STRENGTHENING HISTORICAL THINKING SKILLS THROUGH TRANSCRIPT BASED LESSON ANALYSES MODEL IN THE LESSON OF HISTORY

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Abstract*-*Strengthening historical thinking skills is needed in History subjects. This skill is eductive so that students can describe the chronology of events based on historical facts. To improve historical thinking skills, observations on subjects are needed, namely by implementing lesson study (ls) activities. This article aims to describe the strengthening of historical thinking in history learning through the LS activity of the Transcript Based Lesson Analysis (TBLA) model. The approach through the descriptive method is used in research. Three stages of data collection, namely; observation, interview, and documentation. Miles and Huberman's model is used for analyzing the saturation of the data obtained. Results describe students can demonstrate historical thinking skills by providing arguments during group discussions. The arguments are given to put forward the causal relationship (causality) in the sub discussion ABRI's dual function. Transcript analysis of overall learning activities illustrates that there is a balance of conversation between teachers and students. This is because the learning conditions are conducive and teachers have no difficulty in increasing the participation of students.

Keywords; historical thinking, TBLA, and History learning.

PRELIMINARY

Historical thinking skills refer to thinking skills to understand historical events. This matter means that historical thinking skills are part of a set of estimates that make students able to learn from history. (Waring & Robinson, 2010). Historical thinking is "additive", namely asking critical questions and providing answers to historical arguments based on factual evidence of historical events (Seixas & Peck, 2004). Thus, historical events can be explained by the principle of causality (cause-effect). (Merkt, Werner, & Wagner, 2017; Abbas & Rajiani, 2019).

Studying history can gain an understanding or appreciation of the subject of events in a certain period. This matter is in line with the achievements of students for acquiring knowledge and skills that serve an effective function inability development (Sjamsuddin, 2007). In the context of learning history at the high school level, historical thinking is not only enforced the causality relationship, change and establish the relationship between what is already known with the unknown to produce meaning, the ability to find relationships between various information so that they can recognize and find regularities, the ability to classify to find the characteristics of an event (Alwahid, Sarkadi, & Umasih, 2018).

The problems of learning history include the weak use of theory, imagination, state-oriented textbooks, and curriculum references, and the tendency to not pay attention to the phenomenon of globalization and its historical background. In history learning, the teacher uses a conventional paradigm, namely the paradigm 'the teacher explains students listen'. This kind of history learning method makes history lessons boring. Then do not give an emotional touch because students feel not actively involved in the learning process (Subakti, 2010; Abbas, Hadi, & Rajiani, The prospective innovator in public university by scrutinizing particular personality traits, 2018).

The weak use of theory in historical studies makes history learning less exploring theory. In learning practice, History subjects can accommodate this by utilizing theories from the Social Science family (Sayono, 2015). To change this perspective of history learning requires collaboration between teachers (practitioners) and lecturers (academics). Collaboration is implemented in Lesson Study (LS) activities (Cheung & Wong, 2014). There is one LS that is practiced in history learning, namely the LS Transcript Based Lesson Analyzes (TBLA) model. (Mutiani, Abbas, Syaharuddin, & Susanto, 2020). Therefore, this article aims to describe the strengthening of historical thinking in history learning. Strengthening historical thinking is inserted as a skill achieved in the LS Transcript Based Lesson Analyzes (TBLA) model.

RESEARCH METHODS

In terms of the urgency of the research, a qualitative approach was chosen as the research approach. The qualitative approach is intended to explore and understand phenomena. In more specific contexts the qualitative approach offers a natural setting as a characteristic of research (Moleong, 2004). Therefore, the research method that fits this approach is the descriptive method. The quality descriptive method if used in this research is intended to obtain information about history learning activities at SMA Negeri 7 Banjarmasin in-depth and comprehensively. The research was located at SMA Negeri 7 Banjarmasin on September 3-26 2019.

Determination of the research subject is purposive sampling. Criteria in determining research subjects as a form of fulfillment of research parameters (Mulyana, 2007; Bungin, 2008). The research subjects were involved, the Principal of SMAN 7 Banjarmasin, three history teachers, and six students. Data

collection was carried out in three stages, namely; 1) Observation history learning activities at SMAN 7 Banjarmasin, 2) Interview structured and in-depth together with research subjects, and 3) an overview of research implementation, and learning design (Sugiyono, 2015; Afifuddin & Ahmad, 2009).

The descriptive method nature of the description of the results of interviews and documentation studies. Data analysis is carried out by arranging the order of the data, organizing it into a pattern, category, and basic description " (Moleong, 2004; Sugiyono, 2015). The data analysis chosen was an interactive model proposed by Miles and Huberman with steps, among others; Reduction data conducted since data collection began, the presentation of data in the form of a narrative discussion so that it is meaningful, Pedrawing conclusions are interpreted data. Data interpretation is the process of finding meaning from the resulting data. Fulfillment of the validity of the data of this study was conducted several steps, such

as: rechecking, an extension of observation, and triangulation (Sugiyono, 2012).

RESULTS AND DISCUSSION

There are three models of historical thinking, namely eductive, historical mindedness and Zeitgeist which are then understood in the same sense, namely the standard of historical thinking "eductive" or problem-oriented and thinking of time both as an integrated entity that is interactive and mutually supportive each other (Zed, 1999). Learning history must develop the ability to think history that is building time awareness, understanding of historical events, thinking critically about historical sources. This principle is then applied in the planning of the TBLA CB model. Implementation is designed in three activities, namely; planning, implementing and reflecting.

Planning stages (Plan) the first cycle is carried out Monday, September 09, 2019, from 09.15 to 11.20 WITA. The entire activity was attended by 19 people.

However, specifically, the subject of learning design history was discussed by 3 Lecturers from the Faculty of Teacher Training and Education, Lambung Mangkurat University (Prof. Dr. Ersis Warmansyah Abbas, M.Pd., Heri Susanto, M.Pd., and Mutiani, M.Pd.) and 4 people History Subject teacher (Halimatus Sa'diah, M.Pd., Mahrita, S.Pd., Rahmat, S.Pd., and Della Amelia, S.Pd.).

In the learning design activity it was agreed upon material selection Perkhe development of the political and economic life of the Indonesian nation during the New Order era for class XII semester I. The agreement was obtained for the implementation of an open class (OP) on August 17, 2019, the first lesson, 07.30 to 09.00 WITA. The new order reminds us of the figure of the President of Indonesia, namely Suharto. Soeharto led Indonesia for 32 years. The length of Soeharto's leadership had implications for policies that had a big influence. Generally, political policies in the New Order era were divided into two, namely domestic and foreign political policies. Ideally, policies issued prioritize the interests of the people at large. There are 4 (four) discussions; Transition Period (1966-1967), Political stability and economic rehabilitation, East Timor integration, and the impact of ORBA government policies.

The stages of implementation concerning the implementation of history learning with the LS model of the TBLA were recorded with 4 cameras. However, the characteristic of the TBLA model LS is that the conversation during learning is written down, then graphed. The following is a chart of the transcript of the implementation of history learning based on the LS TBLA model;
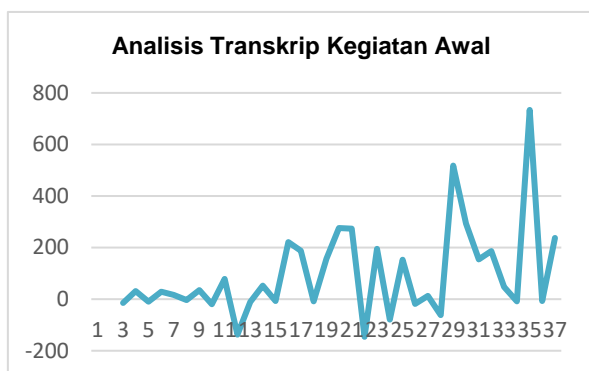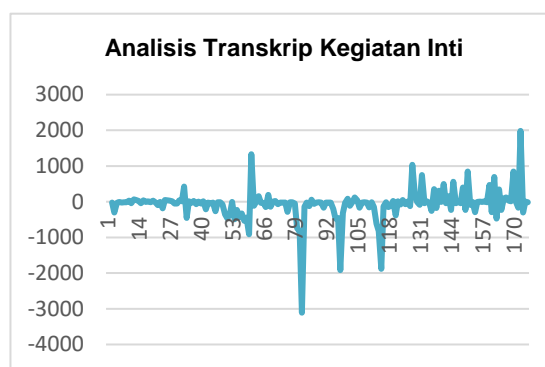
Figure I Initial Activities

Analisis Transkrip Kegiatan Awal

Figure II Core

Activities

Source: Researcher, Data

Processed (September 2019)

so that the readiness of students

Analisis Transkrip Kegiatan Inti

can be influenced by the selected image media. The teacher must dominate at the beginning of learning so that students are accustomed to different learning situations because in class eight observers were not recognized by previous students.

Based on the graphic above, it should be understood that the graphic image upward means the conversation is carried out by the teacher. Conversely, the graphic image downward means that the conversation is carried out by students. The initial activity shows that the conversation is dominated by the teacher. This is very reasonable because students need encouragement to understand the material and condition students' readiness for learning.

The initial activity in the first learning cycle ends with group division activities with the location scheme for each group arranged by the teacher. Each member moves to each other to occupy the space provided. The teacher asks students to make a concept map in PowerPoint format so that it is easy to explain the results of their presentations. Group work time is given for 15 minutes. Based on the results of observations in the initial activities, there was no noise in the classroom.

In the first cycle, the readiness of students' learning for the teacher is a learning principle that affects learning and student learning outcomes. The dominance of the teacher's conversation is intended

In the core activities, in general, the conversation is dominated by

students. This matter is due to the course of the discussion between groups that have been shared by the teacher. The four groups that presented the results of the discussion shared information in a question and answer session that was accommodated by the teacher. Transcript analysis of the core activities that the conversation is balanced between teachers and students. Seen teacher history learning does not have difficulties because students master the concept of nation, state, in the context of the material presented. The teacher affirms each sub-group discussion with understanding directions about (1) what (what); (2) when (when); (3) where (where); (4) why (why); (5) who (who); and (6) how (how). Thus, it is clear that students speak out the results of the discussion and question and answer chronologically.

During the discussion, students gave that response to the system of the political and economic structure is seen from four aspects such as the division of group material. Unfortunately at the end of the activity, because of the minimal time, the teacher does not provide opportunities for students to conclude. The responses given by students only answer whether what is conveyed by the teacher can be understood. Before closing the meeting the teacher gave assignments to each individual to read about the end of the New Order era and the entry of the reform era.

This condition states that students can distinguish past, present, and future; view and evaluate empirical evidence; compare and analyze historical stories, illustrations, records; interpret historical records, and build historical stories based on their understanding following the level of development of the mind of students. The achievements of students in historical thinking can be seen from the results of the analysis of one student named Edrus regarding ABRI's dual functions as follows;

> ABRI has a very strong capability, which is to initiate ABRI's operations as a constitution or an authoritarian executor. Where

> if ABRI says one thing that is on the other side that is behind, when control is given to ABRI automatically all decisions will be borne by ABRI without the opportunity for other parties to intervene, this causes automatic opportunity to carry out various authoritarian actions which are often considered not fair if there is no ability of other parties to intervene in the policy.

The students' analysis was very complex because it was able to describe the causal relationship between ABRI's dual function in the New Order era. Through the LS TBLA model, the ability to think historically is part of the formation of academic skills to achieve attitudes and scientific behavior patterns of students (Ofianto, 2018; Pérez, Soto, & Serván, 2010). The last stage in the LS model of the TBLA is reflection. The reflection process opens a discussion between the observer and the model teacher to convey impressions, constraints and positive comments on learning in the first cycle. On reflection, the teacher conveys several things such as:

1) The impression of the model teacher towards learning with the lesson study model Transcript Based Analyzes (TBLA) approach tends to be nervous because they have to deal with a camera that is standby at three angles and one mobile camera. The whole teacher does not feel dependent on the presence of ten observers simultaneously in class. However, due to a large number of cameras, the model teacher feels awkward to move.

2) For teachers, group work learning that is practiced by four groups is conducive. Although it cannot be denied that there are still group members who are just silent.

3) The teacher feels that the learning time is not effective because of the busy class discussions. This is believed to have happened because of the topic of the political and economic life of the Indonesian nation during

the New Order era became a topic that increased the learning motivation of students

These three impressions indicate that the course of learning is conducive. Although based on the results of the entire transcript (transcript analysis is attached) the conversation that occurred during the lesson was still dominated by the model teacher. However, students can respond to teacher exposure in discussion forums between groups. Based on the views of the observer's results, it was stated that:

1) Students look stiff because of the standby camera at three angles and one mobile camera.

2) The model teacher masters the material well and provides the right material by displaying a picture of President Soeharto's meme that reads *"Piye Kabare*? Is it good for me to toe? "*.

3) Students in each group provide a presentation on the results of the discussion with a historical thinking flow, namely; chronological, logic, synchronous, and diachronic.

4) Students still have high enthusiasm for discussion, but due to limited time, the learning conclusions are taken over by the teacher.

5) Discussions with four groups were deemed ineffective because the groups were still large in number. Therefore, in the second cycle, it is suggested to divide the group into six groups to minimize the number of passive learners.

CONCLUSION

The historical thinking skills are understood as special thinking skills for history students. These skills are mandated in historical subjects. Strengthening historical thinking skills can be integrated through the Lesson Study (LS) Transcript Based Lesson Analyzes (TBLA) model.LS model TBLA is implemented at SMA Negeri 7 Banjarmasin by prioritizing the principle of collaboration between academics (lecturers) and practitioners (teachers) in History subjects. There are three history teachers involved. One person acts as a model teacher, then two people become team teaching. In the practice of LS model TBLA in the subject of History at SMA Negeri, 7 Banjarmasin students can demonstrate historical thinking skills. The historical thinking skills that emerge are the strength of argumentation by prioritizing causality in the sub-discussion of ABRI's dual functions. Transcript analysis of overall learning activities illustrates that there is a balance of conversation between teachers and students. This is because the conditions of learning are conducive and teachers have no difficulty in increasing the participation of students.

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