

The Role of Digital Bulletins in Cultivating Students' Historical Literacy and Historical Thinking

Lobelia Asmaul Husna^{1✉}, Sofiana Afifah Jamil², Nur Fajar Absor¹,
Maisarah¹, Diki Tri Apriansyah Putra¹

¹ History Education, Faculty of Social Sciences and Law, Universitas Negeri Jakarta, Rawamangun Muka roads, East Jakarta, Jakarta, 13220, Indonesia.

²Teaching in History, History Faculty, Baku State University, 33 Zahid Xəlilov Küçəsi, Yasamal district, Baku - Azerbaijan, AZ1148.

✉Corresponding Author: lobelia.asmaul@unj.ac.id

Article Info	ABSTRACT
Timeline Accepted : 09/06/2026 Revised : 21/07/2026 Online : 27/07/2026 Published : 31/07/2026	Digital transformation requires history learning to orient toward developing students' historical literacy and historical thinking skills. This study aims to analyze the role of Canva-based digital bulletins in fostering both abilities in the digital era. Using a descriptive qualitative approach, this research was conducted at SMAN 84 Jakarta, involving a history teacher and students. Data were collected through observation, interviews, and document analysis, then analyzed using the Miles and Huberman model, and validated through triangulation. The results indicate that digital bulletins help students understand historical narratives contextually, increase reading interest, and encourage the utilization of diverse historical sources. Furthermore, this medium supports historical thinking skills through event interpretation, cause-and-consequence analysis, and understanding historical perspectives. The study also found a transformation in teacher and student roles toward student-centered learning. Canva-based digital bulletins potentially serve as an innovative strategy in 21st-century history education.
Keyword: Digital bulletin, Canva, historical literacy, historical thinking, history education	
Kata Kunci: Buletin digital, Canva, literasi sejarah, berpikir historis, pembelajaran sejarah	ABSTRAK Transformasi digital menuntut pembelajaran sejarah berorientasi pada pengembangan literasi sejarah dan kemampuan berpikir historis siswa. Penelitian ini bertujuan menganalisis peran buletin digital berbasis Canva dalam mengembangkan kedua kemampuan tersebut di era digital. Menggunakan pendekatan kualitatif deskriptif, penelitian ini dilaksanakan di SMAN 84 Jakarta dengan melibatkan guru sejarah dan siswa. Data dikumpulkan melalui observasi, wawancara, dan analisis dokumen, lalu dianalisis



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menggunakan model Miles dan Huberman, serta diuji keabsahannya melalui triangulasi. Hasil penelitian menunjukkan bahwa buletin digital membantu siswa memahami narasi sejarah secara kontekstual, meningkatkan minat baca, serta mendorong pemanfaatan berbagai sumber sejarah. Selain itu, media ini mendukung kemampuan berpikir historis melalui aktivitas interpretasi peristiwa, analisis sebab-akibat, dan pemahaman perspektif sejarah. Penelitian ini juga mendapati adanya transformasi peran guru dan siswa menuju pembelajaran berpusat pada siswa. Buletin digital berbasis Canva berpotensi menjadi strategi inovatif dalam pembelajaran sejarah abad ke-21.

INTRODUCTION

In the current era of the Fifth Industrial Revolution (Industry 5.0), the utilization of technology has become ubiquitous. Its application extends beyond exclusively digital sectors, significantly permeating the realm of education. Digital technology has emerged as a crucial instructional medium that facilitates the achievement of educational goals (Purba & Saragih, 2023; Miasari et al., 2022). History is one of the subjects that has significantly benefited from the integration of technology (Muhtarom et al., 2020). Previously, access to historical archives was highly restricted, requiring physical visits to institutions such as the National Archives of the Republic of Indonesia (ANRI) or libraries to consult primary sources firsthand. However, in today's digital era, access to primary sources has become highly convenient, driven by the ongoing development of historical digitization (Indrayani, 2021; Khaerunnisa et al., 2025).

Beyond the digitization of historical records, there has also been a notable shift in the characteristics of today's Generation Z students. Having been born and raised amidst massive technological advancements, this generation is deeply connected to the digital world, making the integration of technology into classroom learning an inseparable necessity

(Fatmawati, 2025; Febriyanti et al., 2025b, 2025a). Furthermore, the learning styles of this demographic tend to be highly visual and interactive. Rather than reading lengthy texts, they generally prefer engaging with videos, podcasts, or concise infographics.

However, the advancement and integration of technology in education bring not only conveniences but also distinct challenges. Generation Z is currently confronted with the issue of a short attention span. Consequently, history education must emphasize historical literacy as a crucial 21st-century competence, alongside the development of students' historical thinking skills, which remains a primary objective of history instruction (Dhesita, 2023; Suryana & Jono, 2025; Utama et al., 2023).

Wineburg asserts that historical literacy extends far beyond the mere memorization of dates, historical figures, locations, and events (S. Wineburg, 1999). At a deeper level, historical literacy is a cognitive skill and a critical approach to reading texts in order to comprehend the past. According to Wineburg, this form of literacy is not a naturally occurring ability, as humans inherently tend to judge the past through the lens of the present—a tendency known as presentism (S. S. Wineburg, 2013).

When engaging with historical texts, Wineburg underscores the importance of critically evaluating sources to ensure that information is not merely taken at face value. This approach is highly relevant in the contemporary digital era, characterized by an abundance of easily accessible information that often lacks factual verification. Wineburg advocates for the necessity of 'thinking like a historian.' Consequently, historical information must be subjected to critical scrutiny, which

involves questioning the author's identity, understanding the context in which the text was produced, and examining how the information is ultimately interpreted.

According to Seixas (2017), historical literacy as a skill is inextricably linked to historical thinking (Seixas, 2017). Through the capacity for historical thinking, students go beyond merely recalling past events; they comprehend why a specific occurrence is deemed historically significant, along with its relevance and ongoing impact on contemporary life. This perspective is reinforced by Lévesque (2008), who asserts that the investigation of diverse historical sources enables students to construct independent historical interpretations (Lévesque, 2008). Consequently, students are empowered to autonomously articulate why an event merits study, guided by their own historical literacy and historical thinking capabilities.

The shifting characteristics of students, changing times, and rapid technological advancements have rendered the digitalization of education an absolute necessity, and history education is no exception. The digitization of archives, alongside the utilization of historical videos and films, represents a key effort that can be leveraged to transform history instruction (Fatmawati, 2025; Nugroho, 2022; Saputra et al., 2024; Susilo et al., 2024). While the initial framework, technical design, and developmental validation of the Canva-based digital history bulletin were established in a previous study (Husna et al., 2025), that work was strictly confined to a product-development paradigm (Research and Development) focusing on media feasibility. It did not investigate the

deeper cognitive, pedagogical, or practical impacts of the bulletin within a live classroom setting.

To prevent redundancy and explicitly build upon that technological baseline, this present study shifts the analytical focus entirely away from media construction. Instead, it provides a rigorous empirical evaluation of how this digital medium functions as an active pedagogical catalyst in real-world history learning. Specifically, this research delves into the substantive role of the digital bulletin in cultivating students' historical literacy and historical thinking skills—as conceptualized by Wineburg, Seixas, and Lévesque—while evaluating the resultant shift in teacher-student dynamics toward a 21st-century learning model. Thus, this study offers a distinct and novel contribution to history education by moving beyond mere "media availability" to analyze "pedagogical and cognitive transformation."

METHOD

This study employed a descriptive qualitative approach. This method was selected because the research sought to conduct an in-depth examination of how the Canva-based digital history bulletin was utilized, particularly concerning its impact on the development of students' historical literacy and historical thinking skills. The research was conducted at SMAN 84 Jakarta during the first semester of 2025/2026 academic year.

The participants of this study consisted of one (1) senior history teacher and thirty-two (32) eleventh-grade students (Grade XI) from a social science class. The participants were selected using a purposive sampling technique based on specific criteria: (1) the class had consistently

utilized the Canva-based digital history bulletin throughout the instructional unit on the Indonesian National Movement, and (2) the teacher had actively integrated digital learning materials into daily history instructions.

The data collection process was carried out through observations, interviews, and document analysis. First, classroom observations were structured around an observation guideline focusing on students' interactive behaviors, engagement with the bulletin, and spontaneous historical inquiry. Second, semi-structured interviews were conducted using a validated interview protocol designed to capture the teacher's pedagogical reflections and students' self-reported cognitive experiences. Third, to evaluate students' historical literacy and historical thinking competencies, the study employed a qualitative assessment rubric adapted from Seixas's (2017) benchmarks of historical thinking, evaluating indicators such as source comparison, contextual narrative comprehension, and cause-and-consequence analysis.

The acquired data were then analyzed employing the model proposed by Miles and Huberman. This analytical process comprised three main stages: data condensation, data display, and conclusion drawing (Miles & Huberman, 1994). The data condensation stage entailed selecting, simplifying, and systematically categorizing the information. These categorized data were then displayed in a narrative descriptive format to streamline the interpretation process. Finally, based on the displayed data, conclusions were drawn to produce valid and accountable findings

To establish the trustworthiness of the findings, data validity was verified through triangulation, specifically source and methodological triangulation. Source triangulation involved comparing information provided by the teachers, the students, and the digital bulletin documents, ensuring a comprehensive picture of the students' historical literacy and historical thinking skills. Concurrently, methodological triangulation was applied by cross-referencing the data collected from observations, interviews, and document analysis.

RESULT

The findings of this study indicate that the use of the Canva-based digital history bulletin provided a distinct learning experience for the students. Previously, students perceived the reliance on conventional textbooks as their primary learning resource merely as encountering a compilation of facts about past events. However, the utilization of this digital history bulletin guided students toward a broader understanding grounded in the historical, biographical, socio-cultural, and political contexts that underpinned those events.

Results from the student interviews demonstrated that the visual layout, illustrations, and concise delivery of information within the bulletin made comprehending historical concepts significantly easier. Furthermore, the information conveyed in the bulletin sparked students' internal questions and encouraged self-directed searches for answers. These findings suggest that the digital history bulletin functions beyond a mere information delivery system; rather, it acts as a catalyst for cultivating students' historical literacy.

The history teacher noted that students became more actively engaged in discussions following the use of the digital bulletin. Students' retention extended beyond mere names, prominent figures, or locations of historical events; they also comprehended the underlying backgrounds of these events and their relevance to contemporary life. This finding demonstrates that students no longer perceive history exclusively as factual knowledge, but have transitioned toward a more contextual understanding.

DISCUSSION

Digital Bulletins as a Tool for Historical Literacy

The study's results indicate that implementing the Canva-based digital history bulletin helped students understand historical narratives more effectively. In an interview, Student A mentioned that the bulletin was accessible and easy to read, attributing this to its attractive visual design and succinct text. Similarly, Student B expressed that the digital bulletin's visually appealing layout made reading significantly more engaging than using standard textbooks. Classroom observations further supported this, showing a marked tendency among students to proactively seek more in-depth information regarding the historical figures associated with the topics being studied.

The findings from the preceding paragraph indicate that the digital history bulletin does not merely play a role as a unidirectional information channel. This digital bulletin has become an instrumental medium in fostering students' historical literacy. Wineburg notes that historical literacy is not confined simply to remembering or rote memorizing facts

from past events (Gomes, 2017). Fundamentally, it involves the ability to critically understand and interpret historical narratives.

Observational data demonstrated the teacher elucidating that history is essentially a construction of sources and facts, which are then interpreted to create the historical narratives consumed by the students. The heightened student interest in reading and investigating historical information, witnessed during the observations, signifies a clear progression in their historical literacy. Ultimately, learning activities have transcended the rote memorization of facts, advancing towards the critical interpretation of the past.

According to Seixas, understanding historical narratives is integral to historical literacy (Seixas & Morton, 2013). Key elements of this literacy are evident when students are able to analyze cause-and-consequence relationships within historical events, bridge the gap between the past and the present, and grasp the specific significance of an occurrence. The digital history bulletin delivers this foundational knowledge, resulting in a more uniform and contextualized comprehension across the student body.

In history learning, Lévesque (2008) notes that historical literacy develops when students are able to build historical understanding based on accessible information and evidence. The observation results showed that students maintained a strong interest in reading the digital history bulletin and displayed a deeper curiosity regarding the content it provided. This combination of reading interest and the desire to investigate further demonstrates that students are successfully constructing historical understanding as delineated by Lévesque.

Therefore, the implementation of the Canva-based digital history bulletin contributes to the development of students' historical literacy through two primary dimensions. First, it significantly enhances students' interest in reading and studying history. Second, it assists students in comprehending historical narratives in a more contextualized and meaningful manner. These findings demonstrate that well-designed, engaging, and informative digital media can serve as an innovative instructional strategy to support the cultivation of historical literacy within history education in the digital era.

The Utilization of Historical Sources in Digital Education

The Canva-based digital history bulletin features brief narratives and simple quizzes related to the topic under study (Husna et al., 2025). Although it contains concise narratives that are less extensive than those found in conventional textbooks, this digital bulletin successfully encouraged students to utilize diverse historical sources throughout the learning process. Based on classroom observations, students were not merely interested in reading the provided information; they also actively endeavored to seek supplementary information through various digital resources. Initially, students conducted basic Google searches, but upon discovering relevant data, they accessed the respective websites to read more comprehensively. Furthermore, students demonstrated a strong tendency to cross-reference the information obtained from these websites or videos with the content presented in the digital history bulletin.

The findings presented in the preceding paragraph indicate that the use of the digital bulletin has successfully motivated students to actively engage in the process of searching for and verifying historical information.

Students demonstrated a proactive attitude by not relying exclusively on a single source, namely the digital history bulletin itself. Furthermore, upon discovering external sources, they exhibited a marked tendency to compare these new findings with the content provided in the digital bulletin. This habit of cross-referencing sources signifies the students' growing awareness that historical information can be derived from diverse sources, each possessing different perspectives and varying degrees of comprehensiveness.

The habit of delving deeper and cross-referencing historical sources can be explained through the concept of source-based history, an approach that positions historical evidence as the foundation for constructing an understanding of the past (Steiss et al., 2024). Students directly experienced that historical knowledge is not formed through the passive reception of information, but rather through the critical examination of diverse available sources and evidence. The students' ability to compare information across multiple sources demonstrates an active effort to build an evidence-based understanding of history, rather than merely accepting information at face value.

Beyond providing broader access to historical sources, the use of this digital history bulletin also fosters a critical stance when engaging with historical information. When students encounter discrepancies between sources, they are motivated to verify the information and discuss the underlying reasons for such variations. This activity is a crucial component of evidence-based history instruction, as it helps students grasp that history is a product of interpreting existing sources, rather than a mere collection of singular and absolute facts.

Cultivating Historical Thinking via Digital Bulletins

Historical thinking is one of the primary objectives that must be achieved in history education. Based on classroom observations and interviews, students demonstrated the ability to interpret historical information, analyze cause-and-effect relationships, and comprehend historical events from multiple perspectives based on the sources they discovered. This was evident during classroom observations, where students engaged in group discussions to analyze information from the digital history bulletin, followed by conducting in-depth searches using other digital resources. Upon locating varying sources, students began to cross-reference their findings with one another and with the information originally provided in the digital history bulletin.

A higher level of competency was observed when students, working within their groups, attempted to reinterpret their findings. Rather than merely reiterating the information presented in the bulletin, students connected these facts to the underlying social, political, and cultural contexts based on their individual research. Some students even articulated the significance of historical events for contemporary society. These findings demonstrate that students have progressed from rote memorization of facts toward a more profound process of understanding and interpreting historical events.

Wineburg (2018) explains that the goal of history education is not merely to recall past events, but to develop the ability to think historically. Students come to understand that history is the result of interpreting available sources. The use of the digital bulletin provides students with the opportunity to read, comprehend, and interpret historical information,

thereby enabling them to construct a more critical understanding of history.

Beyond interpretation, the research also observed progress in students' competency to analyze historical cause-and-consequence relationships. The students showed proficiency in identifying the multifaceted factors triggering an event and articulating its resulting outcomes. This was clearly demonstrated during the study's focus on the Indonesian National Movement. Students successfully explained that the Ethical Policy was a response to the Dutch necessity to restore their finances, which had been severely impacted by the Diponegoro War. Rather than focusing solely on chronology, they were able to account for the causal drivers and the broader implications of the event. Such proficiency demonstrates that students have begun to view history as a dynamic and interconnected system of events.

The aforementioned findings are consistent with the historical thinking framework established by Seixas. Seixas identifies 'cause and consequence' as a key component of historical literacy historis (Seixas & Morton, 2013). He argues that deep historical comprehension necessitates that students can explain the origins of an event and its long-term societal implications. The students' proficiency in identifying these relationships indicates a transition in their thinking: they have moved beyond viewing history as a series of disparate facts toward recognizing it as a chain of interrelated events.

This study also reveals the development of students' ability to understand historical perspectives. Through discussions and activities involving the comparison of various sources, students have come to

realize that a historical event can be interpreted from different viewpoints. They have begun to recognize that the actions of historical figures were shaped by the social, political, economic, and cultural conditions of their time. This awareness helps students avoid anachronistic judgments—the act of evaluating the past through the lens of contemporary values. According to Seixas, the ability to grasp historical perspectives is a vital characteristic of historical thinking, as it enables students to view the past within its specific surrounding context (Seixas & Morton, 2013). In this research, the use of a digital bulletin, which provides concise and contextual historical information, has created a space for students to appreciate the diversity of viewpoints in history.

The Shifting Roles of Teachers and Students

The Kurikulum Merdeka (Freedom Curriculum), through a 'Deep Learning' approach, emphasizes that the relationship between teachers and students should not be unidirectional (Maulidy et al., 2025). Currently, teachers are positioned as facilitators, ensuring that classroom learning is more student-centered. Observations indicate that the use of the Canva-based digital history bulletin has catalyzed a shift in the roles of teachers and students during the learning process. Interview results reveal that prior to the implementation of the digital bulletin, learning activities were dominated by teacher-led instruction, with students acting primarily as passive recipients of information. However, since the introduction of the digital bulletin, the pattern of interaction has changed, characterized by increased student engagement. The teacher no longer serves as the sole source of knowledge but acts as a facilitator who guides students in

comprehending, exploring, and evaluating the available historical information.

During classroom activities involving the digital history bulletin, the teacher focused on providing guidance, facilitating discussions, and encouraging students to seek supplementary information from diverse sources. The teacher also provided opportunities for students to express their opinions, raise inquiries, and discuss various interpretations of historical events. Meanwhile, students demonstrated a higher level of active participation through reading, engaging in discussions, cross-referencing sources, and articulating their understanding of the material.

This shift in interaction patterns between students and teachers reflects a transformation from teacher-centered learning to student-centered learning. Students are no longer positioned as passive recipients of information but as active subjects who construct their own knowledge through interactions with diverse learning resources. The results of this study align with the 21st-century learning paradigm that underscores the importance of fostering critical thinking, creativity, communication, and collaboration, or 4C skills (Mantau & Talango, 2023). In this educational framework, the teacher serves as a facilitator to nurture students' self-directed learning and problem-solving capacities, whereas students are challenged to become active co-constructors of knowledge. This study illustrates how digital bulletins leverage technology to facilitate this transformation by offering learning materials that are inherently more flexible, compelling, and easily accessible.

Furthermore, leveraging the digital history bulletin fosters digital literacy—a critical 21st-century competency. As students navigate external

resources, contrast multiple sources, and deliberate upon their discoveries, they transcend historical content acquisition to develop essential skills in accessing, critically evaluating, and ethically using information. This indicates that history learning has evolved beyond mere material mastery; it now plays an essential role in cultivating the competencies necessary for navigating the digital landscape.

CONCLUSION

This research confirms that implementing Canva-based digital history bulletins facilitates a meaningful transformation in history instruction within the digital landscape. These digital bulletins function beyond mere information platforms; they act as catalysts for enhancing students' historical literacy and critical historical thinking. By utilizing these tools, students gain easier access to historical narratives, are prompted to engage with multiple sources, and significantly improve their proficiency in historical interpretation, causal analysis, and the understanding of historical perspectives.

Implementing digital bulletins prompts students to engage with a wider array of historical sources during their studies. Their practice of contrasting information and seeking additional materials highlights a developing proficiency in anchoring their understanding of the past in historical evidence. Such findings suggest that digital bulletins are instrumental in fostering source-based history, shifting students from being passive recipients of information to becoming active participants in the verification and critical evaluation of historical evidence.

In conclusion, the research indicates that Canva-based digital bulletins represent a viable and innovative pedagogical strategy for

history learning. Beyond improving instructional quality, this medium fosters the essential competencies required in today's digital era, particularly by cultivating historical literacy and historical thinking as vital aspects of 21st-century skills.

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