

Historical Thinking Model: A Specific Model for History Learning



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ABSTRACT: The problems in learning history are endless. This is natural because science develops when there are problems. However, in learning history, no matter how sophisticated the media, the design of good methods and strategies, and the application of dynamic models, it seems that it has not been able to provide the most appropriate solution to the problem. The purpose of this research is to develop a history learning model that is specifically based on the characteristics of history itself, namely the Historical Thinking Model. Historical Thinking is not new in history, but using it as a learning model has never been done before. Historical Thinking actually has structured stages in its analysis, firstly chronological thinking, then causal thinking, interpretation, three-dimensional time thinking, and finally taking the value or meaning of each event. These stages were then developed into the syntax of the learning model. This research was conducted using the Research and Development method with the ADDIE model.

KEYWORDS: Historical Thinking, Learning Model, Chronology, Causality, Interpretation.

INTRODUCTION

It is no secret that history learning is a place to instill character values (Said Hamid Hasan, 2019) Through proper teaching, the values that exist in history will be conveyed properly, and character will automatically be born from within the students. However, the reality that must be faced is that history is still a lesson that is less liked by students (Munirah, 2015). The fact is that history is important to learn (Suhardi Marli, 1999) but history has not been taught properly to students so this disguises the nature of history which is important for human life.

Learning something abstract requires educators to be able to design learning so that they can bridge students to find meaning in every historical event (Anuar Ahmad & Nelson Jingga, 2015) so that the objectives of learning history can also be achieved. If history is taught as it is the material and story of the past, then history will forever be considered as the story of the past, but when history is taught as it is the value and meaning of past events, history will forever be of value and meaning that is useful for life. furthermore (Widja, 2018)

Historical thinking or more commonly known as historical thinking is a goal of learning history. When historical thinking skills are taught to students, history learning will become more useful and meaningful (Ma'mur, 2006). Experts and historians agree that historical thinking is the lifeblood of history, without that ability, history will only be a collection of never-ending stories. There are countless studies from historians who state that historical thinking is something that must be prioritized in history, and even some of them also help formulate the concepts and components that build historical thinking. However, in the process of learning history, historical thinking is still rare and foreign. In fact, in essence, history learning becomes a forum for implementing what has been formulated by experts and historians, and educators are the actors in its implementation.

History learning both in schools and universities requires a learning model that can train students' historical thinking skills, in the sense of a learning model based on historical thinking, so that there is harmony between history and history learning which is still a very common problem. The implementation of Historical Thinking stage in history learning can only be implemented by making it a learning model. So far, history learning is still adopting the general learning model, which can be practiced in any learning, not only history but also geography, economics, mathematics, etc. This looks normal because all subjects do it, but the impact on history learning is extraordinary, the use of a general model will eliminate the characteristics of history learning itself so that the learning process is only focused on the discussion of the 'outer shell', or only on discussion material in general or superficial.

Therefore, this research becomes very important considering; *First*, the knowledge of educators about historical thinking is still small and the history learning process is far from expectations and goals. *Second*, it has an output or research result in the form of a learning model that has gone through the validation stage and is ready to be applied in the field, namely the historical thinking model. The development of Historical Thinking as a model in history learning is important to do with reasons; *First*, teaching history must be based on the characteristics of history itself, and the characteristic of history is Historical Thinking. *Second*, concocting the

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stages of Historical Thinking thinking into a model is a concrete form of the implementation of Historical Thinking in history classes, so that Historical Thinking is not only focused on material processing but how to make it step by step in the learning process.

RESEARCH METHODS

The research method used is Research and Development (R & D) with the ADDIE model as the development model. In simple terms, R & D research is a series of steps to develop a new product or improve an existing product (Sugiyono, 2009). In this study, R & D is used to produce products in the form of a historical learning model, namely *historical thinking*. Needs analysis is the basic foundation in the development of HT into a historical learning model. As a new model, it is important to test the feasibility of this model so that it is suitable for use in the field.

This study has a research procedure as shown in the diagram below.

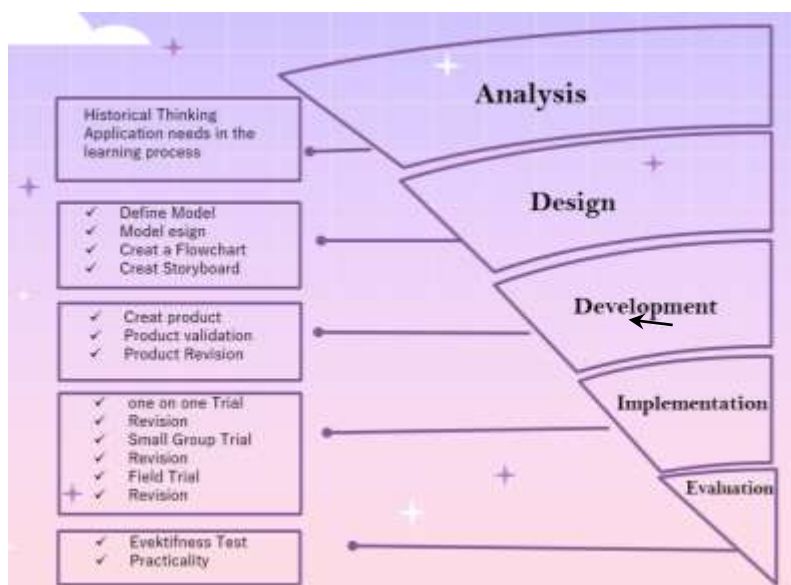


Figure 1. Stages of the ADDIE Model

Source: (Sugiyono, 2009)

This research uses data collection techniques through documentation studies of the latest research on learning history in the world, then compiles a model with development research methods.

WHAT IS THE HISTORICAL THINKING MODEL?

The Historical Thinking model developed in this study has at least five main components that refer to the opinions of historical thinking experts. (Sam Wineburg 2006) emphasizes that historical thinking or historical thinking is to study the past and map the future. In this case, it can at least be interpreted that historical thinking is the life in history that will revive history learning, without historical thinking history learning will forever be learning that teaches facts and stories that have been buried by the times. Through his subsequent writings (Wineburg & Reisman, 2015) he reiterates the importance of understanding historical thinking in history learning.

(Seixas, 2017) has also developed the concept of historical thinking through his work entitled The Big Six with 6 main components, including; 1) Historical Significance, 2) Evidence, 3) Continuity and Changes, 4) Cause and Consequence, 5) Historical Perspectives, and 6) The Ethical Dimension. Then he reaffirmed that the most important point of learning history lies in the ability of students to interpret history as something dimensional.

Furthermore, Zed (2018) the Historical thinking component is further developed by concocting what has been stated by the previous great historical thinking experts, in this case, five main components build historical thinking, which is called The Five C's. The five components include; 1) Change Over Time, 2) Causality, 3) Context, 4) Complexity, and 5) Contingency.

In essence, all expert opinions regarding historical thinking are not much different, they all have one characteristic in common, that history is something abstract and can only be processed by the natural mind, so a way of thinking that emphasizes aspects of historical value will make it easier for us to understand history as a whole. This way of thinking is called Historical Thinking.

SYNTAX OF HISTORICAL THINKING MODELS

Based on what has been stated by historical thinking experts, the authors further develop the concept of historical thinking itself into a learning model with five basic components that accompany it, including Chronological Thinking, Causality Thinking,

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Interpretation, and Three-Dimensional Thinking. Time, Value, and Meaning. Then from these five components, eight syntax/step learning models were created including;

1) Class Opening, at this stage the opening is carried out as usual, namely reading greetings, reading prayers, etc. 2) Delivery of Learning Objectives and motivation, this stage is carried out to foster student interest in learning before the learning process begins 3) Teacher Explanation and Discussion, this stage trains students to think chronologically and causally through material delivery and class discussions. 4) Rolling Questions, at this stage students are given questions in turn, where the questions are analytical. 5) Questions Building and Argument Solution, then at this stage students are trained to interpret their findings related to the answers to the questions they get. 6) New Case Today, this stage teaches students about the concept of time in history, where the teacher will bring students to study current phenomena and relate them to past events obtained through a process of discussion and question and answer. 7) Deep explanation, then, after the students are invited to wade over time, the students are led to find the meaning stored in the event, so that the students can interpret today's subject matter well, and 7) Closing. A description of the Syntax of the Historical Thinking model can be seen below;

Table 1. Syntax of Historical Thinking Models

Syntax	Activities	
	of Teacher	Students
Opening Class	<ul style="list-style-type: none"> ✓ The teacher enters the class by greeting ✓ The teacher prays ✓ The teacher checks the attendance list of the students ✓ The teacher apperceptions the students 	<ul style="list-style-type: none"> ✓ The students answer the greetings ✓ The students pray ✓ The students listen to the attendance list ✓ Students respond to the teacher's apperception
Delivery of learning objectives and motivation	<ul style="list-style-type: none"> ✓ The teacher conveys learning objectives to students ✓ The teacher motivates students 	<ul style="list-style-type: none"> ✓ Students listen and pay attention to the teacher
Teacher Explanation and Discussion	<p>Chronological Thinking and The Causality</p> <p>The teacher provides material explanations factual/narrative briefly and in one direction (lecture), and then the teacher also provides space for students to talk by answering questions about the material thrown at students. These questions will provoke the creation of a large discussion/ <i>classroom discussion</i>.</p>	<p>Students listen to the teacher's explanation and provide responses in the form of answers to the questions given, then these questions will be discussed with their classmates first before finally becoming a class <i>discussion</i>.</p>
Rolling Questions	<p>The teacher first distributes <i>teaching materials/handouts</i> about the material being studied to students, the purpose is as the main source to answer the questions obtained. Then the teacher provides a roll of paper containing as many questions as the number of students and gives instructions to answer the question. The question here is a question based on <i>historical thinking</i>, meaning that it relates to questions about chronology, causality, three dimensions of time, interpretation, and historical meaning contained in the material.</p>	<p>Students take rolls of paper containing <i>historical thinking</i> in turns and understand the questions in depth.</p>
Case Building and Argument Solutions	<p>Interpretation</p> <p>The teacher guides students in the process of understanding the questions that are obtained, in this case, the teacher will lead the minds of students to find answers to the questions obtained through <i>teaching materials/handouts</i></p>	<p>Students look for answers to each of the questions they get. Students have been provided with a place to find answers, namely <i>teaching materials/ handouts</i> that have been distributed by the</p>

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	that have been distributed by the previous teacher. The teacher will also give a <i>clue</i> if students ask something that is considered confusing.	previous teacher. Students are also allowed to ask questions and have light discussions with the teacher regarding questions that they find confusing. After getting the answers to the questions, students will be guided by the teacher to make interpretations in written form and also arguments in front of the class.
New Case Today	<p>Three Dimensions of The Time</p> <p>The teacher provides a stimulus in the form of light questions to provoke students' knowledge. Then the teacher tells new facts/things related to <i>issues</i> or phenomena and relates them to the material that will be studied today. At this stage, the teacher will often throw light questions to provoke discussion.</p>	Students respond to the teacher's questions with answers which are then followed by discussions related to light questions thrown by the teacher to students.
Deep Explanation	<p>Values and Meaning</p> <p>The teacher first explains the material learned today in depth, and straightens the understanding of students who are still wrong regarding the subject matter, the teacher also provides reinforcement and appreciation for the appearance of students. In this stage, the teacher also guides students to conclude the material learned today. Then the teacher guides students to find the meaning of today's lesson through <i>classroom reflection activities</i>. During the reflection, the teacher is more dominant in directing the students' minds to the meaning of the lesson for today and the future.</p>	Students take part in <i>classroom reflection activities</i> , which means that students will be led to realize the shortcomings and mistakes that occur or are made during the learning process so that in the future students will be more focused on participating in learning so that they can find and understand the meaning of the material taught during the learning process take place.
Closing	<ul style="list-style-type: none"> ✓ The teacher gives motivational sentences to the students ✓ The teacher closes the lesson with hamdallah - the ✓ The teacher says greetings and leaves the classroom 	<ul style="list-style-type: none"> ✓ The students listen and respond to the motivation given by the teacher ✓ The students say hamdallah ✓ The students answer the greetings

EXAMPLES OF HISTORICAL THINKING MATERIAL

Before designing the model, it is necessary to determine the material to be used and design the teaching material according to *historical thinking*. In this study, the authors took the Japanese population as an example of the material.

Table 2. Examples of Historical Thinking Material

EARLY	
The fact	Japan occupied Indonesia in 1942 was marked by the landing of Japanese troops in the Ambon area and control of the Maluku region.
Chronology	Before successfully controlling Indonesia, Japan had sent troops to scout Indonesian territory, looking for weak points and the right time to control Indonesia. Even before 1942, Japan had started its mission to control Indonesia for war purposes which was marked by the number of Japanese submarines in the Indonesian seas even long before Japan controlled Indonesia or to be precise before 1942. After World War I ended, Japan was increasingly interested in controlling Indonesia. This desire was driven by the <i>Shintoism of Hakko Ichi U</i> which teaches the unity of the human family. In the 1930s,

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	<p>Japan finally declared that the Indonesian people and the Japanese were allied. And that is the reason why Japan claims to be Indonesia's older brother to carry out its intentions. To start the move, Japan investigated strategic areas in Indonesia, such as in the waters of Singapore and Riau which were carried out by the Japanese disguised as fishermen. Likewise in the interior, Japan carried out its intentions by disguised as traders, sawmill entrepreneurs in the forest, carpenters, watches, journalists, and photographers. All these efforts were made by Japan before entering Indonesia, so that when Japan first landed in Indonesia, Japan immediately occupied the most strategic position in Indonesia, namely the Maluku Islands.</p>
Causality	<p>The Meiji Restoration</p> <p>Japan's efforts to limit itself from foreign influence which had begun in 1653 had to stop in 1853 when the <i>Commodore Perry</i> forced Japan to open its country's access to foreign nations, especially access to trade and commerce in Japanese ports. Similar demands were also made by other Western countries, such as Britain and Russia, who wanted to open access to trade and commerce in Japanese ports. However, what was initially feared by Japan has finally brought Japan to become an advanced country in the fields of commerce, shipping, and industry. The decision to end the policy of closed doors and open oneself to foreigners was increasingly clarified during the Meiji reign, known as the Meiji Restoration, which ultimately had implications for the rapid development of the shipping industry in Japan, even competing with foreign ships sailing and anchoring in Japan. The Meiji Restoration succeeded in making Japan a rapidly growing industrial country, this development requires Japan to finally look for colonies to be exploited to take raw materials for Japanese industrial needs. This is an indirect cause of Japan occupying Indonesia because Indonesia has natural resources that are very useful for Japanese industry.</p> <p>"Asia for Asia"</p> <p>Having experienced several victories in the Pacific wars, Japan felt powerful and capable of controlling vast territories, from Burma to Wake Island in the Pacific Ocean. This made Japan increasingly have a desire to hunt for territory and expand its power, and the way Japan did that was through war. Even though Japan said that the war being waged in the Asia Pacific was a form of solidarity and love for Asia, with the slogan "<i>Asia for Asia</i>" Japan wanted to liberate countries in Asia from the domination of Western nations. Indonesia is one of the Asian regions which is being colonized by the West (the Netherlands), coupled with the status of Indonesia, which is predominantly Muslim, Japan is increasingly ambitious to dominate Indonesia.</p> <p>Natural Resources</p> <p>Indonesia is a country rich in natural resources, marine resources, forests, and other natural products. This is what makes Japan choose Indonesia as a colony. This is not a coincidence because long before Japan occupied Indonesia, Japan had made Indonesia an economic mine, especially in the maritime sector, this was evidenced by the trade and commerce relations that had existed between Japanese merchants and Indonesian merchants around the 15th century ago, long before Japan implemented closed-door policy. This is what makes Japan believe that Indonesia has what Japan needs in war.</p> <p>Human Resources</p> <p>Besides being rich in natural resources, Indonesia is also rich in human resources. This was the reason why Japan had to control Indonesia because apart from needing natural resources, Japan also really needed a large number of strong human resources to help it face the Greater East Asia war. That is why the arrival of Japan to Indonesia was initially colored with positive things and propaganda that attracted the attention of the people, such as "<i>Japan is Indonesia's older brother</i>", "<i>Indonesia is one family with Japan</i>" and other slogans aimed at attracting attention and attracting people's sympathy so that in the future they will want to help Japan. in the face of war.</p>

	<p>Money To face the Greater East Asia war, Japan must have very mature preparations, not only from the supply of natural resources and human resources, but Japan also needs money to fill the state treasury and buy materials for the war industry.</p> <p>The strategic position of Indonesia's territory Apart from factors that came from internal Japan, one of the main reasons Japan chose Indonesia as its colony was because of Indonesia's geostrategic position. Flanked by two continents and oceans, Indonesia is a country that is fertile and prosperous in terms of agricultural products, but that is not only what Japan is aiming for, but because Indonesia is located in an area that makes it easier for Japan to carry out attacks on countries it wants, such as the Philippines, Australia, and their allies. In some literature, it is said that the main area targeted by Japan from Indonesia is Morotai Island, which is one of the islands as well as districts in the Maluku Islands. This island is directly adjacent to the Pacific region, which certainly makes Morotai Island from a geopolitical aspect very strategic during the Greater East Asia War (Pacific War). That is why the first place the Japanese occupied when they landed in Indonesia was Maluku because Japan had already seen the geopolitical potential that existed in Maluku. Because of this strategic position, in 1944 Japan began to make Indonesia, especially the island of Morotai, an important area for the Japanese military, at that time Japan also began to develop the islands in the Halmahera area as a focal point to facilitate approaches to the Philippines. In addition, Japan also made Morotai island the location of Japanese military air bases and naval bases in the Greater East Asia War (Pacific War).</p>
<p>Interpretation</p>	<ul style="list-style-type: none"> ➤ Japan is that it is a country that is good at camouflaging its colonies, this is evident from the way Japan drew closer to the Indonesian people when it first arrived. Japan propagated slogans that imagined Japan as a hero who helped countries in Asia to be free from Western nations, one of which was Indonesia, which was then colonized by the Dutch. ➤ Japan is a country that likes to take advantage of other countries for personal gain. This is evident from the purpose of Japan occupying Indonesia, not to become brothers let alone to be liberated, but to be used for the sake of the Japanese war. ➤ Japan wants to occupy an important position in the international arena, this is evidenced by Japan's desire to control many areas and expand its power so that Japan will be seen as great by the world. ➤ Japan wants to be recognized as a developed country in Asia that is on par with Western countries (the United States) and can protect and fight for other countries in Asia. This is proven by its propaganda in the 3A movement, namely <i>Nippon the protector of Asia</i>, <i>Nippon the Light of Asia</i>, and <i>Nippon the leader of Asia</i>. ➤ Japan wants to restore its former glory, this is evident from Japan's progress in industrial technology, especially in the shipping and marine sector. Long before getting foreign/western influences, to be precise around the 15th century, Japan had quite a success with its trade and commerce, which did not only occur in Japan but also existed between countries in Asia and abroad, one of which was Indonesia, which at that time participated in the interaction. And establish economic cooperation with Japanese merchants.
<p>Three Dimensions of Time</p>	<p>Friendliness, openness, and too much trust sometimes leave a negative impact on a country. As happened in Indonesia in 1942, when Japan entered Indonesia. With the seduction and the lure of independence, Japan managed to attract the hearts and attention of the Indonesian people, even though Japan's goal was not to liberate Indonesia but to use Indonesia to help Japan win the Great East Asia War. Indonesia, which at that time was already experiencing cruel colonialism by the Dutch, clearly had high hopes for the arrival of the Japanese. Indonesia even entrusted the fate of this nation to Japan, but Japan did not pay attention to what was considered important by Indonesia, namely independence because for Japan the most important thing was victory in war. Indonesia's</p>

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	<p>friendliness, openness, and trust in Japan were tarnished until finally Japan increasingly showed its cruel nature with the implementation of the <i>Romusha</i> which claimed many victims.</p> <p>If we examine more deeply the life of Indonesia today, we find many similar things that happened during the Japanese colonial period. Indonesia's hospitality and openness to foreign nations is even more worrying. Not only in terms of social, cultural, and economic but also in terms of politics, Indonesia has become the <i>most open country</i>. The influx of foreign cultural influences is increasingly spreading, especially Western culture and Korean culture, which are currently the mecca for Indonesian youth. It doesn't stop there, some current government policies support things that the Indonesian people fear, one of which is the policy to bring in workers from abroad (China) to Indonesia in large numbers, then import raw materials from abroad in large quantities. which is also not a few even though this can be found in Indonesia, and there are still too many Indonesians who are unemployed and need work, why not just take advantage of what Indonesia has?</p> <p>If this situation is allowed to continue without any attempt to follow it up, then Indonesia can experience the bitterness of colonialism (<i>new version</i>), and it is also possible that the younger generation of Indonesia in 2045 will no longer be familiar with their own culture, no longer understand the noble values of his nation's ideology, Pancasila, and no longer recognize his identity as an Indonesian nation. For this reason, there is a need for a filter that must be carried out nationally by the government to filter out foreign influences that enter Indonesia, so that what is consumed by the Indonesian people (especially the younger generation) is only a positive influence that leads to progress. Of course, this is not only the responsibility of the government, but our collective responsibility as the people of Indonesia.</p>
Values	Some of the values contained in the event of the Japanese occupation of Indonesia, namely alertness, the value of struggle, patriotism, and unity. This incident also teaches us not to be too trusting, not to be too open and not to put our hopes in others.
PROCESS	
Facts	Japan made many changes and policies while in Indonesia, including establishing organizations to support Japan in winning the Greater East Asia War.
Chronology	<p>From May 1942 to 1944 Japan was busy initiating the establishment of organizations in Indonesia, these organizations were then classified into 3 parts, namely community organizations, semi-military organizations, and military organizations. First, on March 29, 1942, Japan formed a movement as a propaganda tool through its motto, namely <i>Nippon the Light of Asia, Nippon the Protector of Asia, and Nippon the Leader of Asia</i>. Through these slogans, Japan succeeded in convincing the Indonesian people that their arrival was solely to help Indonesia free from colonialism. It turns out that the 3A movement only lasted a few months, because Japan felt that it was not at a disadvantage, this was because the people's support for Japan had begun to wane. , because Japan slowly began to show its true nature. Japan has started to ban the raising of the red and white flag, and replaced the national anthem of Indonesia Raya with the Japanese national anthem, <i>Kimigayo</i>, the Indonesian people began to think that Japan was not like the beginning of its arrival again.</p> <p>While at that time Japan was experiencing many defeats on the battlefield, and also at that time Japan had been increasingly cornered by the Greater East Asia war, Japan needed a lot of time, and finally, he found a way by using nationalist figures to help him mobilize all the people to help. Japan faced a war that was 'masked' by forming the PUTERA (people's power center) on April 16, 1943. It turned out that the PUTERA movement was growing very rapidly, making Japan worried and thinking that Indonesian nationalist figures had cheated because they used the PUTERA movement to prepare for independence. Finally, in 1944 this movement was dissolved by the Japanese. Along with the PUTERA organization, at that time Japan had thought of a new, more logical idea, Japan had begun to take advantage of the condition of Indonesia, which is predominantly Muslim as a shield to help it in the war, Japan tried its best to approach Muslims, because</p>

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	<p>the majority of Muslims were considered very anti-Muslim. with Western civilization, so Japan felt it had a gap to enter the Muslim community. For this reason, the Japanese began to reactivate an Islamic organization that had been shut down during the Dutch period, namely the MIAI (Majelis Islam A'la Indonesia), on September 4, 1942. At that time the MIAI organization became a very important organization for Japan, because of its large number of followers. however, it turned out that MIAI was deemed not to have contributed to Japan until it was finally disbanded and replaced with the Masyumi. Masjumi organizations eventually grew very rapidly, so that many young figures and scholars joined in, but day by day the Masjumi organizations developed into mass organizations that were pro-people and opposed all forms of arbitrary Japanese policies, such as <i>Romusha</i>. This made Japan disappointed, Japan felt betrayed and treated like a 'Fence of eating plants', until finally, Japan dissolved the Masjumi organization and then formed the Jawa Hokokai in 1944. This Javanese Hokokai organization, as the name implies, was only developed by the Japanese in the realm of the island of Java. However, the goal is still the same, to gather as much people's energy as possible to help Japan in the war. But apparently, this organization also did not last long because it did not contribute according to Japanese expectations until finally, Japan began to think about forming semi-military organizations, including the Seinendan, Keibodan, Barisan Pioneers, and Hezbollah organizations. Japan deliberately formed a semi-military organization first before forming a military organization, the reason was to gather as many youths as possible, so here Japan focused on the number of people because to fight a war must have a lot of troops after that Japan formed a military organization, namely Heiho and Peta whose purpose is to focus on training the youth who have been gathered to have the strength and preparation to fight to help Japan in the Greater East Asia war (quality). This military organization later became the forerunner of the birth of the TNI.</p>
<p>Causality</p>	<p>The establishment of the organization initiated by Japan in Indonesia was caused by several factors, including;</p> <ol style="list-style-type: none"> 1. Japan needed a lot of support from the Indonesian people to help it in the Greater East Asia war. 2. Japan needed a lot of human labor to be employed to produce industrial raw materials and war necessities such as Jirak leaves and others, so Japan drained the Indonesian people's energy with the <i>Romusha policy</i>. 3. Japan needed a lot of mass to face its very large number of allies. This was done by Japan by attracting people's attention through organizations, especially organizations related to the Islamic religion because Japan knew that Indonesian Muslims were very anti-Western civilization, so organizations such as MIAI and Masyumi gained important positions during the Japanese era. 4. Japan needs young people who are ready to be trained militarily, to have the physical strength and ability to take up arms against the allies in the Greater East Asia war. This is done by Japan by recruiting young Indonesians who are still fertile around 18-25 years old to be trained and predicted as heroes of Indonesian independence and also heroes for Asia. 5. Japan is in a situation that is increasingly pressured and cornered by the approaching war, so Japan must lure the Indonesian people by establishing organizations, this is intended so that the Indonesian people believe that Japan is serious about helping Indonesia achieve independence on the condition that Indonesia must help Japan in the war.
<p>Interpretation</p>	<ul style="list-style-type: none"> ➤ Japanese reneged on its promise to assist Indonesia in achieving independence. This is evident from the behavior of Japan which is always procrastinating and Japan requires Indonesia to help Japan first in the face of war. ➤ warrior figures are painstaking and intelligent people, this is evident from the intelligence of the warrior figures in taking advantage of Japanese beliefs and making organizations formed by Japan as a forum for discussing and designing strategies to achieve independence. ➤ Japan did not have the support of other fascist countries, such as Italy, Germany, and

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	<p>Russia to win the Greater East Asia War. This is evident from the situation of Japan which is increasingly cornered and pressed, so that Japan pushes the power and strength of its colony, namely Indonesia.</p> <p>➤ The Indonesian people have a high sense of unity, this is evident from the unity of vision and mission that exists between the Indonesian warrior figures who at that time were divided due to differences of opinion, but both of them remained united and walked on their respective tracks to achieve the same goal, namely the independence of Indonesia.</p>
Three Dimensions of Time	<p>A sense of unity, unity, mutual trust, and optimism has brought Indonesia to the point where the red and white flag was flown to the accompaniment of the national anthem Indonesia Raya. Indonesia's independence was achieved with many struggles, accompanied by spices of unity and optimism.</p> <p>For this reason, there needs to be continuity between the ideals of the nation and the ideals of its people (especially the younger generation). One of them is by increasing scholarship programs for young people who excel in their fields to continue their education and train their skills in developed countries. Because to give birth to an optimistic generation, the main thing that must be improved is the mindset and mentality, and getting an education in developed countries will more or less give development to the mindset and mentality of the younger generation, and of course, there are many other ways.</p>
Values	<p>Some of the values contained in the event of the Japanese occupation in Indonesia, namely the value of unity and unity, mutual trust, cooperation, and optimism toward goals. Take advantage of situations, and most importantly focus on goals.</p>
THE END	
Facts	<p>On August 15, 1945, Japan surrendered unconditionally to the Allies, this marked the end of the second world war that had occurred for centuries and at the same time signaled the end of the Japanese occupation in Indonesia.</p>
Chronology	<p>The second world war that has occurred since 1939 has caused both groups, namely the Allies and fascist countries to attack each other by taking up arms, Japan is also involved in it. After the bombing of the United States naval base, in Hawaii in 1941, Japan felt strong enough to face the next war. But in 1945 when Japan was intensively and enthusiastically preparing for the Greater East Asia war, the United States dropped bombs on 2 central cities in Japan nearby, namely the city of Hiroshima on August 6 and followed by the city of Nagasaki on August 9, 1945. This made Japan slump and realized that the Allies were far superior in all respects to Japan.</p> <p>During increasingly tight conditions, Japan continued to urge the Indonesian people to help them face the Allies, and even Japan gave a promise of independence to Indonesia on September 7, 1945. To prove its promise, on August 7, 1945, Japan approved the formation of the Preparatory Committee for Indonesian Independence (PPKI), or the so-called also with <i>Dokuritsu Junbi Inkai</i> with Soekarno as chairman and Hatta as his deputy. Japan was increasingly desperate to see the condition of its country which was destroyed after being bombed by America, Japan began to think if the war continued, then Japan would be even more destroyed, and for that, the Japanese emperor decided to surrender unconditionally to the allies on August 15, 1945, this marked the end second world war.</p> <p>The news of the surrender of Japan to the Allies was known by Sutan Sjahrir through a foreign radio broadcast, <i>BBC London</i>, and immediately gave this good news to other national warrior figures and immediately arranged a strategy to liberate Indonesia. That same night, the youth groups urged the old group, Soekarno to immediately liberate Indonesia while Indonesia was experiencing a <i>vacuum of power</i>, but Soekarno flatly rejected the wishes of the young people and still wanted to hold negotiations with the PPKI forum on August 16. However, before the negotiations took place, the youth leaders carried out their actions by bringing Soekarno Hatta to a place of exile, namely Rengasdengklok. This incident is often referred to as kidnapping, but the use of the word is deemed inappropriate because this exile occurred with the permission of Soekarno and Hatta. Both were exiled to the Rengasdengklok area to stay away from Japanese influence</p>

	<p>and also to force Soekarno Hatta to declare Indonesia's independence without Japanese intervention. On August 16, 1945, PPKI meetings and negotiations should have been held, but Ahmad Soebarjo saw no signs of Soekarno and Hatta, Ahmad Soebardjo was worried and suspected that something had happened, so he finally asked the youth leaders. In the afternoon of August 16, Ahmad Soebardjo visited Soekarno Hatta in Rengasdengklok and brought Soekarno and his entourage back to Jakarta by promising to hold independence no later than August 17, 1945, at 12.00 WIB. Arriving in Jakarta, Soekarno had to accept unfavorable treatment from the Japanese emperor, which further convinced Soekarno to stop discussing independence with Japan and finally agreed to carry out preparations for independence under Indonesian agents themselves. On the night of August 16, 1945, Soekarno, Hatta, and Ahmad Soebardjo held negotiations to formulate the text of the proclamation at the house of Laksmana Muda Maeda, until 04.00 WIB, the text of the proclamation was finally finished. Friday, 10.00 WIB at Jalan Pegangsaan Timur No. 56, the text of the proclamation was finally uttered with great emotion and solemnity. This event is recorded in Indonesian history throughout the ages, the day when Indonesia felt the joy of independence and pride because it had been released from the shackles of colonialism.</p>
<p>Causality</p>	<p>The end of Japanese rule in Indonesia was caused by several factors, namely;</p> <p>Weakening of Japan's power</p> <p>The third year Japan occupied Indonesia was a very difficult year for Japan, but on the contrary, it was a very good year for Indonesia. As a result of Japan's participation in the second world war, Japan had to suffer very stifling consequences. On August 6 and 9, 1945 the United States bombed 2 <i>central</i> in Japan which resulted in Japan losing half of its strength. This made Japan slumped and destroyed, coupled with the absence of support provided by the fascist allied countries which made Japan have to fight alone to face the Allied threat.</p> <p>The fading of Indonesia's support for Japan</p> <p>After successfully winning the hearts of the people, Japan gradually showed its true nature. Policies that are arbitrary and contrary to the teachings of Indonesia so far, such as the Japanese policy that requires the Indonesian people to bow 180° towards the sun (Seikeire), this is contrary to the Islamic creed, while the majority of Indonesian people are Muslims. In addition, Japan's policy also replaced the national anthem Indonesia Raya with the Kimigayo song (Japan's national anthem) and only allowed the red and white flag to be flown under the Japanese flag. Not only policies that are contrary to social and cultural values, Japan also makes policies that are contrary to human values (<i>Humanism</i>), namely the atrocities committed by Japan against the Indonesian people, such as The Romusha policy which claimed many victims, the death rate from hunger increased at that time, many people who are seriously ill as a result of working day and night without pay and even without food and medicine, their bodies are left alone and thrown into wells specially provided for dead workers. It didn't stop there, the Japanese cruelty was also felt by women, many Indonesian women were lured to be given jobs, but in the end, Japan made women sex slaves, or what at that time was called "<i>Jugun Ianfu</i>". The more real cruelty shown by Japan, made the Indonesian people start to hate Japan and realize that Japan is not Indonesia's older brother, as Japan said at the beginning of its arrival.</p> <p>Indonesian Independence</p> <p>August 15, 1945, Japan surrendered unconditionally to the Allies, this indicated that Japan had been destroyed and there would be no more war against the Allies, thus Indonesia entered the <i>vacuum of power</i> and assumed the status <i>quo</i>. News of the destruction of Japan has reached the ears of the Indonesian people through radio broadcasts that Sjahrir listened to. This led the youth to take action on this occasion and wanted the proclamation to be issued immediately. In the seconds approaching this proclamation, Japan's role can be said to no longer exist, because Japan itself has lost the trust of the Indonesian people regarding its promise to liberate Indonesia on 7 September 1945. August 17, 1945, the text of the</p>

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	proclamation was echoed among thousands of Indonesian people who were located on Jl. Pegangsaan Timur no.56 Jakarta, this marks the end of the Japanese occupation in Indonesia, and Indonesia has achieved what it has been fighting for, namely the independence of the Republic of Indonesia.
Interpretation	<ul style="list-style-type: none"> ➤ Too easily proud of what it has achieved. This was proven by the bombing he carried out on the United States naval base at Pearl Harbor, Hawaii in 1941 which triggered the bombings in the cities of Hiroshima and Nagasaki. ➤ Japan is never satisfied with its achievements, this is proven by Japan's desire to dominate countries in Asia and compete with the influence of Western powers (Allies) in the world. ➤ Young Indonesians are warriors who value time and optimize the opportunities that exist. This is evidenced by the actions of the "underground movement" taken by young people to liberate Indonesia as soon as possible, including by exiling the old group to Rengasdengklok. ➤ The Japanese occupation ended with Indonesian independence, and Indonesian independence was achieved with the cooperation and determination of Indonesian fighters, both young and old.
Three Dimensions of Time	<p>Cohesiveness, cooperation, determination, mutual care, mutual respect for opinions, good at seeing opportunities, and earnestness in fighting have freed Indonesia from the shackles of Japanese tyranny and led Indonesia to independence.</p> <p>The high level of individuality also greatly affects the current condition of Indonesia, a country that was previously very well known as the <i>icon</i> has been very far from that word, working hand in hand, helping, shouldering, working together, and compact, is no longer reflected of the Indonesian nation today. Indonesia has many opportunities to become more advanced, because the world has recognized Indonesia as a country that is rich in natural resources and human resources, but the government should be the direction of the state very few can see and take this opportunity. Indonesia is inhabited by smart people, but few use their intelligence to build the country.</p> <p>If this condition continues without a policy to overcome it, the generation that is expected to be the pillar of the nation's relay and lead the Indonesian nation to a better direction may lead Indonesia to a worse direction, it is not impossible because such conditions have already occurred. instilled since today, changing the system is not an easy thing, so the government must dare to take firm efforts to straighten out the wrong system from an early age.</p>
Values	Some of the values contained in the event of the end of the Japanese occupation in Indonesia, namely firmness, determination, cooperation, cohesiveness, focus, fighting spirit, willingness to sacrifice, ability to see opportunities and opportunities, and earnestly in fighting for everything valuable.

In the process of designing historical learning, it means that educators must also design material in such a way that it can be in line with the application of the historical thinking model. Of course, the material made must also be based on the components of historical thinking, as the author has described above.

CONCLUSION

The model is likened to the design of a lesson, that's why it is important to pay attention to the use of models in learning so that the objectives of learning can be achieved. History learning, which so far does not have a special model that is following the characteristics of history itself, has caused many problems in history learning, one of the most urgent is the low historical thinking ability of students, therefore the use of the historical thinking model developed in this study is a solution to correct all deficiencies in history learning, especially to improve students' historical thinking skills.

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