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The Implementation of Resource Based Learning Model Assisted by Digital Scrapbook in Improving Student Historical Thinking Skills in History Learning

***Fani Khoirun Nisa*[1], *Sumardi*[2], *Nurul Umamah*[3]**

Departement of History Education, Faculty of Teacher Training and Education
University of Jember
Jember, Indonesia
fanikhoirunnisa3013@gmail.com

Abstract: Resource-based Learning (RBL) is a learning experience system that directs students to a learning resources. Resource-based Learning is based on the belief that students should be exposed directly to learning resources rather than just listening to lectures in class so that learning will be more meaningful and focused. Resource-based Learning is a model that aims to free students to utilize the diversity of information sources that can be studied. Using all sources of information as learning resources can encourage students better to interpret the concept of the substance of learning content. This research uses Digital Scrapbooks as a learning media to provide learning resources in one medium. This research aims to develop historical thinking skills in students who are learning history. The research was conducted in class XI MPLB at SMKN 4 Jember. This research uses a quantitative research approach to examine objective theories by investigating the relationships between variables. This research begins by formulating a hypothesis as a prediction of the relationship between variables. This research uses experimental research methods, which involve testing controlled interventions on research results, taking into account other influencing factors.

Keywords; Learning Media, Resource Based Learning, Digital Scrapbook, Historical Thinking Skills.

1. INTRODUCTION

Resource-based Learning (RBL) is not a new concept because students have long used learning resources such as books. There has been an increase in the use of media, including lesson plans, study guides, textbooks, and workbooks, as well as video and audio media (Brown & Smith, 1996). Resource-based Learning (RBL) is a pedagogical approach where the learning resources are extensive and allow students to explore their abilities independently, apart from learning mediated by the teacher (Brown & Green, 2020). From this definition, by using the RBL model, students can use a variety of learning resources to increase their learning independence. Learning sources that have the potential to be applied in the classroom can be media, people, places, and ideas (Hannafin & Hill, 2008). Therefore, educators are not the only source of learning in students' learning experiences. Resource Based Learning involving students' activeness in searching for various sources of information/learning (people, books, journals, newspapers, the web, etc.) stimulates students to be motivated and try to find as many sources of information as possible (W. Beswick, 1979; Kong, 2009). RBL learning allows students to develop a more active and broader understanding of how to obtain information to be explored and researched independently according to their abilities, thereby moving students to learn according to their abilities and skills.

Resource Based Learning is a systematic approach that supports educators and students in utilizing digital technology to grow knowledge in accordance with academic goals (Khoiriyah, 2023). The importance of utilizing the availability of various types and qualities of resources to meet the different learning needs of students is the main characteristic of RBL learning. The nature of resources in the digital era fosters opportunities to utilize resources for individual learning needs (Hannafin & Hill, 2008). As technology advances, the use of learning resources becomes more diverse and easier to use, so it is essential to take advantage of the various learning resources available.

The researcher concluded that RBL in learning is helpful as something holistic with a dynamic organizing process and stimulation of students' cognitive activities for mastery of active transformation skills of learning resources that involve students, educators, and learning resources. With advances in technology and the many learning resources available, RBL is now believed to be a learning model that can provide a more helpful classroom learning experience (Konnets, 2020). The essence of RBL learning is to provide students with a role as resource information explorers to increase practical knowledge by students, as well as increase abilities and skills in class material (Kononets et al., 2020).

A scrapbook is a book that combines images and text from letters, articles, and magazines with the help of computer software (Bradley, 2007). In education, students and educators can participate in digital scrapbook creation activities (Lopez et al., 2020). Effective learning helps educators convey information to students so they can learn independently with various tools (Sari, 2023). The use of digital media for scrapbooking is more effective because the material is arranged according to the educator's goals.

Table 1: Syintax of Resource-Based Learning

Stages	Educator Activies	Student Activies
Identification of problems	Guide students in developing questions and direct them in determining what information is needed to solve the problem.	Students find out what problems they want to raise according to the topic.
Search and access information	Helping students search for and obtain relevant information	Search and find sources of information to solve problems
Analyze and evaluate information.	Helping students to be active in constructing information by analyzing, synthesizing, and evaluating it	Analyze and evaluate information on their own or with the help of educators, but can select and actively use knowledge during the learning process
Using information	Guiding to use the information appropriately.	Students do not just copy and paste sources of information 3 that they find but use the information according to their own understanding and language
Evaluation	Determine the extent to which students understand the material	Evaluate the information findings that have been compiled.

Sumber. Ann Bleakley & Jackie (2013)

The independent curriculum designs history learning to encourage students' ability to ask questions, collect data, observe, organize information, communicate, draw conclusions, and be able to reflect and plan follow-up projects collaboratively in the realm of social sciences (IPS) (Kemendikbudristek, 2022). The design of history learning in the independent curriculum aims to motivate students further not only to memorize and understand historical events but also to understand the use of historical concepts as analytical tools to study an event (Ayundasari, L. 2022). Thus, the independent curriculum has quite a significant impact on the curriculum structure, including in history learning.

There are several abilities that students must have to achieve history learning in the Independent Curriculum, including (1) Historical Conceptual Skills, (2) Historical Thinking Skills, (3) Historical Consciousness, (4) Historical Research, (5) Historical Practical Skills Practice (Kemendikbudristek, 2022). So that students have a richer range of skills compared to the previous curriculum. Therefore, in history learning, there is an emphasis on historical thinking skills for students.

The ability to think historically (historical thinking skills) is a skill possessed by students to be able to grow their thinking power and be able to understand historical events through reasoning and reasonable thinking (Ozmen & Kisilay, 2017). Historical thinking skills are a tool for mapping the future from historical events so that historical events have benefits for current and future life (Wineburg, 2006). Historical thinking skills in understanding historical events encourage students to be wiser in taking advantage of historical events for future evaluation. Students' high level of interpretation is essential to understanding historical events contained in learning books (James, 2023). Historical thinking skills encourage students to know the differences between the past, present, and future (Wineburg, 2006). So, students who can think historically can stimulate them to be able to analyze and evaluate illustrations, historical evidence, and historical events.

Table 2: Historical Thinking Skills Indicators

Indicators	Sub Indicators
Chronological Thinking	a. Students can differentiate between past, present, and future b. Identify the temporal structure of historical narratives or stories c. Determining time (temporal) in building historical narratives d. Interpret data presented in a timeline (temporal) e. Reconstructing historical events to explain historical continuity and change.
Historical Understanding	**a.** Identify historical sources **b.** Reconstructing the literal meaning of a historical event

	c. Distinguish between facts and historical interpretations
Historical Analysis and Interpretation	a. Analyze cause and effect relationships in historical events b. Comparing historical events or societal problems in certain periodizations c. Comparing opinion statements that are not supported by historical evidence with informed hypotheses that are based on historical evidence.
Ability to cinduct Historical Research	a. Obtain historical data from various sources. b. Formulate historical questions from the discovery of historical documents, eyewitness accounts, letters, diaries, artifacts, photographs, historical sites, art, architecture, and other records. c. Verify source d. Identify variations in available records and construct contextual knowledge and views of time and place. e. Support the interpretation with historical evidence
Historical Issue Analysis and Decision-Making	a. Identify past problems and issues b. Utilize historical evidence that can help solve problems c. Identify relevant historical events and differentiate them from those that are irrelevant to current issues d. Evaluate alternative courses of action e. Formulate a position or line of action on an issue f f. Develop concrete historical events

Source: National Center for History in the School

Observations have been carried out, and information has been obtained from educators who teach history in class. This is based on a study that found that the average final semester exam results for students in history subjects are still relatively low. The average score does not meet the predetermined KKM standards, meaning that students have not met the standards for completeness in studying history.

Students experience obstacles during the learning process, such as being passive, apathetic, not appearing active and enthusiastic, and lacking concentration. So, this will have a destructive impact on students' learning and understanding of the subject matter. Therefore, improvements need to be made in the learning process, especially in the application of learning methods that are not only focused and dominated by educators but require student activity.

Resource-based Learning is very aligned with information search activities, and students can solve problems by being given the freedom to search for information from various learning sources that are appropriate to the topic being studied (Butler, 2015). In other words, studying historical topics requires many learning resources, not just one. Excavation and interpretation of various learning sources and various sources of information to solve problems are contained in the RBL learning process (Jenkin, 2005). Furthermore, scrapbook media is a collection of memorabilia, narratives, poems, quotes, stories, clippings, notes, and photos from various sources, which are arranged and assembled in an album or hand-made book. (Bradley, 2013) . Then, in accordance with one of the indicators of Historical Thinking Skill, namely Historical Analysis and Interpretation, students can construct historical events concretely from the various information they obtain.

History learning requires RBL efforts, which involve students in searching for learning sources/information that suit their skills and needs. (MacDonald et al., 1999). This idea is related to one of the indicators of Historical Thinking, namely Historical Research Capabilities. With RBL, students are motivated to investigate and create new information based on existing problems. At the RBL stage, students are encouraged to develop questions to identify problems (Bleaky & Jackie, 2013), which are then in accordance with one of the Historical Thinking indicators, namely Historical Issues-Analysis and Decision Making.

RBL learning gives students the opportunity to build their understanding actively and more broadly in order to get as much information as possible to explore independently according to their abilities (Khoiriyah, 2023). When history learning utilizes the Resource Learning method, students can solve problems by being given the freedom to seek information from various learning sources that are appropriate to the topic being studied (Pajriah, 2015). Resource-based Learning is a process of collecting and interpreting information sources to solve problems so that it can stimulate more profound knowledge (Jenkin, 2005). Thus, students are required to be able to construct their knowledge through the source information they obtain. Thus, Resource-based Learning is an alternative model that can be applied to improve students' historical thinking skills by implementing an independent curriculum.

2. RESEARCH METHOD

2.1 Validity Test

Instrument validity tests need to be carried out to describe the degree to which the related instrument can measure what is to be measured. An instrument can be said to be valid, meaning it can be used to measure what it wants to measure (Sugiyono, 2019). The questions are prepared by arranging the grid first. This aims to ensure that the questions prepared can represent indicators of teaching objectives. Then, the questions that have been prepared are reviewed by class XI educators. In the grid, variables with questions or statements are explained by the indicators. With an instrument grid, validity testing can be carried out efficiently and systematically (Sugiyono, 2019).

To test the validity of the research question evidence, we carried out a correlation analysis between the question items and the total score using the Product Moment Correlation formula for rough numbers using SPSS version 25 for Windows. Suppose the Pearson Product Moment correlation between each test criterion is r calculated > r table with =0.05. In that case, the measuring instrument is declared valid, and conversely, if r is calculated < r table, then the measuring instrument is invalid.

2.2 Reliability Test

A reliable instrument is an instrument that, when used several times to measure the same object, will produce the same data (Sugiyono, 2019). Reliability is often also referred to as trustworthiness, dependability, constancy, stability, and consistency. So, reliability means how far the measurement results can be trusted (Ary et al., 2010). So, if the reliability of the instrument is stated to be good, it can provide relatively constant measurement results. By using valid and reliable instruments in data collection, it is hoped that the research results will be valid and reliable (Sugiyono, 2019). The reliability test of the research instrument applied in this research is Spearmant Brown with the Split Half technique assisted by SPSS 25 for Windows software.

2.3 Normality Test

The normality test is used to determine whether the error term approaches a normal distribution. It is helpful in understanding whether the distribution of pretest and posttest data is normal or not. In calculating the normality of the distribution of each sample group, the Kolmogorov-Smirnov test was used with a significance level of 0.05.

2.4 Homogenity Test

The homogeneity test is useful for determining whether the research population is homogeneous (the same). The F test with Levene statistics was used as a homogeneity test using the SPSS Version 25 program. This test will be carried out to determine whether the population variance is homogeneous or not. Calculations are carried out with the Sig value in SPSS, with a significance level of 0.05.

2.5 Regression Test

The regression homogeneity test aims to determine whether there is a relationship between the covariates and the independent variables. If there is a relationship, the slope of the regression line is declared homogeneous. The regression homogeneity test was carried out using SPSS version 25 for Windows.

2.6 Linearity Test

The linearity test is the final assumption test before carrying out the ANCOVA test. The aim of carrying out the linearity test is to determine whether the covariate relationship with the dependent variable has a significant linear relationship or not. A covariate is said to have a linear relationship with the dependent variable if the significance value of the covariate is less than 0.05. If the significance value of the covariate is more than 0.05, then there is no significant linear relationship between the covariate and the dependent variable.

2.7 Hypothesis Testing

The truth of the hypothesis must be proven through collected data (Sugiyono, 2019). Statistically, a hypothesis is defined as a statement regarding the state of the population (parameters) whose truth will be tested based on data obtained from the research sample (statistics). The hypothesis test applied in this research used ANCOVA (analysis of covariance). Hypothesis testing in data analysis is assisted by the SPSS 25 for Windows software program. The ANCOVA (analysis of covariance) test was carried out to test the effect of Resource Learning assisted by Digital Scrapbook media on increasing historical thinking skills, and student learning outcomes were analyzed using ANCOVA with pre-test scores as a covariate.

3. RESULT AND DISCUSSION

3.1 RESULT

A. Instrument Trial Result

The research instrument must undergo trials, which include validity and reliability tests. These two tests ensure the accuracy and reliability of the instrument in determining the competency of the students who will be tested.

- **Validity Test**

Instrument testing of learning outcomes and historical thinking skills in this research uses SPSS Statistics 25 software as a data processing medium. The condition to be declared valid is when the correlation result r calculated > r table. In this validity test, the r table value with $\alpha = 0.05$ is 0.329. If there is a coefficient result that is less than 0.329, then the question item is invalid. Apart from that, the decision-making criteria are determined if the significance value is 0.05, then the question is declared invalid. The validity analysis carried out included the Learning Outcomes and Historical Thinking variables. The data obtained from testing the instrument was

tested using the Product Moment Correlation formula with rough figures using SPSS Statistics 25 for Windows.

- **Reliability Test**

Reliability is how far the measurement results can be trusted (Ary et al., 2010; Rufaidah et al., 2020). An instrument can be declared reliable when it can reveal reliable data (Arikunto, 2010). Reliability relates to the extent to which a measure can produce consistent results each time it is applied (Ary et al., 2014). The reliability test in this study was calculated using the Spearman-Brown technique with the Split Half Method with the help of SPSS Statistics 25 for Windows.

Table 3: Reliability Coefficient

Validity Coeffient	Criteria
0.80< rxy ≤1.00	Very high (very good)
0.60< rxy ≤0.80	High (good)
0.40< rxy ≤0.60	Medium (fair)
0.20< rxy ≤0.40	Low
0.00< rxy ≤0.20	Very low
rxy ≤0.00	Invalid

Source: Guilford (1956:145)

Table 4: Reliability Results of Instrument Trials

Reliability Statistics		
Cronbach's Alpha	N of Items	Criteria
0.831	7	Very High

The data in Table 4 shows that the reliability test results of the historical thinking instrument have a significance value of 0.831. Based on the reliability coefficient category in Table 3, the value is in the category 0.800 < 0.831 ≤ 1.00, which means very high reliability. So, based on all the data that has been obtained, it can be concluded that the historical thinking instrument is declared reliable and has good consistency for use in research.

B. Analysis Prerequisite Test

- **Normality Test**

The purpose of carrying out the normality test is to see whether the data is normally distributed or not. The normality test was carried out using the Kolmogorov-Smirnov formula with the help of SPSS for Windows version 25 software. The decision-making criteria used a significance level of 5% as follows:

a. If the sig value is > 0.05, then H0 is accepted (normal distribution)
b. If the sig value < 0.05, then H0 is rejected or Ha accepted (not normally distributed)

Table 5: Normality Test Results

Class	Research Variable		N	Sig.	Criteria
Experiment	*Historical Thinking*	Pre	36	0,129	Normal
		Post		0,110	Normal
	Learning Outcomes	Pre		0,097	Normal
		Post		0,200	Normal
Control	Historical Thinking	Pre	36	0,060	Normal
		Post		0,070	Normal
	Learning Outcomes	Pre		0,064	Normal
		Post		0,200	Normal

Historical Thinking test results show results both before and after treatment. The table above shows that the pretest Data for both the experimental class and the control class exceed the sig criteria above 0.05 (0.0129> 0.05 and 0.60> 0.050). Then, the post-test results in both the experimental class and the control class also showed sig values exceeding 0.05 (0.110> 0.05 and 0.070> 0.05). So, from normality testing on the historical thinking skills instrument, the data is normally distributed and can be continued to the next analysis stage.

- **Homogenity Test**

The purpose of carrying out a homogeneity test is to find out whether the data collected from the experimental class and control class comes from a homogeneous sample or not. The homogeneity test was carried out using the test of homogeneity of variance analysis with the Levene test statistics assisted by the SPSS version 25 for Windows program, with decisionmaking criteria using a significance level of 0.05.

Table 6: Homogenity Test Results

Variable	Levene Statistic	N	Sig.	Criteria
Historical Thinking	0,201	36	0,656	Homogen
Learning Outcomes	0,545	36	0,463	Homogen

Based on the homogeneity test results table, the historical thinking test in the pretest in both the experimental and control classes had a sig value above 0.05 (0.656 > 0.05). Then, the Levene statistics column also shows a value of 0.201, which exceeds the sig value. 0 .05 . So, it can be concluded that the experimental class and control class in the historical thinking test have a homogeneous data distribution and can be continued to the next stage of data analysis.

- **Regression Homogenity Test**

The regression homogeneity test aims to determine whether there is a relationship between the covariates and the independent variables. The slope of the regression line is declared homogeneous if the significance value between the covariate and the independent variable is more than 0.05 (sig. > 0.05).

Table 7: Regression Homogenity Test Results

Data	Type III Sum of Squares	df	Mean Square	F	Sig.
Kelas * Pretest	44.401	11	44.401	2.450	0,123

Table 7 produces an output significance value of 0.123 in the class and pretest tables. So, according to decision-making, it can be concluded that there is a relationship between the covariate (pretest) and the independent variable (class) for both the experimental class and the control class because the significance value is more than 0.123 (sig. > 0.1 23).

- **Linierity Test**

The linearity test is the final assumption test before carrying out the ANCOVA test. The aim of carrying out the linearity test is to determine whether the covariate relationship with the dependent variable has a significant linear relationship or not. The linearity test was carried out with the help of SPSS version 25 for Windows.

Table 8: Liniarity Test Results

Dependent Variable: Posttest					
Data	Type III Sum of Squares	Df	Mean Square	F	Sig.
Pretest	3008,853	11	273,532	704,807	.000

Based on the interpretation, the table above shows the results of the linearity test on the historical thinking test, which originates from the pretest value as a covariate and class as the dependent variable. It shows a significance value of 0.000 and less than 0.05. So, it can be concluded that there is a linear relationship between the covariates and the dependent variable.

C. Hypothesis Testing

Hypothesis testing is carried out in research to answer the problem formulation. The hypothesis test that will be used in this research is the ANCOVA (Analysis of covariance) test. The ANCOVA (analysis of covariance) test was carried out to test the effect of learning using the Resource-Based Learning model on historical thinking skills and student learning outcomes with pretest scores as a covariate. After all assumptions are met, hypothesis testing using ANCOVA can be carried out.

Criteria for acceptance and rejection of hypotheses

1. H0 is accepted, and Ha is rejected if the sig value is > 0.05
2. H0 is rejected, and Ha is accepted if the sig value <0.05

Table 9: Hasil Test of Between-Subject Historical Thinking Skills

Dependent Variable: Posttest

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	2114,889[a]	2	1057,444	15,237	,000
Intercept	2959,141	1	2959,141	42,640	,000
Prettest	665,875	1	665,875	9,595	,003
Kelas	1482,262	1	1482,262	21,359	,000
Error	4788,431	69	69,398		
Total	371419,000	72			
Corrected Total	6903,319	71			

a. R Squared = ,306 (Adjusted R Squared = ,286)

Based on the table above, the influence of the Resource Based Learning learning model on the historical thinking skills obtained from students should be determined. The results in the corrected model column show a result of 0.000 with a significance below 0.05, so it can be concluded that the simultaneous pretest and simultaneous learning model affect the historical thinking skills obtained by students. Suppose the class column shows a significance result of 0.000 (< 0.05). In that case, Ho is rejected, and Ha is accepted, which means that the Resource Based Learning learning model assisted by Digital Scrapbooks has a significant influence on students' historical thinking skills in history subjects.

In the following analysis, if you want to know the effect of using the learning model in the control class and experimental class, you will find it in the table below:

Table 10: Estimated Marginal Means Results

Class

Dependent Variable: Posttest

Kelas	Mean	Std. Error	95% Confidence Interval Lower Bound	95% Confidence Interval Upper Bound
kelas experiment	75,691[a]	1,389	72,921	78,461
Kelas control	66,615[a]	1,389	63,845	69,385

a. Covariates appearing in the model are evaluated at the following values: Prettest = 60,97.

Based on the estimated marginal means table, the experimental class that used the Resource-Based learning model assisted by Digital Scrapbook media obtained a mean of 75.691, while the control class obtained a mean value of 66.615. Thus, it can be concluded that the Resource-Based Learning model assisted by Digital Scrapbook media had more influence on student learning outcomes.

3.2 Discussion of Research Results

The results obtained are in the values in the class column (Table 9 Results Test of BetweenSubject Effects Historical Thinking Skills) produce a value of 0.000 with a significance below 0.05, so it can be concluded that the simultaneous pretest and learning model simultaneously influence the historical thinking skills obtained by students. In the learning model column, it gives a significance result of 0.000 (< 0.05), so Ho is rejected, and Ha is accepted, which means there is a significant influence in the application of the Resource Based Learning learning model assisted by Digital Scrapbook media on historical thinking abilities in history learning. Based on the estimated marginal means table, the experimental class, which used the Resource Based Learning learning model assisted by Digital Scrapbook media, obtained a mean of 75.691. In contrast, the control class obtained a mean value of 66.615, so it can be concluded that the Resource Based Learning model assisted by Digital Scrapbook media had more influence on student learning outcomes.

Lan (2000) said Resource Based Learning is a learning approach based on project-oriented learning, where students are faced with a wide range of knowledge sources. The use of RBL in holistic learning is a dynamic process of organizing and stimulating students' independent cognitive activities to master the skills of using information source transformation that involves students, educators, and the availability of learning resources (Konnets et al., 2020). So, learning history using the Resource-Based Learning model has an impact on students' activities and their ability to use their cognitive abilities actively. Students find a number of information from their meetings with a number of learning sources so that they can determine the information needed in relation to the learning topic (Olena, 2020). Furthermore, in accordance with one of the indicators of Historical Thinking ability, namely Historical Analysis and Interpretation, students can construct historical events concretely from the various information they obtain.

History learning requires RBL efforts, which involve students in searching for learning sources/information that suit their skills and needs. (MacDonald et al., 1999). This idea is related to one of the indicators of Historical Thinking, namely Historical Research Capabilities. With RBL, students are motivated to investigate and create new information based on existing problems. At the RBL stage, students are encouraged to develop questions to identify problems (Bleaky & Jackie, 2013), which are then in accordance with one of the Historical Thinking indicators, namely Historical Issues-Analysis and Decision Making. The Resource-Based Learning Learning Model provides students with the opportunity to not only understand the content of the subject matter but also gives them the opportunity to practice skills such as conducting searches, formulating hypotheses, collecting and processing data, and drawing conclusions (Armatas, 2023). All of these activities help students to achieve deeper understanding and knowledge and encourage students' historical thinking abilities. The scrapbook digital learning media is designed in the form of a book that contains a lot of learning resource content in one book, and this is because the scrapbook learning media is often used as clippings or essential notes for readers (Tergan, 2018). So, the digital scrapbook learning media functions as a collection of student learning resources that can be used interactively in the classroom. Students can develop their historical thinking skills by exploring, analyzing, and evaluating various information presented in one medium.

In the control class, researchers used the contextual teaching and learning (CTL) learning model as a comparison for the experimental class that uses the RBL model. Learning in the control class is dominated by students who have a higher ability to understand the material and have the potential to ignore their colleagues who are considered below them. Apart from that, educators in the classroom still have difficulty and need quite a long time to design or relate themes to the material they want to study. Students in the control class often make mistakes when trying to relate subjects to the reality of everyday life. Based on this, students must fail repeatedly to find the right relationship.

The RBL model involves students expressing opinions, searching for learning resources independently and participating in discussions. During the learning process, students in the experimental class looked more enthusiastic about participating in learning activities. Students can directly observe several things related to the material by searching for sources of information either through textbooks, the media provided, or using the internet in class. In the experimental class, students can learn in a guided way, which helps them to discover important concepts in learning so that they can conclude the learning resources used according to their needs.

4. Using the Template

There is a significant influence on the historical thinking abilities of students who are taught using Resource Based Learning assisted by digital scrapbook media. The results in the corrected model column show a result of 0.000 with a significance below 0.05, so it can be concluded that the simultaneous pretest and simultaneous learning model affect the historical thinking skills obtained by students. Suppose the class column shows a significance result of 0.000 (< 0.05). In that case, Ho is rejected, and Ha is accepted, which means that the Resource Based Learning learning model assisted by Digital Scrapbooks has a significant influence on students' historical thinking skills in history subjects.

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