consider when studying history. Developing historical thinking skills makes students adopt ways of thinking according to scientific characteristics that will be useful in their future lives. Students are not only taught facts, concepts, and theories but also invited to think visionary. Why this happens, what the consequences of the story are, and what can be followed and evaluated so that students learn meaningful lessons for their lives. The importance of history learning can simply be overlooked without significant results in students unless you act as quickly as possible due to these limited conditions. Therefore, the synergy between students, teachers, schools, and parents greatly affects the condition of online learning.

The rapid progress in video content creation among Indonesian people does not rule out opportunities for schools or teachers to develop their learning through these media. The school set up a mini studio to produce learning videos. Teachers in each subject are involved in the program to help students understand learning from home. The hope is that students will not be too confused about learning from home because the teacher still guides learning through the video.

Videos that the history teacher shared on the school's Youtube channel included the formation of the government of the Republic of Indonesia and videos about defending the independence of the Republic of Indonesia. Both of these materials are given in accordance with the learning implementation plan (RPP) that has previously been designed guru. However, the results of the understanding obtained by students vary and some even admit that among them there is a learning loss. Again, no one is blamed or blamed, because this is a learning process and the learning style of students also contributes. It is difficult to be forced in learning conditions like this. Behind all these weaknesses, students express how they learn through youtube video learning media at home very casually and not rigidly, this indicates that students learn on their self-awareness which must continue to learn as a student task in the midst of existing limitations.

The mindset and way of delivering a student related to his understanding after learning through video is very interesting to researchers. At two meetings with different learning materials, he explained in great detail his understanding as a result of his self-study at home. The student conveys the sequence of events clearly and precisely. As he explained about the formation of the Indonesian Republic Government (RI) starting with the background of the formation of BPUPKI, the PPKI then entered to explain several times the trials in the PPKI and its figures until the formation of the KNIP (interview, May 27, 2021). Likewise, at the second meeting (interview, June 3, 2021), they remained consistently straightforward in explaining verbally. The concept of cause and effect becomes his reference as long as the speaker presents his historical understanding. This can also be confirmed by the consistency of the resource person by looking at the results of the tasks carried out related to the material studied, and the resource person is able to arrange events in order (chronologically) properly and correctly.

In the second interview, the resource person expressed his point of view on the benefits of more benefits for Indonesia which made peace at the PBB trial table. The source revealed, "If I win through war, it's only like, I win then I am recognized, if I lose then I admit" (interview, June 3, 2021). The purpose of the parable, source explained the advantages if it was still carried out through warfare only between two parties (the Dutch and Indonesian involved in military aggression) who knew. Meanwhile, through negotiations assisted by Australia and India bringing the problem of Indonesia with the Netherlands to the UN table, according to him, it was much more beneficial because many other countries who were certainly present at the session witnessed what happened between the Netherlands and Indonesia. "With Belanda recognizing Indonesia's independence (the results of negotiations), indirectly other countries (UN members) who were present to witness became more convinced that Indonesia was really independent, right? " (interview, June 3, 2021).

Here the source wanted to show the advantages of a peaceful settlement much more beneficial where not only the Dutch recognized independence, but Indonesia would be much easier to get recognition from other countries as well, in other words, especially the countries present at the trial. The concept of historical perspective that appears in the statement shows that the resource person is able to see other points of view that may occur related to the process of maintaining Indonesian independence.

After the second interview on the material defending the independence of Indonesia, the student revealed his presentation before the resource person was at the current grade level (grade 2), his knowledge was only until Indonesia became independent on August 17, 1945.

But after learning this material, the resource person felt able to understand much more deeply related to maintaining Indonesia's independence and his thoughts became more rational regarding the theme of this lesson. Continuing when in the explanation, the speaker also expressed the thoughts of a figure he exemplified, namely the father of the former President of Indonesia, B. J. Habibie. Referring to the films he watched, according to him, he (B.J. Habibie) is one of the best students Indonesia has, he studied and developed his career in Germany.

> "B.J. Habibie was asked to return to his homeland, he returned to Indonesia. But when he submitted a letter to the government to build an aircraft industry in Indonesia, Iwas rejected. Apparently, the government has not concentrated there (the aircraft industry) so it seems to be rejected. Even though it is good for Indonesia, maybe we have taken a few steps from now if it is true that his wish is granted" (interview, June 3, 2021).

Thus, the resource person unknowingly understood the concept of sustainability and changes in the application of historical thinking.

When the researcher asked the meaning or moral value that could be taken from the learning that had been done, the source clearly expressed his opinion, namely "When we want a victory, it does not always have to be through violence. When we have a want to be achieved, I think there is no need to shout with others, or with other violence, just do it and let others judge what we have done" (interview, June 3, 2021). The resource person showed a humble attitude and showed a person who wanted to solve problems peacefully without making it difficult for others. Indicators of the ethical dimension to the concept of historical thinking are implicitly indicated. Sometime after that, the resource person also expressed his anger about the phenomenon of social inequality that occurred in the surrounding environment. He questioned why there are still so many people who behave unfairly towards other people. For example, how a person behaves depends on who he faces, what his profession, what his salary and the difference in treatment is so obvious and causes many complicated problems. However, another content of his anger, the source stated that he became increasingly motivated to aspire to become an educated person, a successful person, and a rich person. According to him, having a decent job indirectly will also make it easier for him to do good and not be underestimated by others.

The interview flowed very well, naturally and the interviewees gave many examples of life nearby. The resource person expressed his thoughts regarding the large amount of unemployment in his country, according to him there are still many people who unwittingly still have narrow thoughts. The source said,

> "Contohnya dijaman modern today inevitably, like it or not, in my opinion, we must have expertise in IT (Information Technology). But when I was talking to my friend and I said I wanted to learn computers, how did he respond? Coincidentally, my friend's condition was already working, he replied 'Why learn computers, I also work not using computers, I also can't use computers but I can still live until now, working like this is also grateful'. I think that's very narrow thinking and it's unfortunate why should my friend say that. I really want to say 'God will not change the fate of a people until they change their own circumstances'. Because if this country has good quality human resources, surely the country does not need to bother taking labor from abroad. Then many consider the government unwise and do not think about its people who need work, but in my opinion, it becomes logical if the government does this (using foreign labor) because there are still many workers here who have not

met the required qualifications which is an example as I told you earlier" (interview, June 3, 2021).

The resource person explained his perspective on the changes that occurred around him. The resource person also understood the perspective of the two parties towards the big goal in a fair, wise and wise manner. This shows that the interviewee has been able to understand the concept of historical significance.

At the end of the discussion, the resource person revealed some weaknesses of the learning video through Youtube itself. The resource person said, according to him, learning history is not only talking about a statement or a story, but it will be even more interesting if the learning video is embedded with pictures or videos and photos of original documents such as in television. That would be much more interesting according to him while avoiding errors in the information submitted if there is a primary source. Remembering a lot and easy to get information. "So we can immediately see and think this is not boring and not only imagined but can see an overview (of primary sources) of how the content of the material is more complete and certain and spurs excitement and duration that is too short to make the information not so detailed" (interview, May 27, 2021). Based on the explanation of the speaker, the concept points of historical evidence, it seems that the resource person understands the importance of primary sources in learning and realizes the shortcomings in the components of the learning video he learned. However, throughout the interview, the source also admitted that he was still confused in finding the source of the truthful information. Although most of the understanding of resource persons still departs from the learning videos that the teacher delivers, the habit of looking for other sources (research) is still used such as using the web on the internet, modules, books, films and so on. However, this actually makes the resource persons confused themselves to get the historical truth, exacerbated also by learning in limited conditions making teachers inflexible in providing explanations to their students.

5. Conclusion

History learning of Assalaam Plus High School is in accordance with Permendikbud No. 22 of 2016 concerning Primary and Secondary Education Process Standards. Learning planning at SMA Plus Assalaam includes preparing lesson plans and making learning videos. There is continuity between lesson plans and learning videos that are used as a guide for students to carry out online learning by students from home. At the stage of learning implementation, aspects that have not been maximized are components in learning video media and the duration is too short. The learning assessment process uses various techniques to see learning outcomes in the areas of attitudes, knowledge and skills. The Indonesian History learning process that took place at SMA Plus Assalaam has contained efforts for the development of learning media and students' historical thinking skills. Basedon Peter Seixas' concept of historical thinking, the historical thinking ability of Assalaam Plus High School students reaches 5 of the 6 components of historical thinking. Most of the indicators of the historical thinking component were found in one of the students. One concept that students do not yet have is to use primary sources. Students use secondary sources such as modules, books and the internet to gather information about the historical events studied.

REFERENCES

Hasan, S. H. (2012). Pendidikan Sejarah Indonesia: Isu dalam Ide dan Pembelajaran. Bandung: Rizqi Press.

Mudyahardjo, R. (2001). Filsafat Ilmu Pendidikan: Suatu Pengantar. Bandung: PT. Remadja Rosdakarya.

Narasumber. 2021. "Mempertahankan Kemerdekaan Republik Indonesia". *Hasil Wawancara Pribadi:* 3 Juni 2021, Zoom Meeting [Online].

Narasumber. 2021. "Pembentukan Pemerintahan Republik Indonesia". *Hasil Wawancara Pribadi:* 27 Mei 2021, Zoom Meeting [Online].

Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 22 Tahun 2016 Tentang Standar Proses Pendidikan Dasar dan Menengah. BSNP (Online). (https://bsnp-indonesia.org). diakses 26 Maret 2023.

Ridwan, M. F. (2020). [Online]. Diakses dari https://republika.co.id/berita/qile8u428/pjj-yang-didominasi-tugas-embikinem-siswa-di-bandung-bosan

Seixas, P & Morton, T. 2013. The Big Six: Historical Thinking Concepts. Toronto: Nelson Education Ltd.

Sugiyono. (2009). Metode Penelitian Pendidikan Pendekatan Kuantitatif,. Kualitatif, dan R&D. Bandung : Alfabeta Seixas, P. (2017). *A Model of Historical Thinking. Jurnal Educational Philosophy and Theory*, 49 (6): 593-605.

Sukmadinata,S. N. (2010). Metode Penelitian Pendidikan. Bandung: Remaja Rosdakarya Wineburg, S. (2006). Berpikir Historis. Jakarta:Obor