



MODEL OF HISTORY TEACHING BASED ON THE USE OF PRIMARY HISTORICAL SOURCES

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Abstract: *Analyzing primary historical sources become the biggest challenge for students in history class. This research aims to develop EAR learning instruction based on the elaboration of historical thinking and three cognitive processes of knowledge construction. The Elaboration Theory was adopted to calibrate those concepts into systematic learning instruction for analyzing the primary source in history class. The elaboration generates EAR learning instruction consisted of three stages namely Engagement, Anatomization, and Reconstruction. These stages represent systematic steps to sourcing, analyzing, and reconstructing historical narrative based on the analysis of the primary source. EAR learning instruction can provide implementable steps to examine primary historical sources in history class and support the improvement of students' historical thinking by giving a simple path to analyze the primary historical sources. EAR is expected diminishing students' barriers in facing complexity in analyzing the primary source in history class.*

Keywords: *history learning, primary source, historical thinking*

Abstrak: Menganalisis sumber primer sejarah menjadi tantangan terbesar yang dihadapi oleh siswa dalam proses pembelajaran sejarah. Penelitian ini bertujuan untuk mengkonstruksi konsep model pembelajaran sejarah berbasis penggunaan sumber primer sejarah. Teori Elaborasi diadopsi untuk mengelaborasi model pembelajaran sejarah yang dikembangkan. Elaborasi menghasilkan konsep model pembelajaran sejarah berbasis penggunaan sumber primer yang terdiri dari tiga Langkah yaitu Engagement, Anatomisasi, dan Rekonstruksi. Tahapan tersebut merupakan langkah sistematis untuk mencari, menganalisis, dan merekonstruksi narasi sejarah berdasarkan analisis sumber primer sejarah. Model pembelajaran ini dapat memberikan langkah-langkah sistematis yang dapat diterapkan untuk menganalisis sumber primer sejarah dalam proses pembelajaran sejarah dan mendukung peningkatan pemikiran historis siswa dengan memberikan instruksi yang dapat diikuti siswa untuk menganalisis sumber primer sejarah. Konsep model pembelajaran yang dikembangkan diharapkan dapat mengurangi hambatan siswa dalam menghadapi kompleksitas dalam menganalisis sumber primer sejarah dalam pembelajaran.

Kata kunci: *pembelajaran sejarah, sumber primer, berfikir historis*

INTRODUCTION

Educators and researchers across the globe agree that primary historical source is the most legitimate learning material in history class. The primary historical source refers to the remains of historical events, such as archives, documents, photographs, or visual recording, either in printed, copy-printed, or hypertext versions, by which students can find the vestiges of historical events (Barton, 2018). The primary historical source is perceived to be more authentic than secondary sources (Mason & Hicks, 2002; Levesque & Clark, 2018). The use of historical sources in history class brings practical benefits for teachers and students. It can bring distinctive historical experience (Yarema, 2002), construct historical inquiry (Waring, Torrez, & Lipscomb, 2015), promote critical thinking skills (Morgan & Rasinski, 2012), feel the exaggeration of historical texts (Vansledright, 2004), and understand multiple interpretation (Breakstone, Smith, & Wineburg, 2013) and multiple representation (Waring, 2007).

Utilization of primary sources in history class needs an appropriate learning instruction beside of specific pedagogical approach (Reisman, 2015), active assistance from teachers (Lee, Doolittle & Hicks, 2006), analytical skills (Nordgren, 2016), and historical sense (Cowgill II & Waring, 2017). Some scholars, such as Wineburg (2010) and Seixas (2017), have promoted concept namely historical thinking as an approach for teachers and students to deal with historical sources in the learning process. Historical thinking demands teachers and students to act as a historian in scrutinizing historical sources, collecting the data, and reconstruct historical narratives by emphasizing data validity of historical evidence.

The use of primary historical sources in history class still faces many barriers. Kaya (2015) reported the barrier comes from teachers' unreadiness in preparing primary sources. If teachers do not have good preparation and experiences in using primary sources, they will not be able using historical sources in the class effectively. Cowgill II and Waring (2017) and Kaviza (2018) emphasized students' inability to organize complex activities of historical inquiry. Meanwhile, Barton (2018) reported the gap between the purpose of using historical sources with its features of the history classroom.

The author assumes that an appropriate learning model for history learning based on primary historical sources should be developed, especially to simplify the complex process in

analyzing primary historical sources in the classroom. Following this assumption, this research aims to develop a model of history learning using historical sources based on the elaboration of the framework of historical thinking and three cognitive processes in knowledge construction. The concept of historical thinking can be used to analyze primary historical sources. Meanwhile, three cognitive processes of knowledge construction can be used to examine the text in primary historical sources. It means the elaboration of historical thinking and three cognitive processes of knowledge construction can provide a practical framework for analyzing primary historical sources. It means the developed model of learning instruction is expected diminishing students' weakness in facing complexity when they deal with historical sources.

METHOD

The elaboration of historical thinking and three cognitive processes of knowledge construction was conducted by adopting Reigeluth and Rodgers' (1980) approach of the Elaboration Theory of instruction, which is still relevant today in the educational field (Haji et al 2015). Five stages were implemented in the Elaboration Theory namely (1) selecting all the operations to be taught, (2) deciding which operation to teach first, (3) sequencing all the remaining operations, (4) creating all expanded epitomes, and (5) designing instruction on each operation and each expanded epitome.

Firstly, the author sets the learning objective related to the students' ability to use primary historical sources in the classroom that should be achieved by the students. The author took two conceptions of historical thinking from Wineburg (2010), Seixas (2017), and three cognitive processes (Mayer, 1996). In the second stage, the author selected the important component gathered from each historical thinking and three cognitive processes. The elimination of components from each conception was held by excluding complex operations. In the third stage, after eliminating the operations, the author then sequenced the remaining operations listed in the framework. The author systematically synchronizes each instruction into a unity of learning instruction. In the fourth stage, the author made a review and synthesize the instruction. The most important process in this stage was to generate the epitomes for each instruction listed in the framework. The fifth stage was focused on expanding epitome and instruction to complement the instruction of history learning based on the historical source.

RESULTS

Step 1: Select All the operations to be taught

The objective of elaboration is to generate a learning instruction to support students' activities using primary historical sources in history class. The concepts of historical thinking and three cognitive processes of knowledge construction are elaborated. The concept of historical thinking is derived from the frameworks of Wineburg (2010) and Seixas (2017). Wineburg (2010) develops the heuristic core of historical thinking consisted of three aspects namely sourcing, contextualization, and corroboration. Sourcing refers to the process of understanding and examining historical sources. The second aspect of Wineburg's framework is contextualization that refers to the process of locating primary historical sources in its temporal and spatial context. Wineburg's third conception is corroboration that refers to the comparison of historical sources with one another. Wineburg suggests using other forms of historical sources in the classroom. The use of other forms of historical sources can give a boarder perspective for the students to strengthen the accuracy of historical data containing in the historical sources.

Seixas (2017) promoted six concepts of historical thinking. The first conception of Seixas' historical thinking is about the problem of historical significance that emphasizes the importance of historical events in the history of humankind. The second concept is about the problem of historical evidence. This conception relates to the problem of how students deal with primary historical sources in the classroom. The third concept is about the problem of continuity and change that related to the question about how the historical changes and continuity are interwoven. The fourth concept relates to the problem of cause and consequence in history. The question is about the layers of causality that led to the occurrence of a particular event in the past. It also attains with the question about its consequence that rippled afterward the historical events. The fifth concept relates to the problem of historical perspective-taking which almost coincidence with the ability to differ the past and present perspectives. The sixth concept relates to the ethical dimension issue that covers the aspect of students' judgment about historical events and how they can collect some ethnical aspects from the events.

Mayer (1996) perceived that knowledge is constructed based on three cognitive processes namely selecting, organizing, and integrating. The first process is the selection that closely related to the process of selecting relevant data contained in the learning materials. The second process is about the process of organizing the selected data into coherent representation. The third process is integration that relates to the process of integrating the data with the existing knowledge. In the process of selecting, the students should determine the main text of historical sources. The process continues to add the information into students' short-term memory. This process is intended to attract students' attention to take account of historical sources. Furthermore, in the process of organizing the students should connect and combine the selected information into a coherent structure. This process aims to generate keywords from the information gathered from the historical source. The last process is about integrating the information into a holistic understanding of the historical sources. This process leads the students to build a connection between new knowledge gathered from historical sources and the existing knowledge stored in their long-term memory.

Based on the above description, it can be seen that the concept of historical thinking and the three cognitive models of the knowledge construction contain several overlapping instructions. The historical thinking tackles the problem of how students deal with primary historical sources. Wineburg and Seixas's conceptions have mentioned the problem the data collection, data analysis, and data presentation in examining primary historical sources. Meanwhile, Mayer provided three processes from selecting, organizing, and integrating that covers the activities of historical source examination. It means those conceptions can be elaborated to generate an appropriate learning model based on primary historical sources.

Step 2: Decide the first operations

Some operations listed in those conceptions should be eliminated to decide the first operation in the developed learning instruction. Some aspects such as the importance, complexity, and similarity of operations were taken into consideration in the elimination process. The process and result of elimination can be seen in table 1:

Table 1. Wineburg, Seixas, and Mayer's Conceptions of Historical Thinking.

Historical thinking heuristic	Six concepts of historical thinking	Conception of three cognitive process
1. Sourcing	1. Historical significance	1. Selecting
1.1. Understand detailed information of primary source	1.1. understand the importance of historical events	1.1. determine the main text
1.2. Read primary source with spirited conversation	2. Historical evidence	1.2. add information into short-term memory
1.3. analyze validity of primary source.	2.1. Manage historical sources	1.3. Attract students' attention
1.4. Prepare students' mental framework	2.2. Find historical data	2. Organizing
2. Contextualization	3. Continuity and Changes	2.1. Organize, connect, and combine selected information into coherent structure.
2.1. locate the historical source in its temporal and spatial context.	3.1. Understand continuity in history	2.2. Generate key words from information gathered from historical source.
2.2. Understand the temporal meaning of historical source	3.2. Understand the changes in history	3. Integrating
3. Corroboration	3.3. Understand the interwoven between changes and continuity	3.1. Construct holistic understanding of historical source.
3.1. Compare historical source with one another.	4. Cause and consequence	3.2. Construct connection between new knowledge gathered from historical source and the existing knowledge storage in their long-term memory.
3.2. Take a boarder perspective based on the comparison	4.1 Find layers of causality	
3.3. Strengthen the accuracy of historical data containing in the historical sources.	4.2 Understand historical consequence	
	5. Historical perspective-taking	
	5.1. Take past and present perspectives.	
	6. Ethical dimension	
	6.1. Generate ethical values based on primary source.	

The elimination of components from each conception was held by reducing complex operations. The remaining operations in the instruction were then sequenced to complete its operationalization.

Step 3-5: The sequence, expand, and design of the operations

After eliminating the operations, the author then sequences the remain operations as the blueprint to develop the learning instruction. The sequential process cannot be separated from

the further stages. In the next stage, the author synthesizes to operation into systematic instruction. The most important aspect of this stage is to generate the epitomes for each instruction listed in the framework. The focus of the fifth stage is to expand and complete the developed learning instruction. The result of sequencing, expanding, and designing can be seen in table 2:

Table 2. The result of Sequence Process.

Learning phases	Activities	Learning instructions
1	Engagement	<ol style="list-style-type: none"> 1. Understand the detailed information of the historical source. 2. Situate the historical source in its temporal and spatial context
2	Anatomization	<ol style="list-style-type: none"> 1. Find and determine the main text of historical source by reading historical source with a spirited conversation 2. Select and generate keyword based on historical data from the historical source 3. Compare the historical source with other secondary resources to strengthening the accuracy of the data and give a broader perspective from the past and the present perspective.
3	Reconstruction	<ol style="list-style-type: none"> 1. Organize and sequence the selected data into a coherent structure based on the concept of change and continuity, cause and consequence. 2. Reconstruct historical narrative based on an elaboration between a holistic understanding of the historical source and the existing knowledge storage in long-term memory. 3. State opinions regarding the historical source giving

The result of three inter-related process, sequencing, expanding, and designing of operation in the developed model generate a syntax for the examination of historical source in the classroom that consist of three steps namely Engagement, Anatomization, and Reconstruction (EAR).

DISCUSSION

Systematic activities in EAR learning instruction can be used to examine primary historical sources. The first stage, Engagement, leads the students to understand more deeply about the

origin of primary historical sources. It can be started by asking questions regarding the detail information of primary historical sources to understand the places and times situated in the historical event. Engagement accommodates students to achieve the process of sourcing and selecting to get more understanding about historical significance. EAR can eliminate some practical problems found by Kaya (2015) and Kaviza (2018) about the unreadiness of teacher or students' preparation in using primary historical sources. In Wineburg's (2010) framework, engagement becomes an important dimension to shape the mental model of teacher and students in examining primary historical sources. Meanwhile, Cowill II & Waring (2017) believe that engagement can be seen as the activity to understand historical sense.

The second stage, Anatomization, persuades students to analyze critically primary historical sources by analyzing the text and comparing primary historical sources with a secondary source. Some activities can be held in Anatomization such as reading primary historical sources, determining the main text, finding important information, and generating keywords from primary historical sources. Moreover, students can compare the data gathered from primary historical sources with secondary data from references, books, and journals. This comparison aims to verify the accuracy of the data from primary historical sources. Anatomization emphasizes the conversational reading of the text, accommodates students' prior ability in dealing with primary historical sources such as historical detective, historical interpretation, and document analysis in examining primary historical documents (Tally & Goldenberg, 2005; Nordgren, 2016).

The third stage of EAR consists of the reconstruction process in which the students organize and sequence the data into a coherent historical narrative. The students can use several historical concepts such as the concept of change, continuity, causality, and consequence to reconstruct historical narrative. The students should organize and sequence the selected data into a coherent structure based on the order of time, change and continuity, cause and consequence (Moore, Angus, Brady, Bates, & Murgatroyd., 2016). Practically, the students should master chronological thinking, which becomes the basic feature in history learning to arrange the events into time sequence that covers the sense of scale, sense of period, and sense of past framework (Dawson, 2004). In the last activity, students reconstruct historical narrative based on an elaboration between a holistic understanding of the historical source and the existing knowledge storage in

long-term memory. In other words, students make an interconnectedness of the historical events and unfold the past to the present (Adams, 1987).

It can be seen that EAR simplifies complex processes in examining primary sources. The EAR provides a systematic and implementable approach to read, analyze, and verify historical data. The simplification, as pointed by Cowgill II and Waring (2017), can support the students to do complex activities of historical inquiry and the utilization of primary historical sources. However, from Bass and Rosenzweig's (1999) perspective, the learning phases in EAR represent the authentic thinking process of a historian. The distinctive experience in EAR learning instruction can improve students' ability to recite and restore the historical memory or specific information containing in the historical source (Barton, 2005).

From the above discussion, EAR can be inferred as the simplified version of historical thinking targeted to accommodate students with minimum knowledge and ability about historical research. Despite its simplicity, the EAR learning phases still represent the fundamental skills in historical thinking and three cognitive processes as knowledge construction because of the elaboration process in its development. By using EAR learning instruction, the teacher and students can act such a historian who can scrutinize and interpret primary historical sources, collecting the data, and reconstruct historical narratives. In the classroom, EAR can be posited as a learning instruction for teachers and students in examining historical data. It means EAR can be paired with other pedagogical approaches (Reisman, 2015), or many forms of historical source, both conventional and digitized historical (Tally & Goldenberg, 2005), as long as they have the same purpose (Barton, 2018). The function of the EAR is to support the learning environment in history learning, especially as the implementable instruction when students deal with the primary historical sources.

CONCLUSION

The elaboration of the framework of historical thinking and three cognitive processes has generated the EAR learning strategy that consists of three steps namely Engagement, Anatomization, and Reconstruction. Structurally, EAR is designed to help the students to examine the historical source thus it can be used by the students in history class. The limitation of the

research is about the operationality of the elaborated model in the diverse nature of the history classroom. The author recommends developing the elaborated model to measure its operationality for teachers and students in the history classroom. The developed instruction can scaffold students' skills to learn history based on historical primary sources.

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