

The Use of Historical Sources in History Learning

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Abstract: *This article aims to explain the benefits of using historical sources in learning. This is because there are still many teachers who use textbooks as their main reference. The method used in writing this article is literature study. The data used as a source of writing are articles and books related to the theme of writing. Historical sources when categorized according to the order in which they are presented are divided into primary and secondary sources. Historical sources are called primary if they are presented by eye witnesses, for example, such as archives. Secondary sources are those submitted by non-eye witnesses such as monographs (books), journal articles, dissertations, museum exhibitions, documentary films, online videos and web resources, including blogs and online encyclopedia entries. The results of the study conducted show that the use of historical sources can be carried out in learning, as well as enabling students to develop historical thinking in criticizing an event in the past. A visit to the museum to see original artifacts allows students to know how information about a kingdom was known from an inscription. Other results, such as showing a documentary film can bring unique experiences to students, because students become more engaged and absorb the material better with a clear picture.*

Keywords: *Historical Sources, Historical Learning, Historical Thinking*

Introduction

On social media, a statement recently trended that Daendels during his tenure in fact paid wages in working on the postal road (*de groote postweg*) to workers. These wages are recorded in the Dutch financial statements. However, the issue of wages reached the workers, the proof has not been found. This has made a lot of negative comments about history learning in schools, especially because of the discrepancies in the facts taught so far. Daendels, who was considered cruel and even did forced labor, actually paid for this. So that Daendels policy cannot be considered as forced labor, because there is a payment. Seeing this phenomenon, we can conclude that history learning so far has only been based on textbooks. not looking at direct sources, or updating existing research developments. In fact, according to Crismore as explained in Wineburg (2006), he said that, "Textbooks cannot be considered as official truth. Because this causes students to be unable to move forward (critical thinking)."

History learning in schools is very necessary to use historical sources as the main reference. This is because historical sources are created or created at the same time as events or phenomena

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that appear and occur in society. In other words, any information contained therein describes the atmosphere and contextual situation (Lohanda, 2011). The use of historical sources in learning is also included in the component of the concept of historical or historical thinking developed by Peter Seixas. The historical thinking component according to Seixas (2017) should be able to make students have 6 abilities, namely: *establish historical significance*, use *primary source evidence*, *identify change and continuity*, *analyze cause and consequence*, *take historical perspective*, and *understand the ethical dimension*.

The use of proven historical sources can also improve student learning outcomes. In his research, Kaviza (2020) found that there is a significant difference in the average score of historical thinking skills between the experimental group and the control group because the use of document sources can stimulate higher-order cognitive thinking processes through resource analysis. From this it appears that the use of resources can make changes in the evaluation of students. We can conclude that it is necessary to use historical sources, both primary and secondary in history learning in the classroom.

We generally take the meaning of source as origin (in various meanings). In this research, the concept of the source used is historical sources. All "eye witnesses" are called *historical sources*. Everything that directly or indirectly tells us about something real or human activity in the past (past actuality) is called a historical source. Historical sources are historical *raw material* that include all kinds of *evidence* that have been left by humans showing all their activities in the past. However there are times when we can not just by reading the written notes to obtain *evidence* of, but we are required to have the capability of understanding (*insight*) psychology, the ability of imagination and empathy in reading what is written in written sources that we can understand what is implied in turning written that (Rochmat, 2009).

According to Kuntowijoyo (2013), sources (historical sources are also called historical data; data - from English *datum* (singular or data [plural form]; Latin *datum* means "gift") collected must be in accordance with the type of history to be written. According to the material, sources can be divided into two: written and unwritten, or documents and artifacts. The main written source in history is of course archives. According to the methodology of historical discipline, the position of archives as historical sources occupies the highest position compared to historical sources. other, or it can be said as *primary sources*. This position is obtained because archives are created or created at the same time as events or phenomena that appear and occur in society. In other words, any information contained in it describes the atmosphere and contextual situation that led to the creation of archives (Lohanda, 2011).

Artifact is evidence from the life of human society in the form of products. These artifacts are not intended to inform future generations of human activities, so the transmission of information is not the main purpose of these legacies. However, these relics can reveal the socio-economic life and culture of humans in general. For example, household utensils, kitchen utensils, ceramic shards, weapons, and temples (Rochmat, 2009). Apart from these two things, in order to write down recent events an oral source is also needed. because of course people's memories of events that are 20-30 in the past are still very much recorded in memory.

Historical sources can also be categorized according to the order in which they are presented. The source can be divided into primary and secondary sources. Historical sources are called primary if they are presented by eye witnesses. For example, meeting notes, lists of organizational members, and files of a 19th century assistant resident's report. This is in line with what Barton (2018) explains, namely that the primary source is considered to be directly connected to the time

period or event that is happening. Such as letters or diaries written by people at the time, works of art from that period, government documents, and so on.

As for history, secondary sources are those conveyed by non-eyewitnesses (Kuntowijoyo, 2013). Just like Barton (2018) secondary sources are considered as interpretations or the work of other people who were not present at the time of the event. Secondary sources can include monographs (books), journal articles, dissertations, museum exhibits, documentaries, online videos and web resources, including blogs and online encyclopedia entries.

Literature Review

The use of historical sources is very important in history learning. One of them is the use of resources is very influential in students' historical thinking skills. As explained by Kaviza (2020) using sources, history learning can be conducive. And it can also ensure that students are always focused while analyzing and processing the content of text sources. From this it can be concluded that the use of resources is very influential in terms of improving students' historical thinking and analysis skills.

The use of the types of sources used between primary and secondary also results in differences in historical learning outcomes. In addition, in other variables it was found that students who were taught directly to the object of the material being studied such as visiting the tadulako megaliths site, Pokekea megaliths, Kulawi megaliths, and Watunonju megaliths were easier to understand by students who had high historical thinking skills because students who had high historical thinking could develop his thinking critically either through observation, questions, or listening to the material described by the history teacher (Daryanti, 2017).

History learning using sources also does not have to be done in the classroom. In New York City, there are a lot of public spaces that can be used as primary sources. In this case, buildings are like the old city, in their respective locality. They can be used to help students develop cognitive and interpretation skills related to the study of history. Neighborhoods (and the people who live in them), buildings, and roads can be read as texts that have important stories to tell about the past. They can facilitate an understanding of the history of everyday life and illustrate the important themes that have shaped and defined American history. Furthermore, students realize that history is something real - not only in books, disconnected, and separate from their own experiences (Marino, 2012).

In foreign countries such as the United States, the use of primary sources is very common in social science classes. This is due to the criticism of textbook narratives and the revival of historical education thinking. 2/3 of the teachers there have involved students in reading the main source. But then Jason wanted to compare how the students' causal analysis was. The results were surprising because the use of document sources directly reduced student causal analysis. So he suggests accompanying students with teaching textbooks in addition to using documents as the main teaching material (Fitzgerald, 2019).

Research Methods

This article was written using the literature study method. Literature study is a series of activities relating to methods of collecting library data, reading and taking notes and processing research materials (Zed, 2014). The data used as a writing source is in the form of online articles and books related to the theme of this paper

Finding & Discussion

History is one of the compulsory subjects in Indonesia. History is a science that explains the past. In exploring the past requires a different way of thinking in studying it. Historical thinking or *historical thinking* is a thinking ability that is needed in studying history and is present in students. Wineburg (2006) explains that *historical thinking* is defined as an act of connecting, analyzing, and applying historical concepts used in making an opinion about a history. So it can be concluded thinking history is the ability of students to interpret the past into a history. Past events that are organized into facts need certain interpretations so that they eventually become a history. The process of arranging past events into history requires the ability to think historically.

One of the components in historical thinking is the use of sources. Resources in this case are not learning sources such as textbooks or internet googling, but historical sources. According to Kuntowijoyo (2013), historical sources are also called historical data. According to the material can be divided into two: written and unwritten or documents and artifacts. Documents can be in the form of letters, meeting minutes, notes. Artifacts can be photographs, buildings, or tools. From this we can conclude that in the classroom we may bring resources in the form of archives, contemporary books, or even visits to museums. The use of resources is very positive in classroom learning. Kochhar (2008) states that collections in museums make it easier for teachers to provide learning innovations in schools. In line with Kochhar, Seixas & Morton states that, "History is born from the interpretation of the source. The use of primary sources as historical evidence has signs that can be used to criticize the validity of these sources. The primary source used must be analyzed by its owner, analyzed in the context of time, and a comparison source should be used." Daryanti (2017) also explains that the use of historical sources is an alternative to obtain facts in history learning in order to gain a deeper understanding of historical events from students.

Given the very importance of these resources, it is very important for teachers to use them in lessons at school. However, there are some findings that many teachers forget to use these resources. They mostly use school textbooks and worksheets in their teaching guides. Take, for example. When explaining about the Hindu Buddhist kingdoms, how many teachers show the inscriptions as evidence. For example, Kutai, so far, perhaps the information regarding this kingdom only focuses directly on the explanation in the textbook without examining the contents of the written yupa. Another example is, when describing the colonialism era. It is often possible for us to say that Douwes Dekker / Multatuli's work is a destroyer of colonialism. But how many history teachers offer their students to read and explore how the language of breakthrough colonialism can happen in a written text and so on.

Judging from the above statement, the teacher himself does not really understand the source of how to foster the ability to think history itself. Also found were schools that employed teachers with backgrounds other than historical or historical education. A big mistake that they must only use the textbook as the main reference. Whereas according to Rowse (2014), the cost of teaching history is not comparable to science which requires a lot of laboratory equipment and equipment. The historical laboratory is the world we live in. And a history teacher should be someone with insight who is able to bring students to the diversity and riches, memories and associations of life in the real world. So after knowing the importance of sources and how to use them, teachers do not have to stick to textbooks or texts that may not be updated. So it is very important here not to make textbooks the main reference, and to return to reading or presenting original sources in classroom learning.

In addition, the ultimate goal of a historical study is to give birth to a work of historical writing which means a historiography. This is included in the competencies that are expected to

emerge as a form of skill in history learning objectives. then KI and KD 4 emerged as a form of evaluation in history learning. KI and KD are writing skills. According to Lohanda, the work of historiography is a product of the writer's historian's struggle in trying to prove his ability in rhetoric and mastery of sources (Lohanda, 2011). So it is necessary to use resources in learning as an effort to cultivate these abilities. After all, the teaching of history does not aim to memorize historical events. Information about historical events and events is for purposes only. Of course the goal here is associated with a new direction of modern education, which is to make students able to actualize themselves according to their potential and realize their existence to participate in determining a more human future together with others (Aman, 2011). History cannot be presented as a series of 'one event followed by another'. So that things like this can only be called chronology. If this argument is to be increased, then as a lesson, history learning which is an intellectual discourse must present itself as art, an art that gives intellectual enjoyment (Aman, 2011).

The use of sources referred to here also does not always have to be in the use of archives, but also sources in the form of artifacts are also presented. This could be through visits or visits to museums, and perhaps discussions that present historians who are experts in the field. According to Nuryanti et al., (2018), Museum collections that can be used as a medium for learning history are collections that are visual and not boring. The use of museum collections will provide learning motivation to students. Haq & Wiyanarti (2019) explain that learning history cannot be separated from facilities and environmental factors. An environment that provides learning about history and learning history can be done through certain environments as a source of learning. One of the learning environments for history is a museum.

In Jakarta, there are many museums or historical sites that can be visited. It is hoped that utilizing historical sources such as historical heritage sites can increase the active role of students and provide opportunities for students to express their understanding and thinking skills. In other words, students are also able to think historically well. The use of historical sources in the form of historical sites and optimizing the ability to think historically will make learning effective so that learning outcomes will increase (Daryanti, 2017). According to Kustyaningsih et al., (2018) with the teacher bringing and giving assignments to students to the museum can make students' memories of the lessons conveyed by the teacher can last in long-term memory when students see details directly in the diorama.

The use of documentary films as a source is also proven to increase the effectiveness of historical learning. Showing a documentary film can bring its own experiences to students, because students become more engaged and absorb the material better with a clear picture. In addition, the use of documentary films, especially those with the theme of struggle, also increases the value and meaning of nationalism (Prananda et al., 2018).

Based on these discussions, the results obtained were that the use of historical sources was very applicable in history learning. The teacher can provide the contents of an inscription for students to analyze about the life of a kingdom. because so far students only know the life of the royal community based on explanations from textbooks. Besides that, you can also visit the museum directly. This can give a deep impression because students can see relics from the past. From there students can think more critically about the form and function of these objects. Then by showing a documentary film it can bring students' emotions as if they had entered that era.

Conclusion and Summary

The use of historical sources is indispensable in learning history. because with the presence of resources in the classroom, students can get more learning experiences. Because seeing firsthand the relics or evidence created from that period. The use of resources can also improve students' historical thinking, which then affects the results of learning evaluation.

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