

Little Historian Model for Local History Learning

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Little Historian Model for Local History Learning

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Abstract: Based on a preliminary study of learning activities and learning resources used in MAN 1 Surakarta, it is known that teachers are less varied in using innovative learning models in history learning. This study aims to: (1) analyze the pre-conditions of developing learning models in students' history learning activities; (2) analyze the process of developing a little historian model with the material content of the History of the Surakarta Kasunanan Palace; and (3) analyze the feasibility level of the learning model that has been developed. The research method used is Research and Development (R&D) with the following stages: a preliminary study of the conditions of historical learning and a study of the development of learning models. This research focuses on developing a little historian model of learning. The results showed that teachers only used worksheets and textbooks in learning. While the learning method used is the method of assignment and discussion. Based on the results of the validation process for the product developed in the form of a learning model packaged in the form of a module in the first stage, it showed a total average percentage of 91.84%. The second stage of the validation process showed an increase of 3.3% to 95.14%. The validation results show that the little historian learning model developed is feasible to use without revision based on the validation results by learning model experts on historical material during the Islamic civilization in Indonesia.

Abstrak: Berdasarkan studi pendahuluan terhadap kegiatan pembelajaran dan sumber belajar yang digunakan di MAN 1 Surakarta diketahui bahwa guru kurang bervariasi dalam menggunakan model pembelajaran inovatif di dalam pembelajaran sejarah. Penelitian ini bertujuan: (1) menganalisis pra kondisi pengembangan model pembelajaran pada kegiatan belajar sejarah siswa; (2) menganalisis proses pengembangan model sejarawan kecil dengan muatan materi Sejarah Keraton Kasunanan Surakarta; dan (3) menganalisis tingkat kelayakan model pembelajaran yang telah dikembangkan. Metode penelitian yang dipakai adalah *Research and Development* (R&D) dengan tahapan berikut: studi pendahuluan tentang kondisi pembelajaran sejarah dan studi pengembangan model pembelajaran. Fokus penelitian ini yaitu untuk mengembangkan model pembelajaran sejarawan kecil berbasis sejarah lokal. Hasil penelitian menunjukkan bahwa guru hanya menggunakan LKS dan buku paket dalam pembelajaran. Sedangkan metode pembelajaran yang digunakan adalah metode penugasan dan diskusi. Berdasarkan hasil dari proses validasi terhadap produk yang dikembangkan berupa model pembelajaran yang dikemas dalam bentuk modul pada tahap pertama menunjukkan presentase rata-rata total sebesar 91,84%. Proses validasi tahap kedua menunjukkan peningkatan presentase sebesar 3,3% menjadi 95,14%. Berdasarkan hasil validasi tersebut menunjukkan bahwa model pembelajaran sejarawan kecil yang dikembangkan layak untuk digunakan tanpa revisi berdasarkan hasil validasi oleh ahli model pembelajaran di kelas X pada materi sejarah zaman kerajaan Islam di Indonesia.

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INTRODUCTION

Learning history has not succeeded in conveying the meaning of its teaching to students. It is evidenced by students' low motivation and interest in studying history seriously. In the school environment, students complain that learning history is boring, has too much material, and is challenging to mean. The condition is not only found among students at the secondary education level, such as junior and senior high schools, but also in higher education. They still have similar thoughts on history.

History learning tends to require students to memorize an event. It does not mean that memorization is not essential in history learning, but if it is understood again, memorizing events is not the primary goal of holding history learning in schools. Referring to Adam in Wineburg (2006, p. vii), studying history is not just an activity of memorizing names and dates but also involves judgment, care, and vigilance. History teaches character because it creates an attitude of humility in the face of our limited ability to know and a sense of wonder in the face of the vastness of human history. History teaches us what we cannot see, introducing us to blurred vision.

Since implementing the scientific approach in the 2013 Curriculum, student-oriented learning models have begun to be used frequently, including in history learning. This scientific approach-oriented history learning can be started by introducing the disciplines that exist in history through simple research activities carried out by students. It is undoubtedly a good step to fix problems in history learning, whereas the previous history learning activities were more teacher-centered, using the expository method or teacher-dominated learning could be said.

History learning at the secondary education level should introduce the disciplines in history. Bruner in Garvey and Krug (1977, p.8) in Mulyana (2007, p. 205) states that teaching the structure of scientific disciplines to each student is essential for every level of education as long as it is adjusted to the development of his age. Finding the truth is not always done by reading textbooks or books written by historians but can also be obtained from other historical sources such as buildings, monuments, artifacts, personal letters, and others. Like a historian in understanding the meaning of history, students can move to find data, identify problems, and formulate simple hypotheses to solve problems as researchers from other disciplines do. If the teacher wants students not only to understand the

past but also how to learn about the past, then work that involves students in an element of actual historical research needs to be done.

Based on observations made on the history learning of Islamic civilization and Cross-Cultural Materials in Indonesia in the 2013 Curriculum, and supported by the results of interviews with teachers, the result shows that the learning model used is the Student Team Achieve Division (STAD) cooperative learning model. The steps of history learning with the STAD model that took place in class X during the observation activity, namely: the teacher divided the class into several groups, each group got the task of making PowerPoint presentation media with different topics from one another, then the task is presented in front of the class.

Based on the results of observations, interviews, and questionnaires on the needs of history teachers and students from social science class 1 and social science class 4 on March 6-8, 2017, researchers obtained some information that can be considered in developing learning models. Firstly, the implementation of history learning in schools was carried out in two meetings. The history lesson, which was supposed to last 90 minutes, was carried out in two weekly meetings for the compulsory history category. History learning in class X is carried out for 1x45 minutes each for one meeting before the second break, and after the second break, the time is cut to five minutes for rest and the dhuhr prayer activity in a congregation so that it should be from 1x45 minutes to 1x40 minutes.

Secondly, learning using local historical sources has never been carried out due to time constraints in even semesters while teachers and other teaching staff are busy preparing for the National Examination, a system for evaluating national primary and secondary education standards and the equality of the quality of education levels between regions carried out by the Indonesian Education Assessment Center, so it is not possible to carry out visits to distant learning objects unless these activities are carried out in collaboration with other subjects. In addition, the lack of sources in the form of books on local history in school libraries that are usually filled with textbooks is also an obstacle for teachers to teach local history in schools.

Thirdly, learning history by introducing research steps in the field by utilizing local history is considered necessary to be developed. Based on the questionnaire results, the needs analysis of teachers

and students gave positive responses to develop a learning model that allows students and teachers to conduct local history learning by going directly to the field and visiting local sites in their area. On average, the students had no significant difficulties during the learning activities. It was just that many of them felt bored because they were studying history in class.

The need for developing learning products in the form of learning models in history subjects is considered important because the history learning that has occurred so far is felt to be dry and less meaningful for students with many slanted opinions about the lesson. Along with the existing problems, researchers are trying to develop learning products in the form of a little historian learning model to support history learning that can foster students' historical thinking skills. Researchers also try to invite teachers and students to take advantage of learning resources such as historical sites in the Surakarta area as objects of local history study.

Although many student-oriented learning models have been developed in historical subjects, researchers see that the utilization of local historical sites has not been optimally utilized as a learning resource. Whereas to increase the interest and ability of students to understand historical material, history learning can be supported by utilizing historical sources from the students' immediate environment, for example, the existence of local historical sites.

The 2013 Curriculum provides broad opportunities for local history materials to be applied in history subjects at the secondary education level. It is a positive step in education because, with the appointment of local history in history subjects, it is hoped that later it will increase the quality and understanding of students about the history that exists in their environment (Yusuf, 2013). Teaching local history will strongly support the principle of developing students' ability to think creatively and conceptually. Local history material can be presented contextually, where students can interact directly with their environment. They can observe, interview oral sources or guides, or visit local libraries to search for additional reading material.

The little historian learning model developed is also intended to implement the scientific approach of the 2013 Curriculum. The implementation of the 2013 Curriculum lies in the strategy of implementing student learning activities that apply a scientific approach. The process in question aims to train students to think historically to understand

historical narratives rationally and critically. Scientific learning itself is a pattern of solving problems rationally and objectively by eliminating the element of subjectivity and looking at cases neutrally by relying on the opinions of experts who are believed to have conducted research, analysis and passed several stages of criticism so that the truth content has been tested and trusted. History learning is now expected to focus on the teacher as the only source of knowledge. It means that students can obtain information from anywhere, anytime, and do not depend on direct information from the teacher. They can read books in the library or on the internet and visit local sites to adjust the information obtained from the media and delivered by the teacher with the information they have obtained themselves.

Students in this little historian learning model will learn to put themselves into a historian by trying to find their information like a professional historian by relying on the sources around them. According to Banks (1985), Sylvester (1973), and Mays (1974) the use of historical sources is expected to be used in teaching history in schools, where students must try to be able to find evidence of past events (historical sources), processing or criticizing the source, interpreting it, and then compiling it into a historical story (Purnamasari & Wasino, 2011, p. 203). Therefore, the learning model developed has two main advantages: first, train students to examine historical aspects directly of local history in their environment, and second, familiarize students with reading historical narratives rationally and critically. The learning model developed can facilitate students to play the role of a little historian doing historical research.

The selection of material in the sub-discussion of the Islamic civilization was chosen because the learning is currently taking place in the even semester of the 2013 Curriculum, and *Madrasah Aliyah* or MAN 1 Surakarta is an Indonesian senior high school based on Islamic tradition. In addition, the selection of research sites taken in the city of Surakarta is very supportive because the area has had an Islamic history since the days of the Islamic Mataram Sultanate (since the 16th century). Surakarta has a former kingdom that is now a cultural heritage site, namely Kasunanan Surakarta and Pura Mangkunegaran, which is a continuation of the Islamic-style kingdoms that once triumphed on the island of Java, namely the Sultanate of Mataram (since 1584 AD) which was founded by Sutawijaya or later also

known as *Panembahan* Senopati (*Panembahan* is a peerage equivalent to a king). Researchers chose Kasunananan Surakarta because it is located in the city center and is easily accessible by public transportation, and the distance between the school and the palace is ± 5.7 km.

METHOD

Borg and Gall (1998) in Sugiyono (2015, p. 28) define research and development methods as "a process used to develop and validate educational products" (a process/method to develop and validate educational products). The approach used to develop the learning model in this study is to use a research and development approach by adapting the development model of Sugiyono. The R&D research steps in this study refer to Borg and Gall's research and development steps.

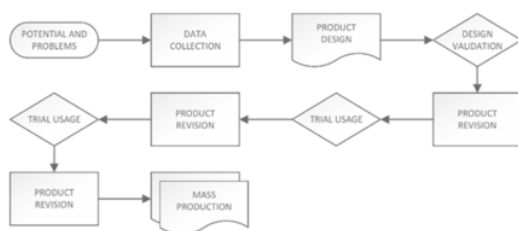


Figure 1. Research and Development Stages According to Borg and Gall (Sugiyono, 2010, p. 298)

ANALYSIS OF PRELIMINARY CONDITIONS OF HISTORY LEARNING AT MAN 1 SURAKARTA

During the research at MAN 1 Surakarta, the school curriculum used was the 2013 Curriculum. The scientific approach identical to the 2013 Curriculum is characterized by five activities (observing, asking questions, exploring, associating, and communicating/forming networks) in implementing learning. It was reflected in the learning activities carried out by teachers and students according to observations in the classroom that used a scientific approach.

The scientific approach is a learning process that uses scientific steps in building students' knowledge through scientific methods. The Ministry of Education and Culture (2013 in Lazim, 2013, p.1) explains the scientific approach as a learning activity that includes observing, asking, reasoning, trying, and communicating. Learning with a scientific approach, according to Lazim (2013, p.2), has the characteristics: (1) student-centered; (2) involves science process skills in

reconstructing concepts, laws, or principles; (3) involves potential cognitive processes in stimulating intellectual development, significantly higher order thinking skills; and (4) can develop the character of students.

The observation of history learning activities on the material of the era of Islamic kingdoms in the archipelago shows a learning style centered on students' active participation. During the learning activities, which lasted 1x45 minutes, the teacher mainly served as a facilitator for students who held presentation activities. Students' activeness is quite visible, with evidence of enthusiasm in high question-and-answer activities. It encourages communicative learning activities. Students also independently try to obtain information from various literature from books and the internet. Finally, the teacher is not the only source of learning. It follows one of the principles of the 2013 Curriculum, which wants a change in the learning paradigm from the teacher as the only source of learning to learn based on various learning resources (Kemendikbud, 2016, p. 2).

So far, the learning resources used by students are student worksheets as the leading guide and Erlangga's textbook as a companion. It is based on interviews with teachers motivated by student worksheets that can package material more densely and concisely but can cover the entire material. For example, the historical material of the Islamic kingdom in Indonesia, which the teacher acknowledges, is very dense.

The results of observations of the library collections of MAN 1 Surakarta show the lack of collections of historical reading books. Most library collections are filled with packaged books that students from several generations use during learning at MAN 1 Surakarta. The history textbooks are no exception, ranging from books with the Competency-Based Curriculum (2004 Indonesian education curriculum model) standard to the latest 2013 Curriculum. Many learning resources in the form of textbooks are not matched by a collection of other history-themed reading books. The lack of literature sources in this library will impact the non-optimality of students in obtaining information at school.

According to Trianto (2007, p. 5), the learning model is a design that describes a systematic procedure in managing the learning process to achieve learning objectives and functions as a guide for learning designers and teachers in planning teaching and learning activities. Arends (1997) and other learning model experts in Trianto

(2007, p. 9) argue that there is no best learning model because each learning model can be felt good if tested to teach a particular subject matter. Therefore, selecting the learning model to be used is crucial because how a lesson is implemented will significantly affect students' ability to educate themselves (Joyce & Weill, 2009, p. 6).

The learning model used by the teacher, according to the statement from the interview, is the STAD (Student Teams Achievement Division) cooperative learning model. According to Trianto (2007, p. 52), the STAD cooperative model is a suitable learning model that divides students into small heterogeneous groups that emphasize activities among students to motivate each other and help group members in mastering the material. The STAD learning model is closely related to the conventional learning model. The difference between this and conventional models lies in providing awards to the group (Trianto, 2007, p. 56).

Based on observations in social science class 1, the researchers saw that the STAD learning model had not been implemented optimally. The teacher does not carry out the reward system for groups. Learning activities with the STAD model take place, like learning using the usual presentation and discussion method. Students are divided into groups and tasked with making presentation media with PowerPoint. Furthermore, students carry out discussions, and at the end of the discussion, the teacher provides reinforcement. Learning, which is said to use the STAD model, takes place like using an ordinary conventional learning model. The teacher's understanding of the learning model implementation is still lacking.

The non-optimization impacts not achieving the learning objectives of implementing the scientific approach in the 2013 Curriculum. For example, when researchers observed social science class 1, most students were unfocused and busy with their tasks. History learning is less than optimal because students only focus on the material that is their task. During the question and answer activity, the researcher saw that students were constantly trying to find weaknesses in the material presented by other groups. While the group that got the presentation part had difficulty answering questions because of their lack of mastery of the material they presented.

Based on the results of this observation, the researchers saw that the ability of students to study history was still in the stage of memorizing the information they received and not yet at the stage

where they were trying to understand and build knowledge from the information they learned. Whereas in a scientific approach, the ability to reconstruct this knowledge should be developed in students. In the end, although the teacher has tried to implement the core of the scientific approach in learning, the alternatives in the selection of learning models and learning resources are not following the needs of students and are less varied, causing boredom for students and their lack of ability to understand the material.

At the secondary education level, especially in public schools, which prepare students to pursue education at the higher education level, it is appropriate to introduce skills or skills to understand historical disciplines (Hasan in Mulyana, 2007, pp. 188-189). The selection of appropriate learning models and learning resources is needed to assist students in developing historical thinking.

Based on the results of the needs analysis conducted on teachers and students of MAN 1 Surakarta, it shows a desire to develop a learning model that trains students' abilities in carrying out historical and scientific activities in the field. Therefore, the researcher proposes developing a new learning model design to develop students' skills in practicing historical thinking skills, historical analysis and interpretation, and historical research capabilities. The little historian model was developed by utilizing local historical sites from one of the former Islamic kingdoms in the city of Solo in Central Java Province, namely Keraton Kasunanan Surakarta.

Based on the interview results, the teacher stated that material on local history was certainly needed to provide a clearer picture to students of the historical material contained in the book. Local history is a history whose territorial position is under national history (Wasino, 2009, p. 2). Moreover, in Surakarta itself, many supporting local historical sources, such as the Surakarta Kasunanan Palace, whose material can be included in the curriculum.

Local history learning is essential because the emotional closeness of students to their environment is a valuable learning resource for the learning process. Moreover, in the 2013 Curriculum, local history has an excellent opportunity to be taught in schools. It is just that the obstacles faced by teachers in the lack of planning, time constraints, and constraints on implementation costs have made their teaching never done in MAN 1 Surakarta. The number of

activities in even semesters causes the teacher's time to be wasted preparing for the National Examination.

This learning model design was developed to provide variations on implementing the 2013 Curriculum scientific approach to history learning. It also aims to train students to think scientifically like historians by carrying out simple research activities with teachers as their guides and facilitators. This model is packaged as a module that will guide teachers to implement it in future history learning. Thus, this first discussion has answered the first problem formulation proposed by the researcher regarding the initial conditions of learning history at MAN 1 Surakarta.

ANALYSIS OF MODEL DEVELOPMENT PROCESS

In the process of formulating and developing the learning model design, the researcher refers to the notion of the learning model from Suprijono (2011, p. 46) about the learning model as the practical basis of the learning process, which is the result of the decline in educational psychology theory and learning theory which is designed based on an analysis of curriculum implementation and implications at the operational level in the classroom. Furthermore, referring to the elements of the model described by Joyce and Weill in Huda (2013, pp. 75-76) that each learning model has at least five elements, namely: (1) syntax or stages; (2) social system; (3) tasks/roles; (4) support system; and (5) influence. Referring to these theories, in the design of the learning model designed by the researcher and packaged in the form of this module, there is a definition of the little historian model and the theory supporting its implementation. The implementation of the learning model will assist teachers in providing an overview of the implementation of the model in the field—furthermore, a set of learning activities that include the syllabus and lesson plans.

In more detail, the design of the learning model developed in the form of this module consists of three chapters. The three chapters consist of (1) Supporting theory, which consists of constructivism theory and 2013 curriculum philosophy; (2) the little historian learning model, which contains the concept/definition of the little historian learning model, the structure of the learning model described by the learning model framework, the social system, the role/duties of the teacher in learning, the support system for the implementation of the model and the

implementation of the model in learning that in the form of syntax, phases of activities and activities of teachers and student activities, and at the end, there is an assignment grid; and (3) in the last chapter, the researcher includes learning tools consisting of a syllabus, lesson plans, and assessment attachments.

In the series of lesson plans designed, the researchers included historical material for the Surakarta Sunanate, which was described in several aspects such as aspects of the Surakarta Sunanate government life, socio-cultural life, economic life, and literature. Thus the design of the learning model designed by the researcher at least theoretically has the main components of the elements that must exist in a learning model.

The little historian learning model refers to the steps in the scientific approach of the 2013 Curriculum and is a learning model developed to provide variations in the implementation of the scientific approach. It follows the curriculum used at MAN 1 Surakarta as it was known in the initial preliminary study, which made the 2013 Curriculum the basis for learning. The scientific approach identical to the 2013 Curriculum is characterized by five activities (observing, asking questions, exploring, associating, and communicating/ forming networks) in implementing learning.

The steps of the scientific approach contained in the design of the little historian's learning model can be observed through the model syntax, which shows the scientific steps in their learning and can be observed in the syllabus and lesson plan implementation. The material developed, namely Kasunanan Surakarta, is material based on facts or phenomena that can be explained by logic, a criterion that must be met to implement a scientific approach.

The little historian learning model is a development of the assignment method based on constructivism theory; this model emphasizes students' ability to reconstruct their knowledge through the learning experiences through the research steps that a historian passes. This learning model was developed as a form of implementing the scientific approach of the 2013 Curriculum by giving tasks assigned to students to research the closest historical events in their environment.

According to Kocchar (2008, p. 325), the criteria for a suitable assignment method include: (1) the task must be evident and exciting, or there should be no ambiguity and ambiguity; (2) the task should be challenging enough to stimulate students'

interest in the task; (3) assignments must be directly related to the topic, and must provide students with a complete and meaningful learning experience; (4) assignments must provoke students' curiosity or desire to fulfill students' interests that have emerged; (5) two lesson hours should be sufficient to cover the outline, and (vi) the task must be flexible enough with the various interests and abilities that exist in the group. The model designed by the researcher is equipped with an assignment grid that will make it easier for teachers to organize students in carrying out tasks in the field.

The position of local history materials is no longer merely a source but also an object of student history study. In writing the material used as research material for students in the little historian model, the researcher develops the writing of local history material in Surakarta, namely the Surakarta Kasunanan Palace. This material was chosen because it can be inserted in the 2013 curriculum syllabus on the material of the Islamic kingdom era in Indonesia. The material compiled by the researcher regarding the Surakarta Kasunanan Palace contains: (1) The life of the Surakarta Sunanate Government with its sub-heydays, declines, and the independence period of the Republic of Indonesia; (2) Socio-Cultural Life; (3) Economic Life; and (4) Literature.

According to Douch in Widja (1991, pp. 118-119) to be able to apply local history can be done through three forms of teaching, namely: (1) the teacher only takes examples from local events to give a more vivid illustration of the description of national history with world history being taught; (2) then in the form of environmental exploration that requires activities outside the classroom; and (3) the final form is in the form of special studies such as professional history studies. Based on the three forms of teaching described by Douch, the learning model developed by the researcher refers to a combination of the second and third forms of teaching that make local historical sites the object of students' historical studies and position them as historians. The teacher is a facilitator and motivator as long as students conduct research.

After the design of the learning model had been designed and compiled in the form of a module, the researcher conducted a validation test for model experts consisting of two lecturers from the History Department at Universitas Negeri Semarang who mastered the field of learning models and the development of local history learning and a history teacher from MAN 1 Surakarta as a practitioner by using a questionnaire as a validation

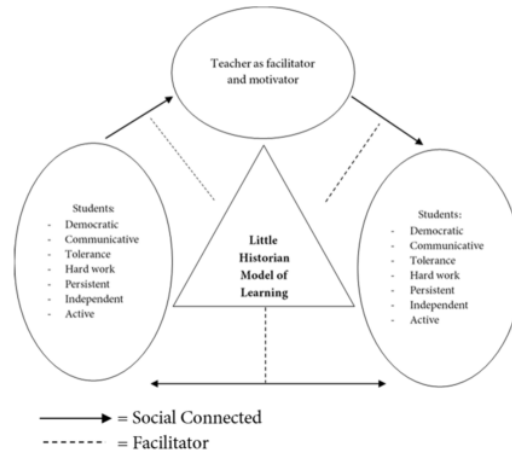


Figure 2. Social Connected in the Little Historian Model of Learning

test. The validation test is carried out in two stages: the validation test phase I and the validation test phase II. The results of the phase I validation test activities show the average percentage of the total results of 91.84%. Based on the validation test phase I, the design of the learning model was declared eligible by the model expert with a slight revision. The phase I validation test activities suggest improvements to the module content in terms of bibliography, materials, and the suitability of the model syntax with the lesson plans. Furthermore, after going through the revision process based on the advice of the model expert, the researcher again carried out the validation test phase II, still using a validation test questionnaire. The results show an average percentage of 95.14%, indicating an increase of 3.3%. Based on the results of the second phase of the validation test, the validator stated that the learning model design module was feasible to use without revision. The social system of the little historian learning model that the researcher has designed is described in figure 2.

FEASIBILITY ANALYSIS OF THE LITTLE HISTORIAN LEARNING MODEL

The R&D research procedure in this study adapts the research and development model from Sugiyono. Research and development carried out in this study is a research activity carried out only to produce product designs, and then the design is validated internally (opinions of experts and practitioners) but not tested externally (field testing). After product development has been completed, the next stage is an internal product

validity test conducted by validators from two lecturers of the History Department of Universitas Negeri Semarang as model experts and one Indonesian history teacher at MAN 1 Surakarta as a practitioner.

The model expert chosen by the researcher is a lecturer majoring in history who has mastered the field of local history learning, namely Drs. Abdul Muntholib, M.Hum, and a lecturer in the history department who is an expert in the field of history learning and quality assurance, namely Drs. Jayusman, M.Hum., and a history teacher from MAN 1 Surakarta as practitioners. In this study, the validation test on the design of the learning model was carried out twice.

Based on the first validation results, the total average percentage was 91.84%, with the criteria suitable for use with slight revisions. Based on the results of the first stage validation, the researcher received input from the validator to improve the bibliography by completing the source material for the Surakarta Kasunanan palace and reviewing the learning steps with the lesson plans, which required adjustments.

Furthermore, researchers carry out a process of revision or improvement of the model based on suggestions from the validator. After revising, the second stage of the validation process was carried out again. The total average percentage obtained from the results of the second validation stage showed an increase of 3.3% to 95.14%. These results show that the local history-based little historian learning model developed by the researcher is feasible to use without revision.

In a new learning model, such as the little historian's learning model, there are several advantages and disadvantages of the product developed by the researcher. Based on the validation activities, it can be analyzed what the weaknesses of the developed learning model design are, including (1) the time required to design the learning model design is relatively long; (2) the cost used to print the module is relatively high; (3) difficulties in determining the learning theory used as a guide for designing learning models; and (4) the design of the learning model developed has not been tested externally so that the possible difficulties in its implementation in the field are still unknown.

While the advantages of this little historian learning model after the revision are: Firstly, *it is a new thing, so it provides variety in history learning*. Secondly, research activities in the field make it easier for students to imagine events that occurred

in the past. Thirdly, train students' abilities in historical thinking, historical analysis and interpretation, and historical research capabilities. Fourthly, serve as a guide for teachers to implement local history-based learning.

The learning model that has been developed can facilitate students to study history in their cultural environment and see historical phenomena through historical heritage sites. It will encourage a comprehensive and critical understanding. This comprehensive understanding will make students not trapped in just one narrative, while critical understanding will encourage students to reason about historical narratives. The learning model also initiates an active learning process and encourages students to be directly involved in academic conversations that do not only rely on teacher competence. This learning model gets a positive response from the teacher. It proves that history learning by applying the little historian model has succeeded in changing the conventional history learning pattern, which is considered boring and monotonous.

CONCLUSION

Based on the analysis presented, the little historian learning model was developed for two reasons: the conventional history learning pattern is boring, and the applied learning model is less innovative. The need for breakthroughs in implementing new ways of learning history becomes the basis for developing learning models that are more dynamic and easier to apply. The development of the little historian learning model is carried out in three stages; (1) preliminary analysis, (2) development analysis, and (3) feasibility analysis. From the three processes that are running, this study concludes that the little historian learning model based on the local historical site of the Surakarta Kasunanan Palace is appropriate for learning material about the history of the Islamic civilization in Indonesia. In addition, this learning model received positive appreciation from the teacher. It also reinforces that the little historian's learning model is an alternative way of managing history classes that are more fun and interesting for students.

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