Conceptualization of Historical Trip Model in The Museum Keraton Sumenep for Change and Continuity Thinking Skills for Grade X at High School Students

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Abstract. The study of history serves to make students aware of the processes of societal development and change over time, and to build their historical thinking skills and understanding of the nation's identity in the past, present, and future. Currently, history education is adapting to the demands of 21st-century learning as implemented in the Merdeka Curriculum. These demands take the form of skills or competencies that 21st century people must possess, one of which is critical thinking. Critical thinking skills are crucial in history because they equip students to analyze change and continuity, enabling them to recognize how past events relate to both change and continuity in the present. Based on the 21st-century learning requirements incorporated into the Merdeka Curriculum, there is a need for innovative history teaching models that can train students to think critically about change and continuity in history. A learning model is an action plan that utilizes various resources and strengths to achieve learning objectives. Therefore, the Historical Trip learning model is an important innovation for training students to analyze change and continuity. This study was conducted by visiting the Museum Keraton Sumenep, as it is the only palace still standing on the island of Madura and its museum houses a fairly comprehensive collection. This makes the Museum Keraton Sumenep a potential site for implementing the Historical Trip learning model. Additionally, the Museum Keraton Sumenep is intellectually close to the school where this research was conducted, as both are located on the same island, Madura. This Historical Trip learning model has several advantages, namely: (1) students gain hands-on learning experiences in the field; (2) students can observe change and continuity from the past; (3) it showcases the living reality of society and instills historical awareness; and (4) it guides students to discover and experience the functions and benefits of learning history in their daily social lives.

Keywords: Model, Learning, History, Historical, Trip.

1 Introduction

The study of history is a branch of knowledge that examines the origins, roles, and development of past societies based on specific methodologies and methods that embody values of wisdom which can be used to cultivate students' intelligence and

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shape their character, attitudes, and personalities [1]. In line with Sapriya's definition of history education, history is a subject that can foster students' national character. The presentation of material in history classes must be meaningful so that it motivates students to develop a strong national character [2]. The purpose of studying history is to understand human activities and the progression of past events, linking them to current events so that students can make wise decisions as they face the future. Furthermore, the study of history serves to make students aware of the processes of societal development and change over time, to build their historical thinking skills, and to deepen their understanding of the nation's identity in the past, present, and future [3].

Learning history can help students understand the relationship between past events and current developments. They can learn about the impact of decisions and actions taken in the past and apply this knowledge to their own lives [4]. Today, the purpose of history education is no longer limited to studying human activities and developments in the past. In 21st-century learning, students are expected to develop critical thinking skills, which are essential for studying history because they equip students to analyze change and continuity, ensuring that history education is not confined solely to the classroom. The complexity of the past can be organized in terms of change and continuity. Essentially, change and continuity are relational in nature, which means that to know whether something has changed, we must also know whether it is still ongoing or has ceased [5].

Given the demands of 21st-century learning aligned with the Merdeka Curriculum, particularly regarding the expectation that students develop the ability to think in terms of "change and continuity" regarding past events, there is a need for innovative history teaching models that support this. I Gde Widja (1989) notes that another term often used for learning strategies is "teaching models." A learning strategy or model is a plan of action that utilizes various resources and strengths to achieve learning objectives [7]. A learning model can be defined as a form of learning that is mapped out from start to finish and presented in a distinctive manner by the teacher [8]. Based on issues in history education and theories regarding instructional models, this study develops the Historical Trip model. This model addresses the demands of 21st-century learning aligning with the learning outcomes defined in the Kurikulum Merdeka and emphasizes various skill aspects without neglecting subject matter content. [9]. One area of proficiency in history is the skill of thinking about change and continuity.

The main objective of this study is to develop the historical trip learning model to support high school students' critical thinking skills regarding change and continuity. The historical trip learning model is an instructional approach that provides students with hands-on experiences, highlights real-life examples in society, instills historical awareness, and guides students to identify changes and continuities in events or phenomena from the past. This study has the potential to contribute to innovation in history education to meet the demands of 21st-century learning, namely, developing students' critical thinking skills regarding change and continuity.

2 Theoretical Framework

Research on the development of the historical trip learning model, based on Wineburg's (1999) theory, defines historical thinking as the act of connecting, analyzing, and applying. This theory helps researchers address issues in history education, which is often perceived as boring because learning activities rely solely on textbooks or teaching materials that tend to be based on a single perspective. Therefore, Wineburg's theory (1999) can serve as the basis for research on the development of the historical trip learning model, which trains high school students' ability to think in terms of change and continuity.

In addition, this study is also supported by Seixas's (2006) theory of change and continuity, namely: (1) change and continuity are interrelated: the process of change usually occurs continuously, rather than in isolation as a series of separate events; (2) some aspects of life change more rapidly during certain periods than during others. Turning points-and perhaps even critical points—help identify change; (3) progress and regression are fundamental ways to evaluate change over time. Change does not always mean progress; (4) chronology can help organize our understanding of change and continuity, as we cannot fully grasp either without knowing the sequence of events; and (5) periodization can help organize our understanding of change and continuity. Change occurs at varying speeds, at different times in history, and even simultaneously across various aspects of life. One key to recognizing change and continuity is to look for change when we think there is no change, and to look for continuity when we believe there is change [11].

3 Method

This study employs the instructional design development research method developed by Dick & Carey (2015). The instructional design development research model by Dick & Carey (2015) consists of nine research stages, namely: (1) identifying instructional objectives by determining the learning outcomes to be achieved based on Phase E Learning Outcomes for the topic of Islamic Kingdoms in the Archipelago, (2) conducting an instructional analysis by analyzing the knowledge and skills students need to achieve the predetermined learning objectives, (3) analyzing students and the context by assessing student conditions and the learning context, including learning styles, learning needs, classroom facilities, the learning environment, and other factors related to history learning activities, (4) writing performance objectives by formulating more specific goals; (5) developing assessment instruments by defining the assessments to be used; (6) developing a learning model-in this case, the historical trip model-based on the results of a preliminary analysis covering student conditions and the learning context; (7) developing and selecting learning materials by determining the content and teaching resources to be used during learning activities; (8) designing formative assessment by creating assignments for students in the form of Lembar Kerja Peserta Didik (LKPD), which include tables showing the changes and continuities that students observed at the Museum Keraton Sumenep; and (9) designing summative assessment in the form of a student response questionnaire.

4 The Importance of Developing Learning Model

One of the requirements for history education in the Merdeka Curriculum is a skill or competency that 21st-century students must possess: critical thinking. Critical thinking is essential in history because it equips students to analyze change and continuity, enabling them to identify these elements in relation to past events. Change and continuity are aspects of historical thinking that involve students' ability to recognize, analyze, and evaluate instances of change and continuity within specific historical periods. Essentially, the study of change and continuity aims to understand past activities that have undergone both change and continuity [5].

Understanding historical change is a crucial tool for various segments of society from politicians to individuals in preparing for the future. History provides the perspective that change is often triggered by the impact of progress; thus, by studying the past, we can anticipate the signs of change currently taking place [13]. The importance of observing change also lies in the ability to identify what remains constant, because even behind the most drastic changes, there are usually elements of the past that carry over (continuity). Based on this, it is important to develop students' skills in thinking about change and continuity. This ability is intended to enable students to analyze the change and continuity occurring in their surroundings so that they can also appreciate the benefits and importance of learning history. Fundamentally, everything that happens and exists today is a manifestation of change and continuity from the past.

One factor that can lead to success in teaching change and continuity thinking skills is selecting a model that suits students' circumstances and needs so that learning objectives can be achieved. History education itself requires a model that engages both the teacher and students in the learning process to prevent misunderstandings about historical events [14]. Teachers should also be more creative and proactive in innovating to develop interactive learning models [15]. Furthermore, learning models can be adapted to create an engaging learning environment that does not feel monotonous [16]. Therefore, before developing a learning model, it is essential to observe and analyze students' circumstances and needs in order to achieve learning objectives.

5 The Importance of Developing Learning Model

A learning model is an action plan that utilizes various resources or strengths to achieve learning objectives [7]. It can be defined as a form of instruction outlined from start to finish that is presented in a distinctive manner by the teacher [8]. The components of a learning model include: (1) syntax, referring to the sequence of learning activities to be carried out; (2) reaction principles, regarding the actions the teacher takes in accordance with the model's pattern; (3) social system, concerning the interactions through communication and collaboration among students; (4) support system, referring to necessary requirements such as facilities, materials, and tools; (5) instructional impact, regarding the learning objectives students are expected to master; and (6) nurturant impact, described through the competencies students must possess by the end of the lesson [19]. History learning models should, at the very least, reflect

realities present in society by fostering historical awareness and guiding students to discover and appreciate the function and benefits of studying history in their daily lives [20]. Museums serve as a means to broaden students' perspectives on the past, enabling them to understand the evolution of human civilization over time [17]. Furthermore, museums act as educational media that do more than simply house historical artifacts; they provide direct, contextual learning experiences [18]. Consequently, museums can be utilized as venues for students to learn about history through the lens of past daily life. The "historical trip" model itself is a history learning approach grounded in the firsthand field experiences gained by students.

The purpose of the historical trip learning model is to train students to think critically about how events in the past are connected to the present, which inevitably involves both change and continuity. In the innovative historical trip learning model, museums are utilized as venues for implementing the model. Museums can serve as destinations for student visits in the implementation of the historical trip learning model because, given the diverse collections of historical artifacts and buildings at the Museum Keraton Sumenep, they can help students explore the concepts of change and continuity through these artifacts from the past. According to the International Council of Museums (ICOM), a museum is a permanent, non-profit institution serving the public; it is open to the public and acquires, preserves, interprets, and exhibits the cultural heritage of humanity and its environment for the purposes of study, education, and enjoyment [21]. Teachers and students can utilize museums in the history learning process. Museums are considered capable of answering various questions related to history, culture, and the environment [22]. This, of course, can help students develop critical thinking skills. The procedure for developing the learning model used here is the one proposed by Dick & Carey (2015), as follows:

Identify Instructional Goals

The first stage in developing a learning model is to identify the learning objectives to be achieved based on the Phase E Learning Outcomes for the topic of Islamic Kingdoms in the Indonesian Archipelago. The instructional objectives based on Phase E Learning Outcomes (CP) are for students to be able to understand the basic concepts of humanity, space, time, diachrony (chronology), synchrony, the purpose of history, history and social theory, historical research methods, and local history. Through literacy activities, discussions, field trips to historical sites, and collaborative project-based research, students will be able to analyze and evaluate various historical events that occurred in Indonesia, including the concepts of ancestral origins and the spice routes in Indonesia, as well as the Hindu-Buddhist and Islamic kingdoms in Indonesia.

Instructional Analysis

During the instructional analysis phase, the author analyzed the knowledge and skills students need to achieve the predetermined learning objectives. In this phase, the author used Bloom’s taxonomy as a reference, covering cognitive levels C4 (analyzing) and C5 (evaluating).

Analyzing Learners & Contexts
This stage involves analyzing the students' circumstances and the learning context, including learning styles, learning needs, classroom facilities, the learning environment, and other factors related to history learning activities.

Write Performance Objectives
In the first stage, the author had already determined the instructional objectives; therefore, in this stage, the author must formulate more specific objectives. The following are the more specific instructional objectives: (1) Through the implementation of the historical trip learning model, students gain firsthand experience learning history at historical sites; (2) Through historical field trips, students can develop the skills to analyze change and continuity from the past.

Develop Assesment Instrumen
After the stage of determining instructional objectives, which includes learning objectives, the next step is to formulate the assessment to be used. In developing this historical trip learning model, the author used formative assessment conducted throughout the learning activities.

Develop Instructional Strategy
This research on the development of the historical trip learning model is based on the results of a preliminary analysis that examined student characteristics and the learning context. The goal is to ensure that the learning model developed aligns with on-the-ground needs and conditions and helps students achieve the predetermined learning objectives. The following are the steps for implementing the historical trip learning model: (1) Prologue, means the teacher provided information about the site to be visited as background knowledge for the students in the form of a handout containing details about the Museum Keraton Sumenep. The handout also included a QR code to access a poster on the history of the Museum Keraton Sumenep, designed to make it easier for students to learn about its history anywhere, including during the historical field trip; (2) Assignment, means before conducting the historical field trip, the teacher divides the students into several groups, with each group consisting of 4–5 students. The teacher then distributes worksheets in the form of comparison tables for the students to record the changes and continuities they observe during their exploration. These worksheets can serve as a basis for the teacher's assessment of continuity and change, which can be determined by comparing events from the past with those of the present, since continuity and change are closely related to cause and effect; student assignments often combine both [11]. Below is an example of the table used in the worksheets.

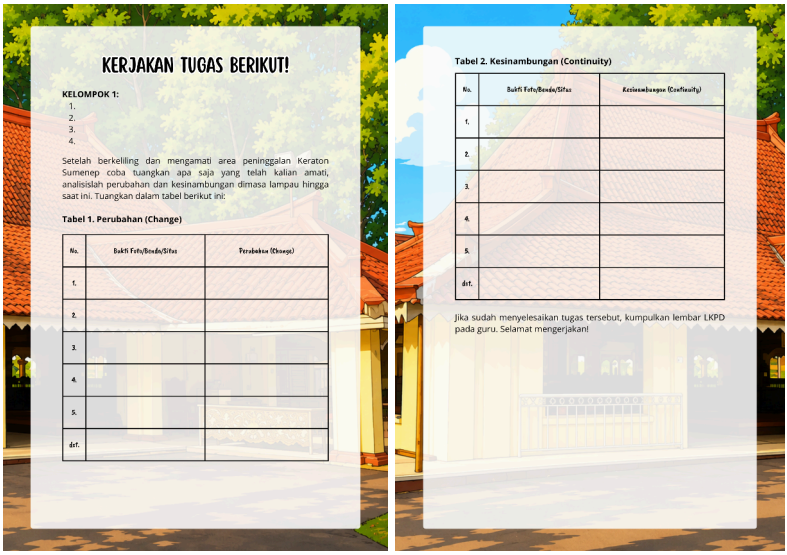


Fig 1. Student Worksheet Change and Continuity

(3) Discovery, means this historical trip learning model can provide a more engaging and challenging history learning experience, as students are asked to explore the similarities and differences based on their visit to the Museum Keraton Sumenep. Activities like this can certainly help students develop their critical thinking skills regarding "change and continuity" in relation to the historical information they receive. According to Alfian (2018), change and continuity are key aspects of historical thinking that involve students' ability to identify, analyze, and evaluate instances of change and continuity within specific historical periods. During this exploration phase, the teacher guides students as they tour various rooms of the site to identify and analyze instances of change and continuity, while explaining the historical context. Students are tasked with collecting various photos and data to complete the worksheet provided by the teacher.

(4) Research Analysis, means, at this stage, students are asked to organize the data in the form of photos and notes, into the provided worksheet and then analyze the changes and continuities they observed during the exploration activity at the Museum Keraton Sumenep. Analysis involves identifying relationships between statements, concepts, descriptions, and various models used to reflect on thoughts, decisions, beliefs, information, perspectives, and opinions, as well as detecting and analyzing arguments [9]. This analysis stage encourages students to reflect on the change and continuity resulting from the historical field trip to the Museum Keraton Sumenep that has already taken place. After completing the activity, the worksheets are collected by the teacher for assessment.

(5) Historical Reflection, means on this stage, the teacher emphasizes that civilization is constantly changing. However, some aspects of the past continue to influence the present because, fundamentally, everything from the past shapes our lives today. Understanding historical change is a crucial tool for various segments of society from politicians to individuals in preparing for the future. History provides the

perspective that change is often triggered by the impact of progress; thus, by studying the past, we can anticipate the signs of change currently taking place [13].

Develop Instructional Materials
At this stage, the author determines the instructional materials to be used during the learning activities. The author uses instructional materials in the form of QR code-based booklets presented as handouts, which contain information on the history of the Sumenep Palace as one of the Islamic kingdoms in the Indonesian archipelago.

Design Formative Evaluation
In this research on the development of the historical trip learning model, the author created an assignment for students in the form of a worksheet containing a table of the changes and continuities that students observed at the Museum Keraton Sumenep. This formative assessment aimed to collect data on the implementation of the learning activities and to identify the strengths and weaknesses of the developed learning model, so that these findings could be taken into consideration in future research on the development of learning models.

Design Summative Evaluation
The summative evaluation was conducted at the end, after all activities of the historical trip had been completed, and took the form of a student feedback questionnaire. The summative evaluation aimed to measure and assess the effectiveness of the historical trip innovative history learning model in developing students' critical thinking skills regarding change and continuity.

6 Integration of the Historical Trip Learning Model

The historical trip learning model is a learning model that prioritizes student participation and engagement. This model is student-centered, with the teacher acting as a facilitator to guide the learning activities. The historical trip emphasizes learning that focuses on students' critical thinking skills regarding change and continuity, thereby helping to achieve the history learning objectives in the Merdeka Curriculum, particularly the development of students' soft skills. In line with Alit's (2020) view, the demands of 21st-century learning, which have been adapted to the Merdeka Curriculum, include skills or competencies that human resources must possess, one of which is the ability to think in terms of change and continuity.

The historical trip learning model also provides an engaging and challenging learning experience because students are asked to identify changes and continuities in the Museum Keraton Sumenep collection. According to Alfian (2018), change and continuity are aspects of historical thinking that involve students' skills in recognizing, analyzing, and evaluating changes and continuities across specific historical periods. The integration of the historical trip learning model into history instruction follows the steps that have been developed, namely: (1) prologue (providing introductory material for students), (2) assignment (distribution of worksheets), (3) discovery (exploration of the site and data collection), (4) research analysis (analyzing data in the form of photos and notes into the provided worksheet

tables), and (5) historical reflection (reflecting on the historical significance of certain aspects from the past that continue to this day, since, fundamentally, everything from the past shapes our lives today.

7 Conclusion

This innovation serves as a solution to the monotony of history lessons, which have traditionally been limited to classroom instruction and reliance on textbooks alone. The historical trip learning model is implemented through five main student-centered components: prologue, assignment, discovery, research analysis, and historical reflection. Through this series of stages, students not only receive an initial introduction to the material aided by QR code-based booklets but also actively explore the museum firsthand. During this fieldwork, students work in groups to collect data and photographic documentation, which they then analyze in a Student Worksheet (LKPD) specifically designed to compare the realities of the past and the present. Overall, the development of the historical trip model is of great urgency in addressing the demands of 21st-century learning and the Merdeka Curriculum, particularly in honing students' critical thinking skills. Through hands-on learning experiences in the museum environment, students are trained to apply the concepts of "change and continuity" when examining historical events. Ultimately, this model effectively helps students realize and reflect on the fact that everything that happened in the past continues to shape, is interconnected with, and persists in the social life of society today.

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