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HISTORY LEARNING STRATEGY BASED ON NARRATIVE, INTERPRETATION, SYSTEMATIC, AND ANALYSIS (NISA) TO SUPPORT STUDENTS' CHANGE AND CONTINUITY THINKING SKILLS

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ABSTRACT

History learning in the Independent Curriculum emphasizes in-depth learning focused on developing students' critical thinking toward learning resources, particularly in training change and continuity thinking skills. This study aims to examine and design an innovative history learning strategy based on Narrative, Interpretation, Systematic, and Analysis (NISA) to facilitate students in achieving optimal learning objectives. This research employs a Research and Development (R&D) method, adapting the Dick & Carey instructional design model consisting of 10 development steps. The results indicate that the integration of the NISA strategy guides students through four main stages: enriching local history literacy (Narrative), testing source authenticity and perspective differentiation (Interpretation), structuring chronological sequences and fact comparisons (Systematic), and evaluating changes and continuity of historical events (Analysis). In conclusion, the NISA strategy serves as an effective pedagogical solution for enhancing students' change and continuity thinking skills, shifting the learning focus from rote memorization to critical analysis based on multi-perspective historical sources.

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INTRODUCTION

History learning is a subject that instills knowledge, attitudes, and values regarding the development and change of Indonesian society from the past to the present. History learning serves to raise students' awareness of the process of development and change in society across time and to develop historical thinking skills and an understanding of national identity in the past, present, and future (Agung & Wahyuni, 2013) . Currently, history learning is being adapted to the Merdeka Curriculum, which has been designed with the hope of providing a foundation for students to develop critical thinking and problem-solving skills relevant to the demands of the times (Bahroni & Zulkarnain, 2024) .

The Independent Curriculum was developed with the hope of producing a generation that is not only good at memorizing and memorizing material but also able to understand the material or knowledge conveyed by teachers (Amalia, 2022) . This is related to the opinion of Sayono (2013) who stated that the ideal history learning situation is a situation that

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facilitates students to achieve history learning objectives optimally and integratedly creating motivation and encouragement in students to learn history. In an effort to achieve learning objectives optimally, an innovative learning strategy design is needed (Zain, 2017) . The design of a learning strategy that is appropriate to the conditions and needs of students can be a bridge to achieving predetermined learning objectives.

A learning strategy is a plan developed by a teacher to deliver material to help students achieve learning objectives (Raihanah, 2022) . The role of strategy in history learning is quite important in helping students achieve learning objectives. Given that in the Independent Curriculum, history no longer only focuses on material but also develops a broader perspective by emphasizing a deeper understanding of history (Bahroni & Zulkarnain, 2024) . Learning strategies also influence students' mindsets and outcomes (Inayah, 2022) . Therefore, strategic innovations that are appropriate for history learning can help students achieve learning objectives and train change and continuity thinking skills based on the Independent Curriculum design. Critical thinking skills are very important in history because they equip students to analyze change and continuity , so students can see changes and continuity with what happened in the past (Alfian, 2018) .

Previous research that developed history learning strategies is first, an article entitled "Bringing History To Real Life: Alternative History Learning Based On Factual Interpretations Reconstructions Zeitgeist For Real Life Action (FIRZA)" by Fadilla et al., (2024) which aims to train students' thinking through learning strategies and methods with historiographic exercises and evaluation through document-based questions to support understanding of concepts, facts, and historical narrative skills. Second, an article by Shary et al., (2024) entitled "Critical-Analytical History Learning: Alternative Learning Strategies Based on Geap Learning (Giving, Exploration, Analyze, Project)" which also develops learning strategies that integrate technology in it and train students' abilities to analyze and think critically to create meaningful experiences for students. Third, the article entitled "AKU-GPP Strategy in Learning History during the Japanese Occupation: Improving Causal Thinking Skills of Class XI-8 Students of SMAN 7 Malang" by Munir et al., (2025) which aims to improve causal thinking skills, active participation, affective attitudes, communication skills, observation, and student reflection.

Although previous studies have successfully developed various interactive learning models, a research gap remains. Most existing strategies focus primarily on causal analysis or technology-based activities but fail to provide a systematic instructional framework that guides students in critically examining multi-perspective sources to construct an understanding of change and continuity. Yet, an awareness of the interconnectedness of the past, present, and future lies at the heart of historical thinking within the Kurikulum Merdeka. To address this gap, this study aims to design and describe the framework for the NISA (Narrative, Interpretation, Systematic, Analysis) History Learning Strategy. The novelty of the NISA strategy lies in its integrated instructional sequence, which guides students not only to read local historical narratives regarding the *Madoera Stoomtram Maatschappij* but also to evaluate the authenticity of perspectives (interpretation), chronologically compare facts (systematic), and ultimately assess aspects of change and continuity (analysis). It is hoped that the NISA strategy will serve as an effective pedagogical alternative for teachers, transforming history instruction from mere rote memorization of facts into critical analysis grounded in the concepts of change and continuity.

Based on the background description and previous research above, this article examines the innovation of history learning strategies entitled "History Learning Strategies Based on Narrative, Interpretation, Systematic, Analysis (NISA) to Support Students' Change and Continuity Thinking Skills". It is hoped that with this innovation of learning strategies, it can facilitate students to achieve history learning objectives optimally and train students' change and continuity thinking skills. In addition, with this innovation of learning strategies, it can improve the quality of history learning in understanding context and cause and effect.

METHOD

The article "Narration, Interpretation, Systematic, Analysis (NISA) Based History Learning Strategy to Support Students' Change and Continuity Thinking Skills" uses the instructional design development research method developed by Dick & Carey (2015). The instructional design development research model by Dick & Carey (2015) has 9 stages of research steps, namely: (1) identifying instructional objectives, (2) conducting instructional analysis, (3) analyzing students and context, (4) writing performance objectives, (5) developing assessment instruments, (6) developing learning strategies, (7)

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developing and selecting learning materials, (8) formative evaluation design, (9) revising instructions and (10) summative evaluation design.

The history learning strategy based on Narrative, Interpretation, Systematic, and Analysis (NISA) aims to train students' change and continuity thinking skills in dealing with various versions of a historical event from different sources. Given that history is about activities or events in the past, students are required to be able to view the historical literature sources they obtain objectively, so as not to easily accept information at face value. Therefore, the history learning strategy based on Narrative, Interpretation, Systematic, and Analysis (NISA) directs students to learn and practice change and continuity thinking skills in viewing a historical event with various versions from available sources and drawing chronological conclusions.

RESULT AND DISCUSSION

Result

NISA Learning Strategy

Learning strategy is a systematic sequence of activities in the form of general patterns of teacher activities that include the sequence of learning, to achieve predetermined goals (Suryani & Agung, 2012) . Learning strategy according to Kemp in Sanjaya (2016) is a learning activity that must be carried out by teachers and students so that learning goals can be achieved effectively and efficiently. In line with Kemp's opinion, according to Dick & Carey in Sanjaya (2016) is a set of learning materials and procedures used together to produce learning outcomes in students. Based on the understanding of learning strategies according to the three experts, it can be concluded that learning strategies are plans systematically prepared by teachers to achieve predetermined learning goals.

Based on this understanding of learning strategies, it is important for teachers to develop history learning strategies that are appropriate to students' conditions and needs to help achieve predetermined learning objectives. Furthermore, history learning strategies are needed that can support change and continuity thinking skills. Students in accordance with the Independent Curriculum. Therefore, the author developed a history learning strategy to train students' critical thinking skills so they can achieve learning objectives. The learning strategy development procedure used is the development procedure by Dick & Carey (2015) as follows:

1. Identifying Learning Objectives

The first stage of developing a learning strategy is to identify the learning objectives to be achieved based on Phase F Learning Outcomes for grade XI with local history material Madoera Stoomtram Maatschappij. Learning Outcomes are a series of complete processes consisting of knowledge, skills, and attitudes to build subject competencies (Ayundasari, 2022) . The learning objectives based on Phase F Learning Outcomes (CP) are that students in grades XI and XII are able to develop basic historical concepts to examine historical events in local, national, and global trajectories. Through literacy, discussion, and collaborative project-based research, students are able to explain various historical events that occurred in Indonesia and the world including Colonialism and the Indonesian Resistance, the Indonesian National Movement, the Japanese Occupation of Indonesia, the Proclamation of Indonesian Independence, the Struggle to Maintain Independence, Liberal Democracy and Guided Democracy Governments, the New Order Government, the Reform Government, as well as the Great World Revolutions, World Wars I and II, the Cold War, and Contemporary World Events up to the 21st century. Specifically, Grade XI students are able to use primary and secondary sources to conduct research on national and/or local history related to national history, both diachronically and synchronically, and then communicate this information orally, in writing, and/or through other media. They are also able to use historical skills to explain, analyze, and evaluate historical events, as well as to interpret the values contained within them.

2. Learning Analysis

In the learning analysis stage, the author analyzes the knowledge and skills required by students to achieve the predetermined learning objectives. At this stage, the author uses Bloom's taxonomy as a reference, which covers cognitive levels C4 (analyzing) and C5 (evaluating).

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3. Analyzing Students and Context

This stage involves analyzing student conditions and learning contexts, including learning styles, learning needs, classroom facilities, learning environment and other matters related to history learning activities.

4. Write down performance goals

In the first stage, the author has already determined the instructional objectives, so at this stage, the author must formulate more specific objectives. The following are more specific instructional objectives:

a. Through the implementation of history learning strategies based on Narrative, Interpretation, Systematic, Analysis (NISA), students gain a more interesting and in-depth learning experience.

b. Through learning activities that use historical learning strategies based on Narrative, Interpretation, Systematic, Analysis (NISA), change and continuity thinking skills can be trained. Students regarding the learning resources they obtain.

5. Developing Assessment Instruments

After determining the instructional objectives, which include the learning objectives, the next step is to formulate the assessments to be used. In developing a history learning strategy based on Narrative, Interpretation, Systematics, and Analysis (NISA), the author uses formative assessment in the form of quizzes administered during the learning activities.

6. Developing Learning Strategies

Research on developing a history learning strategy based on Narrative, Interpretation, Systematic, and Analysis (NISA) begins with the results of an initial analysis covering student conditions and their learning context. This aims to ensure that the learning strategy developed is appropriate to the needs and conditions in the field and can help students achieve the predetermined learning objectives. The history learning strategy designed by the author is the NISA strategy, an acronym for Narrative, Interpretation, Systematic, and Analysis.

a. Narration

The teacher first determines the local history material for the Madoera Stoomtram Maatschappij to be studied. Afterward, the teacher asks students to read various narratives, including textbooks on the local history material. The teacher can provide these narratives in the form of flipbook- based booklets, or students can also be encouraged to seek additional sources online.

b. Interpretation

After collecting and reading various learning sources, including the teaching materials they have obtained, students are asked to interpret literary sources by sorting authentic data to obtain valid historical facts. This section aims to train students' critical thinking skills, considering that the sources they obtain are certainly diverse and have different perspectives on a historical event. This is done by examining who the source was created by, when, where, and whether its contents are credible or whether there are certain motives hidden within the learning source. This activity can also train students not to accept information at face value without verifying its truth or historical facts.

c. Systematic

Teachers ask students to write down the differences and similarities in perspectives on a historical event from various literature sources they have collected after going through the interpretation stage. Writing is done sequentially according to the chronology of the historical event. After filling in the table, students are asked to write a systematic chronology of the historical event based on the table they have created. Teachers can also provide a worksheet containing the following table:

Aspect	History Textbook	News Articles on the Internet	Equality	Difference
Time				
Place				
Figure				
Reason				
Impact				

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d. Analysis

After systematically writing about a historical event based on the sources they obtained, students were asked to analyze change and continuity in the local history material of Madoera Stoomtram Maatschappij. The teacher also reminded students that history explains that past events never completely change or remain completely the same.

7. Developing Learning Materials

At this stage, the author determines the teaching materials and resources to be used during the learning activities. The author uses teaching materials in the form of flipbook- based booklets packaged in leaflet form, containing the local history of Madoera Stoomtram Maatschappij as one of the materials for maintaining Indonesian Independence.

8. Designing Formative Evaluation

In developing a history learning strategy based on Narrative, Interpretation, Systematic, and Analysis (NISA) , the author created an assignment for students in the form of a worksheet containing a table of the results of the analysis of the learning resources they obtained. This formative evaluation aims to collect data related to the implementation of learning activities and to identify the weaknesses and strengths of the developed history learning strategy so that it can be used as a consideration in further research on the development of history learning strategies.

9. Designing summative evaluation

Summative evaluation is conducted at the end of each semester, when all learning activities have been completed. It aims to measure students' final achievement, determine their level of mastery of the material, and assess the effectiveness of the innovative history learning strategy program based on Narrative, Interpretation, Systematic, and Analysis (NISA) for change and continuity thinking skills student.

Integration of NISA Strategies in History Learning

The NISA learning strategy prioritizes student activity and participation, making learning activities student-centered. The teacher acts as a facilitator, guiding the learning process. The NISA learning strategy emphasizes change and continuity thinking skills. students and also focus on deeper history learning. This can achieve the objectives of history learning in the Independent Curriculum, especially developing students' soft skills . This aligns with Alit's (2020) opinion that the demands of 21st-century learning, adapted to the Independent Curriculum, include skills or expertise that must be possessed by human resources, one of which is change and continuity thinking skills . Therefore, the NISA learning strategy exists to address these demands.

The NISA learning strategy can provide a more engaging and challenging history learning experience, as students are asked to explore the similarities and differences in perspectives on historical events from various sources. This type of activity can certainly train change and continuity thinking skills. Students' understanding of the historical information they receive. According to Alfian (2018), change and continuity are aspects of historical thinking that involve students' skills in recognizing, analyzing, and evaluating change and continuity within a historical period over a specific period of time. In an effort to train change and continuity thinking skills, Students can analyze changes and continuity in the historical development of trams in Madura, thereby developing their critical thinking skills. The following is an integration of NISA learning strategies into history lessons.

1. Narration

Essentially, in history lessons, students must enrich the narratives they read with the aim of broadening their knowledge from diverse perspectives. Historical learning in schools, especially in textbooks, has been dominated by politics and the military. History learning should be presented holistically and comprehensively. An event must be narrated diachronically, synchronically, and from multiple perspectives, utilizing other supporting disciplines (Ayundasari, 2022) . Narrative activities benefit students by enriching their knowledge. Therefore, it is important for teachers to provide students with a variety of historical narratives as a stimulus.

2. Interpretation

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After completing the narrative stage, students are asked to interpret each learning source they have obtained and read. Interpretation is the ability to understand and explain the meaning of situations, experiences, events, data, decisions, beliefs, and criteria (Lismaya, 2019) . At this stage, students independently find similarities and differences in the perspectives of each learning source about the local historical event of Madoera Stoomtram Maatschappij, Students are given the opportunity to explore narratives in addition to the booklet teaching materials provided by the teacher so that students also gain new knowledge from learning sources. The teacher acts as a facilitator if during the interpretation process students have problems or encounter difficulties, so that learning is student-centered.

3. Systematic

In the systematic stage, students are asked to fill out a table regarding the similarities and differences in perspectives on the local history of Madoera Stoomtram Maatschappij from teaching materials and other narratives they obtained from the internet. Considering that history is a science that discusses humans in the dimensions of space and time, this concept is important to provide a foundation for understanding for students to understand that a historical event concerning human development is inseparable from the time and environment in which they live, so that students can construct historical knowledge within a complete framework of thought (Ayundasari, 2022) . Therefore, in the third stage, students are asked to systematically write down the similarities and differences they find in a provided table to facilitate students in the analysis stage.

4. Analysis

In the analysis stage, students are given the opportunity to analyze the existence of change and continuity. Analysis is identifying the relationship between statements, concepts, descriptions, and various models used to reflect thoughts, decisions, beliefs, information, views, and opinions, as well as detecting and analyzing arguments (Lismaya, 2019) . This analysis stage can make students think about the change and continuity of the history of tram development in Madura during the Dutch colonial period because basically everything that happens and exists today is a form of change and continuity from the past. After the analysis stage is complete, students can read and discuss the results in front of the teacher and their friends.

Discussion

The history learning strategy based on Narrative, Interpretation, Systematic, and Analysis (NISA) is a pedagogical innovation in history learning developed to address the challenges of 21st-century learning and has been adapted to the Independent Curriculum. Currently, the goal of history learning is not merely to study past human activities and developments, but students are expected to think critically about change and continuity in history. Based on these demands, innovative history learning strategies are needed that can train students to think about change and continuity in historical events. The following is a more detailed study of the results of research on innovative history learning strategies.

The Importance of Developing History Learning Strategies

The Merdeka Curriculum is designed for all levels of education in Indonesia, from elementary to secondary, with the hope of providing a foundation for students to develop critical thinking and problem-solving skills appropriate to the times. This curriculum is actually also a form of criticism of history learning materials dominated by the military and politics, as history should be presented from a multi-perspective perspective (Ayundasari, 2022). The Merdeka Curriculum also encourages students to develop soft skills such as independence, creativity, and critical thinking skills, which are certainly necessary to face the challenges of the 21st century. Furthermore, the main goal of learning history in the Merdeka Curriculum is to shape students into individuals who have multi-perspective thinking skills (Bahroni & Zulkarnain, 2024).

History learning also has goals that align with the objectives of the Independent Curriculum, namely to train students' critical thinking skills in correctly understanding historical facts based on a scientific approach and scientific methodology (Sayono, 2013). Referring to the learning outcomes in the Independent Curriculum, which emphasize various aspects of skills , one of which is critical thinking. Historians must be able to think critically when dealing with various historical sources, therefore students must also be trained in critical thinking skills when dealing with learning sources (Widiadi et al., 2022). Therefore, teachers are required to be able to train students in developing critical thinking skills when dealing with various historical learning sources, which of course have different versions.

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The demands of history learning in the Independent Curriculum include skills or expertise that must be possessed by human resources in the 21st century, one of which is critical thinking skills. Critical thinking skills are very important in history because they equip students to analyze change and continuity, so that students can see changes and continuity with what happened in the past. Change and continuity are one aspect of historical thinking that involves students' skills to recognize, analyze, and evaluate the existence of change and continuity in historical periods within a certain time period. Basically, Change and continuity aims to understand activities from the past that experienced change and continuity (Alfian, 2018).

Understanding historical change is a crucial tool for various elements of society, from politicians to individuals, to face the future. History provides the perspective that change is often triggered by the impact of progress, so by studying the past, we can anticipate the symptoms of change that are currently occurring (Kuntowijoyo, 2013:23) . The importance of seeing change also lies in the ability to show what remains, because behind even the most drastic changes, there are usually always elements of the past that are carried over (continuity)**.** Based on this explanation, it is important to train students' skills in thinking about change and continuity. This ability aims to enable students to analyze change and continuity that occur in their surroundings so that students can also feel the benefits and importance of learning history. Basically, everything that happens and exists today is a form of change and continuity from the past.

One factor that can lead to success in training change and continuity thinking skills is determining strategies that are appropriate to students' conditions and needs, thereby achieving learning objectives. History learning itself requires strategies that can activate the role of teachers and active participation of students in the learning process to avoid misunderstandings in historical events (Maulana, 2021). Teachers are also more creative and active in innovating and developing interactive learning strategies (Almarisi, 2023). Furthermore, developing learning strategies can be adjusted to create an engaging learning environment that does not seem monotonous (Raihanah, 2022). Therefore, before developing learning strategies, it is important to observe and analyze students' conditions and needs in an effort to achieve learning objectives.

CONCLUSION

A learning strategy is a systematic plan developed by teachers to help students achieve learning objectives. Learning strategies play a crucial role in delivering effective and efficient learning. Selecting and implementing appropriate history learning strategies not only helps students achieve their learning objectives but also trains students' change and continuity thinking skills, in line with the demands of 21st-century learning, as defined by the Independent Curriculum. Therefore, developing history learning strategies, particularly those focused on training students' change and continuity thinking skills, is crucial.

The NISA (Narrative, Interpretation, Systematic, and Analysis) learning strategy emphasizes developing students' change and continuity thinking skills. Students are given the opportunity to explore and analyze various historical learning resources determined by the teacher, thereby broadening their knowledge and insight. Furthermore, students gain a deeper and more meaningful learning experience. The NISA learning strategy also fosters change and continuity thinking skills. Students are like historians when faced with a historical event, whether there have been changes and continuity until today. The primary contribution of this concept is the provision of a pedagogical framework enabling history teachers to transform instruction from mere rote memorization into critical analysis grounded in multiple perspectives. Theoretically, the design of the NISA strategy reinforces the conceptual foundations of historical thinking and the theory of change and continuity, thereby addressing the requirements of the Kurikulum Merdeka learning outcomes. As this study is currently limited to the idea formulation and conceptual design stages, recommendations for future research include conducting expert validation and field trials to empirically assess the feasibility, practicality, and effectiveness of the NISA strategy in enhancing students' change-and-continuity thinking skills.

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