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HISTORICAL THINKING IN LEARNING SOCIAL STUDIES EDUCATION

By

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Abstract: Many people see social studies subjects as easy subjects for it only requires memorizing and regard them as boring subjects, thus the learning target achievement is very low. The author expects that historical thinking as an alternative in developing learning target achievement and thinking competence, helps the development of an enjoyable and meaningful social studies learning. The problems of the study are related to the model, theme, and historical thinking implementation in learning social studies. Basically, the assimilation of integrated model learning, connected model, integrated model in various themes is the development of thinking competence. History as a branch of social studies is always related to the social studies subjects. Teachers can build the theme in integrated learning in the basis of scholarly subjects (i.e. history), so the discussion themes can be more interesting and related to the value of nationalism. Teachers can compile the learning syntax in integrated learning based on historical thinking: chronological thinking, historical comprehension, historical analysis and interpretation, historical research capabilities, historical issues-analysis and decision making. In historical thinking synergy with scientific approach in 2013 curriculum, the students are able to do inquiry, in line with the principle of scholarly science. The author came into the conclusion that teachers can develop historical thinking in social studies learning at any educational level because it is in line with the suggested scientific approach in 2013 Curriculum.

Keywords: historical, thinking, learning, social studies, integrated

Background of the Study

The purpose of learning in social studies education is to develop students' thinking competence in order to solve problems and establish scientific habits. Social studies learning refers to holistic character of the students in viewing every event surrounds them and how they use social studies and educational knowledge as the reference in analyzing the problems, especially social problems.

The historical concept becomes one of the important bases to see a certain event. Basically, an event is always related to time, continuity and change (NCSS, 1994) and also related to the former events. Teachers must equip the students with a set of skills, which is historical thinking. That way, everytime they encounter a problem, they will always refer to facts, logic and chronology.

The development of social studies learning always aims the students' character building as part of society and citizens in order to become good citizens. Not only that the themes are integrated, but they are also based on historical concepts. Teachers face the students with their nation's struggles. Teachers open students' eyes that the current situation in their country is the result of past struggle in order to bloom the sense of belonging to the nation.

Said Hamid Hasan (2010: 3) depicts historical thinking as something related to intellectual and habitual skills. Students do the application, analysis, evaluation and creativity. Developing intellectual skills uses learning substances related to process; interdependent with facts or backgrounds of an event, end of an event, impacts of an event, so the students can give decision or conclusion about an event.

The current situation of social studies learning tends to be segregated, only use memorizing technique and lacking in skill development. The author concludes this by seeing the lacking of students understanding regarding process and continuity. The indicators of the falling of nationalism and nation character are inter-groups frictions, students' fighting, underappreciated primordial sites and corruption (Muhammad Entang, 2009). Environmental events also need historical thinking in order to see the ethics and local wisdom because the current management of natural resources functions more as a money machine (Muhammad Aris Marfai, 2012).

Targets in Social studies Learning

Suyanto (Herry, 2013) depicts the changes in education as the base of learning development or the implementation of 2013 curriculum by describing the transition from Traditional Learning into New Learning as:

<i>Traditional Learning</i>	<i>New Learning</i>
<i>Teacher Centered</i>	<i>Student Centered</i>
<i>Single Media</i>	<i>Multimedia</i>
<i>Isolated Work</i>	<i>Collaborative Work</i>
<i>Information Delivery</i>	<i>Information Exchange</i>
<i>Factual, Knowledge-Based Learning</i>	<i>Critical Thinking and Informed Decision Making</i>
<i>Push</i>	<i>Pull</i>

Based on Suyanto (Herry Porda N.P, 2013), teachers' role in implementing 2013 Curriculum is the main determiner of the teaching and learning success at school. Teachers must be professional in order to create a good quality formal education in the teaching and learning process by "*to describe, to explain, to illustrate, to demonstrate, to inspire.*"

Teaching development in 2013 Curriculum is in line with the skills demand of the 21st century. Bunyamin (Herry N.P., 2013) depicts the 21st century skills for a successful learning is: "critical thinking and problem solving, communication and collaboration, creativity and innovation, information literacy, media literacy, ICT literacy, flexibility and adaptability, initiative and self-direction, social and cross-cultural interaction, productivity and accountability, and leadership and responsibility."

Integrated themes are important for social studies learning. Based on Suyanto (2013), the research result shows that children see the world as one connected unity, instead of segregated parts. The correlation of one to another creates integration in contents and also guidance for students to relate and increase the learning results. The integrated themes are adjusted to students needs, reflects the real world students face in their environment, in line with their way of thinking (neuroscience research supports pedagogy and psychological theory that children accept so many inputs and then process and sum them up into one. Teaching holistic integration is in line with information processing in the brain).

The meaning of integrated in social studies learning means inter-dimensional correlation and integration in life (nature, social, economy, culture, politics, history) that is manifested in the materials or Standard Content of Social studies especially Basic Competence to create concepts, theme or learning topics. Integration in social studies learning aims at giving meaning, effectiveness and efficiency in social studies learning (Materials Development Team for Social studies Learning, 2010).

In integrated learning approach, learning program is compiled from various disciplines in social studies. The development of integrated learning can take a certain topic from a certain discipline and then the teachers can complete, discuss, expand and deepen it with other disciplines. Teachers can develop topics/themes from issues, events and problems arise. Also, teachers can create problems that can be seen from various point of view or disciplines such as floods, slums, tourism potential, Science and Technology, social mobility, modernization, revolution explained

by various social studies branches of disciplines (Materials Development Team for Social studies Learning, 2010).

Social studies integrated learning emphasizes more on the implementation of learning by doing. Teachers must wrap or design the learning experience that will give meanings for the students. The learning experiences that shows the correlation of conceptual aspects increases the effectiveness of learning process. The learned conceptual correlation creates a scheme so the students can get the wholeness of the knowledge. Moreover, it eases the students because it is in line with students' development stage in which they still see everything as a one unity (holistic) (Materials Development Team for Social studies Learning, 2010).

Some characteristic of integrated social studies learning is: 1) Experiences and learning activities are very relevant with children's development and needs; 2) The chosen activities in conducting the learning is based on the students' needs and interests; 3) Learning activities becomes more meaningful and leaves deeper impression for the students so the learning results last longer; 4) It helps the students develop their thinking competence; 5) It provides pragmatic learning activities that suits the common problems faced by students in their environment; and 6) Develop students' social skills such as, teamwork, tolerance, communication and responsive upon others' ideas. (Materials Development Team for Social studies Learning, 2010).

The base of Social studies Integrated Learning is the same as thematic learning developed in Elementary school that covers: **Philosophical base** that is influenced by three philosophy schools: (1) progressivism, (2) constructivism, and (3) humanism. **Progressivism** sees the learning process needs to be emphasized on creativity shaping, giving activities, natural situation and also put students' experiences into account. Constructivism sees students' direct experiences as the key of learning. Based on this school of thought, knowledge is the construction result or human made. Human construct their mind from interaction with objects, phenomena, experiences and environments. Knowledge cannot be transferred directly from the teacher to the students, but the students need to interpret them first. Knowledge is not a product; instead, it is a continued development process. Students' contribution manifested in their curiosity takes a big role in their knowledge development. **Humanism** sees the students from their uniqueness, potential and motivation (Materials Development Team for Social studies Learning, 2010).

Psychological basis in learning mainly relates to learners' psychological development and psychological study. Determining learning materials needs psychological development in order to

adjust the expansion and deepening to the learners' development. Psychological study contributes in finding out what is the learning content/materials and how students study (Materials Development Team for Social studies Learning, 2010).

Historical Thinking in Social studies Learning

Generally, Social studies Pedagogy aims at developing thinking competence, behavior, and self-esteem as an individual and also as a social and cultural human (Said Hamid Hasan, 1993). Thinking competence is a part of cognitive sphere. This aim is about skills that will be acquired after finishing the cognitive sphere which equip the students with the ability to search, process, and use information as said by Said Hamid Hasan (1993) and Jarolimek (1986) which becomes an important target in Social studies Pedagogy. Teachers can achieve this target if all components, such as teachers (ability, behavior, performance), environment, students and supporting facilities are involved. Social studies Pedagogy aims at developing both intellectual and emotional skills of the students in order to understand and solve social problems so later they can contribute as a good citizen (Suwarma, 2001: 33).

Historical thinking can be developed in social studies learning based on epistemological, ontological, and axiological social studies. Brophy & Alleman (1996: 123) state that "The thinking skills standards focus on five groups of historical thinking skills, chronological thinking, historical comprehension, historical analysis and interpretation, historical research capabilities, historical issues-analysis and decision making."

Chronological thinking, students differentiate the past, the present and the future, identify temporary structure of a history or story, builds historical narration based on their own world, measure and count the calendar time, interpret the given data in the schedule, make a schedule and explain the changes and sustainability from time to time. *Historical comprehension* is historical understanding, reconstructs the literal meaning of history, identify the main question of a narration, read imaginative historical narration, develop historical perspective, draw historical map, draw graphs, visualize given data in the pictures, cartoon and architectural pictures. *Historical analysis and interpretation* is to formulate questions to keep the focus of a certain investigation or analysis, to identify the author or historical document source or story, to compare and contrast the various chains of ideas, values, personalities, behavior and institutions, to analyze historical fiction, to differentiate facts and fictions, to compare different stories about historical figures, era or events,

to analyze the illustrations in historical stories, to consider various perspective, to explain causes in analyzing historical actions, to challenge the truth of history and to speculate about the impact of the past. *Historical research capabilities* is related to the ability to formulate historical questions, to learn about how to collect historical data, to select historical data, to organize time and place to build a historical story or historical narration. *Historical issues-analysis and decision making* is the ability to identify issues and past problems, to compare interests and interests value in society, to conduct alternative evaluation, to prepare action by making decisions about issues.

Said Hamid Hasan (2010: 7) states that not only historical thinking but there is also historical skill both are classified as skills. Historical thinking skills is about critical thinking, creative thinking, analysis, interpretation, using historical concepts, determining causes and effects and creating conclusions. Historical skill is about reading, collecting sources and events, collecting data, classifying data, deciding timeline and writing.

Historical thinking is also related to feelings and thoughts about human's point of view about themselves, challenges in their life from a long period that is still relevant to the present. "To learn the past id to understand the present" (Said Hamid Hasan, 2010: 5).

The purpose of social studies learning needs teachers' understanding about history so students will be able to be a good citizen and to reflect on current issues. "Therefore, if history is to be taught properly, teachers must enable students not only to recount the past but also analyze issues and problems faced by people at critical moments in the past" (Maxim, 2010: 142).

Development Alternative

Social studies learning for historical thinking can be based on constructivism because it is related to students' experiences. Constructivism focus the learning by preparing students to solve problems (Mergel, 1998). Merrill (1991 in Mergel, 1998)

- knowledge is constructed from experience, learning is a personal interpretation of the world
- learning is an active process in which meaning is developed on the basis of experience
- conceptual growth comes from the negotiation of meaning, the sharing of multiple perspectives and the changing of our internal representations through collaborative learning
- learning should be situated in realistic settings; testing should be integrated with the task and not a separate activity

The basic constructivism philosophy is the idea of Jean Piaget (Poedjiadi, 2001: 61) about actively establishing knowledge by the individual by reading, listening, asking, tracking and experimenting. In the point of view of constructivism, students are expected to acquire the ability to think about and solve all problems. Teachers' role is only as the mediator, facilitator and friends, taking part as the creator of a conducive situation so students can create their own knowledge (Poedjiadi, 2001: 63).

In line with Jean Piaget's ideas, Vigotsky developed his thought in social constructivism by emphasizing cooperative learning. Vigotsky stated that all the learning process is conducted socially by creating interaction with various aspects (Poedjiadi, 2001: 63).

Historical teaching is based on cognitive learning theory that are: Piaget, Bruner and Asubel. Piaget learning theory is based on the ideas of students' knowledge development or intellectual development by adapting and organizing the surroundings (Ginn, 1995). One of the learning approaches is using any approach that aims at students' intellectual skills. Students are directed to discuss about historical teaching indicators. Learning is not only about mastering the principles, but also about developing positive attitude about learning and problem solving (Bruner, 1960: 17-32). Students' intellectual skills can be acquired by learning using finding approach so students will be able to find generalizations. Bruner (1960: 17-32) also sees the important role of human memory, transfer, emphasizing on structure and main principles of a subject. The learning result will last longer in the memory when it is presented in a structural pattern. The learning process or the act of learning consists of three episodes (1) information, (2) transformation, and (3) evaluation (Bruner, 1960: 17-32).

The learning activity using intellectual skills always begins with the question of "how" or "why". Students' intellectual skills as thinking competence shows their analytical ability, synthesis and evaluating (Bloom, 1956: 38). Intellectual skills includes in learning the concepts. These concepts help students to learn about translation, interpretation, application, evaluation, analysis and synthesis (Gunning, 1978: 34).

A social studies teacher must develop historical thinking in learning social studies because social studies is a factual lesson (Piaget in Gunning, 1978: 11-14). In the learning process teacher should emphasize the structure of subjects, while procedure and concept can be delivered as early as possible (Jerome Bruner in Gunning, 1978: 11-14). Bloom (Gunning, 1978: 11-14) has compiled learning hierarchy, such as cognitive domain. Students' skills in historical thinking is

interpreted as “to think for themselves”, “to think clearly”, “organize written work”, “write essays.”

Thinking competence in historical thinking is useful in social activity to solve a problem (Gagne, 1985: 89-109; Gredler, 1994: 191). Thinking competence consists of discrimination learning and learning concrete concepts (Gagne, 1985: 89-109). Discriminations learning is a learning activity where students respond differently on characters that differentiate objects (shape, color, size), while learning concrete concepts is learning by showing the attributes of objects. Thinking is the ability to analyze, criticize and reach conclusion based on inference or considerations.

The thinking activity includes intuitive thinking and analytic thinking. Intuitive thinking happens when students unconsciously solve a problem without taking bold steps, intuition is a sudden understanding. While analytical thinking happens as a procedure with a consciousness (Bruner, 1960: 55-68).

Thinking is related to cognitive development influenced by three basic processes: assimilation, accommodation, and equilibration (Piaget in Gredler, 1994: 311-312). Assimilation is the mixing of external aspects inside of an existing organism structure to face a problem. Accommodation is a process where someone needs modification for the existing mental structure to face a problem. Equilibration is a form of sustainable self management that triggers a person to grow, develop and change.

Bruner (1960) developed a learning finding that emphasizes on structures and key ideas from a discipline, the needs of students' contribution in a learning activity and emphasizing about the real learning process which is learning by discovery.

The operational character and historical thinking cannot be separated from learning theories. The learning theories that support historical thinking is the learning theory from Jerome Bruner, known as discovery learning.

Bruner (1961) stated “That the method of discovery need not be limited to such highly formalized subjects as mathematics and physics illustrated by some experimentation on social studies carried out by the Harvard Cognition Project”. In expository mode learning, the students only need to listen while in hypothetical mode learning there is cooperation between teachers and students (Bruner, 1961). From learning experience with Bruner's discovery (1961), four things

were found: “(1) the increase in intellectual potential, (2) the shift from extrinsic, (3) learning the heuristics of discovering, (4) the aid to memory processing.”

Bruner (1961) explained that he describes the act of learning in three processes: “(1) acquisition of new information, (2) transformation (3) evaluation.” In the process of acquisition of new information, students get new information as the substitutes and to complete the former lesson. In transformation, there is knowledge manipulation based on the needs, where students analyze information and compile it or transform it into a more abstract or more conceptual form. Evaluation is the process of examining and observing how far is the knowledge acquired and transformed and later to be used to examine other symptoms.

Learning can be classified into two dimensions (Ausubel in Dahar, 1988). In the first dimension of learning, teachers can pass information to the students either in form of reception learning providing information or in form of rote learning which require the students to invent themselves part or all of the learning materials which going to be taught. In the second dimension, students relate the information and knowledge (in form of concepts or others) that he/she has-in this matter the learning with meaning happen.

The learning activity which involves the students’ activities in form of scientific activities will produce such outcomes: verbal information, intellectual ability, cognitive activities planning, motor skill, and behavior (Gagne, 1985). Such five learning outcomes can be achieved with inquiry learning, especially for the intellectual ability, ability to deal with the environment and him/her in form of symbols, ideas or concepts.

Alternative Model of Learning

Historical thinking can be implemented in the social studies subject: (1) invite students to think more with the imaginative way of thinking by imagining something real and or ever occurred, (2) students intellectual trained in form of learning activities by pulling generalizations by using inquiry learning, (3) students invited to concept learning in inductive or deductive way, concept is a mean of scientific thinking, (4) developing the ability of intellectual thinking in form of learning characterize by rote learning and reception learning, and (5) shows the realities in the society by giving values (Kardisaputra, 2003: 197-202).

The learning activities of historical thinking is directed to the collective learning in form of cooperative learning models which has five elements (Lie, 2002: 27): (1) positive

interdependent, (2) self responsibility, (3) face to face, (4) communication among participants, (5) teamwork process evaluation. One of the natural factors in social studies learning is encouraging students to be cooperative (Hill, 1955: 38). For historical learning, the social studies learning is in cooperative way in form of team working. Experience in teamwork can support the development of social cooperation, by giving chances in discussion of past problems together, for example arranging a discussion of an important topic, and learn in form of observation process of social matters together as a process of democracy. Arguments in form of discussion of social problems is a form of teamwork and patient practice, which allows the free talk.

The development of historical thinking is considering the related learning resources (Garvey and Krug, 1977:18-19), namely: historical quiz (historical relic and written sources), students' ability and professional ability of the teacher in managing the learning activities. The students' potential skills which can be developed are: writing, dramatizing, and others creative abilities (ability of communicating knowledge).

Historical thinking can be developed through learning models such as: (1) picture study, (2) document study, (3) questioning, (4) text book study, (5) stimulation and drama, (6) note-making, and (7) map study (Garvey and Krug, 1977).

Historical thinking as thinking ability involving students' intellectual skill developed Gunning (1978) in form of reinforcement, the use of writing and talks about specific concepts in many different situations. Gunning idea about learning model of intellectual skill invites the students to be active using various exercises, various different skills, and developing concept. Students need this model to develop the concept. Stated by Gunning (1978: 34) "The idea of 'using' a concept is virtually inseparable from the idea of practicing a skill." Gunning's model of intellectual skill (1978) translation, Interpretation, application, extrapolation, and synthesis.

Historical thinking can be developed by developing the students' empathy, known as historical-mindedness, the ability to put him/herself in another place, era and interpreting event and personality by his/her perspective (Gottschalk, 1975:93) Shemilt (Dickinson, Lee and Rogers, 1984:66) pictures the learning model for empathy as:

Table of Shemilt Learning Model of Empathy (Dickinson, Lee and Rogers, 1984:66)

<i>Nature of emphatic response</i>	<i>Logic of task</i>	<i>Nature of activity</i>	
		<i>Enactive</i>	<i>Reactive</i>

<i>Descriptive</i>	<i>Synthesis of particulars</i> <i>Personal projection</i>	<i>Drama</i> <i>On-site re-enactment</i>	<i>Biography</i> <i>Projective exercises</i> (‘Imaginane you are...’) <i>Imaginative reconstruction</i> (‘What was it like?’)
<i>Explanatory</i>	<i>Aduction of alternatives</i> <i>Forging connections</i> <i>Disconfirming expecrations</i> <i>Resolving incongruities</i>	<i>Games and simulations</i> <i>Games and simulations</i> <i>Experimental re-enactment</i>	<i>Decision-making exercises</i> <i>Link culture and economy</i> <i>Disconfirmation exercises</i> <i>Empathetic dilemmas</i> <i>Structured contrasts between past and present</i>

According to O’Hara (2001: 68), historical thinking is: “evidence-based and imaginative-creative approaches.” Derived from the child behavior of curiosity and encouraging to produce the questions of “why” and “how”. The table below describes the use of evidence-based model (O’Hara, 2001: 70).

Table of Evidence-Based Model (O’Hara, 2001: 70)

Aspek	Belajar	Contoh
<i>Chronological understanding</i>	And the continuity by using various form of historical evidence. Develop the meaning of concept, change	The class watching the picture of England since 1930 until 1970, then discuss the poverty in 1930, economical improvement in 1950, prosperity and freedom raising in 1960 and 1970
<i>Past events and people</i>	Students’ knowledge and understanding of past events and people based on the information from evidence. This model allows students to make a concrete line with time and culture and reveal the first time for example of diversities, similarity, and progress. For example by concerning in design, function, aesthetic, fashion, style, communication.	Students is invited to see pictures of historical buildings, then invited to find its similarities and diversities. Then students discuss that historical buildings pictures.
<i>Historical interpretation</i>	Learn to formulate and test the hypothesis, discussion, predicting and identifying.	Teacher invites the students to observe an old and a new money, then students are invited to imagine and record the money characteristics.
<i>Historical Inquiry</i>	Developing general skills such as treatment, storage, observation and testing. Learn to watch: decline, study time. Learn to ask. Learn to arrange, use color, arrangement, form, design.	Teacher collects some old postcards, posters and pictures and then the students are invited to make a discussion.

<i>Communication</i>	Learn to describe using <i>historical language</i> . Learn to record historical information and use description, <i>annotation</i> , <i>notation</i> , and write.	
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Imaginative-creative model is in accordance with the definition of how children learn in Bruner perspective about social dimension in the cognitive development (O'Hara, 2001: 91). Imaginative-creative model in form of learning about the past through play (O'Hara, 2001: 93), goes along with the students character who like games. The game played by using historical themes, it can build the empathy of the past people.

Wineburg (2001: 63-173) suggest history learning by inviting the students to read historical texts. This model is useful to develop the students' thinking ability. The historical text can be in form of biography or the historical sources document. The history learning in reflective framework considering the benefits of the knowledge at present and in the future and also understanding the synthesis to develop the main themes (Wineburg, 2001: 150-154).

Joseph O. Loretan (Burger: 1970: 52) developing the Project Future about history learning, that is inquiry and discovery process. The learning strategies are: (1) probing discussion questions, (2) systematic analysis of primary source materials, (3) case studies of concrete social phenomena, (4) introduction of contrasting evidence”.

Conclusion

The social studies learning has a strategic role in the development of nation and therefore for that reason, the substance and learning development are needed. The learning substance is directed to the real condition of society in students' environment and real condition. Students need to be taught about his/her society and nation continuity and therefore they are conscious to the continuity and change.

One of the aims of social studies learning can be reach through the learning which leads to the historical thinking. It is in accordance with integration principle of Social studies Education by developing themes and using the Social studies concepts.

The learning activity for Historical thinking can be developed based on cooperative learning or contextual learning. Students are invited to think through real and scientific activities. This development is in accordance with scientific learning approach in the curriculum of 2013, students are invited to observe, try, estimate, and make conclusions.

The students' ability development in historical thinking brings the students to the understanding of the data (fact) important meaning for the science and scientific skill. The ability to determine the trustworthy sources of information, the connection between an event and another, identified bias, analyze, and do the synthesis (Said Hamid Hasan, 2003: 311). Students understand the process of the event, identified values from the learnt event, interpret values according with the present livelihood of the nation and develop those values to become part of his/her personality. In the learning activity of historical thinking, the social studies acquisition become more meaningful and interesting, the meaningfulness in the acquisition is important for students' personality development. The meaningfulness of learning for the students can develop their personality and life skills (Said Hamid Hasan, 2002:3). Personality developments which expected are: intellectual, creativity, innovative, transparency, democracy, respect for human right and national spirit abilities. The image below is the historical thinking in teaching social studies education:

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