

THE EFFECT OF EXPERIENTIAL LEARNING MODELS ON THE ABILITY OF HISTORICAL MINDEDNESS AND HISTORICAL EMPATHY (Quasi Experiment at SMAN 1 Parongpong)

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Abstract This research is motivated by the history of learning in schools that generally still rely on textbooks, teacher center learning and relying on lectures as the main method in the learning process. The purpose of this research is to determine whether there is an effect of the use of experiential learning models on the ability of historical mindedness and historical empathy at SMAN 1 Parongpong. The research method used is a quantitative method with a quasi-experimental research design (quasi-experimental). And the instrument used in this study is a written test, while the instrument analysis technique uses a validity and reliability test. The results showed that t count $4.72 > t$ table 1.67 for the ability of historical mindedness. And for historical empathy t count $3.66 > t$ table 1.67 . Thus the experiential learning model has an effect on students' historical mindedness and historical empathy abilities. And there are differences in effect between the application of experiential learning models with conventional models on the ability of students' historical mindedness and historical empathy. This conclusion is the result of obtaining the experimental class gain score of 0.43 , while the control class has a gain score of 0.27 for the ability of historical mindedness, while for historical empathy in the experimental class has a gain score of 0.39 , and for the control class has a score amounted to 0.34 .

Keywords: *Experiential Learning, The Ability of Historical Mindedness, Historical Empathy*

INTRODUCTION

Learning history in schools today generally still rely on textbooks, teacher center learning and relying on lectures as the main method in the learning process. Such conditions are not accordance with the demands to create a pleasant learning process, unless the learning process can be packaged in such a way as to be able to realize impressive learning (Hasan, TT, pp. 2-3). To make learning a lot of fun, Nadiem Makarim as the Minister of Education and Culture at this time, in his speech when commemorating the National Teachers Day in 2019 revealed that it was time for teachers to innovate optimally, for example by implementing methods or models of learning in which students can be involved in discussions, and can explore their potential (<https://news.detik.com/berita/d-4795319/pidato-2-halaman-nadiem-untuk-hari-guru-saya-tak-akan-buat-janji-kosong>).

The concept put forward by the Minister of Education above refers to the concept of 21st century education, learning is designed based on the changing patterns of the times by prioritizing the characters that must be possessed by students. 21st Century skills known as 4C (Communication, Collaboration, Chritical Thinking and Problem Solving, and Creativity) are also demands in learning history, how not, after a long time learning history is assumed to be learning that emphasizes more on accumulating knowledge of facts that must be compiled remember, of course this old habit is inadequate. Not only because such historical understanding tends to be boring, but also very little relevance to the present and needs of students (Zed, 2018). This fact is also proven in Rosana's research (2014, p. 36) which states that learning history is still trapped in the orientation of memorizing material, rather than developing student intellectuality to interpret in the history learning process. In addition, Waring and Robinson (2010, p. 22) that:

Far too often, social studies is seen as boring and is typically rated as the least favorite subject of K–12 students... Much of the distaste for social studies, particularly history, in the K–12 classroom stems from the way it is taught. The traditional way history is taught—as series of lectures, textbook reading, note memorizing, and test taking—is not only boring to students, it is also ineffective in garnering real historical learning.

Realizing the concept of learning that is fun certainly requires the existence of positive feedback between educators and students. Because by continuing to apply

conventional learning concepts it will certainly be far towards the achievement of expectations in the concept of 21st Century learning. History learning should be able to implement the ability to think historically (historical mindedness), an ability that is not only oriented about facts but understanding concepts thinking and the ability to analyze meaning in historical events. And the study of history that is inseparable from the knowledge of the past certainly requires the existence of analytical and imaginative thinking, Such thinking skills can be applied by instilling empathy in the history of students, so that historical events that have passed can be brought back to their minds.

Basically, learning history is a tool to change the way of thinking, improve ability, not only to remember names and dates, but also to understand values, and take attitude carefully. On the one hand students have advantages in mapping and forming consistent concepts about what they are learning, but most of them have weaknesses in inferential abilities. This is certainly inseparable from the learning culture which has not provided adequate opportunities to be able to develop such abilities. This condition was also expressed by Alilunas (1965, p. 252) that:

All children do not derive the same meaning from the same material which they read. Various factors their background of experiences, their mental ability, and their mind set account for differences in historical conceptualization. Children learn and retain definite quantitative terms in history better than they do indefinite terms of quantity. Mere ability to identify a historical term is no indication that a child understands that term. Children learn casually about many things in their experiences away from school. The school should aid the children in organizing these experiences for the purpose of making proper concepts.

Creating awareness and interest in history is one thing that must be done, because with such a view history can be a valuable source of learning for the community (Hasan, TT, p. 2). The ability to see a dynamic relationship between events in the past in the dimensions of space and time will give birth to a valid frame of reference to find solutions to current problems. This is as stated by Soedjatmoko (1995) in Wiyanarti (TT, p.1) that:

Historical awareness is an intellectual orientation and attitude of the soul that need to properly understand national personality. It was further said that historical awareness would be able to guide humans to understanding themselves as a nation. Understanding the importance of historical awareness, the development of historical education is a demand to give birth to a wise generation capable of solving the nation's problems wisely.

And as stated by Ismaun (2005) that, we should not only learn about history but also learn from history, because history holds valuable experiences that can provide wisdom. Therefore it is important to study history so that someone can take lessons from events that have occurred in the past. However, the low ability of students' historical mindedness and historical empathy causes expectations in obtaining the value and meaning of historical events that are still far from the real reality.

In order to make the learning process of history more meaningful, alternatives can be done that is by making the most of the learning model. And the model that can be used in increasing creativity and creating active and fun learning is by using an experience-based learning model or what is called Experiential Learning. The Experiential Learning Model is one of the cooperative learning models, where in practice students will be more active in finding information obtained directly through experience. The implementation of Experiential Learning emphasizes the learning process which does not only rely on the receipt of information, but it takes mental involvement in thinking deeply and the performance of students themselves (Nurhasanah, et al, 2017, p. 59).

Clark et al. (2010) revealed that experiential learning is an appropriate learning methodology for obtaining skills values. Experiential learning was identified by Boud, Cohen, and Walker (1993) that experience is the foundation and stimulus for learning. Experiential learning emphasizes the totality of the human learning process, where experience forms the foundation for four modes of learning namely feeling, reflecting, thinking, and doing. Experiential learning emphasizes that experience plays a central role in the learning process (Kolb and Kolb, 2017; Yamazaki & Kayez 2004). Kolb in Hariri and Yayuk (2017, p. 2) suggested that the experiential learning model as a process of constructing knowledge through the transformation of experience, in this case learning from experience includes the relationship between doing and thinking. Experiential learning also involves students to gain direct experience of being a historian, and on duty with investigating and informing about events that have occurred in the past of humanity. With the direct involvement of students in the learning process it will produce more effective learning, so that it can achieve the desired learning goals.

Seeing the importance of thinking skills that must be instilled in learning history, it should be applied the right learning model in the classroom so that it can support the achievement of the learning abilities needed. Based on observations and reviews of the learning process in SMA 1 Parongpong that learning still tends to the introduction of facts without exploring the values and meaning in an event. Though the concept of experience according to Edgar Dale is the best learning process, because ideally every learning must occur an internalization process for students, because the learning process is not just memorizing a number of concepts, principles, or facts that are ready to be remembered. But the learning process must be able to involve students directly and actively, so that the results will be more effective compared to an approach that is merely pouring knowledge and information to students. About the importance of direct involvement in the learning process revealed that "when choosing an instructional method it is important to remember that involving students in the process strengthens knowledge retention" (Davis and Summers, 2014, p. 3).

LITERATURE REVIEW

To support the discussion in this study, was used Jarome Bruner cognitive theory, where the theory he developed became known as the theory of discovery. In his theory he recognizes that learning is not only the formation of behavior obtained due to repetition, reward and reinforcement, but also the implementation of experiences and cognitive processes. Cognitive learning theory developed by Jerome Bruner is a discovery learning theory or what became known as Discovery Learning. Bruner considers that learning discovery is in accordance with the active search for knowledge by humans. Trying independently to solve a problem and supported by the aspects of the knowledge it has can produce knowledge that is truly meaningful. In addition to learning the findings developed by Bruner, he also said that a person's cognitive development occurs in three step, enactive, econitic and symbolic. In the first step, which is enactive, individuals will carry out activities in an effort to understand their environment. The second step is econite, where individuals will see the world through pictures and verbal visualizations. And the last step

is symbolic, where individuals have abstract ideas and are influenced by language and logic of thought (Julian, 2015, p.5).

The reason for using Jarome Bruner's cognitive theory is because it has a connection with the implementation of experiential learning models. As explained previously, Jarome Bruner's cognitive theory can function well when learning material in class has a relationship with the cognitive structure of students gained from previous experience. Thus experience has an important role in realizing meaningful learning, it is in line with the experiential learning model in which in the process of creating knowledge there is direct involvement of students to combine the acquisition of experience by transforming experiences in learning (Nurhasanah, 2017, p. 59)

the importance of experience in gaining knowledge expressed by Kolb (1984, p. 41) that:

Experiential learning theory defines learning as "the process whereby knowledge is created through the transformation of experience. Knowledge results from the combination of grasping and transforming experience.

In addition, the theory used is Vygotsky's social constructivism which he thinks that one's cognitive abilities can be built through social interaction. In addition, Vygotsky is also very interested in meaningful activities in the socio-cultural environment that affect children's cognitive construction, so it is not surprising that his thoughts are often also referred to as sociocultural. This was revealed by Vygotsky (1978) that:

The source of metacognitive processes is related to the culture. To him, a child's learning potential develops only if s/he is with the "other knowledgeable individuals". When we are with others, we can succeed much more than when we are alone. Achievements of human beings are substantially resulted from this kind of "cooperative" act.

Social constructivism theory emphasizes the involvement of social aspects in the learning process. According to Bay, et al (2012, p. 343) study that learning based on social constructivism can improve problem solving skills, which are the basic skills that must be possessed by students today.

The basic assumption of Vygotsky's theory of social constructivism is "What the child can do in cooperation today he can do alone tomorrow". In the sense that what is done or learned today by students working together in groups can be done independently

in the future. This was then accumulated in two important concepts from Vygotsky's theory, according to Slavin (1997) consisting of the Zone of Proximal Development (ZPD) and Scaffolding. At the Zone of Proximal Development (ZPD) stage, students have two different levels of development, namely the level of actual and potential development. The level of actual development occurs when individuals can use their cognitive abilities functionally. While the level of potential development is a cognitive level that can be achieved by students through the help of adults such as teachers, parents or peers who are more competent. But in implementing the theory of social constructivism in the classroom, collaboration between peers and teachers is needed. Of course the teacher can facilitate students to build knowledge by discussion, question and answer in learning that involves interaction between one another (Suci, 2018, p. 232).

METHODS

In this study are used quantitative methods with quasi-experimental or quasi-experimental research designs. This experimental design uses "The Nonequivalent Control Group Design". and there are two groups, the experimental group and the control group selected randomly using random sampling, then both groups are given a pretest to find out the initial state, is there a difference between the experimental classes with control class. Furthermore, after knowing the results of the pretest of the two groups, the experimental class was given treatment (X), while the control class was not given treatment (-) (Darmadi, 2014; Emzir, 2009).

Table 1

Design of "The Nonequivalent Control Group Design"

Group	Pretest	Treatment	Posttest
Experiment	Q ₁	X	Q ₂
Control	Q ₁	-	Q ₂

Information :

Q1: Pretest (preliminary test) the experimental group and the control group

Q2: Posttest (final test) the experimental group and the control group

X: Application of experiential learning model

There are three research variables in this study, where the three variables are: 1) Experiential learning model (as an independent variable). 2) The ability of historical mindedness (as a dependent variable). 3) Historical empathy (as the dependent variable). And for more details, below is a chart of relationships between variables: The instrument used in this study was a test instrument. However, for the purpose of analysis, data collection and processing are obtained from the questionnaire by giving a weighting assessment of each question answer based on a Likert Scale.

Table 2
Scores for Objective Questions and Essay Questions

No	Type of Question	Score	Information
1	Objective Questions	1	Right
		0	False
2	Essay question	2	Right
		1	Quite right
		0	No answer

Instrument analysis technique used in this study is to use validity and reliability tests. By using a valid and reliable instrument in data collection, it is expected that the expected results also show a high degree of validity and reliability. And the determination of an instrument is reliable or does not use the alpha value limit. Priyatno (2012, p. 187) states that "Reliability less than 0.6 is not good, while 0.7 is acceptable and above 0.8 is good". The calculation of the reliability coefficient will use Cronbach's alpha coefficient with the following formula:

$$r_i = \left(\frac{k}{k-1}\right)\left(1 - \frac{\sum si^2}{st^2}\right)$$

Information:

ri : Instrument Reliability

k : Mean squared between subjects

$\sum si^2$: Mean squared error

st2 : Total variance of all items (Sugiono, 2016, p. 187)

While the data analysis processing technique used is to calculate the gain value. Gain value is used to see the difference between the posttest and pretest values. Calculates a normalized gain score based on a formula according to Archambault (2008), viz

$$N\text{-Gain} = \frac{\text{Posttest Score} - \text{Pretest Score}}{\text{Max Score} - \text{Pretest Score}}$$

The normalized Gain score results are divided into three categories:

Table 3

Normalized Gain Criteria

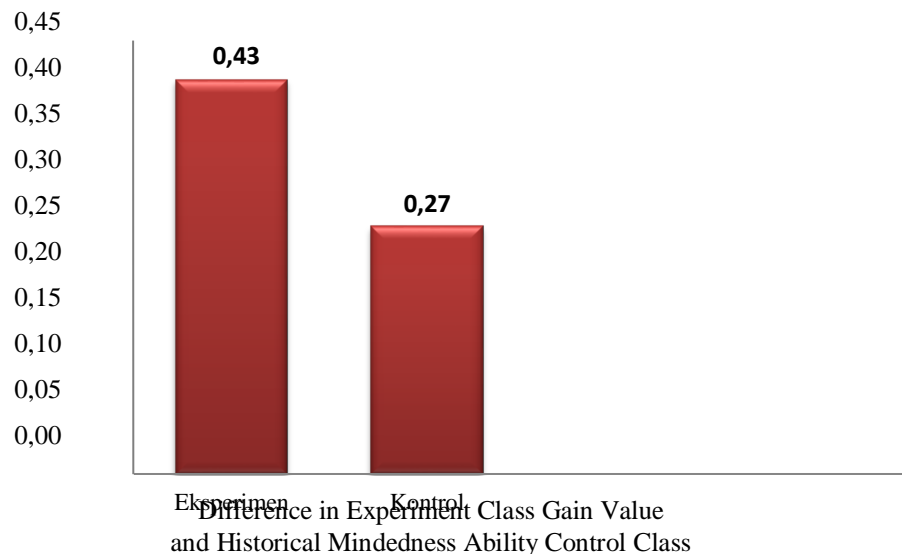
Percentage	Classification
N-gain>70	High
30≤N-gain≤70	Medium
N-gain<30	Low

RESULT AND DISCUSSION

Based on the research results, several conclusions are obtained, based on the results of the Kolmogorov-Smirnov test the results of the pretest have a significance of 0.18, and the posttest results have a significance of 0.08 or > 0.05. For homogeneity test using the Levene Statistical method has a significance of 0.09 or > 0.05. And for testing the mean difference showed that the pretest results had an average of 53.75, while the posttest results had a mean of 73.94. In addition, if seen t count from the independent sample test results is -4.72 (4.72), while t table is 1.67.

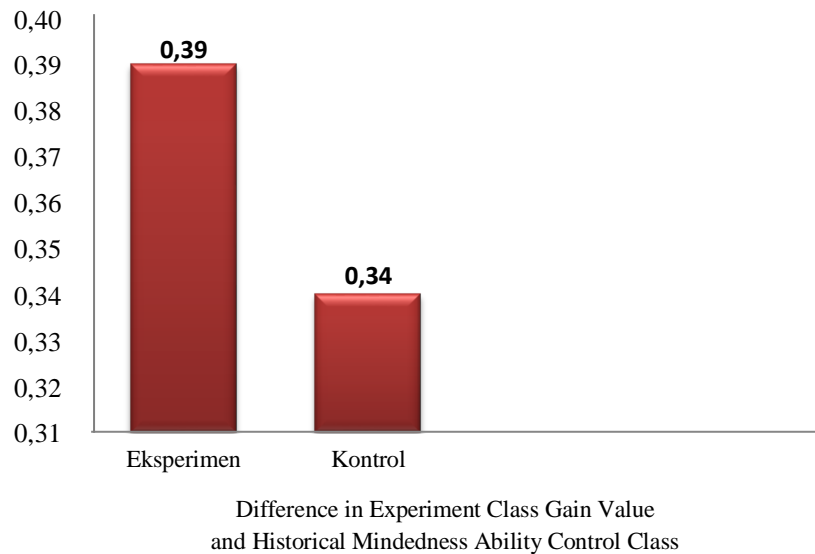
So there is an influence of history learning by using experiential learning models on students' historical mindedness abilities. This positive effect is due to an increase in the ability of historical mindedness after the implementation of learning using experiential

learning models. There is an effect of history learning by using the experiential learning model on students' historical empathy. This influence can be seen from the average difference between the results of the initial test (pretest) of 53.75 with the final test results (posttest) of 69.86 which shows the value is superior compared to the initial test. In addition, t count from the results of the independent sample test that is -3.66 (3.66), while the t table 1.67. So that there is a positive effect due to an increase in the ability of historical empathy after the implementation of learning using experiential learning models. To find out the differences in students' historical mindedness abilities in the experimental class and the control class, can be seen from the difference in the gain value below:



Based on statistical tests that have been carried out that for the experimental class has a mean gain of 0.43 with a medium value category. Whereas the control class has a gain value of 0.27 with the low value category. Thus there is a difference in influence between the application of experiential learning models and the learning of conventional models of history on students' historical mindedness abilities. The difference can also be seen from the acquisition value which shows that the class applying the experiential learning model has a greater gain value than the class applying the conventional model. This difference shows that learning history by applying the experiential learning model is more effective

in increasing students' historical mindedness abilities compared to learning history using conventional models.



Based on statistical tests that have been carried out that for the experimental class has a mean gain of 0.39 with a medium value category. and for he control class has a gain value of 0.34 with a medium value category. Thus there is a difference in influence between the application of experiential learning models and conventional history learning models on students' historical empathy. This difference shows that history learning with experiential learning model is more effective in increasing students' historical empathy compared to history learning by using conventional models.

From the statistical tests conducted that the implementation of the pretest in the experimental class that will apply the experiential learning model produces an average score of historical mindedness ability of 53.75, while after learning by applying the experiential learning model, the results of the posttest show an increase in the average historical mindedness ability by 73 , 94. So that, the posttest results show a greater number than the pretest, the hypothesis can be accepted, meaning that there is a significant influence on the application of experiential learning models to the ability of students' historical mindedness in the experimental class.

After carrying out historical learning by implementing the experiential learning model in the experimental class with essay question types, the obtained historical empathy score data were different between the pretest results and the posttest results. Where the pretest results showed an average of 49.61, while the posttest results showed an average result of 69.86. After doing statistical tests that there are differences in the average between the value of the pretest and the posttest, where the posttest results indicate a greater value than the pretest. This means that there is a significant effect of learning using the experiential learning model on students' historical empathy in the experimental class.

The increase in knowledge above certainly cannot be separated from the role of the teacher in it. Although the learning process in the experimental class uses the student center learning approach, the teacher's role in learning is needed, So that as a facilitator and director in the learning process. This relates to Vygotsky's theory of social constructivism, where the learning process requires help or collaboration between students and teachers. Because higher mental functions are usually formed due to a collaboration and collaboration between individuals. Where students interact to work on assignments with effective problem solving strategies by utilizing zone's of proximal development (ZPD) (Slavin, 1996, p. 32). ZPD is an area where children cannot solve problems on their own, but can solve them with the guidance of adults or collaborate and work with smarter friends (Woolfolk, 1993, p. 48).

An increase in the ability of student learning outcomes above is a natural thing to happen. As expressed by Heinich (1999, p. 8) that learning is a process of developing knowledge, skills or attitudes as a person's interaction with information and the environment. This means that the development of student knowledge will occur during the interaction either with the acquisition of information or the surrounding environment. Furthermore Gagne & Briggs (2008, p. 7) explained learning is the result of a pair of stimulus and response which then held a continuous reinforcement. Reinforcement is intended to strengthen the behavior that is internalized in the learning process. The learning process of each person will produce different learning outcomes, for that the need for continuous reinforcement to experience changes in behavior towards a better.

It was as stated by Jarome Bruner that according to him humans are processors, thinkers, and creators of information. According to Jarome Bruner in Buto (2010, p. 58) learning is not only the formation of behavior but is a function of perceptual experiences (an initial component in information processing) and cognitive processes that include memory, retention, and information processing. In this case Bruner stressed that the teacher must provide opportunities for students to become a problem solver, a scientist, and historian. The goal is that students can find meaning for themselves, and enable students to learn concepts in the language they understand. The point is based on Jarome Bruner's cognitive theory that learning as much as possible can involve students, especially in the process of finding information and knowledge.

In learning process, a lot of mental processes go through students, as revealed by Cronbach in Hamalik (2002) that: "learning is shown by change in behavior as a result of experience". That learning is demonstrated by changes in behavior as a result of experience. Learning in the sense of changing behavior will bring a change in individuals who learn. This change is not only related to the addition of knowledge, but also in the form of skills, skills, attitudes, understanding, self-esteem, interests, character, and self-adjustment. Hamalik further added that learning is a combination composed including human elements (students and teachers), materials (books, blackboards, books and other learning tools), facilities (classrooms, audio visual) and processes that influence each other's goals learning. Thus that the success of the implementation of learning is when there is involvement and influence one component to another.

Likewise in history learning by using experiential learning models, where student activities are supported by other components, so as to produce an effective learning. As expressed by Uno & Nurdin (2011) that there are indicators which state that learning is said to be effective, 1) good material organization, 2) effective communication, 3) mastery and enthusiasm for learning, 4) positive student attitudes, 5) and good student learning outcomes.

based on Jerome Bruner's cognitive theory that learning as much as possible can involve students, especially in the process of finding information and knowledge. With the involvement of students in the discovery process, indirectly students are also involved

in the experience of finding information that can foster their understanding and insight. So it is not surprising that in his theory Bruner revealed that discovery learning can create language, the process of creating language occurs when students try to understand and interpretation concepts into languages that are easily understood / understood by students' social environments. And the language development of students greatly influences their cognitive development.

The process of finding information and knowledge based on Jarome Bruner's cognitive theory is related to Vygotsky's theory of social constructivism, where the learning process strongly emphasizes the involvement of social aspects. According to the study of Bay, et al (2012, p. 343) that learning based on social constructivism can improve problem solving skills, which are the basic skills that must be possessed by students today. This is in line with cognitive learning theory or discovery learning, because students will be faced with problems that require the discovery of solutions to these problems. So that based on the two theories above that in essence involving students in the process of finding information and problem solving will make learning richer meaning.

CONCLUSION

Based on the research results, several conclusions are obtained, including the following:

1. There is an influence of history learning by using the experiential learning model on students' historical mindedness abilities. This positive effect is due to an increase in the ability of historical mindedness after the implementation of learning using experiential learning models.
2. There is an influence of history learning by using experiential learning models on students' historical empathy. This influence can be seen from the average difference between the results of the preliminary test (pretest) and the final test result (posttest) which shows the value is superior compared to the preliminary test. So there is a

positive effect due to an increase in the ability of historical empathy after the implementation of learning using experiential learning models.

3. Based on statistical tests that have been carried out that there are differences in the effect between the application of experiential learning models and conventional history learning models on students' historical mindedness abilities. The difference can also be seen from the acquisition value which shows that the class applying the experiential learning model has a greater gain value than the class applying the conventional model. This difference shows that learning history by applying the experiential learning model is more effective in increasing students' historical mindedness abilities compared to learning history using conventional models.
4. There is a difference in effect between the application of the experiential learning model and the conventional model of learning history on students' historical empathy. This difference shows that history learning with experiential learning model is more effective in increasing students' historical empathy compared to history learning by using conventional models.
5. There is no correlation between the ability of historical mindedness with students' historical empathy. There is no correlation between the ability of historical mindedness and historical empathy, concluding that historical empathy is more influenced by other variables that are not the focus of this study. Other variables in question such as the learning model of living history, screening of documentary videos, reviewing the comparison between past and present life, the use of students' imagination, drama-based learning, simulations and role playing.

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