

## Historical Thinking Skill in the Merdeka Curriculum

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**Abstract:** *This article is expected to provide an understanding of the concept of historical thinking skill in the Merdeka Curriculum. The implementation of the Merdeka Curriculum starting from the 2022/2023 academic year provides new challenges in history learning. The structure of learning outcomes in history education no longer prioritizes understanding of concepts but must also emphasize elements of process skills, one of which is historical thinking skill. The method used in writing this article is literature study. The data used as a source of writing are articles and books related to the theme of writing. Historical thinking skills can be interpreted as a scientific step or process in understanding the past. There are various concepts of historical thinking skills that has been applied in some countries. The results of the study conducted show that some of these concepts have similarities with the concepts of historical thinking skill contained in the Merdeka Curriculum. In addition, there are also some of the concepts of historical thinking skill in the Merdeka Curriculum that are not found in other countries. The concepts of historical thinking skill in the Merdeka Curriculum contained in the learning objectives; (1) develop an understanding of the human dimension; (2) develop an understanding of the spatial dimension; (3) develop an understanding of time; (4) training diachronic (chronological) thinking skill, synchronicity, causality, imaginative, creative, critical, reflective, contextual, and multi-perspective; (5) training skills in finding sources (heuristics), source criticism and selection (verification), analysis and synthesis of sources (interpretation), and historical writing (historiography); (6) training skills in processing historical information non-digital and digital in various.*

**Keywords:** *Historical Thinking Skill, Historical Learning, Merdeka Curriculum*

### Introduction

Changes in the education curriculum in a country are certain things that will happen. Curriculum change is an instrument to improve the quality of education. The correct education policy will be seen through the implementation of the curriculum that is applied because "curriculum is the heart of education" which determines the continuity of education (Munandar, 2017). In Indonesia, the implementation of the curriculum has undergone various changes and improvements, namely the curriculum in 1947, 1964, 1968, 1973, 1975, 1984, 1994, 1997 (revision of the 1994 curriculum), 2004 (Competency-Based Curriculum), curriculum 2006 (Education Unit Level Curriculum), 2013 (Kurtilas) and in 2018 there was a revision to the

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Revised Curriculum (Ulinniam et al., 2021). The curriculum changes were made so that educational conditions could continue to adapt to the needs of the times. In addition, the global trend also demands a more up-to-date learning process by adjusting the character of students, so that inevitably it is necessary to change the curriculum (Yeung, 2012)

In the 2022/2023 academic year, the Ministry of Education, Culture, Research and Technology implements a new curriculum called the Merdeka Curriculum at the level of early childhood education, basic education, and secondary education. The implementation of the Merdeka Curriculum is something that is needed considering the previous curriculum, namely the 2013 curriculum, has been in effect for almost a decade where it is an ideal period of time for curriculum improvements. In addition, the Merdeka Curriculum is a breath of fresh air for the improvement of education in Indonesia, which had slumped during the Covid-19 pandemic. The Merdeka Curriculum is expected to be able to solve problems that arise as a result of online learning during the Covid-19 pandemic, one of which is learning loss (Muthmainnah & Rohmah, 2022). In addition to improving learning loss during the pandemic, the idea of developing the Merdeka Curriculum also stems from several shortcomings in the 2013 Curriculum, including too dense material, rigid implementation, and boring material so that curriculum changes need to be made.

Changes in the 2013 Curriculum to the Merdeka Curriculum have a significant impact on the structure of subjects, one of which is History. Previously in the 2013 curriculum there were two historical subjects, namely Indonesian history (compulsory) and history (specialization) which turned into only one subject in the Independent Curriculum, namely Indonesian History (required). In class X in the Merdeka Curriculum there are no History Subjects but Social Science Subjects which consist of Sociology, Economics, History, and Geography, each of which is allocated 72 hours per year (2 hours per week). Only later in class XI and XII history subjects were presented separately. History subjects are not omitted in the structure of the Merdeka Curriculum. However, the position of history is no longer as strong as its existence in the previous curriculum structure (Nugroho Widiadi et al., 2022)

Although there has been a change in the number of hours for History Subjects, there are interesting things and also advantages of the Independent Curriculum in history subjects. compared to the 2013 Curriculum, namely the emergence of items within the Skills Standard which consist of Historical Conceptual Skills, Historical Thinking Skills, Historical Consciousness, Historical Research, Historical Practical Skills Practice Skills) (Ayundasari, 2022). The standard of the scope of skills makes history learning in the Independent Curriculum richer in the content of skills and skills compared to the previous curriculum.

One of the strands of skills in history that is interesting to be discussed and researched further is Historical Thinking Skills. This is because the concepts of historical thinking in the Merdeka Curriculum look more complete than the 2013 Curriculum. In the 2013 Curriculum, there are several concepts of historical thinking including chronological, diachronic, synchronic, historical space and time, change and continuity, and causality (Tresnaningsih et al. ., 2017). While in the Merdeka Curriculum there are several historical thinking concepts contained in the objectives of history subjects, including chronological (diachronic), synchronic, causality, imaginative, creative, critical, reflective, contextual, multiperspective, developmental, continuity, repetition, and change in human life (Nugroho Widiadi et al., 2022).

This shows that the Merdeka Curriculum has advantages in formulating the concept of historical thinking compared to the 2013 Curriculum.

This paper intends to elaborate further on the concept of historical thinking contained in the Merdeka Curriculum by using the literature on historical thinking concepts from various experts/thinkers who are involved in the field. The analysis in this paper is made as a comparison so that the author seeks to see the similarities/differences in the concept of historical thinking in the Merdeka Curriculum with those in the development of the world of historical education related to the concept of historical thinking. This paper also seeks to contribute understanding for teachers as implementers in the field in realizing students' historical thinking skills as the goal of history learning as contained in the Merdeka Curriculum.

### **Literature Review**

The thinking skills approach is actually not new in history learning (Booth, 1993), but its application in learning has only started to be widely used since 2004 in England, spread in 2006 to Canada and the United States. The approach to historical thinking skills in Indonesia itself only began to be applied when the 2013 Curriculum was implemented. Then the Concept of Historical Thinking Skills is more reproduced in the Merdeka Curriculum, where there are concepts contained in the objectives of history subjects, including chronological (diachronic), synchronic, causal, imaginative, creative, critical, reflective, contextual, multi-perspective, developmental, and reflective thinking skills. continuity, repetition, and change in human life (Nugroho Widiadi et al., 2022).

The formation of Historical Thinking Skills is important and one of the goals of history learning. Several studies have shown how historical thinking skills have become a major concern in history learning. For example: the use of digital teaching materials in improving students' historical thinking skills (Zahra, 2021), the use of historical sources in the form of historical sites in improving students' historical thinking skills (Daryanti, 2017), and the application of the resource based learning model to improve students' historical thinking skills. (Tricahyono & Widiadi, 2020).

Improving historical thinking skills for students is an important thing that must be done by teachers in learning. Seixas stated that the ability to think historically has an important role in historical education both in the realm of theory and practice (Seixas, 2017). This is because Historical Thinking Skills are abilities that are not automatically possessed by someone, both students and historians themselves. Wineburg considers it an unnatural ability because it can only be obtained after being studied and trained (Wineburg, 2011). Therefore, history teachers must at least teach the ability to think historically to see the development of students in history learning coupled with the demands of learning that must adapt to the times.

Developments and changes in global conditions that are full of information flows and occur so quickly require the provision of critical thinking skills that must be possessed by students in adapting to the demands of the 21st century. Historical Thinking Skills are important for students to have because they are needed as a provision to live life in the 21st century (Levesque, 2008). In the ease of accessing available information such as sources from the Internet, the problem is not what students know but whether they are able to manage the information they get (McGrew et al., 2018). Therefore, learning historical thinking skills

prioritizes 'how' students think rather than 'what' students think, and studies the past more critically (Johnston & Sheehan, 2016).

Historical thinking skills can be interpreted as a scientific step or process in understanding the past. The main question that must be instilled in students is “how can we know about what we know about the past” (Seixas & Morton, 2013). These questions can be answered using scientific and critical thinking processes through certain stages in historical research. Historians usually use this concept to turn past information into history (Seixas & Morton, 2013).

History learning that uses the application of historical thinking skills will further increase students' critical power and understanding of historical events. Research conducted by Siti Faizatun Nisa shows that the historical thinking ability of students at SMA N 1 Malang has reached 5 of the 6 components of historical thinking belonging to Peter Seixas. Most of the indicators of the existing components have been found in students. One component that does not exist at all in students is the use of primary sources (Nisa' et al., 2019). Although not all components of Peter Seixas' historical thinking are owned by students, the application of the concept of historical thinking in learning makes students' understanding of historical events better (Nisa' et al., 2019).

## **Methodology**

The method used in this paper is a literature study. Literature study is a series of activities related to library data collection methods, reading and taking notes and processing research materials to obtain the necessary data (Zed, 2014). The data source used in this paper utilizes literature sharing both in print and digital forms on the topic studied, namely historical thinking. In addition, the data used in this paper also utilizes various documents related to the 2013 Curriculum and also the Merdeka Curriculum. This document is used to obtain an overview of the formal rules in implementing the curriculum in Indonesia.

## **Findings and Discussion**

### **A. The Concept of Historical Thinking**

The development of history learning in Indonesia continues to experience changes that were previously factual knowledge and the inheritance of historical values into the development of historical thinking competencies as contained in the Merdeka Curriculum. Various concepts of historical thinking both from experts in various countries and from institutions that conduct research on historical thinking continue to develop to this day. There are various concepts of historical thinking that sometimes have similarities, similarities, overlaps, and also differences.

Talking about the concept of historical thinking, especially those that developed outside Indonesia, according to Monte-Sano & Reisman in (Bertram et al., 2017): generally scholars in Europe and some English-speaking countries define historical thinking as a systematic approach to interpreting historical thinking. and reasoning historical texts, appreciation of the slippery nature of historical knowledge, and application of conceptual, narrative, and factual knowledge.

Wineburg in his book entitled “Historical Thinking: Mapping the Future, Teaching the Past” reveals that historical thinking requires us to juxtapose two opposing perceptions: first, the way of thinking we have used so far is an imprinted legacy, and second, seeing the past with

the glasses of the present "presentism" (Sam Wineburg, 2011). Wineburg identifies the historical way of thinking into three aspects, namely: sourcing, contextualization, and corroboration. These three aspects are taught to students through a curriculum called "reading like historian" (Wineburg et al., 2011).

Ozmen states that historical thinking will make it easier to understand every historical event that is studied because historical thinking has steps that are in accordance with historical characteristics and emphasizes the appreciation of historical events (Cengiz, 2015). Historical thinking also allows thinking skills to be taught based on logic and reasoning. Students will assess relationships between past events as they learn about history, logic and will be able to use historians' methods to observe how knowledge is generated.

(Seixas & Morton, 2013) describes the concept of historical thinking skills called "the big six" namely: historical significance (*historical significance*), evidence (*evidence*), change and continuity (*continuity and change*), cause and effect, (*cause and consequence*), *historical perspective*, and *ethical dimension*. According to Seixas and Morton, these six skills can be taught and applied to students during history learning.

Meanwhile, (Levesque, 2008) also introduces five concepts of historical thinking, namely *historical significance*, *continuity and change*, *progress and decline*, evidence, and historical empathy (*historical empathy*). The difference with the concept held by Seixas and Morton is that there is no historical perspective in the Levesque concept.

Davison, Enright, & Sheehan (2014) in (Nugroho Widiadi et al., 2022) state that there are four concepts of historical thinking. The four concepts are *evidence*, *historical empathy*, *historical perspective*, and *historical significance* (Davison et al., 2014). These four historical thinking concepts have similarities with some of the historical thinking concepts found in Seixas and Morton.

The concept of historical thinking is also a discussion in historical education figures in Indonesia, one of which is Mestika Zed. According to Mestika Zed (2018): Historical thinking is one of the characteristics of critical thinking within the framework of scientific history. It consists of a number of components, each of which can be further broken down into a number of further sub-components (Zed, 2018). There are five main components in historical thinking. In English literature it is called "The Five C's", because they all start with the letter "C", that is, "C1" = *Change over time*; C2 = *Causality*; C3 = *Context*; C4 = *Complexity*; C5 = *Contingency* (Zed, 2018).

Broadly speaking, from the six concepts of historical thinking put forward by several figures both from outside and from within Indonesia, it was concluded that basically historical thinking is a step-by-step approach to historical sources in order to gain knowledge about history. Thinking history also teaches students to be critical in acquiring historical knowledge. In addition, there are also similarities in the concept of historical thinking among these figures, namely: historical significance (*historical significance*), evidence (*evidence*), and ethical dimension (*ethical dimension*).

## **B. Historical Thinking in the Merdeka Curriculum**

To teach historical thinking skills, history teachers must first understand the concept of historical thinking and broad knowledge of historical materials, in addition to mastering historical methods. Ideally, historical pedagogic scholarship lies in these three dimensions:

concepts, materials and mastery of concepts (Zed, 2018). Therefore, to understand the concept of historical thinking in the Merdeka curriculum, it is necessary to first analyze the achievements of history learning contained in the standard body documents, curriculum, and assessments. This was done because the document became a formal rule in the implementation of an independent curriculum even though it was not accompanied by detailed instructions regarding the understanding of historical thinking concepts.

In the formulation of history learning achievements in the Merdeka Curriculum, there are thirteen formulations of history learning objectives. The formulation of these objectives are (1) to develop historical awareness; (2) develop an understanding of oneself; (3) develop a collective understanding as a nation; (4) fostering a sense of pride in the glories of the past; (5) fostering a sense of nationalism and patriotism; (6) fostering and developing moral, human and environmental values; (7) fostering the values of diversity and mutual cooperation; (8) develop an understanding of the human dimension, namely the ability to analyze thoughts, mysticism, actions, and works that have historical meaning; (9) develop an understanding of the spatial dimension, namely the ability to analyze the relationship or interrelationships between events that occur locally, nationally, and globally; (10) develop an understanding of time, namely the ability to see events in their entirety including past, present, and future dimensions, as well as to analyze developments, continuity, repetition, and changes in human life; (11) train diachronic (chronological) thinking skills, synchronicity, causality, imaginative, creative, critical, reflective, contextual, and multi-perspective; (12) training skills in finding sources (heuristics), criticism and source selection (verification), analysis and synthesis of sources (interpretation), and historical writing (historiography); (13) training skills in processing historical information non-digital and digital in various forms of historical applications, sound recordings, documentaries, photos, mockups, vlogs, story boards, timelines, infographics, videographs, comics, posters, and others (Nugroho Widiadi et al., 2022).

From the thirteen historical learning objectives contained in the independent curriculum, it can be identified that the learning objectives number: (8), (9), (10), (11), (12) are related to the concepts of historical thinking. From these five points, several historical thinking concepts can be obtained, including the following:

First, it relates to learning objectives number (8) in developing an understanding of the human dimension, namely the ability to analyze thoughts, mysticism, actions, and works that have meaning in history. . The objective is related to historical thinking skills in the form of a *historical perspective*. According to (Seixas & Morton, 2013) historical perspective is trying to see from the eyes of people who live in times and circumstances that are far and different from today. The historical perspective requires us to juxtapose two opposing perceptions: first, the way of thinking we have used so far is an imprinted legacy, and second, looking at the past through the lens of presentism (Sam Wineburg, 2011).

Second, with regard to learning objectives number (9) to develop an understanding of the dimensions of space, namely the ability to analyze the relationship or interrelationships between events that occur locally, nationally, and globally. This ability is related to historical thinking skills in the form of *context*. According to (Zed, 2018) History can only be understood in the context of an event with other events; with time or time, person, place and certain other conditions. When students are asked to relate the relationship between historical events, it

means that they must also have *contextualization* when reading historical sources, by determining the context in which the historical sources were born (Sam Wineburg, 2011).

Third, related to learning objectives number (10) to develop an understanding of time, namely the ability to see events in their entirety including past, present, and future dimensions, as well as analyzing developments, continuity, repetition, and changes in human life. This aspect of the time dimension relates to historical thinking skills in the form of change and continuity (Seixas & Morton, 2013). In addition, this aspect is related to historical thinking skills in the form of progress and setbacks (Levesque, 2008).

Fourth, related to learning objectives number (11) to train diachronic (chronological) thinking skills, synchronicity, causality, imaginative, creative, critical, reflective, contextual, and multi-perspective. The heart of historical reasoning is chronological thinking. Chronological thinking is very important to activate historical thinking (Dr. Ofianto & Ningsih, 2021). GJ Reiner explains that chronology is the arrangement of events in order of time and regulates the intervals that pass between those times (Reiner, 1987). In addition, Hamid and Muhammad also explained that chronology is a science related to the calculation of time (Abd Rahman & Saleh, 2011). Thus, it can be said that chronological thinking is thinking sequentially, regularly, according to the order of time.

The next concept of historical thinking contained in goal number (11) is causality. The concept is related to historical thinking skills in the form of *C2 = Causlity* (Zed, 2018). In addition, this aspect is still related to the concept of cause and effect (Seixas & Morton, 2013). This concept requires students to realize that an event occurs because it is caused by a previous event, and that event also has an impact on other events. This relationship is not only in the form of one cause and effect (mono-causality) but can be in the form of *multiple causes* and *multiple consequences* (Seixas & Morton, 2013).

Creative, critical, and reflective thinking skills are not referred to as historical thinking concepts that stand alone. It's just that these three skills are indispensable in the process of historical thinking. Historians must think critically when dealing with historical sources, so students must also be trained in critical thinking skills when dealing with learning resources. In compiling historiography, historians must use their creative power reflectively in writing past events, so students must also be trained in creative and reflective thinking skills in studying history at school (Nugroho Widiadi et al., 2022).

The next concept of historical thinking that is still contained in goal number (11) is contextual. According to Zed (2018) History can only be understood in the context of an event with other events, with time or time, person, place and certain other conditions. In addition, contextual thinking skills can be related to the concept of historical thinking offered by Wineburg (2011) that students must have the abilities that historians have in reading sources, namely *sourcing*, *contextualizing*, and *corroborating*. When dealing with historical sources that are used as learning resources, students must think critically about who produced the source (*sourcing*), in what context the source was born (*contextualizing*), and the source must also be compared with other sources (*corroborating*).

The next concept of historical thinking contained in goal number (11) is multiperspective. The concept is related to the concept of a historical perspective (Seixas, 2017). Students must realize that the same event in the past can be seen and assessed differently

by each person. Events that were considered important in the past may turn out to be considered unimportant in the present.

Fifth, related to learning objectives number (12) to train the skills of finding sources (heuristics), criticism and source selection (verification), analysis and synthesis of sources (interpretation), and historical writing (historiography). These concepts are a complete stage in historical research. In the study of historical research methods, it is often known as Historiography. The word historiography can be interpreted as a result or work in historical writing (Sukmana, 2021). This skill is the same as the tips given Wineburg (2011) so that students have *sourcing*, *contextualizing*, and *corroborating* curriculum *Reading Like a Historian*.

After identifying the historical thinking concepts contained in the historical learning objectives in the Merdeka Curriculum and their relation to the historical thinking concepts that already exist in various literatures outside Indonesia, the historical thinking concept in the independent curriculum can also be seen in the achievements of history learning in phase F. phase F (Generally Class XI-XII SMA/MA/Package C Program) elements of understanding historical concepts include: Historical Concept Skills (*Historical Conceptual Skills*), Historical Thinking Skills (*Historical Thinking Skills*), *Historical Consciousness*, *Historical Research*, and *Historical Practice Skills*.

Historical Thinking Skills (*Historical Thinking Skills*) at the end of phase F (Class XI and XII), expects students to be able to: 1. Analyze and evaluate historical events diachronically (chronologically) which focuses on process and/or synchrony which focuses on structure; analyze and evaluate historical events based on causal relationships; relate historical events to everyday life; and placing historical events in the context of their time. 2. Analyze and evaluate historical events in the perspective of the past, present, and future; analyze and evaluate historical events from patterns of development, change, sustainability, and repetition; interpret the values or wisdom of historical events. 3. Analyze and evaluate historical events in local, national, and global scopes; linking the relationship between local, national, and even global historical events. In the achievement of history learning in phase F, several historical thinking concepts can be identified, namely: Chronology, Causality, Contextual, Historical Perspective, Development, Change, Sustainability, Recurrence, and Historical Significance.

## Conclusion and Summary

Historical Thinking Skill is important in learning history. The concepts of historical thinking that exist in the Merdeka Curriculum have some similarities with the concepts of historical thinking that are already available in various literatures, while some are new concepts that are unique in history subjects in Indonesia. The concept of historical thinking in the Independent Curriculum is contained in learning objectives number 8, 9, 10, 11, and 12. In addition, the concept of historical thinking in the Independent Curriculum is found in learning outcomes in phase F (grades XI and XII).

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