

The Development of Local History Learning Model Based on Progressivism to Promote Historical Thinking Skills

Received: 27-04-2022; Revised: 14-06-2022; Accepted: 29-06-2022

Asyrul Fikri *)

Universitas Riau, Pekanbaru, Indonesia

Asyrul.fikri@lecturer.unri.ac.id

Mahdum

Universitas Riau, Pekanbaru, Indonesia

mahdum.adnan@lecturer.unri.ac.id

Isjoni

Universitas Riau, Pekanbaru, Indonesia

isjoni@yahoo.com

*) Corresponding Author

Abstract: The issue is that history is generally taught in schools in a conventional manner, relying solely on textbook explanations and attempting to gather facts about what happened in the past. As a result, history classes have always come to be associated with memorization and recollection of past events, making it harder for students to acquire higher-order thinking abilities like historical thinking. To distribute the potential that students must possess, relevant paradigms, methods, tactics, models, and processes must be used to develop historical thinking abilities. The goal of this research is to develop a local history learning model based on the progressivism paradigm that will aid students in improving their historical thinking abilities. This study is a development studies project based on Thiagarajan, Semmel, and Semmel's 4D development design. The research stage is modified according to the needs and goals of the study. Interviews, open questionnaires, validation sheets, and historical thinking skills tests were used to gather data for the study. This study enlisted the participation of 160 students from Riau University's history education program. Our study's findings show that the local history learning model based on the progressive paradigm was valid and reliable as a learning model in local history learning and had a significant impact on students at Riau University's think historically. The summative evaluation indicated that the progressivism-based local history learning model was extremely effective in improving higher-order thinking abilities like historical thinking. Therefore, educators, including lecturers and teachers, may utilize this progressive learning model to teach local history in the classroom.

Abstrak: Sejarah umumnya diajarkan di sekolah dengan cara konvensional, hanya mengandalkan penjelasan buku teks yang berisi fakta tentang apa yang terjadi di masa lalu. Akibatnya, pembelajaran sejarah selalu dikaitkan dengan menghafal dan mengingat peristiwa masa lalu, sehingga sulit bagi siswa untuk memperoleh kemampuan berpikir tingkat tinggi seperti pemikiran sejarah. Untuk mendistribusikan potensi yang harus dimiliki siswa, paradigma, metode, taktik, model, dan proses yang relevan harus digunakan untuk mengembangkan

kemampuan berpikir historis. Penelitian ini bertujuan untuk mengembangkan model pembelajaran sejarah lokal berbasis paradigma progresivisme yang akan membantu siswa dalam meningkatkan kemampuan berpikir sejarahnya. Studi ini merupakan penelitian pengembangan dengan desain pengembangan 4D Thiagarajan, Semmel, dan Semmel. Tahap penelitian dimodifikasi sesuai dengan kebutuhan dan tujuan penelitian. Wawancara, angket terbuka, lembar validasi, dan tes keterampilan berpikir historis digunakan untuk mengumpulkan data untuk penelitian ini. Penelitian ini melibatkan 160 mahasiswa dari program pendidikan sejarah Universitas Riau. Temuan penelitian kami menunjukkan bahwa model pembelajaran sejarah lokal berbasis paradigma progresif valid dan reliabel sebagai model pembelajaran dalam pembelajaran sejarah lokal dan memiliki pengaruh yang signifikan terhadap keterampilan berpikir historis mahasiswa Universitas Riau. Evaluasi sumatif menunjukkan bahwa model pembelajaran sejarah lokal berbasis progresivisme sangat efektif dalam meningkatkan kemampuan berpikir tingkat tinggi seperti berpikir sejarah. Oleh karena itu, para pendidik, termasuk dosen dan guru, dapat memanfaatkan model pembelajaran progresif ini untuk mengajarkan sejarah lokal di kelas.

Keywords : *Historical thinking skills, local history, progressivism paradigm.*

INTRODUCTION

According to the 2013 curriculum, students should learn local history because (a) all regions have contributed to the course of Indonesian history in almost all historical periods; (b) each period of Indonesian history has events and or figures at the national and regional levels, both of which play an equal role in the course of Indonesian history; and (c) it has the responsibility of introducing important historical events that occurred throughout the territory of Indonesia. This is in accordance with Nurdiansyah (2021) who claims that local history is the most important aspect of history education since it ties to students' immediate surroundings and cultures. Local history learning can improve students' higher order thinking skills. Students activate the cognitive process by searching, finding, selecting, analyzing, and contextualizing local historical materials, including oral sources and sources in the form of artifacts, to conclude a historical event (Claravall & Ireys, 2021; Surandi et al., 2020). Historical thinking skills are one of the

higher order thinking skills in history studies (Sutimin et al., 2018). Scientific steps must be used to identify valid evidence about a local historical event.

Historical thinking is described as the ability to construct historical knowledge through the process of seeking evidence, analyzing it, identifying it, and interpreting it to reach a historical conclusion using scientific methods (Colis, 2018; Gestsdóttir et al., 2018). Historical thinking abilities are a type of critical, creative, innovative, deductive, scientific, logical, rational, and systematic thinking. You will develop the ability to identify previous events via historical perspective, as well as moral concepts that may be applied today and in the future. Students with historical thinking skills may also address issues using evidence and judgment from diverse viewpoints (Gestsdóttir et al., 2021). The development of historical thinking skills necessitates a methodology that may stimulate students' active engagement in the production of their own historical knowledge both throughout the process and

through the evaluation system. Therefore, professors must be innovative and creative in devising new techniques to build and develop these skills. The problem is that history in university is often taught in traditional ways that rely solely on textbook explanations and attempt to discover facts about what happened in the past. Consequently, history study has become synonymous with memorization and recall of previous events, making it harder to develop students with high-level thinking skills. Meanwhile, learning local history cannot be accomplished just using textbooks. If the lecturer simply utilizes textbooks to impart learning materials, students will have a relatively poor understanding of local history due to the few written sources available. To teach local history to students, an educator must be more creative and imaginative so that the right knowledge is learned and may be utilized as a guide in everyday life.

This is consistent with the philosophical paradigm of progressivism, which supports the implementation of student-centered education and the development of varied capacities as a means of preparing students to face social life in their surroundings. According to Fadlillah, (2017), the progressivism paradigm stresses people's potential to grow and better their environment via the application of their intelligence. In the context of education, progressivism is stated to believe that education will be effective if it is able to actively engage students in learning so that they may get valuable life experience. Furthermore, progressivism is a stream that stresses that education should include a variety of activities that contribute to the training of students' thinking abilities, so that they can think systematically using scientific approaches like providing data, presenting factual and theoretical data, analyzing, debating, and drawing judgments on the most likely solutions to the challenges at hand (Hadi & Khojir, 2021). The goal of progressivism is

to maximize human potential in coping with the variety of issues that arise in daily life.

Particularly for history learning, progressivist-based learning models are still the subject of scant research. One of several earlier research projects on progressivism learning models that has been conducted is the use of the progressivism paradigm in learning at SMA Muhammadiyah PK Surakarta, which was investigated by Sutopo et al. (2022) Studies concentrated on SMA Muhammadiyah PK Surakarta's readiness to apply progressive learning, which was evaluated using a set of 15 indicators. This study differs from our studies in that it aims to establish a local history learning model based on the progressivism paradigm to enhance historical thinking skills. Anbiya et al. (2020) examine the progressive paradigm's effects on civic education in higher education as well as general education. This research differs from ours in that it is more concerned with civics learning, whereas our research is with history learning. Richardo et al. (2021) also investigate the progressivism paradigm in learning during the pandemic era. Eliana et al.'s research concentrated on elucidating the progressive learning philosophy in the pandemic age.

The development of a learning model based on the progressive paradigm, particularly for history learning, is still relatively understudied, according to past studies. This study has to be conducted right away to improve students' higher-order thinking skills, particularly historical thinking. An innovative teaching method for local history will be presented through this study. Based on the preceding description, to build historical thinking skills, an educational paradigm that stresses students' active participation in the learning process through training in higher-order thinking processes to solve a problem is required. As a result, the goal of this research is to create a local history learning model

based on the progressivism paradigm to help students enhance their historical thinking skills.

METHOD

This research is development studies based on Thiagarajan, Semmel, and Semmel's 4D development model (1974). The research phase is modified based on the research's demands and aims. The writer focuses on analyzing the problems and student characteristics associated with historical thinking skills in the first stage. In the second stage, the author creates a model based on progressive philosophy's paradigm to understand local history and enhance historical thinking skills. In the third stage, researchers focus on testing the prototype that has been created, as well as testing the model in small and large groups. To examine the model's degree of validity and usefulness, it was tested in two groups: a small group and a large group. The development process ended with a prototype diffusion activity that included a summative exam to determine the model's success in enhancing students' historical thinking skills. To examine the model's degree of validity and usefulness, it was tested in two groups: a small group and a large group. The development process ended with a prototype

diffusion activity that included a summative exam to determine the model's success in enhancing students' historical thinking skills.

The participants in the study were 160 Riau University history education students. Interviews, open-ended questionnaires, expert validation sheets, and historical thinking skills test sheets were used to gather data for the study. A total of 40 history education students were involved in conducting interviews and filling out open questionnaires on student issues with historical thinking. The findings of data analysis from interviews and open surveys, as well as literature research from many sources, are used to determine and compile a model for applying progressivism in local history learning to develop historical thinking skills at the model design stage. Validation sheets were also used to collect data throughout the development stage, such as expert validation tests, restricted class trials, and broad class trials. The form of feasibility is comprised of comprehensive indicators from Joyce and Weil's (1972) learning model, which include phases of learning, social systems, lecturers' and students' responsibilities, support networks, and the effect of parenting. The following factors are used to assess the prototype's feasibility:

Table 1. Criteria of the Developed Instrument

Range	Criteria
3.26-4.00	Very Suitable

2.51-3.25	Suitable
1.76-2.50	Less Suitable
1.00-1.75	Not Suitable

A total of 70 students participated in the summative test to measure the model's effectiveness. They were split into two groups: the control group and the experimental group, each of which included 35 students. The researchers created the historical thinking skills test by following the historical thinking skills model from Seixas (2015), which consists of six components: establish historical significance; use primary source evidence; identify continuity and change; analyze cause

and effect; take historical perspective; and understand the ethical dimensions of history. The author then turned the signs into a questionnaire and used the SPSS 25.0 program to validate the pretest and posttest results data. The test results are analyzed using a t-test in this part to see how the model affects historical thinking skills.

RESULTS AND DISSCUSION

Results

The goal of this research is to develop a local history learning model based on the progressivism paradigm to improve historical thinking skills. The steps of definition, design, and development are used to produce a model. The effect of the progressive learning model on students' ability to historical think is also examined in this article. The results of the study are presented as follows:

Defining Stage

The definition stage is a component of the development stage of a model based on the progressivism paradigm. At this stage, issues around teaching local history at the University of Riau are examined, as are the students' skills in historical thinking. The author discovered several issues and characteristics among history education students at Riau University. To construct historical narratives, most students can only repeat local historical material based on information found in textbooks. They believe that all historical facts supplied in local history textbooks are correct without source critique and verification. Some students began to question the accuracy of the information in the textbook. They also gather comparable data to ensure that the data is accurate. On the other hand, they tend to describe the knowledge gained from the textbook in a manner that is almost identical to the material provided in the textbook. This demonstrates that most students just read and copied material without comprehending the subject. Of course, this phenomenon shows students' poor thinking abilities when it comes to reconstruction local history. Only a few students were able to apply scientific evidence to support or refute the material they saw in textbooks. Because only a few students can use scientific processes in reconstructing local history, many students find it difficult to give historical narratives based on their own research and results from numerous sources.

The students' lack of resources, limited ability to examine numerous sources, and inexperienced students in drawing conclusions from various sources resulted in an ambiguous message to be given in their local history report. Students often offer material in the form of statistics and facts gleaned from textbooks and a few other relevant sources. Based on these findings, the author underlines that history education students at Riau University have a variety of qualities that may be used to create local historical narratives.

Design Stage

The findings in first step be used to develop a local history learning model based on the progressivism paradigm to help students promote their historical thinking skills. Establishing historical significance, using primary source evidence, identifying change and continuity, analyzing cause and effect, taking a historical perspective, and understanding the ethical dimensions of history are all skills by the Seixas et al. (2015) historical thinking model. Identifying historical significance means choosing which historical events, narratives, or situations are worth remembering and researching (Peck & Seixas, 2008). Students must recognize that each historical source has a variety of narratives. Students must, however, comprehend why these narratives are significant and worth learning. After determining historical relevance, the ability to use primary sources is the next step in historical thinking. Students must be able to seek, identify, choose, evaluate, interpret, and contextualize historical materials to develop a conclusion. Working with historical sources might help students enhance their critical thinking abilities since they are forced to engage in higher-order thinking while dealing with a variety of sources. When students can locate, evaluate, interpret, and contextualize a variety of historical sources, they will discover historical concepts and narratives that are

linked in continuity and change (Seixas, 2017). A causal explanation of a historical event is required to have a better understanding of historical continuity and change. Students must investigate why some events can be both a cause and an effect of others (Seixas & Morton, 2013). Students are also urged to determine the historical point of view by comprehending the social, cultural, intellectual, and emotional contexts that shaped people's actions in the past using historical thinking skills. So that historical interpretation might take on an ethical dimension. Table 2 shows a local history learning model based on the progressivism paradigm that was developed to increase historical thinking abilities using the theoretical framework described above.

Table 2. A framework for historical model learning based on the progressive paradigm

Competence	Indicators	Learning Activities
Establish historical significance	a. Students can understand the concept of historical significance. b. Students can explain why historical significance varies over time and from group to group.	<ul style="list-style-type: none"> Students select a topic related to historical events that occurred in their immediate vicinity. Students explain why the topic they've picked is important. Students compare the significance of the chosen event with the significance of other events in different groups.
Using Primary Source Evidence	a. Students can understand various historical sources. b. Students can differentiate between different historical sources. c. Students can classify various historical sources. d. Students can use various historical sources in the learning process. e. Students can analyze historical sources.	<ul style="list-style-type: none"> Students pick historical sources that are relevant to the chosen topic. Students classify selected historical materials. Students use relevant historical sources to support the explanation of the chosen historical issue.
Identify Continue and Change	c. Students understand the concept of continuity. d. The concept of change is understood by the students. e. Students can relate past events to current and future lives.	<ul style="list-style-type: none"> Students study historical and relevant sources to grasp the concept of continuity and change. Students examine the chosen topic using the concept of continuity and change. Students pay attention to changes in each event that occurs from time to time based on the chosen topic.
Analyze Cause and Consequence	a. Students are aware of the notion of cause and effect. b. Students can analyze an event's causes. c. Students can analyze the repercussions of a situation. d. Students may develop conclusions based on an event's cause and impact.	<ul style="list-style-type: none"> Students are required to study appropriate materials to grasp the notion of cause and effect. students examine the causes and effects of the chosen topic; and students formulate conclusions based on the findings of the

		chosen issue's analysis.
Take Historical Perspectives	a. The idea of historical perspective is understood by the students. b. Students can determine what they believe about a historical event.	<ul style="list-style-type: none"> Students form their own perspectives on the given issue.
Understand Ethical Dimensions of History	a. Students comprehend the notion of history's ethical aspects. b. Students can identify the values included in historical events. c. Students may apply the values found in historical events. d. Students can apply the values they've learned from historical events in their daily lives.	<ul style="list-style-type: none"> Students research and analyze the chosen topic using a variety of historical sources. Students identify the values present in the chosen topic. Students select some of the values present in the chosen topic. Students put the values of the chosen topic into practice in their everyday lives.

Development Stage

According to expert evaluation and testing, the construction of local history learning models based on the progressive

paradigm to increase historical thinking skills is viable. The table 3 below shows the average assessment findings.

Table 3. Assessment findings

Evaluation Aspect	Result Average	Criteria
Learning Stages	3,42	Very Suitable
Social system	2,67	Suitable
Lecturer and student roles	3,12	Suitable
Supporting system	3,42	Very Suitable
Nurture effects	2,67	Suitable

The prototype was then tested in small and large groups to establish the validity and reliability of the proposed model after the

expert assessment. The table 4 shows the test results for the small class and the large class

Table 4. The test results for the small class and the large class

Evaluation Aspect	Result Average		Criteria
	Small Group	Large Group	
Learning Stages	3,25	3.50	Very Suitable
Social system	3.00	3.25	Suitable

Lecturer and student roles	3.00	3.00	Suitable
Supporting system	3.25	3,50	Very Suitable
Nurture effects	2.75	3.00	Suitable

Expert evaluation and development testing have confirmed the prototype's feasibility and consistency. This implies that the prototype's effectiveness may be assessed during the dissemination stage.

The effectiveness of the learning model has been demonstrated by the average value of the post-test and the value of the independent sample t-test of the control and experimental groups. The results are shown in Tables 5 and 6:

Table 5. The average value of the post-test

	N	Mean		Std. Deviation
	Statistic	Statistic	Std. Error	Statistic
Control Group	35	43.27	.509	1.928
Experimental Group	35	46.23	.443	2.538

Table 5 shows that the experimental group's average value (46,23) is higher than the control group's average value (43,27). There are mathematical changes between before and after applying the model to give treatment, as

seen in table 5. However, to assess if adopting models has a major influence on historical thinking skills, an independent sample test is necessary

Table 6. The value of the independent sample t-test

		t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
The results of the historical thinking skills test	Equal variances assumed	-6.431	68	.000	-13.429	2.088
	Equal variances not assumed	-6.431	67.865	.000	-13.429	2.088

According to table 6, the significance value of t-6,431 is 0.000 less than 0.05, indicating that

Discussion

The results of our study show that a local history learning model based on the progressive paradigm has an impact on historical thinking. The summative evaluation found that the progressivism-based local history learning model is helpful in promoting higher-order thinking skills such as historical thinking. The study's findings are consistent with those of Anbiya et al. (2020) and Nandy Intan Kurnia (2021), who found that learning that is based on progressivism can help

the usage of models has a significant influence on the historical thinking skills

learners develop higher-order thinking skills like critical thinking, analytical thinking, historical thinking, and the capacity for progress. The local history learning model, which is based on the progressive paradigm, is novel to assist the improvement of historical thinking skills. In the construction of historical narratives, the learning model overcomes the shallowness of student analysis. This progressivism-based local history learning approach also encourages students to be actively involved in the process of employing

various and relevant sources to the themes given, so that they are not just focused on textbooks during the learning process. Students are required to be able to decide their own point of view from numerous historical sources by following scientific methods such as recognizing, evaluating, comparing, and formulating conclusions. This learning paradigm also teaches students to recognize and understand some of the values of previous events to apply them in the present and future.

This research is in keeping with the progressive educational paradigm, which states that students must actively participate in using their cognitive abilities to think critically, creatively, and thoroughly so that progress may be accomplished both within and beyond the classroom (Cladis, 2020; Faiz & Kurniawaty, 2020). Students are obliged to not only record or copy material from textbooks in the local history learning model based on the progressive paradigm, but also to analyze and understanding the information presented. Students must also identify and analyze historical events using diverse sources. In learning using the progressive paradigm model, the abilities of research, analysis, classification, comparison, reconstruction, and drawing conclusions are greatly stressed (Korgan et al., 2018). Students are needed to not only absorb the material, but also to research it uses source criticism to determine whether the data or information supplied is true. Students must also be able to recognize and apply some of the moral ideals learned via historical reconstruction. As a result, students not only gain knowledge, but their attitudes and abilities also change because of their learning. In the sense that education's product must be able to produce individuals who are capable of critical, creative, and inventive thinking, as well as problem solvers, so that they can become human beings with character.

The authors agree that the learning model should be further developed in future research

by paying attention to other learning components such as the curriculum (Casagrand & Semsar, 2017; Fadriati, 2017; Herawati & Fajar, 2017) learning theory and practice (Lufri et al., 2021; Sutimin et al., 2018), and technology (Ganapathy et al., 2017). As a result, HOTS such as historical thinking can be systematically implemented in all aspects of higher education learning. The research of Zahroh (2020) and Singh et al. (2017) point out, the learning model is one of the most important factors in the development of higher-order thinking skills, like historical thinking.

The local history learning model based on the progressive paradigm has implications for students, educators, and stakeholders based on the discussion above. The results of this study can help students improve their higher-order thinking abilities like historical thinking. The results of this study provide educators with a new learning model to help them teach students about local history, which has an effect on developing students' historical thinking abilities. The local history learning model, which is based on the progressivism paradigm, has impressed stakeholders as a new innovation in education since it offers a variety of options for identifying the right student characteristics.

CONCLUSION

Based on the study's findings, it is concluded that the progressivism-based local history learning model is suitable and reliable for use in teaching higher-order thinking skills like historical thinking. The progressive paradigm-based local history learning model is an innovative model of teaching local history that has a substantial impact on the capacity for historical thinking of students at Riau University. The findings of this study give teachers a fresh framework for teaching students about local history, which benefits the growth of students' historical reasoning skills.

In order to enhance higher-order thinking skills such as critical thinking, analytical thinking, historical thinking, and historical reasoning, the researcher recommends educators apply the local history learning model based on the progressivism paradigm. It is built on a progressivist learning approach that guides students through scientific stages as they investigate and reconstruct historical events.

REFERENCES

- Anbiya, B. F., Nurdin, E. S., & Rizal, A. S. (2020). Filsafat Progresivisme dan Implikasinya terhadap Pendidikan Kewarganegaraan Sebagai General Education di Indonesia. *Civic Culture*, 4(301–311), 301–311.
- Casagrand, J., & Semsar, K. (2017). Redesigning a course to help students achieve higher-order cognitive thinking skills: from goals and mechanics to student outcomes. *Advances in Physiology Education*, 41(2), 194–202. <https://doi.org/10.1152/advan.00102.2016>
- Claravall, E. B., & Irey, R. (2021). Fostering historical thinking: The use of document based instruction for students with learning differences. *Journal of Social Studies Research*, xxxx, 1–16. <https://doi.org/10.1016/j.jssr.2021.08.001>
- Culminas-Colis, M. V., Reyes, W. M., & Garcia, E. B. (2016). Teaching historical thinking skills through “reading like a historian” method. *The Normal Light*, 10(1), 56–77.
- Dawson, I. (1989). The Schools History Project: A Study in Curriculum Development. *The History Teacher*, 22(3), 221. <https://doi.org/10.2307/492862>
- Fadlillah, M. (2017). ALIRAN PROGRESIVISME DALAM PENDIDIKAN DI INDONESIA M. Fadlillah Universitas Muhammadiyah Ponorogo Email: fadly_ok@yahoo.co.id.
- Dimendi Pendidikan Dan Pembelajaran, 5(1), 17–24.
- Fadriati, F. (2017). a Model of Discovery Learning Based - Text Book of Character and Islamic Education: an Accuracy Analysis of Student Book in Elementary School. *Ta'dib*, 20(2), 188. <https://doi.org/10.31958/jt.v20i2.1019>
- Faiz, A., & Kurniawaty, I. (2020). Konsep Merdeka Belajar Pendidikan Indonesia Dalam Perspektif Filsafat Progresivisme. *Konstruktivisme: Jurnal Pendidikan Dan Pembelajaran*, 12(2), 155–164. <https://doi.org/10.35457/konstruk.v12i2.973>
- Ganapathy, M. G., Singh, M. K. M., Kaur, S., & Kit, L. W. (2017). Promoting higher order thinking skills via teaching practices. *3L: Language, Linguistics, Literature*, 23(1), 75–85. <https://doi.org/10.17576/3L-2017-2301-06>
- Gestsdóttir, S. M., van Boxtel, C., & van Drie, J. (2018). Teaching historical thinking and reasoning: Construction of an observation instrument. *British Educational Research Journal*. <https://doi.org/10.1002/berj.3471>
- Gestsdóttir, S. M., van Drie, J., & van Boxtel, C. (2021). Teaching historical thinking and reasoning: Teacher beliefs. *History Education Research Journal*, 18(1). <https://doi.org/10.14324/herj.18.1.04>
- Hadi, N. F., & Khojir. (2021). Analysis of the Relationship between “merdeka belajar” and the Progressivism Philosophy. *Almufi Journal of Measurement, Assessment, and Evaluation Education*, 1(2), 106–114.
- Herawati, S., & Fajar, N. (2017). Development of a Thinking Skill Teaching Model in Disain Pembelajaran Subject. *Ta'dib*, 20(2), 1. <https://doi.org/10.31958/jt.v20i1.669>
- Joyce, B., & Weil, M. (1972). *Models of Teaching*. Prentice-Hall
- Korgan, C., Eagan, K., & Nosal, A. (2018). Educating tomorrow's reformists: factors affecting the development of undergraduates' social progressivism.

- Social Identities*, 24(6), 795–816.
<https://doi.org/10.1080/13504630.2017.1376282>
- Lévesque, S., & Clark, P. (2018). Historical thinking: Definitions and educational applications. *The Wiley international handbook of history teaching and learning*, 119-148.
<https://doi.org/10.1002/9781119100812.ch5>
- Lufri, L., Elmanazifa, S., & Anhar, A. (2021). the Effect of Problem-Based Learning Model in Information Technology Intervention on Communication Skills. *Ta'dib*, 24(1), 46.
<https://doi.org/10.31958/jt.v24i1.2456>
- Martínez-Hita, M., Gómez-Carrasco, C. J., & Miralles-Martínez, P. (2021). The effects of a gamified project based on historical thinking on the academic performance of primary school children. *Humanities and Social Sciences Communications*, 8(1), 1–10. <https://doi.org/10.1057/s41599-021-00796-9>
- Nandy Intan Kurnia. (2021). The Philosophical Foundation of the School Literacy Movement in Indonesia. *Jurnal Pendidikan*, 22(2), 91–101.
<https://doi.org/10.33830/jp.v22i2.1891.2021>
- Nurdiansyah, N. (2021). Pemanfaatan sejarah lokal kerajaan siak sebagai sumber belajar untuk mengembangkan kesadaran sejarah siswa. *Jurnal Studi Guru Dan Pembelajaran*, 4(2), 518–527.
- Peck C., & Seixas P. (2008). Benchmarks of historical thinking: First steps. *Canadian Journal of Education*, 31(4):1015-38.
<https://bit.ly/3FIZoqh>
- Seixas P., & Morton T. (2013). The big six historical thinking concepts.
<https://bit.ly/3FX9IB8>
- Seixas, P. (2017). A model of historical thinking. *Educational Philosophy and Theory*, 49(6), 593-605.
<https://doi.org/10.1080/00131857.2015.1101363>
- Seixas, P., Gibson, L., & Ercikan, K. (2015). A design process for assessing historical thinking: The case of a One-Hour Test. In K. Ercikan & P. Seixas (Eds), *New Directions in Assessing Historical Thinking* (pp.102-116). Routledge.
<https://doi.org/10.4324/9781315779539>
- Richardo, R., Eliana, H. U., & Cahdriyana, R. A. (2021). Progresivisme dan Perspektifnya terhadap Pembelajaran di Era Pandemi Covid-19. *Idealmathedu: Indonesian Digital Journal of Mathematics and Education*, 8(1), 35–43.
<https://doi.org/10.53717/idealmathedu.v8i1.268>
- Singh, R. K. A., Singh, C. K. S., M. T. M., T., Mostafa, N. A., & Singh, T. S. M. (2017). A Review of Research on the Use of Higher Order Thinking Skills to Teach Writing. *International Journal of English Linguistics*, 8(1), 86.
<https://doi.org/10.5539/ijel.v8n1p86>
- Surandi, S., Supardi, S., & Setiawan, J. (2020). the Implementation of Radin Inten II'S Nationalism Resistance Values Within Local History Learning. *Ta'dib*, 23(2), 145.
<https://doi.org/10.31958/jt.v23i2.1721>
- Sutimin, L. A., Joebagio, H., Sariyatun, Hum, M., & Abidin, N. F. (2018). The development of deconstructive learning history model to promote the higher order thinking skill of university students. *New Educational Review*.
<https://doi.org/10.15804/tner.2018.51.1.01>
- Sutopo, A., Setiawan, Z., & Prayitno, H. J. (2022). Progressive Learning with a Prophetic Approach at SMA Muhammadiyah PK Surakarta. *Proceedings of the International Conference of Learning on Advance Education (ICOLAE 2021)*, 662(Icolae 2021).
<https://doi.org/10.2991/assehr.k.220503.133>

Thiagarajan, S., Semmel, D.S., & Semmel, M.I. (1974). *Instructional development for training teachers of exceptional children: a sourcebook*. Center for Innovation in Teaching the Handicapped.

Zahroh, S. (2020). Integrating Higher-Order

Thinking Skills (HOTS) to Increase Students' Productive Skills. *International Journal of Social Science and Humanity*, 2016, 1–12.