

Development Of Learning History Based On Local History To Improve Students' Critical Thinking Skills Of High School Students In Banyumas

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Abstract. This study aims to (1) analyze the potential of Banyumas local history to become content for high school history learning in Banyumas; and (2) Implementation of Local History Learning to Improve Critical Thinking Skills of High School Students in Banyumas. This study used a qualitative method with an analytical-descriptive approach and collected information using a literature study. The research results show that (1) Banyumas has many events or local history, either in the form of sites or relics; which is in accordance with the target curriculum for learning history as determined by the Ministry of Education and Culture; and (2) the implementation of history learning based on local history in senior high schools in Banyumas is carried out using learning strategies that are oriented towards student-teacher-learning together as well as project-based learning and problem-based learning models

Keywords: Historical Learning; Local History; Critical Thinking Skill; Banyumas

1 Introduction

Education is a determining factor that can be used as an indicator of the progress of a nation's civilization [12]. However, the trend which is an indicator of progress in the field of education is determined by the quantity of output of graduates who meet the target market or are cognitively technologically intelligent; without understanding the true role of education, it also includes ethics, upbringing and various community teachings (transfer of values). This is what makes learning history so important to teach. The ideal history learning goals are formulated in various perspectives, one of which is Bourdillon as quoted by Erlina Winayarti, where learning history aims to help students achieve a number of abilities, including; (1) understanding the past in the context of the present; (2) arouse interest in the past which is meaningful; (3) helping to understand self-identity, family, community and nation; (4) to help understand cultural roots and their interrelationships with various aspects of real life; (5) provide knowledge and understanding of the countries and cultures of other nations in various parts of the world; (6) train inquiry and solve problems; (7) introducing scientific thinking patterns from historical scientists; and (8) preparing students to pursue higher education.

In line with the various ideal goals of learning history, the Ministry of National Education also formulates similar goals, namely to make students aware of the process of change and development of society in the time dimension to build historical perspectives and awareness in discovering, understanding and explaining national identity in the past, now and in the future amidst a changing world. A more complete description of the ideal purpose of learning history is contained in the formulation of the Ministry of National Education Regulation Number 22 of 2006 namely by (1) building students' awareness of the importance of time and place which is a process of the past, present and future; (2) to train students' critical power in understanding historical facts correctly based on a scientific approach and scientific methodology; (3) foster students' appreciation and respect for historical heritage as evidence of the nation's civilization in the past; (4) foster students' understanding of the process of forming the Indonesian Nation through a long history and is still in progress to the present and in the future; (5) foster awareness in students as part of the nation Indonesia, which has a sense of pride and love for the country which can be implemented in various fields, both nationally and internationally [1].

Learning history should be able to provide changes, both cognitive, affective and psychomotor in everyone who studies it. However, most of the realities describe historical learning which is still focused on memorizing past events which tend to be chronological in nature. Even though the curriculum has undergone dynamic changes, most of the history lessons are still carried out conventionally so that it is not wrong if a number of experts state that there is a discrepancy between the goals and functions and the reality of learning history.

According to the writer's opinion, one way to improve students' critical thinking skills is to implement history lessons based on local history. This can be started by developing historical research skills, which is an ability to research a historical event in the hope that direct student learning experiences can be created. When connected with local history as learning content; then it can be interpreted that the research carried out by these students has a specific space that is in the local scope. As for the space in question, it could be a student's residence or an area of interest to a history researcher. In this case, according to the NCHS, historical inquiry processes or sets of questions are worth pursuing [7]. In the most direct approach, students might be encouraged to analyze a document, record or site itself. This explanation can be interpreted as a description of historical discoveries that begin with problem formulation and document analysis, such as archives, decrees, diaries and so on [11]. Kuntowijoyo formulates research topics, one of which is determined by the emotional closeness of the researcher; where historical events around the environment can make it easier for novice researchers to develop skills in finding, collecting and criticizing sources [5]. Thus, the objectives of learning history as formulated by the NCHS which include historical thinking, historical analysis and interpretation and historical research capabilities will be achieved [11].

2 Research Methods

Learning resources are used to facilitate and assist students in understanding historical material, especially events that are familiar to the students themselves. One of them is local history obtained from oral sources; because of the experience of a group of people stored in collective memory. Most of the searches were carried out with interviews between students and resource persons; and carried out as directed by the teacher. Local history-based learning whose sources are obtained from the community; is expected to be valuable knowledge, both for students, teachers and even the repertoire of historical education knowledge in general. This is due to the

use of learning resources that are rich in historical values and characters such as local history, can provide a stimulus for historical thinking skills. In addition, students who are required to interact directly with sources are also expected to be memorable experiences in the long term.

3 Result and Discussion

To be able to implement local history-based history learning, the approach used should not only present history as an event; but it must also follow the trend of developments in historical writing in general, for example emphasizing analysis rather than storytelling; emphasizing themes or topics rather than chronology; include statistics; paying attention to oral interviews; collaborating on sociological models as well as psycho-analytic theory. In the reality of learning, teachers should introduce variations of historical learning themes that are not only based on political history or elite groups; but also history with the title of social groups, such as family, social problems around, factories and companies, births and deaths, crime and so on.

In another context, the presentation of history learning material can also be inserted with local events that are in accordance with the theme or subject matter in the National History Syllabus and translated in the form of a modified Learning Implementation Plan (RPP) that develops students' critical thinking skills. Hasan put forward a similar notation that:

"Historical critical thinking skills are the ability to find and determine valid information sources, the ability to collect information from various historical sources, the ability to group this information into various classifications, the ability to determine relationships between information in classifications and between classifications, the ability to give meaning to information relationships, the ability to build historical stories; as well as the ability to associate between information based on the ability to apply an understanding of causal relationships and interpolation skills"

However, teachers must also pay attention that the context of learning local history which emphasizes students' critical thinking skills must also be adapted to the level of education being taken by students; as suggested by Hasan in Mulyana (2007:189-190) that:

"At the secondary education level (SMA), the purpose of learning history is to prepare students to pursue education at a higher level. Thus, this paper emphasizes developing understanding skills and skills needed in history. The capabilities referred to here, for example historical thinking, historical analysis and interpretation and historical research capability can be developed as the main focus. In this regard, the position of local history material is none other than local historical events which are the object of students' historical studies. It is in this opportunity that they learn to develop insight, understanding and historical skills. They can deal directly with original sources and examine original sources in a process of historical research. They can train themselves in historical interpretation and even if there are various differences between them, then that can be of high educational value."

As stated by Hasan, the author fully agrees that learning history based on local history can be an appropriate alternative in improving students' critical thinking skills.

Banyumas Local History Potential in High School History Learning in Banyumas

Banyumas Regency was first established by Raden Joko Kaiman who holds the title of Adipati Wargautama II or known as Adipati Mrapat (a person who had a wise character when the Wirasaba area was divided into four parts, namely: Kejawar, Wirasaba, Mredah and Banjar Patambakan). It was Joko Kaiman and his supporters who founded the duchy as the center of government with the title Banyumas Regency on April 6, 1582. Over time, the history of Banyumas Regency can be seen in various versions, such as the Babad Pasir, Raden Baribin, Adipati Wirasaba, the Pahing Saturday Tragedy, Adipati Mrapat, Joko Kaiman formed Banyumas Regency, Division of Kasepuhan and Kanoman Regions [8].

While still under the Dutch colonial administration, the government structure of the Banyumas area underwent a fundamental change by being divided into five districts, including:

1. Banyumas Regency, including Banyumas, Adireja and Purworejo Kelampok Districts; while the position of regent at that time was Raden Ngabehi Cakradirja with the title Raden Adipati Cakranegara who was accompanied by Resident Sturler;
2. Ajibarang Regency, covering the Districts of Purwokerto, Ajibarang and Jambu Jatilawang, with the regent being Raden Tumenggung Bertadimeja who holds the title Raden Adipati Martadireja II accompanied by Resident Wekevisser;
3. Purbalingga Regency, including the Districts of Purbalingga, Sokaraja, Kertanegara, Bobotsari and Cahyana; with the regent being Raden Mas Tumenggung Dipakusuma II who was accompanied by Assistant Resident Tak
4. Banjarnegara Regency, including the Districts of Banjar, Singamerta, Leksana, Karangobar and Batur; with its regent Raden Tumenggung Dipayuda and Assistant Resident of Callmeester
5. Majenang Regency, including the Districts of Majenang, Dayeuhluhur, Pegadingan and Jeruklegi with the regents being Raden Tumenggung Prawiranegara and Assistant Resident De Mayer [8].

Over time, to be precise in 1939; Banyumas Regency and Purwokerto Regency were merged into one district with the district capital being Purwokerto with the Regent of Banyumas at that time being R.A.A. Sujiman Gandasoebrata. Thus, when referring to the regional administrative divisions that have been maintained so far, there are several events and local history that can be used as learning content, including:

Table 1. Distribution of Sites and Relics of Events and Local History in Banyumas

Implementation of Local History Learning to Improve Critical Thinking Skills of High School Students in Banyumas

Periodization	Subject Matter in Learning	Local History in Banyumas
Pre-history	Artefact in pre history life	Watu Guling Site in Datar Village, Sumbang District, Banyumas Regency
		Paseban Batur Sengkala
		Batur Bedil Site
		Batur Cakrakusuma Site
		Great Batur Site
Kingdom of Hindu Buddhism	Relics of the Hindu Buddhist Empire	Lembu Ayu Site
		The Cipaku Slate Inscription and the Bukateja Inscription on the East Slope of Mount Slamet as relics of the Wirasaba Duchy during the Majapahit era

Not only presentation of material, learning techniques also play an important role in improving critical thinking skills. As observed in reality, most of the history lessons in schools are still dominated by traditional approaches, such as lectures, discussions and so on; which emphasizes more on cognitive aspects and tends to ignore social skills in history. Consequently, it is not surprising that students quickly feel bored with history learning material; and allows for a decline in the quality of history learning in the long run.

Departing from this reality that encourages Supriatna (2005:113-131) to offer a constructivism approach that requires a teacher to do several things, including: (a) encourage and accept

student autonomy and initiative in developing learning materials; (b) using raw data and primary sources (primary resources) including sources from the main historical actors to be developed and discussed together with students in class; (c) assign tasks to students to develop classifications, analyzes, make predictions about historical events and create new concepts; (d) is flexible in responding to and interpreting students in historical matters; (e) willing to change learning strategies based on students' interests; and (f) changing the content of learning by adjusting existing developments; (g) facilitate students to understand concepts while developing them through dialogue with other students; (h) developing dialogue between teachers and students as well as students and their classmates; (i) avoiding test kits to measure the level of success of students; (j) encourage students to make analysis and elaboration of controversial issues they face; (k) developing aspects of contradiction and controversy to be drawn in teaching and learning activities in class; (l) provide opportunities for students to think about the problems they face; and (m) giving opportunities to students to construct concept reconstructions and form metaphors [4].

In the formulation of the achievements of learning history in the Independent Curriculum, there are thirteen formulations of the objectives of learning history, including: (1) developing historical awareness; (2) developing self-understanding; (3) developing a collective understanding as a nation; (4) developing a sense of the nation for the glory of the past; (5) develop a sense of nationalism and patriotism; (6) developing moral, humanitarian and environmental values; (7) developing the values of diversity and mutual cooperation; (8) developing an understanding of the human dimension, namely the ability to analyze thoughts, spiritual moods, actions and works that have meaning in history; (9) developing an understanding of the spatial dimension, namely the ability to analyze relationships or linkages between events that occur locally, nationally and globally; (10) developing an understanding of time, namely the ability to see events as a whole, including past, present and future dimensions as well as analyzing developments, continuity, repetition and changes in human life; (11) practicing diachronic (chronological), synchronic, causal, imaginative, creative, critical, reflective, contextual and multiperspective thinking skills; (12) practicing the skills of searching for sources (heuristics), criticism and selection of sources (verification), analysis and synthesis of sources (interpretation) and historical writing (historiography); and (13) training skills in

processing historical information non-digitally and digitally in various forms of historical applications, sound recordings, documentaries, photos, mockups, vlogs, story boards, timelines, infographics, videographics, comics, posters and so on [2].

Learning strategies

When compared and referring to the development of the Indonesian curriculum in 1947 where learning was still focused on the teacher (teacher learning center); or the 2013 curriculum which places more emphasis on students (student-learning-center); then the current learning pattern of the Merdeka-Learn Curriculum actually considers collaboration between students and teachers (student-teacher-learning-center). Even though it is stated as an Independent-Learning Curriculum which means students are expected to be independent in participating in learning, the teacher's role remains dominant in facilitating learning techniques based on the interests and talents of students; and continue to carry out the role of monitoring the growth and development of students while participating in learning.

Learning model

The 21st century learning model emphasizes how students can think critically, have good communication and collaboration skills and high creativity. On the other hand, the independent learning curriculum gives teachers the freedom to create a fun learning atmosphere by using the right learning model. Not only that, teachers and students are also required to be able to utilize the latest technology to find learning resources. However, the independent learning curriculum must also show patterns of interactive discussions between teachers and students, both inside and outside the classroom with the hope of forming self-characteristics that are independent and civilized and have competence in competing in today's era.

To meet the demands of thinking competencies in accordance with the 21st century paradigm, including critical thinking skills in solving problems, communication skills, collaboration skills, creative thinking, having digital and technological literacy, living competencies in the world which include initiative, self-direction, global understanding and social responsibility; then the Merdeka Learning Curriculum tries to present new concepts, one of which is the Problem Basic Learning (PBL) and Project Basic Learning (PjBL) learning models. Some of the 2013 curriculum learning models can still be used on the grounds that they can improve students' critical thinking skills by observing problems or phenomena in the surrounding environment, one of which is none other than the local history of each region [6].

a. Problem Based Learning (PBL) or Problem Based Learning

The problem-based learning model has learning stages, where there are direct observation activities that can lead to students' critical thinking. This is expected to contribute to students in critical thinking. For this reason, the teacher acts as a facilitator in the problem based learning model.

The steps in developing the PBL learning model are none other than instructing students to look for unstructured case study solutions regarding certain problems in real life, both individually and in groups. In this context, local history can be used as material in the problem based learning model because of its close reach to the daily lives of students. Furthermore, students and groups will jointly learn to strategize, gather information, verify sources until finally they can provide recommendations for alternative solutions [9]. When recommendations have been obtained, students in groups will present the results of the discussion, while other groups are asked to provide questions, responses, objections or

add statements. With this, the purpose of learning history based on local history will be able to improve 21st century skills; which are not only critical thinking skills but also able to develop communication, be creative in formulating recommendations for settlement and have a spirit of cooperation will be achieved.

b. Project Based Learning (PjBL)

Project Based Learning is a learning model that demands the active involvement of students in completing a project that can benefit society and the environment. In this model, students will

be given the opportunity to design solutions collaboratively in integrating real problems in their surroundings, one of which is local history. With this, students will automatically apply constructivism understanding of knowledge from experience gained by applying systematic scientific research methods.

Even though it is based on local history, history lessons must also be designed taking into account the development of current learning trends; which uses a collaboration between the Free Learning Curriculum and a combined 21st century learning model.

4 Conclusion

By looking at the problems of learning history which are less able to improve critical thinking skills, then learning history based on local history can be an alternative solution. This is based on the reality that most local events whose sources are widely obtained using oral interviews with the community have the potential to become sources or learning content. Besides being able to become long-term memory for students because it is obtained based on personal experience, learning history based on local history can be a stimulus that encourages students to think critically and contextually. In this case, Banyumas has quite a lot of historical potential in various periods, such as the pre-literate period, the classical or traditional kingdom period, the Dutch colonial period, the Japanese occupation period, the early period of independence and so on. If observed more deeply, sites or relics that are locally found in Banyumas; also in accordance with the target history learning curriculum set by the government. Thus, the teacher can instruct students to be active in exploring events that are around where they live; as well as being able to make history learning a catalyst for student contributions to the surrounding environment.

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