Historical Thinking Skills in the *Kurikulum Merdeka* at SMA Negeri 42 Jakarta

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**ABSTRACT**

This study aims to explain how to apply historical thinking skills in the *Kurikulum Merdeka* in history subjects for classes X and XI. The concept of historical thinking skills used in this study uses Peter Seixas’s six historical thinking skills (The Big Six). The method used in this research is qualitative. The data used as research sources are interviews, observations, and documents of teacher learning tools and student assignments. The results of this study indicate that: (1) Teachers and students know well the concept of the *Kurikulum Merdeka*, (2) The teacher already knows well the concept of Peter Seixas’ historical thinking skills, (3) The process of learning History at SMA 42 Jakarta has implemented the concept of *Kurikulum Merdeka* (4) The History Learning Process at SMA 42 Jakarta has applied Peter Seix’s historical thinking skills. This research implies that Peter Seixas’ historical thinking skills can be applied to learning history.

**Keywords**: Historical Thinking Skill, The Big Six, *Kurikulum Merdeka*

**INTRODUCTION**

In the 2022/2023 academic year, the Ministry of Education, Culture, Research, and Technology began implementing a new curriculum in Indonesia called the curriculum *Merdeka* for early childhood education, basic education, and secondary education. This decision was stated in Kepmendikbudristek No.56/M/2022 concerning Guidelines for Implementing Curriculum in the Context of Learning Recovery. Based on this decision, the 2013 Curriculum will gradually be replaced with the *Kurikulum Merdeka*. Full implementation is expected in 2024. Changes to the education curriculum in a country will surely happen. Curriculum change is a way for countries to respond to changing times and to improve the quality of previous education. The right education policy will appear through implementing the implemented curriculum because "the curriculum is the heart of education," which determines the continuation of education (Munandar, 2017).
Kurikulum Merdeka was implemented after the 2013 curriculum had been implemented for almost a decade, which was an ideal period for curriculum improvements. The implementation of the Kurikulum Merdeka was also motivated by the condition of education during the Covid-19 pandemic. The health crisis caused by the COVID-19 outbreak has pioneered simultaneous online learning. A tsunami of online learning has occurred almost worldwide during the COVID-19 pandemic (Goldschmidt, 2020). These changes require all elements of education to adapt to new circumstances. Teachers and educators, as important elements in teaching, must make an unprecedented massive migration from traditional face-to-face education to online education or distance education (Bao, 2020). Apart from making innovations from all elements of education to adapt to new circumstances, these changes also have a worrying impact where learning needs to run optimally and meaningfully due to several obstacles that students must face as guardians/parents.

In Indonesia, curriculum implementation has undergone various changes and improvements. Some of the curricula that have been implemented in Indonesia, namely 1947, 1964, 1968, 1973, 1975, 1984, 1994, 1997 (revised 1994 curriculum), 2004 (Competency-Based Curriculum), 2006 curriculum (Education Unit Level Curriculum), in 2013 (Kurtilas) and 2018 there was a revision to become the Revised Kurtilas (Ulinniam et al., 2021). The curriculum change illustrates how educational conditions can continue to adapt to the needs of the times. In addition, global trends also demand a more up-to-date learning process by adjusting students’ character, so inevitably, it is necessary to change the curriculum (Yeung, 2012).

The Kurikulum Merdeka is expected to be able to solve problems that arise as a result of online learning during the Covid-19 pandemic, one of which is learning loss (Muthmainnah & Rohmah, 2022). In addition to correcting learning loss during the pandemic, the idea of developing the Kurikulum Merdeka also originated from several deficiencies in the 2013 Curriculum, including material that was too dense, rigid implementation, and boring material, so it was necessary to change the curriculum (Yamin & Syahrir, 2020). The number of schools that have used the Kurikulum Merdeka as of December 1, 2022, is 143,265 schools consisting of the PAUD level up to High School (Kurikulum.gtk.kemdikbud.go.id). In Jakarta alone, 3,369 schools have used the Kurikulum Merdeka. The Kurikulum Merdeka (previously referred to as the prototype curriculum) was developed as a more flexible curriculum framework while also focusing on essential material and developing the character and competence of students.

Considerable changes have occurred in the Independent Curriculum, one of which is regarding changes in the scope of material that focuses more on essential material. This change significantly impacted the subjects’ structure due to reduced
class hours, including the history subject. History subjects previously in the 2013 curriculum had two subjects, namely Indonesian History (compulsory) and History (specialization), which were changed to only one subject in the Kurikulum Merdeka, namely Indonesian history (compulsory). In class X in the Kurikulum Merdeka, there are no history subjects but Social Sciences subjects which consist of sociology, economics, history, and geography, where each gets an allotted 72 hours per year (2 hours per week). Only later in grades XI and XII were subjects of history presented separately. History subjects are not eliminated from the structure of the Independent Curriculum. However, the position of history lessons is less strong than in the previous curriculum structure (Nugroho Widiadi et al., 2022).

Although there has been a change in the number of hours for history subjects, something is interesting and also an advantage of the Kurikulum Merdeka in history subjects compared to the 2013 Curriculum, namely the emergence of skill strands which consist of Historical Conceptual Skills, Historical Thinking Skills, Historical Consciousness, Historical Research, Historical Practice Skills (Ayundasari, 2022). The scope of these skills strands makes learning history in the Kurikulum Merdeka richer in terms of skills and skills compared to the previous curriculum. However, even so, there needs to be a clear explanation and instructions in the Kurikulum Merdeka regarding the items within the scope of historical skills meant in the curriculum, causing confusion among history teachers.

One of the scopes of historical learning skills strands in the Kurikulum Merdeka is Historical Thinking Skills. Sam Wineburg (2011) says that historical thinking is defined as connecting, analyzing, and applying historical concepts used in making an opinion about history. In line with this, Seixas (2017) states that the ability to think history has an important role in History education, both in theory and practice. That is because historical thinking skills are abilities that a person, both students, and historians themselves, only sometimes possess. Wineburg considers it an unnatural ability because it can only be obtained after being studied and trained (Wineburg, 2011).

Several studies have been conducted regarding historical thinking skills in history learning at school. (Nisa’ et al., 2019) discussed historical thinking skills in the 2013 curriculum using a modified research instrument of Peter Seixas’ 6 historical thinking skills. In addition (Ayundasari, 2022) conducted research regarding implementing a multidimensional approach to learning the history of the independent curriculum. Meanwhile, (Rismaya, 2018) carried out the Development of Critical Thinking Skills - Historical Students at SMA Semesta Bilingual Boarding School Semarang. Finally, formulated historical learning material based on the historical thinking analysis that was carried out (Hastuti et al., 2021), which focused on the stages of historical thinking in each historical material discussed.

From some of these studies, people have yet to specifically discuss how
teachers understand Peter Seixas' historical thinking concepts and how to apply historical thinking skills in teaching history in classes that use an independent curriculum. Therefore, this study aims to explore the teachers’ historical thinking skills more broadly and how history is taught in the Kurikulum Merdeka using the concept of independent learning.

METHOD

This study uses a qualitative method with a case study approach. According to Moleong (2017), Qualitative research is research that intends to understand phenomena about what is experienced by research subjects, such as behavior, perceptions, motivations, and actions, holistically and using descriptions in the form of words and language, in a special natural context and by utilizing various natural methods. Meanwhile, according to Muliawan (2014), a case study is a research method that seeks to research, describe and find solutions or the best way to overcome problems faced by education. The object and target of the research is a special case or problem. In this sense, the case study method is designed to examine and describe the problem specifically and not aim to discover or create a new theory. Interviews, observation, and document studies carried out for data collection in this study.

Data was collected by interviews with two history teachers who taught the independence curriculum and ten class X and XI SMA Negeri 42 Jakarta students. Meanwhile, observational data were obtained from observations of researchers who saw firsthand history learning in class using observation sheets that had been prepared. Finally, a document study is carried out by collecting information from teaching modules made by teachers and assignments done by students and information from credible national and international accredited scientific articles. Data analysis and validation on the correctness of the information obtained is carried out using a data triangulation strategy. This study used a type of data triangulation, namely, using more than one source. Data analysis out compare of information (Denzin & Lincoln) are the qualitative validation steps according to (Creswell, 2009).
RESULTS AND DISCUSSION

Historical Thinking Skills

Regarding the definition of historical thinking, experts in various countries and institutions researching historical thinking have different understandings. That makes the concept of historical thinking continue to develop to this day. In this development, there are various concepts of historical thinking which sometimes have similarities, similarities, overlaps, and differences. Monte-Sano & Reisman (Bertram et al., 2017) say that, in general, scholars in Europe and several English-speaking countries define historical thinking as a systematic approach to interpreting and reasoning historical texts, an appreciation of the slippery nature of knowledge history, and the application of conceptual, narrative, and factual knowledge. Based on this understanding, historical thinking provides space for reasoning on historical texts so that history presents various perceptions that require us to look at history factually.

Wineburg, in his book entitled "Historical Thinking: Mapping the Future, Teaching the Past," reveals that historical thinking requires us to juxtapose two opposing perceptions: first, the way of thinking we use so far is an imprinted legacy, and second, seeing the past with presentism (presentism) glasses (Sam Wineburg, 2011). Wineburg also identifies historical ways of thinking into three aspects: sourcing, contextualization, and corroboration. These three aspects are taught to students through a curriculum called "thinking like historians." (Wineburg et al., 2011) Appreciation of historical events will help us eliminate bias when studying historical events so that we can interpret the historical values contained in what historians try to do. That is in line with what was said by Cengiz (2015) that historical thinking would make it easier to understand every historical event being studied because historical thinking has steps that follow historical characteristics and emphasizes an appreciation of historical events.
Historical thinking is also discussed by historical education figures in Indonesia, including Mestika Zed. According to Zed (2018), Historical thinking is one of the characteristics of critical thinking within the framework of scientific history. It consists of several components, each of which can be further broken down into sub-components. There are five main components in historical thinking. In English language literature, it is called "The Five C's" (Five "C") because they all start with the letter "C," i.e., \( C_1 = \text{change over time}; \) \( C_2 = \text{causality}; \) \( C_3 = \text{Context}; \) \( C_4 = \text{Complexity}; \) \( C_5 = \text{Contingency} \) (Zed, 2018). From the various definitions of historical thinking, historical thinking is several steps or processes of scientific thinking in studying history. Historical thinking is the ability to think analytically and, more than that, to think critically, creatively, innovatively, scientifically, rationally, and systemically. Through historical thinking, we are invited to explore the meaning of a historical event. Historical thinking skills are expected to be applied in learning history at school and become one of the objectives of learning history in the independent curriculum.

SMA Negeri 42 Jakarta is one of the schools that has implemented the \textit{Kurikulum Merdeka} for two years and is one of the driving schools in the Jakarta area. Two teachers teach history subjects at the school. Based on the results of interviews regarding the concept of historical thinking, Teacher A (2023) said, "Thinking history means that children value time, and know their existence as humans. Thinking about history also means taking lessons in history lessons. Can make the best for the future." Meanwhile, according to Teacher Z (2023), "Thinking history is indeed one of the dimensions in learning outcomes and one of the top stages. The very first, at least, their point of view is chronological, followed by causality. The next way of thinking is synchronic diachronic. Historical skills or ways of thinking which I think are important are trying to be critical of all the phenomena they see." Based on this, the teacher’s understanding of historical thinking is quite good because they can precisely name several components, such as chronological, synchronic, diachronic, and causality.

These concepts are also expressly contained in the independent curriculum’s components of the history subject. We can see this within the scope of historical learning skills, one of which is Historical Thinking Skills, \textit{and} in the elements of historical process skills for classes XI and XII, as previously stated, shown in the following table.
Table 1. Elements of Historical Thinking Skills for Grades XI and XII

<table>
<thead>
<tr>
<th>Historical Thinking Skills: Students can think diachronically (chronologically); synchronic thinking; think causality; thinking interpretation; critical thinking; creative thinking; contextual thinking; imaginative thinking; multiperspective thinking; reflective thinking.</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>At the end of this Class XI and XII phase, students can:</td>
<td></td>
</tr>
<tr>
<td>1. Analyze and evaluate historical events diachronically (chronologically) with an emphasis on process and/or synchronically with an emphasis on structure; analyze and evaluate historical events based on causality; relate historical events to everyday life; and place historical events in the context of their time.</td>
<td></td>
</tr>
<tr>
<td>2. Analyze and evaluate historical events from the perspective of the past, present, and future; analyze and evaluate historical events from patterns of development, change, continuity, and recurrence; interpret the values or wisdom of historical events.</td>
<td></td>
</tr>
<tr>
<td>3. Analyze and evaluate local, national, and global historical events, linking the relationship between local, national, and even global historical events.</td>
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</table>

In addition, based on the Decree of the Education Standards, Curriculum, and Assessment Agency of the Ministry of Education, Culture, Research and Technology Number 033/H/KR/2022, it is explained that human dimensions, space, and time bind the characteristics of history subjects. The human dimension is seen as an agent who creates history, individually or collectively, by looking at the dimensions of thought, mental mysticism, track record, or works that are the background of these humans. Then the spatial dimension is seen from where an event occurs, in local, national, and global scope, by drawing a relationship between an event in one place and events in other places. Regarding approach, historical subjects can be studied using typical historical approaches such as diachronic (chronological) or synchronic. History subjects also provide scientific learning experiences obtained through the stages of finding sources (heuristics), criticism and selection of sources (verification), analysis and synthesis of sources (interpretation), to drawing conclusions and reflections written historiographically. Historical learning that uses
historical thinking skills will further enhance students' critical power and understanding of a historical event.

**Application of Historical Thinking Skills in the Kurikulum Merdeka**

This research began in 2023 when learning, and the curriculum in Indonesia underwent gradual changes from using the 2013 curriculum to an independent curriculum. Several pieces of training regarding the implementation and concept of the *Kurikulum Merdeka* have been carried out by SMA Negeri 42 Jakarta as a form of preparation for implementing the independent curriculum. Teacher A (2023) explained, "If I'm not mistaken, three training sessions have been held, namely in January, March, and April 2021 and at that time some of the training was still online and some were directly at school." From this, it was concluded that information about how the *Kurikulum Merdeka* was conceptually and procedurally is already known by teachers at SMA Negeri 42 Jakarta.

Based on the interviews conducted, conceptually, the teacher and student understanding of SMA Negeri 42 Jakarta regarding the *Kurikulum Merdeka* is quite good. Teacher A (2023) explained, "The *Kurikulum Merdeka* is central to students. Student Center. The teacher is only a facilitator. Encouraging children to be more creative, innovative and expressive according to their interests and talents." That is also in line with what was said by Teacher Z (2023), "In my opinion, the similarities are certain. The very basic nature of the independent curriculum, which is most often highlighted, is learning that is in accordance with the nature of the child and each child has a different nature, so learning must be organized in a differentiated manner. So we should not generalize the learning process in class but according to each child."

In essence, the *Kurikulum Merdeka* is designed to give freedom to both teachers and students to be active in learning material. The Ministry of Education and Culture’s Directorate General of Vocational Studies (2022) states that the *Kurikulum Merdeka* is designed with the "Free Learning" concept for students to determine learning according to their talents and interests. As for educational institutions, it encourages teachers to continue innovating in the implementation of learning to produce students who can reason critically and creatively according to the competencies expected in the Elements of Understanding and Process Skills. One element of process skills in learning history is historical thinking skills.

To see how historical thinking skills are applied in learning at SMA Negeri 42 Jakarta, researchers use Peter Seixas’s six historical thinking skills, commonly referred to as "The Big Six Historical Thinking Concepts." Component thinks history, according to Seixas (2017), consists of six concepts, namely: *establish historical significance* (determine historical significance), *use primary sources evidence* (use source primary as proof), *identify y change and continuity* (identify change and
continuity), analyze cause and consequences (analyze cause and effect), take historical perspective (interesting perspective history), and understand ethical dimensions (understand id dimensions ethical). According to Seixas, students can apply and learn the six components of historical thinking in learning history.

**Determining Historical Significance**

Seixas (1994) states, "Our ability to establish certain relationships among historical phenomena, and perhaps ultimately to ourselves in the present, thus becomes a key to historical reasoning about significance. That historical significance arises from a relationship between our present lives and various past phenomena constituting a problem." In short, historical significance is the relationship between our lives in the present and various phenomena in the past. The key to historical significance is whether there is a connection between the present and the past.

As a history teacher, it is generally known that what is taught to students is the formulation of the curriculum that has been made. That means that the teacher cannot freely determine which students need to learn and which do not need to be learned. However, the teacher can determine how deep historical events will be discussed and given to students. Therefore, the teacher must be able to have historical significance in learning history so that students know a common thread or connection between the past and the present.

In the learning observation that the researcher did, the teacher discussed material regarding the entry of Islam into the archipelago. The lesson was opened by showing a short clip of a film about the life of the prophet Muhammad. After that, the teacher related the material to discuss the condition of Indonesian society today, where the majority are Muslim. The significance of the material discussed with students' lives can be seen clearly in the classroom. The teacher relates how the values of Islam brought into the archipelago can be accepted by the community so that the Islamization process takes place widely so that, in the end, Indonesia today is predominantly Muslim. As for understanding the concept of historical significance, Teacher A explained that "Historical significance is the relationship between the past and the present. I relate it to today's conditions where the Indonesian language is often made fun of, even though the struggle to realize one language, namely Indonesian, is full of obstacles. If you respect your homeland, you should speak good Indonesian."

The application of historical significance can also be seen in the lessons conducted by Teacher Z. When discussing material regarding the events surrounding the proclamation; Teacher Z linked Indonesia's 77-year-old independence with the condition of the Indonesian state today. After that, Teacher Z compared it to the age of independence achieved by developed countries such as the United States, which had become independent earlier, so it was natural that the
Indonesian state was still in the process of becoming a developed country. As for understanding the concept of historical significance, Teacher Z explained that "Historical events must have something to do with today’s life. Yesterday I studied the Japanese colonial period. One thing I relate to the emergence of the ABCD (Abri Not Cepak Doang) phenomenon where many traditions or military values have permeated civil society is one of the legacies or impacts of the Japanese occupation which still exists to this day."

**Use of Historical Resources in Learning**

According to Kuntowijoyo (2005), historical sources are also known as historical data. In studying history, it is very important to use historical sources because historical events can be reconstructed because historical sources support and are proven true. Even though students are not historians, learning history must increase students’ critical abilities by using historical sources in learning at school. His research (Ardiansyah et al., 2022) found that using historical sources in learning brings students closer to events that have occurred and improve historical thinking.

The use of historical sources has been seen in the learning conducted by the teacher. Teacher Z uses historical photos related to the material discussed, as shown in the following picture.

![Figure 2. Historical Resources (Photos) in power point slide](image)

As can be seen in the material slides made by Teacher Z regarding the events surrounding the proclamation, Teacher Z used historical sources in the form of historical photographs. The use of the photo is intended so that students can get an idea of how the BPUPK session took place. Teacher Z said, "I always show it like historical photos. So the raw historical sources are just for us to show. But when they study independently they can look for historical sources that reach the primary stage." According to Teacher Z, using historical sources is also intended for students to learn more about other sources related to the historical events being discussed.

Meanwhile, Teacher A’s use of historical sources is still in the form of secondary sources or sources not directly related to the material being discussed.
The secondary historical source used by Teacher A is a film about the prophet Muhammad’s birth. Of course, the film re-imagines an actual historical event, so the historical truth cannot be ascertained. However, according to Teacher A, the use of film as a source of history learning is intended so that students can be more interested in the material being discussed. Teacher A explained, "Today's children if we only explain the material, they will get bored quickly. So with films, at least children can get an overview of historical events."

**Change and Sustainability**

Continuity and change are relational. That means that to know something has changed, we must also know that something has stopped or continued. Something static does not experience continuity and change (Alfian, 2018). The complexity of the past can be arranged in the form of change and continuity. This concept is important in learning history so students see that historical events produce changes. Some are still experiencing continuity to this day.

Students’ skills in identifying change and sustainability as one of the historical thinking skills can certainly be taught and developed in learning history. According to Ofianto & Ningsih (2021), there are several indicators that students must achieve in order to develop historical thinking skills in identifying continuity and change, including:
1. Identify historical changes
2. Observing the change in time in a historical event
3. Draw a timeline of changes.
4. Identifying the continuation of an event
5. Identify complex patterns of progress and decline of historical events

Teachers A and Teacher Z have different ways to apply the concepts of change and sustainability in learning. Teacher Z usually gives assignments to make a historical timeline. Teacher Z explained, "The assignments I usually give are timelines for change and continuity. So they draw a timeline about Indonesia or a family tree. "Meanwhile, Teacher A usually assigns students to write an autobiography about their life journey from kindergarten to high school. Teacher A explained, "By making an autobiography, students will know and understand what has changed in their life history and what has remained from the past until now." From this, Teacher A and Teacher Z have applied change and sustainability thinking skills using the abovementioned indicators.

**Analyze Cause and Effect**

The skills to analyze cause and effect are very useful for students when describing a historical event in detail in history learning. Students will easily understand past events causally, not partially or separately. Causal relationships in
historical events are often known as causality. Every historical event must have a cause and produce a result of that event. So, a causal relationship or causality is a series of events that precede and events that follow later. In general, there are two theories regarding causality, namely, moncausal and multicausal. Monocausal means caused by one cause, while multicausal means caused by many causes. Historical events are usually more focused on the existence of multicausal (many causes), not monocausal (one cause) (Kartodirdjo & Pusposaputro, 1992). That is because one fact alone cannot support the truth of historical events. Other facts are needed to support this truth.

The law of cause and effect as one of the historical thinking skills can be realized to be internalized by students in learning history. Seixas (2006) says that at the highest level of understanding the concept of cause and effect, students will be able to:

1. Identify intentional human action interactions and human action constraints in causing change.
2. Identify the different causes of a particular event, using one or more explanations.
3. Construct counterfactuals (e.g., if Britain did not declare war on Germany in 1914, then)

Based on the results of the interviews, Teachers A and Z's understanding is sufficient by Peter Seixas's concept of cause and effect. Teacher A explained that "History is changing. Historical changes mean changes that have a relationship between one event and another or causality. Changes that occur because of the movement of human life. Meanwhile, teacher Z explained, "Because of that, we usually call it background or everything that happens does not stand alone. There is usually something behind it. Well, usually, there are general and special causes. So the incident cannot occur if there are only special or general causes.

The application of the concept of cause and effect in learning can be seen in the learning media used by Teacher Z, as shown in the following figure.
Teacher Z, in explaining material regarding the process of drafting the basis of the state, explained in detail every related event. They started from the Koiso Promise Event, which then resulted in the formation of the BPUPK and PPKI so that finally, a foundation of the Indonesian state was composed. Whereas in the learning conducted by Teacher A, the application of the concept of cause and effect is seen when the teacher explains the impact of international trade on the archipelago so that the spread of Islam can occur.

**Interesting Historical Perspective**

Taking a historical perspective is a cognitive act of understanding the different social, cultural, intellectual, and even emotional contexts that shaped the lives and actions of people in the past (Seixas, 2006). Zed (2018) says that a historical perspective means understanding history based on historical (synchronous) ways of thinking. A more sophisticated perspective relates to non-historical theories or approaches (sociological, anthropological, environmental, etc.). The historical perspective can indirectly be interpreted as an attempt to see the past based on what happened at that time more broadly from various points of view. This historical perspective ability is essential to teach students because understanding history is understanding the past; how can students see history in more detail without seeing the past as a whole?

Taking a historical perspective is also helpful for studying present perspectives on history in the past. Lawrence (1984) says, “*Historical perspective is the study of a subject in light of its earliest phases and subsequent evolution. Historical perspective differs from history in that the object of historical perspective is to sharpen one's vision of the present, not the past.*” Indirectly, the historical perspective can also see how people today use their point of view to see the past.

In applying the concept of historical perspective in learning, Teacher A explained, “Often in history lessons children see that history is not in the context of logic and reality. For example: the construction of the Prambanan temple is considered to have been built by a genie in one night. So now that we live in modern times, we can't assume that the temple was built overnight.” Teacher A usually gives students references about how temples were built in ancient times from books or reliable scientific sources so that students can understand logically how temples were built. However, Teacher A also explained to the students that religious-magical things in the past were natural because the situation was like that.

Teacher Z in applying the concept of historical perspective in learning, usually assigns students to discuss historical material and prepare reference books related to the material they get. Students are then asked to present it using the sources they get. Teacher Z explained, “Interestingly, one group presented historical witnesses during the Tanjung Priuk incident. Now those are the mothers who until now have..."
created a foundation to look for their fathers who disappeared during the Tanjung Priok incident and the children brought them up when zoomed in.” The assignment is intended so that students can see historical events based on what happened at that time.

Based on Teacher A and Teacher Z’s explanations, students need to have good historical perspective skills by using credible references and historical sources. That is because historical events occurred in the past whose conditions were different from today, so accurate and correct information is needed so that students are not biased in viewing history.

The Ethical Dimension in History

The final component of Peter Seixas’ historical thinking is understanding the ethical dimension of history. History, like any scientific principle, has ethical responsibilities. Historical truth (scientific truth) has both positive and negative impacts. There are ethical considerations if truth brings harm rather than benefits (Zed, 2018). That is in line with what Kuntowijoyo (2005) said: history generally has educational functions, namely moral education, reasoning education, political education, education for change, education for the future, and beauty. In other words, history is a lesson that studies the values of life or moral values in the past to be applied today. Therefore, it is essential to look at a historical event from the point of view of the ethical dimension so that students see that every historical event contains ethical and moral values that can be learned.

Applying the ethical dimension in learning history can be done in various ways. For example, by discussing historical events and figures or studying existing historical heritage. Research conducted by (Pujiartati et al., 2019) shows that through a historical learning model based on the values of Wedhatama Fiber, teachers can improve ethics and morals in students by examining ethical values in Wedhatama Fiber. Thus, various historical events or historical relics have the opportunity to study the meaning and moral values contained therein.

In applying the ethical dimension in learning History, Teacher A explained, "I usually explain what happened in history. Good or bad, I just gave direction and instilled values in children. This means we convey what is and invite children to think critically. When we think critically, we can pattern children or teach ethical values in learning history." Based on this, Teacher A role in teaching the ethical dimension of history is to continue to guide and help students to see and learn ethical values in history. That is also in line with what Teacher Z said.

Teacher Z explained, "The ethical dimension is very necessary, in fact it should be in all material because the stages of thinking students know, understand, apply, analyze to create. So they need to be taught the values of every historical event. For example, the material for class XI is colonialism, resistance. It's loaded with values
that they can emulate, not dates that are taught."

The application of the ethical dimension in history learning by Teacher A and Teacher Z was carried out by inviting students to discuss the material presented. Students are given the freedom to express their views. Only then does the teacher begin to convey what values can be learned from the material. Awareness of the importance of conveying ethical values in history is also shared by Teacher A and Teacher Z. History teachers need to include an assessment of the ethical dimension in studying history. History education materials must change from material that is rich in facts but dry in values into material that includes material that can explain the realities of the present life, the direction of change that is taking place, traditions, values, morals, the spirit of struggle that lives in society when a historical event occurs and are still inherited today (Hasan, 2012).

CONCLUSION
Based on the study’s results, historical thinking skills in the Kurikulum Merdeka at SMA Negeri 42 Jakarta are applied in the teaching and learning process in grades X and XI in Indonesian history. Historical thinking skills are determining historical significance, using historical sources in learning, change and continuity, analyzing cause and effect, drawing historical perspectives, and ethical dimensions. These historical thinking skills are applied in learning through the planning, implementation, and evaluation stages. The implementation of the learning shows that the application of historical thinking skills is essential and needed in studying history in schools.

SUGGESTION
Given the importance of historical thinking skills and independent learning in Merdeka’s curriculum, teachers need to know and apply historical thinking skills in learning history. It is also necessary for history teachers to develop learning methods that can apply each element of historical thinking skills so that history lessons do not only contain facts but are also rich in values and morals that students can learn.

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