

CREATING CRITICAL AND INTERESTING HISTORICAL LEARNING IN THE 21st CENTURY THROUGH THE CONCEPT OF HISTORICAL THINKING AND THE USAGE OF NEW MEDIA

Aji Wisesa, Moses Glorino Pandin
Faculty of Humanity, Airlangga University

ABSTRACT

History learning is often regarded as something that is considered unimportant and boring to be taught in the modern era like now. The existence of history learning itself is still important enough to be studied in the 21st century with all its benefits and uses. One of the uses of history is as a reasoning education. The research questions are how do we take advantage of history learning as reasoning and critical thinking education in the 21st century and how the usage of new media can make historical learning looks more interesting. The method used in this article is literature review with data obtained and analyzed from several journals and research results related to history learning and reasoning education, especially form of critical thinking in the 21st century. From the results of the research, it was found that there was a link between learning history and its relation as a form of critical thinking in the 21st century, in several ways, such as teaching history based on historical thinking, and the usage of new media in history learning.

Keywords: critical thinking, historical thinking, historical learning, new media,

INTRODUCTION

History can be said to be a fairly dynamic science. Findings related to a particular historical event will greatly affect the historical record that reviews the event. This, of course, seems contrary to the general opinion of people who regard History as a static and boring science because it only discusses events in the past. (1) If we study science, we will get another, deeper view of this science. The negative image of history learning as a boring lesson was created because of its dogmatic nature when it was taught in primary and secondary education institutions, which put more emphasis on inculcating nationalism through history learning.

The existence of history learning to foster nationalism in educational institutions has no problem keeping it taught in elementary to middle school. Kuntowijoyo in his book, “Pengantar Ilmu Sejarah”, states that one of the extrinsic uses of history is moral education. (2) More than that, the existence of history also has other uses, namely as reasoning education. Someone who studies history must have a multi-causal and multidimensional way of thinking because a historical event is not only caused by one thing but many reasons behind it.

One of the necessary needs for humans living in the 21st century is the ability to think critically. To accommodate this, of course, a change is needed for history learning in schools. History learning in the current school curriculum is closely related to learning based on historical knowledge. Students are only taught to know what are important events in the past and are often glued to the explanations in textbooks. (3) This results in history learning being identical to lessons that are closely related to memorizing activities, making it difficult to create students with good critical reasoning power.

From there, we can see that there is a need for changes to the implementation of learning in schools. Therefore, the purpose of writing this article is to create an interesting history learning while at the same time spurring students' critical thinking to further develop in the future. Several ways to achieve this include the application of historical thinking and the use of new media in history learning, so that it is not always fixed in textbooks.

METHOD

The method used in this article is a literature review with sources from several journals and papers from the internet, and a book, which has relevance to the theme of this article, that are the application of historical thinking, and the use of new media to create historical learning as a form of critical thinking in the 21st century.

RESULT

This study uses thirteen sources, which contain two journal sources from 2021, seven journal sources from 2020, one journal source from 2019, one journal source from 2015, one source from 2014, and supported by one book published in 1994.

The majority of journal sources were obtained online from the Mendeley Catalog, Google Scholar and Garuda (Garba Rujukan Digital) sites with relevant themes with this research, namely learning history, critical thinking, historical thinking, and new media.

DISCUSSION

Some Definitions of History

There are several definitions given by scholars regarding history. One of them is Said Hamid Hasan in his article entitled "Pendidikan Sejarah untuk Kehidupan Abad Ke 21". In the article, he explained that historical events are events that occurred in the past that were studied based on sources of information that were not created by historians but were created by others, documented, and available to historians to be studied and reconstructed as historical narratives. (4) Other definitions are given by Kuntowijoyo in his book "Pengantar Ilmu Sejarah". Here he calls history is a reconstruction of the past. The term history itself comes from the Arabic language "syajara", which means "happens", "syajarah" which means tree, and "syajarah an nasab" which means genealogical tree. In addition, in this book Kuntowijoyo makes a metaphor about what History is. Here he likens history to someone riding a train but facing backward. He can see the right side, left side, and the back side, but he can't see ahead.

Historical Thinking

Historical thinking itself is still rarely heard of, especially in the historical study community. Historical thinking is more often discussed in the history teaching community. Although rarely heard, historical thinking is considered controversial because it can challenge the existence of historical knowledge as a form of history learning that is popularly used as a historical learning model. (5) Historical thinking as a historical learning model has been used in several Anglo-Saxon countries and also Nordic countries with the concept adopted from the German academic tradition. (6)

In its meaning, there are various definitions of what historical thinking is. One of the scholars who define this is Robert Thorp and Anders Persson in their writing entitled "On historical thinking and the history educational challenge". In this paper, Thorp and Persson define historical thinking as "a concept connected to the cognitive activities

with which academic historians engage in when constructing history." In addition, in the same article Thorp and Persson also provide another definition of historical thinking by citing the statement owned by Peter Seixas. Seixas mentions historical thinking as "Our model of historical thinking [...] comes from the work of historians. It is rooted in how they tackle the difficult problems of understanding the past, how they make sense of it for today's society and culture, and thus how they get their bearing in a continuum of past, present, and future."⁽⁷⁾ From these several definitions, historical thinking can be concluded as a form of thinking or historical learning model that adopts the methods and ways of working used by historians in constructing a historical event.

The ability of historical thinking itself includes several essential components. Some examples are understanding chronology, tracing historical evidence, making interpretations, and using imagination, and rationalizing historical facts.

The ability to understand chronology can help students who study history to understand the sequence of historical events, based on time, place, characters, and historical events themselves. By having this ability, students can find any historical facts that existed in a past event.

Meanwhile, the ability to explore historical evidence can encourage history students to be able to find evidence that can support the validity of a historical fact. With this ability, a student could think critically and analyze, so that he can ward off less valid information, in historical science, this is referred to as pseudo-history.

Another ability that must be possessed in historical thinking is making interpretations. This ability can enrich the meaning of historical facts that have been considered authentic and valid before so that students' meaning of a historical event is growing. While the use of imagination and rationalizing facts can help students to create visualizations of a historical event and its relation to current and future conditions. (3)

With this way of working, students who apply the historical thinking method in elementary to middle school will have an ability to understand how a historian works in reconstructing a historical event. In addition, they will get a new point of view in looking at a historical event or the assumption of historical subjects as a whole. Another benefit that is also very important for elementary to middle school students who use

this method is to have the ability to think critically and analytically, not only in viewing a historical event but everything they will encounter in the world. They can distinguish between factual facts and evidence, or just fiction, especially in the post-truth era like now, when facts and hoaxes are almost indistinguishable.

Meanwhile, for students who take history as their major, the use of historical thinking concepts or methods will help them in historical research, especially those involving the use of primary sources. With this concept of thinking, history students will find an easier way to reconstruct a historical event which is then processed into a form of historical writing, namely historiography. Historical thinking will facilitate their path to be a qualified historian.

History Learning in the 21st Century

All the technological developments that change all lines of life in the 21st century also influence academic life and science. The rapid development of technology has created an era called post-truth, with many pseudo-scientific theories. One of the fields of study that is affected by this is history. (8) In the post-truth era like now, more and more historical information is misleading, because it is made without going through the historical methodology.

To overcome these problems, it is necessary to make changes to the learning of history, by using the concept of historical thinking as described previously. In addition, other ways can be taken, as stated by David Cernin in his writings "Historical Thinking and Critical Thinking as Synergized Concept," which combines the concept of historical thinking with critical thinking to avoid obscuring historical facts, such as denial of the occurrence of the holocaust or the concept of "flat earth" thinking that is far from scientific principles, including historical methodology. (8)

In addition, history learning in the 21st century can also be combined with character education. It is undeniable, values, morals, and character are rare things in times like today. History education can be combined with character education and also the use of HOTS (High Order Thinking Skill) materials to train students' critical thinking skills. (9) Not only that, but history learning can also be combined with science from STEM (Science, Technology) backgrounds. , Engineering, Math) as done by David Brandon

Dennis et al. In "Bringing history into the lab: A new approach to scientific learning in general education".(10) In this study, combining history with STEM sciences resulted in a learning outcome, namely an attitude of appreciation for science from history students with an indicator of science-score scores. higher friendliness to the use of scientific perspective in their daily life. Meanwhile, in the perspective of students from STEM backgrounds, merging history with STEM sciences produces a learning outcome, namely their perception of history as boring is fading away and they appreciate it more (historical science). (10)

In addition to the inclusion of science with a STEM background, the inclusion of history with social science can also help a deeper understanding of a historical fact. Bruce Haynes in "Historical Thinking for History Teachers: Review Essay", cites Claire Gollege's opinion on this matter. Claire Gollege revealed "... students expand their understanding of history in a disciplinary sense, but they will also develop a more sophisticated and multidisciplinary understanding of the past as they consider history from this new point of view. Let the 'ordinary people' of the past come to life in your classroom!"(11) With a paradigm like this, it can be concluded that history learning, in the 21st century cannot stand alone, it must be able to collaborate and elaborate with discipline other learning to meet the needs of today's students and print them as excellent resources. This is also in line with the concept of Historical Science which cannot stand alone and requires auxiliary science in its application, such as anthropology, geography, language and literature, as well as other scientific disciplines.

Usage of New Media in History Learning

One of the influences of development in the 21st century is the emergence of technological inventions. This emergence influences education, especially history learning. It can be a challenge or support for history learning. With all inventions of many new technology, learning history that relies on memorization and narration from the teacher will look boring. Therefore, history teachers must understand teaching methods that are by the times in the 21st century, such as historical thinking, collaboration, historical consciousness, communication, digital skills, and creativity. (12) Meanwhile, according to Silvy Mei Pradita and Humar Sidik in "Utilization of Internet-Based History Learning Media in 21st Century Universities", suggests that this

21st-century learning reflects four things, including communication, collaboration, critical thinking, and problem-solving, and creativity and innovation. (13)

Apart from these, another important part of developing history learning in the 21st century is the use of new media. In “Teaching history in ways C21st students learn – A design-based research perspective”, written by Dorothy Sebbowa and Dick Ng'ambi, citing research conducted by Brimms in 2019, that the use of the Kahoot quiz platform can increase students' interest in learning history when the use of technological tools is used in it. (12)

The use of a quiz game platform in such history learning eventually resulted in a new learning concept called “gamifying history” by Kyle W. Scholz et al (14) In an article entitled “Gamifying history: Designing and implementing a game-based learning course design framework”, explained that history is not foreign to the concept of game-based learning, and even get benefits from it. Games like Assassin's Creed or Civilization, taking history as the background of the game. Although some of these game titles are not designed with educational purposes in mind, if applied in learning, the gameplay of the game can be combined with the historical content being taught. In this research, Kyle W. Scholz also created an interesting and revolutionary framework for history learning. It makes learning history like playing game. For example, in group assignments, group mates are likened to a companion and must complete a task to reach the finish line (the end of the task that has been completed).

Another new media that can be used in learning history is virtual reality. One of the easiest platforms in this regard is Google Street View which can provide a 360-degree view of a place. The use of virtual reality can engage students' imaginations about a historical place. (15) in the article “The Use of Technological Approach in Stimulate Students' Historical Thinking Skill”, written by Lau Yi Yi et al. It is stated that the use of visual technology can help students understand a historical event. (16) The use of virtual technology itself then becomes a very interesting medium in history learning. The use of visual media will stimulate students' images in visualizing a historical event.

The use of new media such as ICT is necessary for this era of technological development. The combination of old and modern formats such as the use of e-modules

can also improve students' understanding of history, especially the concept of historical thinking. (17)

In addition to digital media, other new media that can be used in history learning are popular table games, such as modified form of Monopoly. This was done in a study conducted by Ulfah Khoerun Nisa et al. In "Pengaruh Media Permainan Monopoli Terhadap Kemampuan Berpikir Historis Siswa Kelas XI MIPA 8 SMA Negeri 1 Tasikmalaya." In the study, the game of Monopoly was modified in such a way by displaying historical events in it. It was proven in the study, students who received the treatment got satisfactory scores in the post-test held by the researcher. (18) In addition, other analog media, such as works of art and historical literature can also be used as historical learning media. (19)

CONCLUSION

Learning history in the 21st century, with all the technological developments in it, requires a change in it. Some of the changes that must be made are the paradigm shift, from the previous concept of historical knowledge, which was based on rote memorization, to historical thinking which was based on critical thinking. With the concept of historical thinking, students have critical thinking skills and can sort out valid or invalid information, especially in the post-truth period like now.

In addition to the concept of historical thinking, another thing that needs to be changed in history learning is the use of new media. In today's development, the practical use of new media such as ICT, games, and virtual media is indispensable. ICT media can facilitate the delivery of history learning to students. (20)

1. Wee Hoe T. Student-led Gamification in the Undergraduate Design History Course. *Int J Creat Multimed.* 2020;1(2).
2. Kuntowijoyo. *Pengantar Ilmu Sejarah.* Yogyakarta: Tiara Wacana; 1995.
3. Rosy Talin. Historical Thinking Skills – The Forgotten Skills ? *Int J Learn Teach.* 2015;07(1):15–23.

4. Said Hamid Hasan. Pendidikan Sejarah untuk Kehidupan Abad Ke 21. *Hist J Pendidik dan Peneliti Sej.* 2019;II(2):61–72.
5. Parkes RJ, Donnelly D. Changing conceptions of historical thinking in History education: An Australian case study. *Tempo e Argumento.* 2014;6(11):113–36.
6. Bergman K. How younger students perceive and identify historical significance. *Hist Educ Res J.* 2020;17(2).
7. Thorp R, Persson A. On historical thinking and the history educational challenge. *Educ Philos Theory* [Internet]. 2020;52(8):891–901. Available from: <https://doi.org/10.1080/00131857.2020.1712550>
8. Černín D. Historical methodology and critical thinking as synergised concepts. *Disput.* 2020;9(13).
9. Haniah AR, Aman A, Setiawan R. Integration of strengthening of character education and higher order thinking skills in history learning. *J Educ Learn.* 2020;14(2).
10. Dennis DB, Lawson RA, Pisano JM. Bringing history into the lab: A new approach to scientific learning in general education. *Isis.* 2020;111(3):595–605.
11. Haynes B. Historical Thinking for History Teachers: Review Essay. *Aust J Teach Educ.* 2019;44(5):i–vi.
12. Sebbowa DK, Ng’ambi D. Teaching history in ways C21st students learn – A design-based research perspective. *Int J Learn Teach Educ Res.* 2020;19(9).
13. Pradita SM, Sidik H. Utilization of Internet-Based History Learning Media in 21st Century Universities. *Literatus.* 2020;2(2):115–22.
14. Scholz KW, Komornicka JN, Moore A. Gamifying history: Designing and implementing a game-based learning course design framework. *Teach Learn Inq.* 2021;9(1).
15. Fadzil NASNM, Lah HA, Mustafa WA. The Usage of Virtual Reality Technology Through Histopology Application to Increase Orang Asli Imagination Skill in History. In: *Journal of Physics: Conference Series.* 2020.
16. Yi Yi L, Mahzan Awang M, Razaq Ahmad A, Che Dahalan S. The Use of Technological Approach in Stimulate Students’ Historical Thinking Skill. In 2019.
17. Fadli MR, Sudrajat A, Zulkarnain Z, Aman A, Setiawan R, Amboro K. The effectiveness of E-Module learning history inquiry model to grow student historical

thinking skills material event proclamation of Independence. *Int J Adv Sci Technol.* 2020;29(08):1288–95.

18. Ulfah Khoerun Nisa, Oka Agus Kurniawan Shavab, Iyus Jayusman. Pengaruh Media Permainan Monopoli Terhadap Kemampuan Berpikir Historis Siswa Kelas XI MIPA 8 SMA Negeri 1 Tasikmalaya. *J Pendidik Sej.* 2021;9(2).

19. Ramilievna ZR. Refining The Formation Of Historical Thinking In The Future Teacher Of History Through Artistic And Historical Literature. 2021;12(7):1963–71.

20. Bahri, Humaedi, Rizal, Gamar MM, Misnah, Riang Tati AD. Utilization of ICT-Based Learning Media in Local History Learning. *J Phys Conf Ser.* 2021;1764(1).