



An Analysis of Historical Practice Skills of SMA Laboratorium UM Students in Implementing the Mini Projects Module

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Received: 09-03-2026; Revised: 26-04-2026; Accepted: 27-04-2026; Published: 30-04-2026

Abstract: The History subject of the Merdeka Curriculum presents historical practice skills as strands that need to be developed for students. Its position as a new strand, of course, is not free from the risk of problems. This problem occurred in history learning at SMA Laboratorium UM, which has not provided its students with the opportunity to apply historical practice directly. Along with this problem, the UPT Management of the UM Laboratory School developed Mini Projects Module (MPM) teaching materials for social science learning in Grade X. By implementing MPM, students are expected to be able to solve problems from various social science perspectives, such as History, Geography, Economics, and Sociology through field research activities and reporting in the form of photovoice. Therefore, this research aims to analyze the historical practice skills of SMA Laboratorium UM students when implementing MPM. The sample of this research was X6 students who were heterogeneous in nature. This article was written in a descriptive format by applying qualitative research methods to interpret the meaning behind the data from observations, interviews, open questionnaires, and documentation. The results of the research showed that X6 students can practice historical practice skills starting from the stage of collecting sources to compiling historiography through the implementation of MPM. However, these skills have not developed evenly across all students. Therefore, this article is expected to serve as a means of reflection and evaluation in developing historical practice skills.

Keywords: historical practice; history subjects; mini projects module

Abstrak: Mata pelajaran Sejarah Kurikulum Merdeka menghadirkan historical practice skills sebagai strands yang perlu dikembangkan pada siswa. Posisinya sebagai strands yang baru tentunya tidak terlepas dari risiko permasalahan. Permasalahan tersebut terjadi pada pembelajaran sejarah di SMA Laboratorium UM yang belum memberikan kesempatan kepada siswanya untuk mengaplikasikan *historical practice* secara langsung. Beriringan dengan permasalahan itu, UPT Pengelola Sekolah Laboratorium UM mengembangkan bahan ajar *Mini Projects Module* (MPM) untuk pembelajaran ilmu-ilmu sosial di Kelas X. Dengan mengimplementasikan MPM, siswa diharapkan mampu menyelesaikan permasalahan dari berbagai perspektif ilmu sosial seperti Sejarah, Geografi, Ekonomi, dan Sosiologi melalui kegiatan penelitian lapangan dan pelaporan berbentuk *photovoice*. Oleh karena itu, riset ini bertujuan untuk menganalisis keterampilan *historical practice* siswa SMA Laboratorium UM saat melakukan implementasi MPM. Sampel penelitian ini adalah siswa X6 yang sifatnya heterogen. Artikel ini disusun dalam format deskriptif dengan menerapkan metode penelitian kualitatif untuk menafsirkan makna dibalik data hasil observasi, wawancara, angket terbuka, dan dokumentasi. Hasil riset menunjukkan bahwa, siswa X6 dapat melatih keterampilan *historical practice* mulai dari tahap pengumpulan sumber hingga penyusunan historiografi melalui implementasi MPM. Hanya saja, keterampilan tersebut belum berkembang secara merata pada seluruh siswa. Oleh karena itu, artikel ini diharapkan mampu menjadi sarana refleksi dan evaluasi dalam mengembangkan keterampilan *historical practice*.

Kata Kunci: *historical practice, Mini Projects Module, Mata Pelajaran Sejarah.*



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Introduction

Like the function of the heart that regulates blood circulation throughout the human body, the curriculum plays a crucial role as the central regulation and guideline for the education system in Indonesia (Marzuqi & Ahid, 2023). Over time, Indonesia has undergone various curriculum transformations, often introducing relatively new policies in the implementation of education. Despite having positive intentions, these new policies sometimes present unique challenges for teachers and students (Putra et al., 2025). One such issue can be seen in the addition of strands of historical practice skills to the History subject of the Merdeka Curriculum (Keputusan Kepala Badan Standar, Kurikulum, Dan Asesmen Pendidikan Kementerian Pendidikan Dasar Dan Menengah Nomor 046/H/KR/2025 Tentang Capaian Pembelajaran Pada Pendidikan Anak Usia Dini, Jenjang Pendidikan Dasar, Dan Jenjang Pendidikan Menengah, 2025). Etymologically, historical practice consists of two English words. First, the word "historical" in Indonesian means something related to history or historical research, and the second word, "practice," is understood as training (Echlos & Shadily, 2007). On the other hand, Ranke (1973), defines historical practice terminologically as the skill possessed by a researcher in creating a historiography based on verified primary sources. By reviewing these two definitions, historical practice can be briefly understood as the skill possessed by a researcher in applying historical methods.

Literally, the historical method consists of four main stages: heuristics, verification, interpretation, and historiography (Herlina, 2020; Kuntowijoyo, 2018). Several studies have noted that historians sometimes face challenges in applying historical practice. For example, at the heuristic stage, researchers' lack of preference for source collection procedures sometimes hinders the creation of a historiography (Sayono, 2021; Widiadi et al., 2022). This problem is certainly crucial and needs to be resolved immediately. Considering that heuristics is the initial stage of historical research and significantly influences subsequent stages. Langlois & Seignobos (2019), argue that historians, consciously or unconsciously, sometimes engage in hypercriticism and dilettantism. Hypercriticism is an excessively critical attitude towards historical sources, thus arousing suspicion in researchers and leading them to reject the information contained therein. Conversely, dilettantism is understood as the behavior of researchers who are less critical of historical sources, so that all information is accepted at face value without in-depth examination (Ruonakoski, 2023). Based on this definition, it can be seen that hypercriticism and dilettantism in historical research will present problems in compiling a credible historiography. Another problem that often occurs in the application of historical practice is related to the interpretation and historiography stages. According to DeSilva (2023), at the interpretation stage, historians sometimes have difficulty interpreting the content of sources due to a lack of understanding of their substance. This hinders them in compiling their historiography.

Any issues hindering the application of historical practice skills should be addressed promptly, especially when these skills are a strands of the History subject in the Merdeka Curriculum. Special attention is needed to enable students to understand and apply historical practice skills appropriately and comprehensively. Unfortunately, the reality is that history lessons tend to be theoretical and provide few opportunities for students to practice their skills in directly applying historical research steps in the field (Bustan et al., 2023). This situation also

occurs at SMA Laboratorium UM, where teachers have a "collecting" teaching perspective that emphasizes learning through the collection of historical sources (Widiadi et al., 2026). Based on the history teacher's statement in an interview conducted by the researcher on October 8, 2025, it was obtained that the development of historical practice skills for SMA Laboratorium UM students was carried out simply. In practicing heuristics and interpretation, the history teacher would display photographs of inscriptions so that students could analyze and summarize their content. Meanwhile, to develop historical practice skills in the historiography stage, history teachers will share examples of historiography and ask students to identify the types.

All activities undertaken by history teachers to develop historical practice skills among SMA Laboratorium UM students indicate that implementation remains suboptimal. This is because students lack empirical experience in applying historical methods. In another situation, Widiadi et al. (2026), conducted research and development to improve multiliteracy skills in Grade X students of SMA Laboratorium UM. A teaching material product entitled "*101 Mini Projects Module Pembelajaran Ilmu Sosial Pendekatan Deep Learning*" was developed as a result of this research. The Mini Projects Module (MPM) is a teaching material containing 101 case study projects that students can work on by applying social sciences, including history. The 101 projects are organized into 11 main topics, including Kayutangan, Alun-Alun Merdeka, malls in Greater Malang, markets in Greater Malang, transportation, historical sites, industry, residential areas, tourist destinations, culinary delights, and hospitals. All of these topics are presented with attention to their location within the Greater Malang area. This means that if this module is implemented in History, it will be relevant to local history content. The focus of the local history unit, according to Miftahuddin (2020), is limited to historical phenomena impacting a single city or province. In addition to its relevance to local history, the problem-solving steps in the MPM demonstrate the potential to develop students' historical practice skills. These steps require students to conduct observations and interviews to explore online sources to find information relevant to the MPM issues. The results of the problem-solving are then interpreted by students with a concise historiography in the form of photovoice. This series of steps demonstrates that the MPM has the potential to address issues in developing students' historical practice skills. This was especially true when the teaching material was first piloted in Class X6 of SMA Laboratorium UM.

Obviously, the implementation of this research is certainly inseparable from the contribution of previous studies as a source of reference and inspiration. Four previous studies form the background of this research. Nisa' (2019), has conducted a qualitative analysis of one of the strands of the History subject, namely the historical thinking skills of students at SMAN 1 Malang. The present study is almost similar to Nisa's study. Then, Nugroho & Nur Jayanti (2024) analyzed the achievement of historical thinking skills in high school students. However, they combined the implementation of a multidimensional approach in analyzing historical thinking skills qualitatively. Next, the third previous research was conducted by DeSilva (2023), which highlighted the role of authentic assessment in developing historical practice skills in the context of history teaching in higher education. Furthermore, in her study, Maulidah's (2025) developed a module to improve historical thinking skills and historical practice skills in students. Considering the four previous studies, it is clear that research on the analysis of historical practice strands in the History subject tended to emphasize historical thinking skills. Conversely, research on the analysis of historical practice is very limited. Even where this exists, analysis of historical practice has only been aimed at university students.

Therefore, given the limitations of these previous studies, an analysis of historical practice is necessary, particularly research in the application of these skills in history learning activities in high school. Given that historical practice, as a new strand within the History subject of the

Merdeka Curriculum, is not without its challenges. This study aims to analyze the implementation of the Historical Practice Management (MPM) in developing historical practice skills in grade X students at SMA Laboratorium UM. The novelty of this research lies in the discussion, which outlines the integration of MPM implementation steps, such as observation, interviews, and photovoice creation, with the achievement and challenges of students' historical practice skills. There is no previous research addressing this integration. Thus, this research is expected to benefit teachers and students in evaluating the development of historical practice skills and serve as a source of inspiration and reference for academics conducting similar studies.

Research Methods

This article was written in a descriptive format, implementing qualitative research methods. Theoretically, Moleong (2022), states that a researcher can implement qualitative methods if they aim to study social phenomena holistically and in-depth. This objective aligns with the purpose of this article, which seeks to analyze the historical practice skills of SMA Laboratorium UM students during the implementation of the Mini Projects Module in Kayutangan Heritage Village. One important aspect of qualitative research is determining the population and sample (Sugiyono, 2021). The population of this study was determined based on the development of the MPM aimed at Grade X students of SMA Laboratorium UM. The sample for this study was specifically the students of Grade X6. This sample was determined based on the considerations of social science teachers who believed that Grade X6 could purposively represent the entire population, due to their heterogeneous cognitive abilities.

In addition to determining the population and sample, the existence of data sources was also a crucial aspect in qualitative research. The data sources used in this study were collected through observation, interviews, documentation studies, and questionnaires. The observations were conducted by directly observing the achievement of historical practice skills of X6 students during the implementation of MPM in the classroom and Kayutangan Heritage Village. Meanwhile, the interviews were conducted with history teachers to obtain their opinions regarding students' historical practice skills before and after implementing MPM. On the other hand, the existence of teacher-owned learning devices, MPM teaching materials, LKPD results and student photovoice, and videos of MPM implementation have shown their contribution as data collected through documentation studies. Meanwhile, X6 students' arguments regarding the application of historical practice skills during the implementation of MPM were also collected to obtain more in-depth information through an open questionnaire. The collected data were then analyzed thematically using Miles & Huberman (1992), namely data reduction, data display, and verification. interactive model, namely data reduction, data display, and verification. The findings of this article were then confirmed for validity through data triangulation.

Research Result

Implementation of the Mini Projects Module in Kayutangan Heritage Village

The implementation of the Mini Projects Module in Kayutangan Heritage Village was carried out by referring to a teaching module collaboratively developed by the social sciences teachers of SMA Laboratorium UM. These teachers included History, Sociology, Geography, and Economics teachers. Generally, a teaching module is part of a learning toolkit that contains the syntax of a learning model to guide teachers in carrying out teaching activities (Wisnuwardana et al., 2025). Consistent with this statement, the teaching module developed by the social sciences teachers of SMA Laboratorium UM contained information regarding

learning objectives, teaching materials, media, approaches, models, and syntax applied by teachers in implementing the MPM. Referring to the teacher's teaching module document, it was found that the Mini Projects Module was positioned as a teaching material in integrated learning activities for History, Sociology, Economics, and Geography. This is evident in the teachers' actions in developing Student Worksheets (LKPD) media that refer to the Kayutangan heritage status issue and its solution procedures, aligned with the instructions in the MPM (see Figure 1). Such teacher actions showed that the MPM teaching materials have been utilized appropriately. This is evident in the primary role of teaching materials for teachers, as they serve as a means of conveying material to students (Kosasih, 2020).

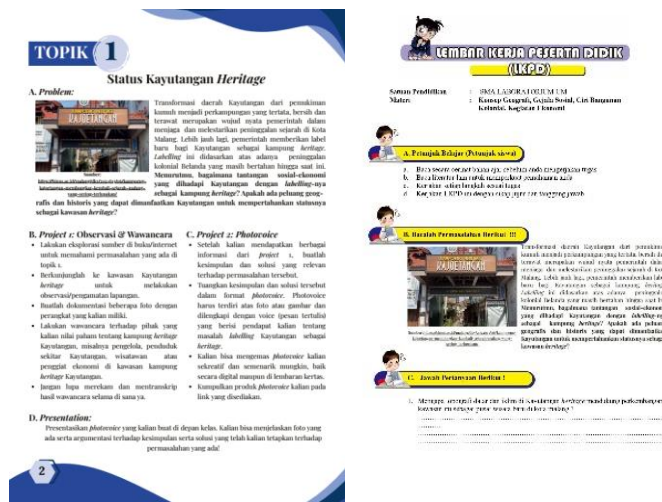


Figure 1. Excerpt from the MPM page on the Kayutangan Heritage Status topic (left) and its integration in the Student Worksheet (LKPD) (right)
Source: Author's Documentation, 2026

Implementing MPM teaching materials required an appropriate learning model. Based on the teacher's teaching module, it can be identified that Project-Based Learning (PjBL) has been selected as the learning model for MPM implementation. Broadly speaking, PjBL is indeed relevant to MPM. This is evident in the alignment between the syntax of the PjBL learning model and the steps for solving social problems contained in the MPM. Generally, the syntax of the PjBL learning model is divided into six phases: beginning learning activities with fundamental questions and project determination, designing project completion steps, developing a project implementation agenda, monitoring project progress, reporting and presenting the project, and evaluating project results (Nirmayani & Dewi, 2021). Meanwhile, the problem-solving steps in each MPM topic are uniform using 4 main procedures: Problem, Project 1, Project 2, and Presentation (Widiadi et al., 2026). In the first procedure, 'Problem', students were asked to understand social problems by reading news narratives and examining the questions that were presented. Then, in the second procedure, namely 'Project 1', students were directed to explore sources and conduct observation and interview activities in the field where the problem occurs. After these field activities were completed, students can continue to the third MPM procedure, namely 'Project 2', which is reporting in the form of photovoice.

Photovoice is a concept in the photography industry developed by Wang & Burris (1997), untuk to display photos about a particular problem accompanied by a narrative analysis of the results of the solution. This means that MPM requires students to compile photovoice by displaying photos and findings from solving the social problem being worked on. After students

have successfully compiled a photovoice, the MPM learning activity can proceed to the final procedure, namely 'Presentation'. This final procedure was carried out by student photovoice performances as a form of evaluation and reflection on a series of activities that have been carried out in the implementation of MPM. When observing the entire procedure in solving MPM problems, a harmonious combination was found with the syntax of the PjBL learning model. The steps in the Problem procedure were considered suitable for the first phase of PjBL syntax, namely the formulation of basic questions and project planning. Meanwhile, the Project 1 procedure represented the syntax of PjBL from the project design phase to the project implementation. Meanwhile, the syntax of reporting, presentation, and project evaluation in PjBL was very relevant to the last two procedures of MPM, namely Project 2 and Presentation. Thus, the selection of PjBL as the learning model for the implementation of MPM at SMA Laboratorium UM was deemed appropriate due to the harmony between the two steps.

The implementation of MPM by integrating the PjBL learning model was carried out by social group teachers in Class X6 over three meetings. The first meeting took place on September 18, 2025, with Sociology teacher Mrs. Dewi Setiawati, S.Pd., M.Si., as the main teacher in Class X6. Teaching activities typically begin with an apperception and motivation to instill a sense of readiness for learning in students (Hidayanti et al., 2021). Similarly, the first meeting of the MPM implementation also began with an appraisal from the teacher. Taking place in Class X6, the teacher opened the lesson with a greeting, checked attendance, and presented a PowerPoint slide about the Kayutangan Heritage Village news. While presenting the slide, the teacher explained that the learning theme for the next three meetings would be "Social Science Synergy, Meaningful Learning through Partnerships, and Observational Studies in Kayutangan Heritage Village." Afterward, the teacher posed a provocative question regarding which subjects fall under the social sciences, and all students answered in unison: Sociology, History, Economics, and Geography. The students' answers were correct, as they align with Khoir (2024), research, which lists these four subjects as part of the social sciences. Therefore, it can be concluded that the teacher's apperception was successful.

Following the apperception, the teacher briefly and clearly explained the objectives and learning flow. The teacher explained that in the first meeting, the implementation of the Mini Projects Module would involve developing observation instruments and group interviews. In the second meeting, students would conduct field research and reporting on which would be presented in the form of photovoices in the third meeting. The students appeared to understand the learning flow well. Therefore, the lesson continued with an explanation of the aspects of each social science subject that students needed to observe during field research. Specifically, regarding history, students were asked to observe and seek out resource persons familiar with the colonial-style buildings in Kayutangan Heritage. This request was relevant to the historical potential of Kayutangan Heritage Village. Ridhoi et al. (2021), noted that the village is rich in buildings with Dutch East Indies colonial architecture.

After the teacher explained all the aspects that students could observe, the lesson was interspersed with ice breaking. Ice breaking were provided midway through the lesson before the teacher gave students assignments. The purpose of providing ice breaking midway through a lesson is usually to increase student concentration and enthusiasm in learning activities (Fajarudin et al., 2021). This goal was truly achieved when reflecting on the learning conditions in Class X6 after the ice breaking. Students appeared enthusiastic about expressing their opinions when asked by the teacher to analyze the social science phenomena in the brief video about Kayutangan Heritage that the teacher showed. After analyzing the video, the lesson then continued with the implementation of the first procedure of the MPM, namely Problem. A total of 32 students were organized by the teacher into 8 groups of 4 people. Next, the teacher

distributed Student Worksheets containing problems in MPM Topic 1, namely the status of Kayutangan Heritage. In this problem, students were asked to identify the socio-economic challenges faced by Kayutangan and analyze the historical and geographical opportunities that can maintain its status as a heritage village (Widiadi et al., 2026). To solve this problem, students were then asked to develop observation and interview instruments in groups, accompanied by all social science teachers in Class X6. The first meeting of the MPM implementation activity concluded after groups 2 and 7 represented their classes and presented their instruments.

Armed with observation and interview instruments, all groups were then directed to conduct field research in Kayutangan Heritage Village at the second MPM implementation meeting on September 25, 2025. The social sciences teacher, Mr. M. Teguh, S.Pd., the History teacher, was in charge of guiding the X6 students in the field research activity. Although led by Mr. Teguh, all social science teachers were present to accompany the X6 students on their walk to Kayutangan Heritage Village and supervise the field research activities. Upon arrival at Kayutangan Heritage Village, the students were directed to gather at the RW hall. The teacher explained that each group would have approximately two hours to explore Kayutangan Heritage Village and conduct environmental observations and interviews using the instruments they had prepared. Each group appeared enthusiastic about the observations and interviews. This was evident in the groups' efforts to explore various destinations in Kayutangan Heritage Village, such as Mbah Honggo's Tomb, Jengki House, 1870 House, and so on. In addition, the group was also seen actively conducting interviews with both local residents and visitors to Kayutangan Heritage Village (see Figure 2).



Figure 2. Implementation of MPM in Kayutangan Heritage Village

Source: Personal Documentation, 2025

The series of activities in the second meeting concluded when students had obtained interview and observation results consistent with their instruments. Next, the teacher informed all groups that they needed to compile a photovoice report containing photos and a narrative about their social science findings based on their observations and interviews in Kayutangan Heritage Village. The photovoice assignment was then presented at the third meeting of the MPM implementation, on October 2, 2025. The lesson was led again by the sociology teacher in classroom X6. The lesson began with greetings and attendance checks. The teacher then instructed students to gather in their respective groups and asked them to take turns presenting

their photovoice results to the class. All MPM implementation activities concluded with a student reflection session and the teacher's presentation of conclusions.

The Analysis of the Achievement of Historical Practice Skills of UM Laboratory High School Students in the Implementation of the MPM

As one of the strands in the History subject of the Merdeka Curriculum, historical practice skills can be realized through an inquiry process involving historical research steps such as observation, interviews, and documentation studies. These were then analyzed for interpretation in oral presentations or written forms, digital media, and non-digital media (Badan Standar, Kurikulum, dan Asesmen Pendidikan Kementerian Pendidikan Dasar dan Menengah, 2025). In line with these steps, a history teacher in class X6 explained that the process of developing historical practice skills can be carried out by analyzing students' achievement in applying the four stages of the historical method: heuristics, verification, interpretation, and historiography. The history teacher also stated that the four problem-solving procedures in the Historical Learning Method can facilitate students' application of historical methods. Therefore, to determine the achievement of historical practice by X6 students when implementing the MPM, an in-depth analysis of the application of historical methods, from heuristics to historiography, is necessary.

In applying heuristics, there are generally three steps that need to be considered: exploration, identification, and classification of historical sources (Lewenson & McAllister, 2011). Based on observations conducted during the first meeting of the MPM implementation, it was found that X6 students had applied two of the three heuristic steps. In the exploration step, X6 students, organized into eight groups, demonstrated their ability to develop observation and interview instruments containing questions relevant to history, which were implemented during the second meeting. These observation findings align with the document study of the Student Worksheet (LKPD) and the results of the student questionnaire, as seen in Table 1. According to students' statements in the open-ended questionnaire, they carried out the development of observation and interview instruments based on two main steps: determining the research theme and conducting online source exploration activities. These two steps align with the procedures for developing observation checklists and structured interview guidelines (Abrar, 2024). This means that X6 students have the skills to develop observation and interview instruments. The list of questions they generated for their instruments was very diverse. Some inquired about the origins of Kayutangan Heritage Village, the colonial-style buildings, and the tomb of Mbah Honggo, and even the changes in land use there. Armed with these questions, students then conducted observations and interviews at Kayutangan Heritage Village.

Table 1. Achievement of Historical Practice by Each Group in Class X6 During the Implementation of MPM

Indicator	Groups							
	1	2	3	4	5	6	7	8
Arrange instruments	✓	✓	✓	✓	✓	✓	✓	✓
Determining the source	✓	✓	✓	✓	✓	✓	✓	✓
External criticism	✓	✓		✓	✓	✓	✓	✓
Internal criticism					✓	✓		
Historical analysis	✓	✓	✓	✓	✓	✓		✓
Synthesis					✓	✓		
Accuracy of historical information			✓	✓	✓	✓		

Source: Results of data processing from LKPD documents, photovoice, and questionnaires (2026)

During interviews, students demonstrated their ability to identify sources by selecting sources. The following is an excerpt from the open-ended questionnaire conducted by students in X6: "By looking for residents who appear older and willing to be sources" (Questionnaire response Made Dayananda Hapsari, November 8, 2025). "I asked residents who have lived there for a long time and also hold positions there, such as the neighborhood head" (Questionnaire response Aisyah Nathania Yumna, October 9, 2025). Based on the two excerpts, it can be seen that students in X6 believed that residents, elders, and influential people, such as the neighborhood head would have strong preferences regarding the history of Kayutangan Heritage Village. These students' actions were indeed appropriate as a heuristic step. Given that not everyone has preferences regarding historical events, the selection of sources must be based on reliable testimony (Padiatra, 2021).

The second application of historical methods during the implementation of MPM was verification. Verification is a step taken to ensure the authenticity and conformity of sources to historical facts (Gottschalk, 1975). Kuntowijoyo (2018) states that verification is classified into two types: external and internal criticism. External criticism is generally conducted to ensure the authenticity of historical sources by examining their physical appearance. Table 1 reveals that seven groups successfully demonstrated their skills in conducting external criticism. This is evidenced by the students' accuracy in selecting interview sources and their sharp observation when identifying historical buildings at Kayutangan Heritage. Conversely, in implementing internal criticism, only groups 5 and 6 successfully conducted it. Both groups unanimously stated in the open-ended questionnaire that they had conducted interviews with several sources. This was not without reason; both groups aimed to compare the information they obtained with each other to obtain accurate historical facts. The actions of both groups were indeed appropriate, as they align with Rahman (2017) opinion, which states that internal criticism in the verification stage generally involves comparing all available information across historical sources to find factual consistency and eliminate any potential scientific doubts.

Following verification, the third historical method applied by student X6 was interpretation. Technically, the students explained their actions in the interpretation step as follows: "For interviews, I listened to the recordings to determine what historical information the group had gathered. For observations, I discussed with my classmates to find out what they had discovered about Kayutangan's history" (Questionnaire response Bara Raditya Anantaraja, November 11, 2025). "I did this by explaining the historical buildings in Kayutangan Heritage Village and incorporating them into the photo voice" (Questionnaire response Sandy Putra Ramadhani, October 9, 2025). From this statement, it can be concluded that student X6 interpreted by referring to information contained in interview recordings and historical observation findings. The information was then interpreted into explanations attached to the photovoice. The activities demonstrated by these students align with Pranoto (2014) definition of interpretation, namely, the process of interpreting historical sources. Broadly speaking, there are two types of interpretation methods that can be used in historical research: analysis and synthesis (Kuntowijoyo, 2018). Analysis generally emphasizes the process of deciphering the meaning and causality between historical facts, while synthesis is defined as the unification of historical facts (Rahman, 2017). According to the history teacher, when implementing the MPM, students only successfully applied the synthesis method to interpret their historical findings. This argument is based on students' internal criticism in constructing their

historiographic narratives. Given that synthesis is an effort to combine several historical facts, only groups with information from various sources have the potential to realize it.

In this case, only groups 5 and 6 demonstrated synthesis skills. Groups 5 and 6 reported that they had summarized the results of their observations and interviews with various sources in their photovoice. This indirectly indicates that they had successfully synthesized the data. Contrary to the history teacher's statement that students only synthesized the data for their interpretations, a documentary study of the photovoice results revealed that seven groups successfully demonstrated analytical skills (see Table 1). These skills were identified through historical narratives explaining cause-and-effect relationships, such as Group 1's explanation that Kayutangan's heritage status was inseparable from the contribution of residents in preserving historical buildings. Groups 2, 3, 4, 5, and 6 analyzed the origins of Kayutangan Heritage Village, and Group 8 reported that Kayutangan's buildings were ancient, creating challenges in maintaining them.

The next step for students in X6, after successfully synthesizing and analyzing historical sources, was to translate the information into historiography. As explained in the first discussion, the historiography produced in the implementation of MPM is a photovoice product (see Figure 3). According to Mahardika et al. (2021), good historiography typically includes a narrative of historical facts based on evidence. Referring to a documentary study of the questionnaire results and photovoices from groups 2, 3, 4, 5, and 6, similarities were found in the presentation of their historical narratives. The five groups each narrated the history of the Kayutangan Heritage Village, each with their own version of the findings. Group 2 stated that Kayutangan's designation as a heritage village was related to social conflict between local residents and students. Meanwhile, groups 3 and 4 revealed that the colonial buildings there were the background to the granting of heritage status to Kayutangan. Meanwhile, group 5 explained that Kayutangan's heritage status was achieved due to the transformation of the junk market. Group 6 explained that, in addition to the presence of colonial-style buildings, Kayutangan's heritage status was also related to efforts to eliminate the negative public stigma surrounding the Mbah Honggo Tomb.



Figure 3. Example of Photovoice Results from Representatives of Several Groups in Class X6

Source: Personal Documentation, 2025

Diversity of opinions regarding the origins of Kayutangan's heritage status was indeed natural. Given that students obtained information from different sources, to ensure the accuracy

of the information, review the verification process. Groups 5 and 6 became two reliable reference groups in compiling the historiography because they had completed the source verification process thoroughly. Among the five groups that narrated the origins of Kayutangan Heritage, only two groups had a historical narrative similar to Group 5. These groups were Groups 3 and 4, both narrating the existence of buildings that adopted a colonial model as the cause of Kayutangan Village's heritage status. Thus, both groups can also be categorized as groups that succeeded in creating an accurate historiography (see Table 1).

The Problems with Historical Practice Skills of UM Laboratory High School Students in the Implementation of the MPM

The learning process was inherently inseparable from the various risks and dynamics of problems that arose during its implementation. This also occurred when developing the historical practice skills of Class X6 students in the implementation of the MPM. The analysis results indicated that several problems with historical practice were still encountered when implementing the MPM in the class. The first problem was related to the implementation of the heuristic stage. Although all X6 students demonstrated their ability to develop observation and interview instruments, in reality, problems arose when students continued to rely on Google and artificial intelligence when formulating questions for the instruments, as acknowledged by two groups in the following open-ended questionnaire: "I use Chat GPT to create questions, then sort out which ones are usable, and then modify the questions to suit the group's wishes" (Questionnaire response Hibatullah Adilla Muhammad Andy, October 9, 2025). "I look for inspiration for interview questions on Google" (Questionnaire response Andhika Rafa Giartama, November 7, 2025). In fact, the Merdeka Curriculum does not restrict students from using digital technology in learning (Purwoto & Kurniawan, 2025). However, the research by Nadya et al. (2025) showed that not all information presented by these two platforms is always accurate and factual. This raises concerns about students facing this risk.

Similar to the first issue, students' preference for technology platforms was also found during the verification stage of developing historical practice skills. Referring to Group 3's statement in the open-ended questionnaire, they revealed that they did not conduct interviews in Kayutangan. They explained that the historical narrative in their photovoice was obtained through observation and exploration of online sources. Furthermore, when asked about the application of internal criticism, groups 1, 2, 3, 4, 7, and 8 unanimously stated that they verified their observation and interview findings with historical information available online. This indicates that student X6 demonstrated a reliance on the internet. This type of problem should have been avoided during the verification stage. This step is directly related to the truth and accuracy of historical source information (Gottschalk, 1975). Therefore, when students rely on the internet, the information they verify may not be accurate.

In another aspect, problems with student X6's historical practice were also found during the synthesis process during the interpretation stage. Essentially, interpretation requires someone to be able to integrate various pieces of information into a unified historical narrative (Pranoto, 2014). Technically, all groups had the potential to implement this step because they had conducted documentation studies, direct observation, and interviews at Kayutangan Heritage Village. However, not all groups can summarize and combine all the information they obtained during these activities. Furthermore, problems that arose in the application of historical practice during the implementation of the MPM related to the final historical method, historiography. According to Gunawan & Rachmah (2025), a historiography can be categorized as complete if the substance of its content and information successfully answers the research questions formulated by the researcher. In the first MPM implementation meeting, students had

compiled 2-3 historical questions to help them solve the problem of Kayutangan's heritage status. Unfortunately, after conducting observations and interviews, not all groups can answer the questions they compiled in their photovoice narratives. As a result, the historiographic narratives they produced were incomplete because they did not answer the research questions they sought to address in their observation and interview instruments.

Conclusion

The implementation process of the Mini Projects Module, conducted over three meetings at SMA Laboratorium, resulted in findings that Class X6 students experienced both achievement and problems in applying historical practice skills. This was evident in the application of historical methods carried out by X6 students during the implementation of the MPM, starting from heuristics, verification, interpretation, and historiography. Most students can apply historical methods, especially at the heuristic and interpretation stages. In applying heuristics, all students demonstrated their skills in compiling observation and interview instruments and the accuracy of selecting sources. In addition, some students also demonstrated their ability to interpret historical analysis and present it in the form of historiography based on research findings in Kayutangan Heritage Village. However, problems were still found in the application of historical practice by X6 students. Most students still had not practiced verification skills, especially internal criticism, well. Information synthesis skills in the interpretation stage also appeared not to have developed evenly across all students. These two findings were evident in the limited number of MPM implementation groups that can compare information from various sources to obtain reliable historical facts. Furthermore, X6 students' reliance on online sources like Google and Chat GPT to implement heuristics and verification also posed a challenge in developing historical practice. Overall, the implementation of MPM in Kayutangan Heritage Village has facilitated students' development of historical practice skills. However, intensive support is still needed for students in applying the processes of source verification, information synthesis, and historiography to further optimize their historical practice skills.

Acknowledgements

Thank you to Mr. Aditya Nugroho Widiadi, S.Pd., M.Pd., Ph.D., for providing the opportunity for the author to be involved in the research and development of the Mini Projects Module and for his guidance in completing this article. The author also thanks Mrs. Dewi Setiawati, S.Pd., M.Si., and Mr. M. Teguh, S.Pd. for taking the time to provide information to support the data sources for this research.

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