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**A NEEDS ANALYSIS OF HISTORY LEARNING MODEL TO IMPROVE  
CONSTRUCTIVE THINKING ABILITY THROUGH SCIENTIFIC APPROACH**

**Arief Syuhada Ginting<sup>1</sup>, Hermanu Joebagio<sup>2</sup> and Cicilia Dyah S I<sup>3</sup>**

<sup>1</sup>(Student of Magister Program in Department of Historical Education,  
Sebelas Maret University, Surakarta, Central Java, Indonesia)

<sup>2,3</sup>(Lecture of Sebelas Maret University, Surakarta, Central Java, Indonesia)

Corresponding author: Arief Syuhada Ginting

**ABSTRACT**

This study aimed to find out the students' problems in history learning, especially about constructive thinking ability. Through the problems found, the solution would be given through the learning model with a scientific approach. This study used a qualitative method with descriptive analysis techniques. The result showed that constructive thinking ability was basically already owned by students but still needed to be improved by history learning with a scientific approach. Constructive thinking ability had a clear relationship with a scientific approach such as through observation of learning stimuli, students' questioning ability to be taught to think rationally and deal with emotions, data collecting ability, associating and communicating students taught to develop literacy, exchange ideas and think critically ability.

**KEYWORDS:** constructive thinking, history learning, scientific approach.

**INTRODUCTION**

In developing education in Indonesia, the government has implemented the 2013 Curriculum which had been applied since 2013 until now. In the curriculum itself, scientific approach is one of the approaches that must be applied in learning throughout all levels in Indonesia. The reason for choosing this approach is easy to apply and can be accepted by all subjects. The purpose of the 2013 Curriculum is to produce school graduates with the ability to make changes and innovations in various fields. One of the abilities that can be applied to achieve these goals is constructive thinking ability.

The study on constructive thinking ability has not been done much in Indonesia, especially the implementation of the learning process. This ability will give students a way to find out the various problems that exist in their lives as a challenge that must be resolved rather than as a barrier to life. Constructive thinking teaches students to have enough knowledge to be able to make resolutions to get change as soon as possible. Tosun & Karada (2008) mentioned that constructive thinking is different from ordinary thinking processes because individuals are aware of this process and observe themselves thinking to make themselves able to overcome a situation that is happening.

History learning should motivate students to have critical thinking ability and constructive thinking. Ideally, history learning gives students a good understanding of discourse and is able to analyze to

give ideas on solving social problems. Osler (2009) stated that students need to understand the story of history that is developing and continuing. The understanding and skill about history have implications for the interpretation of contemporary society and the way we equip students to develop the skill to be sensitive to the actual issues and problems that exist in the community.

This study aimed to find out the initial conditions and problems in history learning especially about constructive thinking ability. By looking at these initial conditions, the right solution is sought to solve it. The result of this needs analysis will be the basis for developing a history learning model.

## **THEORETICAL REVIEW**

### **Constructive Thinking**

The extent to which thinking is constructive in accordance with the intelligence of the mind is based on experience. In simple terms, constructive thinking can be defined as the extent to which a person's thoughts can automatically solve problems in daily life based on the experiences experienced. Constructive thinking expects someone to handle attitudes, behaviors, ways of looking at others, and maintain an optimistic attitude so as not to overdo it (Epstein, 1998). Constructive thinking as stated by Epstein is also an ability of individuals to autonomously think about ways to solve their real-life problems easily with minimum effort even when the individual is under pressure.

The examples of good constructive thinking are looking at situations as challenges rather than threats, treating failure and rejection as unfortunate but not the end of the world, and seeing the positive side of things, but not at an unrealistic level. The examples of bad constructive thinking dwell on negative events think in a very categorical way that increases unhappiness without achieving anything of value. The following three attitudes sum up excellent constructive thinking, namely: accepting what cannot be changed, changing what can be changed, and knowing the difference between the two (Epstein, 1998).

Some of these constructive thinking indicators are contained in the Constructive Thinking Inventory (CTI). CTI provides a summary of the overall measure of constructive thinking in general. The form of constructive thinking, for example, when someone is faced with a difficult task, he/she has the thought to encourage the ability possessed to do the best thing. These indicators include: (1) emotional handling, for example: I will not be disturbed by small things in my life, (2) behavioral coping, for example: When I realize I have made a mistake, I will immediately take action to fix it, (3) categorical thinking, for example: I can distinguish good people from those who are not good for me, (4) superstitious thinking, (5) naive optimism, for example: I believe that almost everyone is basically kind, and (6) esoteric thinking, for example: I believe certain people are gifted with the ability to read minds (Flett, et al., 1994).

Based on the objectives of history learning revealed by Kochar (2008), the main objectives of history learning are; 1) to develop an understanding of oneself, 2) to provide an appropriate picture of the

concepts of time, space and society, 3) to make the community able to evaluate the values and results achieved by their generation, 4) to teach tolerance, 5) to instill intellectual attitudes, 6) to expand intellectual horizons, 7) to teach moral principles, 8) to instill future orientation, provide mental training, 9) to train students to deal with controversial issues, 10) to help finding out solutions to various social and personal problems, 11) to strengthen a sense of nationalism, 12) to develop international understanding, develop useful skills. Of the several objectives above, several things can be linked to constructive thinking ability, for example, developing an understanding of oneself, instilling an attitude of future orientation and helping to find out solutions to social and personal problems. History learning can be designed in such a way as to teach constructive thinking ability to students. The reason for the researcher to express this thing is because, in historical material, much inspiration can be drawn from events or take inspiration from figures who have extraordinary thoughts and experience outside struggles in achieving a goal.

Social learning model is a learning model that emphasizes the relationship of individuals with society or other people. The models in this category are focused on increasing the ability of individuals in dealing with others, engaging in democratic processes and working productively in society (Hamzah, 2015). This learning model is considered by the researcher to be directly related to learning that can improve thinking ability so that they can adapt to various lives in the community.

The implementation of the 2013 Curriculum in schools in the Ministry of Education and Culture (2013), teachers must use a scientific approach because the scientific approach to learning outcomes of students is more effective than the traditional approach. Based on teacher training on the implementation of the 2013 Curriculum, scientific approach consists of 5 stages, namely (1) observing, (2) asking, (3) reasoning, (4) trying, and (5) communicating. This challenge requires an increase in the skills of teachers implementing learning by using a scientific approach. The scenario to spur teachers' skills in implementing this strategy in Indonesia has gone through a long history, but until now this good hope has not been realized. In designing this new curriculum, the government uses a scientific or scientific approach because this approach is considered more effective than the traditional approach.

## **MATERIALS AND METHODS**

This study was qualitative research using descriptive analysis techniques. In descriptive analysis techniques, there was descriptive data that was formed from words of people who support, and data from literature studies (Sugiyono, 2012). The location of this study was in Muhammadiyah Senior High School 1 Karanganyar, Indonesia. The sample of this study used a purposive sampling technique with 106 respondents. Interview guidelines, observation sheets, and constructive thinking questionnaires are used as research instruments. The data triangulation technique was used to analyze the data that has been collected.

## **RESULTS AND DISCUSSION**

Through observational studies conducted by the researcher, constructive thinking ability has basically been owned by students. Improving constructive thinking ability in students means that increasing the understanding of society and the nation. Students are also invited to think about the life they will lead next. Simply put, roughly what they expect of themselves and the ecosystem that is attached to them in the future.

According to Budiyono (2019), through interviews conducted by the researcher said:

"This constructive thinking ability is the ability to think directly applied in students' daily lives, if this can be applied through learning model then we can produce students who are able to adapt to the various possibilities in the learning they receive"

This study continues what is revealed by (Flett, et al., 1994) that students having low constructive thinking ability will result in the handling of low attitudes and emotions towards a situation that he/she receives. They will often give up easily or become apathetic when they fail in solving challenges that arise in their lives.

History learning with a scientific approach will provide adaptability to students with various problems. In accordance with what Wagner (2010) stated that the competencies and survival abilities owned by students are emphasized in critical thinking ability and problem solving, collaboration and leadership, adaptability and good communication ability. The above competencies according to the researcher has a close relationship with the constructive thinking ability that is the ability to self-manage to provide a useful influence on survival around students.

If examined carefully, history learning should be designed in such a way as to teach students' constructive thinking ability. The reason for the researcher to express this thing is because, in the material, a lot of inspiration can be taken about figures who already have great ideas about the future of their nation at that time. Daliman (2012) teaching history in schools aims to have students gain historical thinking ability and historical understanding. Through teaching history, students are able to develop competencies to be chronologically patterned and possess knowledge of the past that can be used to understand and explain the processes of development and change in society and socio-cultural diversity in order to find and foster national identity in the midst of the life of the world community. Teaching history also aims to make students aware of the diversity of life experiences in each community and the existence of different perspectives.

Learning history using a scientific approach is an effort to make learning more effective. Scientific approach will assist students in learning things systematically, training students to have higher-level thinking skills where constructive thinking ability is one that is expected. Scientific approach also trains students to communicate ideas about everything that happens in their environment so that an ability to find out the past and make ideas about the future is achieved. In accordance with Sari's opinion (2014) that with a scientific approach, history learning makes students able to think critically

of the objects seen and questions arise which are then answered by the teacher, in addition, students are also invited to discuss a problem whose results are presented in class so students are more willing to express their opinions in front of many people and other students can also learn from the opinions of others and respect each other's opinions.

In accordance with various analyzes of the results of this study, to improve constructive thinking ability on students' history learning models can be combined with a scientific approach. The learning process contained in the scientific approach can stimulate students to think critically, train the exchange of ideas and respect the opinions of others. The learning model that is quite good in accommodating historical learning is the social learning model because this learning model teaches students how good community life is to students. Additionally, good material from history learning invites students to strengthen their literacy. Through strengthening literacy, students learn to reflect on the experiences of great people in the past, making students able to think rationally in their actions and deal with emotions when they have problems in their lives.

## CONCLUSION

The results and discussion show that constructive thinking ability is already owned by students but needs improvement. Learning model is needed to be combined with a scientific approach to history learning to improve constructive thinking ability. The learning process in a scientific approach can train students to strengthen literacy, exchange ideas, and reflect on historical learning material that tells the story of the success of great leaders in the past. If it can be well integrated, students are able to handle problems in their lives, handle emotions and attitudes and be able to think rationally.

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