



BRINGING HISTORY TO REAL LIFE: ALTERNATIVE HISTORY LEARNING BASED ON FACTUAL INTERPRETATIONS RECONSTRUCTION ZEITGEIST FOR REAL LIFE ACTIONS (FIRZA)

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Abstract

The FIRZA (Factual, Interpretations, Reconstruction, Zeitgeist for Real Life Actions) document-based history learning model was developed based on history learning problems; a). Lack of understanding of historical concepts in teachers and students, b). Problems in history textbooks that contain elements of subjectivity, c). Lack of use of primary sources of history. The research method used is research and development (R&D) with the design of Dick & Carey (2015) and using communicative action theory as a foundation for developing the FIRZA learning model. The purpose of this research is to develop a document-based history learning model, namely with historical methodology, and coverage of historical skills strands. The result of the research is that the FIRZA learning model has 5 syntaxes. This model aims to train students' thinking through learning strategies and methods with historiography exercises and evaluation through document-based questions to support understanding of historical concepts, facts, and narrative skills. FIRZA learning model was developed for interactive and progressive learning by encouraging students to be able to imagine, live the spirit of the times, and dialogue with the symptoms of past events to support historical awareness and implementation of historical thinking skills in real action. The results of this study are; 1). FIRZA learning model is effective for use in school education and higher education; 2). The results of this learning model can support the effectiveness of historical teaching materials for students with data ranging from 95% of students being able to understand and contextualize the material learned in real life.

Key words: FIRZA Learning Model, Document Based Learning, Historiography Practice

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INTRODUCTION

The main characteristics of history learning in the Merdeka Belajar Curriculum state that history teachers are able to realise the implementation of history learning in the realm or high school level, namely being able to encourage and stimulate students to think critically and develop historical thinking skills, so that history teachers are required to be able to involve students in the process of reconstructing and studying historical events diachronically, synchronically and contextually and using learning media (Safitry et al., 2021). The learning objectives and scope of skills strands in history subjects must be achieved and fulfilled in learning history in students. The scope of skills strands in history subjects includes: a). historical conceptual skills, b). historical thinking skills, c). historical consciousness, d). historical research, e). historical practice skills (*Capaian Pembelajaran Mata Pelajaran Sejarah Fase E-F Untuk SMA/MA/Program Paket C*, 2022).

History teachers are required to master and implement the scope of skills strands in history subjects in the learning process, but this will not be achieved if teachers in their teaching are only oriented towards KKM (minimum score completeness criteria), in the learning process and assessment (evaluation). Therefore, teachers need to master historical knowledge and skills that cover the entire scope of history subject skills strands.

The development of history learning in the Merdeka Belajar Curriculum is something that can be a challenge for history teachers because the implementation of history learning emphasises the scope aspect of the history subject skills strands and does not ignore the content aspect of historical material (Widiadi et al., 2022). The problems of learning history in the realm of education at the SMA / MA and equivalent levels today are more oriented towards the demands of KKM (minimum value completeness criteria), regarding understanding and knowledge of historical material so that teachers in teaching historical material are only oriented towards curriculum achievements but do not emphasise aspects of historical learning objectives (Sayono, 2013). In addition, there are problems in history textbooks, namely the SNI (Indonesian National History) Babon book.

The national history textbook project

is considered to have politically charged history teaching objectives that are in accordance with the subjectivity or point of view of the ruling government regime at that time, especially the new order regime of President Soeharto's administration (Wineburg, 2006). The SNI (Indonesian National History) textbook, which is a politically charged history writing project and leads to the subjectivity of political interests, is problematic, because the majority of textbooks are used as teaching materials by teachers in learning history that are not in accordance with the scientific principles of the field of historical studies, namely truth based on historical facts.

Babon's SNI (Indonesian National History) book project is proof that scholars or historians have manipulated or co-opted the history that historians write into propaganda. Bringing up labels that degrade intellectual aspects and knowledge such as actions: a. intellectual prostitution, b. academic mercenaries, c. co-opted, sold for the benefit of political ruling parties, especially in history writing projects (Rommel, 2020). Subjectivity to political interests in the Babon SNI (Indonesian National History) textbook writing project is a method of manipulating the nation's history that aims to legitimise and control the people of a country. Historians or scholars who are related to a government regime and coordinate efforts in determining policies related to the nation's history are preserved, falsified and erased for the political interests of the government regime (Orwell, 2013).

The historical writing project of the SNI (Indonesian National History) textbook, which contains elements of subjectivity in the interests of certain parties, is not in accordance with the rules and ethics of the field of historical studies, especially in historical writing or historiography which prioritises truth and objectivity based on historical facts. Based on the problems in the SNI (Indonesian National History) Babon textbook, researchers developed a historical learning model based on archival historical documents or primary sources, namely the FIRZA (Factual, Interpretations, Reconstruction, Zeitgeist for Real Life Actions) learning model.

FIRZA (Factual, Interpretations, Reconstruction, Zeitgeist for Real Life Actions) learning model, in order to make factual history learning, train critical, sceptical,

multiperspective and progressive thinking based on primary sources such as archival documents, newspapers, photos, contemporary textbooks. Document-based history learning makes history learning interactive, authentic (students can directly analyse historical sources), fun and trains ways of thinking in accordance with the linkup skills of the historical strand in the Merdeka Curriculum for students and teachers. So that document-based historical learning can be a solution and a new learning model that is effective, relevant and in accordance with the objectives of learning and learning history.

The FIRZA learning model is a new learning model that is effective in the 21st century. This is because the learning model developed can not only be used in school education. This learning model can be used in the realm of higher education. Researchers have tested the FIRZA learning model in the realm of higher education at the State University of Malang. Researchers conducted a trial of the learning model in the Indonesian History course from the 17th century to the 19th century through the trial of e-books and products that researchers developed and used a questionnaire as a data collection technique on the needs analysis of the 2023 class of history students.

METHODOLOGY

Therefore, this study uses the Design of Instruction development research method or instructional design developed by Dick & Carey (2015). The Design of Instruction development research model or instructional design has 10 steps including; 1. Identify Instructional Goals, 2. Conduct Instructional Analysis, 3. Analyse Learners and Contexts, 4. Write Performance Objectives, 5. Develop Assessment Instrument, 6. Develop Instructional Strategy, 7. Develop and Select Instructional Materials, 8. Design and Conduct Formative Evaluation of Instruction, 9. Revise Instruction, and 10. Conduct Summative Evaluation of Instruction (Dick et al., 2015).

The FIRZA (Factual, Interpretations, Reconstruction, Zeitgeist for Real Life Actions) history learning model aims to implement a learning model based on historical primary sources and train students' thinking through sources, media and teaching materials that use historical primary sources to support the ability to think critically, sceptically and

objectively through historical thinking skills resulting from the process of reconstructing primary sources directly in learning. Therefore, in the FIRZA (Factual, Interpretations, Reconstruction, Zeitgeist for Real Life Actions) history learning model, directing to progressive history learning, namely learning history that is useful for present and future life in students (Historical Practice Skills).

Based on this in the development research of the FIRZA learning model, researchers used the communitative action-Habermas theory (1984). The urgency of the communitative action-Habermas theory is to help researchers analyze and answer problems or phenomena in learning history, namely boring history learning and the use of historical teaching materials in the form of textbooks that tend to subjectivity because they are propaganda products of a government regime.

The communitative action-Habermas theory can be the basis for researchers to develop a history learning model that aims to train students' thinking through analysis and interpretation of authentic historical sources that are useful for students for life in today's society and in the future (Historical Practice Skills).

RESULT AND DISCUSSION

1. FIRZA LEARNING MODEL (FACTUAL, INTERPRETATION, RECONSTRUCTION, ZEITGEIST FOR REAL ACTION)

In the early stages of the model development process, researchers invited several students who were asked to read and examine the prepared materials (books, documents, photos, novels, films, reports, and so on including those that can be accessed via the internet), related to historical themes that are in accordance with the scope of historical subject matter to be studied. This stage aims to help educators to analyze historical topics or materials that are adapted to differentiated learning. At this stage, teachers can inform students about the historical topics or materials that will be learned during the learning process. Information and prior knowledge on students related to historical topics or materials to be studied in learning can lead students to conduct historical source collection or heuristics (Sayono, 2013).

The first stage in the learning strategies and methods in the FIRZA learning

model is a stage to invite students to join (interactive learning), and enthusiastic to know and understand historical facts related to the topic or material of historical events to be studied. Interactive and active learning in this first stage can encourage students to think critically, skeptically, multi-perspectively or intersubjectively based on analysis and observation of historical primary sources used in learning so as to encourage students in the next stage of learning strategies and methods.

At this stage, researchers conduct a diagnostic test, which is a test to determine the level of understanding, difficulty, learning style, suitability and needs of students in differentiated learning. The initial test or diagnostic test must refer to the learning objectives that have been compiled and formulated at the beginning of learning. When using the ABCD formula or principle (audience, behavior, condition, and degree), the diagnostic test aims to strengthen the results of the teacher's diagnosis related to degree (the level of knowledge or understanding of students) based on the learning objectives that have been formulated and by the Semester Course Design and Curriculum (López González, 2019).

Researchers used a questionnaire in conducting diagnostic tests in the context of higher education for 2023 History students who took Indonesian History courses from the 17th century to the 19th century. The following are the results of the researcher's initial needs analysis;

Diagram 1. The Use of E-Books Based on Primary Sources in Indonesian History Courses from the 17th Century to the 19th Century.

Based on the questionnaire data distributed by researchers to each student, it can be said that as many as 82.8% of the total 29 answers stated that the e-books used as teaching materials in the course were based on primary sources. Therefore, researchers in

the early stages of the FIRZA learning model development process will use this model to test the effectiveness of teaching materials developed by researchers.

Stage 2: develop instructional strategy & develop and select instructional materials

In this second stage, students are asked by the teacher (teacher as a facilitator during the learning process), to choose priority events (historical content/material), which are considered the most interesting and challenging to learn and know more about. This method makes learning history challenging and interesting so that it is not monotonous, or boring because the previous learning method only encourages students to memorize events, figures, dates of events (Sayono, 2023).

The implementation of learning strategies and methods in the FIRZA learning model makes learning interesting and challenging because it uses archival documents or authentic historical sources to provide new experiences and insights to students when knowing and analyzing directly and causality in these historical primary sources which encourages students to come up with ideas, ideas, think and ask critically (HOTS questions). At this stage, the teacher can provide a stimulus to students by asking questions about events whose explanations are considered unreasonable or untrue (Sayono, 2023).

Stage 3 and 4: design and conduct formative evaluation & revise instruction

Based on the results of stage 2, in stage 3 students are asked by the teacher to trace and collect sources (heuristics). This activity keeps students active and busy to find sources that contain evidence of what they want to know. Students are given the freedom of exploration, identification, and classification with the help of available IT technology. Teachers ensure that students can obtain sources even though they are limited and verify, interpret, and submit reports in the form of open essays. The collection of historical sources by the agreed topic or material in learning history can encourage and stimulate students to find out facts, phenomena and problems in primary sources of archival documents, newspapers, photos and through oral sources (oral history), in a

historical event studied.

Furthermore, in stage 4, students are asked to compare the results of verification, interpretation, and essays made with official textbooks (let students construct their thoughts) even if they end up "not in line" with the Curriculum and textbooks. Students may present different things because they have arguments and evidence supported by sources obtained from far exploration during the heuristic stage (libraries, internet, newspapers, museums, historical sites, and can even meet local historians to discuss). The results of construction must be appreciated by teachers and students in class learning. The results of student construction can be used as material for assessment or diagnostic assessment by the teacher at the beginning of class learning.

This stage trains students' critical, sceptical thinking through interpretation and verification of facts, phenomena of historical events when reading historical source documents. Interpretation makes students think and develop in responding, understanding, analysing and providing ideas, ideas, zeitgeist, related to students' opinions or points of view related to facts and phenomena that occurred in past events. In addition, teachers can conduct formative evaluation and assessment as learning/self-assessment by students, and assessment for learning/teacher assessment during the learning process which can be used by teachers as material for reflection on the effectiveness of the use of learning strategies and methods with the FIRZA model (revise instructions).

Stage 5: design and conduct summative evaluation

In stage 5, the teacher can conduct an open-ended assessment based on the reconstruction results of each group of students. However, the reconstruction results may only show a small part of the historical events that are interesting to students, so it is possible that the learning unit objectives are not completed. In this context, each group of students will be assessed according to their achievements, so that students are not shackled by a rigid curriculum load.

This method will be fun for students, because the results must be appreciated by the teacher and fellow students. In this way the teacher emphasises the process of

understanding facts, concepts and reconstruction of historical events that have been made. This makes students able to learn on their own in completing learning units (Sayono, 2023).

At this stage students are expected to be able to think based on facts, logic and sources or data that have been criticised, interpreted to obtain a truth or objectivity in terms of addressing and understanding a phenomenon in everyday life in the present which is related to the learning objectives of progressive history and the purpose of learning history, namely fostering wisdom in thinking and strengthening a sense of humanity in each student's personality through the study or reconstruction of historical events.

Learning strategies and methods by implementing historiography practices and the use of historical documents or primary sources in learning history in the FIRZA learning model (Factual, Interpretations, Reconstruction, Zeitgeist for Real Life Actions), can be used by teachers to measure and train understanding of concepts and facts on a historical event to students in the learning process and at the summative evaluation stage.

Understanding of concepts and facts on historical events can be measured based on the following indicators; 1. The ability to understand present events based on the past, 2. The ability to filter or verify the results of the reconstruction of facts from archival documents, newspapers/news, historical descriptions which are then compared with phenomena in the present, namely "about what has happened". This is important because it is a goal of many professional history teachers or educators, 3. The ability to appreciate historical descriptions. 4. Answers based on reflection and high order thinking, to questions that require deep thinking about situations or phenomena in a historical event, 5. Ability to answer questions based on facts about historical figures and events (Wineburg, 2006).

Understanding historical concepts and facts leads students and teachers to be able to think critically and causally, namely thinking and reading historical sources like historians (thinking and reading like a historian). At the high school level, which has been able to reason, history must be given critically, high

school students are required to be able to think about why something can happen, what happened, and where the direction of events or events studied (Kuntowijoyo, 2005).

So teaching history needs to be based on reconstructed material according to critical historical studies (Kartodirdjo, 2019), so learning history is learning to think. Thinking in this case can be interpreted as thinking in a historical context (historical thinking skills), namely being able to think critically and skeptically (multicausality), based on multiple perspectives of historical facts which then makes objective thinking in the study of historical events.

Thinking in the context of history or historical thinking, is a way of thinking based on historical methodology that can train students to be able to think high order historical thinking skills, in the cognitive realm of Bloom's taxonomy, namely C4 (analyse), C5 (evaluate), C6 (create). Therefore, the use of primary sources and other historians' works as teaching materials, sources and learning media can model the process of forming hypotheses about a historical event or topic. By comparing and contrasting the results of different interpretations then reaching new or original conclusions that are in accordance with historical facts to students in the learning process (*Teaching American History Evaluation: Final Report*, 2011).

The process of forming hypotheses by comparing and synthesising several historical documents is called the principle of causality, which is the study of the causes of an event that occurred in the past so that everything has a cause and effect (what, where, when, who, why and how) (Sjamsuddin, 2012).

Based on learning strategies and methods that implement historiography practices in the learning process in the FIRZA (Factual, Interpretations, Reconstruction, Zeitgeist for Real Life Actions) learning model, it can train students and teachers to become a detective during the learning process. The task of detectives is to investigate, ask questions, and read the situation, collect and analyse information, and make reports through primary sources that have been collected and reconstructed in the previous stage (Sayono, 2023).

Being a detective is like being a historian who uses the context of change over time, and the principle of causality to form

arguments that can explain phenomena or events and changes in past events (UCLA History, 2019). The FIRZA (Factual, Interpretations, Reconstruction, Zeitgeist for Real Life Actions) learning model, based on historical documents or primary sources, emphasises the principle of causality in its implementation. This is because the principle of causality must be used as a guideline for a historian (Ankersmit, 1987). Learning strategies and methods by implementing historiography practices can challenge students to interpret and analyse historical records or sources, resulting in a learning process related to the principle of historical perspective. It is useful for students to analyse problems in contemporary or current life as well as a source of reflection for action in current and future life (UCLA History, 2019).

The FIRZA (Factual, Interpretations, Reconstruction, Zeitgeist for Real Life Actions) learning model, in principle, prioritises and trains students' thinking based on the results of reconstruction and interpretation of facts in document archives or historical primary sources in the learning process which is referred to as historical thinking in accordance with historical methodology.

Therefore, in historical thinking skills, which use historical sources rationally or logically can direct students to narrate historical facts that have been criticised/verified and interpreted in the previous stage (historical narrative ability). So that the teacher can know the historical understanding of each student as a result during the learning process. Teachers can assign students to narrate their original understanding in the form of open essays as well as historiography.

The evaluation stage in the FIRZA (Factual, Interpretations, Reconstruction, Zeitgeist for Real Life Actions) learning model, teachers are required to be able to select and develop assessment instruments and assessment techniques that can provide feedback to students during the process, and the end of learning to be able to make ideal history learning that can support the ability to think and read students like historians (thinking and reading like historians) (Wineburg, 2010).

Therefore, in implementing the FIRZA learning model, at the summative evaluation stage, teachers can use document-based

question (DBQ) assessment, with rubric instruments and measurement techniques in assessment (measurement), which uses essay or open description test techniques and project assessment (non-test), and has been adjusted to the scope of historical skills strands, learning objectives and learning outcomes of the history of the Merdeka Curriculum.

The document-based question (DBQ) assessment, referring to a measurement of students, consists of questions that have been adapted for use as a pre-test and post-test, including the following; a. Students are asked to identify and give examples of primary and secondary sources, b. Students are given a primary source and asked to imagine themselves as a historian, c. Students are then asked to write three questions that a historian might ask to find out more about the source, d. The teacher can develop a simple rubric as a formative assessment on the answers (causality, 5 w+ 1h), e. Students as respondents are given one question and are expected to develop an essay into a piece of writing (historiography) that reflects the ability to develop historical arguments, provide multiple perspectives, and demonstrate other features of historical thinking, f. In the final stage the teacher can use a rubric to assess the students' responses to the questions. At the final stage the teacher can use the holistic rubric as a summative assessment tool or instrument (*Teaching American History Evaluation: Final Report*, 2011).

The answer key to the open test or open essay is that it leads to the sources used by students (at least they have used sources), the relationship between sources (source criticism and corroboration), the results of students' interpretation and assessment of sources (primary and secondary sources have been explained by the teacher), decision making (opinions from students from themselves or ideas, original ideas and from figures related to sources and historical events), chronology or flow of thought leads to causality (cause and effect-5w + 1h). The highest score lies in the collection of sources or heuristics carried out by students, so the more sources collected and used (primary and secondary), the higher the student's score.

According to Stankous, 2016 (in (Murti et al., 2018)), descriptive or subjective written

tests have advantages that can be used to measure higher student abilities. The weakness of essay tests or open descriptions is that there is a tendency to be subjective in checking test answers, besides that the questions that are prepared tend not to cover all the material that has been given.

Subjective test questions in learning history are related to the assessment of the ability to understand facts and skills to narrate historical events that have been studied and analysed by students. Objective test questions in learning history are in the form of essay test questions or open descriptions that are authentic, can be used to assess critical-analysis skills and narrate historical facts chronologically and diachronically and connect these facts through descriptive narratives in writing or historical descriptions (historiography).

The use of historical documents or primary sources in learning history in the FIRZA learning model (Factual, Interpretations, Reconstruction, Zeitgeist for Real Life Actions), aims to train students' thinking through interpretation or interpretation and reconstruction of historical facts based on contemporaneous primary sources. This is because history is a science of past events that emphasizes a logical ability to explain the truth of facts in the past. Therefore, historical science has principles of historical thinking, namely ideas about the nature, object, method, and value of historical thinking (Collingwood, 1993).

The way of thinking based on historical methodology represents a dialogue between students and teachers in the present with events that occurred in the past. Therefore, the FIRZA learning model (Factual, Interpretations, Reconstruction, Zeitgeist for Real Life Actions), can bridge students and teachers in understanding and examining a historical event based on the interpretation of primary sources of history, one of which is archival documents and so on. Historical thinking skills, in addition to training in high-level thinking skills and in-depth interpretation, students also train insights related to the language in a historical source used (source language).

Language is a means of communication that can connect individuals and other individuals, as well as between temporally different times (the soul of the era, the state of

society etc.), and also as a tool or instrument in communication to achieve mutual understanding and to be able to coordinate the actions of every human being in achieving certain goals (Habermas, 1984).

Therefore, students and teachers who are required to be able to think and read like historians, the aspect of knowledge or understanding of language is very important, especially in terms of interpreting facts from several historical sources that are multiperspective-intersubjective and multilingual. So that by mastering the understanding and knowledge of the source language, it will make it easier for students to describe imagine and appreciate every era and historical event that has occurred in the past.

2. SYNTAX OF FIRZA LEARNING MODEL (FACTUAL,INTERPRETATION,RECONSTRUCTION,ZEITGEIST FOR REAL LIFE ACTIONS)

a. Factual (facts of historical events)

In the first stage, the teacher provides an explanation and understanding of the topics and materials/contents that students will learn by the scope of historical material in phases E and F of the Merdeka Curriculum's History Learning Outcomes, and the teacher provides grids and apperceptions regarding the flow of the learning process, learning objectives, models, strategies, and learning methods that will be used during the learning process in class.

After that, the teacher as a class facilitator coordinates with each student to read the topic and historical material or content, and then the teacher instructs students to choose the topic and historical material or content to be studied. Furthermore, the results of the discussion on the selection of topics and historical materials or contents that the teacher has agreed upon and students will be used as topics of learning materials during the learning process in class.

The teacher explains the material/content to each student, related to understanding the concept of a historical event related to the previously agreed topic. In addition, the teacher as a facilitator provides primary and secondary historical sources and textbooks that are used as teaching materials and learning media by students during the learning process.

The teacher instructs each student to

form small groups (4-5 groups), and then the teacher assigns each group to read, analyze and understand the content/material of historical events through primary sources (archival documents, newspapers, photos and others), and secondary sources such as textbooks that have been provided. Then, after the small group is considered to have sufficient understanding of the content/material of historical events (concept understanding), the teacher instructs each group to look for other primary and secondary sources related to the content or material as a source of comparison through websites or the internet (heuristic stage). The heuristic or source collection stage is the stage or steps to search or find and collect sources, data or information, traces and historical evidence both primary and secondary (Herlina, 2020).

In this initial stage, researchers tested the FIRZA learning model in the context of higher education, namely the 2024 History Science students of the State University of Malang who took the 17th to 19th Century Indonesian History course using teaching materials developed by researchers. Researchers conducted a pre-test through a questionnaire distributed to each student. The following is the data from the questionnaire results of the initial stage of the FIRZA Model trial;

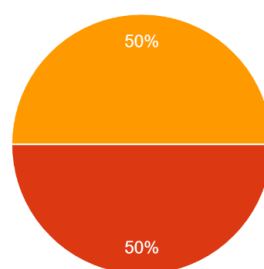


Diagram 2. Students' Level of Understanding of Samin Surosentiko Material.

The results of the pre-test in the early stages of the FIRZA learning model trial to test the effectiveness of teaching materials for Samin Surosentiko's material stated that as many as 50% of the 20 answers could be said that some students did not understand the material about Samin Surosentiko.

2. Interpretation

The historical facts that have been collected in the first stage (heuristics or source collection), by each discussion group are still subjective (bound to the point of view of

certain parties, and historians). Therefore, in the second stage, the teacher instructs each discussion group to criticize or verify the sources that have been collected. Criticism/verification of historical sources has two things, namely internal criticism related to the content or explanation of historical facts in these sources, and external criticism related to the outside or physical part of the historical source.

At this stage, by the principle of history as a construct created by historians, history is subjective which contains subjective elements (the historian's point of view), while events, events as historical facts are objective. Therefore, it is necessary to study or write history that emphasises the determination of multicausal facts (causes, processes and effects), by examining and questioning the explanation of facts from historical sources that have been collected (intersubjective), by describing through comparison (cooroboration), from various historical sources it will make hard facts (Kartodirdjo, 2019).

The study by questioning and comparing events, phenomena and problems based on historical facts from several historical sources makes the study multicausality and intersubjective. This can be done by asking questions about historical facts or events (5 W + 1 H), namely; what, why, who, when, where how. This is called a critical-analytical historical study (Sjamsuddin, 2012).

Multicausal and intersubjective assessment by coordinating various historical facts in several historical sources is called interpretation. Interpretation or interpretation, is a stage or activity of interpreting facts and determining the interconnected meaning between the facts that have been collected (analysis-synthesis) (Herlina, 2020).

At this stage, researchers invited each student to read and analyze the historical sources used in the teaching materials on Samin Surosentiko. Then, each student was directed to interpret the explanations and historical facts in the teaching materials causally. The following are the results of student analysis related to Samin Surosentiko material using the FIRZA learning model;

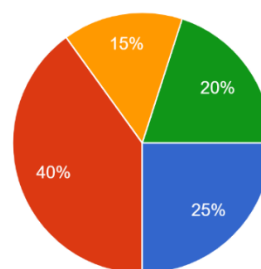


Diagram 3. Aspect Level of Clarity Needs of Samin Surosentiko Material by Students.

Based on the data from the implementation of the stages of the FIRZA learning model, it can be said that as many as 40% of student answers are interested and understand the teachings of saminism and religion of adam pioneered by Samin Surosentiko.

3. Reconstructions

At this stage is an advanced stage after discussion, critical analysis and interpretation of facts from several primary historical sources (archival documents, newspapers, photos etc.), as well as secondary sources by student groups at the previous stage which then the teacher as a facilitator instructs each group of students to reconstruct these historical facts in the form of historical writing (historiography).

The historiographical stage begins with questions that develop from the maturity of the higher-order (causal) historical questions that have been posed. High-level historical questions are fuelled by curiosity, but if they are merely the result of questions and curiosity, they will only result in historiography that is antiquarian (limited to dealing with historical documents or sources).

Therefore, the questions asked must be related to intellectual concerns based on socio-cultural appreciation and awareness of actuality (the relationship between past events and present events) (Abdullah & Surjomihardjo, 1985). At the reconstruction stage through the practice of historiography in the learning process, it aims to train the ability to narrate historical facts and produce works of historical writing (historiography), besides that it also aims to train students' reasoning or cognitive abilities through historical imagination when the process of writing history takes place in learning.

The FIRZA learning model is a document-based history learning model that makes teachers and students think, read like a historian (thinking and reading like a

historian), and act like a detective. As we know, historians are not allowed to fantasize or imagine things that are not logical and empirical (according to reason it is impossible to happen). However, for certain purposes, historians are allowed to fantasize or imagine events that have occurred in the past based on historical perspectives. The use of imagination in writing history (historiography), can live, describe and know human life in the past and can be compared/analogous to life in the present as a picture for life in the future (Gottschalk, 1986).

History is the science of time and the object of study is related to humans, space and time so it is different from literature. However, history requires imagination in its study, therefore history is a science of beauty that can open hearts and feelings. Beauty through appreciation and imagination when reading primary sources of history (Kuntowijoyo, 2005). With historical imagination and appreciation during the process of reconstructing historical events through the practice of historiography during the learning process, it is intended that each student can revive (re-enactment), the thoughts and soul of the times (zeitgeits) in the past through the mind (historical thinking ability), in the students themselves.

However, in re-enactment, thoughts and the spirit of the times (zeitgeits) in the past, a process of reasoning or critical thinking is needed to be able to consider values, historical meaning and correct errors in historical narratives (Sjamsuddin, 2012). At this stage, teachers can conduct summative assessment and evaluation through document-based questions for students at the end of learning. The principle of conducting summative assessment and evaluation based on document-based questions can be done with non-test assessment instruments or open essays and historiography projects that have been prepared by each group in the previous stage. Measuring in the high school domain related to historical concepts, there are at least 2 criteria or assessment references, namely; a. terminology, b. epistimology.

Understanding of historical concepts related to; a. names or terms, b. years of events, c. regions, arenas or maps of historical events chronologically. While the measurement of understanding of historical facts is measured based on causality

questions, namely 5 w + 1 h related to causes, processes and effects on historical events. Then the measurement of historical narrative skills in students or learners is; a. facts in historical events presented in student narrative assignments, b. chronological (describing or narrating coherently the event), 3. causality.

At this stage, researchers measured the understanding of historical concepts and facts of History students who took Indonesian History courses from the 17th century to the 19th century using the FIRZA model through teaching materials about Samin Surosentiko developed by researchers. The following data is analyzed by researchers through questionnaires related to the level of understanding of concepts and historical facts about Samin Surosentiko's material for each student;

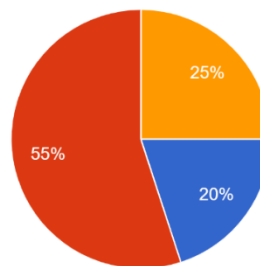


Diagram 4. Level of Understanding of the Concept of Samin Surosentiko Material by Each Student.

The results of the assessment or scoring of the understanding of concepts, and facts on each student become a reference and data that researchers have assessed as a material or source of evaluation during the process of developing the FIRZA learning model. Therefore, document-based assessments and historical writing projects are expected to support the skills of the scope of history learning.

4. Zeitgeist

The process of reconstructing historical facts that have been interpreted through the practice of historiography (historical writing) and the process of historical imagination as a representation to revive (re-enactment), thoughts and the soul of the times (zeitgeist) in the past leads to historical-mindedness, namely an ability to place a historical phenomenon by the atmosphere, soul and climate of the times or culture of its time, to minimise and avoid the error of anachronism. Anachronism is mixing

symptoms, thoughts and souls of one era with another era (Kartodirdjo, 2019).

Therefore, students who think and read like historians are expected to be able to utilise their imagination and reasoning to transfer wishful thinking, appreciation to the soul of the times (*zeitgeist*), in an era that is studied or reconstructed through the practice of historiography (historical writing), during the learning process in the classroom.

At this stage, the researcher instructed each student to narrate their understanding of the Samin Surosentiko material in the teaching materials that had been developed by the researcher. The narration of Samin Surosentiko's material was carried out through an open essay test that must be done by each student.

5. Real life actions (acting on historical thinking skills)

The purpose of fostering historical awareness in every student is so that students can address and understand a historical event as a basis for thinking and decision making in students' daily lives and students can have the ability to understand the values of historical events to be implemented in the present and used to prepare for life in the future (Sayono, 2013). This can lead to historical practice skills, namely historical knowledge and the scope of historical skills strands can be useful for each student in the present and future life.

According to the perspective of communicative action theory, one of the important advantages of social-critical theory is that it can analyse real or empirical abstraction processes. So in this way it is able to position students in a better condition or situation. With the aim of understanding the potentials, problems, symptoms and empirical events in life in the present (Habermas, 1984). The theory of Communicative Action or communicative action-Habermas, provides a solution to teachers that can be applied as a learning project.

Communicative action occurs when the actions of each student can be coordinated to achieve interpersonal understanding in a situation where learners/students are not dominated by personal subjective interests but rather objective common interests to achieve success. This is because implementing communicative action theory can encourage learners to be more interested in coordinating plans and actions on the basis of objective

shared understanding through critical reasoning about current situations and conditions in their lives (Murphy & Fleming, 2010).

Based on this, it can be said that there is compatibility between the Communicative Action Theory or communicative action-Habermas and the progressive ideal historical learning principles, because both of these emphasise aspects of critical reasoning or high-level thinking to be able to objectively analyse situations, conditions, symptoms, problems and events in the life process.

Therefore, in accordance with the purpose of developing the FIRZA (Factual, Interpretations, Reconstruction, *Zeitgeist* for Real Life Actions) learning model, which is to train high-order thinking, through the practice of historiography (historical writing), based on historical documents (primary sources), for students so that it can be implemented as an action in real life (life action) in the present and provide a picture for future life critically, sceptically, empirically, logically and objectively.

At this stage, the researcher invites each History student to contextualize the understanding of Samin Surosentiko that has been studied and narrated through open essays on problems and issues in the present. This aims to bridge and communicate the understanding of past events with events in the present to students through the FIRZA learning mode. The following data analyzes the results of students' understanding of the urgency of the material values of Samin Surosentiko with phenomena and problems in the present;

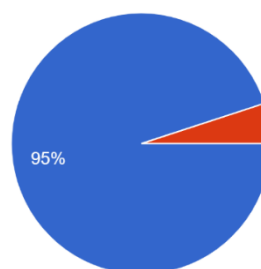


Diagram 5. The Urgency Level of Samin Surosentiko Material in Present Life by Students.

Based on the results of the questionnaire data above, it can be said that as many as 90% of students stated that the study and writing about Samin Surosentiko's material can be useful in today's life. In

addition, this data can prove that the initial trial of the FIRZA learning model can help to support the effectiveness of teaching materials developed by researchers for History Science students at State University of Malang who take Indonesian History courses from the 17th century to the 19th century.

CONCLUSION

The purpose of developing the FIRZA learning model (Factual, Interpretations, Reconstruction, Zeitgeist for Real Life Actions), is to train students' high-level thinking through historical studies based on primary historical sources such as archival documents, newspapers, photos and so on and train students and teachers to be able to read and interpret phenomena, events, conditions (zeitgeist or soul of the times), source language based on facts, traces and evidence in the process of learning history based on historical documents / sources.

In addition, with the existence of high order historical thinking skills, teachers and students are able to understand the science of history (understanding of concepts, historical facts and skills in narrating historical events), through learning strategies and methods by implementing historiography practices (steps of writing history).

The FIRZA learning model (Factual, Interpretations, Reconstruction, Zeitgeist for Real Life Actions), is a history learning model that adapts the principle of historical perspective, namely the study of past events based on contemporary historical sources (primary sources), through the reconstruction of historical facts with the aim of revealing an objective and logical/empirical historical/historical truth. This is an ideal history learning and as an effective learning strategy and method to overcome problems in the history learning process, namely history learning that seems pragmatic and boring, the lack of understanding of teachers and students related to historical methodology and historical understanding (understanding concepts, facts and narrative skills), as well as the use of teaching material sources that are less varied or questionable objectivity.

High order historical thinking skills are not only implemented by students for the assessment or reconstruction of historical events. These abilities or thinking skills can make students think logically/empirically,

factually, critically, sceptically, multi-perspectively/inter-subjectively which leads to objective thinking and response to a phenomenon, problem and event in the present as the principle of historical perspective implicitly and progressive historical learning. This is the purpose of learning history, which is to make students wise in terms of thinking.

Learning history is a way to learn and find wisdom about what has happened in the past. Because history has the potential to make human beings humane (humanist), this is not found in other subjects in the school curriculum. In addition, learning history can lead students to reflect on themselves through knowledge related to events, phenomena and problems described in historical facts during the process of learning document-based history/primary sources, which can be useful for students' lives in the present and open students' views for life in the future.

Based on the data from the initial trial of the FIRZA learning model conducted through teaching materials on Samin Surosentiko's material on History Science students class of 2023, State University of Malang who took Indonesian History courses from the 17th century to the 19th century, it can be said to be effective as a 21st century learning model. This is based on the results of the analysis of the trial of this learning model, namely at the beginning of the learning process, the level of understanding of historical concepts and facts in each student on Samin Surosentiko's material only ranged from 55%.

However, at the end of the FIRZA learning model stages and the end of learning, the data shows that each student is able to understand, reconstruct and contextualize the understanding of concepts and historical facts about Samin Surosentiko in the problems of today's life. This is evidenced by data ranging from 95% most students have understood the values and urgency of the material learned. This data also proves that the FIRZA learning model is able to support the effectiveness of the teaching materials developed by researchers for students.

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