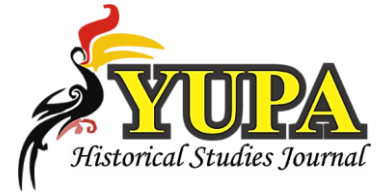


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Problem Case Historiography as an Alternative Learning Strategy to Train Historical Thinking Skills in The Merdeka Curriculum

Winda Tri Astutik¹, Aditya Nugroho Widiadi², Dewa Agung Gede Agung³, Daya Negri Wijaya⁴

^aUniversitas Negeri Malang, Malang, 65155, Indonesia.

^bUniversitas Negeri Malang, Malang, 65155, Indonesia.

^cUniversitas Negeri Malang, Malang, 65155, Indonesia.

^dUniversitas Negeri Malang, Malang, 65155, Indonesia.

¹astutikwinda92@gmail.com, ²aditya_widiadi@um.ac.id, ³dewa.agung.fis@um.ac.id, ⁴daya.negri.fis@um.ac.id

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Abstract *The Merdeka Curriculum, which has just been implemented in Indonesia, still faces many obstacles in its implementation, especially in history subjects. This is because there are differences in the content and achievement of skills in the Merdeka Curriculum and the previous curriculum, namely the 2013 curriculum. One of the skill strands in history subjects is historical thinking skills. Based on the literature review conducted by the researchers, few learning strategies can be used specifically to train Historical Thinking Skills. For this reason, this research was conducted to provide alternative learning strategies that teachers can use to train students' Historical Thinking Skills. The method used in this research is the library method. The results of this study are in the form of a new learning strategy syntax called "Problem Case Historiography". The use of this learning strategy is expected to be able to train students' Historical Thinking Skills.*

Keywords: *Learning Strategy; Merdeka Curriculum; Historical Thinking Skills; Problem-Based Learning; Case Study; Historiography; Problem Case Historiography Learning*

Abstrak *Kurikulum Merdeka yang baru saja diterapkan di Indonesia masih menghadapi banyak kendala dalam implementasinya, khususnya pada mata pelajaran sejarah. Hal ini dikarenakan adanya perbedaan konten dan pencapaian keterampilan pada Kurikulum Merdeka dengan kurikulum sebelumnya, yaitu kurikulum 2013. Salah satu keterampilan dalam mata pelajaran sejarah adalah keterampilan berpikir kesejarahan. Berdasarkan kajian literatur yang dilakukan oleh peneliti, hanya sedikit strategi pembelajaran yang dapat digunakan secara khusus untuk melatih keterampilan berpikir kesejarahan. Untuk itu, penelitian ini dilakukan untuk memberikan alternatif strategi pembelajaran yang dapat digunakan guru untuk melatih keterampilan berpikir kesejarahan siswa. Metode yang digunakan dalam penelitian ini adalah metode kepustakaan. Hasil dari penelitian ini berupa sebuah sintaks strategi pembelajaran baru yang disebut "Problem Case Historiography". Penggunaan strategi pembelajaran ini diharapkan mampu keterampilan berpikir kesejarahan siswa.*

Kata kunci: *Strategi Pembelajaran; Kurikulum Merdeka; Keterampilan Berpikir Kesejarahan; Pembelajaran Berbasis Masalah; Studi Kasus; Historiografi; Problem Case Historiography Learning*



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INTRODUCTION

Merdeka Curriculum is a new curriculum implemented by the government through the Ministry of Education and Culture of Indonesia, this curriculum started in 2021. Initially, the Merdeka Curriculum was only implemented in *sekolah penggerak*. *Sekolah penggerak* program refers to a new paradigm learning process that holistically improves students' competencies and promotes character realization through applying the Pancasila learner profile. In addition, *Sekolah penggerak* program focuses on creating superior educational resources that include literacy and numeracy skills (Valenda, 2023).

In the 2021/2022 school year, the Merdeka Curriculum has been implemented in almost 2500 schools. These schools were participating in the *Sekolah Penggerak* Programme (PSP) and SMK *Pusat Unggulan* (SMK PK) (Direktorat PAUD DIKDAS dan DIKMEN, 2021). This policy is part of a new paradigm of learning, and an effort to catch up with the learning that has been interrupted by the COVID-19 pandemic that has been hitting the world since 2019 (Muslim, 2023; Priantini et al., 2022; Pusat Kurikulum dan Pembelajaran, 2022; Valenda, 2023).

The implementation of the Merdeka Curriculum will displace the implementation of the previous curriculum, the 2013 Curriculum, though it is occurring gradually. The 2013 Curriculum has been implemented in Indonesia for more than a decade. Although the 2013 Curriculum has many advantages, the curriculum needs to be improved to address various issues that arise today, especially those that occur during and after the COVID-19 pandemic (Widiadi et al., 2022).

Gumilar et al, explain the urgency of the replacement of the 2013 curriculum, which had previously been used at the national level, with the Merdeka curriculum. The results of the research show that the 2013 curriculum has several weaknesses. For example, the 2013 curriculum is limited in the development of character building and it is less flexible to changes in society, especially in terms of technological developments. To address these problems, the Ministry of Education and Culture has developed the Merdeka Curriculum, which offers project-based learning, the development of students' soft skills and character, and a flexible curriculum structure. The Merdeka Curriculum also incorporates literacy, knowledge, skills and attitudes related to the use of technology (Gumilar et al., 2023). Furthermore, the curriculum should be changed regularly. Changes can be in the form of replacing, improving or developing the curriculum in response to the development of challenges of time and science (Hadijaya, 2013; Nasution et al., 2022).

There are several differences, from the structure of the curriculum to the content of each subject, between the Merdeka Curriculum and the 2013 Curriculum. For the history subjects, the differences between the Merdeka Curriculum and the 2013 Curriculum start from the structure

of the curriculum, where the special subject of history namely "sejarah peminatan" is abolished in the Merdeka Curriculum, to the changes of the content of the material learning (Mawardini & Sajjad, 2023). The Merdeka Curriculum has different strands of skills in each subject. These skills are important for students to develop character and soft skills. In the Merdeka Curriculum, the competencies attained in history subjects involve process and conceptual skills. The scope of the strands of skills in the subject of history consists of historical thinking skills, historical awareness, historical conceptual skills, and historical practical skills (Keputusan Menteri Pendidikan, Kebudayaan, Riset, Dan Teknologi Republik Indonesia Nomor 262/M/2022, Tentang Perubahan Atas Keputusan Menteri Pendidikan, Kebudayaan, Riset, Dan Teknologi Republik Indonesia Nomor 56/M/2022 Tentang Pedoman Penerapan Kurik, 2022; Keputusan Menteri Pendidikan, Kebudayaan, Riset, Dan Teknologi Republik Indonesia Nomor 56/M/2022 Tentang Pedoman Penerapan Kurikulum Dalam Rangka Pemulihan Pembelajaran, 2022).

Based on the previous explanation, one of the strands of competence in the subject of history is the ability to historical thinking. This research will focus on developing alternative learning strategies that can be used by teachers to improve students' historical thinking skills. The reason for choosing this topic is based on the literature review conducted by the author, there are limited alternative learning strategies that can be used by teachers to improve students' historical thinking skills. The purpose of this research is to explore conceptual ideas related to the learning strategy of "Problem Case Historiography" as an alternative learning strategy that can be used by teachers to train students' historical thinking skills in the Merdeka Curriculum.

METHOD

This research uses the literature review method. A literature study is a series of actions related to collecting library data, reading and recording, and processing research materials (Zed, 2014). First, the author collects sources related to the research topic in the form of books, articles, and curriculum documents. The main sources used by the author to study the concepts of problem-based learning, case studies, and historiography are books by experts in the field of these concepts. Secondly, the author arranges a new learning strategy based on the ideas of the experts found in the literature. The new learning strategy is called 'problem case historiography', which is inspired by a combination of three concepts: problem-based learning, case studies, and historiography, and is designed to train students' historical thinking skills.

RESULT AND DISCUSSION

The Concept of Historical Thinking

Before the author goes on to formulate alternative learning strategies for the training of historical thinking skills, it is first of all necessary to discuss the concept of historical thinking. Isjoni (2007), explains that mastering historical thinking skills can give students the ability to negate the past, present and future. In addition, students will be able to see and evaluate evidence; compare and analyse stories, illustrations and records from the past; interpret stories; and construct stories based on what they understand.

According to some experts, there are two concepts of pedagogy that teachers can use in the classroom, namely a fact-based approach and historical understanding/thinking (Jones, 2003; Parker, 2004; Stearns et al., 2000; Taylor, 2006; Zajda & Whitehouse, 2009). The fact-based approach is more conservative, as students only need to master historical facts, whereas the historical understanding/thinking approach focuses more on students' critical thinking about historical events and the complexities within them (Zajda & Whitehouse, 2009). In line with this concept, the Merdeka Curriculum emphasises the second approach, namely historical understanding/thinking. Training students to think historically (historical thinking) not only enhances their ability to understand history, but also their ability to think critically to solve everyday problems.

The ability to think in historical terms is a skill that cannot be automatically possessed by anyone, be it a student or an historian (Widiadi et al., 2022). Wineburg states "Students need to have an awareness of time (chronology)". Chronology can be interpreted as the ability to understand the past as it was based on events that occurred, and to think contextually according to the time of the event, that is, to see and interpret events from the perspective of the time in which the event occurred, rather than seeing events as they occur from the perspective of the present (Wineburg, 1999).

In line with historical thinking, learning with the concept of andragogy or adult learning can also be an effort to improve students' verification skills. Students' experiences can be used as a resource for further learning. This approach is similar to historical thinking. In addition, by thinking historically and based on the concept of adult learning through learning, students are expected to be able to solve problems in everyday life, including being more selective in receiving circulating information. With andragogy, students are expected to be responsible by finding solutions to existing problems (Nurjanah, 2020).

Zed states that thinking history means thinking specifically in the field of historical science. History is a reflection of scientific logic. Scientific logic is a structured and integrated

logic. In other words, scientific thinking means theoretical-schematic or conceptual thinking (Zed, 2018). The four standards of historical thinking are as follows: 1) Awareness of time (sense of time/chronological thinking); 2) Awareness of the nature of continuum (continuity); 3) The ability to capture and explain important changes that constitute historical coverage (historical comprehension); and 4) The ability to reconstruct historical events (Zed, 1999).

Students' active participation in the learning process can be encouraged through the use of appropriate and varied approaches, learning strategies, learning methods or learning models. In this way, it will provide opportunities for students to maximise and develop all of their potential in learning in order to achieve the learning objectives that the teacher wishes to reach (Hudaidah, 2014). Based on the above explanation, the ability to think historically is not something that can happen naturally, it requires effort from the teacher to train students to have the ability to think historically. In addition, the ability to think historically has been mandated in the attainment of skills in the Merdeka Curriculum, so teachers need to pay more attention to the learning that will be done.

Problem Case Historiography History Learning Strategy

In this section, the author tries to offer an alternative learning strategy formulated with the aim of training students to have historical thinking skills. The concept of Problem Case Historiography History Learning Strategy is formulated from a combination of three pre-existing concepts, namely problem-based learning, case study and historiography.

The term problem-based learning was first introduced in 1960 by Don Woods, in the research with chemistry students at McMaster University, Canada (Mayasari et al., 2016). In the 1970s, several universities also used this method, such as Newcastle in Australia, Maastricht and New Mexico. Since then, problem-based learning has been used in various fields such as health, social work, engineering, architecture, business, law, economics, management, mathematics, education and agriculture (Schwartz, 2001; Schwartz, 2013). Nowadays, Problem Based Learning is still being used and developed, including in the field of education. A few characteristics of problem-based learning include: learning begins with the presentation of a 'problem', usually related to real life, students actively formulating the problem and identifying their knowledge gaps, studying and finding materials related to the 'problem', and reporting their answers. However, the teacher's role is more of a facilitator and designer of the problem (Amir, 2009).

Case studies are one of the research approaches in the social sciences. In general, this approach is considered more appropriate when the subject of research is related to how or why (Yin, 2014). Case study researchers provide an in-depth understanding of one or more cases (Creswell, 2018). Furthermore, Kusmarni states that a case study is a type of research in which a

specific thing (case) is studied at a specific time and activity (event, programme, process, institution or social group) and various data collection techniques are used over a period of time to collect information thoroughly (Kusmarni, 2012).

Historiography is a method of research in the study of history. As a science, history requires research methods. Bernheim (1978: 781) describes the historical method as a research technique consisting of four stages, which are 1) heuristics (searching and finding historical sources); 2) criticism (judging whether a source is authentic or not and how credible the source is); 3) synthesis (synthesising the facts obtained through source criticism or called source analysis); 4) presentation (presenting the results in written form) (Aron & Bernheim, 1978). Gottschalk describes the historical method as four main activities consisting of 1) collecting objects from the period, whether printed, written, or oral materials that may be relevant; 2) eliminating materials or parts thereof that are not authentic; 3) producing reliable testimony about authentic materials; and 4) compiling reliable testimony into a meaningful story or presentation (Dedi & Syair, 2014; Gottschalk & Notosusanto, 1985:27-28). According to Kuntowijoyo, there are five research steps in historiography, namely: 1. choosing a topic; 2. collecting sources; 3. examining historical criticism; 4. interpreting; 5. writing history (Kuntowijoyo, 2003).

From the theories mentioned above, the author tries to combine the three concepts to produce a new learning strategy formulated with the aim of training historical thinking skills in students. The author believes that the Problem Based Learning method is still very relevant to be used in learning history, but it is still not strong enough to sharpen historical thinking skills, for this reason the combination with the Case Study research method, which explores a case/problem, is expected to train students to think more deeply about the problems designed by the teacher, so that students' historical thinking skills can be trained. The results of learning can be assessed from the products produced in the learning that has been done, for this reason the author adds the method of historical writing (historiography) in the combination of new learning strategies found. By including elements of historiography, students are expected to be able to write a series of historical events with precise and in-depth narratives according to the problems designed. In this way, students acquire products and skills after implementing learning using this strategy.

Syntax of The Problem Case Historiography Learning Strategy

In this section, the author will present the alternative syntax of the Problem Case Historiography learning strategy with the aim of training students' historical thinking skills. The learning steps are shown in the following diagram;

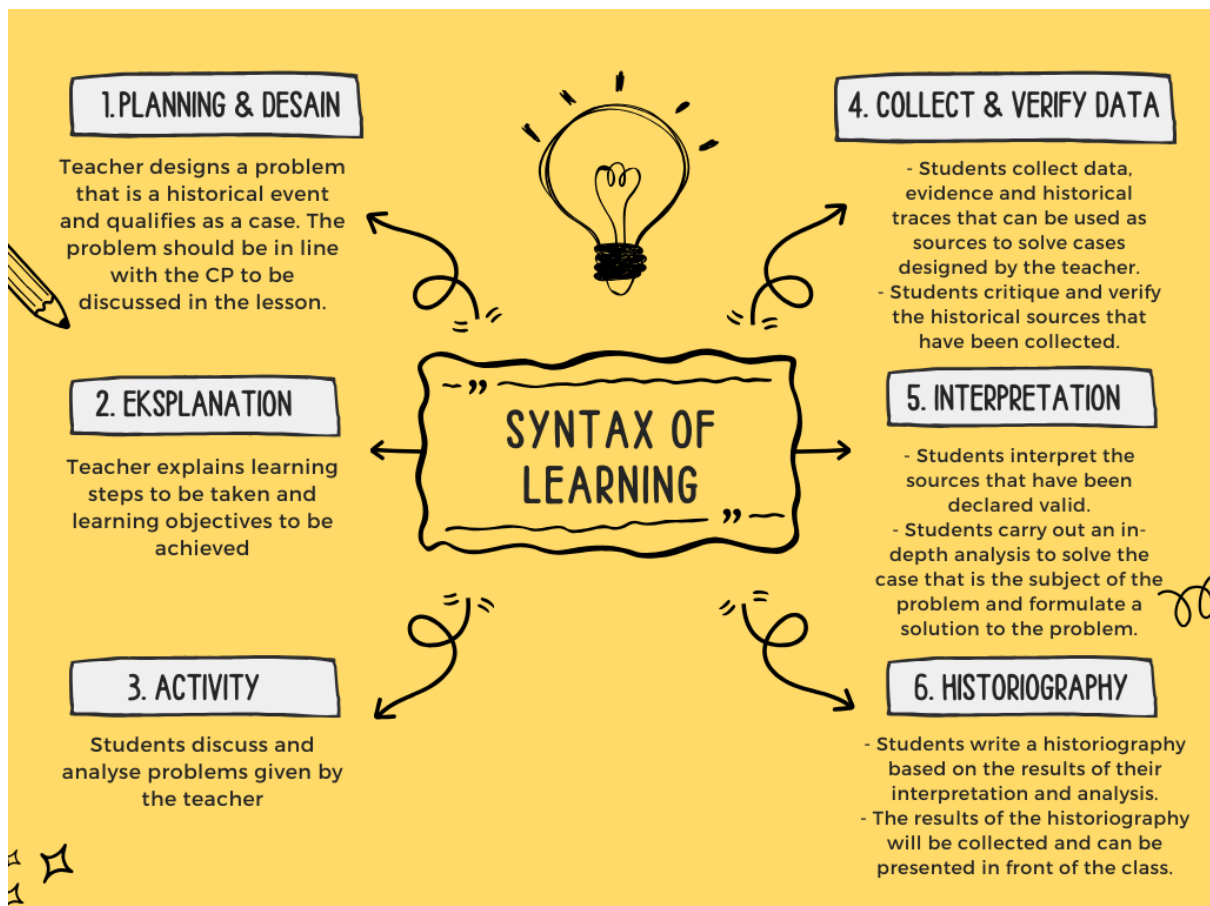


Diagram 1. Syntax of Problem Case Historiography Learning

The learning syntax above includes the syntax of the three concepts discussed earlier, namely Problem Based Learning, Case Study and Historiography, so the author calls this alternative strategy Problem Case Historiography. Hopefully, this strategy can be used by teachers to help developing students' historical thinking skill in Merdeka Curriculum, furthermore it can also be used in another curriculum.

CONCLUSION

The curriculum always evolves from time to time in accordance with the development and demands of the times. With the implementation of the Merdeka Curriculum, which emphasises concept and process skills, it is necessary to develop new learning strategies that are relevant to the demands of the curriculum. Historical thinking skills, which are new skill strands in history subjects, require special attention because there are not many learning strategies that teachers can use to train students to think historically. Historical Thinking Skills can train students to think critically, which is an essential skill for the younger generation to face global threats from within and without. "Problem Case Historiography" can be used by teachers as an alternative history learning strategy to train students' historical thinking skills. This learning

strategy, modified from the concepts of problem-based learning, case study and historiography, is expected to be able to train students to think historically.

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