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THE DEVELOPMENT OF COOPERATIVE LEARNING MODEL BASED ON HISTORICAL RESEARCH METHODS FOR HIGH SCHOOL STUDENTS: A NEEDS ANALYSIS

Moch. Dimas Galuh Mahardika¹, Muhammad Akhyar² and Leo Agung³

¹Departement of History Education, Sebelas Maret University.
Surakarta, Indonesia

²Departement of History Education, Sebelas Maret University.
Surakarta, Indonesia

³Departement of History Education, Sebelas Maret University.
Surakarta, Indonesia

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ABSTRACT

Historical learning is an activity in a formal education environment that examines various past events. The material taught to students is usually presented in a series ranging from pre-history to contemporary era. The importance of understanding historical research methods practice is a basics for students to understand the various narratives about historical events. Understanding the practice of historical research methods will spare students from ethical-presentist judgment, i.e. imposing contemporary ethical norms on the past without considering the norms of the timeframe under investigation. The logical consequences of the historical research methods applicative action provide students with broad possibilities to work in procedures that are sitematic with academically accountable work outcomes. Tracing the past requires a procedural framework, an active imagination, a clear and targeted direction of authorship according to the theme under review. In practice it, students can work together with their peers to form collective cognitive knowledge, and develop the social skills.

KEYWORDS: Historical learning, historical research methods, historical thinking.

1. INTRODUCTION

History is a science that studies the human activity over times in shaping civilization. Conformable with that concept, Carr (2018) defines history as a continuity about communication between the past and the future. History is not present in empty spaces, it like a past facts puzzle that are systematically organized to present various human activities in the past (Gorman & Project Muse, 1992; Holland,

1985; Mahardika dkk., 2021). The information compiled by historians in his books is intended for the wider community, especially also for reference in the preparation of teaching materials in schools. Historical learning is an activity in a formal education environment that examines various past events. The material taught to students is usually presented in a series ranging from pre-history to contemporary era. Students are required to be able to understand the results of human civilization from various chapters of history with a predetermined allocation of time in school.

The problem that arises later is the stigmatization of historical learning as boring. This statement needs to be examined further. Often what many people blame is historical learning, but the reality, the spotlight field is the method of teaching history teachers, these two things are different. If that becomes a problem of historical learning, then that must be improved the entire component of historical learning such as material, syllabus, time allocation, or even curriculum that becomes the umbrella of historical learning itself. But if the question is the teaching method, then what must be improved is the teacher ability. That assumption has a provisional conclusion that boring learning usually comes from teaching method who are considered less innovative and dominating that role, then make students feel do not have many opportunities to participate directly in learning activities (Arthur & Phillips, 2012; Ashby dkk., 2005).

The classic problem of historical learning over time is the quality of material that must be completed by students in school within 3 years with an unbalanced ratio of historical learning implementation. If compared with the college students learning activities in 4 years period each day they learn history, with high school students who only 2 hours of lessons in one week for 3 years to learn history, with the study of more or less the same material (only different depth of study). College student in history who study history every day for 4 years sometimes still flinch in understanding history as a whole, let alone learners who study history only 2 hours of lessons in one week for 3 years only. The quality of the material presented in historical learning in schools in quantity is quite a lot but the time allocated for historical learning is still relatively minimal (Mahardika, 2021; Mahardika & Putra, 2020).

Teaching history is not an easy task, teachers will face various material with a minimum time allocation. When viewed theoretically, the purpose of historical learning is to instill a sense of nationalism to understand its identity as an Indonesian nation that leads to the cultivation of historical consciousness. In practice, these learning objectives cannot be achieved optimally because of the many obstacles faced by teachers when doing their job. These obstacles come from two sides, the internal and external sides of the teacher. Internal constraints come from the teacher's own teaching competence. Some history teachers have not been able to fully understand the essence of history scientifically so the substance of historical learning is often not on target. External constraints faced by teachers are usually related to administrative tasks outside of substantial contexts so that many teachers take up time to develop their scientific potential (Sayono, 2013; Sulistyono dkk., 2019).

The importance of historical learning is alluded by Kartodirdjo (2014) who said that history must be taught to students as the next generation of the nation so that they can understand future challenges based on learning from the past. History is taught to students from primary education until upper secondary level. The approach given to each education level is different, adjusting to the level of growing student psychology. For primary education, history is provided with an aesthetic approach. Students began to be taught about the heroism concept, and love the homeland. For junior secondary education, history is provided with an ethical approach. This means that students begin to be given the understanding that they live in a community environment as a form of civilizational journey from the past. Senior high school students, history is given with a critical approach. At this level, students have begun to be taught to understand the causality of a historical event with chronological concepts (Kuntowijoyo, 2005). To completed that objective, historical learning must be carried out based on historical science with a cooperative learning approach in accordance with the paradigm of 21st century learning.

Cooperative learning is a systematic structured learning strategy for use at all grade levels and some school subjects. In cooperative learning, teachers engage all students ranging from low, medium, high levels of ability to cooperate with each other in building knowledge collectively. All students from different backgrounds are formed in several groups heterogeneously. In other words, each group is a microcosm of classes in academic, gender, and tribal achievement levels. The purpose of cooperative learning is to provide students in discovering, and understanding information related with the field of their study based on dialogical activities (Slavin dkk., 1985; Slavin, 2006). All group members work for the interests and objectives of the group, so that the division of duties to group members is equal. Therefore, the purpose of learning based on cooperation also aims in addition to training academic cognition as well as to improve social skills through cooperative skills (Casey & Fernandez-Rio, 2019; Mitchell & Riley, 2003).

Cooperative learning practices practically translate cooperative learning models. There are many types of cooperative learning models that can be used in learning activities. Some of these types include: (a) Jigsaw; (b) Numbered Head Together; (c) Think Pair and Share; (d) Student Team Achievement Division; (e) Group Investigation (Priansa, 2019), and many more types of cooperative learning models that can be used according to learning needs. The cooperative learning model also contains several important components including: (a) collaborative nature as the main orientation; (b) in the form of a team; (c) continued action in the form of cooperative institutionalization; (d) trialled according to its placement in the prakits level; (e) integrate cooperative learning models with various related learning components (Cohen et al., 2004).

METHODS

This article is the author's conceptual idea based on empirical data. The method uses in writing this article is a qualitative descriptive method. This article is descriptive because in collecting data,

researchers examine several documents related to historical learning, then to get deeper information, the author conduct interviews with teachers and students. Various answers submitted by teachers and students from interview results, then compare with related documents (Creswell, 2012; Given, 2008). Moreover, researchers also collect data through a quantitative approach by distributing questionnaires to students to find out more comprehensively how they respond to historical learning (Cohen & Morrison, 2000).

Of the various data collection methods used, the data validity test in this article uses the method of triangulation of visualized data in the following image:

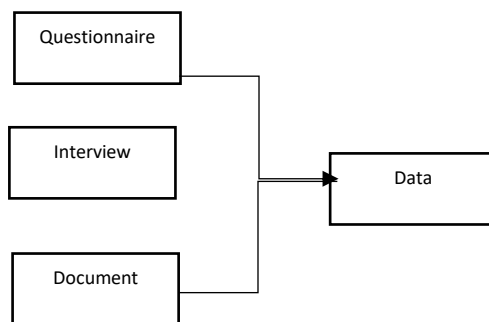


Figure 1. Triangulation Methods

Based on the problems that arise from the data retrieval that has been done, then the author pours an idea as an alternative to solving the problem that has been concluded. Ideas are poured in a conceptual-descriptive form in the form of cooperative learning model syntax combined with historical research methods.

RESULT AND DISCUSSION

To find out more about the implementation of cooperative learning models in historical learning and students' comprehension of the historical research methods practice, the author conducted interviews with teachers and some students by taking one sample at one of the top schools in Banyuwangi, East Java. Considering that it is currently in a pandemic period, the interview with the teacher is conducted using *WhatsApp* video call feature, then interviews with students conducted by utilizing the google meeting platform, while spreading questionnaires to students.

The results of the questionnaires distributed to students showed that 95.6% considered that historical learning was interesting. Then related to the understanding of the practice of historical research methods, 39.7% were able to understand historical research, but 57.4% answered unable to practice historical research methods (Researcher's Personal Document, 2021).

Then the author conducted an interview with the teacher, the author propose some questions to the teacher about historical learning and the implementation of cooperative learning models. The teacher explained that before the pandemic, historical learning carried out using various methods, discourse method and implementing cooperative learning models. During the pandemic era, teachers use more discourse methods by utilizing *power point* media. Then the researcher also asks about students' comprehension of historical research methods, especially in doing tasks. The teacher explained that he had never given specific instruction for students to practice historical research methods while were working on assignments.

After conducting interviews with teachers, the researcher also conducted interviews with some students using *google meeting* media. The researcher ask several questions for students related to historical learning and their understanding of the historical research methods practice. Students convey that historical learning is quite interesting because the delivery provided by teachers is easy to understand. Teacher explanations related to the material submitted can be well received because students are comfortable with the approach given by teachers, both in face-to-face learning before the pandemic and in online learning. Students also said that historical learning became more interesting before the pandemic, because teachers several times teachers applied several cooperative learning models that greatly support students' learning activities independently, so that students feel given trust and responsibility in the learning process.

Then the researcher asks about the student's comprehension of the historical research methods practice, especially in doing assignments. Some students say that they understand historical research methods theoretically but to put them into practice they have not been able to. Some other students replied that they lacked understanding of historical research methods theoretically and to put them into practice certainly found it difficult. In addition, the researcher asks questions related to the sources students use in the task, because one of the important elements in understanding the past is the ability to gather sources that fit the theme under review (heuristic). Some students convey that in using sources from the internet, they will use information from articles that match the material they are studying.

This kind thing is a problem, because in using sources, students should sort and choose the validity of the sources used, because not all sources on the internet have academic power. Such as information about history contained in *blogspot*, *wordpress* and some other non-academic websites have the potential to contain incorrect information. This is one negative side of the inappropriate use of technology, the amount of information spread often does not have a substance that can be accounted for academically (Peters, 2017).

Based on various studies of history and historical learning, as well as interviews with the above learning practitioners, mainly teachers and students can be concluded while that students have not been able to understand and practice historical research methods seriously. Therefore, in this article the researcher offers an idea to address the problems described with developing the cooperative learning model based on historical research methods. This article is expected to make a concrete contribution

to the idea of novelty in historical learning, and can be used as a reference by history teachers as one of the tips to improve the quality of historical learning.

The Importance of Understanding Historical Research Methods Practice for High School Students

History as a product of human thought manifested in various forms is aimed at shaping the collective human consciousness of civilizations that shape the patterns and lifestyles they are today. In reading the past, it is often heard the term 'historical consciousness'. This term can be defined a universal psychological attribute, which arises from the fact that we are, all, in a historian's sense, because our species has more dependence on experience than instinct, so life cannot be lived without awareness of the past. As individuals, the human uses his various experiences in different ways and in various means to assert his identity, and existence. Human memory works like a data bank, which stores everything from the past to understand the being lived (Black & MacRaidl, 2000; Tosh, 2015).

Studying history makes students a 'conscious' social creature based on a broad knowledge of the place which they live and how its environment evolves over time. History will explain the various problems that have occurred and will give an overview of the problems that will come in the future. If history is studied seriously, it is almost certain that history will provide many alternative solutions to the coming problems (Coffin, 2006; Nooney & Brain, 2019; Talin, 2015). Historical awareness implies a trans-generational mental orientation over time. The orientation based on the human ability to think forward with a little hindsight. Awareness of history can also be interpreted as an interaction between understanding the past and building expectations for the future. The dimension of time is regarded not only as a technical measure but a substance full of meaning and moral problems given by human (Ahonen, 2005). Studying history can also give students the understanding that they belong to a history network in a broader context. Students will learn a lot about how society is formed in a fairly long process. That anything around their environment is the result of human activities from the past, how and why humans in the past made decisions or acted in some situations in the way they did (Utami, 2019, 2020). The main material that students commonly use in studying history is textbooks. Textbooks as a source of student learning are a product of historiography in the formal education area (Mahardika, 2020).

Often students do not realize that the learning source they use in the classroom is one of the historians products who write narratives about the past with historical research methods. Actually, the historical research methods theory also mentioned in the textbooks used by students, but because of the limited allocation of learning time with a sufficient material quantity causes students' understanding about historical research methods is poor relatively. Building cognitive skills about understanding the past should be coupled with learning that has significant epistemological implications (Simmons, 2020; Smith, 2018). The importance of understanding historical research methods practice is a basics for students to understand the various narratives about historical events (Westhoff, 2012). By practicing historical research methods, students will be positioned like a historian who is working to gather various sources and discover facts about the past and then write them into a narrative (Retz, 2017). A

phenomenon that often occurs in studying history is the ability of students only limited to memorizing the names of characters, years, and places. Though the important thing that is much more than just memorizing characters, years, and places is the contextualization of an event. Historical research methods will encourage students to understand an event context based on the sources they collect, substantial collaboration of the information contained in the source, then interpret it (Huijgen dkk., 2017, 2019; Reisman & Wineburg, 2008).

Understanding the practice of historical research methods will spare students from ethical-presentist judgment, i.e. imposing contemporary ethical norms on the past without considering the norms of the timeframe under investigation (Milligan dkk., 2018). This means that in studying history it is necessary to understand the concept of *zeit geist* (soul of the times) so that students not get caught up in the ahistorical paradigm (Burke, 1993). It is important for students to separate historical perspectives and present-day perspectives in order to avoid anachronistic interpretations (Johansson, 2017; Chinnery, 2013). The role of teachers in providing direction for students to practice historical research methods becomes very fundamental. Teachers should not be indifferent to this basic skills, because this matter will lead students to understand history more holistically and comprehensively. The mind frame to be built into the practice of historical research methods is a systematic working way. The logical consequences of the historical research methods applicative action provide students with broad possibilities to work in procedures that are sitematic with academically accountable work outcomes. Tracing the past requires a procedural framework, an active imagination, a clear and targeted direction of authorship according to the theme under review (Bernhard, 2017; Fitzgerald, 2015). Linear learning outcomes if students being able to practice historical research methods appropriately and carefully is historical thinking skills that are one of the reasons why history should be taught.

Historical Thinking Skills as One of the Historical Learning Goals

History as a science like any other field of science has a systematic frame of mind. One of the most fundamental things as mentioned in previous exposures, that the way of thinking history is an organized and integratively interconnected way of thinking. Historical thinking skills are generally contained about the skills that students have in relation to, first, the skills of sorting and selecting their sources and uses. The second is historical contextualization that emphasizes the understanding aspect of document content. The third is proofing the information in historical sources by examining it against evidence and other available information (Doussot, 2020; Gestsdóttir dkk., 2021; van Drie & van Boxtel, 2008).

Furthermore, some components of critical reasoning about the past include: (a) studying history in the scientific discipline level; (b) the ability to collect and assess information contained in historical sources based on historical ideas in interpreting the information possessed; (c) rationality underlies interpretations of history; (d) use the perspective of a historian in acknowledging, assessing historical assumptions and their implications in the context of practical consequences; (e) convey the results of the analysis communicatively both in oral and written form (Elder et al., 2011). Historical thinking

skills can be achieved if students having skills in understanding how past events are systematically constructed. Providing students with experience to reconstruct history systematically can be done by providing instruction to them to implement historical research methods in completing a task. The task given can take the form of an essay or paper, then in compiling the task the teacher will only give directions for students to practice historical research methods. In accordance with the explanation in the introduction section that is the core focus of the talks in this article, the next section will explain how the practical implementation of cooperative learning-based historical research methods (Hartzler-Miller, 2001; Miller, 1995).

Implementation of Historical Research Methods Based on Cooperative Learning

Historical research methods as they are widely known are scientific procedures used to construct the past. Some stages of historical research methods according to (Kuntowijoyo, 2005; Gottschalk, 1969) include:

1. Determining the Topic

Historians have the self right to determine a topic to be reconstructed, as well as to determine the limits of discussion in both temporal and spatial aspects.

2. Source Collection (Heuristics)

Once a topic is determined, a historian gathers various sources that are considered relevant to a predetermined topic.

3. Source Verification

At this stage a historian ascertain the validity of information contained in the source. There are two types of source verification, first is internal criticism to ensure the credibility of the source, the second is external criticism to ensure the authenticity of the source.

4. Interpretation

The fundamental stages of historical research methods are at this stage. The accumulated source will not be able to speak for itself until it is interpreted by historians. It is from the historian's interpretation that a narrative of the past can be told.

5. Historiography

At this stage, a historian writes down the results of his interpretation based on various sources owned. This is what will be read by the public.

The steps are historical research methods theory commonly used by historians in reconstructing the past. Practically, in carrying out the stages of historical research methods will take a very long time. Therefore, in the context of the historical research method practices for high school students remains adjusted to the student's level of ability and the time allocation specified for the

implementation of historical learning. In implementing the practice of cooperative learning-based historical research methods, the selected learning model is the Group Investigation.

Group Investigation learning model is one variant of the cooperative learning model that emphasizes discussion activities between students in the form of groups (Slavin, 2015). Ideal groups are formed on the basis of similarity, without necessarily distinguishing cognitive, gender, ethnic abilities. It is precisely from this homogeneity that becomes the main stimulant of the students to cooperate. This learning model devoted to classical learning, which will practically position students as colleagues to work together in small groups in order to conduct investigations on a particular theme or topic. This activeness is formulated to trigger aspects of students' abilities in both cognitive aspects and social skills (Schiering dkk., 2011).

Group Investigation's cooperative learning model syntax include:

1. Identify topics and divide students into groups

This first stage directs students to look at the material to be studied as well as propose a number of topics and categorize them. At this stage students are simultaneously directed to join the specified group along with the material shared with each group. Group composition is strived to be heterogeneous, so teachers are tasked to facilitate students in the formation of groups.

2. Plan & collect the material to be studied

Students along with their group members gather various sources of information that are considered to fit the theme they will learn. Group planning contains about the division of responsibility for in order to complete group objectives in accordance with the material that has been determined.

3. The Investigation

At this stage, students begin to conduct a review and analysis study of the source of information that has been collected before. Each member of the group contributes to this investigative activity in order for dialogue and opinions exchange between group members to synthesize the discussion under review.

4. Prepare a final report

The results of discussion and group analysis of the material under review, then written by adjusting to the format of the report that has been determined.

5. Present the final report

The final report is presented in the form of a written work and it is possible to be presented through presentation activities. At the presentation time, members of other groups may ask questions, and provide additional information.

6. Evaluation

The results of previous discussions/presentations can be used as improvement material for the group to complete and improve the results of the investigation they have conducted.

On the other hand, this learning model also has some disadvantages. First, this learning model is recommended to be implemented in classes that have a high cognitive composition. The tendency is there are students who have a low level of cognitive skills will be dominated by students who are high cognitively skilled. Both of these learning models open up opportunities for *free rider effect*. There is a tendency for students to leave their responsibilities to other students, Thirdly in implementing this learning model, needed a lot of time allocation enough that teachers must prepare everything carefully (Sharan & Sharan, 1992; Slavin, 1991).

Despite the various advantages and disadvantages of this learning model, the researcher attempt to collaborate this learning model with historical research methods in order to provide students with a collective experience to practice historical research methods. As for the systematic measures offered by the authors to implement the practice of cooperative learning-based historical research methods:

Stage One: Group Formation

Groups are formed by heterogeneous teachers, both representations of gender and cognitive abilities.

Stage Two: Topic Selection

The teacher provides several topics, then the student representatives of each group randomly select from several topics determined by the teacher according to the materials being studied.

Stage Three: Determining the Writing Plan

Teachers provide explanations and classifications related to reliable and untrustworthy sources. Students are given the freedom to choose the resources they will use. Teachers only provide directions to access resources from reputable scientific journals/historical web sites and provide some recommendations for accessible historical websites. Formulate the focus of the discussion, divide the task to each group member to find the source (heuristic), gather the relevant sources, verify the source.

Stage Four: Analysis Understanding and interpreting (interpretation).

Students discuss the subject matter from the source obtained then analyze and search for the same facts. Each group member gets a division of tasks to work on the background and discussion

Stage Five: Writing Results

Write down the results of the interpretation (historiography). Students get guidance from the teacher in writing the results of the study in accordance with the specified format

Stage Six: Presenting The Writing Results

Each group presents its work. The audience reserves the right to provide questions, disclaimers, or additional information to the group presenting. Each group presents its work. The audience reserves the right to provide additional questions, disclaimers, or information to the group presenting.

Stage Seven: Reflection

Formulate conclusions and write down some points related to the material that has been presented. Provide a personal view of the material that has been presented and associate it with the current situation.

Social System

This learning model is a cooperative learning model based on critical pedagogy. In critical pedagogy teachers are no longer the subject of learning, teachers only provide direction and guidance, the rest of the students are the main subjects of learning.

Reaction Principle

The teacher prepares the materials to be given to students, and provides explanations related to this learning model.

Support System

Students use gadgets to search for information through *google scholar* or access reputable historical websites.

Companion Impact

This learning model will train students to conduct historical research by following with the agreed procedures as a method of historical research and achieve the ultimate goal of improving students' historical thinking skills.

Thus, the exposure of the practice of implementing historical research methods is conceptually followed by a historiographical sheet. The learning steps resulting from the fusion of cooperative learning models with historical research methods are expected to provide students with concrete experience in implementing the practice of historical research methods in the context of learning. This experience will provide students with more or less the provision of how to reconstruct the past according to appropriate scientific procedures.

CONCLUSION

History as a science of human activity in the past provides many images from various perspectives that everything formed today is the result of the journey of civilization from the past. Concretely, history taught in a formal educational environment is to equip students in recognizing their identity as an individual within a nation. Studying the past is one way for students to be able to trace their origins, understand their present position, and see an overview of the future. Historical learning for high school students who have already begun to be provided with a critical approach needs to always be developed. Especially in studying the audience of historical materials in a scientific manner that can later equip students in the form of knowledge and understanding of how narratives from the past are reconstructed and confirmed to the public. Historical research methods are important for students to study, as historical research methods are procedural steps in reconstructing events in the past. In learning it, students can work together with their peers to form collective cognitive knowledge, and develop the social skills.

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