



Analysis of Historical Thinking Skills across Varied Students' Reading Motivations in the Text-Based Learning of History

Atqo Akmal¹, Aulia Rahmi Putri², Nur Afifah³, Putri Juli Yastri Polem⁴, Nurul Imanuwaddini⁵

¹The University of Bristol, United Kingdom

²Universitas Islam Negeri Imam Bonjol, Padang, Indonesia.

Email: atqo.akmal@bristol.ac.uk

ABSTRACT:

Historical education heavily relies on narrative texts, engaging students in the complexity of the past and societal evolution, demanding critical thinking to discern fact from interpretation. This research confronts a fundamental challenge: should historical narratives be unquestioningly accepted, or should skepticism prevail? At its core, historical thinking transcends rote memorization, demanding the critical analysis and interpretation of historical events and sources. The study seeks to bridge the gap between historical texts, students' reading motivations, and robust historical thinking skills. It delves into how students with varied motivations engage with historical texts, offering insights for pedagogical strategies. Using a true experiment within a one-shot case study design, the research investigates incorporating discourse analysis techniques into historical texts. Customized for groups based on reading motivations, the method reveals distinct patterns in historical thinking skills. The research uncovers insights into the relationship between students' reading motivations and historical thinking abilities. Notably, highly motivated students excel in recognizing historical significance and ethical dimensions. In contrast, low motivation students struggle with historical evidence evaluation. High motivation students comprehend continuity and change well, connecting past events with the present human experience. However, all groups face challenges in causal analysis and diverse historical perspectives. These findings indicate the need for targeted support across varied reading motivations to enhance historical thinking skills and foster a deeper understanding of history.

Keywords: Historical Thinking, Reading Motivation, Text-Based Learning in History

ABSTRAK:

Pendidikan sejarah sangat bergantung pada teks naratif, melibatkan siswa dalam kompleksitas masa lalu dan evolusi masyarakat, menuntut pemikiran kritis untuk membedakan fakta dari interpretasi. Penelitian ini menghadapi tantangan mendasar: haruskah narasi sejarah diterima tanpa ragu, atau haruskah skeptisisme tetap ada? Pada intinya, pemikiran sejarah melampaui hafalan, menuntut analisis kritis dan interpretasi terhadap peristiwa dan sumber sejarah. Studi ini berupaya menjembatani kesenjangan antara teks sejarah, motivasi membaca siswa, dan keterampilan berpikir sejarah yang kuat. Ini menggali bagaimana siswa dengan beragam motivasi terlibat dengan teks sejarah, menawarkan wawasan untuk strategi pedagogi. Dengan menggunakan eksperimen sejati dalam desain studi kasus satu kali, penelitian ini menyelidiki penggabungan teknik analisis wacana ke dalam teks sejarah. Disesuaikan untuk kelompok berdasarkan motivasi membaca, metode ini mengungkapkan pola berbeda dalam keterampilan berpikir sejarah. Penelitian ini mengungkap wawasan hubungan antara motivasi membaca siswa dan kemampuan berpikir sejarah. Khususnya, siswa yang bermotivasi tinggi unggul dalam mengenali signifikansi sejarah dan dimensi etika. Sebaliknya, siswa yang bermotivasi rendah kesulitan dengan evaluasi bukti sejarah. Siswa yang bermotivasi tinggi memahami kesinambungan dan perubahan dengan baik, menghubungkan peristiwa masa lalu dengan pengalaman manusia saat ini. Namun, semua kelompok menghadapi tantangan dalam analisis sebab akibat dan perspektif sejarah yang beragam. Temuan-temuan ini menunjukkan perlunya dukungan yang ditargetkan pada beragam motivasi membaca untuk meningkatkan keterampilan berpikir sejarah dan menumbuhkan pemahaman yang lebih dalam tentang sejarah.

Kata Kunci: Berpikir Sejarah, Motivasi Membaca, Pembelajaran Berbasis Teks, Sejarah

Article History: Received: 20-06-2024, Accepted: 21-01-2025, Published: 31-01-2025.

PLEASE CITE AS: Akmal, A. et.al. (2025). Analysis of Historical Thinking Skills across Varied Students' Reading Motivations in the Text-Based Learning of History. *Indonesian Journal of Social Science Education (IJSE)*, 7 (1), 1-15. DOI: <http://dx.doi.org/10.29300/ijse.v7i1.4490>

A. INTRODUCTION

In the realm of education, history is intrinsically connected with texts. The majority of historical teaching methods revolve around historical narrative texts that students engage with (Topolski, 2001). In this educational context, history and texts intertwine, offering students an avenue to explore the complexities of the past, understand the evolution of societies, and appreciate the legacies of human actions (Perfetti et al., 2012). Historical narratives play a pivotal role in shaping students' understanding of the past (Jenkins & Munslow, 2004; Lévesque, 2008). Through these narratives, students are transported back in time, virtually experiencing the pivotal moments, crucial decisions, and influential figures that have sculpted history (White, 1980). As they delve into historical texts, students embark on intellectual journeys that demand critical thinking, historical reasoning, and an ability to discern fact from interpretation. The narratives serve as gateways to an exploration of historical events and ideas, enabling students to develop the foundational skills of historical thinking.

However, the issue arises of negating all existing historical narratives or being completely skeptical of historical texts. Therefore, for consumers of historical narratives, especially in educational practice, it is necessary to adjust their understanding of the contextual and reality conveyed through historical text mediums. Yet, the unseparated connection between history and texts is not without its challenges. A fundamental issue arises: should historical narratives be accepted unquestioningly, or should a certain level of skepticism be maintained when approaching historical texts? For consumers of historical narratives, especially within the context of education, it is crucial to adjust their understanding of the

contextual and reality conveyed through historical text mediums (Jenkins & Munslow, 2004; Munslow, 2006, 2018; Nichols, 1994). Students must learn to scrutinize narratives, discern the perspectives of historical actors, and differentiate between interpretations and empirical evidence. Moreover, Iordanou et al., (2020) examined individuals' thinking during and after reading controversial historical accounts, they found that Participants exhibited my-side bias during reading and writing, indicating a tendency to favor their own side's account.

According to Seixas, (2017) historical thinking transcends the memorization of facts; it constitutes a multifaceted approach to historical understanding. It involves questioning, analyzing, and interpreting historical events and sources. Students equipped with strong historical thinking skills navigate historical narratives with acumen, recognizing biases, discerning perspectives, and appreciating the broader socio-political contexts (Downey & Long, 2020; Lévesque, 2008; Thorp & Persson, 2020). Through historical thinking, students not only grasp the significance of historical events but also draw connections between past occurrences and contemporary issues, fostering a deeper understanding of the human experience across time (Drake & Brown, 2003).

Several scientific studies have delved into the process of internalizing historical text information. Voss & Silfies (1996) have focused on exploring the cause-effect relationship between reading comprehension skills and prior knowledge in constructing an understanding of historical narratives. Meanwhile, Perfetti et al., (2012) provided a comprehensive explanation of how knowledge acquisition takes place in text-based learning within the realm of history. They emphasized the role of causal analysis models and the understanding of disciplinary knowledge in the acquisition of historical

knowledge. Furthermore, Britt et al., (1994)) investigated historical texts by applying narrative analysis models, particularly the causal-temporal framework. Their work aimed to describe how events are organized within historical texts and predict learning patterns derived from these narratives.

In the context of our research, our objective is to bridge the gap between historical texts, students' reading motivations, and the development of robust historical thinking skills. By exploring the diverse reading motivations among students and understanding their impact on historical thinking, this study seeks to enrich pedagogical strategies. These insights into how students interact with historical texts will guide the development of tailored approaches to effectively cultivate historical thinking skills. Through this research, our aspiration extends beyond enriching the educational landscape. We endeavor to empower future generations with the profound ability to critically analyze historical narratives, transforming them into enlightened interpreters of the past and active participants in shaping the future.

B. METHOD

This study employs a true experimental method using a One-Shot Case Study design to investigate the effectiveness of discourse analysis techniques in enhancing students' historical thinking skills. In this design, a single group is exposed to an intervention, and outcomes are measured afterward without a control group (Yin, 2012). While this design is limited in its ability to establish causality, it is suitable for exploratory research and contexts where control groups are not feasible or ethical (Leatherdale, 2019). This design is often used in experimental research to explore the immediate effects of a treatment, intervention, or manipulation on a specific

group without the inclusion of a control group (Edmonds & Kennedy, 2016).

The study involved 93 undergraduate students from a social studies education department specializing in history. Participants were selected using a stratified sampling technique based on their pre-assessed reading motivation scores, measured using the Adult Motivation for Reading Scale (Schutte & Malouff, 2007). Stratification resulted in four distinct groups: low, moderate, high, and very high motivation. Stratified sampling ensured that each motivation group was adequately represented, allowing for a better analysis of the intervention's effects across motivational profiles.

The Adult Motivation for Reading Scale was developed by Schutte & Malouff (2007) with four underlying factors that drive a person's motivation to read something. These four factors are: 1) Reading as part of self: This factor relates to a person's motivation to read as an integral part of themselves, such as a hobby or preference; 2) Reading efficacy: This concept is related to the perceived benefits of reading in enhancing the reader's abilities; 3) Reading for recognition: This is a factor in a person's motivation to read that originates from external sources, where the reader hopes to gain specific recognition for their reading activities; 4) Reading to do well in other realms: This factor also falls under external motivation, not focusing on the inherent benefits of reading but on using reading as a tool actively to achieve desired outcomes.

After the intervention, participants' historical thinking skills were evaluated using academic essay test and close-ended questionnaire. For the academic essay tests, a rubric is used to assess students' historical thinking skills by assigning numerical scores to each essay based on specific criteria related to historical thinking skills (rubric). A

close-ended questionnaire, also known as a structured questionnaire or fixed-choice questionnaire, is a type of survey instrument used to collect quantitative data from respondents. In a close-ended questionnaire, respondents are provided with predefined response options from which they choose their answers. This contrasts with academic essay which a type of an open-ended questions, where respondents can provide their own answers in their own words.

To analyze the effects of the intervention, data were collected post-intervention and analyzed using Multivariate Analysis of Variance (MANOVA). MANOVA was chosen for its ability to examine multiple dependent variables (historical thinking components) while accounting for categorical differences in reading motivation. Before analysis, data were tested for the following parametric assumptions: 1) Shapiro-Wilk tests (Normality); Levene's test (Homogeneity of Variance), examining scatterplots (Linearity).

groups as a result of the intervention.

C. RESULT AND DISCUSSION

In the experiment phase of this research entailed modifying the existing learning scheme to incorporate specific discourse analysis methodologies. The intervention was customized and tailored for four distinct groups of students, each categorized based on their reading motivation levels – low motivation, moderate motivation, high motivation, and very high motivation.

Central to the intervention was the introduction of a historically significant and contentious case – the incorporation of East Timor into Indonesia. This case was presented to the students as a platform for applying the acquired discourse analysis techniques. Students were challenged to critically assess historical expository texts that presented opposing viewpoints regarding whether the incorporation should be viewed as a legitimate integration or an illegitimate invasion.

Table 1. Examples of learning material which used for intervention phase: The Incorporation of East Timor into Indonesia

Supporting View of Integration	Illegitimate Invasion
"The pebble in the shoe: the diplomatic struggle for East Timor" written by Ali Alatas (2006), Jakarta: Aksara Karunia.	"The Indonesian Takeover of East Timor" written by Robert Lawless (1976), Asian Survey, Vol. 16, No. 10 (Oct., 1976), pp. 948-964. Published by: University of California Press
"East Timor after integration", published by Dept. of Foreign Affairs, Republic of Indonesia, (1994).	"Generations of Resistance: East Timor." Written by Steve Cox and Peter Carey (1995). Published by Cassell.

The texts were originally written in English but were translated into Indonesian to ensure accessibility for participants. Then, the intervention phase was designed to align with the principles of discourse analysis. It involved modifying the learning scheme to incorporate discourse analysis techniques, catering to the diverse reading motivation levels of the participants. Notably, a self-

learning method was adopted, wherein each student independently engaged with the provided materials. All of participants were allowed to add other information from academic paper and they record the additional material into participant Log-Book (see example in figure 2).

There are three main stages in the intervention phase. First, the Autonomous

Learning process, in this step the learning materials were carefully curated to incorporate discourse analysis techniques. Students were provided with resources that guided them through the process of identifying linguistic nuances, implicit meanings, and underlying power dynamics within historical narratives. Each student engaged with the learning materials independently, allowing them to navigate the materials at their own pace. This self-learning approach aimed to promote a deeper engagement with the discourse analysis concepts and techniques.

The second stage is a comprehensive introduction briefing. Before delving into the experiment, all participants underwent a comprehensive introduction briefing. This briefing was strategically designed to provide participants with a clear and concise understanding of the fundamental principles, concepts, and methodologies in decoding historical text.

After that, students were encouraged to critically examine the historical expository texts related to the East Timor case. They were prompted to identify language patterns, rhetorical devices, and the construction of meaning within the narratives. The students were challenged to consider multiple perspectives presented in the texts, thereby fostering a more holistic understanding of the historical event.

The final stage was measuring observed variable within this research using academic essay and close-ended questionnaire. Following their engagement with the discourse analysis learning materials and the historical case, students were required to complete an academic essay test. This test evaluated their ability to apply discourse

analysis techniques to critically analyze the controversial case. Additionally, participants were provided with a close-ended questionnaire. This questionnaire was specifically designed to assess their historical thinking skills, gauging their ability to recognize biases, evaluate evidence, and synthesize multiple viewpoints.

1. Statistical testing for Historical Thinking Questionnaire result: Multivariate analysis of variance (Manova)

Utilizing Multivariate Analysis of Variance (Manova) presents a valuable approach for comprehensively examining the outcomes of an historical thinking questionnaire. This statistical technique enables researchers to investigate the intricate of multiple dimensions within respondents' historical thinking abilities.

Interpreting post-hoc statistical analyses using the Bonferroni correction in a MANOVA (Multivariate Analysis of Variance) involves understanding the results of multiple pairwise comparisons after conducting the omnibus MANOVA test. The Bonferroni correction is used to control the familywise error rate when performing multiple comparisons. Based on the Table 8, it can be inferred that some of historical thinking components among all of groups have different than in other groups. This test helps us to understand which component that differ than the other. To further understand the difference among the components within the group the graphical representations below (Chart 1) provide a clearer understanding of the nature and direction of the differences.

Table 2. Academic Essay's Multivariate Analysis of Variance (Post-Hoc Bonferroni Test)

Dependent Variable	(I) Group	(J) Group	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Historical Significance	Very High	High	.2500	.48851	1.000	-1.1078	1.6078
		Medium	1.5000*	.48851	.058	.1422	2.8578
		Low	1.4750*	.48851	.064	.1172	2.8328
	High	Very High	-.2500	.48851	1.000	-1.6078	1.1078
		Medium	1.2500*	.48851	.150	-.1078	2.6078
		Low	1.2250*	.48851	.165	-.1328	2.5828
	Medium	Very High	-1.5000*	.48851	.058	-2.8578	-.1422
		High	-1.2500*	.48851	.150	-2.6078	.1078
		Low	-.0250	.48851	1.000	-1.3828	1.3328
	Low	Very High	-1.4750*	.48851	.064	-2.8328	-.1172
		High	-1.2250*	.48851	.165	-2.5828	.1328
		Medium	.0250	.48851	1.000	-1.3328	1.3828
Cause and Consequences	Very High	High	.0000	.72651	1.000	-2.0193	2.0193
		Medium	.5000*	.72651	1.000	-1.5193	2.5193
		Low	.5750*	.72651	1.000	-1.4443	2.5943
	High	Very High	.0000	.72651	1.000	-2.0193	2.0193
		Medium	.5000*	.72651	1.000	-1.5193	2.5193
		Low	.5750*	.72651	1.000	-1.4443	2.5943
	Medium	Very High	-.5000*	.72651	1.000	-2.5193	1.5193
		Tinggi	-.5000*	.72651	1.000	-2.5193	1.5193
		Low	.0750	.72651	1.000	-1.9443	2.0943
	Low	Very High	-.5750*	.72651	1.000	-2.5943	1.4443
		High	-.5750*	.72651	1.000	-2.5943	1.4443
		Medium	-.0750	.72651	1.000	-2.0943	1.9443
Historical Perspectives	Very High	High	.2500	.71443	1.000	-1.7358	2.2358
		Medium	.5000	.71443	1.000	-1.4858	2.4858
		Low	1.0000*	.71443	1.000	-.9858	2.9858
	High	Very High	-.2500	.71443	1.000	-2.2358	1.7358
		Medium	.2500	.71443	1.000	-1.7358	2.2358
		Low	.7500*	.71443	1.000	-1.2358	2.7358
	Medium	Very High	-.5000	.71443	1.000	-2.4858	1.4858
		High	-.2500	.71443	1.000	-2.2358	1.7358
		Low	.5000	.71443	1.000	-1.4858	2.4858
	Low	Very High	-1.0000*	.71443	1.000	-2.9858	.9858
		High	-.7500*	.71443	1.000	-2.7358	1.2358
		Medium	-.5000	.71443	1.000	-2.4858	1.4858
The Ethical Dimension	Very High	High	.2500	.64902	1.000	-1.5539	2.0539
		Medium	.3750	.64902	1.000	-1.4289	2.1789
		Low	1.0625*	.64902	.765	-.7414	2.8664
	High	Very High	-.2500	.64902	1.000	-2.0539	1.5539
		Medium	.1250	.64902	1.000	-1.6789	1.9289
		Low	.8125*	.64902	1.000	-.9914	2.6164
	Medium	Very High	-.3750	.64902	1.000	-2.1789	1.4289
		High	-.1250	.64902	1.000	-1.9289	1.6789
		Low	.6875*	.64902	1.000	-1.1164	2.4914
	Low	Very High	-1.0625*	.64902	.765	-2.8664	.7414
		High	-.8125*	.64902	1.000	-2.6164	.9914
		Medium	-.6875*	.64902	1.000	-2.4914	1.1164
Continuity and Change	Very High	High	.7500*	.54410	1.000	-.7623	2.2623
		Medium	.8750*	.54410	.803	-.6373	2.3873
		Low	1.5750*	.54410	.081	.0627	3.0873
	High	Very High	-.7500*	.54410	1.000	-2.2623	.7623
		Medium	.1250	.54410	1.000	-1.3873	1.6373
		Low	.8250*	.54410	.932	-.6873	2.3373
	Medium	Very High	-.8750*	.54410	.803	-2.3873	.6373
		High	-.1250	.54410	1.000	-1.6373	1.3873
		Low	.7000	.54410	1.000	-.8123	2.2123
	Low	Very High	-1.5750*	.54410	.081	-3.0873	-.0627
		High	-.8250*	.54410	.932	-2.3373	.6873
		Medium	-.7000	.54410	1.000	-2.2123	.8123
Evidence	Very High	High	.0000	.58265	1.000	-1.6195	1.6195
		Medium	.5750	.58265	1.000	-1.0445	2.1945

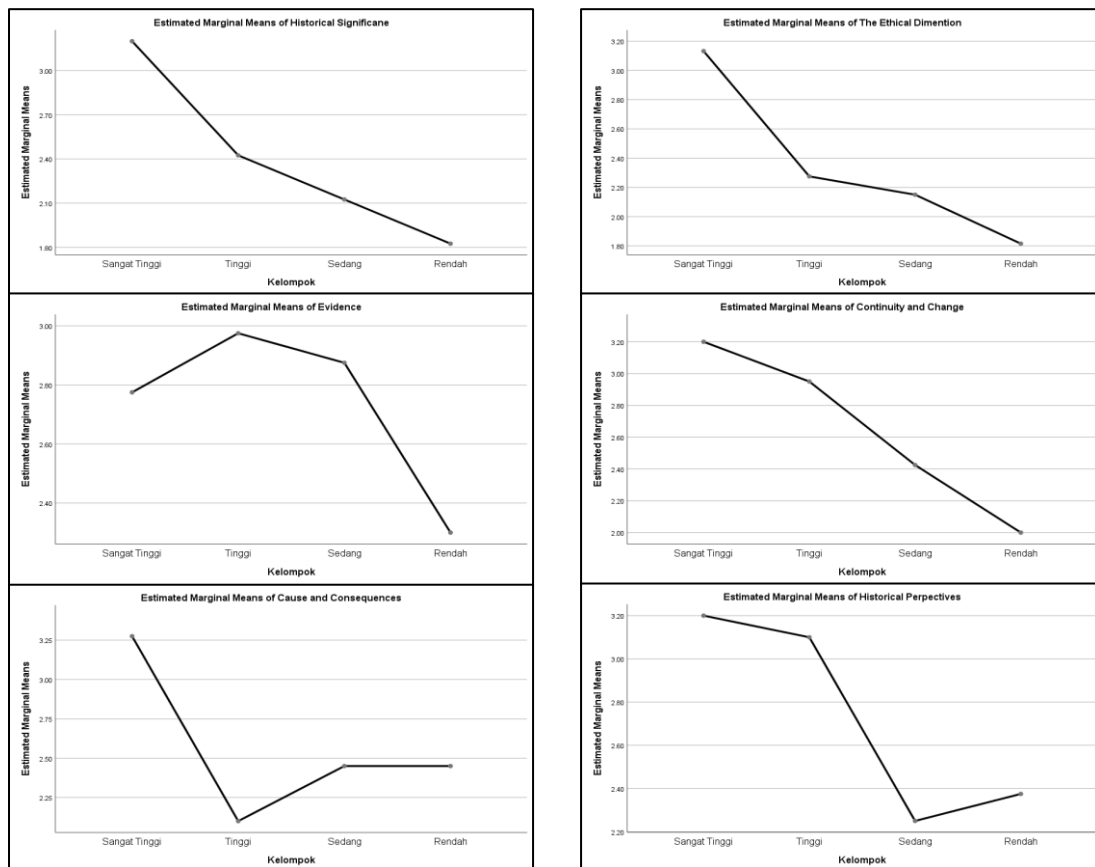
	High	Low	.9500	.58265	.774	-.6695	2.5695
		Very High	.0000	.58265	1.000	-1.6195	1.6195
		Medium	.5750	.58265	1.000	-1.0445	2.1945
	Medium	Low	.9500	.58265	.774	-.6695	2.5695
		Very High	-.5750	.58265	1.000	-2.1945	1.0445
		High	-.5750	.58265	1.000	-2.1945	1.0445
		Low	.3750	.58265	1.000	-1.2445	1.9945
	Low	Very High	-.9500	.58265	.774	-2.5695	.6695
		High	-.9500	.58265	.774	-2.5695	.6695
		Medium	-.3750	.58265	1.000	-1.9945	1.2445

Based on observed means.

The error term is Mean Square (Error) = .679.

*. The mean difference is significant at the .05 level.

Chart 1. Profile Plots of Historical Thinking aspects on Questionnaire Result



The research findings showcase a nuanced relationship between students' reading motivations and the development of historical thinking skills. As students navigated historical narratives, variations emerged in the components of historical thinking across different reading motivation groups. These findings offer valuable insights for educators and curriculum developers seeking to optimize pedagogical strategies for teaching history.

In summary, the six components of historical thinking analyzed within the groups based on the reading motivation

scale reveal distinct patterns. Notably, the Historical Significance (HS) and Ethical Dimension (ED) components exhibit significant differences in the "Very High" group compared to the other groups. Conversely, the Evidence component (E) of the "Low" group significantly lags behind the other groups. Moreover, the Continuity and Change (CC1) component sees both the "Very High" and "High" groups significantly outperforming the rest. Conversely, the Cause and Consequences (CC2) and Historical Perspectives (HP) components register the lowest scores among all the

groups. For a more detailed insight, refer to the visualization in Chart 1.

2. Statistical testing for Historical Thinking Academic Essay result

This research using two different instrument to measure the difference of historical thinking acquisition among the groups. In this section, we will provide the statistical testing result of academic essay

instrument. By utilizing Multivariate Analysis of Variance (Manova) presents a valuable approach for comprehensively examining the outcomes of an historical thinking essay test. This statistical technique enables the researchers to investigate the intricate of multiple dimensions within respondents' historical thinking abilities and comparing these with another instrument.

Table 3. Academic Essay's Multivariate Analysis of Variance (Post-Hoc Bonferroni Test)

Dependent Variable	(I) Group	(J) Group	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Historical Significance	Very High	High	.2500	.48851	1.000	-1.1078	1.6078
		Medium	1.5000*	.48851	.058	.1422	2.8578
		Low	1.4750*	.48851	.064	.1172	2.8328
	High	Very High	-.2500	.48851	1.000	-1.6078	1.1078
		Medium	1.2500*	.48851	.150	-.1078	2.6078
		Low	1.2250*	.48851	.165	-.1328	2.5828
	Medium	Very High	-1.5000*	.48851	.058	-2.8578	-.1422
		High	-1.2500*	.48851	.150	-2.6078	.1078
		Low	-.0250	.48851	1.000	-1.3828	1.3328
	Low	Very High	-1.4750*	.48851	.064	-2.8328	-.1172
		High	-1.2250*	.48851	.165	-2.5828	.1328
		Medium	.0250	.48851	1.000	-1.3328	1.3828
Cause and Consequences	Very High	High	.0000	.72651	1.000	-2.0193	2.0193
		Medium	.5000*	.72651	1.000	-1.5193	2.5193
		Low	.5750*	.72651	1.000	-1.4443	2.5943
	High	Very High	.0000	.72651	1.000	-2.0193	2.0193
		Medium	.5000*	.72651	1.000	-1.5193	2.5193
		Low	.5750*	.72651	1.000	-1.4443	2.5943
	Medium	Very High	-.5000*	.72651	1.000	-2.5193	1.5193
		High	-.5000*	.72651	1.000	-2.5193	1.5193
		Low	.0750	.72651	1.000	-1.9443	2.0943
	Low	Very High	-.5750*	.72651	1.000	-2.5943	1.4443
		High	-.5750*	.72651	1.000	-2.5943	1.4443
		Medium	-.0750	.72651	1.000	-2.0943	1.9443
Historical Perspectives	Very High	High	.2500	.71443	1.000	-1.7358	2.2358
		Medium	.5000	.71443	1.000	-1.4858	2.4858
		Low	1.0000*	.71443	1.000	-.9858	2.9858
	High	Very High	-.2500	.71443	1.000	-2.2358	1.7358
		Medium	.2500	.71443	1.000	-1.7358	2.2358
		Low	.7500*	.71443	1.000	-1.2358	2.7358
	Medium	Very High	-.5000	.71443	1.000	-2.4858	1.4858
		High	-.2500	.71443	1.000	-2.2358	1.7358
		Low	.5000	.71443	1.000	-1.4858	2.4858
	Low	Very High	-1.0000*	.71443	1.000	-2.9858	.9858
		High	-.7500*	.71443	1.000	-2.7358	1.2358
		Medium	-.5000	.71443	1.000	-2.4858	1.4858
The Ethical Dimension	Very High	High	.2500	.64902	1.000	-1.5539	2.0539
		Medium	.3750	.64902	1.000	-1.4289	2.1789
		Low	1.0625*	.64902	.765	-.7414	2.8664
	High	Very High	-.2500	.64902	1.000	-2.0539	1.5539
		Medium	.1250	.64902	1.000	-1.6789	1.9289
		Low	.8125*	.64902	1.000	-.9914	2.6164
	Medium	Very High	-.3750	.64902	1.000	-2.1789	1.4289
		High	-.1250	.64902	1.000	-1.9289	1.6789
		Low	.6875*	.64902	1.000	-1.1164	2.4914
	Low	Very High	-1.0625*	.64902	.765	-2.8664	.7414
		High	-.8125*	.64902	1.000	-2.6164	.9914

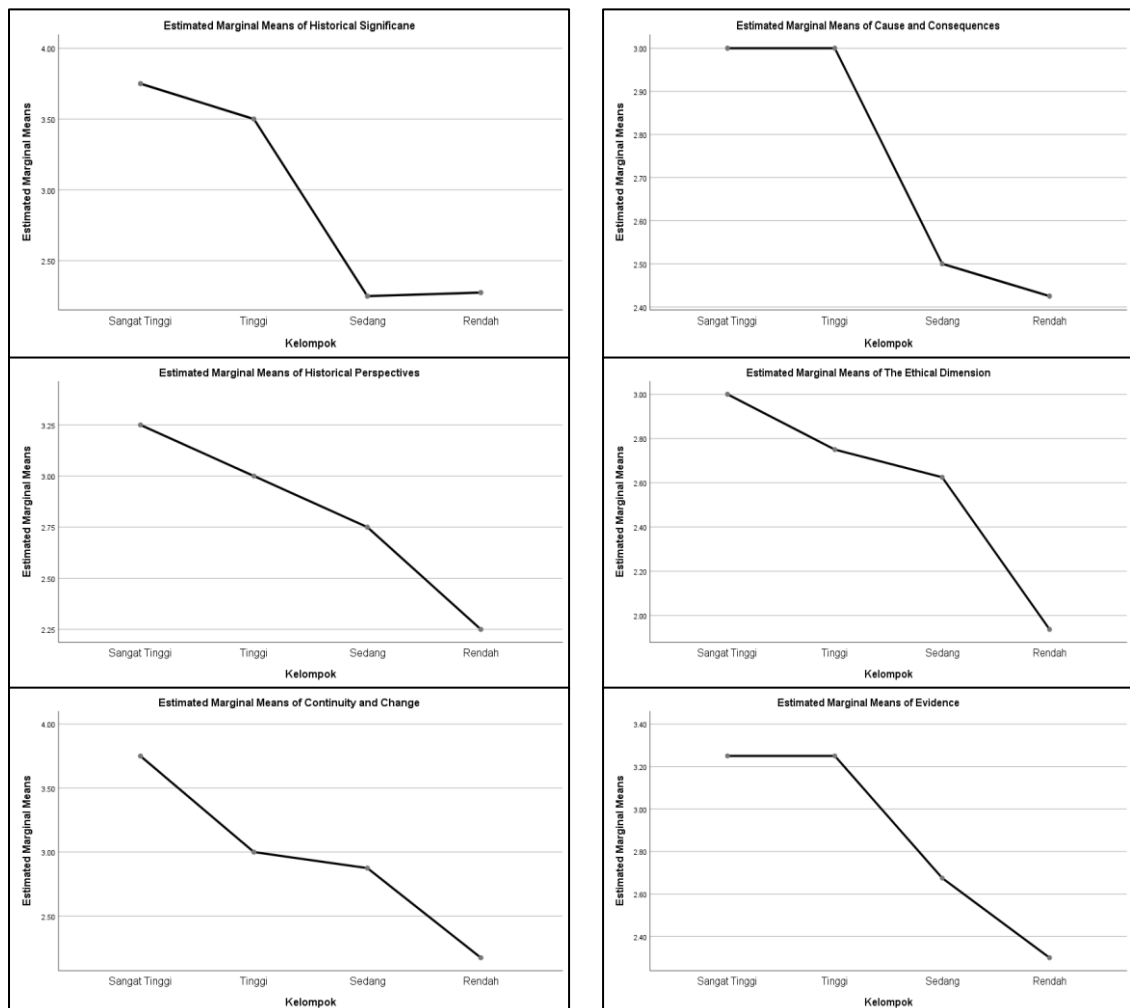
Continuity and Change	Very High	Medium	-.6875*	.64902	1.000	-2.4914	1.1164
		High	-.7500*	.54410	1.000	-.7623	2.2623
		Medium	-.8750*	.54410	.803	-.6373	2.3873
		Low	-1.5750*	.54410	.081	-.0627	3.0873
	High	Very High	-.7500*	.54410	1.000	-2.2623	.7623
		Medium	.1250	.54410	1.000	-1.3873	1.6373
		Low	-.8250*	.54410	.932	-.6873	2.3373
	Medium	Very High	-.8750*	.54410	.803	-2.3873	.6373
		High	-.1250	.54410	1.000	-1.6373	1.3873
		Low	.7000	.54410	1.000	-.8123	2.2123
	Low	Very High	-1.5750*	.54410	.081	-3.0873	-.0627
		High	-.8250*	.54410	.932	-2.3373	.6873
		Medium	-.7000	.54410	1.000	-2.2123	.8123
Evidence	Very High	High	.0000	.58265	1.000	-1.6195	1.6195
		Medium	.5750	.58265	1.000	-1.0445	2.1945
		Low	.9500*	.58265	.774	-.6695	2.5695
	High	Very High	.0000	.58265	1.000	-1.6195	1.6195
		Medium	.5750	.58265	1.000	-1.0445	2.1945
		Low	.9500*	.58265	.774	-.6695	2.5695
	Medium	Very High	-.5750	.58265	1.000	-2.1945	1.0445
		High	-.5750	.58265	1.000	-2.1945	1.0445
		Low	.3750	.58265	1.000	-1.2445	1.9945
	Low	Very High	-.9500*	.58265	.774	-2.5695	.6695
		High	-.9500*	.58265	.774	-2.5695	.6695
		Medium	-.3750	.58265	1.000	-1.9945	1.2445

Based on observed means.

The error term is Mean Square (Error) = .679.

*. The mean difference is significant at the .05 level.

Chart 2. Profile Plots of Historical Thinking in Academic Essay Test



There are differences in the patterns of historical thinking between the results of the Academic Essay test and those of the historical thinking questionnaire. To summarize, the analysis of the six historical thinking components across the groups, based on the reading motivation scale, reveals distinct patterns. Notably, the Historical Significance (HS) component in the "sangat tinggi" (very high) group consistently scores higher than in the "rendah" (low) and "sedang" (moderate) groups. In certain aspects, such as Cause and Consequences (CC2) and Evidence (E), the "tinggi" (high) group exhibits similar scores to the "sangat tinggi" group. Both the "sangat tinggi" and "tinggi" groups dominate across all aspects. However, in contrast to the questionnaire results, the patterns of the "tinggi" group are sometimes the lowest or on par with the lower-ranking groups. Meanwhile, the "sedang" and "rendah" groups consistently rank below the other groups. Additionally, among the components, the "sedang" group has the lowest score for the Historical Significance (HS) component.

The study, which explores the link between students' reading motivations, their historical thinking skills, and the differences between the Academic Essay test and the historical thinking questionnaire, provides fascinating insights into how different student groups approach historical texts and cultivate historical thinking skills. These results highlight the complex relationship between students' motivation to read and their capacity for historical thinking.

3. Discussions

These results are not completely confirmed a presumption of this research in which argue that the higher students' reading motivation then the higher also their historical thinking abilities in every aspect. Though, some positive correlations have still

occurred in some components like considering the historical significance (HS) and ethical dimension (ED) of any historical narratives. The students who have a very high reading motivation are more likely recognizing the broader implications of historical events and are more attuned to the ethical considerations associated with these events. The result for both historical thinking components (HS & ED) are consistent both in the academic essay and the questionnaire result.

The ethical dimension in history is a multifaceted concept that intertwines personal, societal, and philosophical perspectives. The exploration of ethical dimension reveals how history can serve as a tool for self-knowledge and moral reflection. Hence, the most challenging part in considering the ethical dimension is the tendency that personal or author judgement may lead to subjective interpretations, potentially distorting facts to fit contemporary moral frameworks. However, human beings possess an innate sense of ethics shaped by biological, emotional, and psychological factors (Monroe, 2017). This natural moral sense is not merely a product of cultural influences but is deeply rooted in human nature, suggesting that ethical evaluations arise from instinctive emotional responses and social interactions (Mc Shea, 1990). In this regard, every student across all reading motivation level should have their own sense of ethics and morals. However, the results shows that only students who have higher reading motivation were better in comprehending the ethical dimension of the provided historical narratives. Meanwhile, the students with lower reading motivation were struggling to inference the moral squander of given historical narratives. This resulted in a hypothesis that there are any linear relationships between

reading motivation and ethical dimension within the historical thinking abilities.

However, in other historical thinking aspect such as concluding the cause and consequences (CC2), understanding the historical perspectives (HP), and verifying the evidence (E) or various sources which support the historical narratives. Most of students across every group were struggling to draw any definitive and confident conclusions. This highlights a common challenge faced by students across different levels of reading motivation. Those results show that reading motivation is not the only influencing variable toward these historical thinking abilities. These three skills are the most challenging abilities within all historical thinking abilities. Thus, there might be other variables which more impactful toward the emergence of these three skills; Or students simply as a beginner in the discipline might encounter difficulties in understanding the causal relationships between historical events, discerning diverse historical perspectives, and validating the truth from evidence.

Yet, these results draw a new insight that there are much more effort in achieving mastery within the historical thinking skills which. The analysis of historical thinking skills across groups segmented by reading motivation underscores distinct patterns in how students perceive and apply these skills. Notably, the "very high" group, characterized by very high reading motivation, exhibits significant differences in two components - Historical Significance (HS) and Ethical Dimension (ED) - compared to the other groups. These students demonstrate a heightened awareness of the historical significance of events and a keen understanding of the ethical dimensions embedded within historical narratives. This suggests that very highly motivated students excel in recognizing the broader implications

of historical events and are more attuned to the ethical considerations associated with these events.

Conversely, the "low" group, characterized by low reading motivation, significantly lags behind in the Evidence (E) component. This finding implies that students with low reading motivation may struggle with evaluating and interpreting historical evidence, which is a fundamental aspect of historical thinking. This aspect is crucial for developing historical understanding, as it entails the ability to critically assess sources and discern between information and interpretation.

The analysis also reveals that both the "very high" and "high" groups significantly outperform the rest in the Continuity and Change (CC1) component. This indicates that students with high to very high reading motivation possess a more nuanced grasp of how historical events evolve over time and they are more adept at comprehending the dynamics of continuity and change within historical narratives. Moreover, their ability to understand the dynamics of change and continuity is indicative of their capacity to draw connections between past occurrences and contemporary issues. This is a crucial aspect of historical thinking as it fosters a deeper understanding of the human experience across time.

In contrast, the Cause and Consequences (CC2) and Historical Perspectives (HP) components register the lowest scores among all the groups. This highlights a common challenge faced by students across different levels of reading motivation. It suggests that students may encounter difficulties in understanding the intricate causal relationships between historical events and may struggle to discern diverse historical perspectives, which are integral to a comprehensive historical understanding. Furthermore, these results stress the

necessity for targeted actions aimed at enhancing causal analysis and encouraging the consideration of various historical perspectives. This suggests that students across varied reading motivations might require further support in developing skills related to causality analysis and the adoption of diverse historical perspectives. This represents a crucial area where educators can concentrate their endeavors to enhance the historical thinking skills of all students.

Another key observation is the differences between the results of the Academic Essay test and those of the historical thinking questionnaire. The Academic Essay test provides an objective assessment of students' historical thinking skills, while the questionnaire offers a self-reported measure of their perceived abilities. These differences emphasize the importance of using a combination of assessment methods to gain a holistic understanding of students' historical thinking capabilities.

The unbreakable bond between history and texts raises a fundamental question: should historical narratives be accepted uncritically, or should a degree of skepticism be maintained when approaching these texts? The study accentuates the importance of nurturing a level of skepticism among consumers of historical narratives, particularly within the realm of education. As stated by Bermudez (2015) skepticism in learning helps reveal and correct distortions, allowing for a more accurate understanding of the subject matter by cultivating reflective skepticism, students can develop a critical mindset that enables them to see through ideological spells and legitimized social arrangements and practices. This skepticism does not entail outright rejection of historical narratives but rather a willingness to scrutinize them, probe the perspectives of historical actors, and discern between

interpretations and empirical evidence (Haste & Bermúdez, 2017). This nuanced approach is integral to fostering robust historical thinking skills (Jones & Walton, 2018). In navigating historical narratives, students need not become skeptical of all existing historical narratives; rather, they should develop the capacity to critically engage with them.

The research probes the complex and reciprocal relationship between text-based learning in history, reading motivation, and the development of historical thinking skills. In text-based learning, students engage with written sources, delving into historical documents, expository texts, primary sources, and narratives to decipher past events, cultures, and societies (Perfetti et al., 2012). This approach enables students to explore diverse perspectives and critically assess historical narratives (Britt et al., 1994). Reading motivation plays a pivotal role in shaping how students approach text-based learning (Mohseni Takaloo & Ahmadi, 2017). Motivated readers actively seek, engage with, and comprehend historical texts (Cambria & Guthrie, 2010; Guthrie & Klauda, 2016; Wigfield & Guthrie, 2000). Their eagerness to learn from these texts and their willingness to invest effort in understanding complex historical content significantly influences the development of historical thinking skills.

Moreover, this relationship between text-based learning and reading motivation is reciprocal. Motivated students engage more deeply with historical texts, invest time and effort in comprehending complex narratives, and subsequently achieve a deeper understanding of historical events and interpretations. Their motivation also contributes to the development of critical thinking skills, allowing them to analyze evidence, contextualize events, and evaluate source credibility. Furthermore, motivated

students are more inclined to tackle sophisticated texts, which are often rich in nuanced language and intricate arguments, a key aspect of fostering advanced historical thinking skills.

D. CONCLUSION

In conclusion, this research offers profound insights into the intricate dynamics between students' reading motivations and their historical thinking abilities, shedding light on the disparities between objective assessments and self-reported perceptions of these skills. The segmentation of students into groups based on their reading motivation levels has revealed compelling patterns in how historical thinking skills are perceived and applied. Highly motivated students display remarkable proficiency in recognizing the historical significance of events and a good understanding of the ethical dimensions inherent in historical narratives. They excel in discerning the broader implications of historical events and ethical considerations.

Conversely, students with low reading motivation, faces challenges in evaluating and interpreting historical evidence, a fundamental aspect of historical thinking necessary for discerning factual information from interpretation. These results underline the significance of nurturing critical thinking skills in all students, especially those with low reading motivation.

The ability of the students with high reading motivation in understanding the dynamics of continuity and change demonstrates the power of high reading motivation in grasping the evolution of historical events and connecting them to contemporary issues. This is pivotal in fostering a profound understanding of the human experience across time. Nonetheless, all students, regardless of motivation levels, grapple with the complexities of causal analysis and comprehending diverse

historical perspectives. This emphasizes the need for targeted support in enhancing causality analysis skills and promoting consideration of varied historical viewpoints, benefiting students across the spectrum of reading motivations.

This research underscores the vital role of skepticism in history education. Encouraging students to critically engage with historical narratives, rather than accepting them uncritically, cultivates robust historical thinking skills. This nuanced approach to historical narratives not only enriches students' understanding of the past but equips them with the skills to evaluate historical events and interpretations critically.

Moreover, this study unveils the reciprocal relationship between text-based learning in history, reading motivation, and the development of historical thinking skills. Students who are motivated to engage with historical texts are more likely to excel in historical thinking, enriching their capacity to critically assess evidence, contextualize historical events, and evaluate source credibility. This research highlights the significance of cultivating reading motivation among students and the role it plays in enhancing historical thinking abilities.

E. REFERENCES

- Bermudez, A. (2015). Four tools for critical inquiry in history, social studies, and civic education. *Revista de Estudios Sociales*, 52, 102–118.
- Britt, M. A., Rouet, J.-F., Georgi, M. C., & Perfetti, C. A. (1994). *Learning from history texts: From causal analysis to argument models*.
- Brown, C. S. (2014). Language and Literacy Development in the Early Years: Foundational Skills that Support Emergent Readers. *Language and Literacy Spectrum*, 24, 35–49.

- Cambria, J., & Guthrie, J. T. (2010). Motivating and engaging students in reading. *New England Reading Association Journal*, 46(1), 16–29.
- Doolittle, P. E., Hicks, D., Triplett, C. F., Nichols, W. D., & Young, C. A. (2006). Reciprocal teaching for reading comprehension in higher education: A strategy for fostering the deeper understanding of texts. *International Journal of Teaching and Learning in Higher Education*, 17(2), 106–118.
- Downey, M. T., & Long, K. A. (2020). Historical Thinking. In *Teaching for Historical Literacy*. <https://doi.org/10.4324/9781315717111-9>
- Drake, F. D., & Brown, S. D. (2003). A systematic approach to improve students' historical thinking. *The History Teacher*, 36(4), 465–489.
- Edmonds, W. A., & Kennedy, T. D. (2016). *An applied guide to research designs: Quantitative, qualitative, and mixed methods*. Sage Publications.
- Guthrie, J. T., & Klauda, S. L. (2016). Engagement and motivational processes in reading. *Handbook of Individual Differences in Reading: Reader, Text, and Context*, 41–53.
- Haste, H., & Bermúdez, Á. (2017). The power of story: Historical narratives and the construction of civic identity. *Palgrave Handbook of Research in Historical Culture and Education*, 427–447.
- Hynd, C., Holschuh, J. P., & Hubbard, B. P. (2004). Thinking like a historian: College students' reading of multiple historical documents. *Journal of Literacy Research*, 36(2), 141–176.
- Jenkins, K., & Munslow, A. (2004). *The Nature of History Reader*. Psychology Press.
- Jones, N. N., & Walton, R. (2018). Using narratives to foster critical thinking about diversity and social justice. *Key Theoretical Frameworks: Teaching Technical Communication in the Twenty-First Century*, 241–267.
- Kheang, T., Chin, P., & Em, S. (2024). *Reading Motivation to Promote Students' Reading Comprehension: A Review* (SSRN Scholarly Paper No. 4760870). Social Science Research Network. <https://doi.org/10.2139/ssrn.4760870>
- Leatherdale, S. T. (2019). Natural experiment methodology for research: A review of how different methods can support real-world research. *International Journal of Social Research Methodology*, 22(1), 19–35.
- Lee, K. H. Y., & Patkin, J. (2016). Reading as Experience: Literature, Response and Imagination. *Changing English*, 23(1), 67–76. <https://doi.org/10.1080/1358684X.2015.1133764>
- Lévesque, S. (2008). *Thinking Historically: Educating Students for the Twenty-first Century*. University of Toronto Press.
- Li, Y., Jia, K., Myat Kyaw, H. M., Li, H., & Yan, M. (2024). The unique contribution of reading motivation to reading comprehension increases from Grades 2 to 4 in Chinese children. *Journal of Research in Reading*, 47(4), 557–579. <https://doi.org/10.1111/1467-9817.12466>
- MCSHEA, R. J. (1990). *Morality and Human Nature*. Temple University Press;

- JSTOR.
<http://www.jstor.org/stable/j.ctt14bt7zj>
- Mohseni Takaloo, N., & Ahmadi, M. R. (2017). The effect of learners' motivation on their reading comprehension skill: A literature review. *International Journal of Research in English Education*, 2(3), 10–21.
- Monroe, K. R. (2017). Chapter 45 - Biology, Psychology, Ethics, and Politics: An Innate Moral Sense? In M. Tibayrenc & F. J. Ayala (Eds.), *On Human Nature* (pp. 757–770). Academic Press. <https://doi.org/10.1016/B978-0-12-420190-3.00045-4>
- Munslow, A. (2006). *Deconstructing History*. Taylor & Francis.
- Munslow, A. (2018). *Narrative and History*. Bloomsbury Publishing.
- Nichols, B. (1994). *Blurred boundaries: Questions of meaning in contemporary culture*. Indiana University Press.
- Nokes, J. D. (2017). Exploring patterns of historical thinking through eighth-grade students' argumentative writing. *Journal of Writing Research*, 8(3), 437–467.
- Perfetti, C. A., Britt, M. A., & Georgi, M. C. (2012). *Text-based learning and reasoning: Studies in history*. Routledge.
- Schutte, N. S., & Malouff, J. M. (2007). Dimensions of reading motivation: Development of an adult reading motivation scale. *Reading Psychology*, 28(5), 469–489.
- Seixas, P. (2017). A model of historical thinking. *Educational Philosophy and Theory*, 49(6), 593–605.
- Seixas, P., & Peck, C. (2004). Teaching historical thinking. *Challenges and Prospects for Canadian Social Studies*, 109–117.
- Thorp, R., & Persson, A. (2020). On historical thinking and the history educational challenge. *Educational Philosophy and Theory*, 52(8), 891–901.
- Topolski, J. (2001). The structure of historical narratives and the teaching of history. *International Review of History Education*, 9–22.
- Van Boxtel, C., & Van Drie, J. (2018). Historical reasoning: Conceptualizations and educational applications. *The Wiley International Handbook of History Teaching and Learning*, 149–176.
- Voss, J. F., & Silfies, L. N. (1996). Learning from history text: The interaction of knowledge and comprehension skill with text structure. *Cognition and Instruction*, 14(1), 45–68.
- White, H. (1980). The Value of Narrativity in the Representation of Reality. *Critical Inquiry*.
<https://doi.org/10.1086/448086>
- Wigfield, A. (1997). Reading motivation: A domain-specific approach to motivation. *Educational Psychologist*, 32(2), 59–68.
- Wigfield, A., & Guthrie, J. T. (2000). Engagement and motivation in reading. *Handbook of Reading Research*, 3(2000), 406.
- Yin, R. K. (2012). *Case study methods*.