

Development of Critical Thinking Model in History Learning

Yulita Dewi Purmintasari¹, Suwarni^{2*}, Eviliyanto³, Jonatan Billy⁴

^{1,2,4}History Education, Faculty of Education and Social Sciences, IKIP PGRI Pontianak, Indonesia

³Geografy Education, Faculty of Education and Social Sciences, IKIP PGRI Pontianak, Indonesia

*correspondence email: suwarni.4ni@gmail.com

Received 1 March 2024; Received in revised form 19 May 2024; Accepted 23 May 2024

Abstrak

Tujuan penelitian ini untuk mengembangkan model berfikir kritis dan mengetahui kemampuan berfikir kritis mahasiswa karena kemampuan berfikir kritis sangat penting untuk dikuasai mahasiswa untuk dapat menjelaskan secara logis dalam rekonstruksi peristiwa sejarah. Metode penelitian yang digunakan dalam penelitian ini adalah penelitian pengembangan dengan menggunakan prosedur ADDIE (*Analyze, Design, Develop, Implementaton dan Evaluate*). Teknik pengumpulan data menggunakan observasi, komunikasi langsung, dan dokumen, sedangkan alatnya menggunakan panduan observasi, panduan wawancara, dan lembar validasi ahli. Teknik analisis datanya menggunakan deskriptif kuantitatif digunakan sebagai teknik mengkaji temuan penelitian, dengan tahapan seleksi data, tabulasi data, menghitung alternatif jawaban. Hasil penelitian validasi kategori sangat baik dengan skor rata-rata 4,38. Hasil dari uji kelayakan yaitu sangat baik dengan skor rata-rata 4,49, implementasi produk menunjukkan bahwa hasil uji efektivitas menunjukkan bahwa kemampuan berfikir kritis yang dilihat dari hasil belajar dengan menggunakan model yang dikembangkan memiliki hasil yang lebih tinggi.

Kata kunci: berfikir kritis, pembelajaran sejarah, design pembelajaran.

Abstract

The aim of this research is to develop a critical thinking model and determine students' critical thinking abilities because critical thinking skills are very important for students to master to be able to explain logically in reconstructing historical events. The research method used in this research is development research using the ADDIE procedure (Analyze, Design, Develop, Implement and Evaluate). Data collection techniques use observation, direct communication, and documents, while the tools use observation guides, interview guides, and expert validation sheets. The data analysis technique using quantitative descriptive is used as a technique for reviewing research findings, with stages of data selection, data tabulation, calculating alternative answers. The results of the category validation research were very good with an average score of 4.38. The results of the feasibility test are very good with an average score of 4.49, product implementation shows that the results of the effectiveness test show that critical thinking skills as seen from the learning results using the model developed have higher results.

Keywords: critical thinking, history learning, learning design.

INTRODUCTION

Learning history is one of the difficult lessons in the world of education. Both from elementary school level to higher education level. Difficulties are caused by several factors, firstly history presents an abstration, namely the past. Students cannot have direct contact with these

historical events. Students can only imagine how the incident happened. Different from other sciences, it can present examples and even direct practice. Second, starting from material that is difficult, abstract and cannot be touched by students causes children to be taught to memorize, not all children are

able to memorize and this memorization activity is a very boring part of learning (Rianti & Iswanto, 2020).

Memorizing activities in history learning alone is misguided, because the concept of learning history is not to be memorized and this is happening in schools today (Annisa, 2021). History is studied with the essence that students can learn to take the values of an event to apply in their lives so that the same mistake will not be made twice. Hence the red coat slogan, never forget the history of its purpose like that and a great nation is a nation that can appreciate the history of its own nation's struggle, not one that is able to memorize the history of its nation.

Learning history requires being able to think critically in order to reconstruct historical events (Irfan et al, 2019). When historical facts cannot be reconstructed critically then the history cannot be meaningful and can even provide inaccurate information. Reviewing the past in the present, history has a construction of thought that other sciences do not have, historians call it "historical thinking". However, the construct of historical thinking has not been fully developed in the history learning process in schools and even in universities. This is what then becomes a problem in history learning. There are still very few teachers and lecturers who are able to train their students to think about history, so that

history learning mostly describes facts, forgetting to take the meaning of each event.

The ability to think critically is an important part of history learning as a process of analyzing systematically, distinguishing problems carefully to obtain problem solving strategies (Azizah et al 2022). According to facione, there are 6 main critical thinking skills in thinking critically about a problem. These skills are interpretation, analysis, evaluation, inference (conclusion), explanation, and self-regulation (Maslakhatunni'mah et al., 2019). The six skills are not taught to students all at once, the skills need to be taught one by one to obtain maximum critical thinking. Looking at current learning, the phenomenon of teachers tends to be more confident in learning using media, learning tools, learning approaches and methods. The fullness of historical material seems to be the main reason why teachers focus on conveying material information as a whole without actually designing it.

In reality, thinking about history is not surprising if the study of history is only a place to review "the past for the past". The biggest impact of this "failure" in learning history is students' weakness in constructing historical thinking (Horohiung, 2017). This research is important to do, because if it is ignored and seen as if it is not a problem, then mistakes in learning history will be passed

down from generation to generation. Of course, the main impact of this neglect is that the quality of history learning is stagnant, even backward. The hope is that history learning should be able to examine every change in their environment, and have awareness of the changes and values contained in very historical event, therefore it is very necessary to develop a critical thinking model in history learning the aim of this research is to develop a critical thinking model and determine students' critical thinking abilities because critical thinking skills are very important for students to master to be able to explain logically in reconstructing historical events (Widodo et al., 2019).

METHOD

The research process has very clear detailed step. This research uses the development research method or known as research and development with the final result in the form of a developed critical thinking model. Product development uses a procedural descriptive development model, whice activities will be carried out in stages to produce valid, reliable and credible products using procedures, namely development based on Dick and Carry's ADDIE. In the ADDIE development process, five development stages must be carried out, namely Analyze, Design, Delevop, Implement, and Evaluate (Branch, 2009) (Chairudin&Dewi, 2021) (Made Yuniari et al., 2021).

This development research was carried out in the History Methodologi course at IKIP PGRI Pontianak FY 2023/2024. The evidence obtained was wen then analyzed. Quantitative descriptive is used as a technique for reviewing research findings, with stages of data selection, data tabulation, calculating alternative answers. The research data that will be processed consists of data from experts, teachers and students. Tian, as well as the validity of the research data.

RESULTS AND DISCUSSION

Analysis, the needs analysis stage is carried out by analyzing the conditions of students learning in class which are obtained from these results obtained during open class. Design, this design stage will be carried out by determining learning objectives, assesment plans/criteria, work design schemes, lesson plans and resoures (Widiana & Rosy, 2021). In the design activity, researchers carry out plan activities and agree on the learning objectives, namely that students are able to verify historical sources. Develop, this stage will carry out the realization of the design which is still in the form of a draft in the learning model that will be implemented, also outlined in the RPP/lesson design and teaching materials in accordance with basic competencies. At this stage validation is carried out by experts and this is where

the prototype/draft will become a smoother final product (Branch, 2009) (Ilhamuddin, 2019).

Table 1. Validation Lesson Plan by Experts

No	Assessment Aspect	Information	
		Score	Category
1	Completeness of theme identity and allocated time	4	B
2	Suitability of the indicator formulation with SK and KD	4	B
3	Accuracy or correctness of facts, concepts, principles, skills and suitability of material to student characteristics	4.8	SB
4	Suitability of methods with indicators and learning materials	4.67	SB
5	Suitability of learning steps	4.5	SB
6	Active learning and student center aspects	4.33	B
Average		4.38	B
Category		SB	

Based on table 1, it shows that the results of lesson plan validation by experts show good results. The stage after expert validation was carried out was a field main test which was tested on 10 students of the History education study program. The results of the trial are:

Table 2. Main Field Test Lesson Design

No	Assessment aspect	Information	
		Score	Category
1	Completeness of theme identity and time coverage allocated time	4.6	SB
2	Suitability of the indicator formulation with SK and KD	4.4	B
3	Accuracy or correctness of facts, concepts, principles, skills and suitability of material to student characteristics	4.5	SB
4	Suitability of methods with indicators and learning materials	4.53	SB
5	Suitability of learning steps with critical thinking skills	4.55	SB
6	Active learning and student center aspects	4.4	B
Average		4.49	B

Based on table 2, it shows that the overall field main test results are "good" Implement, products that are ready to be implemented in learning, implementation results to make product improvements so that a final result will be obtained. The results of implementing the critical thinking model can be seen from the following indicators:

1. Answering and asking questions, especially with question words why and how
 - Students answer together and convey the news information they get to friends and relatives.

- Students answer and explain the differences between opinions and facts.
 - Students ask why.
2. *Analyzing a problem*
- Students explain the they read including opinions or facts.
 - Students explain the source of the news.
 - Students analyze the historical sources provided.
 - After knowing the various sources, students then classify sources into primary and secondary sources.
 - Students explain that the news they read includes primary or secondary sources.
 - Students carry out source criticism, both external criticism and internal criticism from the sources they obtain.
 - Students explain the authenticity of the source from the analysis oh how to carry out source criticism.
 - Students explain the authenticity of the proclamation text through external criticism and internal criticism.
3. *Make conclusion*
- Students reach conclusions about the types of historical sources through group discussions.
 - Students can conclude source verification activities, namely external and internal criticism from the result of the discussion.
4. *Explaining ideas to other*
- Students actively discuss to understand and analyze the sources provided.
 - Students share the information they get with each other.
 - Students help friends who have difficulty understanding.
- Evaluate, development products that have been validated and implemented will be evaluated (Widiana & Rosy, 2021). The evaluation result illustrate students' steps to think critically. In the frist stage there is stimulation. In order to stimulate students, they are given sharing tasks according to the material that will be presented that day. In learning heuristic material, students are given a sharing task about their experiences of reading or viewing the news. Students explained thet they had read and seen the news, both economic, political and sports news, while infotainment did not appear in the students' answers. Meanwhile, from the source verification material, students were given sharing task 3 of writing the text of the proclamation, namely a test written directly by Ir. Soekarno, the written on a typerwriter by BM Diah and text written today that can be found in books or internet sources and asked to indicate which one they think is the original text. Students answer the original text according to their understanding.
- In the second stage, namely the problem statement, students are asked

questions to understand the sharing task more sharply. In the heuristic material, the follow-up to the sharing task is that the news obtained is fact or opinion, and the news is written from the main source or not. Students explain the information they get in the form of facts or opinions. Source verification material, students are asked to explain the authenticity of the text they mentioned in the sharing task. Students tried to explain the reasons for the different authenticity of each text, some looked at the writing, some looked at who wrote it.

The third stage is data collection, students are given learning activities that will help them understand and explain question from the sharing task. Heuristic material: students were formed into groups and given several different historical sources, including photos, newspapers, MOU documents, minutes, plaques, medals, videos, sound recordings, books by Ki Hajar Dewantara, and theses, students are asked to classify these historical sources as primary or secondary sources. Heuristic material: students were formed into groups and given several historical sources, namely photos, newspapers, MOU documents, minutes, certificates, medals, videos, sound recordings, books by Ki Hajar Dewantara, and theses and were asked to carry out source criticism on each source to obtain authenticity. Source, data collection

activities show the percentage of students who think critically.

In the fourth stage, students carry out data processing, students process the information they get to examine existing sources. Students discuss with each other, giving opinions according to their theories and understanding. It is not uncommon for them to be misclassified so intense discussion and common perception are very necessary. In line with (Yuniawati et al., 2021), the data collection and data processing stages are important stages of critical thinking activities. Data processing includes several indicators of critical thinking, including sharing ideas with others, analyzing problems, answering, and asking questions.

The fifth stage is verification, each group is asked to present and explain the result of the group discussion presentation. Several questions arise related to heuristics and source verification, because each group also has a different understanding. This activity also really helps students to think critically, there is a lot of information and they have to be smart in processing it. The lecturer provided several important confirmations regarding heuristic material and source verification.

The sixth stage is generalization, students provide conclusions about the material learned from that day and relate the conclusions back to the sharing task at the beginning of the meeting. The

heuristic material concluded that there are two sources, namely primary sources and secondary sources. Primary sources are sources that are contemporaries, perpetrators, eyewitnesses, and contemporaries of the events that occurred, while secondary sources are sources obtained from people who are not contemporaneous and did not witness the incident. The students' heuristic material concluded that to obtain the authenticity of the source there were two stages, namely through external criticism and internal criticism. External criticism looks at the output of the source while internal criticism looks at the content of the source. Then students explain the authenticity of the proclamation text through criticizing this source.

The research results are in line with Nurcahyo's research result, learning history using the discovery learning model is an effective approach to support critical thinking skills, which will help in solving problems (Nurcahyo et al., 2018). Saputra obtained data that students who studied using the discovery learning model showed learning outcomes at a high level (Saputra et al., 2018) critical thinking skills are very important for history education students. Reconstructing history requires sharp thinking and students must be able to create historical thinking (Fikri et al., 2022) (Hastuti, 2021). Referring to Zed's opinion, there are three models of historical thinking, namely adductive,

historical mindedness and zeitgeist, which are then understood with the same meaning, namely the standard of "adductive" or problem-oriented historical thinking and thinking of time, both of which are an interactive unit and supports each other (Nurjanah, 2020) (Hudajdah, 2017).

CONCLUSION

The product development results were validated by three validators and the validation results were in the good category. The critical thinking model shows students are able to ask and answer questions, analyze a problem, make conclusions and explore ideas. The results of the research show the effectiveness of the critical thinking method in learning History, and further research is still needed to see to what extent this method is effective in overcoming students' learning problems, so that from the results of further research a more effective critical thinking method in learning history can be obtained.

REFERENCES

- Annisa. (2021). *Penerapan Historical Thinking dalam Meningkatkan Berpikir Kritis Siswa*. <https://doi.org/10.31219/osf.io/7t39g>
- Azizah, M., Sulianto, J., & Cintang, N. (2022). Analisis Keterampilan Berpikir Kritis Siswa Sekolah Dasar Pada Pembelajaran Matematika Kurikulum 2013. *JOURNAL SCIENTIFIC OF MANDALIKA (JSM) e-ISSN 2745-5955 | p-ISSN 2809-0543*,

- 3(5), 362-366.
<https://doi.org/10.36312/10.36312/vol3iss5pp362-366>
- Branch, R. M. (2009). *Instructional Design: The ADDIE Approach*. Springer.
https://doi.org/10.5005/jp/books/10200_4
- Chairudin, M., & Dewi, R. M. (2021). Pengembangan Bahan Ajar Buku Saku Digital Berbasis Problem Based Learning pada Mata Pelajaran Ekonomi. *Edukatif: Jurnal Ilmu Pendidikan*, 3(3), 951-962.
<https://doi.org/https://doi.org/10.31004/edukatif.v3i3.491>
- Fikri, A., Mahdum, M., & Isjoni, I. (2022). The Development of Local History Learning Model Based on Progressivism to Promote Historical Thinking Skills. *Ta'dib*, 25(1), 105.
<https://doi.org/10.31958/jt.v25i1.5831>
- Hastuti, H. (2021). Analysis of Implementation of Historical Thinking Construct in Historical Learning. *Proceedings of the 2nd Progress in Social Science, Humanities and Education Research Symposium (PSSHERS 2020)*, 563(Psshers 2020), 173-177.
<https://doi.org/10.2991/assehr.k.210618.035>
- Horohiung, V. (2017). Pengaruh Strategi Pembelajaran dan Kemampuan Berpikir Kritis Terhadap Hasil Belajar Sejarah Siswa SMA Negeri 72 Jakarta. *Jurnal Pendidikan Sejarah*, 6(1), 1-10.
<https://doi.org/10.21009/jps.061.01>
- Hudaidah. (2017). Historical Thinking , Keterampilan Berpikir Utama. *CRIKSETRA: Jurnal Pendidikan Sejarah Dan Ilmu Sejarah*, 76, 6-12.
- Ilhamuddin. (2019). Pengembangan Bahan Ajar Berbasis HOTS untuk Meningkatkan Kemampuan Pemecahan Masalah Matematis SISWA SMAN 8 Makassar. *Jurnal Pendidikan Matematika SIGMA (Suara Intelektual Gaya Matematika)*, 11(1), 106-113.
<https://journal.unismuh.ac.id/index.php/sigma/article/view/3521>
- Irfan, M., Naim, M., & Puji, R. P. N. (2019). *Jurnal Historica*. 3(2252), 49-63.
- Made Yuniari, N., Indah, G. A., & Juliari, T. (2021). Instructional Video using Wondershare Filmora 9 in the Interpretive Reading Course for English Language Education Students. *Indonesian Journal Of Educational Research and Review*, 4(3), 550-557.
<https://doi.org/10.23887/IJERR.V4I3.42328>
- Maslakhatunni'mah, D., Safitri, L. B., & Agnafia, D. N. (2019). Analisis Kemampuan Berpikir Kritis pada Mata Pelajaran IPA Siswa Kelas VII SMP. *Seminar Nasional Pendidikan Sains 2019*, 179-185.
- Nurchahyo, E., Agung S, L., & Djono, D. (2018). The Implementation of Discovery Learning Model with Scientific Learning Approach to Improve Students' Critical Thinking in Learning History. *International Journal of Multicultural and Multireligious Understanding*, 5(3), 106.
<https://doi.org/10.18415/ijmmu.v5i3.234>
- Nurjanah, W. (2020). Historical Thinking Skils and Critical Thinking Skills. *Historika*, 23(1), 92-104.
- Rianti, D., & Iswanto, S. (2020). Penerapan Model Pembelajaran Deep Dialog untuk Pengembangan Kemampuan Berpikir Kritis dalam Pembelajaran Sejarah Siswa Kelas XI IPS SMA Negeri 5 *JIM: Jurnal Ilmiah Mahasiswa Pendidikan ...*, 5, 168-178.
<http://www.jim.unsyiah.ac.id/sejarah/article/view/15909%0Ahttp://www.jim.unsyiah.ac.id/sejarah/article/viewFile/15909/7196>
- Rismaya, V. (2018). Pengembangan Kemampuan Berpikir Kritis-Historis Peserta Didik (Studi Kasus di SMA Semesta Bilingual Boarding School

Semarang). *Historia Pedagogia*, 7(1), 77-82.

<https://journal.unnes.ac.id/sju/index.php/hp/article/download/31811/13697/>

Saputra, M. A., Umasih, U., & Sarkadi, S. (2018). The Impact of Discovery Learning and Critical Thinking towards Learning Outcomes of Indonesian History. *Tawarikh: Jurnal of Historical Studies*, 10(1), 31-44. <https://www.journals.mindamas.com/index.php/tawarikh/article/view/1058%0Ahttps://www.journals.mindamas.com/index.php/tawarikh/article/download/1058/949>

Widiana, F. H., & Rosy, B. (2021). Pengembangan E-Modul Berbasis Flipbook Maker pada Mata Pelajaran Teknologi Perkantoran. *Edukatif: Jurnal Ilmu Pendidikan*, 3(6), 3728-3739. <https://www.edukatif.org/index.php/edukatif/article/view/1265>

Widodo, S., Santia, I., & Jatmiko, J. (2019). Analisis Kemampuan Berpikir Kritis Mahasiswa Pendidikan Matematika pada Pemecahan Masalah Analisis Real. *Jurnal Pendidikan Matematika Raflesia*, 4(2), 1-14. <https://doi.org/10.24127/ajpm.v8i2.1947>

Yuniawati, Tesa Lonika, Purba, & Juliana, F. (2021). Discovery learning model to optimize students' critical thinking skills on hydrocarbon material. *Jurnal Pendidikan Kimia*, 13(3), 269-277. <https://doi.org/10.24114/jpkim.v13i3.30208>

