RESEARCH ARTICLE

PARADIGM OF HISTORICAL THINKING : ALTERNATIVE STRATEGIES FOR UTILIZING HISTORICAL THINKING SKILLS IN IMPLEMENTING INDEPENDENT CURRICULUM

M. Ari Kuwoto, Leli Yulifar, Tarunasena Ma'mur, Didin Saripuddin, Encep Supriatna
History Education Program Study, Universitas Pendidikan Indonesia
Correspondence Author : arikuwoto@upi.edu

Abstract

The three objectives of this research are to: (1) organize history learning utilizing the Merdeka curriculum for historical thinking skills; (2) refine the Merdeka curriculum for historical thinking skills; and (3) serve as an assessment of historical thinking abilities. activities for teaching and learning history that rely on critical thinking. In this work, a case study methodology is combined with a qualitative method. Teachers, students, records, curricula, and historical thinking abilities are the informants that provide the data. Activities for teaching and learning in history classes do not adhere to the standards of assessment. Nonetheless, educators have made an effort to follow certain guidelines and execute their own curricula as precisely as they can. Applications of the Merdeka Curriculum can be modified to take into account historical thinking abilities in the context of teaching history. The study's findings indicate that: (1) Teachers plan the history lessons in the Independent Curriculum; and (2) History lessons are implemented in a way that closely aligns with student achievement. (3) The autonomous curriculum's learning principles are not followed in the learning process. Additionally, there are less situational learning and monotonous learning strategies. (4) There are multiple instances in which the Independent Curriculum-based teaching and learning evaluation principles are not followed in the execution of the evaluation of teaching and learning activities.

Keywords: Learning methods; historical thinking skills; Independent Curriculum.

Abstrak

Tiga tujuan penelitian ini adalah: (1) menyelenggarakan pembelajaran sejarah dengan memanfaatkan Kurikulum Merdeka untuk keterampilan berpikir sejarah; (2) menyempurnakan kurikulum Merdeka keterampilan berpikir sejarah; dan (3) berfungsi sebagai penilaian kemampuan berpikir sejarah. Kegiatan belajar mengajar sejarah yang mengandalkan pemikiran kritis. Dalam karya ini, metodologi studi kasus dipadukan dengan metode kualitatif. Guru, siswa, catatan, kurikulum, dan kemampuan berpikir sejarah merupakan informan yang menyediakan data tersebut. Kegiatan belajar mengajar di kelas sejarah belum memenuhi standar penilaian. Meskipun demikian, para pendidik telah berupaya untuk mengikuti pedoman tertentu dan melaksanakan kurikulum mereka sendiri setepat mungkin. Penerapan Kurikulum Merdeka dapat dimodifikasi dengan memperhatikan kemampuan berpikir sejarah dalam konteks pengajaran sejarah. Temuan penelitian menunjukkan bahwa: (1) Guru merencanakan pembelajaran sejarah pada Kurikulum Merdeka; dan (2) Pembelajaran sejarah dilaksanakan sedemikian rupa sehingga selaras dengan prestasi siswa. (3) Prinsip pembelajaran kurikulum otonom tidak diikuti dalam proses pembelajaran. Selain itu, pembelajaran situasional kurang dan strategi pembelajaran monoton. (4) Banyak kejadian yang tidak menerapkan prinsip evaluasi pembelajaran berbasis Kurikulum Merdeka dalam pelaksanaan evaluasi kegiatan belajar mengajar.

Kata Kunci: Metode pembelajaran; Kemampuan berpikir sejarah; Kurikulum Merdeka.

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INTRODUCTION

The Independent Curriculum in History Learning activities beginning with the academic year 2022–2023, Teaching, Culture, Research and Technology began to force the implementation of an independent program at the early childhood education level, elementary and secondary instruction (Kuwoto et al., 2022). The application of a self-contained the curriculum is very important for the 2013 curriculum. It has been around for almost a decade-the ideal time for curriculum improvement. Regardless of the various benefits included in the curriculum (Hasan, 2021). The 2013 curriculum requires several improvements related to various aspects of the challenges that are currently emerging, especially the Covid-19 pandemic since early 2020. Apart from that, global trends also require more learning processes by adapting to the types of students so far, this must be done. curriculum (Reisman, 2011).

Studies on the topic of history education in the 2013 Curriculum (Pratama & Hidayat, 2022) reveal that the amount of hours dedicated to Indonesian history subjects was reduced in the 2013 Curriculum. According to research (Nugroho, 2022), there are dynamics associated with curriculum adjustments in the Transformation of Indonesian History Learning at the SMK/MAK (senior high school) level. According to research (Armiyati & Agung, 2024), assessment is a task that is equally significant to learning in the Merdeka Curriculum. Then, according to study (Ritonga, 2018), curriculum modifications are required at any moment since they are always in line with advancements in social and cultural aspects of life, science and technology, politics, and other domains. Lastly, study (Rimatuzzahriah & Abrar, 2023) looks at how the Merdeka curriculum uses the Moodle platform, which can offer different history lessons that are more successful and develop students' critical thinking abilities.

The change from the *Merdeka* curriculum compared to the 2013 curriculum occurred automatically, causing is change in the arrangement of the departments within the updated curriculum, encompassing the status of teaching past. Was once a concern that the history class eye was abolished (Azanella, 2019). So it caused chaos and objections from various associations for professionals, the city government, examine program relationships and historians (Adams, 2020). This was right away answered with the Ministry explaining that it was not the history class being abolished (Meiliana, 2020). Until finally the minister of education appeared 56/M/2022 is the number and SK BSKAP number 008/H/KR/2022, which attested

to the history courses' inclusion in a separate curriculum (Menteri Pendidikan. Kebudayaan, Riset dan Teknologi, 2022).

History subjects are genuinely not excluded from the sovereign curriculum organization. But the role of the story is no longer as powerful as it was within the previous curricular organization. Should the 2013 curriculum includes two historical topics, specifically History of Indonesia (compulsory) and History (advanced), later within the syllabus (Astika et al., 2020). In *Merdeka* There is only one history department. At Level e (Level x), It includes history. alongside geography within the Social Sciences (IPS), sociology and economics majors. In the interim, in grades XI and XII) have a F, the story shifts to independent teaching. In addition, the logical consequence of these changes is the effect of reducing the number of history lessons per week (Mendikbudristek, 2022). With So history still exists as a subject, but the number of hours there is a lesson is sterilized. There is a problem with the limited number of study hours, more precisely the second challenge, namely the shift in the curriculum paradigm (Kurniawan, 2021).

If the 2013 Curriculum uses a competency-based curriculum foundation, the Merdeka Curriculum uses a curriculum based on learning outcomes (Results-Based Curriculum). Actually, there are no issues with this modification, because it follows the latest educational trends (Herman & Aisiah, 2022). This is only for teachers who are familiar with the layout of reading the independent curriculum learning outcomes formula, of course they will face uncertainty at the beginning of its implementation.

One of the pleasures of the formula - as well as one of the challenges - is that learning outcomes from an independent curriculum emphasize different aspects of skills, without neglecting aspects related to content. One scope of historical subject ability is historical thinking ability (historical thinking). The concept historical thought within the Merdeka is also more comprehensive than the one from 2013 syllabus (Herman & Aisiah, 2022). During the 2013 syllabus There exist various notions of historical thought, including diachronic and chronological, synchronicity, Past space and time, continuity and change, and causation (Sardiman, 2017).

Several ideas of historical thinking are included in the Merdeka curriculum for history subjects, such as development, continuity, repetition, and change of human life skills; chronological (diachronic); synchronic; causality; imaginative, creative; critical; reflective; contextual; and multi-perspective, the explanation, The

Merdeka curriculum's approach to teaching history is to contextualize historical events with contemporary ones in order to assess and guide a person's life toward a better future. The instructional setting, learning resources, instruments, students, and teachers make up the components of a historical education. Creating and developing historical consciousness and understanding of ourselves and our collective as a nation is the goal of teaching history in the Merdeka Curriculum.

Encourage moral principles, love of one's country, pride in oneself, nationalism, and collaboration amongst people. Expand your understanding of the dimensions of time, space, and people. Develop your synchronous, positioned, creative, critical, reflective, dichronic, and causal thinking abilities. Practice skills in finding, criticizing, selecting, analyzing, and synthesizing sources and writing history. Training on digital and non-digital historical information processing skills (Menteri Pendidikan, Kebudayaan, Riset, dan Teknologi, 2022). Furthermore, "Teach the skills of source search (heuristics), criticism and selection of sources (control), analysis and synthesis of sources (interpretation), and historiography (history)" is how history is supposed to be studied. That's why the independent curriculum for the formulation of Comparing the historical thinking concept to the 2013 curriculum, it is much more extensive (Somantrie, 2021).

In addition to offering a summary, this study develops a detailed account that illustrates how the idea of "Independent Curriculum Reform" is applied to history education courses. The selection of this curriculum as the research topic makes it possible to examine the potential impact of this novel method on the teaching and learning of history in classrooms. This study's dedication to investigating historical thinking abilities as a crucial component of the curriculum is another way that it is new. By emphasizing historical reasoning abilities, this research aims to close knowledge gaps and provide a more comprehensive picture of how curricular reform affects students' intellectual growth. The study's research aims encompass a comprehensive endeavor to comprehend the tangible effects of curriculum change on students' development of historical thinking skills. Constructivism is one learning theory that has been updated for the modern day and used to the framework of the independent curriculum. adapted to the student's interests and abilities in relation to the efficacy of the current learning.

While the 2013 curriculum places more emphasis on student participation in the classroom, the Merdeka curriculum highlights thinking skills and building Pancasil students' profiles. Ultimately, both curricula aim to raise the standard of education. The purpose of this study is to provide a thorough examination of the new curriculum's implementation, highlighting not only its structure and methods of instruction but also how it affected students' comprehension and analytical abilities when creating historical narratives. By calculating the degree to which the curriculum fulfills the goals of creating This researcher is dedicated to provide a critical perspective that can significantly improve the curriculum and create more successful history learning experiences for students who lack historical thinking abilities (Kuwoto et al., 2022). That teachers can use to train students' skills in thinking about stories. A description of this is very important for historical studies to actually learn to think (Mendikbudristek, 2022).

METHOD

This study's methodology is a literature review search to obtain the necessary information (Zed, 2008). This research uses a qualitative descriptive approach. As in Batubara & Aman (2019), qualitative research is research whose purpose is to understand, as a whole or comprehensively, the phenomena experienced by the subject, such as behavior, observation, motivation, action, describing them in a special natural context with words, language, and various sciences (Lincoln & Guba, 1985). Technique applied an interactive model of data analysis that is, data reduction, data presentation, and conclusion drawing is employed. The following are the steps to follow: (1). Data identification and preparation. Verify that the data to be used has been identified and matches the goals of the study. (2) Data Cleaning: Take care of outliers, missing numbers, and other issues that could compromise the accuracy of the study by doing data cleaning. (3) Reduction of Data. Variable selection is the process of identifying pertinent factors for examination and eliminating those that don't significantly contribute. (4) Data Transformation: To make comparison and understanding easier, carry out data transformations as needed, such as normalization or standardization. (5) Analysis and Modeling. Choosing an interaction Model: Choosing an interaction model that makes sense given the data's properties and the goals of the study. Model Application. Utilize interactive models to examine the correlations between variables and search for any emerging trends. (6) Information Display. Data Visualization: Present discoveries and trends found through analysis using graphs and data

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representations. Condensed Statistics. To paint a fuller picture, summarize pertinent statistics like mean, median, and standard deviation. (7). Iteration that is interactive. Exploration and Iteration: This process includes refining the interactive model in light of preliminary findings, finding potential control variables, or going deeper into the data. (8) Model Refinement: Update the interactive model as needed in light of new information and in-depth examination. (9). Assessment and Validation. Model Validation: To guarantee the accuracy and dependability of the outcomes, do model validation. Error evaluation: Spot possible biases or inaccuracies and take appropriate action by removing or correcting information that raises questions. Conclusion, number seven. Interpretation of Results: Explain the analysis's most pertinent and important conclusions in order to interpret the results. Conclusion (10). Drawing: Conveying conclusions in a clear and concise manner by drawing conclusions from analytical findings and considerations. This model conducts analysis concurrently with the necessary data collection procedure. While gathering data, researchers also condense and present the data. Written reflections and descriptions make up field note data. The first steps in research are preparation for the field, fieldwork, analysis, and report writing.

RESULTS AND DISCUSSION

The Idea of Historical Thinking Capabilities

Historical reasoning skills are skills that people have automatically, whether they are students or historians. (Wineburg et al., 1991) considers this ability to be unnatural because it can only be acquired through study and practice. These Students should value talents because they are necessary for foundation for living in the 21st century (Levesque, 2008) These skills help students become more critical in dealing with global situations full of uncertainty and rapid information changes, whether they can be managed (McAllister et al., 2021). Thus, developing historical reasoning abilities prioritizes 'how' students think 'what', and is also important for studying the past in a more critical way (Johnston & Sheehan, 2016).

Acquiring historical reasoning skills requires not only familiarity with aspects of content that is historical as well as the capacity for critical analysis. Traditional history classes, on the other hand, usually focus on helping students understand important dates and important characters. Events (Hamalik, 1995). This usually results in students memorizing history. This doesn't mean that understanding relevant aspects of content isn't important. This is because historical reasoning skills, between content (declarative knowledge) and skills (procedural knowledge), require intricate relationships between the two categories of knowledge (Morton et al., 2015).

Thinking about history can be interpreted as using "procedural knowledge" to analyze knowledge about historical content to better understand the historical period. "How can we know what we know about the past?" is the first question that needs to be posed to students (Seixas & Morton, 2012). This question is able to respond through an intellectual process of critical thinking using certain concepts. This concept is commonly utilized by historians in order to transform historical events (Seixas, & Morton, 2012). In the school level, these concepts can be used to teach students historical thinking. Outside Indonesia, several countries have long established the importance of teaching historical thinking to students.

Actually have different historical ideas in some of these countries and may have similarities, similarities, overlap and differences. For example, Canada has six concepts that are considered the "Big 6" by (Seixas & Morton, 2012). Historical Importance, Cause and Change, Evidence (Evidence), Change and Continuation, the subsequent factors (cause and result), historical context, and ethical consideration (Levesque, 2008). Meanwhile, in Canada also introduced 5 concepts of historical thought, including evidence, sharing, progress and decline, continuity and change, and historical relevance.

Repoussi & Tutiaux-Guillon (2010) identified four dimensions of historical thinking skills, namely competence in questioning, methodological competence, orientation competence, & subject area competence. These four dimensions of historical thinking skills are considered using the FEUR example (Repoussi & Tutiaux-Guillon, 2010). In the United States, students are trained in historical thinking skills using the methods used by historians in reading and analyzing historical texts. Wineburg et al., (1991) identified this method as 3 aspect that is, contextualization, confirmation, and sourcing.

Students learn these three concepts via the "reading like a historian" curriculum (Wineburg, 2001). New Zealand, there are still four historical thinking concepts introduced by Davison, Enright, & Sheehan (2014). According to (Darwin et al., 2023), the four ideas are evidence, historical empathy, historical perspective, and historical importance. There is a propensity for these four themes to draw upon some Canadian historical thought concepts. From various concepts that apply to

the countries discussed above, it is evident that there isn't just one understanding of concept historical thinking (Rahmawati et al., 2022). Each expert in various countries share their own concept of historical thinking which they think is most appropriate. Some of these concepts sometimes have similarities or similarities to each other, sometimes they also have concept disparities. It is not surprising that Indonesia also has historical thinking concepts that have their own characteristics, as will be explained in the next section (Umami et al., 2022).

Critical thinking skills are an important part of modern education. Although I do not have specific information about how critical thinking skills are taught in the 2013 Curriculum or Merdeka Curriculum, I can provide a general overview of the concept. In the 2013 Curriculum, the skills-based learning (PBBK) approach is emphasized, where critical thinking skills are one of several skills integrated into the curriculum. This approach emphasizes the development of intellectual skills, including critical thinking, creative, communication and collaborative skills. Teachers are expected to design learning that encourages students to develop their abilities in solving problems, analyzing information, evaluating arguments, and thinking reflectively.

Meanwhile, in the Independent Curriculum, the concept of critical thinking skills is also expected to be part of education. The *Merdeka* Curriculum emphasizes the freedom of schools to design their own curriculum according to local needs and context. Therefore, the implementation of critical thinking skills in the *Merdeka* Curriculum may vary between schools and regions, depending on the approach adopted by each school. In general, critical thinking skills can be taught through a variety of methods, such as discussions, text analysis, case studies, role plays, and problem-based projects. The main goal is to help students understand information in depth, develop their ability to analyze information critically, and generate logical and rational thinking.

Historical Thinking Skills in the Independent Curriculum

In the 2013 Curriculum, the concept and application of historical thinking skills is one of the main focuses in history learning. Here are some concepts and their applications: (1) Critical Thinking Skills: History learning in the 2013 Curriculum encourages students to develop critical thinking skills in analyzing various historical sources, such as documents, artifacts and other evidence. Students are taught to ask critical questions, evaluate the reliability of sources, and make conclusions supported by evidence. (2) Analytical

Thinking Skills: Students are taught to analyze various aspects in a historical context, such as cause and effect, change and continuity, as well as the interpretation of various historical events. They are also invited to identify patterns, trends and significant changes over a certain period of time. (3) Synthetic Thinking Skills: Students are given the opportunity to synthesize information from various historical sources and make holistic conclusions about a particular historical period or topic. It involves students' ability to connect various facts, concepts, and themes into a cohesive narrative. (4) Reflective Thinking Skills: Students are invited to reflect on the impact of historical events on society and the world today. They are also asked to evaluate and reflect on the positions, values, and perspectives underlying different historical interpretations. (5) Creative Thinking Skills: Learning history also encourages students to use imagination and creativity in facing complex historical challenges. They can develop alternative historical narratives, consider the implications of different historical decisions, and generate new solutions to historical problems.

The application of historical thinking skills in the 2013 Curriculum does not only occur in the classroom context, but also through various practical activities such as research, discussions and history-based projects. Teachers act as facilitators who guide students in developing historical thinking skills, so that they can become independent and skilled learners in understanding, interpreting and appreciating historical heritage. Of course, the following is a continuation of the application of historical thinking skills in the 2013 Curriculum. The 2013 curriculum encourages active and collaborative learning through history-based projects. Through this project, students can develop historical thinking skills in a real and contextual way. They can conduct research, analyze historical sources, and put together a presentation or creative product that reflects their understanding of a historical topic. Teachers can use a discussion-centered learning approach to get students to think critically about history.

Through this discussion, students are invited to present evidence from the historical sources they study and defend their arguments with logic and strong evidence. This helps them develop critical thinking and effective communication skills. Historical simulation is a learning method that allows students to 'experience' historical events directly. In this simulation, students can play the roles of prominent people from the past, face the challenges faced by them, and make decisions that impact historical outcomes. This helps students understand the complexities of history, develop empathy for historical figures, and hone critical and creative thinking skills.

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The 2013 curriculum adopts a competency-based learning approach and emphasizes the development of various aspects of students' skills, knowledge and attitudes. Several learning theories underlying the 2013 Curriculum include constructivism and social constructivism. The following are some of the strengths and weaknesses of the 2013 Curriculum. The 2013 curriculum is designed to develop the various competencies students need to succeed in life, not only in terms of academic knowledge but also life skills, critical thinking skills, and emotional intelligence. The 2013 curriculum prioritizes student-centered learning, where students are encouraged to be actively involved in the learning process. This approach helps students build a deeper and more relevant understanding of the subject matter.

Implementation of the 2013 Curriculum in the field is often faced with challenges such as lack of resources, sufficient teacher training, and adequate administrative support. This can hinder the effectiveness of implementing the curriculum as a whole. The evaluation approach in the 2013 Curriculum which emphasizes measuring competencies and skills is often more complex than the traditional evaluation approach which is more focused on mastery of knowledge. This can pose challenges in designing and implementing relevant and meaningful evaluation instruments. While the curriculum is independent from the 2013 curriculum. There are thirteen history learning objectives in the design of the history learning achievement in an independent curriculum.

The objectives are to: (1) cultivate historical consciousness; (2) cultivate self-awareness; (3) cultivate a sense of national unity; (4) cultivate a sense of pride in historical achievements; (5) cultivate nationalism and patriotism; (6) cultivate moral, human, and ecological values; (7) cultivate the values of diversity and cooperativeness; (8) cultivate an understanding of the human dimension, specifically the capacity to examine ideas, ethereal atmospheres, significant historical deeds, and works in history; (9) to gain knowledge of the spatial dimension, i.e., the ability to examine links or linkages between local, national, and international events; (10) Gain an awareness of time; be able to view occurrences in their whole, taking into account the past, present, and future; and analyze how human existence develops, continues, repeats, and changes; (11) Thinking from multiple perspectives, synchronous, causal, imaginative, creative, critical, reflective, contextual, and diachronic (chronological) skills; (12) putting into practice the heuristics for locating sources, the control and critique of sources, the interpretation and synthesis of sources, and the historiography of history; (13) Gain experience with non-digital or digital historical materials in a variety of historical applications, including audio files, written texts, images, models, vlogs, storyboards, timelines, infographics, cartoons, posters, and more (Menteri Pendidikan, Kebudayaan, Riset, dan Teknologi, 2022; Widiadi et al., 2022). Of the thirteen goals, six points can be recognized as goals. The latter is associated with the idea of historical thought. Of the six, several historical thought concepts can be derived from these passages, including: as follows (Aan et al., 2021).

First, the capacity to examine one's own past emotions is necessary for gaining an awareness of the human dimension. By this goal, pupils will have demonstrated their capacity for historical empathy and historical thinking. According to Handa et al., (2014), pupils must be able to visualize "walking in someone's shoes" in order to demonstrate historical empathy. past" with the help of the historical data it examines. In addition, it is uncomfortable. According to (Morton et al., 2015), the idea also encompasses an examination of one's previous emotions from a "historical perspective," as this entails the historian employing historical context and facts to interpret the subject's thoughts and feelings (Abdulkarim et al., 2018).

Second, grasping the connections between local, national, and international events is necessary to cultivate an awareness of the spatial dimension. Students need to be taught historical thinking skills from a historical viewpoint and an appreciation of the significance of history in order to acquire this understanding. As a historian, you must also explain to students the idea of historical perspective so they can decide whether historical events are significant (Seixas & Morton, 2012). Not only can significant historical events occur on a national or international scale, but they can also occur on a single local size. In order to study historical texts and establish the context in which they were created, students must also possess contextualization skills, as demonstrated by the requirement that they multiply the ratio of occurrences by three measures (Wineburg, 2001).

Third, Analyzing the time dimension allows one to see it as a whole and build a deeper grasp of it. The evolution, continuity, recurrence, and alteration of human life According to Kuntowijoyo (1999), the four processes illustrate history's standing as a science of time. The idea of historical thought, change and continuity

is connected to this feature of the temporal dimension (Seixas & Morton, 2012). Furthermore, in (Levesque, 2008), this feature is directly tied to the idea of progress and decline.

Fourth, at least nine concepts diachronic (chronological), synchronic, causal, imaginative, creative, critical, reflective, contextual, and multi-perspective are connected either directly or indirectly to the idea of historical thought at the eleventh point in the history of learning, namely thinking skills education (Menteri Pendidikan, Kebudayaan, Riset, dan Teknologi, 2022). The "heart of historical thought" that offers a profound conceptual framework guiding historical thought is found in diachronic (or chronological) thinking skills, which are crucial for students to grasp when studying history (Wasimin, 2022). Since it provides structure to historical tales and significance to a sequence of events, the chronology of his thoughts is an idea that cannot be disregarded (Widiadi et al., 2022). One of the aspects of historical thinking that is not emphasized in certain Land literature is the capacity for synced thought, or thinking beyond history. Due to the fact that more According to Kuntowijoyo (1999), history is essentially a diachronic science that examines events that "continue" on time. These abilities can be taught, though. Using a multifaceted method, students study history with other social science viewpoints. The idea of cause and effect is intimately associated with causal thinking abilities (Seixas & Morton, 2012).

Students must comprehend this idea that events happen because of other occurrences and past happenings. It influences other occurrences as well. According to Seixas & Morton (2012), this relationship can take the shape of several causes and multiple effects rather than a single cause and effect, or monocausality. The historical thinking ideas found in various literary works have no direct bearing on imaginative thinking abilities. Nonetheless, historical reasoning requires this skill (Levesque, 2008). In order to develop historical empathy, reciprocity of historical imagination, contextualization, and moral judgment.

It is also not used to refer to critical, creative, or reflective thinking as a distinct category of historical thought. The historical cognition process simply requires three abilities. When interacting with historical materials, historians need to exercise critical thinking; similarly, when using educational resources, students need to be taught critical thinking techniques (Kuwoto et al., 2022). The historian's creative faculties must be instinctively applied when creating history. Students

should be taught in history classes at school how to think critically and imaginatively when writing about historical events. Historical thinking ideas can be integrated with contextual thinking abilities (Yulifar, 2013).

Wineburg (2001) asserts that in order for students to effectively handle historical sources, they need to acquire the acquisition, contextualization, and tonic skills that historians possess when reading sources. Students using learning resources must critically consider the author of the material (source), the context in which it was created (contextualizing), and the necessity of comparing the original with additional sources (corroborating). Proficiency in multiperspective thinking is limited to the use of historical perspective. Students need to understand that various people might review and interpret the same prior experience in different ways (Seixas & Morton, 2012). Additionally, educators must inform students that perceptions of these instances might vary over time and that exclusive parties may argue discrepancies in perspectives (Saripudin et al., 2022). Things that were thought to be important in the past might not be thought to be as important now.

Fifth, students need to be able to perform heuristics, critique, interpretation, and historiography (Menteri Pendidikan, Kebudayaan, Riset, dan Teknologi, 2022), which are all necessary steps in writing history, as mentioned in point 12 of the history learning goals. This skill is essentially the same as the advice provided by Wineburg (2001) so that students can use the reading like a historian curriculum to source, contextualize, and corroborate information. Before students can write history well, they need to at least comprehend how history is written. Students can be trained to undertake historian job, or learning to write history, after they have a firm understanding of this procedure (Tarunasena, 2006).

Sixth, the aforementioned historical writing abilities can be demonstrated in a number of ways and are not limited to written form. Pupils can produce historical events, films, posters, mock-ups, and more. Although this talent is necessary to ensure that the process of learning history takes place in a pleasant and non-monotonous atmosphere, it has no direct connection to the notions of historical thought contained in the literature. Another crucial consideration is how to teach pupils these abilities after determining which historical thinking principles are still present in the *Merdeka* Curriculum and how they relate to those that are already present in other works of literature that are not written in Indonesia. The ensuing parts will contain this review (Tarunasena, 2006).

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Reform of the Independent Curriculum in Teaching Historical Thinking Techniques

Table 1. Comparison of the Independent Curriculum and the 2013 Curriculum

Independent Curriculum	2013 Curriculum
Competency based	Competency and character based
Development of competence, character and literacy	Development of academic and character competencies
Encourage active and collaborative learning	Promote active, student-centered, and inclusive learning
Students are actively involved in the learning process, emphasizing discovery and exploration	Students are actively involved in the learning process, with a focus on mastering skills, knowledge and attitudes
Competency and performance-based assessment	Competency, performance and portfolio-based assessmento
Developed to simplify the curriculum and allow flexibility at the school level	Developed to increase the relevance, competitiveness and quality of education
Pay attention to the availability of resources at various levels of education	Pay attention to the availability of resources, but place greater emphasis on efforts to improve the quality and relevance of the curriculum
Emphasizes the development of character and personality that is tough and has integrity	Emphasizes the development of character, attitudes and positive values

Teachers must teach kids how to think historically in order to prepare them for the accomplishments of studying history in the Independent Curriculum. The problem is in the absence of guidelines in the Independent Curriculum regarding how to train children to think critically about the past (Supriatna, 2012). Teachers can utilize this task as a chance to think creatively and independently about different learning strategies that might be applied to the instruction of historical thinking. This essay aims to offer additional teaching methodologies for history teachers to employ along with certain historical materials or sources that can serve as learning aids (Yulifar, 2013).

The comparative study between the *Merdeka* Curriculum and the Curriculum 2013 is an effort to understand the similarities and differences between the two main learning approaches used in the Indonesian education system. The following is a comparative study

between the two: (1). Learning approaches: Independent Curriculum adopting a competency-based approach that emphasizes developing students' skills, character and literacy. Curriculum 2013 also competency-based, but places more emphasis on developing academic competencies and student character. (2). Main Focus: Independent Curriculum: Main focus on developing competence, character and literacy, with an emphasis on active and collaborative learning. Curriculum 2013: Main focus on developing students' academic competencies and character, with a student-centered and inclusive learning approach. (3). Evaluation: Independent Curriculum: Competency and performance-based assessment, with an emphasis on measuring learning outcomes holistically.

Curriculum 2013: Assessment is also competency, performance and portfolio based, with efforts to measure student achievement in various aspects of learning. Implementation: Independent Curriculum: Developed to simplify the curriculum and give schools flexibility in adapting it to local needs. 2013 Curriculum: Developed to increase the relevance, competitiveness and overall quality of education, with a more structured framework but still leaving room for adaptation at school level. Independent Curriculum. Emphasizes the development of character and personality of students who are strong and have integrity.

Curriculum 2013: Also emphasizes the development of students' character, attitudes and positive values as an integral part of education. Independent Curriculum: Paying attention to the availability of resources at various levels of education, with efforts to optimize the use of existing resources. Curriculum 2013: Paying attention to the availability of resources, but placing more emphasis on efforts to improve the quality and relevance of the curriculum without ignoring the need for adequate resources (Javanisa et al., 2022). It is crucial to remember that students still need to be assisted in solving the same problem, even though reporting formats can vary. This issue can be expressed as a historical question (the central historical question), which is more succinctly followed by a second, more focused query (Reisman, 2011).

Curriculum: Prioritizes the development of students' critical and creative thinking skills through active and collaborative learning. Curriculum 2013: Also emphasizes the development of critical and creative thinking skills, with a student-centred learning approach to stimulate analytical and imaginative thinking (Djono et al., 2020). Independent Curriculum: Recognizes the role of technology in learning, but has not implemented specific strategies to integrate technology thoroughly

in the curriculum. Curriculum 2013: Encourages more active use of technology in learning, through providing digital resources and developing digital skills for students. (Adams, 2019).

This comparative study also highlights the importance of paying attention to critical aspects such as availability of resources, development of critical and creative thinking skills, and integration of technology in designing and implementing an effective curriculum (Ainia, 2020). Thus, this comparison provides a more complete picture of the two main approaches to education in Indonesia and facilitates better decision making in efforts to improve the quality of national education. (Meiliana, 2020). When Sukarno and Hatta got back to Jakarta, they reported the same incident. They noticed signs of a fire to the west while traveling, at the same time they were in the Klender Area.

Merdeka Curriculum: Paying attention to the sustainability of curriculum implementation as well as the expansion of adequate evaluation to measure its overall effectiveness. Curriculum 2013: Considering the sustainability of the curriculum by updating and adapting it according to changing educational needs, as well as carrying out continuous evaluations to improve the quality of learning. Independent Curriculum: Encourages active participation from various related parties, including teachers, parents and communities, in designing, implementing and evaluating the curriculum. Curriculum 2013: Also encourages participation of education stakeholders in designing and implementing the curriculum, as well as accommodating feedback from various parties for continuous improvement. Therefore, there are still many of approaches that educators can use to help pupils develop their historical thinking abilities. Any content can be used to help pupils improve their skills early (Hasan, 2021). The presence of primary and secondary historical origins outside of textbooks is crucial to note since it might encourage students to think critically about history. By highlighting the variations in origins, educators can utilize these beginnings to encourage pupils to think historically (Saripudin et al., 2022). By asking students to solve problems pertaining to specific instances, historical questions can be used to encourage these disparities. Using the same conflict, different historical thinking skills concepts might be discussed. Teachers need to find historical sources that could be used as instructional resources (Supriatna, 2012).

CONSLUSION

The Curriculum 2013 and the *Merdeka* Curriculum are two different educational curriculum systems implemented in Indonesia. Here are some comparisons between the two. The Curriculum 2013 places more emphasis on competency-based and contextual learning approaches, with an emphasis on active, creative and collaborative learning. The *Merdeka* Curriculum emphasizes a learning approach that is more flexible and can be adapted to students' needs and interests, by integrating elements of local wisdom and character development. The Curriculum 2013 has a curriculum structure consisting of three levels, namely basic education (SMA/MA/SMK/MAK). The *Merdeka* Curriculum provides more flexibility in curriculum preparation at the school level, allowing schools to adapt the curriculum to local conditions, student needs and global demands.

The Curriculum 2013 emphasizes character development through classroom learning, extracurricular activities and other social experiences. The *Merdeka* Curriculum also emphasizes character development, but provides more space for schools to integrate cultural values and local wisdom in the learning process. The Curriculum 2013 uses a variety of assessment approaches, including formative and summative assessments, to measure student competency achievement. The *Merdeka* Curriculum provides greater flexibility for schools to determine evaluation and assessment methods that suit the context and characteristics of their students.

Can be drawn is that although both have similar goals in improving the quality of education, the Curriculum 2013 is more structured and standardized, while the *Merdeka* Curriculum provides more flexibility for schools to adapt learning approaches to local needs and student characteristics. The existence of an independent curriculum as a new curriculum is certain to cause problems for teachers accustomed to using the Curriculum 2013. This new curriculum also offers positive challenges in being able to teach students about historical perspective. The *Merdeka* curriculum, in particular, places significant emphasis on teaching abilities, such as historical thinking, in addition to academic features (Kuwoto et al., 2022). There are certain parallels between the notion of independent curriculum history and of historical thinking available in various literatures, some of which are new concepts specifically

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for Indonesian history subjects. Like the concept of synchronous and creative thinking. As for The methods of instruction that might be employed to impart thinking abilities. History teachers can use project-based learning that challenges students to reconstruct historical events through their own constructive interpretation. The report format can be written or in any other format that students want. Most importantly the teacher must be able to provide historical resources, both in primary and secondary education, which can inspire students to be able to think about the story.

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