

# A Comparative Analysis Of Historical Thinking Skill Elements In Malaysian And Indonesian History Textbooks

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***Abstract---** Malaysia and Indonesia have each made history textbooks an important medium in shaping the integration of knowledge, skills and values as well as shaping the country's history. Nevertheless, the basic concepts of historical thinking is not much being emphasized in comparison to reflect the aspirations of the context of the two countries. Thus, this concept paper seeks to examine the comparative extent of the application of historical thinking skills in history textbooks in form 4 in Malaysia and Class 10 in Indonesia. Most of the literature is also seen as focusing more on historical thinking skills especially in teaching and learning aspects rather than looking at the application of teaching resources in particular by comparing the two countries. The idea behind this research is to discuss issues related to the implementation of historical thinking skills and to explore challenges in its implementation using history textbooks among students in Malaysia and Indonesia. In general, there is no denying that there are some similarities between the two countries in developing their historical thinking skills through textbooks. Positively, equality should be viewed in the interests of both countries. As global challenges continue to change, this comparison is seen important as an idea for cooperation between the two countries to generate greater historical integration through education.*

***Key words---** Historical Thinking, Text Book, Malaysia and Indonesia.*

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## I. INTRODUCTION

Malaysia and Indonesia are two countries that are in the same group, namely the Malay Archipelago or Nusantara. The similarities have led to a strong links between educations between the two countries. In view of the importance, the implementation of the education system between Malaysia and Indonesia is for developing holistic education for their respective countries. Through the National Philosophy of Education (NPE), students produced are human capital in Malaysia and Indonesia with their human resources icon in the hope that these students will be able to shape their country's development.

History Education is an important vehicle in the education of a nation. An undeniable fact that most countries in the world place history as an essential element of their education [1]; [2]; [3]. This is due to the belief that the History curriculum is capable of developing the attribute and character of the younger generation of the nation [4] Faithful. Whereas in Malaysia, the history curriculum emphasizes the integration of elements of knowledge, skills and values. These elements generally do not differ much from the Indonesian history curriculum [5]. In addition to the geographical factors that are closely related, the factors of cohesion, common colonization, background of teachers who have been trained in the curriculum and the content of the curriculum goals are also common in the History curriculum in Indonesia. In fact, research on aspects of the application of historical thinking skills contributes to the development of critical thinking skills that include conceptual understanding, stimulate awareness and create new dimensions of thinking through the analysis of psychology and sensitivity to current issues [4]. Both in Malaysia and Indonesia have made the History curriculum a catalyst for developing and strengthening their national identity.

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## II. HISTORY EDUCATION IN MALAYSIA AND INDONESIA

In the pursuit of ideas in applying the skills of Historical thinking, it turns out that the History curriculum has been carefully designed. To that end, Malaysian history subjects were taught primary school at the age of 10 and started at level 1 (13 years) through grade 5 (17 years) at the secondary level. In contrast, in Indonesia, at the elementary school level (7 years) students study Social Sciences (IPS) covering the syllabus of History, Geography, Sociology and Economics.

The education system in particular through History subjects moved in line with current trends especially in the industrial revolution 4.0. Aspects of higher-level thinking skills as well as value-adding and mastery of facts become aspirations in realizing the goals of the National Education Philosophy (NPE) and more importantly Indonesia is focused on meaningful, interactive, value-based, challenging and active learning in line with the National Education Philosophy which supported it [6]. In Malaysia, in particular there are five skills in History thinking to be mastered and developed among students as embodied in the History curriculum that are (1) Understanding Chronology: means looking at the past, present and future in the context of historical events. Students are also taught the skills to understand the concept of time according to the progress of civilization while also understanding the past by labeling events at times without stating the year; (2) Exploring Historical Evidence - involves the ability to identify the first and second sources by comparing the two. This can stimulate students' historical thinking while also understanding historical issues and their intrinsic nature [7]. (3) Interpretation – means that students are able to interpret historical events by expressing comments and conclusions. Students are informed of the differences between historical facts and historical interpretations by recognizing that they are related to one another; (4) Imagination – is the ability to build visualizations in the minds of students to appear to be involved in events that enable them to appreciate those events and to empathize with the actions of the individual involved; Rationalization – involves the use of the right mind and judgment in solving questions arising from historical events. This effort requires students to collect data, make hypotheses, determine significant evidence and draw inferences from the data obtained.

### USAGE OF TEXTBOOKS

History textbooks are an important medium for implementing teaching and learning in schools. In Malaysia and Indonesia, this source of teaching material is used as the main teaching material and is used effectively by teachers [1]; [8]; [9]. Students refer to textbooks for the purpose of obtaining sources of information on the topic. Whereas in the context of historical teaching, the content of textbooks plays an important role in determining the educational outcomes or goals achieved. At the most basic level, textbook content is important because it is considered as the backbone of every lesson [10]; [11]; [12]. Publication of secondary school textbooks in Malaysia and in Indonesia is completely controlled by the Ministry of Education Malaysia (MOE) and the Ministry of Education and Culture of the Republic of Indonesia (Kemdikbud). Control is also made on the use of history textbooks in all schools [13]. In fact, the main thing is that the textbook is an important tool in reflecting the values and hopes of the people as well as the aspirations of a country as well as a reflection of governmental ability [14].

In addition to being the catalyst for effective education, textbooks subject to the implementation of the curriculum in their respective countries constitute the field in explaining the principles and aspirations of the nation [15]. In order to achieve the status of developed countries based on the framework that has been formulated. The development of the history curriculum in Malaysia has shown that policy changes are always followed by the new formulation of new curricula and syllabus as well as the preparation of new textbooks as implemented in the Old Curriculum Secondary School (KLSM), which was replaced with the Secondary School Integrated Curriculum (KBSM) in 1989. The KBSM History Curriculum has focused on the importance of historical thinking skills. The same trend is taking place in the Indonesian curriculum, beginning with the independence of Indonesia with the branding of the *Rentjana Pelajaran* in 1947, based on Dutch interests. After that, Indonesia is constantly changing and updating in line with the changing times by emphasizing the purpose of making History education more efficient and effective in terms of method, content and objectives. Around 1984, the CBSA (Students Active Learning Method) curriculum was introduced following by the Competency Based Curriculum (CBC) in 2004, but soon after around 2006, it was replaced with the Education Level One Curriculum (KTSP). Based on the current development of the educational world, then Curriculum 13's transformation was successfully enacted in 2013.

The Class 10 SMA history textbook subject based on the 2013 curriculum provides more history for the benefits of history education than historical writing when the event occurred [9]. The content of textbooks that have been formulated in Indonesia sets out the learning outcomes that the students are able to hone their knowledge. This Class 10 SMA textbook is also a subject that equips students with knowledge of the chronological dimensions of history in Indonesia [16]. Mastery of abstract and concrete knowledge is also included as well as honoring the services of heroes and the nation's heritage as well as learning materials that bring awareness to the importance of history in life. Supardan [17] has stated that the learning process is not only about knowing "how to learn history" but should understand the concept of "learning from history". Learning history is not just about the facts but there are important concepts behind the facts that need to be analyzed, interpreted and rationalized so that the lessons can be gained and used as a frontier in today's global development.

If Indonesia is focusing on realizing the learning environment and learning process so that students are active by developing their potential for holistic strength by focusing on the skills required by the students themselves. Malaysia's history education is used as a reference to create national awareness and understanding of the nation with the aim of instilling a spirit of patriotism and identity through knowledge and pride while fostering unity.

#### **TEXTBOOK AS A MEDIUM OF HISTORICAL THINKING SKILLS APPLICATION**

The emphasis on historical thinking proves that textbooks play an important role in the education system in both countries. By Circular Bills. 12/1999 distributed by the MOE [18] and the Center for Curriculum and Text Book, Balitbang, Kemdikbud [19] to the school has made it clear that teachers and students are required to use textbooks as the primary source of historical teaching and learning. This is supported by research showing that there is a positive relationship between textbook use and academic achievement when the majority of teachers recognize the importance of textbooks as a source of teaching and learning. In Indonesia, the use of textbooks is also emphasized as the medium

that can build knowledge, and even according to Hasanah & Darmawan [9] teachers who master this teaching material are considered to be autonomous individuals in their field. This assumption is that in addition to channeling the facts of the teacher's history, it can also empower students to acquire and produce information through the contents of the textbook.

Schools in Malaysia and Indonesia use one standard textbook for each grade or class. This uniformity means that the position of the history textbook is important in delivering the lessons to the students and needs to be delivered correctly, accurately and interestingly [9]; [13]. Examining textbook comparisons, the content of textbooks in Malaysia is rather tenuous in the form of ten chapters from the emergence of early civilization, which teaches students that individuals must be consistent and innovative in order to benefit. The string of chapters leads to chapters on the development of civilization in which the curriculum is designed to enable students to learn the importance of unity as well as the wisdom of taking action.

Early civilizations in Southeast Asia are also included in the form four high school-volume textbook. Aspects of the early form of government and the influence of Hinduism and Buddhism were associated with today's Malaysia so that students could stimulate their thinking to rationalize the situation at that time. The next chapter deals with the emergence of Islamic civilization until the reform and influence of Islam in Malaysia before the advent of the West. The last two chapters cover European developments focusing on political, economic and social aspects and the impact of British policy on the country's economy.

In contrast to the textbook in Indonesia, it is summarized in just four chapters with the beginning of students learning history thinking by focusing on the elements of understanding how to study the history, shape, sign and characters of historical events based on periodization by linking them with the concept of translation. The second chapter covers the beginning of human life in Indonesia, which includes the origins of their ancestors and the students then recognize the cultural values of the society that still survive today. The arrival of the Hindu-Buddhists is also loaded with the advent of the evidence until the evidence of Hindu-Buddhist influence remains to this day. While the contents of this textbook conclude with the topic of Islamic government in Indonesia with the aim of making it possible for students to learn that respect for individual rights is important. Even the mastery of science is also important in maintaining civilization from colonization.

The contents of this textbook are thematically based on the emergence of early civilizations and Islamic civilizations and their development subsequently focuses on topics related to European development and their impact on the country's economy by linking it with the situation in Malaysia in particular and in Southeast Asia in general. The topic is based on regional knowledge of the origins of human civilization, the impact of its development and progress today. Each chapter is organized into balanced headings with an average of four topics per chapter.

This form four high school-volume history book is designed with a user-friendly concept with the beginning of the chapter outlining the learning objectives that students need to achieve. A concept map is also provided to give an overview of the entire topic to be taught or learned. Students need to be given an initial understanding so that preparation and dissemination of information can be made by associating existing knowledge with future knowledge. The addition of web-based information on the topic is also provided so that students can browse the history interactively and apply self-learning. In addition, activities and exercises at each end of the chapter are provided taking into account the student's ability in the form of thinking skills as an aspect of assessment [13].

Although a variety of sources are used to stimulate student interest and bring freshness to history as time goes on, the use of textbooks cannot be ignored and is still emphasized as the content involved reflects NPE and Pancasila aspirations as well as guiding teachers to guide students through actual direction based on symmetry. Therefore, this study focuses on the main sources of textbooks History Malaysia and Indonesia.

## OBJECTIVE

The purpose of this study is to compare the elements of historical thinking skills by analyzing the elements of historical thinking that are included in the textbooks of History Level 4 in Malaysia and Class 10 in Indonesia. Therefore, the objective of this study is to aim comparing the frequency of use of historical thinking skills and analyze the number of elements of historical thinking skills.

## III. METHODOLOGY

This study uses the *Summative Content Analysis* approach. This approach is useful in this study because it involves quantifying the frequency of use of a particular content in the text with the aim of understanding the contextual use of Hsieh & Shannon's [20] content. In this study, the calculation of the frequency of elements of historical thinking skills (HTS) in textbooks in Malaysia and in Indonesia was then compared.

The sample of this study includes two textbooks of History gradel 4 High School Integrated Curriculum (KBSM) and Class 10 History Textbook of Curriculum 13 (K13). Both textbooks are certified by the Ministry of Education Malaysia (MOE) and the Ministry of Education and Culture of the Republic of Indonesia (Kemdikbud) respectively. Justify the choice of Level 4 and Class 10 options because at this point some of the content topics in the textbook have similarities.

The study procedure is based on the selection of textbook samples for both countries. Subsequently, the researcher selected topics that had similar results and found that chapters 1, 3 and 7 in Malaysia had similarities with chapters 2, 3 and 4 in Indonesia. The researcher conducts research by reviewing in order to determine the HTS element by using the research instrument as a checklist. To determine reliability, researchers also used the *Cohen Kappa* Index method. This method is used to find the value of agreement between experts in the same field about the unit being calculated. The selected expert is the excellent teacher who has expertise in his field for over 20 years and is responsible for validating the frequency with which researchers are counting.

In this study, the frequency of elements of historical thinking skills in textbooks in Malaysia and in Indonesia was calculated and then compared. Frequency calculations are based on the rubrics contained of each element of historical thinking skills (KPM 2000) as shown in Table 1 below:

**TABLE 1. RUBRIC FOR HISTORY THINKING SKILLS ELEMENTS**

ELEMENT	DESCRIPTION
1. Understanding Chronology	<ul style="list-style-type: none"> <li>- got a timeline</li> <li>- states the concept of time according to the progress of civilization</li> <li>- there is a conversion of time to time without specifying the year</li> </ul>
2. Exploring Evidence	<ul style="list-style-type: none"> <li>- specify the source taken</li> <li>- describes the comparison between the primary and the secondary sources obtained</li> </ul>
3. Interpretation	<ul style="list-style-type: none"> <li>- give interpretations of events</li> <li>- got a review of what happened</li> <li>- the existence of additional information for reinforcing an event</li> </ul>
4. Imagination	<ul style="list-style-type: none"> <li>- there are visuals related to the facts presented</li> <li>- the use of the word implies/assumes</li> </ul>

5. Rationalization	<ul style="list-style-type: none"> <li>- there is a fair amount of consideration in the question of historical events</li> <li>- hypothesis on the facts presented</li> <li>-Contains the authenticity of the source evidence obtained - inference or initial conclusion about the topic being addressed</li> </ul>
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Source: (Pusat Perkembangan Kurikulum, KPM, 2000)

Frequency of HTS elements of Malaysian textbooks Total frequency of HTS elements Malaysia & Indonesia textbook	x 100
Frequency of HTS elements of Indonesia textbooks Total frequency of HTS elements Malaysia & Indonesia textbook	x 100

Three out of ten chapters were analyzed in Malaysian textbooks and three out of four were analyzed in Indonesian textbooks. The choice of these three chapters is based on the content of similar content between the two countries.

Analyzes of the textbook History grade 4 KBSM in Malaysia and Class 10 SMA Curriculum 13 in Indonesia were chosen because the teaching aids are the main source of reference in the education system in Malaysia and Indonesia. History is a compulsory subject for all students pursuing a national education system in both countries.

An analysis guide is designed to enable specific analysis of what to study because document analysis is a technique for collecting and analyzing text content [21]. The purpose of using this document is to look at from an epistemological perspective the intention and goals of curriculum development especially related to historical thinking skills as the document is an existing source for data collection as well as assisting researchers to visualize or understand the situation [22].

#### IV. RESEARCH FINDINGS

The analysis of the textbook History grade 4 KBSM in Malaysia and Class 10 SMA Curriculum 13 in Indonesia aims to see the implementation of historical thinking skills in the textbook. Referring to Table 1.2, 1.3, 1.4, 1.5 and 1.6 representing the three chapters analyzed show that textbooks used in Malaysia and Indonesia are based on the development of historical thinking skills, which include five skills suggested by Curriculum Development namely, understanding chronology, exploring evidence, interpretation, imagination and rationalization.

The findings of this study refer to the subtopics taught in the classroom in each chapter of the KBSM 4th grade History textbook in Malaysia and the 10th Grade Curriculum High School in Indonesia. The analysis of the study is as follows:

Table 2 is well explained the difference in the comparison of chronology, exploring evidence, interpretation, imagination and rationalization skills implementation in Malaysia and Indonesia. Table 1.2 shows that the Chronology Skills implementation in Malaysia is 46.9% and Indonesia is 53.1%, it means that implementation in Indonesia is better than Malaysia. The exploring evidence skills implementation is better in Malaysia (56.3%) than Indonesia (43.8%). The implementation interpretation skills is better in Indonesia (56.0%) than Malaysia (44.0%). The

implementation imagination skills is better in Indonesia (56.0%) than Malaysia (44.0%), and finally the implementation rationalization skills is better in Indonesia (60.0%) than Malaysia (40.0%).

**TABLE 2. ELEMENTS COMPARISON BETWEEN MALAYSIA AND INDONESIA**

ELEMENT	MALAYSIA		INDONESIA	
	N	%	N	%
1.Chronology	15	46.9	17	53.1
2.Exploring evidence	18	56.3	14	43.8
3.Interpretation	11	44.0	14	56.0
4.Imagination	11	44.0	14	56.0
5.Rationalization	4	40.0	6	60.0
<b>TOTAL</b>	59		65	

Table 3 shows elements for understanding chronology skills that from Malaysia textbook there is 15 HTS elements being taught in classroom whereas in Indonesia textbook there is 17 HTS elements is being taught in classroom. The difference is about 6.25% representing two (2) elements less in Malaysia textbook. In Malaysia textbook there is 3 HTS elements in chapter 1, 6 HTS elements in chapter 3 and 6 HTS elements in chapter 7. In Indonesia textbook there is 8 HTS elements in chapter 2, 5 HTS elements in chapter 3 and 4 HTS elements in chapter 4.

**TABLE 3. UNDERSTANDING CHRONOLOGY SKILL IMPLEMENTATION**

History Thinking Skills	MALAYSIA			INDONESIA		
	Chapter 1	Chapter 3	Chapter 7	Chapter 2	Chapter 3	Chapter 4
1. Chronology	<ul style="list-style-type: none"> <li>* Times Prehistoric</li> <li>* Features Civilization</li> <li>* Process Formation</li> <li>* Civilization</li> </ul>	<ul style="list-style-type: none"> <li>* Introduction of Government</li> <li>* Kingdom of Agraria</li> <li>* Maritime Government</li> <li>* Influence of Hinduism and Buddhism on the Early Kingdoms.</li> <li>* The Arrival of Hindu and Buddhist Influences</li> </ul>	<ul style="list-style-type: none"> <li>* Introduction of Islamic theories and evidence come from the Arabian Peninsula.</li> <li>* Birth of Islamic Kingdom</li> <li>* The role of the Cultural Center.</li> <li>* Education system.</li> <li>* The arts.</li> </ul>	<ul style="list-style-type: none"> <li>* The Development of Earth and the Emergence of Living Creatures.</li> <li>* The Origins of the Earth and the Living Creatures</li> <li>* Development of Living Creatures.</li> <li>* Endogenous Energy: Tectonic Plate Movement.</li> <li>* The Origins of Indonesian Grandmothers.</li> <li>* Ancient Man in Indonesia.</li> <li>* Advanced Hunting and Gathering Time; The Mesolithic Age</li> <li>* Crop Time: Neolithic Age</li> <li>* Advanced Cropping Period; The Megalitikum era</li> </ul>	<ul style="list-style-type: none"> <li>* History of Hinduism and Buddhism.</li> <li>* Hindu-Buddhist kingdoms in Indonesia.</li> <li>* End of Hindu-Buddhist Kingdoms.</li> <li>* Evidence of Hindu and Buddhist</li> <li>* Influences in the Present Society to the future</li> </ul>	<ul style="list-style-type: none"> <li>* The Entry and Growth of Islam in Indonesia.</li> <li>* Trade Line</li> <li>* Tasawuf Teachings Channel.</li> <li>* Islamic Governments in Indonesia</li> </ul>

Table 4 shows elements for exploring evidence skills that from Malaysia textbook there is 18 HTS elements being taught in classroom whereas in Indonesia textbook there is 14 HTS elements is being taught in classroom. The difference is about 12.5% representing four (4) elements less in Indonesia textbook. In Malaysia textbook there is 5

HTS elements in chapter 1, 8 HTS elements in chapter 3 and 5 HTS elements in chapter 7. In Indonesia textbook there is 6 HTS elements in chapter 2, 5 HTS elements in chapter 3 and 3 HTS elements in chapter 4.

**TABLE 4. EXPLORING EVIDENCE SKILLS IMPLEMENTATION**

History Thinking Skills	MALAYSIA			INDONESIA		
	Chapter 1	Chapter 3	Chapter 7	Chapter 2	Chapter 3	Chapter 4
2.Exploring Evidence	<ul style="list-style-type: none"> <li>* Introduction</li> <li>*Bronze age</li> <li>* Meaning of civilization</li> <li>* Civilization Features</li> <li>* The Process of Civilization</li> </ul>	<ul style="list-style-type: none"> <li>* Introduction</li> <li>* Early Forms of Government</li> <li>* Kingdom of Agraria</li> <li>* Maritime Government</li> <li>* Influence of Hinduism and Buddhism on the Early Kingdoms.</li> <li>* The Arrival of Hindu and Buddhist</li> <li>*Influences of Hindu and Buddhist</li> <li>* The Influence of Hindu-Buddhists on the Arts and Literature</li> </ul>	<ul style="list-style-type: none"> <li>* Islamic theories and evidence come from the Arabian Peninsula.</li> <li>* The arrival of Islam in Southeast Asia.</li> <li>* Birth of Islamic Kingdom.</li> <li>* The role of the Cultural Center.</li> <li>* Missionary Role.</li> </ul>	<ul style="list-style-type: none"> <li>* Development of Living Creatures.</li> <li>*Climate change</li> <li>* The Origins of Indonesian Grandmothers.</li> <li>* Ancient Man in Indonesia.</li> <li>* Hunting and Collecting Time</li> <li>Paleolithic Foods.</li> <li>* The socio-economic life pattern</li> </ul>	<ul style="list-style-type: none"> <li>* The Entrance Theory of Hinduism and Buddhism in Indonesia.</li> <li>* Hindu-Buddhist kingdoms in Indonesia.</li> <li>* Kingdom of Kutai.</li> <li>* Evidence of Hindu and Buddhist</li> <li>*Influences in the Present Society to the current</li> </ul>	<ul style="list-style-type: none"> <li>* Theories of the Entry of Islam into the Archipelago.</li> <li>* Trade Line</li> <li>* The Siege of the Sea of Pasai (1267-1521)</li> <li>* Book of Evidence of Islamic Influence Still to the Present</li> </ul>

Table 5 shows elements for interpretation skills that from Malaysia textbook there is 11 HTS elements being taught in classroom whereas in Indonesia textbook there is 14 HTS elements is being taught in classroom. The difference is about 12.0% representing three (3) elements less in Malaysia textbook. In Malaysia textbook there is 3 HTS elements in chapter 1, 3 HTS elements in chapter 3 and 5 HTS elements in chapter 7. In Indonesia textbook there is 5 HTS elements in chapter 2, 4 HTS elements in chapter 3 and 7 HTS elements in chapter 4.

**TABLE 5. INTERPRETAION SKILLS IMPLEMENTATION**

History Thinking Skills	MALAYSIA			INDONESIA		
	Chapter 1	Chapter 3	Chapter 7	Chapter 2	Chapter 3	Chapter 4
3. Interpretation	<ul style="list-style-type: none"> <li>* Meaning of civilization</li> <li>* A civilization of esopotamia</li> <li>* Civilization Features</li> </ul>	<ul style="list-style-type: none"> <li>* Kingdom of Agraria</li> <li>* Maritime Government</li> <li>* The Influence of Hindu-Buddhists on the Government System</li> </ul>	<ul style="list-style-type: none"> <li>* Islamic Theory and Evidence came from China.</li> <li>* Theory and Evidence of Islam comes from India</li> <li>* The spread of Islam in Southeast Asia.</li> <li>* Islamic privileges</li> <li>* Islamic influence in Southeast Asia.</li> <li>* Language and Literature.</li> <li>* Economy</li> </ul>	<ul style="list-style-type: none"> <li>* The Origins of Indonesian Grandmothers.</li> <li>* Prehistoric Human Life Patterns.</li> <li>* The Cultural Values of the Present Society's Enduring Period</li> <li>* Efforts to Preserve Oral Tradition</li> <li>* The Importance of Preserving Oral Tradition</li> </ul>	<ul style="list-style-type: none"> <li>* History of Hinduism and Buddhism.</li> <li>*Buddhism.</li> <li>* Social conditions and social and cultural life.</li> <li>* Evidence of Hindu and Buddhist Influences in the Present Society to the current.</li> </ul>	<ul style="list-style-type: none"> <li>* The Paths of Islamic Distribution in Indonesia.</li> <li>* The Ternate of royal</li> <li>* Building Art.</li> <li>* The field of Fine Arts.</li> <li>* Literature.</li> <li>* Field of Performing Arts.</li> <li>* Calendar System.</li> </ul>

Table 6 shows elements for imagination skills that from Malaysia textbook there is 11 HTS elements being taught in classroom whereas in Indonesia textbook there is 14 HTS elements is being taught in classroom. The difference is about 12.0% representing three (3) elements less in Malaysia textbook. In Malaysia textbook there is 3 HTS elements in chapter 1, 5 HTS elements in chapter 3 and 3 HTS elements in chapter 7. In Indonesia textbook there is 6 HTS elements in chapter 2, 4 HTS elements in chapter 3 and 4 HTS elements in chapter 4.

**TABLE 6. IMAGINATION SKILLS IMPLEMENTATION**

History Thinking Skills	MALAYSIA			INDONESIA		
	Chapter 1	Chapter 3	Chapter 7	Chapter 2	Chapter 3	Chapter 4
4.Imagination	* Introduction to the Prehistoric Age * Features of civilization * Contribution of Civilization	* Aspects of Improvement * Economic Improvement * Social Improvement *Science and technology *Architecture	* The arrival of Islam in Southeast Asia. * Islamic Theory and Evidence came from China. *Education system.	* The Development of Earth and the Emergence of Living Creatures. * Development of Living Creatures. * Ancient Man in Indonesia. * Hunting Time and * Food Collecting: The Paleolithic Age. * Social-Economic Life Patterns.	*Buddhism * Majapahit Kingdom * Art, Carpentry, and Temple Relief. * Characters and Languages	* Trade Line * Wedding Path * Art Channel. * Social-Political Conditions of the Sultanate

Table 7 shows elements for interpretation skills that from Malaysia textbook there is 4 HTS elements being taught in classroom whereas in Indonesia textbook there is 6 HTS elements is being taught in classroom. The difference is about 12.0% representing two (2) elements less in Malaysia textbook. In chapter, 1 and 3 in Malaysia textbook there is no HTS elements except there is 4 HTS elements in chapter 7. In Indonesia textbook there is 3 HTS elements in chapter 2 and 2 HTS elements in chapter 4, whereas is no HTS elements in chapter 3.

**TABLE 7. RATIONALIZATION SKILLS IMPLEMENTATION**

History Thinking Skills	MALAYSIA			INDONESIA		
	Chapter 1	Chapter 3	Chapter 7	Chapter 2	Chapter 3	Chapter 4
5.Rationalization	*NIL*	*NIL*	* Islamic influence in Southeast Asia. * Governance and administration. *Education system. *Way of life.	* Prehistoric Human Life Patterns. * Advanced Hunting and Gathering Time; The Mesolithic Age. * The Cultural Values of the Present Society's Enduring Period	*NIL*	* Trade Line * Book of Evidence of Islamic Influence Still to the Present

The implementation of historical thinking skills based on history textbook from both countries shows that Indonesia had covered more elements in chronology, interpretation, imagination and rationalization skills than Malaysia textbook. Whereas, in Malaysia textbook, the exploring evidence skill elements is covered more than

Indonesia textbook. In such Malaysia textbook is required more additional elements in the textbook in term of chronology, interpretation, imagination and rationalization skills in order to developed better historical thinking skills.

## V. CONCLUSION

History textbook grade 4 KBSM in Malaysia and Class 10 SMA Curriculum 13 in Indonesia is analysed in order to look at the differences in the content of the chapters. The analysis is looking at the subtopic content in the implementation of historical thinking skills development, which includes five skills that are to understand the chronology, exploring evidence, create interpretation, imagination and rationalization. The analysis shows that the subtopics used are much more profound in shaping the Historical Thought in Indonesia than in Malaysia. Therefore, these skills need to be added to the textbook content if they are measured by subtopic numbers. However, this study is in the early stages to see the beginning differences between Malaysia and Indonesia. The next proposed study is the study of the effectiveness of textbooks in developing the skills studied. Studies that measure this effectiveness are through student achievement in the context of historical issues and how student achievement in understanding historical thinking skills. Further studies to identify the application of historical thinking skills in historical disciplines by applying different structures including analysis of inquiry, empathy are needed. This is because this study is limited to historical thinking skills in textbooks at the upper secondary level only. Comprehensive research is needed in order to have a more comprehensive and concrete impact. As rationalization skills are not widely contained in textbooks in particular in Malaysia, it is recommended that these skills be practiced during the teaching and learning session.

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