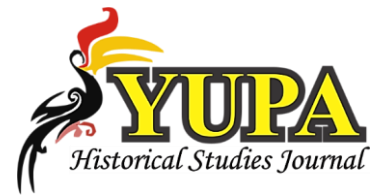


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Measuring Historical Thinking Ability: A Quantitative Study of Students on The Indonesia-Malaysia Border, Sambas Regency, West Kalimantan

Haris Firmansyah¹, Astrini Eka Putri²

¹Universitas Tanjungpura, Pontianak, Indonesia

²Universitas Tanjungpura, Pontianak, Indonesia

¹harisfirmansyah@untan.ac.id, ²astriniekap@fkip.untan.ac.id

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Abstract This study aims to describe the process of history teaching and the Historical Thinking (HT) skills of high school students in the Indonesia-Malaysia border region. The method used is quantitative with a descriptive case study approach. Data were collected through questionnaires, observations, and documentation, with the research subjects being Social Studies students at SMA Negeri 1 Sajingan Besar, Sambas, West Kalimantan. The data were analyzed descriptively using simple statistics. The history learning process in the border area is running well, with teachers using local content and engaging teaching media. Students showed a reasonably good level of HT skills, although there are still some gaps in discussion activities and report writing skills. Sequential and contextual history teaching helps students understand cause-and-effect relationships between events.

Key words: Historical Thinking, Border Region, History Learning, Quantitative Approach

Abstrak Penelitian ini bertujuan untuk mendeskripsikan proses pelaksanaan pembelajaran sejarah serta kemampuan berpikir sejarah siswa SMA di wilayah perbatasan Indonesia-Malaysia. Metode yang digunakan adalah kuantitatif dengan pendekatan deskriptif studi kasus. Data diperoleh melalui kuesioner, observasi, dan dokumentasi, dengan subjek penelitian siswa IPS di SMA Negeri 1 Sajingan Besar, Sambas, Kalimantan Barat. Data dianalisis secara deskriptif dengan bantuan statistik sederhana. Proses pembelajaran sejarah di wilayah perbatasan sudah berjalan baik, dengan guru menggunakan materi lokal dan media pembelajaran yang menarik. Siswa menunjukkan tingkat kemampuan berpikir sejarah yang cukup baik, meskipun masih ada kekurangan dalam aktivitas diskusi dan keterampilan membuat laporan sejarah. Pengajaran sejarah yang berurutan dan kontekstual membantu siswa memahami hubungan sebab-akibat antar peristiwa.

Kata kunci : Historical Thinking (HT), Wilayah Perbatasan, Pembelajaran Sejarah, Pendekatan Kuantitatif

INTRODUCTION

Historical Thinking (HT) ability or historical thinking is an important skill for students in the era of globalization. This is because the impact of globalization on various aspects, such as Education, Economy, Social, Science and Technology, and adolescent morals, is very significant. One of the major challenges faced by many countries is economic instability. However, in Indonesia, the problem of moral crisis in adolescents is also a serious concern. Changes in adolescent behavior in Indonesia can be traced to foreign influences that enter local culture (Hermawan, 2019).

HT enables students to understand the past, analyze information, and make logical interpretations of historical events. These skills are essential for building a deeper understanding of contemporary issues and for becoming critical and participatory citizens. So that students are better prepared to face the very rapid flow of globalization.

According to Dahalan & Hashim (2016) Historical Thinking Skills (HTS) is an important aspect in history education that aims to develop students' critical and creative thinking skills through interpretation exercises and consideration of facts. HTS includes skills to understand chronology, find evidence, interpretation, create imagination, and formulate rationalization. These skills are important to train students in understanding historical events in depth, allowing them to think and evaluate a historical event with more empathy. Research shows that the implementation of HTS by prospective teachers tends to emphasize exploration of evidence and interpretation skills, but other skills are implemented less frequently.

This shows the need for various teaching techniques that can help prospective teachers to implement various HTS more often in the teaching and learning process. The importance of HTS in history education is also emphasized by the government through a curriculum that includes HTS as part of the structure of the history discipline, with the aim of developing students' critical and creative thinking and strengthening national identity and patriotism.

The Indonesia-Malaysia border region has unique and complex characteristics. Cultural, linguistic, and historical differences in the two countries can trigger various problems, such as identity conflicts and territorial claims. Therefore, students in the border region need to have strong HT skills to understand the root of the problem and build tolerance between community groups. Historical Thinking is basically a tool to guide students in analyzing historical facts with the current context. It is important to remember that history learning covers the economic, political, social, and religious aspects of human life. The goal of history learning in every educational institution is to develop a future-oriented perspective with a focus on historical thinking skills, supported by ever-changing historical explanations to demonstrate important life values (Maulana, 2021).

Studying History does not only involve memorizing dates and years of events, but also exploring the meaning and values of life contained in past stories. This helps us improve current actions and plan for a better future. As conveyed by Kochar (2008), studying History is not in vain, because it provides valuable insights for the present and the future. History is a dialogue between past events and future developments. Learning history is not only about transferring knowledge about past events, which often makes students feel bored and doubtful of its benefits. Instead, learning history aims to shape students' character by better understanding themselves and their environment. Without this understanding, a person can lose direction in their life, as well as their way of thinking and acting every day (Hamid, 2014).

Although there has been a lot of research on Historical Thinking (HT) in Indonesia, there are still several research gaps that need to be considered. One of them is the lack of research conducted in border areas, causing understanding of students' HT abilities in this area to be limited. In addition, the narrow focus of research, such as only focusing on understanding historical chronology or interpretation of historical sources, is also a problem. More comprehensive research is needed that examines all aspects of HT as a whole. In addition, the lack of research using quantitative methods is also a concern, because this kind of research is needed to obtain more generalizable results.

This study will examine the HT abilities of high school students in the Indonesia-Malaysia border area. This study is expected to provide new contributions in several ways, including: seeing how the history learning process takes place and providing an overview of the HT abilities of high school students in the border area.

METHOD

This study uses a quantitative research method with a descriptive case study approach. Quantitative methods focus on collecting and analyzing numerical data to answer research questions, while the descriptive case study approach aims to describe in detail a particular phenomenon based on the data collected. Case study research itself is a research design that involves an in-depth study of one research unit, which can be an individual client, family, group, community, or institution. Case studies provide an opportunity to explore more complex phenomena, although with limited subjects, but allow for a fairly broad range of variables to be analyzed (Nursalam, 2008). In this study, this method was applied to gain an in-depth understanding of the educational situation in schools located in the Indonesia-Malaysia border area.

RESULTS AND DISCUSSION

The process of implementing history learning in high schools in the Indonesia-Malaysia border region

History learning is currently urgent because history learning in this curriculum is designed so that students are able to observe, ask questions, collect information, discuss, draw conclusions and then reflect on themselves. So it is hoped that history learning in this curriculum can foster historical thinking in students. The existence of teachers is very important because the function and role of teachers can achieve educational goals. In this case, teachers can add local materials so that students' curiosity about their area is higher. This will foster historical thinking in students. Curiosity will encourage students to ask questions, collect information, discuss, draw conclusions and reflect on themselves. In history learning there are several abilities that must be possessed by students, one of which is historical thinking. Historical thinking is the ability to think historically that allows students to distinguish between the past, present, and future, ask questions, find and evaluate existing evidence, compare and analyze illustrative stories and records from the past, interpret and construct according to their respective versions (Ma'mur, 2006). This Historical thinking ability has urgency in improving students' critical thinking skills. Because when studying history, students will begin to dare to think critically about the past events they are studying (Achmadin, 2022).

Efforts that can be made by a teacher to foster historical thinking in students are first, teachers do not only use books or texts as the main reference but also guide and provide various questions about historical material to make students think critically. Second, teachers must be able to invite students to think about things that are factual in the surrounding environment. Third, the history learning curriculum used as a guide by teachers must be logical and coherent, so that students are able to explore during the learning process. Fourth, teachers always train students to criticize each historical reference material so that they can develop reference materials and correct existing errors Harada in (Maulana, 2021).

Based on the results of observations and interviews with teachers at SMAN 01 Sajingan, it was said that Indonesian history material that is relevant to the present is material from the national movement period, namely about the awareness and struggle of the Indonesian people to be free from the shackles of colonial rule. However, there are also several events that can be used as local material, namely the riots in Sambas in 1999 which was a conflict between two ethnic groups, becoming one of the most gripping tragedies in West Kalimantan. This local material is an effort by teachers to implement local wisdom-based learning, namely from conflict to social integration. Local wisdom functions as an instrument of social engineering to instill awareness in a multi-ethnic society to develop religious attitudes, humanize humans, respect each other and appreciate all differences (Rahman et al., 2020). So that in this case, students not only gain new

knowledge but can also instill attitudes of tolerance, unity, and love for the homeland. In addition, local material that is also provided is the biography of a national hero from West Kalimantan, namely Doctor Raden Rubini, about the struggle and movement in West Kalimantan.

The delivery of this material is done using a projector and presented via PowerPoint. The challenge felt during the delivery session of this material is in group discussions because in group discussions some students are still less active in participating in voicing their ideas and opinions. However, in this group discussion is something that is to be achieved in learning because it is included in the historical thinking process. According to Lukman in (Firmansyah et al., 2022) said that discussion activities are one of the learning activities that can be chosen by history teachers to see how far the historical thinking abilities of students are. This can also assess the extent of students' understanding of the material, such as their ability to interpret historical information from various sources of historical literacy. So that group discussion activities are strategized by combining active and passive students with the intention that passive students will be tempted to be active too with the guidance process by teachers and group members.

Historical Thinking Ability of Students in High Schools in the Indonesia-Malaysia Border Region

Historical thinking according to Fischer, quoted directly by Zed, is “adductive” in nature, namely asking critical questions and providing answers with historical arguments or based on factual evidence (Zed, 1999:27). History that is inseparable from factual evidence must be used as a basis if there are questions related to historical events. A good answer related to questions about historical events is an answer that can be explained according to existing facts. History without real evidence or factual evidence cannot be said to be a historical event. So Fisher's statement emphasizes that historical thinking can explain historical problems based on existing facts.

Ma'mur (2018) stated that there are 5 (five) forms of historical thinking that can develop historical thinking skills, namely:

a. Chronological Thinking (chronological thinking), namely building the initial stage of understanding time (past, present and future), to be able to identify the time sequence of each event, measure calendar time, interpret and compile a timeline, and explain the concept of historical continuity and change.

b. Historical Comprehension, includes the ability to listen to and read historical stories and narratives with understanding, to identify the basic elements of a narrative or story structure, and to develop the ability to describe the past based on the experiences of historical actors, historical literature, art, artifacts, and historical records from the time.

c. Historical Analysis and Interpretation, includes the ability to compare and contrast the experiences, beliefs, motivations, traditions, hopes, and fears of different societies, both as groups and based on their backgrounds, over varying periods of time.

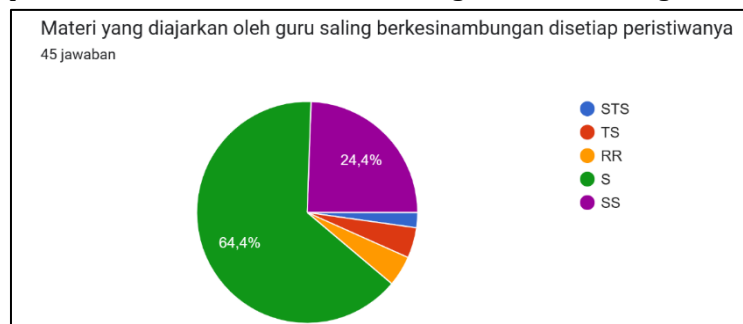
d. Historical Research Capabilities, including the ability to formulate historical questions based on historical documents, photographs, artifacts, visits to historical sites, and the testimony of historical actors.

Judging from the results of the questionnaire, history teachers and social studies students at SMA N 1 Sajingan Besar, Sambas Regency, West Kalimantan, show that history learning activities have been running smoothly. This is shown from the diagram and the results of the questionnaire which show most of the responses are positive, the data presentation is as follows:

Based on the results of the questionnaire, it is known that the material taught by the teacher in the series of events has been explained according to the chronological order, this can



be seen from 23 students who agreed, 17 students answered strongly agree, 2 people strongly disagree, 2 people are hesitant and 1 other disagree. In teaching and learning history, the

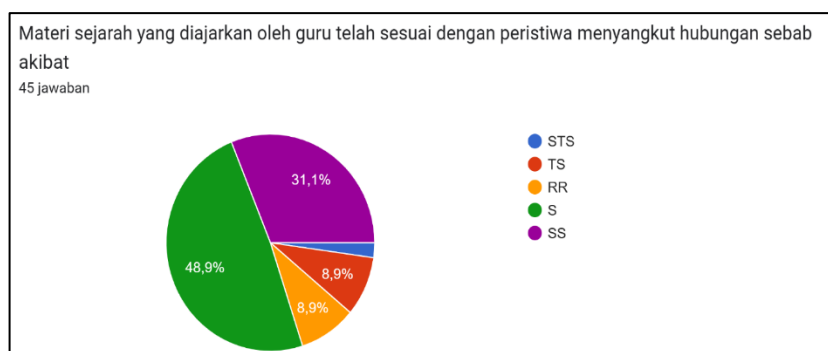


sequence of time and events is very important. This is because, one of the characteristics of history learning is chronological. History is chronological, meaning that the arrangement of teaching materials must be in accordance with the sequence of events that occurred (Agung & Wahyuni, 2019, p. 61). Not only that, chronological indicators are one of the characteristics of historical thinking. In historical thinking, chronological thinking can help students identify the chronological order of each event, as well as explain the concept of historical continuity and change.

From the diagram above, it can be concluded that the material taught by the teacher is interconnected with each event, this can be seen from the answers of students who mostly chose to agree, which is 23 people. Strongly agree 10 people, 1 person disagrees and 1 other person answers hesitant. It is important for a teacher to teach in sequence, meaning that the material is interconnected. This is because, in learning history all events are interconnected. If the material delivered is not sequential or coherent, then what happens is that students will find it difficult to understand and digest the meaning of an event.



Based on the diagram above, it is known that 28 students answered agree. 13 people answered strongly agree, 3 answered doubtful and 1 other answered disagree. This shows that the history material taught by the teacher has clear and structured stages, as evidenced by the majority of answers showing a positive response. One of the characteristics of learning history is chronological, all events that occur are clearly very related. That is important for a teacher in delivering material must be in accordance with the sequence of events, in line with the opinion (Bustan, 2024) history is a causal relationship and is interrelated with each other. It can be concluded that in learning history, the material is interrelated with each other. So what is done by teachers at SMA 1Sanjingan is the right action because it is an effort to provide meaningful historical learning.



The statement of historical material taught by the teacher has been in accordance with events concerning cause and effect, proven to be true. This can be seen from the answers of students where 17 students answered agree, 13 answered strongly agree, 4 answered undecided, disagreed getting a total of 4 students, while 1 person strongly disagreed. It is proven that most students gave a positive response, which means that the statement conveyed is true. Historical events do not occur randomly, but because there are causal factors that trigger them. By understanding the cause and effect relationship, students can see how an event can have a broad and significant impact, both politically, socially, economically, and culturally. This is in line with the opinion of (Nurjanah, 2020) who said that, in history there is a concept of causality or the law of cause and effect which means that in historical events or events always precede the effects which are related to previous events.



Based on the diagram above, it is known that the history material taught by the teacher is in accordance with the logical relationship concerning the cause and effect relationship, this is proven by a total of 45 students, 25 of whom answered agree, 14 people answered strongly agree, 3 people answered undecided and 3 others answered disagree. When history material is presented logically, students can follow the storyline better. They can see the relationship between events, understand the sequence of time, and understand the processes and



developments that occur from one event to another. History is often complicated and full of different perspectives. If not presented logically, students may misunderstand events or draw inaccurate conclusions. Logical material helps students distinguish between facts and opinions, and make the right interpretations.

Based on the diagram above, it is known that most of the students find it easier to understand history learning, this is evidenced by 23 students who answered agree, 11 people

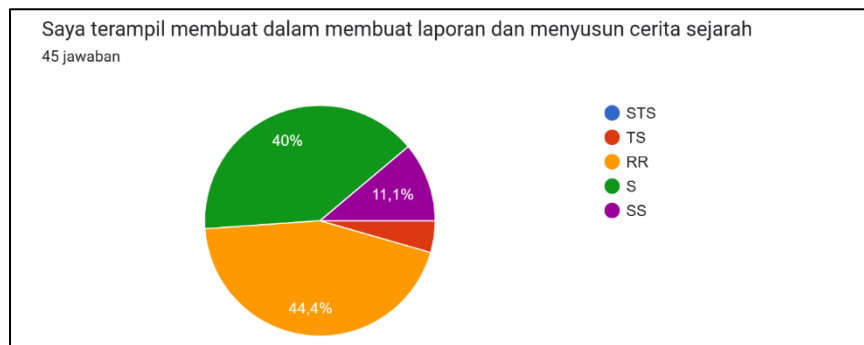


answered strongly agree, 8 people answered doubtful, 2 people answered strongly disagree, while 1 other person answered disagree. The high level of student understanding is certainly the result of good collaboration between students and teachers. Teachers can improve student understanding through the use of appropriate learning resources, good teaching strategies and techniques (Susilo & Sarkowi, 2019). Students find it easier to understand history learning if the teaching methods and materials are delivered in an effective, relevant, and interesting way. Because history is a collection of stories about the past. When delivered in the form of an interesting narrative or story, students are more easily connected to the material. Stories about events, figures, and real life makes history more alive and relevant to students.

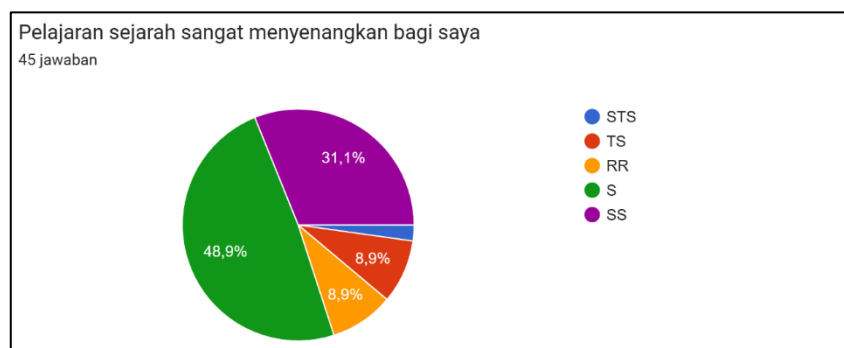
The statement that students must think deeply to learn history shows that most of the responses agree. This can be proven from 23 people who answered agree, 11 people answered strongly agree, 8 people answered undecided, 1 person disagreed and 2 others strongly disagreed. Thinking deeply or critical thinking is one of the skills needed when studying history. This is in line with (Sumargono et al., 2022) which states that learning history requires students to analyze events and describe them both orally and in writing, this process proves that thinking deeply or critical thinking is a must-have ability.

This formation of thinking will improve students' Historical Thinking. Students' critical thinking and intelligence in understanding past events make them wise because they learn from the experiences of people in the past for the future. All the abilities that students must have can of course be obtained with the guidance of an educator who understands how history should be taught. Analysis of historical events that occurred in the past requires a sharpness of interpretation that is more than just the ability to 'find information in the text' which dominates

learning activities in schools. Even complex learning theories never discuss the process or steps used to form interpretations of complex written texts. The sharpness of students' interpretations can only be obtained when they have Historical Thinking skills (Hastuti et al., 2021).



From the statement above, it is known that students are not yet skilled enough in making reports and compiling historical stories. This is proven by the fact that 18 students answered agree, 20 others answered doubtful, 5 answered strongly agree and 2 others answered disagree. Students need to be skilled in making reports and compiling historical stories because these skills are not only important for understanding history more deeply, but also developing critical, analytical, and communicative thinking skills. Making reports and compiling historical stories require in-depth analysis of historical sources, be they documents, artifacts, or literature.



From the diagram above, it is known that most students think that history lessons are fun lessons, this is shown by the majority of students giving positive responses. This is evidenced by the diagram which shows a larger percentage of agreement, namely 48.9% or 22 people answered agree, 14 people 31.1%. That means that most students think history learning is very fun. Of course, history learning is very fun, in its stages we not only learn about human life in the past but we also know the value and significance of these events. Without history, the current generation will not know how enthusiastic the predecessors were in fighting for independence (Simbolon, 2023).



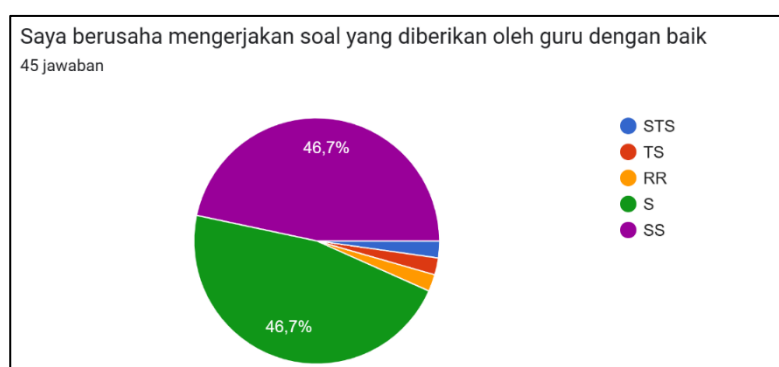
From the diagram above, it can be seen that the material taught by the teacher increases students' knowledge of local history. This is evidenced by the results of the questionnaire which shows that agreeing has a larger percentage, namely 64.4% which is the accumulation of 29 students, while 12 students stated that they agreed with a figure of 26.7% and the rest chose to answer uncertain and disagree. Knowledge of local history is certainly no less important than learning national history. Historical awareness can be developed more optimally if history learning is carried out more intensively in accordance with the historical values in the student's environment, therefore the role of teachers in introducing local history is very much needed (Mailani et al, 2022). As done by the teacher of SMA 1 Sajingan, he included local historical values and events in learning, this was done so that students could recognize and appreciate their cultural heritage.

From the statement above, it can be seen that most students find it easy to understand the chronological events given by the teacher. It can be seen from the results diagram which shows that the percentage of agreement has a larger number of 62.2% which is the accumulation of 28 student answers, then supported by the percentage of agreement of 11.1% of students which is the answer of 5 people. While the other 12 people chose the answer hesitant and disagree.

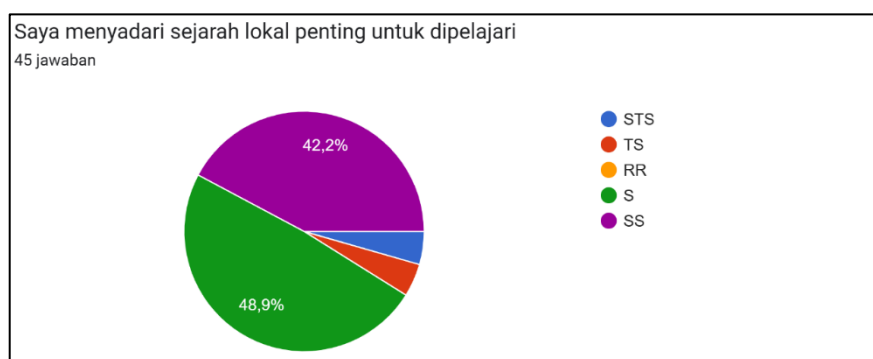


If they have difficulty understanding historical material, students will ask the teacher. This can be proven by looking at the diagram which shows that the answer agree shows a larger

percentage, namely 53.3%, 40% agree while the rest choose to hesitate and disagree. The role of teachers in increasing students' understanding is very important, this is to ensure that students do not only take notes, listen and write but also truly understand the concept of the material presented, especially in history learning. In line with the opinion of (Amalia, 2024) in history learning, it does not only focus on discussing events in the past, this learning can help students open broader insights regarding socio-culture, economics, politics and the relationship between factors that influence each historical event.

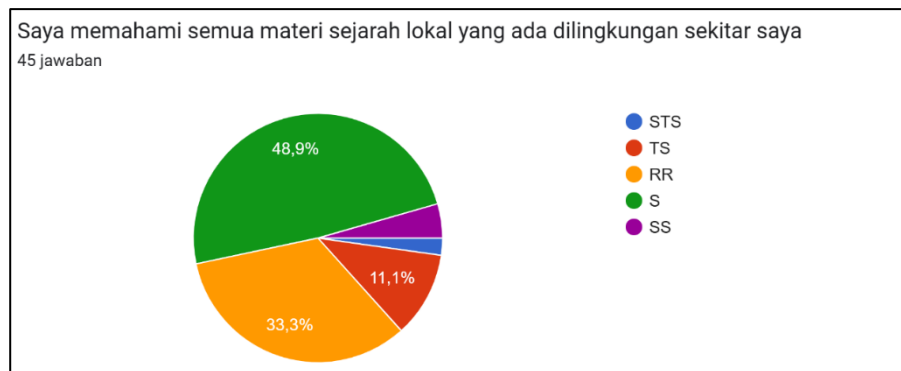


Based on the diagram above, it is known that 46.7% or equivalent to 21 students answered agree, 46.7% 21 students answered strongly agree and around 2% each chose the answers disagree, doubtful and strongly disagree. This shows that students have tried to do well every question given by the teacher.



The statement that local history is important to learn received a positive response from most students, this can be seen from the results of the diagram above. From the diagram, it is known that the answer agree has a larger percentage, namely 48.9% or 22 students, then strongly agree 42.2% which is the accumulation of the answers of 19 students. While the rest, namely 4 students each chose the answers disagree and strongly disagree. Local history is important to learn so that students understand the origins and strengthen their love for the noble values that exist. Local history has an important role in history learning, not only as a reflection of the identity

and origins of a place, but also as a way to understand the patterns of community life and cultural diversity in various regions. By studying local history that is close to the students' environment, a sense of pride will grow, because their area is part of national history. This can also foster national awareness in students (Mareta & Jamil, 2022).



Students admitted that they were quite capable of understanding the local material around them, this is proven by the results of the diagram which shows that the answer agree has the highest percentage of 48.9% which is the accumulation of answers from 22 people, strongly agree 2 people, undecided 15 people or 33.3%, disagree 5 people or 11.1% and the rest answered strongly disagree. With the existence of local history learning, it makes students closer to their environment. Making them more familiar and appreciative of past events that have happened around them, as conveyed by Arabela Grace who is one of the students in class XI IPS.

Arabela explained that in her area there is one local tradition that is important to know, this tradition is gawai sansam. Gawai sansam is usually marked by gratitude for the sustenance received, usually done twice a year. There is also a unique fact about this gawai, when gawai takes place it is believed that people are not allowed to leave the house. Not only that, Mesi from class XI IPS also conveyed some local history lessons that he knew. The local history lessons that I understand quite well are the inter-tribal conflict in Sambas and the history of the Sambas Palace.

CONCLUSION

Historical Thinking (HT) ability or historical thinking is an important skill for students in the era of globalization. This is because the impact of globalization on various aspects, such as Education, Economy, Social, Science and Technology, and adolescent morals, is very significant. Teachers have an important role in improving students' historical thinking, history learning is one of the initial stages in introducing historical thinking to students. Teachers can add local materials so that students' curiosity about their area is higher. This will foster historical thinking

in students. Curiosity will encourage students to ask questions, gather information, discuss, draw conclusions and reflect on themselves.

With adequate historical thinking skills, students will be able to connect historical events with current social, political, and economic conditions, thus understanding how history shapes the modern world. This helps them to become citizens who are more aware of the historical context behind global and local issues. So what will happen is, the purpose of learning itself will be easy to achieve.

Based on the results of the study, it is known that the process of implementing history learning in high schools in the Indonesia-Malaysia border region is quite good. This can be seen from the various local and national history materials embedded in the learning process. In addition, teachers have also used quite interesting learning media to be able to convey material information to students. The ability to think historically in students also looks quite good, according to the results of observations. A high level of student understanding is certainly the result of good collaboration between students and teachers. Teachers can improve student understanding through the use of appropriate learning resources, good teaching strategies and techniques. Students find it easier to understand history learning if the teaching methods and materials are delivered in an effective, relevant and interesting way. Because history is a collection of stories about the past. When delivered in the form of an interesting narrative or story, students are more easily connected to the material. Stories about events, figures, and real life make history more alive and relevant to students.

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