
History Teachers' Strategy in Integrating Historical Thinking Skills Through Academic Discussion Activities at SMA Negeri 1 Sangatta Utara

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KEYWORDS

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ABSTRACT

The changes that occur in history learning require critical thinking skill to support the teaching and learning process. The teacher needs to help students improve their historical thinking skill. This research aimed to a) find out and explain history teachers' understanding of historical thinking skill; b) explain the history teachers' strategy in integrating historical thinking skills through academic discussion activity; and c) know the factors that influence history teachers in integrating historical thinking skill through academic discussion activity. This research was qualitative research by using case study method. The research was conducted in SMA N 1 Sangatta Utara, with the research subjects were two history teachers and six students of XI class. Data collected by using observation, interview, and documentation techniques. Data analysis technique used Miles and Huberman model. The research result showed that a) the teachers understand historical thinking skill before conducting history learning by using academic discussion; b) the teachers' strategy in integrating historical thinking skill with academic discussion was giving instruction gradually to students so that they can understand the use of historical thinking skill in history learning in academic discussion; and c) there are two factors that influence the teachers to integrate historical thinking skill and academic discussion namely a change in education system, and students condition which do not understand historical material and unable of students to develop critical thinking skills in history learning.

INTRODUCTION

The implementation of the Independent Curriculum set by the Ministry of Education, Culture, Research and Technology (Kemendikbudristek) since 2022/2023 presents new challenges for teachers. According to (Nasution, 2023), the Independent Curriculum has made changes, including by removing "Core Competencies" and "Basic Competencies" as competencies that must be possessed by students, as well as demands for teachers to be able to use media properly and actively because the Independent Curriculum emphasizes simplicity, interactivity, and project-based. In addition, the Independent Curriculum requires active participation from various parties including teachers, students, parents, and the government (Mujab & Gumelar, 2023).

The change of curriculum that is considered fast (the 2013 Curriculum became the Independent Curriculum) is a dilemma for teachers, especially teachers who are old or senior teachers. This is because they are less able to keep up with the developments that occur and are needed in the implementation of the Independent Curriculum. (Mujab & Gumelar, 2023)

described the problems that arise as a result of the implementation of the Independent Curriculum, including a) it takes a long time because many teachers do not understand how to teach with the Independent Curriculum; b) the lack of resources needed in implementing the Independent Curriculum; c) lack of support from students' parents; d) lack of coordination between schools in implementing the Independent Curriculum.

The Independent Curriculum can be considered as a curriculum that successfully fosters the character of students in accordance with the needs of the times if it can be applied well by all teachers. In reality, the implementation of the Independent Curriculum is not easy and even makes other changes in the subjects given to students (Tanujaya & Mumu, 2020). One example is the change in the subject of History. In Phase E (Class X), history is included in Social Sciences (IPS) subjects along with geography, economics, and sociology. However, in Phase F (Grades XI and XII), history becomes an independent subject. As a result, this change also resulted in a reduction in the number of hours of history lessons in one week. In other words, history still exists as a subject, but the number of lesson hours is reduced, this is emphasized in the Ministry of Education and Culture Number 56/M/2022 and BSKAP Decree Number 008/H/KR/2022 which confirms the existence of history subjects in the Independent Curriculum (Widiadi et al., 2022).

Changes that occur in History subjects require a skill that can support the teaching and learning process. The aspect of the skill in question is historical thinking skill, which is a skill that can help students have the ability to think logically, creatively, inspirationally, and innovatively (Purba, 2022). The existence of historical thinking skills can provide benefits for students in the form of efforts to map the future by teaching past events (Achmadin, 2022).

Historical thinking skills can be applied to students if teachers are always active and encourage the ability to think and argue history. There are several factors that can influence teachers in applying the historical thinking skills approach, including their understanding of the construction of historical knowledge, the learning objectives that teachers want to achieve, and curriculum requirements. Many teachers have difficulty converting concepts from literature into practice in their classrooms and visualizing how this learning process will occur.

Historical Thinking Skills is one of the elements in the discipline of History which is recognized as the best approach to teaching and learning History subjects (Hudaidah, 2014). However, after the government established History as a compulsory subject that must be passed in the exam, the History subject still does not show a way of thinking like Historical Thinking among students. The main reason behind this problem is the lack of Historical Thinking Skills possessed by students. In the learning process, students are often asked to memorize rather than being taught with a meaningful learning process. As a result, students are less able to think about history because they are always given stimuli that do not lead to an increase in thinking skills (Burhendi et al., 2019).

Research conducted by (Ernawati, 2020) explained that the application of the historical thinking skill approach is able to encourage students' historical thinking skills, where teachers involve a variety of critical questions to students. The same thing was also stated by (Anis & Wiyanarti, 2021) that students experienced an increase in historical thinking skills accompanied by critical thinking skills so that there was a change in understanding and analyzing history learning.

In contrast to research conducted by (Rahim et al., 2019) that historical thinking skills can be improved by giving assignments or projects so that students can develop historical thinking skills by students. Research from (Taneo, M., Utomo, S. S., Ndoen, F. A., Madu, A., & Sipa, 2024) explains that historical thinking skills can be improved by visiting historical buildings, where students can improve their critical thinking skills and be able to relate historical events to the present.

Based on several brief presentations of previous studies, this study believes that historical thinking skills are integrated with any approach, as long as the approach involves students to be able to think critically and develop good thinking skills. Therefore, this study uses an academic discussion approach to improve students' historical thinking skills so that they are more able to understand history. It was not found in previous studies regarding the use of academic discussion in improving students' historical thinking, so this study is considered a differentiator from previous studies in researching historical thinking skills in history learning.

The application of historical thinking skills in history teaching and learning is increasingly becoming a challenge because there are several issues that raise problems and present their own obstacles in the context of History education in Indonesia. Historical thinking skills (thinking skills or historical thinking concepts) are one of the aspirations that are always contained in the educational curriculum in Indonesia. (Widiadi et al., 2022) said that however, the detailed concepts of historical thinking mentioned in the Independent Curriculum were not accompanied by detailed instructions regarding the meaning of these concepts. Including the absence of detailed instructions on the ways teachers can use to train students to have these skills.

SMA Negeri 1 Sangatta Utara, is one of the schools located in East Kutai Regency, East Kalimantan, which has implemented the Independent Curriculum. So that in the context of history learning, teachers at SMA Negeri 1 Sangatta Utara strive to integrate historical thinking skills in order to achieve the goals of history subjects, including chronological (diachronic), synchronistic, causal, imaginative, creative, critical, reflective, contextual, multiperspective, development, continuity, repetition, and change in human life. This study intends to offer an alternative academic discussion conducted by history teachers of SMA Negeri 1 Sangatta Utara as a strategy used by teachers to train and integrate historical thinking skills for students of SMA Negeri 1 Sangatta Utara.

The implementation of the Independent Curriculum presents new challenges for teachers, especially in terms of adapting to the changes brought by the curriculum. Many teachers have difficulty keeping up with the developments needed to implement the Independent Curriculum, especially in changing concepts from literature to practice in the classroom. Especially in the subject of History, there are significant changes, such as the reduction of lesson hours and the challenge of integrating historical thinking skills that have not been fully understood by teachers. SMA Negeri 1 Sangatta Utara tries to overcome this by integrating historical thinking skills to achieve the goal of learning History.

The focus of this research is to explore the understanding of history teachers regarding historical thinking skills, the strategies used by teachers in integrating these skills through academic discussion activities, and the factors that affect the success of this integration. This study aims to explain teachers' understanding of historical thinking skills and strategies used in learning activities, as well as factors that affect their application, especially in the context of academic discussion activities.

This research is expected to provide theoretical and practical benefits for teachers, students, and further research. Theoretically, this study contributes to the scientific study of learning strategies through discussion that can develop historical thinking skills, such as critical, imaginative, and reflective thinking. In practical terms, this research provides guidance for teachers in planning effective history learning, helping students develop historical thinking skills, and becoming a reference for more in-depth research in the future.

RESEARCH METHOD

The approach used in the research uses a qualitative approach with a case study method. Qualitative research can be interpreted as a research method based on the philosophy of positivism and used to research on the natural condition of objects, where the researcher is the

key instrument, the data collection technique is carried out in triangulation method, data analysis is inductive/qualitative, and the results of qualitative research emphasize more on understanding meaning, and constructing phenomena rather than generalizations (Sugiyono, 2019).

A case study is an in-depth study of an individual, a group, an organization, a program of activities and so on in a certain time. The goal is to obtain a complete and in-depth description of an entity. Case studies produce data to be further analyzed to produce theories. Case study data was obtained through interviews, observations, and document reviews (Sulistiyo, 2015).

RESULTS AND DISCUSSION

History Teacher's Understanding of Historical Thinking Skills

As an actor who has an important role in learning, teachers must understand the teaching approaches and methods to be used. Historical thinking skills are known as a learning concept that emphasizes historical skills. This concept can be integrated in history learning and applied in academic discussions.

The importance of teachers understanding the historical thinking skill approach is to facilitate delivery and explanation to students. In the end, students can analyze a historical event according to the concepts that exist in historical thinking skills. Teachers must be able to explain the application of historical thinking skills well so that students are able to have the ability to think historically.

Based on the results of the research conducted, teachers have applied historical thinking skills in academic discussions. This shows that teachers have understood historical thinking skills, and are able to explain to students the stages of learning history by involving historical thinking skills. In addition, it is important to involve critical thinking skills that can support the learning process of historical thinking skills. This is in line with research conducted by Sartika (2020), that in learning that applies critical thinking skills, teachers first understand how to apply it and how to integrate it. Historical thinking skills are part of critical thinking because students are expected to develop their minds critically.

Teachers' understanding of historical thinking skills is shown by the application of the stages of historical thinking skills, which has similarities with research from (Purba, 2022) that the implementation of historical thinking skills involves several important aspects including chronological thinking, historical understanding, historical analysis and interpretation, historical research skills, and analysis of historical issues and decision-making. These aspects were found in history learning at SMA N 1 Sangatta Utara which was carried out through academic discussions.

Based on the results of the study, it can be concluded that to apply historical thinking skills in academic discussions, teachers must first understand historical thinking skills, which can make it easier for students to understand historical thinking skills that are integrated in academic discussions. There are steps and aspects that must be involved so that they can fulfill the application of historical thinking skills in history learning.

History Teachers' Strategies in Integrating Historical Thinking Skills in Academic Discussions

The integration of historical thinking skills in academic discussions by teachers is carried out gradually. Teachers give instructions to students to do some activities. This needs to be done so that students understand well what they have to do in applying critical thinking in history learning by involving historical thinking skills. From the instructions given by the teacher. The number of student participation in responding has increased, this shows that students are increasingly encouraged to actively participate in academic discussions.

The strategies used by teachers are considered successful because students have succeeded in developing their critical thinking skills. This statement is supported by

(Achmadin, 2022) who states that historical thinking aims to improve students' critical thinking skills based on their point of view so that they are able to analyze and interpret historical events that occurred with their own perspectives and language styles. Similar results were also stated by (Hermawati & Safitri, 2022) that history learning involving critical thinking skills can help students improve their critical thinking skills.

Another measure that can indicate the success of a strategy is the high response rate of students and the more active they are to convey the results of their thoughts. In line with (Anis & Wiyanarti, 2021) explained that learning by applying historical thinking skills can improve students' critical thinking skills so that there is a difference in learning outcomes with students who do not receive historical thinking skill learning.

Overall, it can be said that the strategies used by teachers such as giving instructions and doing each stage together with students are appropriate strategies for applying historical thinking skills and academic discussions. This strategy has been able to improve students' historical thinking skills by making students more active in discussions and willing to express their opinions.

Factors Influencing History Teachers in Integrating Historical Thinking Skills with Academic Discussion

Teachers apply historical thinking skills in history learning due to changes in the education system that have changed. These changes affect various things in it including the curriculum, learning process, and learning objectives to be achieved. Teachers must be more able to use diverse learning strategies so that students can improve their thinking skills and achieve the goals of learning history that have been determined.

Another factor that affects it is that students do not understand the history learning material well, so other strategies are needed to improve students' understanding in history learning. Therefore, the application of historical thinking skills in academic discussions is considered a new strategy that can help students understand history learning materials. The integration of historical thinking skills and academic discussions is a way for teachers to keep pace with changes in the existing education system. In this way, it was found that the improvement of students' thinking skills in history learning was found.

This research is supported by (Taneo, M., Utomo, S. S., Ndoen, F. A., Madu, A., & Sipa, 2024) who stated that students' critical thinking skills in learning history must be improved, one of which is by visiting historical places. The focus of Taneo's research is to improve students' historical thinking skills that are influenced by their values and ability to understand history learning that is considered lacking. During the visit, students carried out activities almost the same as the research carried out, namely by identifying problems from historical events and then rewriting them.

(Widiadi et al., 2022) also support the results of this study that to improve students' historical thinking skills can be done by identifying historical events and then asking students to interpret using their own language based on their understanding of the material given. With these results, it supports the findings, namely the improvement of students' historical thinking skills.

Based on the results obtained, teachers integrate history learning with historical thinking skills and academic discussions based on changes in the education system, which makes teachers must be able to understand the concept of history learning. In addition, the condition of students who are not able to think critically in history learning. Teachers are expected to be able to improve their critical thinking skills so that students are able to identify, analyze, and interpret historical events as material in learning.

CONCLUSION

The conclusion of this study shows that teachers have a good understanding of historical thinking skills before applying them in history learning through academic discussions. This understanding is important so that students can more easily understand historical material and improve their historical thinking skills. The integration of historical thinking skills with academic discussions is carried out gradually through clear instructions, allowing students to be more critical in thinking. In addition, changes in the education system and curriculum also encourage teachers to adjust learning strategies to achieve better learning outcomes. Another challenge faced is that students do not fully understand the history material, so teachers need to find alternative methods to overcome it.

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