

Utilization of Historical Sites as a Learning Resource to Improve Critical Thinking Skills, and Writing History for Student

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Abstract

This study aims to utilize historical sites as learning resources to improve students' critical thinking and history writing skills. The method used is a mixed method that combines leathervative and quantitative research methods with 35 research subjects. The data sources used were primary data obtained from the caretaker of the historical site and the lecturer teaching the course, as well as secondary data obtained through textbooks, articles, and other literature. Data were obtained through interviews, observations, documentation, and tests. The results showed that students' critical thinking and historical writing skills improved, this was due to the application of field trip learning methods that utilize historical sites as learning resources. Students understand what is conveyed during learning and make visits to historical sites. Students think that learning by using the field trip method is very impactful on the ability to think critically, and write history that connects past events with the present.

Keywords: *historical sites, learning resources, field trip, writing history, critical thinking.*

1. INTRODUCTION

Learning is an activity where the process does not have to be carried out in the classroom but learning can be carried out outside the classroom as needed, because learning is at the heart of the educational process and there are factors that influence learning, both externally and internally which include teachers, materials, interaction patterns, media, and technology (Darling-Hammond et al., 2020). As one of the courses, learning history, especially local history, needs to be done by utilizing the environment around students. History courses have a strategic meaning in shaping the character and civilization of a dignified nation and in the formation of Indonesian people who have a sense of nationality and love for the country (Anggraeni & Setiawan, 2022). The implementation of history learning for students by including local elements such as historical sites located in an area will enrich students' knowledge about the importance of preserving and preserving these historical sites as regional and national wealth and can have an impact on social values for the student's personality. Where, students will find their own values contained in these historical sites by doing direct learning on objects and sources. Historical sites can be utilized as learning resources for history education students.

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Learning resources can be defined as instruments of presentation and transmission of predetermined educational materials (Bu, 2013).

In addition, learning resources are all sources in the form of data, people and certain forms that can be used by students in learning, either separately or in combination so as to facilitate students in achieving learning objectives or achieving certain competencies (Sulistyo et al., 2022) .

The utilization of historical sites as learning resources to improve the ability to think critically and write history for history education students and will generate enthusiasm and active participation of students to take part in preserving it. Historical thinking skills for students are very important because critical thinking skills are the character of global citizens, multicultural, and democratic societies so that they will equip students to be ready and aware of facing academic, civil, and social challenges in the future (Pratama et al., 2022). Critical thinking skills help people to look critically at society's problems and, instead of imitating, try to solve them (Mohammad et al., 2015). The ability to think critically will lead to active participation of students in learning and is one of the factors for the success of student learning in writing history and being able to respond to the fading of historical values along with the development of science and technology.

History learning that is carried out today still tends to direct students to historical sites through the media of pictures, books, and the internet. In the end, students only memorize and describe them according to observations in pictures, books, the internet, or even seem to copy and paste. This certainly greatly affects the attitude, and behavior of these students and in the end, they will experience a decline in their appreciation of the noble values of the historical sites they learn. In addition, the ability to think critically and write history becomes meaningless. Therefore, it is not uncommon in teaching, when prospective teachers become history teachers; they become very rigid and tend to rely on textbooks as a learning resource.

Historic sites play an important role in learning history where this history has benefits as education and is used as a source of learning media, this historic site can make students understand more easily and try to collect events that have long occurred (Baron, 2016).

In Kupang, there are several historical sites that can be utilized as learning resources for students. Among them, the Japanese Cave historical site (Japanese Cave, is one of the relics of Japanese colonization when occupying the island of Timor), Fort (currently the place of the Indonesian National Army Headquarters 743) is one of the relics of the Portuguese and then controlled by the Dutch and finally taken over by the Indonesian National Army (TNI), the old church (currently one of the national cultural heritage) is the oldest church in Kupang City because this church was founded by the Dutch government when it controlled the island of Timor (Kupang).

These historical sites can be utilized as learning resources for students. The historical values contained in these sites such as religious values, nationalism, integrity, and other values can be cultivated in history students as prospective history teachers. In addition to being utilized as a learning resource, these historical sites are one of the identities of Kupang City. As an identity, the next generation needs to protect and preserve that identity. If not properly cared for, the identity will disappear and not be recognized by many people (Ibrahim, 2005). The utilization of historical sites in Kupang City as a source of learning history is very important, because these historical sites have a very important historical value for the residents of Kupang City, besides that these historical sites are affordable and do not cost a lot of money.

2. HISTORICAL SITE

The use of historical sites or cultural heritage sites as learning resources for history education study program students will provide insight to students about the importance of maintaining, maintaining, and preserving historical sites that have certain historical values that can be lived in the life of society, nation and state (Karimullah, 2023).

History learning can be supported by utilizing objects in the environment around the students (Ordu, 2021). Objects that can be utilized in learning history are historical sites. A site is defined as a place where there are artifacts, features, and/or Eco facts, while history means events made by humans or that affect humans, changes, or events that change from one state to another (Paskey & Cisneros, 2023:29). History is the study of the human past, which includes events, actors, places, and the results of their interactions (Dastgerdi & Luca, 2018). Historical sites are one of the historical sources that can provide students with a more concrete picture of an event (Ardiansyah & Syukur, 2021). In addition, a site is a land or place with an infinite area that has historical value and is over 50 years old while history is a story that really happened as evidenced by witness testimony and relic sites (Mcculloch, 2004). A historical site means any real property, man-made structure, natural object or configuration, or any part or group (state of new jersey 220th legislature, 2022) that has historical, archaeological, cultural, scenic, or architectural value (Christopher et al., 2020). Thus it can be said that a historical site is a place either made by humans or natural formations of an event that has a certain story and historical value from witness testimony that can be scientifically proven.

East Nusa Tenggara has sites or places of historical heritage during the colonial era. However, these historical sites are rarely used as learning resources in teaching history courses or subjects on campus or in schools. As one of the southernmost provinces, East Nusa Tenggara, especially Timor Island, was the most strategic place during the colonial period, where Timor Island was the link between Indonesia and Australia at that time. It is not unusual for the people of Timor Island to still find historical sites from the Portuguese, Dutch, and Japanese occupations.

Historical sites located in Kupang City today include the Japanese Cave (Japanese Cave, one of the relics of Japanese colonization when occupying the island of Timor), the Fort (a Portuguese relic that is currently the headquarters of the Indonesian National Army Battalion 743 East Nusa Tenggara), and the old Church (a Dutch relic which is currently one of the national cultural heritage). This historical site will be one of the learning resources for local history courses for history education students who will be guided by learning methods that are in accordance with the characteristics of the lecture material.

3. LEARNING RESOURCES

Learning resource is a general term used to describe the resources used by teachers to implement learning (Adjei, 2015). Referring to AECT (Association for Education and Communication, 1977) where is said that learning resources are everything or sources that educators can use either separately or in combination for teaching and learning purposes in order to increase the effectiveness and efficiency of achieving learning goals (Wahyuningsih et al., 2021). Learning resources are all sources such as messages, people, materials, tools, techniques, and settings that students use as a source for learning activities and can improve the quality of their learning (Pamuji, 2021). Learning resources can be summarized as both moving and non-moving media that can be used as an introduction to understanding learning materials by learners.

Courses in the history education study program will be more interesting for the student if the learner can determine the right learning resources in accordance with the context of the lecture material being taught. The context of the lecture material that takes place can

be adjusted to the environment around the students. The application of learning by utilizing the surrounding environment as a learning resource is expected to help students in developing their cognitive or shape the character of students who (Kurniawan & Prasetyo, 2019) are more familiar with and love their environment.

The environment in the context of learning history is a historical site. By utilizing historical sites as learning resources used in learning (Sulistyo et al., 2022), it must integrate the identification of new skills and must propose innovative learning methods so that they can meet student needs. History learning resources include oral sources, written sources, and material sources (Baco et al., 2018).

In oral sources, history learning is expected to be able to make students tell about the history of the lamp period that has historical values. In addition, this oral source can be obtained from other people who can tell about the object that is the focus of learning history. Written sources can be obtained through books, articles, or other media from the writings of historians. In this context, students must be able to write history about certain events of their time. The ability to write history is one of the goals of learners in history learning activities, so that students have a sense and compassion for the situation and conditions of the times that can result in the loss of historical values in the life order of society, nation and state.

4. WRITING HISTORY

Writing skills are essential as evidence of teacher professionalism. This skill is a cognitive process that helps learners understand how historians connect past events based on historical evidence to determine the significance of an event in order to improve critical and creative thinking (Zaim et al., 2019). Writing skills can illustrate four teacher competencies, which include pedagogical, professional, attitudinal, and personality competencies. Writing skills are one form of language skills that are very important for students, in addition to listening, speaking, and reading skills, both during their education at various levels in higher education and in their lives later in society (Lorena & Sadiku, 2015). Writing skills as one of the language skills are very important in the world of education from primary to tertiary levels (Klimova, 2017). Writing as a language skill is a person's ability to express ideas, feelings, and thoughts to others using written media (Moybeka et al., 2023). Someone who has writing skills certainly does not happen instantly but through a learning process. The ability to write is an ability that a person has with a longer learning process (Sa'adah, 2020). History education students have only been directed to become history teachers. This is certainly very influential on historical writing skills or other skills in the field of history. Indeed, students need to be aware of the historical concepts they have learned and can make themselves not only as history teachers but also as history researchers, and history writers so that they become historians. Being a history writer is not a young matter, of course, you must have qualified knowledge in the field of history.

To write history, learners need knowledge of writing procedures (e.g., how to describe historical accounts) and text genres (e.g., the importance of counterarguments) and present historical arguments in the sociocultural context of historians (Driel et al., 2022). In addition, historical writers must have the ability to analyze and interpret historical facts that occurred in the past, which is very necessary to produce a text consisting of a collection of historical paragraphs (Misbah, 2018). Historical writers must have good language skills so that they can have a good impact on readers when reading their writing. In addition to having language skills, historical writers must also be able to criticize the writings of others as a comparison for their writings. This critical thinking ability is also expected to grow and develop in students, especially history education students.

5. CRITICAL THINKING

Independent learning encourages the formation of an independent soul character where teachers and students can freely and pleasantly explore knowledge, attitudes, and skills from the environment (Yulianti et al., 2023). The concept of independent thinking can also be applied by the learner by making himself a learning friend for the learner. With this concept, lecturers as learners can design fun learning so that students have self-awareness and are free (independent) in determining their learning choices, and can think critically in responding to situations and conditions in the surrounding environment. The historical environment in the form of historical sites that can be utilized as learning resources will have a certain impact, where students will have historical thinking skills that can improve their critical thinking skills.

Critical thinking is very important because it is one of the skills that students must have in the 4.0 era. History learning in higher education institutions is expected to improve student's critical thinking skills because one of the competencies that students must have is the ability to think historically. Critical thinking is the most valuable skill that schools can pass on to their graduates (Pratama et al., 2022). As an institution that produces history teachers, the history education study program is expected to be able to develop and awaken the thinking skills of its students so that they are not only educated to become history teachers but can also write history and become historians.

Critical thinking skills are high-level thinking skills (Amalia et al., 2019). Critical thinking skills are generally accepted as a very important stage in every field of learning, especially in recent decades (Winarni, et al 2022). One of them is in history learning. Historical thinking skills are very important for learners because they can improve their critical thinking ability (Nurjanah, 2020). Critical thinking skills in history teaching focus on designing lesson plans, tasks, and activities that challenge learners to evaluate different viewpoints and perspectives, examine a variety of texts, rely on factual evidence and primary sources, analyze deceptive and misleading arguments, develop critical viewing skills, and assess, synthesize, and conceptualize information (Savich & Savich, 2009). As educators facilitate the formation of problem-solving skills, learners should also be taught about further information-gathering skills so that they can get a variety of important information needed in solving more complicated problems.

6. RESEARCH METHODS

This research is a mixed method that combines qualitative and quantitative research. Mixed method research is a research method that is applied when researchers have questions that need to be tested in terms of outcomes and processes, and involves a combination of quantitative and qualitative methods in one study (Dawadi & Giri, 2021). Mixed method research is an approach to inquiry that involves collecting quantitative and qualitative data, integrating the two forms of data, and using different designs that may involve philosophical assumptions and theoretical frameworks (Creswell, 2009: 2).

The subjects of this research are History Education students who program local history courses totaling 30 people and 2 lecturers teaching the course, as well as 3 guardians of the historical sites visited. the subject was chosen as a model in history learning because, the problems raised are related to utilizing historical sites as learning resources, in this case learning resources that are in the environment around students in accordance with local history courses.

The location of this research is in 3 different locations, among others, the Japanese Cave historical site which is a Japanese shelter when fighting against local communities, the historical site of the Fort which is currently the headquarters of the Indonesian National Army Yonif 743 East Nusa Tenggara which is a legacy of the Portuguese and continued

by the Dutch, the Old Church historical site, which is currently a place of worship as well as a National Cultural Heritage as a Dutch legacy.

The data sources used in this research are primary data directly obtained from the original sources (historical site guards, and lecturers who teach the course through interviews and observations), and secondary data obtained through textbooks, articles, and other literature as sources in this research.

Data in this study were obtained through interviews, observations, documentation, and tests. Interviews were conducted to obtain information related to the utilization of historical sites in learning, obstacles faced when implementing history learning by utilizing historical sites as learning resources and efforts made to overcome obstacles faced when implementing learning by utilizing historical sites as learning resources in improving critical thinking skills and writing history. Furthermore, observation to observe historical sites that becomes learning resources in accordance with local history courses. The next data collection is the test. Tests were conducted to obtain results related to the ability to write history and critical thinking of students.

After the data was collected, it was then analyzed according to the stages (Miles & Huberman, 1994), namely data reduction, data presentation, verification or conclusion. In the data reduction stage, researchers traced the utilization of historical sites in learning, obstacles faced when implementing learning and efforts made to overcome obstacles faced when implementing learning by utilizing historical sites as learning resources in improving critical thinking and writing skills through observation, interviews, documentation, and tests to measure students' critical thinking and historical writing skills.

7. RESULT

The research was conducted by preparing all the instruments needed, namely interview guidelines, observation, documentation and test instruments. Students are formed in small groups and then the implementation of lectures using the field trip learning method. The implementation of learning in the classroom was carried out twice a meeting and then made a trip to a predetermined location, namely, a Portuguese fortress (currently the headquarters of the Indonesian National Army Battalion 743 Kupang), an old Dutch church (currently one of the national cultural heritage) and a Japanese cave historical site. When the participants visited these sites, they brought interview guidelines to interview the site guards who understood the historical events contained in these sites. In addition, students made observations related to objects that have historical value and documented them so that they could present them again in class during lectures.



Picture 1. Students posing at the fort (Yonif 743) , Japanese cave , and front of the old church in Kupang City

After visiting the location of the historical site that has been determined, students return to campus to work on reports on the results of interviews, observations, and documentation that have been carried out and then presented at the next meeting during lectures.



Picture 2. Students present the report of the trip to the location of the historical site

When they presented the results of the site visit, other groups responded and provided comments or questions if they did not understand the presentation material presented. After all groups have finished presenting, the next stage researchers give a test. The test was conducted to measure critical thinking skills and historical writing skills for students by utilizing historical sites as learning resources. The results of this student test can be seen in the following table.

Table 1 Test Results of Critical Thinking and History Writing Skills

Students	Pretest	Posttest	Students	Pretest	Posttest
1	81	95	16	70	85
2	82	94	17	73	93
3	81	91	18	82	90
4	80	88	19	75	88
5	80	81	20	70	92
6	79	84	21	82	94
7	78	81	22	78	89
8	83	91	23	80	80
9	80	85	24	79	93
10	82	91	25	81	94
11	70	83	26	80	81
12	75	83	27	77	88
13	74	82	28	79	92
14	78	94	29	81	93
15	80	93	30	78	85

Table 1 above shows the data of test results (Pretest and Posttest) of student's related to critical thinking and historical writing skills. The data is processed descriptively to determine the average value before and after the action, namely utilizing historical sites as learning resources with field trip learning methods. Data description can be seen in table 2 below.

Table 2 Descriptive Data of Critical Thinking and History Writing Ability Tests

Number	Number of Sample	Minimum	Maximum	Average	Standard Deviation
Pretest	30	70	83	78,26	3,72
Posttest	30	76	95	88,43	5,95

The data in Table 2 shows the average pretest result of 78.26 and the posttest result shows 88.43. Furthermore, this data was analyzed to determine the difference in the improvement of critical thinking and historical writing skills before and after utilizing historical sites as learning resources in learning activities. After the prerequisite test of analysis, the data was found to be normally distributed so the data was a type of parametric statistics. Data analysis using the SPSS program can be done using the paired sample t-test method to test the effectiveness of the application of learning with the field trip method that utilizes historical sites as learning resources in classroom learning activities. Data requirements are significant if the significance value is smaller than the 5% significance level. The following researchers describe the critical thinking and historical writing skills of prospective history teachers.

Table 3 T-Test Results

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Pretest	78.2667	30	3.72256	.67964
Posttest	88.4333	30	5.95809	1.08779

The results of the analysis in table 3 above that learning using field trip learning by utilizing historical sites as learning resources has an average learning outcome of prospective history teachers is 78.26 and after utilizing historical sites as learning media the average score becomes 88.43.

Table 4 Correlation between Pretest and Posttest

	N	Correlation	Sig.
Pair 1 Pretest & Posttest	30	.569	.031

The results of the analysis show that the correlation between the two variables is 0.569 and with a sign of 0.031. This shows that the correlation between the two means of pre-test and post-test is strong and significant. It can be seen that the sig value (0.031) < (0.05), so it can be concluded that there is a difference in improving the ability to think critically and write history by using the field trip learning method that utilizes historical sites as a learning medium. Only the strength of the correlation is low, which is 0.569.

Table 5 Mean difference test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pretest - posttest	-886.667	611.800	111.699	-1.115.11	-658.21	-7.93	29	.000

Based on the table above, it is known: $\text{sig} = 0.000$, $t \text{ count} = 7.93$ and $t \text{ table}$ is 2.04, the decision is H_0 rejected, meaning that there is no difference in the improvement of critical thinking skills and writing history of history students after applying the field trip learning method by utilizing historical sites as learning resources. So, it can be concluded that there is a difference in the improvement of critical thinking skills and writing a history of history students after applying the field trip learning method by utilizing historical sites as learning resources at a 5% significance level.

8. DISCUSSION

The results of this study indicate that there are differences in the improvement of critical thinking skills and writing history of history students after applying the field trip learning method by utilizing historical sites as learning resources at the 5% significance level. This success is inseparable from the implementation of learning in the classroom using the field trip learning method. The field trip method is very appropriate to be applied to hone the critical thinking skills of learners and train their cooperation to find and obtain data and information from the problems they study (Foo & Foo, 2022). In addition, field trips make them better understand the material can find problems about the environment and find solutions and care about the environment and provide more opportunities for exploration (Behrendt & Franklin, 2014).

Field trips include well-planned and organized experiences for students to participate in outdoor learning activities. One student's experience is essentially the same as another student's experience (Lubis et al., 2018). This activity should certainly make teachers feel comfortable as students are bound to a well-crafted agenda when going on a field trip. When observing students interact in informal educational settings such as science centers or field studies, teachers are often amazed by how much students know and which students have the most knowledge (Salmi et al., 2016). According to (Alon & Tal, 2015), teachers tend to fall into one of the following three patterns when conducting field trips: 1) Teachers are involved and participate in all field trip preparations and activities; 2) If the field trip is an activity that has been commonplace for many years, school traditions may dictate that teachers follow an established routine, which may or may not be participatory; 3) Passive teachers do not participate with students during established activities, which may or may not be participatory (Mahmoud et al., 2019) ; 4) Passive teachers do not participate with students during field trips. Teachers should model the behavior expected of students. Teachers should model the behavior expected of students. Teachers should stay connected with students who are well prepared, yet allow them to experience the activities, be available to answer questions and provide direction when needed (Behrendt & Franklin, 2014). Students who are involved in learning with this field trip approach will experience directly with the field situation. This direct experience will have an impact on increasing the thinking ability of these students.

The thinking ability intended in this study is critical thinking ability. Critical thinking means correct thinking in pursuit of relevant and reliable knowledge about the world (Schafersman, 2008). In addition, critical thinking is disciplined and directed thinking that exemplifies the perfection of thinking in accordance with a particular mode or domain of thinking (Black, 2006).

Critical thinking skills include such things as applying available information to new situations, analyzing the causes or motives of a situation, and evaluating opinions about a matter (Aizikovitsh-udi & Cheng, 2015). The importance of critical thinking skills lies in the fact that these skills enable students to effectively deal with social, scientific, and practical issues, social, scientific, and practical issues; simply put, students who are able to think critically can solve problems effectively (Ojha, 2018). For historians, critical thinking skills are very important in writing history as it relates to the past. This is because these skills include strategies that historians use to construct the meaning of past

events by comparing and contrasting sources of information (Trobino & Bol, 2012). The results of this study show that students can write history that connects the past with contemporary historical sources. This linking ability occurs because students have critical thinking based on their critical thinking skills. This critical thinking ability is also in line with history learning in the classroom. Where, history learning does not only use books as learning resources, but can use other learning resources to improve students' critical thinking and history writing skills. One of these learning resources is historical sites. Historical sites have a very important role in improving the quality of history learning, apart from being a learning resource, they can also be a learning medium (Darling-hammond et al., 2020). As a learning resource, historical sites are a place for students to obtain information and knowledge about past events; while as a learning medium, historical sites make it easy for students to receive means of knowledge from lecturers or teachers. So that the media as a component of learning resources or physical facilities that contain instructional material in the learner's environment, can stimulate students or students to be more active in learning activities and can criticize existing historical values and be able to become historical writers in accordance with the development of science (Yuwono, 2019) and knowledge (Puspitarini & Hanif, 2019).

Becoming a history writer is not easy; it certainly has great challenges amid the rapid development of science and technology so that prospective history teacher students are required to keep up with the times. Along with this, historical writers must have the ability to think critically, so as to be able to connect past events with the present that can provide space for the current generation to experience the struggles of warriors in the past. With the field trip learning method and utilizing historical sites as learning resources, history students as prospective history teachers, experience an increase in critical thinking skills and are able to write history well in learning history in the classroom.

9. CONCLUSION

This research shows that the ability to think critically and write history of history students increases; this is certainly due to the application of field trip learning methods that utilize historical sites as learning resources. The response of history students after conducting learning activities using the field trip learning method understands what is conveyed during learning activities in the classroom and making trips to historical sites and returning to class to make presentations and according to students this learning is very good and has an impact on them so that they can write history well that connects past events with the present.

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