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## Developing student's historical consciousness by understanding the Indonesian history and the historical thinking

A M Ramdhani<sup>1\*</sup>, M. Naim<sup>1</sup>, Sumardi<sup>1</sup>

<sup>1</sup>Magister Social Studies Program, Faculty of Teacher and Education, University of Jember, Kalimantan Street No. 37 Kampus Bumi Tegalboto, Jember.

\*ariefmuhammadramdhani@gmail.com

**Abstract.** This research to analyze the relationship between understanding Indonesian history and the historical thinking with student's historical consciousness. The Ex- postfacto is the type of this research with correlational research design. The population of this research was Senior High School Students in Jember. Random sampling technique was used as a method to take the sample. The instruments used were documents and questionnaire. The analysis data was conducted by using correlation analysis and multiple linear regressions. The result showed that there is a positive relationship as well as the improving significantly between understanding the Indonesian history and the students' historical thinking with students' historical consciousness, with 5% of significance and 60,1 of its contributions. It showed that the understanding the Indonesian history and students' historical thinking is able to improve the students' historical consciousness

### 1. Introduction

Rusen stated that in this modern era, historical learning should play a vital role in moral development. According to him, historical learning does not only become a process of acquiring a history as an objective fact but also become knowledge of history as an important part of the students' mental formation. Rusen distinguishes three dimensions of historical learning, called an operation. First, historical learning is the growth in knowledge obtained from the human past. Second, historical learning is of advantage to improve the competency to find the meaning in which the improvement of experience and knowledge is transformed into productive changes in model or interpretation. Third, historical learning is the improvement of capacity to orient [8]

According to Rusen, Historical learning is a part of a much broader idea of historical consciousness. In school, the students learn the history. It means that they learn the way to think of the past expected to help them orient themselves in time, bring the past, present, and future into the relationships that enable them to address their lives as temporal humans. In short, learning in school must develop historical awareness. [8]

In general, historical consciousness is defined as the concept of the relationship among past interpretations, current understanding, and future perspectives. This definition is then applied to explain how people understand history, orient themselves in contemporary society, see themselves and their counterparts, act morally, make history, analyze and take part in cultural history, and gain insight into themselves, contemporary society and its history [10]

Gadamer considers historical consciousness as the ability to be fully aware of the fact that everything around humans is history and, consequently, that everything is relative to those facts, which are historicity. When someone realized the history of all things around him and all his opinions, namely that everything depends on historical factors, he will understand that he must critically assess everything he experiences, feels, and believes. Historical consciousness of modern human allows someone to judge the world objectively around it, and its journey will be the only way we can achieve. "true" knowledge [10]

Rusen sets out four different types of historical consciousness namely traditional, exemplary, critical and genetic. (1) Traditional historical consciousness is an attitude towards the past where traditional narratives are given before and complements one's knowledge of origins, values and life forms that he lived, and provided moral learning corresponding to traditions and ways of life that were in line with



customs; (2) Exemplary historical consciousness is the consciousness of making the past a rule of change and human behavior that remains valid at all times. This historical consciousness extends a person's attitude towards the past, allowing him to understand more than just the existing traditions; (3) Critical historical consciousness is the consciousness to challenge the attitude taken in one of the first two types. This type of historical consciousness challenges historical narratives that already exist, then draws attention to deviations from exemplary rules, so historical stories emerge which contradict with the existing ones. The aim is to set new values; (4) Genetic historical consciousness is the consciousness to take a position outside the affirmation or rejection of the previous three forms of historical consciousness. Change is the center of the past and gives its historical meaning. This historical consciousness focuses on the flexibility of values that always changes with time [8]

Rüsen argues that more historical learning should not only mean more history lessons but rather developing the historical consciousness that aims to give an example of past events should be more of a concern [1]. Thus, students' historical consciousness becomes an important thing to note its development, because the main estuary of learning history in school is that historical consciousness is not only learning outcomes in the form of pragmatic values.

To become aware of history, someone must be able to connect certain parts of historical information with several basic events and famous phenomena. If someone cannot do this, the implication is the inability to understand the past when facing a trace or presentation about it. Historical consciousness can arise when someone understands the past, and then makes it an example to build hope for the future. Time is considered not only as a technical action but a substance that is loaded with the meaning given by humans and moral problems [1] Understanding the past is the mental activity of someone who is conscious of doing it. Memory and understanding can even form self-consciousness because self-identity presupposes memory [5]

Historical consciousness develops when students are directed to multi-chronological or multi-perspective history by recognizing that historical records combining past, present and future events and or various perspectives on particular historical topics have a good chance of developing historical consciousness in individuals. Furthermore, personal experience of history formed from memory and understanding is very important to develop a historical consciousness and is closely related to it that moral values in history will also develop individual historical consciousness [10]. Thus, it becomes quite clear if historical consciousness can be cultivated through one's memory and understanding of the past, in which in relation to this research is the understanding of history obtained by students after going through historical learning for one semester. The size is students learning outcomes in Indonesian history subjects for one semester.

On the other hand, historical consciousness can also be developed through historical thinking. Ozmen [11] states that historical thinking will make it easier to understand each historical event studied because historical thinking has steps that match the characteristics of history and emphasize appreciation of historical events. Historical thinking also enables thinking skills to teach based on logic and reasoning. Students will assess the relationship between past events when they learn about history, logic and will be able to use historians' methods to observe how knowledge is produced.

Historical thinking according to the National Center for History in the United States, there are five skills in historical thinking, namely (1) Chronological Thinking, building the initial stages of understanding time (past, present, and future), to be able to identify the time sequence for each incident; (2) Historical Comprehension, including the ability to hear and to read historical stories and narratives with understanding, understanding the results of historical narratives imaginatively; (3) Historical Analysis and Interpretation, including the ability to compare and to distinguish experiences, beliefs; (4) Historical Research Capabilities, including the ability to formulate historical questions based on historical documents, find irregularities or distances from some historical records, and establish historical interpretations; and (5) Historical issues-analysis and Decision Making, including the ability to identify problems confronted by society against a historical literature.

There are six specific elements in the structure of historical disciplines that provide a coherent framework and a thorough analysis of historical thought. This element will provide a framework for reviewing current research on students' historical thinking. These elements include (1) Historical Significance, (2) Primary Source Evidence, (3) Continuity and Change, (4) Cause and Consequence, (5) Historical Perspective-Taking, (6) The Ethical Dimension. Thus, historical thinking will be able to bring

someone to their historical consciousness. Through historical thinking, someone will be able to better interpret a historical event that was constructed by him/her [12]

Based on the description above, every lesson should be carried out in school, leading to a process of increasing historical consciousness through understanding Indonesian history and historical thinking. However, the learning conditions that occurred in Jember Regency, Indonesia, in fact, it still did not lead to that. Historical learning is still oriented to practical learning outcomes in the form of numbers so that many of the students are still not able to take the values contained in every historical event in Indonesia. Moreover, the attention to historical consciousness in Jember Regency is still minimal; this is evidenced by the lack of research on historical consciousness by history teachers in Jember Regency.

This research is limited to proof of the theory of the relationship between understanding Indonesian history and historical thinking with students' historical consciousness in Jember Regency, which is the variable understanding of Indonesian history as the first independent variable, historical thinking variable as the second independent variable, and historical consciousness as the dependent variable. Limitations of this study can be an opportunity for other researchers to complete research on historical consciousness with different types of research. The results of this study are expected to be a reference for history teachers in Jember Regency to see how much the relationship between understanding Indonesian history and historical thinking with students' historical consciousness so that it can be used as an evaluation material to improve future historical learning which leads to the rise of historical consciousness.

## 2. Method

The research was carried out in Jember Regency, Indonesia. The subjects of this study were high school students with a population of all class XII majoring in social studies in State High School 1 to 5 Jember, whereas the sample was 100 people selected using stratified random sampling techniques. This type of research is ex-post facto research. Ex-post facto is a type of research in which the conditions of the independent variable had occurred before the study took place, and the researcher did not provide any treatment to the research subject [9]. The design of this study is correlational research. Correlational research is research that aims to find out the extent of the relationship between one or more independent variables with the dependent variable [2]. The variables in this study include the variable understanding of Indonesian history as the first independent variable, historical thinking activities as the second independent variable, and historical consciousness as the dependent variable.

The instrument for collecting data in research uses documents and questionnaires. The document is used to retrieve data on the understanding of Indonesian history, in which the document used is the end-of-semester learning outcome document of Indonesian history subjects. Questionnaires are used to retrieve historical thinking variables and historical consciousness variables. The questionnaire used to retrieve data previously has gone through the process of testing the validity and reliability of the instrument.

Data analyses used for hypothesis testing in this study are descriptive and parametric statistic available in SPSS. Parametric statistics used in this study is the spearman correlation. It aims to know the extent to which the correlation between the independent and dependent variable. In addition to that, another analysis technique used for hypothesis testing is a regression analysis. It is used to know the extent to which the influence of the two variables including independent and dependent variables. Data used in the previous regression analysis has been through prerequisite analysis testing, namely normality testing, linearity, independent testing, and autocorrelation testing. The result revealed that all data of the three variables have met the conditions for regression analysis.

The following are the results of prerequisite analysis testing, normality testing, linearity, independent testing, and autocorrelation testing.

**Table 1.** The Result of Normality Test with Kosmoglorov Smirnov Test

Variable	Significance	$\alpha$	Condition	Conclusion
Undestanding of Indonesian History	0,092	0,05	$> \alpha$	Normal distribution
Historical Thinking	0,908	0,05	$> \alpha$	Normal distribution
Historical Consciousness	0,877	0,05	$> \alpha$	Normal distribution
Standar Residual	0,717	0,05	$> \alpha$	Normal distribution

**Table 2.** The Result of Liniearity Test

Variable	Value of linearity	$\alpha$	Condition	Conclusion
X <sub>1</sub> *Y	0,000	0,05	$< \alpha$	Linear
X <sub>2</sub> *Y	0,000	0,05	$< \alpha$	Linear

**Table 3.** The Result of Multicolinearity Test

Variable	Value of tolerance	$\alpha$	Condition	Conclusion
X <sub>1</sub> *X <sub>2</sub>	0,678	0,10	$< 0,10$	Not Multicolinearity

**Table 4.** The Result of Autokorelation Test with Run Test

Variable	Asymp. Sig (2 tailed)	$\alpha$	Condition	Conclusion
X <sub>1</sub> *X <sub>2</sub>	0,421	0,05	$> 0,05$	Not Autocorelation

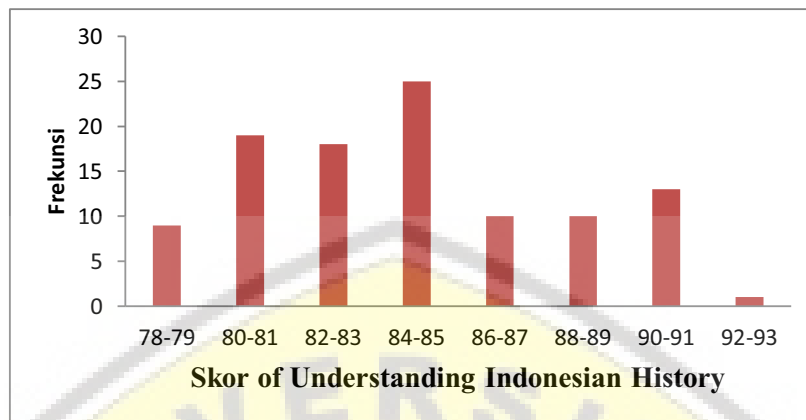
### 3. Result and Discussion

The following are the results of descriptive and parametric analysis of the data from the three variables in the form of tables and images.

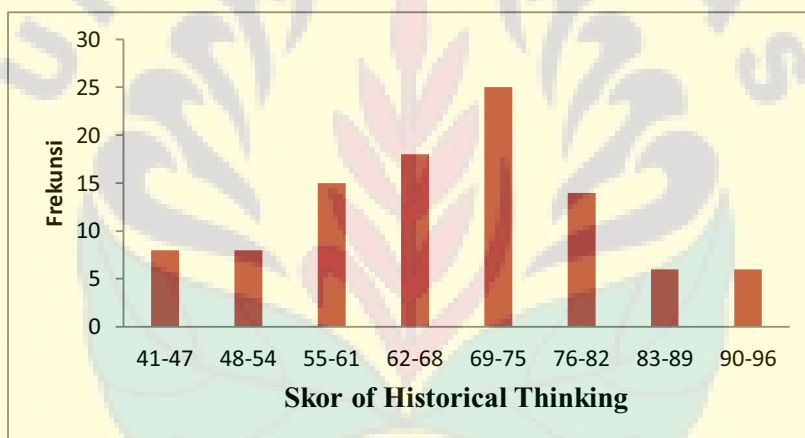
**Tabel 5.** Data Description of Variabel Understanding of Indonesia History (X<sub>1</sub>), Historical Thinking (X<sub>2</sub>), dan Historical Consciousness (Y)

Variable	Mean	Median	Modus	SD	SE	Min	Max
X <sub>1</sub>	84,05	84	82	3,825	0,383	78	93
X <sub>2</sub>	67,76	69	72	12,86	1,286	41	96
Y	69,43	69,50	68	10,164	1,016	39	92

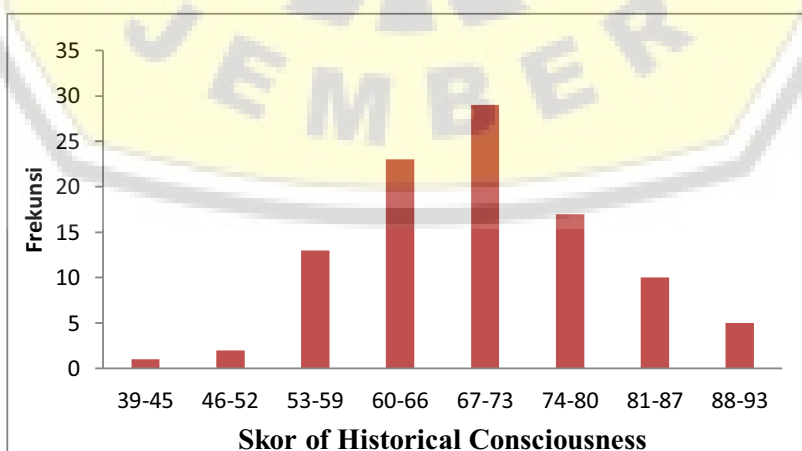




Figures 1. Histogram of Understanding of Indonesian History data



Figures 2. Histogram of Historical Thinking Data



Figures 3. Histogram of Student's Historical Consciousness Data

**Table 6.** The Calculation Result of Hypothesis Test

Hypothesis	The Equation Regression	Correlation	t Test / F Tes	Determination
(X <sub>1</sub> , X <sub>2</sub> *Y)	$Y = -76,054 + 1,556 X_1 + 0,217 X_2$	0,775	$F_{hitung} > F_{tabel}$ (73,169 > 3,09)	0,601

**Table 7.** The Calculation Result of Relative and Effective Contribution

Independent Variable	Relative Contribution	Effective Contribution
X <sub>1</sub>	72,2	43,4
X <sub>2</sub>	27,8	16,7
<b>Total</b>	100,00	60,1 R <sup>2</sup> = 0,601

Based on the results of the calculation of the hypothesis testing above (table 6), it can be seen that the correlation coefficient among the variables of understanding Indonesian history (X1), historical thinking activities (X2) and students' historical consciousness (Y) shows the number 0,775. This can be interpreted that the relationship among variables X1, X2, and Y is positive, which means that every increase of variables X1 and X2 together will also be followed by an increase of variable Y. This statement is reinforced by looking at the regression equation of the three variables. This equation implies that if an understanding of Indonesian history increases by one unit, then there is a tendency for historical consciousness to increase by 1,556 units at a constant of -76,054, and if historical thinking activities increase by one unit, then there is a tendency for historical consciousness to increase by 0.217 units at a constant of -76,054.

The significance of the correlation among Indonesian historical understanding variables (X1), historical thinking activities (X2), and students' historical consciousness (Y) can be seen from the F testing results. The F testing results show that the F count (73,169) > Ftable (3,09) which means that the correlation among X1, X2, and Y is significant at the 5% significance level. It can be interpreted that the correlation coefficient (0,775). It can be used to generalize the population of Indonesian historical understanding variables and historical thinking activities with historical consciousness. It also obtained a determination value of 0,601 which can be interpreted as a contribution to Indonesia's historical understanding (X1) and historical thinking activities (X2) in influencing students' historical consciousness (Y) is 60,1%. The magnitude of the contribution value of the independent variable to the dependent variable can be interpreted that 100% of historical consciousness variables can be explained by the variable understanding of Indonesian history (X1) and historical thinking activities (X2), that is 60,1%, whereas the remaining 39,9% is an influence of other independent variables outside the independent variables in this study.

Based on the calculated relative contribution value and effective contribution (table 7) of each independent variable on the dependent variable, it can be seen that the relative value of the Indonesian historical understanding variable (X1) on the historical consciousness variable (Y) is 72,2%, whereas the effective contribution is at 43,4%, this means that the variable of understanding of Indonesian history (X1) contributes to the historical consciousness variable (Y), that is 43,4% of the total 60,1% contributions of the two independent variables or by 72,2% of 100 % the contribution of the two independent variables. The value of the relative contribution of historical thinking activities (X2) to the historical consciousness variable (Y) is 27,8%, whereas effective contribution is 16,7%, this means that historical thinking activities (X1) contribute to the historical consciousness variable (Y) amounting to 16,7% of the total 60,1% contribution of the two independent variables or equal to 27,8% of the 100% contribution of the two independent variables.

In relation to the relationship of understanding and consciousness [4] states that consciousness is formed in the conscious mind of various kinds of ideas and understandings that are non-threatening. In line with [3] he states that consciousness can be achieved through a learning process in which there are understanding and reflection on various life processes. The relationship with history is that the historical

understanding built by students through history learning in schools will foster historical consciousness within them, as stated by [6] that historical consciousness will grow along with cognitive development in students. To what extent he is capable of thinking and taking meaning from historical events. Historical thinking skills will also facilitate and familiarize students to understand and to take meaning from every historical event learned. [14] states that one of the goals of understanding history is to provide an understanding of the views of the people there. In other words, understanding history will lead one to be aware of the history of their society, because history is always related to the views of society. [8] also states that understanding the history of students in schools is closely related to historical consciousness in students; each student has a different level of historical understanding as well as historical consciousness.

Thus, historical consciousness in students can be increased through an understanding of the history that they get in school so that for teachers of history subject especially those in Jember Regency, the understanding of students' history is very important to note. Based on this research, the contribution given by understanding of Indonesian History to the consciousness of students in Jember Regency is quite large, so teacher must pay attention to increase the student's understanding Indonesia History with the right learning method.

Related to the relationship of historical thinking with historical consciousness [12] states that historical thinking will make it easier for students to understand each historical event learned, because historical thinking has steps that match the characteristics of history and emphasize appreciation of historical events, appreciation of historical events is part of historical consciousness. Thinking historically does not only mean thinking about the past, but also involves thinking to see oneself in time, as the inheritor of the past and as a maker of the future. As historian Gerda Lerner, (in [13]) says historical thought gives the human mind the perspective of life itself and encourages it to go beyond the limited time span possessed by humans by identifying generations that come before us and measuring our actions itself against the generation that will follow. We can expand our reach and with that we aspire. Therefore, learning history in schools must offer opportunities for students to make a difference in people's lives in the future [7].

Thus, it is clear that historical thinking also have implications with historical consciousness. Even though, if we look at the results of this study which shows a small number in its contribution to historical consciousness, it does not mean that historical thinking is not very influential. The small number of contributions to historical thinking towards students' historical consciousness in Jember Regency may be due to various factors that influence students' historical thinking when learning history in the classroom, for example, history teacher is not yet familiar to use historical thinking even a learning history in the classroom. But, historical thinking can still be used as the main in historical learning, so that increasing the historical consciousness of students will be faster.

#### 4. Conclusion

Based on the results of data analysis and discussion, it can be concluded that there is a positive and significant relationship among understanding Indonesian history, historical thinking activities, and students' historical consciousness. This relationship shows that if the variable of understanding Indonesian history and historical thinking activities increases, it will be followed by an increase in the variable historical consciousness. Thus, it can be concluded that to build historical consciousness, students may achieve understanding Indonesian history and historical thinking activities at the time of class learning.

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