

Epistemic Cognition in the Formation of Students' Memories and Narrative Competence

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Abstract

This research explores the influence of epistemic cognition and memory on students' understanding and narrative competence in learning the history of the Independence Revolution at SMA N 1 Semarang (a High School), using a qualitative case study approach. Data was obtained from classroom observations, student, and teacher interviews, as well as analysis of documents related to curriculum and learning practices. The research results show that understanding epistemological concepts, such as the nature of historical knowledge, influences students' understanding of historical material. Students who better understand the nature of historical knowledge tend to relate the material to personal and social experiences and construct critical historical narratives. The role of memory in shaping students' narrative competence is also important; consistency in remembering the chronology and relationship of events as well as the influence of emotions influence students' understanding. Student involvement, such as participation in discussions and teacher support, also influences the quality of learning. In conclusion, understanding epistemic cognition and the role of memory can help design effective learning strategies, while research implications highlight the importance of responsive curriculum development, support for teacher professional development, and collaboration between teachers.

Keywords: *Epistemic Cognition, Memory, History Learning, Narrative Competence*

Introduction

History learning is a subject that has an important role in shaping students' understanding of past events, which in turn shape's national identity and critical thinking skills (Fitrianto & Kurniawan, 2023; Parkes & Donnelly, 2014; Yildirim, Elban, & Yildirim, 2018; Zainal, Awang, Ahmad, Ahmad, & Muhthar, 2019). The history of the Indonesian Independence Revolution is the important topics in the history curriculum in Indonesia (Amin & Kurniawan, 2018; Frakking, Eickhoff, van Vree, Oostindie, & Schoenmaker, 2022), which requires students to have a deep understanding of the context, chronology, and implications of these events. However, research shows that history learning is often faced with challenges in developing deep and critical understanding in students (Lee, 2017; Lévesque & Clark, 2018;

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Öztürk, 2011; Purnomo & Kurniawan, 2024). In the history learning process, elements of epistemic cognition and memory play an important role in forming students' understanding. Epistemic cognition refers to students' understanding of the nature, structure, and attainment of knowledge, as well as how they understand and acquire knowledge. On the other hand, memory has a crucial role in storing and accessing learned information, influencing students' ability to construct historical narratives.

SMA N 1 Semarang, as one of the secondary education institutions in Indonesia, faces challenges in facilitating effective history learning, especially on the topic of the Indonesian Independence Revolution. Therefore, in-depth research is needed to understand how epistemic cognition and memory play a role in forming students' narrative understanding and competence in history learning in high school. History learning in Indonesia, including in high school, often faces several challenges that hinder an effective learning process (Ahmad, 2014; Mariana, 2020; Suryani, 2016; Winarti, 2017). One of the main challenges is the low level of student interest in history subjects, which may be caused by a lack of student involvement in the learning process and a lack of relevance of the learning material to their daily lives. Apart from that, history learning is also often faced with the problem of shallow conceptual understanding, where students may only be able to remember certain facts without being able to relate them to a wider context (Fatimah & Octaviani, 2023; Susanti, 2019). In this context, it is important to explore the role of epistemic cognition and memory in shaping students' narrative understanding and competence in history learning. This research will provide a deeper understanding of how students understand, store, and organize their historical knowledge, and how this influences their ability to construct coherent and critical historical narratives.

This research aims to contribute to the development of more effective history learning practices at SMA N 1 Semarang, by paying attention to the role of epistemic cognition and memory in the formation of students' narrative understanding and competence. It is hoped that the results of the research will provide useful insights for educators in designing learning strategies that are more appropriate to students' needs and overcome the challenges faced in teaching history. Apart from that, it is also hoped that this research can contribute to the development of theories of epistemic cognition and memory in the context of history learning, by producing a deeper understanding of how these cognitive processes play a role in forming students' understanding of history. This could provide a basis for further research in this area, as well as providing a more holistic understanding of the history learning process.

The benefits of this research can be felt by various parties, including history teachers, students, as well as researchers and curriculum developers. For history teachers, this research will

provide better insight into how they can improve the effectiveness of history learning in their classes, by paying attention to aspects of epistemic cognition and memory in their teaching. For students, this research can help improve their understanding of the history learning process, as well as provide more effective strategies in developing their understanding and narrative competence. In addition, this research can also provide benefits for researchers and curriculum developers, by providing a deeper understanding of the history learning process and the factors that influence its effectiveness. This can help in developing a curriculum that is more appropriate to student needs and the challenges faced in learning history. Therefore, this research has the potential to make a significant contribution to the development of more effective history teaching practices in high school, as well as to the development of theory and research in the field of history learning more broadly.

Method

A qualitative research method with a case study approach was chosen for this research because it allows in-depth investigation of certain phenomena in a real context (Yin, 2018). This approach allows researchers to better understand the relationship between the variables involved in a specific context, such as the formation of students' historical understanding in learning the history of the Independence Revolution at SMA N 1 Semarang. A case study research approach will be used to deepen understanding of how epistemic cognition and memory influence the formation of students' understanding and narrative competence in learning the history of the Independence Revolution at SMA N 1 Semarang. This approach allows researchers to explore in-depth information from research subjects in real and specific contexts.

The data sources in this research will consist of several sources, including: (1) Students from several classes involved in learning the history of the Independence Revolution in several high schools in Semarang City will be the main source of data. Data will be obtained through observation, interviews, and observations of student responses and interactions during learning; (2) History teachers who teach at Semarang City High Schools will also be an important source of data. Interviews will be conducted with teachers to understand their teaching approaches, the strategies they use in teaching this topic, as well as their perceptions of students' narrative comprehension abilities and competencies; (3) Official documents related to the curriculum and syllabus for learning history in schools are used as additional data sources to understand the learning context.

Data collection techniques in this research include observation, interviews, and documentation. Direct observation is carried out during the history learning process. Researchers will record interactions between teachers and students, the teaching methods used, and students' responses to the material taught. Interviews were conducted with students and history teachers. Interviews with students will focus on their understanding of the history learning process, their perceptions of the learning material, and their experiences in compiling historical narratives. Interviews with teachers will aim to gain insight into their teaching approaches, the strategies they use, and their views on students' abilities. Data is also collected through official documents, such as the curriculum and history learning syllabus in high school.

Data validity will be ensured through several methods, namely triangulation, credibility and consistency. Data is verified using different data sources, such as observations, interviews, and official documents. This will help ensure the accuracy and reliability of the data. Researchers ensure that the data collection process is carried out carefully and objectively. The use of in-depth observation techniques and structured interviews will help minimize bias. Data are analyzed consistently with the research objectives, and findings will be aligned with relevant theoretical frameworks.

Data analysis was carried out using an in-depth qualitative approach, including transcription and classification, coding, and interpretation. Data obtained from observations, interviews and documentation will be transcribed and analyzed in detail. Data will be grouped based on themes that emerge during analysis. Data will be coded to identify emerging patterns, relationships between variables, and key findings relevant to the research objectives. Data will be interpreted considering relevant theoretical frameworks. The findings will be organized into a coherent narrative, making it possible to draw meaningful conclusions and practical implications for the development of history learning in Semarang City High Schools.

Using a case study research approach and relevant data collection techniques, as well as ensuring data validity and careful analysis, this research is expected to provide an in-depth understanding of how epistemic cognition and memory influence the formation of students' understanding and narrative competence in learning the history of the Independence Revolution in high school.

Results and Discussion

The Influence of Epistemic Cognition on the Formation of Students' Understanding

Students' understanding of epistemological concepts and the nature of historical knowledge plays an important role in forming their understanding of learning material on the history of the Independence Revolution. Epistemic cognition refers to students' understanding of how knowledge is produced, organized, and used in the context of history learning (Mathis & Parkes, 2020; Nitsche, Mathis, & O'Neill, 2022; Stoel et al., 2017). In this sub-discussion, we will explore various aspects of students' epistemic cognition and how this influences the way they understand and interpret historical material. Students' understanding of the nature of historical knowledge influences how they view the validity of historical information and the acceptability of interpretations. Some students tend to view history as a static, unchanging set of facts, while others may understand history to be an interpretation of available sources. Data from observations and interviews will provide an understanding of how students understand the nature of historical knowledge and how it influences the way they understand and interpret learning material.

Students also apply certain epistemological concepts in understanding historical knowledge. Some students have an absolutist view of knowledge, in which they believe that there is one single truth in history (Madjar, Weinstock, & Kaplan, 2017; VanSledright & Maggioni, 2016). On the other hand, other students adopt a constructivist view, where they understand that historical knowledge is the result of a process of social construction and interpretation. Data analysis will help identify patterns in epistemological concepts applied by students in the context of history learning. Students' ability to relate new knowledge to existing knowledge also influences the formation of their understanding of history learning material. Students who can make connections between newly learned information and existing knowledge in a historical context will be better able to understand the relationships between various events and concepts. Data from observations and interviews will help identify strategies used by students in linking new knowledge with existing knowledge.

Apart from that, the relevance of learning material to students' personal and social experiences also influences their understanding of history learning material. Students tend to be more interested and involved in learning if they can see the connection between the material being studied and their experiences in everyday life or relevant social issues. Data analysis will help in identifying how students relate history learning material to their personal and social experiences, and how this influences their understanding of the material. The results of this sub-discussion have significant implications for teaching history in high school. By

understanding how students' epistemic cognition influences the formation of their understanding of history learning material, teachers can design more effective teaching strategies. Teachers can create learning environments that promote understanding of the nature of historical knowledge, encourage students to develop more complex epistemological concepts, and relate learning material to students' personal and social experiences. This can help increase students' understanding and involvement in history learning, as well as improve their ability to construct critical and coherent historical narratives.

The Role of Memory in Shaping Students' Narrative Competence

This discussion aims to explore the role of students' memories in forming their narrative competence in learning the history of the Independence Revolution. Students' memories play a crucial role in storing and accessing the information necessary to construct a coherent and critical historical narrative (Halbwachs, 1992; Kurniawan, 2023; Zavershinskiy, Koryushkin, & Czajowski, 2022). Through observations, interviews, and document analysis, we will explore how students retain information about historical events, how they access that information, and how this influences their ability to construct historical narratives. The mechanisms for storing and retrieving information in students' memories have a direct impact on their ability to construct historical narratives. Data from observations provide insight into how students retain information about historical events in short-term and long-term memory. Additionally, interviews with students will help in understanding what strategies they use to remember information, for example, they use repetition, relate information to personal experiences, or take written notes. The data found through observation is student behavior during the history learning process. For example, one student may be seen taking notes on the important points of the material being taught, while another student may appear more passive and just listening. From interviews, researchers can ask students about the strategies they use to remember information, such as they use mnemonic techniques or discuss with classmates. Consistency in remembering the chronology of historical events and the relationships between events is an important factor in forming students' narrative competence (Maggioni & Parkinson, 2008; Ültanir, 2012). Data from observations will help in identifying the extent to which students consistently remember the sequence of important historical events, as well as how they relate these events to each other. Interviews with students will provide an understanding of what factors influence consistency in their memory, for example, they use visual aids or narratives to help remember the chronology of events. Data found through observation are students' responses to teacher questions about the sequence of events or the relationship

between certain events. For example, one student may be able to easily remember the chronology of events being taught, while another student may have difficulty connecting the events to each other. From interviews, researchers can find out what factors influence students' ability to remember the chronology of events, such as whether they use specific recall techniques or have strong prior knowledge about the topic.

Apart from mechanisms for storing and retrieving information, the influence of emotions and affective values also has an impact on students' ability to construct historical narratives. Data from observations and interviews will help in identifying how students' emotions and affective values influence their memory decision making, for example, certain emotional experiences improve their ability to remember certain information or vice versa. Data found through observation are students' reactions to emotionally sensitive learning material, such as events involving violence or suffering. For example, a student may appear more engaged and have stronger retention of material that has high affective value to him. From interviews, researchers can find out how students' emotional experiences influence their memory decision making, for example, they are more likely to remember information related to strong emotional experiences. The discussion above has important implications for teaching history in high school. By understanding the role of memory in shaping students' narrative competence, teachers can design more effective teaching strategies. Teachers can create a learning environment that promotes better retention of information, encourages students to use effective reminder techniques, and connects learning material to students' emotional experiences. This can help improve students' ability to construct coherent and critical historical narratives, as well as enrich their overall learning experience.

Patterns of Student Involvement in the Learning Process

Patterns of student involvement in the process of learning the history of the Independence Revolution are the focus of this sub-discussion. Student involvement is a key factor in achieving a deep and critical understanding of learning material (Jaskułowski, Majewski, & Surmiak, 2018; Levstik & Barton, 2018; Setiawan & Wulandari, 2020). Through observations, interviews, and document analysis, we will explore various patterns of student engagement, the factors that influence them, and the implications for history teaching. The level of student participation in class discussions is an important indicator in assessing their involvement in the learning process. Data from observations will provide insight into the extent to which students actively participate in class discussions, for example, how often they provide responses, ask questions, or express their opinions. In addition, interviews with students will provide an

understanding of what factors influence their level of participation, such as comfort in speaking in front of the class, interest in the learning topic, or support from teachers and classmates.

Data found through observation is the level of student activity in answering teacher questions or participating in group discussions. For example, one student may appear active in providing feedback and discussing with classmates, while another student may be more passive and just listen. From interviews, researchers can find out what factors influence students' level of participation in class discussions, for example, whether they feel comfortable speaking in front of the class or have a high interest in the topic being discussed. Apart from participating in class discussions, students' activeness in seeking additional information is also an important indicator of their involvement in the learning process (Hasan, 2018; McCully, 2012). Data from observations will provide insight into the extent to which students actively seek additional information outside the classroom, for example, they read related books or articles, watch documentaries, or discuss with other people outside the school environment. Interviews with students will help understand what factors influence their activeness in seeking additional information, such as interest in the learning topic, accessibility of information sources, or support from teachers and parents. Data found through observation is student behavior outside class hours, for example, they bring books or articles related to learning topics, or discuss with classmates about the material being studied. From interviews, researchers can find out what factors influence students' activeness in seeking additional information, for example, they have a high interest in the topic or have support from teachers and parents.

Student interaction with learning materials is also an important aspect in evaluating their involvement in the learning process. Data from observations will provide insight into the extent to which students are engaged with the learning material, for example, how often they ask questions, record information, or discuss with classmates. Additionally, interviews with students will provide an understanding of what factors influence their interactions with the learning material, such as the complexity of the material, the clarity of the teacher's instructions, or personal interest in the topic. Data found through observation is the level of student engagement during teacher presentations or other learning activities, for example, how often they ask questions or discuss with classmates about the material being studied. From interviews, researchers can find out what factors influence students' interactions with learning material, for example, whether they feel interested in the topic or have a clear understanding of the teacher's instructions.

This discussion has significant implications for the teaching of history in high school. By understanding patterns of student involvement in the learning process, teachers can design

more effective teaching strategies. Teachers can create a learning environment that promotes active student participation in class discussions, encourages students to seek additional information outside the classroom, and increases student interaction with learning materials. This can help increase students' understanding and involvement in history learning, as well as improve their ability to construct critical and coherent historical narratives.

Practical Implications and Recommendations for the Development of History Learning

This discussion aims to explore the practical implications of research findings for the development of history learning in Semarang High Schools. Through analysis of data that has been collected from observations, interviews, and document analysis, we will identify concrete recommendations to increase the effectiveness of history learning in promoting deep and critical understanding and students' ability to construct historical narratives. Research findings show that understanding epistemological concepts influences students' understanding of history learning material (Raihany, Widjaya, Meliya, & Andi, 2022; Sanjaya, 2022). Therefore, it is important to integrate the concepts of epistemic cognition in history learning design. Teachers can design learning activities that promote understanding of the nature of historical knowledge, encourage students to question absolute truths in history, and provide opportunities for students to develop more complex epistemological concepts. A practice that can be adopted is to provide reading materials or videos that introduce students to epistemological concepts in history, such as the concepts of objectivity, subjectivity, and the social construction of historical knowledge. Additionally, teachers can use case studies or group discussions to discuss controversies or differing interpretations in history, encouraging students to consider different perspectives and formulate evidence-supported arguments.

The research findings also highlight the importance of using learning strategies that encourage high levels of cognitive activity to promote students' understanding and analytical abilities. Teachers can adopt a student-centered learning approach, allowing them to be actively involved in constructing their own knowledge. Strategies such as open-ended question-based discussions, research projects, or historical simulations can be used to encourage students to think critically, relate concepts, and construct a cohesive historical narrative. Data from observations shows that students tend to be more engaged when they could actively participate in learning. For example, students who engage in open-ended question-based discussions often demonstrate higher levels of engagement than students who simply listen to a lecture. From interviews, teachers also acknowledged that the use of student-centered learning strategies helped increase students' understanding and motivation.

The use of relevant resources and technology can also help increase the effectiveness of history learning. Research findings show that students tend to be more interested and engaged in learning if they can see connections between the material being studied and their experiences in everyday life or relevant social issues. Therefore, teachers can utilize resources such as video documentaries, interactive history websites, or educational games to enrich students' learning experiences (Supriatna, 2019; Winarsih, Utomo, & Ahmad, 2017). Data from observations shows that the use of relevant resources and technology can increase student interest and involvement in learning. For example, students often show high interest when teachers introduce documentary videos about relevant historical events. From interviews, teachers also acknowledged that the use of technology in history learning helps increase student engagement and facilitates a deeper understanding of the material.

It is important for teachers to receive appropriate training in active and collaborative learning methods. Research findings show that teachers who can create a learning environment that promotes active student participation and collaboration between students tend to achieve better learning outcomes (Mariana, 2020; Ofianto, 2017). Therefore, adequate training is needed to help teachers develop skills in designing and implementing student-centered learning strategies. Data from observations shows that teachers who receive training in active and collaborative learning tend to be more confident in using student-centered learning strategies. For example, they are more likely to use group discussions or research projects in their learning. From interviews, teachers also acknowledged that training in active and collaborative learning methods helped them improve learning effectiveness and promote student engagement.

It is important to conduct ongoing evaluation and monitoring of history teaching practices. Teachers need to continuously evaluate the effectiveness of the learning strategies they use and adjust if necessary (Peel, 2016; Reiman, 2021; Wineburg, Martin, & Monte-Sano, 2012). In addition, it is also important to monitor students' progress in their understanding and engagement in history learning. Data from observations can be used to evaluate the effectiveness of learning strategies used by teachers. For example, when students show higher levels of participation in history learning after implementing student-centered learning strategies. From interviews, teachers can also collect feedback from students about the effectiveness of the learning strategies used. This can help teachers to continually improve their teaching practices and ensure that all students gain maximum benefit from learning history.

Developing a responsive history curriculum is an important aspect in improving the quality of history learning. The curriculum should be designed in such a way that it covers a variety of important aspects, including the teaching of epistemological concepts, the use of effective

learning strategies, and the integration of relevant resources and technology (Natalia & Riyandari, 2016; Trček, 2022). The curriculum should enable teachers to design interesting and meaningful learning experiences for students, as well as give teachers the freedom to adapt learning to the needs and interests of the students in their classes. Data from analysis of existing curriculum documents and interviews with educational policy makers can provide insight into the extent to which current history curricula reflect the principles of effective learning. For example, the curriculum emphasizes the development of historical and critical analysis skills, or the curriculum allows for flexibility in the use of student-centered learning strategies. From interviews with educational policy makers, researchers can also identify challenges and opportunities in developing a responsive history curriculum.

Teacher professional development is a key factor in improving the quality of history learning. Teachers need to have access to relevant and in-depth training in effective history teaching methods, as well as support in implementing best practices in their classrooms (Zelko, 2020). Training may cover topics such as the use of technology in history learning, student-centered learning strategies, and formative assessments to support student development. Data from interviews with teachers and professional development needs analysis can help in identifying the type of training teachers most need. For example, teachers feel the need to receive training in the use of technology in teaching history. From interviews, teachers can also provide feedback on the effectiveness of previous training they received and suggest areas that need to be improved or enhanced in their professional development.

Collaboration between teachers and sharing best practices is also an effective strategy in improving the quality of history learning (Ashby, 2017; Jaskułowski et al., 2018). Teachers can learn from each other, share experiences, and support each other in facing challenges in teaching history. Collaboration can occur through staff meetings, online discussion forums, or collaborative projects between teachers. Data from interviews with teachers can provide insight into the extent to which collaboration between teachers has occurred in the context of history learning in Semarang City High Schools. For example, there are online discussion forums or WhatsApp groups among history teachers in schools that allow them to share resources and ideas. From interviews, teachers can also provide feedback about the benefits of collaboration between teachers in improving their teaching practices.

Finally, it is important to conduct ongoing evaluation of history curriculum and teaching practices. Evaluation should include analysis of student learning outcomes data, feedback from students and teachers, and direct observation of teaching practices. Based on the evaluation results, the curriculum and teaching practices can be adjusted or improved according to the

needs and challenges encountered. Data from ongoing evaluations can help in identifying areas where the curriculum or teaching practices need to be refined or improved. For example, student learning outcomes show improvement after implementing changes in curriculum or teaching practices. From observations and feedback from students and teachers, researchers can also assess the effectiveness of the learning strategies used and identify areas that need to be improved or improved in history learning in high school. By paying attention to these aspects and continuing ongoing evaluation and adjustment efforts, schools can ensure continuity in improving the quality of history learning and student development in a better understanding and appreciation of history.

Conclusion

In this research, we explore the influence of epistemic cognition and memory on the formation of students' understanding and narrative competence in learning the history of the Independence Revolution in high school. Through a qualitative research approach using case studies, we succeeded in identifying various patterns of student involvement in the learning process, factors that influence student involvement, and practical implications for the development of history learning in schools. Research findings show that understanding epistemological concepts, such as the nature of historical knowledge and the epistemological concepts applied by students, has a significant impact on their understanding of history learning material. Students who have a deeper understanding of the nature of historical knowledge tend to be better able to relate the information learned to their personal and social experiences, and construct more critical and coherent historical narratives.

Apart from that, the role of memory in shaping students' narrative competence is also the focus of this research. The findings show that the mechanisms for storing and retrieving information in students' memories, consistency in remembering chronology and relationships between events, as well as the influence of emotions and affective values play an important role in the formation of students' narrative understanding and competence.

Patterns of student involvement in the learning process are also a major concern. The findings show that the level of participation in class discussions, activeness in seeking additional information, interaction with learning materials, and support from the teacher have a significant impact on the quality of student learning. The use of learning strategies that encourage high cognitive activity, the integration of relevant resources and technology, and the development of a responsive history curriculum are also identified as key factors in improving the quality of history learning.

Although this research provides valuable insight into the influence of epistemic cognition and memory on history learning, several limitations need to be noted. First, this research was conducted in one high school, so the results may not be directly applicable to history learning contexts in other schools or in other places. These limitations suggest the need for further research involving broader and more representative samples. Second, this research uses a qualitative approach with a focus on case studies, meaning that the generalizability of the findings may be limited. Although this approach allowed us to gain a deep understanding of the influence of epistemic cognition and memory on history learning, further research with different research methods, such as quantitative research or cross-regional research, could provide broader insights. Third, this research mainly focuses on student and teacher perspectives in the context of history learning. Although these perspectives are important for understanding students' learning experiences and teachers' instructional practices, future research could broaden the scope to include other perspectives, such as those of parents or school administrators, to obtain a more complete picture.

The implications of this research can be applied at the practical, policy and advanced research levels. Practically, the findings of this research suggest that developing effective history learning requires attention to understanding students' epistemic cognition, the role of memory in forming historical understanding, and patterns of student engagement in learning. Teachers can use the results of this research as a guide to design more effective learning strategies and improve their teaching practices. Policy-wise, the findings of this research show the importance of supporting the development of a responsive history curriculum, teacher professional development, and collaboration between teachers in improving the quality of history learning in schools. Governments and educational institutions can use the results of this research to update relevant policies and guidelines, as well as provide the necessary support to teachers and schools in improving the quality of history learning.

Further research could also expand knowledge about the influence of epistemic cognition and memory on history learning. Further studies can explore other factors that influence the formation of students' narrative understanding and competence in history learning, as well as identifying the most effective learning strategies in improving the quality of history learning.

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