

## **THE MERDEKA CURRICULUM REFORM ON ASPECTS OF HISTORICAL THINKING SKILLS IN HISTORY SUBJECTS IN SENIOR HIGH SCHOOLS**

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**Abstract:** The aims of this research are (1) to plan history learning using the Merdeka curriculum for historical thinking skills, (2) to improve the Merdeka curriculum in relation to aspects of history learning for historical thinking skills, and (3) As an evaluation of history teaching and learning activities based on thinking skills. Merdeka Curriculum Aspects of Historical Thinking Skills in SMA Pasundan 2 Cimahi, Especially in Schools that Implement the Merdeka Curriculum. This research applies qualitative methods with a case study approach. The data sources are informants: teachers, students, documents, curriculum, and historical thinking skills. Research findings show that (1) Merdeka Curriculum history learning planning is carried out by teachers who prepare their own ATP and learning modules; However, one of the schools where he could use KOSP was closed, and the teachers at both schools did not know the whereabouts and contents of his KOSP. (2) Implementation of history learning depends on student performance. There are several learning processes that do not follow learning principles, such as Education modules that are not prepared. PLP students take classes based on a unique curriculum. There are no student teaching evaluations for teachers. There are also monotonous learning methods, less situational learning, and unused social studies books. (3) In evaluating teaching and learning activities, there are several cases where the implementation does not follow the principles of teaching and learning evaluation based on the Merdeka Curriculum. Teaching and learning activities in history classes are not in line with assessment principles. There are no student self-assessments or peer assessments, no in-module assessment rubrics, and no post-test quizzes. However, teachers have tried to adhere to some principles and implement their own curriculum as closely as possible. Implementing the Merdeka Curriculum from the perspective of historical thinking skills in history education can be adapted to the implementation of the Merdeka Curriculum established by the Ministry of Education, Culture, Research and Technology of the Republic of Indonesia.

**Keywords:** Historical Thinking Skills, Merdeka Curriculum, History Learning, Reformation, SMA Pasundan 2 Cimahi.

### **INTRODUCTION**

The Merdeka Curriculum focuses on important topics and does not contain too much content. The Ministry of Education, Culture, Sports, Science and Technology explained that the essence of the Merdeka Curriculum is to provide space for each student to develop their personality and abilities. The Merdeka Curriculum helps students find their own learning space (Pringgandinie & Devi, 2022). The Merdeka Curriculum includes diverse in-curricular learning and includes more optimal core content. This gives students enough time to deepen their concepts and expand their skills. The aim of the Indonesian government in implementing the Merdeka Curriculum is to fill learning gaps during the COVID-19 pandemic and give schools the responsibility and authority to develop a curriculum according to their own needs (Sardiman, 2015). The curriculum structure at Merdeka Senior High School (SMA) is divided into in-curricular learning and the Pancasila Student Profile Improvement Project, which allocates 30% of class time throughout the year. History subjects are classified as extracurricular classes in

terms of historical thinking abilities (Minister of Education and Culture, Sports, Science and Technology, 2022).

The Merdeka curriculum plan consists of KOSP, ATP, and educational modules. In evaluation, we talk about diagnostic, formative, and summative evaluation. Pancasila Student Profile is one of the goals of the Merdeka curriculum. There are principles in all planning, implementation, and evaluation. The Merdeka Curriculum will change the way history is taught in schools. Learning history in the Merdeka Curriculum through the lens of historical thinking skills is facilitated by additional guidance provided to teachers and students to increase reading motivation. Class X history learning at SMA Pasundan 2 Cimahi City is more comprehensive, and there is no difference between compulsory history and professional history. Class X competency standard learning outcomes or tasks include elements of understanding historical concepts and historical thinking skills. Learning history in the Merdeka curriculum encourages students to not only know and remember but also understand how concepts can be used as analytical tools to examine events. History learning in the Merdeka curriculum is designed so that students can observe, ask questions, collect and organize information, draw conclusions, communicate, and finally reflect together and plan follow-up projects.

In other words, history becomes included in the field of society. Science (IPS) (Head of the Research and Development Agency for Development and Books, 2021). According to (Pratama & Hidayat, 2022), history education is a science that aims to make students aware of the essential aspects of place and time that are part of the past process. History learning in the Merdeka curriculum is about contextualizing past events with current events in order to evaluate and direct one's life toward a better future. The elements of history education consist of teachers, students, learning environment, learning materials, and tools. The aim of teaching history in the Merdeka Curriculum is to create and develop historical awareness and understanding of ourselves and our collective as a nation. Foster a sense of pride, nationalism, love of the country, moral values, and mutual cooperation. Deepen your knowledge of the dimensions of people, space, and time. Train diachronic, synchronous, causal, creative, critically reflective, and situated thinking skills. Practice skills in finding, criticizing, selecting, analyzing, and synthesizing sources and writing history. Training on digital and non-digital historical information processing skills (Machali, 2014)

In 2022, there will be ten schools in Cimahi that will not become driving schools in their first year. SMA Pasundan 2 Kota Cimahi has the opportunity to become a school, and all levels of the school community enthusiastically welcome and implement the unique curriculum introduced by the government. Based on initial observations in 2022, there are problems in incorporating history learning in Class X into the historical thinking skills aspect of the Merdeka curriculum. This problem occurs because the Merdeka Curriculum is a new curriculum. Therefore, schools and history teachers need to adapt and study further the structure and system of history education in the Merdeka curriculum. Previous Merdeka Curriculum studies have also focused on general learning issues. This problem is interesting and important to study further. This research aims to determine the renewal of the Merdeka curriculum in terms of historical thinking skills in class X history learning at SMA Pasundan 2 Cimahi City.

Research (Pratama & Hidayat, 2022) examines the subject of History Education in the 2013 Curriculum, which shows that in the 2013 Curriculum, the existence of Indonesian History subjects decreased the number of hours. Research (Nugroho, 2022) shows that the Transformation of Indonesian History Learning at the SMK/MAK (senior high school) level always experiences dynamics with curriculum revisions. Research (Armiyati & Agung, 2024) states that in the Merdeka Curriculum, assessment is an activity that is as important as learning. Then research (Ritonga, 2018) states that curriculum changes are needed at any time because the curriculum will always respond to life developments, both scientific and technological developments, social and cultural developments, and political developments. Finally, research (Rimatuzzahriah & Abrar, 2023) examines the application of the Moodle application in the Merdeka curriculum, which can provide alternative History lessons to be more effective and foster critical thinking skills in students.

Education reform has always been a deep and complex challenge, and it also includes the curriculum of history subjects. Although various curriculum reforms have been implemented, there is uncertainty about the extent to which such changes can have a significant impact on aspects of historical thinking skills. Previous research has not fully identified and unraveled how specific curriculum reforms, such as "Reformasi Curriculum Merdeka," impact the development of historical thinking skills.

A lack of deep understanding of the extent to which historical thinking skills have been integrated into the current curriculum may leave uncertainty in efforts to prepare the next generation with critical thinking and analytical skills in understanding and interpreting history. The novelty of this research lies in its analytical approach to its concrete impact on the development of historical thinking skills, particularly in the context of curriculum reform.

This research not only provides an overview but also creates an in-depth narrative that reveals the implementation of the concept of "Merdeka Curriculum Reform" in historical education subjects. The selection of this curriculum as a research subject opens the door to analyzing the extent to which this new approach can influence the learning and teaching of history education in schools. The novelty of the study is also evident in its commitment to exploring historical thinking skills as a critical aspect of the curriculum. By focusing on historical thinking skills, this research seeks to bridge gaps in understanding and present a richer understanding of the impact of curriculum reform on students' intellectual development.

The research objectives described in this study include in-depth efforts to understand the concrete impact of curriculum reform on the development of historical thinking skills among students. This study aims to present an in-depth analysis related to the implementation of the new curriculum, revealing not only the structure and methodology of teaching applied but also its impact on the level of understanding and analytical skills of students in compiling historical narratives. By measuring and evaluating the extent to which the curriculum meets the objectives of developing historical thinking skills, this research is committed to providing a critical outlook that can contribute significantly to curriculum improvement and the development of more effective history learning.

## **METHOD**

The place of this research is SMA Pasundan 2 Cimahi City. Information from history teachers, students, documents about the Merdeka Curriculum such as the Operational Curriculum (KOSP), Learning Objectives Flow (ATP), and teaching modules, and events such as historical thinking skills learning process activities at SMA Pasundan 2 Cimahi City. Purposive sampling is a sampling technique where samples are selected based on desired criteria.

At SMA Pasundan 2 Cimahi City, the sample informants were history teachers and students who had implemented the Merdeka Curriculum. Data collection methods consist of in-depth interviews, observation, and document analysis. Interviews with six history teachers and 120 students in class X SMA Pasundan 2 Cimahi City and document analysis, including school documents such as KOSP, ATP, and teaching modules. The data analysis used is an interactive model, which reduces data, presents data, and draws conclusions. The steps are as follows: 1). Data Preparation; Data Identification. Ensure that the data to be used has been identified and is in accordance with the purpose of the study. Data Cleansing: Perform data cleansing to address missing values, outliers, and other aspects that may affect the quality of the analysis. 2) Data Reduction. Variable Selection: Determine variables that are relevant for analysis and discard variables that do not make a significant contribution. Data Transformation: Perform data transformations when needed, such as normalization or standardization, for easy comparison and interpretation. 3) Modeling and Analysis. Interactive Model Selection: Select an interactive model that matches the data characteristics and research objectives. Model Implementation. Apply interactive models to analyze relationships between variables and look for patterns that may emerge. 4) Data Presentation. Data Visualization: Use graphs and data visualizations to present findings and patterns identified through analysis. Statistical Summary. Present summaries of relevant statistics, such as mean, median, and standard deviation, to provide a more complete picture. 5). Interactive Iteration. Exploration and Iteration: Involves iterating by digging deeper into the data, identifying potential control variables, or modifying interactive models based on initial findings. Model Refinement: If needed, update the interactive model based on findings and more in-depth analysis. 6). Validation and Evaluation. Model Validation: Perform model validation to ensure the reliability and accuracy of results. Error Evaluation: Identify potential errors or biases and act on them by correcting or filtering data that might cause uncertainty. 7). Conclusions. Interpretation of Results: Interpret the results of the analysis by detailing the most relevant and significant findings. 8). Conclusion Making: Draw conclusions based on the findings and considerations of the analysis and convey them clearly and firmly. This model performs analysis at the same time as the required data collection process. Researchers also carry out data reduction and presentation during data collection. Field note data consists of written descriptions and reflections. Research begins with field preparation, field research, analysis, and report writing.

**RESULTS AND DISCUSSION**

**Results**

**Table 1.** Merdeka Curriculum Reform on Aspects of Historical Thinking Skills  
in History Subjects in Senior High Schools

No.	Merdeka Curriculum Learning Planning	Historical Thinking Skills in the Merdeka Curriculum
1.	Needs Analysis	Analysis and Interpretation
2.	Learning objectives	Understanding Historical Context
3.	Learning Design	Development of Historical Arguments
4.	Learning Implementation	Historical Problem Solving
5.	Learning Evaluation	Chronological Arrangement
6.	Reflection and Adjustment	Criticality and Reflection
7.	Teacher Professional Development	Historical Communication Skills

The planned finding in the Merdeka Curriculum aspect of historical thinking skills in history education is that the KOSP of SMA Pasundan 2 Cimahi City cannot be accessed because it is used for assessment by the principal and is verified by the school. At KOSP SMA Pasundan 2 Cimahi City, there was an accessibility barrier, which means it is not in accordance with the statement by the Director General of the Educational Standards, Curriculum and Evaluation Agency (2022: 3) that the school has failed in school management. Committees and the community were involved in developing KOSP. If the accessibility of KOSP is hampered, it means that KOSP cannot be evaluated by various stakeholders, even though the Merdeka Curriculum is included in the formal curriculum.

Meanwhile, historical thinking skills in the Merdeka Curriculum are in accordance with the implementation of the school's Merdeka Curriculum Document or KOSP. Historical thinking skills are generally important in history learning in various curricula. Historical thinking skills help students to develop a deeper understanding of the past, recognize historical patterns, and relate events to a broader historical context. Here are some historical thinking skills that might be implemented in the curriculum: Analysis and Interpretation: Analyzing historical sources to understand multiple perspectives, and interpreting historical facts and detailing their implications. Understanding Historical Context: Relate historical events to the social, political, economic, and cultural conditions and context at that time and assess the influence of various factors on historical developments. Historical Argument Development: Constructing an argument based on relevant historical evidence and assessing and organizing evidence to support or oppose a historical position or interpretation. Historical Problem Solving: Analyzing historical challenges and conflicts and seeking solutions or understanding how these problems can be solved. Chronology: Organizing historical events chronologically and identifying and arranging the time sequence of major historical events. Criticality and Reflection: Encourages students to develop a critical attitude toward various historical sources and encourages reflection on the role of historical authors, biases, and subjective interpretations. Historical Communication Skills: Encourage students to construct historical narratives and communicate their understanding clearly and effectively.

### **Merdeka Curriculum Learning Planning**

The Merdeka curriculum has a variety of learning between classes, so students have enough time to learn concepts and strengthen their abilities. Teachers can choose various learning methods so that learning can be tailored to the learning needs and interests of students. To improve the Pancasila Student Profile Strengthening Project, projects developed based on certain themes set by the government are One important aspect of character education and national values. The Pancasila Student Profile is an expected picture of students who have internalized the values of Pancasila, the basis of the Indonesian state philosophy, by including (1) Love of the Fatherland: Pancasila students love their homeland and have a sense of love, pride, and responsibility towards the Indonesian state. They have an awareness of the diversity of cultures, religions, and ethnicities in Indonesia. (2) Respect Bhinneka Tunggal Ika: Pancasila students respect and appreciate differences as the wealth of the nation. They are able to live in interreligious, inter-tribal, and inter-community harmony. (3) Faith and Piety: Pancasila students have strong faith and piety towards God Almighty. They understand and appreciate religious values in everyday life. (4) Care and Empathy: Pancasila students have a caring attitude toward fellow humans and the surrounding environment. They show empathy and concern for social, environmental, and humanitarian issues. (5) Integrity and Ethics: Pancasila students have high integrity in their behavior and actions. They respect moral and ethical principles in all aspects of life. (6) Critical and Creative: Pancasila students have the ability to think critically, analyze information objectively, and think creatively. They are able to develop innovative ideas and solutions.

The Pancasila Student Profile in the Merdeka Curriculum aims to form a young generation of Indonesia who have noble character, global insight, and high social care. Through the implementation of Pancasila values, it is hoped that students can grow into individuals who contribute positively to the nation and state. It does not aim to achieve specific learning targets, so it is not tied to any particular subject matter (Pangestu & Rochmat, 2021). Starting from the 2022/2023 school year, the Merdeka Curriculum will be the curriculum of choice for education units. The Merdeka Curriculum is an evolution of the 2013 Curriculum (Rahmawati et al., 2022). According to the policy to be taken by policymakers before the evaluation of the national curriculum in 2024, schools are given the option to choose between various curricula (Marisa, 2021). The Merdeka Curriculum is provided as an additional option during the 2022-2024 learning recovery. In 2024, the national curriculum policy will be reviewed based on evaluations during learning recovery. The new name for the curriculum prototype, Curriculum Merdeka, was officially announced by Minister of Education and Culture Nadiem Anwar Makarim. The Merdeka Curriculum is designed as a more flexible curriculum framework that centers on fundamental material and develops students' uniqueness and abilities. "The Ministry of Education and Culture stated that there are four ideas for changes that support the existence of independent learning programs related to the National Standard Examination (USBN), National Examination (UN), Learning Implementation Plan (RPP), and Zoning New Student Admission Regulations (PPDB)" (Mustaghfiroh, 2020).

A stand-alone curriculum was created to help learning recover from the COVID-19 pandemic (Winarti et al., 2022). This gives teachers and students the opportunity to learn independently. "The Ministry of Education and Culture defines independent learning as a learning process that provides flexibility and authority to every educational institution to be free from complicated administration," and "the main assumption of independent learning is to give trust to teachers so that teachers feel free in carrying out learning" (Marisa, 2021). The concept of self-learning means returning the national education system to the essence of teachers and students being able to talk to each other more casually. Learning outside the classroom not only listens to the teacher's explanation but rather forms courage, independence, intelligence in getting along, civilized, polite, and competent, and not only relying on the ranking system, which, according to some surveys, only disturbs children and parents (Manalu et al., 2022).

The Merdeka curriculum will be more engaging and interactive, with project-based learning that allows students to actively participate in actual problems. Schools are given the opportunity to choose between three ways to implement the Merdeka Curriculum (Siregar et al., 2020). The first is to implement the Merdeka Curriculum partially without changing the existing school curriculum. The second is to implement the Merdeka Curriculum using existing learning facilities. The third is to implement the Merdeka Curriculum by making its own teaching tools. There are several advantages of the Merdeka Curriculum (Zafri et al., 2022). First, it is simpler and more in-depth because it focuses on important material and the development of students' competencies in the field. Second, because there is no specialization program in high school, teachers can teach according to students' abilities and developmental levels so that schools have the power to develop curriculum and learning according to student characteristics (Mustaghfiroh, 2020).

The results of observations and interviews conducted in the study show that principals who are dedicated to improving the school are an important component. In order for them to produce quality graduates, principals must have the ability to guide, direct, and inspire every part of the school to strive to improve education. Small schools will come forward with good principal leadership. Although the school the researchers visited was considered small because it had limited facilities and infrastructure, limited land, and even did not have a library, the school was able to be a catalyst for change and encourage parents to send their children to the school (Alsubaie, 2016). If there are obstacles in the learning process, supervision, discussion, and mentoring are carried out regularly. One of the interesting things the researchers found is that school principals have incorporated the concept of "paperless" as a new way to manage school administration (Jojo & Sihotang, 2022). In reducing paper usage, the Principal provides a special Dashboard that contains digital administrative storage.

The school administration dashboard provided by the principal is neatly arranged so that the principal can easily monitor the teachers' administration periodically. A dedicated Dashboard in school administration storage to monitor and manage various administrative aspects related to school management. The school administration dashboard presents information and data related to students, staff, finances, schedules, and school activities comprehensively, which includes (1) Student Data: The dashboard can present information about the number of students

enrolled, attendance rate, academic progress, and overall student profile. It helps school administrators monitor and analyze student data efficiently. (2) Schedule of Lessons and Activities: The dashboard can display the schedule of lessons and school activities that occur throughout the day, week, or semester. This information helps school staff manage schedules and ensure a smooth learning process and extracurricular activities. (3) Finance and Payments: The dashboard can provide information about school finances, including income, expenses, and remaining balances. This information helps school administrators track and manage school budgets and monitor the status of student payments and other bills. (4) Staff Data: Dashboards can provide information about school staff, including staff numbers, personal data, teaching schedules, and attendance. It assists school administrators in managing staff information more effectively. (5) Academic Performance: Dashboards can present information on exam results, report cards, and overall student assessments. It helps school administrators monitor students' academic performance and identify areas that need more attention. (6) Requests and Services: The dashboard can contain information about requests and services submitted by students, parents, or staff. It assists school staff in tracking, handling, and resolving requests or issues that arise.

The school administration dashboard provided by the Principal includes students, staff, finances, schedules, and school activities comprehensively. This can help school administration activities so that they can be neatly organized, and the Principal can monitor teacher administration at scale. Teachers can also upload each administration they make to the Dashboard provided by the Principal in the teacher's administrative activities (Ningrum, 2022). To encourage teachers to move, principals must have a strong strategy. Senior teachers especially need proper direction to encourage them to move with the child's historical thinking skills towards the changing times. The historical thinking skills of senior high school teachers, in addition to principals, are essential for the successful implementation of the Merdeka Curriculum in high schools. Teachers must be able to help, assist, and inspire their students to become active, creative, and innovative students. The concept of independent learning policy is that teachers as educators are able to create a comfortable learning atmosphere and are able to arouse the spirit of learning so that students do not feel burdened by the material delivered by the teacher" (Yusuf & Arfiansyah, 2021).

In terms of the concept of free learning, there is an opinion that "returning the national education system to the essence of legislation to provide independence. To achieve this, teachers must have the ability to make classes fun and utilize technology as a learning tool. The principal and fellow teachers help the school to continuously improve its teaching quality. Retired teachers also want to learn how to improve their performance. They also learn how to use IT to manage history learning. Teacher involvement in the curriculum development process is important to align curriculum content with the needs of students in the classroom. Teachers should take the time to make innovative, creative, and challenging learning every day. Human Resources (HR) is also a challenge to encourage teachers to change their perspective and get out of their comfort zone. The changes made by the principal will be in vain if the teacher is unwilling to change (Javanisa et al., 2022)



### **Historical Thinking Skills in the Merdeka Curriculum**

In the design of historical learning achievements in the Merdeka Curriculum, There are thirteen historical learning objectives. Goal setting is (1) developing historical awareness; (2) to develop self-image; (3) Development of collective understanding as a nation; (4) develop a sense of pride in past glories; (5) develop nationalism and patriotism; (6) development of moral, humanitarian and ecological values; (7) developing the value of diversity and mutual assistance; (8) developing an understanding of the human dimension, namely the ability to analyze thoughts, mystical atmospheres, deeds and important works in history; (9) to develop an understanding of the spatial dimension, namely the capacity of analysis of relationships or links between events that occur locally (Masitoh & Sudrajat, 2022) both nationally and globally; (10) Develop an understanding of time, The ability to see events as a whole includes past, present, and future dimensions and through the analysis of development, sustainability, repetition and change in human life; (11) Practical Skills diachronic (chronological), synchronous, causal, imaginative, creative, critical, reflective, contextual and multiperspectivemultiperspective thinking; (12) practice source finding skills (heuristic), Criticism and selection of sources (control), analysis and synthesis of sources (interpretasi) and historical writing (historiography); (13) train skills in processing non-digital or digital history in various historical applications, audio recordings, documents, photos, models, vlogs, storyboards, timelines, infographics, video graphics, cartoons, posters and others (Menteri Pendidikan, Kebudayaan, 2022) .

Of the thirteen goals, it can be identified that the six most recent goal points are related to historical thinking concepts. From these six points, several concepts of historical thinking can be obtained, including the following: First, developing an understanding of the human dimension requires the ability to analyze one's mood in the past. This goal indirectly means that students have the ability to think about history in the form of historical empathy (Sutrisno, 2022). Historical empathy requires students to be able to imagine "walking in one's shoes." The past" using the historical evidence it analyzes. Besides, it's uncomfortable. The concept also includes an analysis of one's inner mood in the past "historical perspective," as it involves using evidence and historical context to interpret what a person thinks and feels by historians (Widiadi et al., 2022).

Second, developing an understanding of spatial dimensions requires the ability to understand the relationships between local, national, and worldwide events. Skills must be instilled in historical thinking to instill this understanding in students from a historical perspective and a sense of historical meaning. As a historian, the concept of historical perspective must also convey to students the ability to determine which past events are considered important (Seixas, P., & Morton, 2012). Events of historical significance are not limited to having to occur on a global or national scale but can also have only one scale at the local level. When students are asked to multiply the incidence ratio by three measures, they must also have the skill of contextualizing reading historical sources and determining the context in which historical sources were born (Rahmawati et al., 2022).

Third, developing an understanding of the dimension of time requires the ability to see the dimension of time as a whole by analyzing it. The process of development, continuity, repetition, and transformation of life. Four processes indicate the status of history as a science of

time (Kuntowijoyo, 1999). This aspect of the temporal dimension is related to the concept of historical thinking d. H. Change and Continuity (Seixas, P., & Morton, 2012). In addition, this aspect is also closely related to the concept of progress and decline of the Lévesque View (2008). Fourth, in the eleventh point of learning history, namely thinking skills education, there are at least nine concepts, namely diachronic (chronological), synchronic, causal, imaginative, creative, critical, reflective, contextual, and multiperspective related directly or indirectly to the concept of historical thinking. Diachronic (chronological) thinking skills are important skills that students must master when studying history because they are the "heart of historical thinking" that provides a deep intellectual framework governing historical thinking. The chronology of his thought is a concept that cannot be ignored because it gives structure to the historical narrative and gives meaning to the chain of events (Hamdi et al., 2022).

The ability to think synchronously, thinking beyond history in some Land literature, is not mentioned as one of the concepts of historical thought. At its core, history is a diachronic science that studies events that "continue" and on time" (Kuntowijoyo, 1999). Students learn history with other social science perspectives with a multidimensional approach. Causal thinking skills are closely related to the concept of cause and effect (Seixas, P., & Morton, 2012). This concept requires students to understand that An event occurs because it is caused by previous events and events. It also affects other events. This relationship is not in the form of a single cause and effect (mono causality), but it can be in the form of many causes and many effects (Seixas, P., & Morton, 2012). Imaginary thinking skills are not directly related to historical thinking concepts found in different literature. However, this ability is necessary for historical thinking. For example, to build empathy, historical skills, the reciprocal relationships of historical imagination, contextualization, and moral judgment (Aransyah et al., 2023).

Creative, critical, and reflective thinking are also not referred to as separate concepts of historical thought. There are only three skills required in the historical thought process. Historians must think critically when dealing with historical sources, and students must also be trained in critical thinking skills when dealing with learning sources (Amelia et al., 2019). In making history, the historian must use his creative abilities reflexively. When writing about past events, students should also be trained in their skills to think creatively and thoughtfully in history lessons at school (Djono et al., 2020). Contextual thinking skills can be combined with the concept of historical thinking, and students must have this ability possessed by historians in reading sources, namely acquisition, contextualization, and tonic when dealing with historical sources. Source learning requires students to think critically about who produced it, the source, and the context in which it was created (contextualizing) and compare using another origin (corroborating). Multiperspective thinking skills related exclusively to using the concept of historical perspective. Students must realize that a similar incident in the past can be reviewed and evaluated differently by everyone (Seixas, P., & Morton, 2012). Students must also be made aware that the disparity in perspectives is contested or contradicted (contested). The exclusive party & interpretation of the incident is also capable of changing in the course of time. Events that were believed to be crucial in the past can be changed as non-crucial beliefs in the present.

Fifth, as stated in the purpose of learning history number 2 twelve, students must have the ability to do heuristics, criticism, interpretation, and historiography (Kemendikbudristek, 2022a), which is a complete stage in writing history. This skill is actually the same as using the tips given so that students have the ability to source, contextualize, and corroborate through curriculum Reading Like a Historian. Before becoming skilled in writing history, students must at least understand how history is produced. After students understand the process, they can be trained to do historian work, namely learning to write history. Sixth, the ability to write history above is not required to be poured into the form of written works but can be realized in a plural format. Students are able to create historical implementations, documentaries, mockups, posters, and so on. This skill is indeed related exclusively to using historical thinking concepts found in literature, but this skill is expected so that the process of learning history can take place in a pleasant atmosphere. After identifying the concepts of historical thinking that still exist in the Merdeka Curriculum and their relation to using historical thinking concepts that have been found in a lot of literature outside Indonesia, another primary thing that must be considered is how to instill skills in students (Manalu et al., 2022).

### **Merdeka Curriculum Reform in Training Historical Thinking Skills**

By referring to the achievements of history learning in the Merdeka Curriculum, teachers are required to train students to have historical thinking skills. These historical thinking skills are standard instructions in the Merdeka Curriculum on how to teach students to be skilled in thinking history (Kurniawan, 2021). This challenge is also an opportunity for teachers to think independently by sharing many other learning tactics that can be used to instill historical thinking skills. This paper intends to provide other learning tactics that can be used by the history teacher and, at the same time, some historical materials or origins that can be used as learning origins (Saidillah, 2018). These historical sources—both primary and secondary—are crucial because historians are able to reconstruct the past if origins are available. Likewise, in training students in historical thinking skills, it is hoped that historical sources that can be used by students become learning resources. Moreover, this is also explicitly mandated in the Merdeka Curriculum so that students utilize primary and secondary sources in historical research (Suryaman, 2020).

From the statement above, it has been possible to imagine that the learning strategy that can be used is no longer a learning strategy expository. Students are compulsorily challenged using the results of historical writing projects. The task of this historical writing project is in the form of written reports but can be compiled in multiple formats, such as vlogs, posters, podcasts, and so on. It should be noted although the reporting format can be multiple, students must be guided to solve the same problem. This problem can be realized in the form of a historical question (central historical question) followed by another, smaller question (Nury Batubara & Aman, 2019). For example, to practice diachronic thinking skills (chronology), students can be asked to solve problems about the Rengasdengklok incident before the seconds of the proclamation. Students were asked to write down the chronology of the incident, asking the question, "What exactly was the path of the Rengasdengklok incident?". In order to simply rely on textbooks, students can be given the opportunity to read comparative sources in the form of Soekarno's autobiography (Adams, 2014). By utilizing these two origins, students were able to

reconstruct the chronology of the Rengasdengklok incident in more detail based on the testimony of the main character in the event.

When reconstructing events according to the narration of the main actors, students will also be stimulated to think imaginatively because the depictions conveyed by Soekarno and Hatta are relatively lively and detailed, including more details of conversations that occurred during the course of events. In addition, thinking skills can also be awakened (historical empathy) because they were able to 'feel what they felt' the perpetrators of the event, both the behavior of young people as well as Soekarno and Hatta. For example, students can feel how angry Soekarno was that Sukarni asked to follow. At the same time, he could feel what Sukarni felt when he picked up Soekarno while carrying a long knife and a gun (Ulhaq, 2017). Historical perspective (historical perspective) involves the analysis and understanding of the context of time, place, culture, and the social factors that influence the event. Using a historical perspective, we can see how past events are interconnected, how they are affected by the political, economic, and social circumstances of the time, and their impact on the present and future.

A historical perspective helps us to understand history as a complex process, allows us to draw lessons from the past, and provides a deeper context in understanding the world today. For example, as students analyze carefully, they will also develop critical thinking skills when reconstructing the Rengasdengklok event. For example, when comparing the moment of Guntur's milk that was missed. Soekarno's version, Guntur's milk, was not brought to Rengasdengklok because Fatmawati forgot to bring it because she was in a hurry (Adams, 2019). Hatta's testimony (2018) gave the news that Guntur's milk had actually been brought on a trip to Rengasdengklok, but since it was mandatory to change four-wheeled vehicles when traveling, the milk was carried away by the first four-wheeled vehicle. By analyzing the disparity critically, students will realize the concept of historical perspective. That the past can be reported incongruously is also a direct witness. So that students will also realize that historians are finally able to reconstruct events differently.

Soekarno and Hatta reported the same incident when they returned to Jakarta. On the way, about time in the Klender Area, they saw indications of fire in the west. Soekarno was visibly excited by the declaration that the revolution had finally begun. However, when approached, it turned out that only the smoke obtained by the farmer burned straw. If students have developed historical thinking skills, then they will be able to think synchronically that the people of the East Jakarta area at that time were still farmers. Contextual thinking skills can also emerge. In 1945, the Klender area was still found in rice fields. Even though, at this time, there were no rice fields in the Klender area, which also implies that historical thinking skills in the form of 'change' have been built. Even if students do not come from Jakarta but from rural areas, they can also develop historical thinking skills in the form of 'continuity.' The student realizes that burning straw after harvest is also still found in his village until now.

From the task of reconstructing the Rengasdengklok event, causality thinking skills can also be awakened if students are able to analyze what the cause or effect of Soekarno and Hatta's 'security' measures is. If they are able to describe the various causes and effects of these events, then it means that multiperspective skills have been embedded, as well as multiple causes and

consequences. Suppose students can figure out what happens if there are no security measures, then it means that students already have interpretive and reflective thinking skills. If students are able to pour it into an interesting and sophisticated format, it means that students have developed creative thinking skills. Thus, there is still a way for teachers to train students in historical thinking skills (Setiawan & Aman, 2022). Any material content can be used to hone the skills of the student. The thing that must be considered is the existence of historical sources, both primary and secondary, outside the students' textbook that can stimulate students to think historically. Teachers can use the origin to provoke students to think about history by utilizing the differences found in historical sources. These differences can be stimulated using historical questions that lead students to solve problems related to certain incidents. Various concepts of historical thinking skills can be raised using the same conflict. Teachers need to identify historical sources that can be used as potential learning resources to stimulate historical thinking skills (Soeharso et al., 2022).

### **Discussion**

The Merdeka Curriculum History Learning Plan (KOSP) includes six chapters with different themes: Introduction, Vision, Mission and Goals, Organization, Learning Plans, Assessment Support, and Professional Development and Refinement, guided by Planning Principles. The planned outcome in the Merdeka Curriculum aspect of historical thinking skills in history education is that the KOSP of SMA Pasundan 2 Cimahi City cannot be accessed because it is used for assessment by the principal and is verified by the school. At KOSP SMA Pasundan 2 Cimahi City, there was an accessibility barrier, which means it is not in accordance with the statement by Fikri & Hasudungan (2021) that the school has failed in school management. Committees and the community were involved in developing KOSP. If the accessibility of KOSP is hampered, it means that KOSP cannot be evaluated by various stakeholders, even though the Merdeka Curriculum is included in the formal curriculum.

(Batubara, 2019) explain that the formal curriculum is a government-approved curriculum that helps represent the interests of society. (Manurung, 2019) has another type of curriculum called the hidden curriculum, but KOSP is not included in the hidden curriculum. Even teachers do not know about the contents and existence of KOSP. History teachers' ignorance of the existence and contents of KOSP contradicts the statement by the Educational Standards (Fikri & Hasudungan, 2021) that one of the objectives of the KOSP Development Guidelines is aimed at teachers. Teachers can use this guide to create a curriculum tailored to their student's needs and expectations. According to (Susilo & Sarkowi, 2018), teachers are internal members of educational organizations who have strategic functions, roles, and authority in achieving educational goals.

Playing a strategic role in achieving goals means that teachers need to know the guidelines first in carrying out their duties. History Lesson Plan A separate curriculum provides learning objectives (ATP) and teaching modules. The government provides sample plans and reference materials that teachers can access. In the first semester, teachers will take part in in-school training (IHT) held in each school. One of the activities that will be carried out for two semesters is a discussion of lesson material and ATP. Schools determine ATP by understanding

and analyzing learning outcomes (CP) set out in institutional mandates regarding educational standards, curriculum, and assessment. The ATP for both schools was created by the history teachers themselves using government principles and reference materials. ATP SMA Pasundan 2 Cimahi City includes components of Identity, CP, Time Goals, Materials, Models and Methods, Assessment, Learning Resources, and Glossary. The ATP for SMA Pasundan 2 Cimahi City includes the components: Identity, CP, Rationale, Elements, TP, Material, Time Allocation, Pancasila Student Profile, and Glossary. There are similarities and differences between the two ATP components.

Learning modules are also prepared by teachers before face-to-face learning begins. The history learning module functions as a reference and orientation for learning in class. Educational modules are created by history teachers themselves. The components of the school education module are identity, initial competence, Pancasila student profile, infrastructure, target students, models, objectives, understanding meaning, triggering questions, preparation and stages of learning activities, assessment and tutoring, reflection, attachment sources, and sheets. Student work, discussion activity observation assessment tool, glossary, and bibliography. The history learning module created is very complete, interesting, informative, and in accordance with planning principles. Based on the planning discussion, it can be concluded that schools and history teachers are preparing KOSP, ATP, and learning modules. ATP and school modules are based on planning principles and standards. KOSP accessibility is closed and not open to the public. History teachers do not yet know the existence and contents of KOSP.

Implementation of History Teaching in the Merdeka Curriculum Two to three hours of class time will be allocated per week for the teaching of History in the Merdeka Curriculum. Observations at SMA Pasundan 2 Cimahi City were carried out three times. History classes are no longer divided into compulsory classes and special classes but have been integrated into comprehensive history. History learning begins with greetings, presence, and asking students to re-read what they have learned. When students feel they have understood the material, they move on to the next material. Pasundan 2 Cimahi City High School learning activities use the Collaborative Discovery Learning learning model with presentation discussion methods, assignment methods, questions and answers, lectures, and assignments. As you learn, ask questions that encourage meaningful understanding. The activity ended by completing the material, giving students the opportunity to ask questions, and offering prayers and greetings. The first learning principle is to adapt to the student's personality, and history learning is designed according to the student's performance, conditions, and characteristics.

Teachers do not immediately create learning modules because of the uncertainty of conditions and situations. In the perception section, the teacher asks questions to determine the level of student performance and learning activities. The method of learning activities is determined by taking into account the condition and enthusiasm of the students. Use PowerPoint as learning material for students. Teaching modules may not be designed for all subjects in both schools. Due to the short notice and the need for additional meetings, there are no educational modules that can help you understand historical thinking skills before starting the study of history. The absence of pedagogical modules in the learning process as a basis for implementation

is not in line with (Hasan, 2019), which states that teachers need to develop pedagogical modules optimally to support learning design. During history learning at SMA Pasundan 2 Cimahi City, PLP students took part in learning using the Merdeka curriculum. In this case, PLP students do not have extensive experience and knowledge about the Merdeka Curriculum. In addition, because PLP students are not necessarily guided by history teachers, there is concern that they may make mistakes in implementing their own curriculum. Apart from that, PLP students do not yet have mature teaching skills to deliver the new curriculum.

Pedagogical competencies are competencies that include knowledge and development of students' potential, planning, implementation, and evaluation of learning (Alhamuddin, 2014). The principle of lifelong learning is to provide meaningful understanding to history teachers. This is usually done by asking trigger questions, completing material to help students understand it more quickly, and explaining the benefits of continuing the lesson. Trigger questions are usually asked during or at the end of the learning process. Regarding feedback, history teachers have included feedback in core learning activities, but it has not been implemented in detail and comprehensively. All students receive feedback with examples of "good" or "cool" and applause. History teachers never reflect on the learning activities they carry out and receive and evaluate feedback from students. Without student input, teachers will not know what students like in learning. If all stakeholders, including students, do not think about and provide input, it means they are not aligned (Arta, 2012).

(Alhamuddin, 2014) explains that feedback is related to the skills of students and teachers and improves the skills of both. Feedback is about how to improve outcomes and learning. The third principle is improving competence and character holistically through various methods. SMA Pasundan 2 Cimahi City is accustomed to using collaborative models and group presentation methods. I use this method because I feel it suits the student's personality. The methods that continue to be used are not in accordance with the third learning principle, namely supporting the holistic development of students' abilities and character. Examples of implementation include the use of various models and techniques, such as research-based learning (Hasan, 2019), which states that different models stimulate student interest and activity. History teachers need to learn various teaching methods to create a learning environment that is comfortable, enjoyable, and easy to understand. SMA Pasundan 2 Student creativity in strengthening abilities and character in Cimahi City is limited by decisions resulting from discussions. Limited creativity is not in line with the third principle: learning to improve holistic competence and character (Susilo & Sarkowi, 2018).

Students are human beings who have the right to receive education and succeed in growing and developing according to their talents, interests, and abilities (Nugroho, 2022). The principle of learning historical thinking skills is to connect historical sources with students' lives. During observations, history learning at SMA Pasundan 2 Cimahi City was not always closely related to students' real lives. This absence means that there is a gap in the translation of the fourth principle by history teachers. The fourth learning principle is that the Merdeka Curriculum must include relevant learning; that is, it must be designed according to the students'

environmental and cultural backgrounds. Location learning is learning that emphasizes the process of fully involving students so that they can connect learning material with real life.

The learning resources used by students are the Internet and related magazines. Material for teachers at SMA Negeri 2 Pasundan Cimahi City was obtained from Erlanga textbooks and the Internet, and teachers did not use social studies textbooks published by the Merdeka Curriculum Center and Curriculum Books. Teachers do not use social studies textbooks because they feel they are not enough to support learning. According to the Minister of Education, Culture, Sports, Science and Technology Regulation (No. 69-70 of 2020), basic textbooks are package books or textbooks that can be used for learning based on the applicable curriculum Astari (2022: 165) explains that textbooks are one of the learning resources commonly used in schools. Textbooks are systematic texts created by experts in their fields and contain topics that correspond to indicators according to a particular curriculum. The fifth principle is continuous and future-oriented learning through meaningful communication and understanding. Gain meaningful understanding by asking triggering questions and explaining the benefits of participating in the lesson. Teachers motivate students at certain times. The Pancasila student profile is always present in the learning process. The Pancasila Student Profile helps shape the attitudes of prospective students.

Based on the discussion of the implementation of history education in the Merdeka Curriculum, it can be concluded that some principles are applied by teachers, and some are not. There are differences in the implementation of history learning in the two schools. Teachers are given the freedom to teach history lessons. The attitude and demeanor of the history teacher is good. The teacher tries to organize history learning according to the principles of Merdeka Curriculum learning. Evaluation of history teaching and learning activities in the Merdeka Curriculum Evaluation or evaluation of history teaching and learning activities is always carried out during the learning process. At the beginning of learning, the teacher carries out a diagnostic or initial competency assessment to check student readiness. Formative assessment is usually carried out in parallel with the learning process, using questions related to the material being discussed. Summative assessments can usually be carried out at the end of mandatory sub-chapters, mid-semester assessments (PTS), and final semester assessments (PAS). An integrated principle with holistic learning processes and facilities, namely formative assessment, is integrated into the implementation of history learning from the start of the activity (diagnostic assessment).

The assessment given includes knowledge, attitudes, skills, and competencies. Teachers instill values in students, including knowledge, attitudes, and skills. During the learning process, teachers give extra points so that students can complete activities and assignments on time. During the first semester, the history teacher never carried out a self-assessment or peer assessment. If there is no self-assessment and peer assessment, then the first example of the assessment principle is not followed. The first evaluation principle is an integrative evaluation of processes that facilitate learning and provide holistic information. According to (Manurung, 2019), self-assessment provides students with the opportunity to be accountable for the knowledge they have acquired. Self- and peer-assessment offers many benefits to students. The



principle of teacher freedom in determining the method and time of implementation is maintained according to the function and objectives of the assessment. Diagnostic assessment was carried out with verbal questions at the beginning of the study. Formative assessments are carried out to monitor student progress periodically, and summative assessments are carried out for evaluation and reporting. Formative assessment is carried out on all lessons at SMA Pasundan 2 Cimahi City with PTS and PAS.

Students are not involved in the development of formative assessment techniques or standards. Fikri & Hasudungan (2021) explains that in formative assessment as learning, students can be involved in establishing procedures, standards, and guidelines. (Pringgandinie & Devi, 2022) State that in assessing teaching and learning activities, teacher feedback is needed to determine value and meaning based on predetermined criteria and mutual responsibility. Evaluation principles must be fair, proportional, valid, and reliable. History teachers give assignments and assessments fairly without personalizing them. Even though teachers create rubrics as a tool for assessing teaching modules, they are not used in practice. History teachers use different methods when assessing attitudes, such as giving grades to students who are active and hardworking. This means that there are gaps and differences in the implementation and equipment of educational modules. Examples of Merdeka Curriculum assessment tools include rubrics, copies, checklists, anecdotal notes, and graphs. Rubrics enable learning and provide immediate feedback.

The rubric tool is an effective tool for assessing learning that has taken place. Principles of Summative Formative Assessment: Simple and informative learning progress reports. The certificate includes a numerical value and an explanation in easy-to-understand language. Students know the minimum integrity score that must be achieved in formative and summative assessments. The questions asked by history teachers are more about knowledge, understanding, and detail. The history teacher assignment questions are designed to be simple and easy to understand. The questions asked are follow-up questions that are in accordance with what was discussed. These evaluation principles become material for reflection, and supporting efforts can be made to improve the quality of learning. Pasundan Cimahi 2 High School teachers also provide enrichment in the form of essay questions to students who have good academic achievements. If many students get low grades on a material, you can improve it by distributing difficult material. Teachers also improve their teaching modules, provide meaningful understanding to students, and increase motivation.

The teacher will write a note to the class teacher to notify the student's parents. The program at both schools is to hold a conference for all teachers to jointly evaluate previous learning and find solutions to improve the quality of learning. Students who excel academically require constant monitoring and attention to ensure their performance remains stable or improves. (Rimatuzzahriah & Abrar, 2023) Allows teachers to use test score intervals to implement remedial and enrichment activities to improve student performance. (Sardiman, 2015) believes that enrichment acts as a program that helps outstanding students to further expand their knowledge and skills. Based on the discussion of the evaluation of history teaching and learning activities, it can be concluded that the evaluation of history learning is carried out

using diagnostic, formative, and summative assessments. There are principles that have not been implemented, and teachers pay more attention to improving their assessment activities further. Even though there are reasons for not implementing principles, history teachers still try to carry out assessments well.

## CONCLUSION

History learning in the Merdeka curriculum consists of three stages, namely planning, implementation, and evaluation, in terms of historical thinking skills. When planning, teachers create ATP and learning modules, and schools create KOSP. ATP, KOSP, and educational modules are in accordance with the principles of the Merdeka Curriculum. Access to KOSP SMA Pasundan 2 Cimahi City is closed, and the school history teacher does not know the existence and contents of KOSP. Even though the implementation of history education has succeeded in fulfilling the principles of learning, there are several principles that have not been utilized optimally. Learning is based on student performance and aims to enable meaningful understanding, starting with trigger questions. History teachers do not always prepare lesson modules in every learning process. History learning during observations is led by the PLP teacher and students. The learning method at SMA Pasundan 2 Cimahi City uses the presentation discussion method. Evaluation of history teaching and learning activities is integrated into the learning process. Each school carries out formative and summative assessments according to its role. History teachers do not give students the opportunity to evaluate themselves and their peers. The history teacher at SMA Pasundan 2 Cimahi City makes a structured summative assessment plan every three weeks. Although assessment tools are provided in the learning modules, teachers use their own assessment methods when implementing them. Improvement efforts are being made at both schools, but enrichment is not always possible. History teachers have attempted to successfully translate history learning into historical thinking skills in their own curriculum.

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