



RESEARCH ARTICLE

The Impact of Using Historical Documents in History Teaching on Developing Historical Understanding, Comprehension, and Future Thinking Among Students

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ARTICLE INFO	ABSTRACT
<p>Received: Sep 16, 2024 Accepted: Nov 24, 2024</p>	<p>This study aimed to illustrate the effectiveness of employing historical documents in history education to improve participants' understanding, historical involvement, and future-oriented thinking skills. A semi-experimental curriculum was utilized to achieve the study's objectives. The inquiry employed historical comprehension and absorption assessment, as well as the future-oriented cognition evaluation. The study sample consisted of 60 students from Al-Mansha Secondary School for Girls, affiliated with the Directorate of Education of the Northern Ghawar Brigade. The participants were divided into two groups: the experimental group, which employed historical materials for teaching, and a control group that studied the assigned unit using traditional techniques. The study's findings revealed statistically significant differences at the 0.05 significance level between the arithmetic means of the control and experimental groups on the historical understanding and comprehension test, as well as the future thinking test, attributable to the teaching method (traditional versus historical documents), with the experimental group utilizing historical documents showing superior performance. Therefore, the researcher proposed that history instructors integrate historical sources into their instruction and facilitate training sessions centered on the analysis of these writings.</p>
<p>Keywords Historical Documents History Historical Understanding and Assimilation Futuristic Thinking</p>	
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INTRODUCTION

Curricula represent society identity and culture, serving as the principal means by which the education system achieves its goals. History curriculum occupy a crucial role in educational programs. They function as a means of linking the state's historical framework with its current circumstances across temporal and geographical dimensions, enabling students to extract lessons from events and personalities that exemplify historical occurrences. Historical papers provide proof of previous events, encapsulate a nation's collective memory, and are crucial for validating its rights. They function as a vital instructional resource in history instruction, offering knowledge that students interact with through investigation, analysis, interpretation, critique, excavation, identification of individuals, event arrangement, and comparative study.

Al-Jamal (2005) asserts that history is a vital domain of educational investigation. It allows pupils to investigate history, culture, and civilization, promoting comprehension of human historical eras. The examination of history is crucial for forming personal identity and improving society understanding via the analysis of historical data. Furthermore, it fosters the ability to assess historical documents

and grasp the intricacies of the world, thereby facilitating the comprehension of the present and the prediction of future trends.

Although history curriculum is crucial, several problems impede the study of history and prevent the achievement of educational goals. Hani and the students (2014) found many problems in historical study, notably students' beliefs that the history curriculum insufficiently equips them for the future. Principal concerns encompass an emphasis on rote memorization rather than understanding, a prioritization of theoretical knowledge over practical application, inadequate pedagogical competencies among educators, dependence on conventional instructional methods, challenges in accessing historical documents, and a failure to relate historical events to modern contexts. Furthermore, there is an insufficiency of explanatory resources for historical material and a disjunction between the historical knowledge included in the curriculum and the lack of corroborating historical data.

Al-Zahrani (2006) underscored the necessity for history education to correspond with future advancements and anticipations. He championed the use of pedagogical methods that preserve the integrity of history as a discipline, guaranteeing clarity in concepts, facts, and events while eradicating potential fabrications, substitutes, and distortions. Strategies must be devised to improve the competencies required for historical study. The history teacher must improve professional abilities in accordance with future educational frameworks, while simultaneously addressing student characteristics and requirements.

Primary sources function as firsthand evidence of historical occurrences. Cowgill (2015) defines them as tangible objects, encompassing documents, antiquities, written texts, historians' publications, heritage literature, speeches, and works by leaders, among other resources that can be effectively employed in history instruction. Barton (2005) asserted that a comprehensive examination and evaluation of primary sources—such as historical artifacts, official documents, correspondence, speeches, pictures, illustrations, and films—are highly esteemed in the teaching of historical thinking. Wallace et al. (2004) established that historical records are one of the most crucial primary sources employed in history instruction. Researchers consider these factors essential to the teaching and learning of history, contending that their omission impedes the enhancement of learners' cognitive abilities. Their utilization augments historical awareness, boosts understanding of historical concepts, and fortifies learners' critical abilities in juxtaposing historical data across many times and subjects.

Access to historical documents promotes learner engagement with historical accuracy, enhances educational processes, stimulates motivation, expands knowledge of historical facts, mitigates monotony, and reduces the teacher's burden of reading, explaining, summarizing, and instructing on historical texts (Howells, 2000). Employing historical materials in teaching allows pupils to freely draw conclusions and promotes direct interaction with original writings. Students can evaluate the value of knowledge by scrutinizing its sources, comprehending the underlying reasons, and acknowledging diverse interpretations of facts and events. It functions as an essential resource for historical education, enabling students to interact productively with these sources and cultivate abilities in information gathering from primary sources, alongside critical analysis and interpretation (Masoud, 2001).

Fakhri (2014) asserts that the use of historical documents in history teaching functions as a means to improve engagement with the content and to overcome time and spatial constraints. Students believe they are interacting with genuine facts and occurrences. The materials adequately respond to inquiries posed by students concerning their academic pursuits. Students may interact with many modern historical facts and topics through the papers, so improving their understanding of current events and cultivating critical thinking based on scientific knowledge. This technique allows them to infer, ascertain, and examine various historical facts from primary sources.

The educator must comply with essential standards while use historical documents in teaching, as outlined by Ferguson (1987). These approaches encompass setting reading objectives for the text, providing students with basic information before analysis, and modifying and summarizing the material to correspond with students' understanding levels.

Al-Awadhi (1986) delineated the procedures for instructing historical documents as follows: students must meticulously read the document, articulate its core concepts in writing, elucidate the relationship between the document's content and the textbook material, identify supporting evidence for interpreting the textbook, juxtapose the documents with the lesson content, concisely summarize each document, occasionally revise the document's title to a more appropriate one, cultivate students' ability to infer implicit ideas within the document, and compare various documents.

Comprehension and integration of historical context are essential goals in the teaching of history related to historical materials. Kamal (2020) outlined the competencies essential for historical comprehension, encompassing the identification of causes behind historical occurrences, reinterpretation of historical events, analysis of visual representations and historical maps, and conceptualization of historical persons and circumstances. Muhammad (2022) asserted that cultivating historical comprehension is vital for education. In the modern setting, students need abilities that enable the application of knowledge rather than the mere acquisition of information. The shift from information acquisition to practical application is crucial for resolving historical difficulties in real-world contexts. It requires the cultivation of skills in employing historical data and records, along with understanding, analyzing, and translating historical events and occurrences.

This relates to historical understanding and the incorporation of a paradigm centered on future-oriented thinking. The student's comprehension of history allows him to examine the present and foresee the future by engaging with contemporary events, linking them to current happenings, and predicting future developments comprehensively. Future thinking is recognized as a cognitive pattern that requires the processing of previously learned knowledge. Ibrahim (2009) aims to improve the prediction ability of learners and students in the discipline. It is difficult to claim the existence of historical laws created in the future to forecast upcoming occurrences. Nonetheless, some competencies and talents enable individuals to predict future outcomes by interpreting and analyzing occurrences.

Muhammad (2017) classified these competencies as strategic planning, anticipation, perception, prediction, future problem-solving, and innovative abilities. The prior discussion emphasizes the need of developing abilities in comprehension, historical analysis, and futurist thinking among pupils. These skills must be viewed as essential prerequisites that transform historical content from the mere preservation of isolated facts into a framework that allows learners to employ these facts in expressing their opinions and trends, as well as clarifying historical developments and their underlying reasons. The interconnectedness and causal links among these events need the search for historical materials, their gathering, analysis, organizing, and critique to develop a vision for future developments.

The history of Jordan has several historical sources that validate the accomplishments of the era. Al-Majali (2022) observed that the Hashemite papers started with the formation of the Jordanian state. The texts included administrative and political topics, along with many aspects of life in the Jordanian state. Documents were integrated during the tenure of King Talal, succeeded by the tenure of King Hussein, may he rest in peace. The materials discuss the commencement of his rule, emphasizing the numerous problems encountered during the 1960s and 1970s. The papers included paper forms, manuscripts, maps, pictures, historical videos, and documentary volumes, pertaining to the Jordanian political and military background.

The subject of historical records has attracted considerable attention from researchers. Abdul Razzaq's (2023) sought to improve the historical thinking abilities of preparatory stage pupils by utilizing currencies, applying a semi-experimental approach. The research instrument consisted of an examination of historical thinking centered on the field of social studies. The research sample consisted of 80 third preparatory grade pupils, divided into two groups: an experimental group that interacted with currencies and a control group that adhered to traditional educational approaches. The study's findings indicated statistically significant differences in the average scores of the experimental and control groups on the overall post-test of historical thinking, as well as in each sub-skill, with results favoring the experimental group.

Al-Mallah (2022) examined the impact of document usage in history education to improve historical understanding and critical thinking abilities in middle school pupils. The following tools were created: the historical ideas assessment and the critical thinking evaluation. The instructional resources specified in the educator's handbook for document usage have also been created. The study comprised two groups: an experimental group that interacted with papers and a control group that followed conventional study procedures. The research findings indicated statistically significant variations in the average scores of the experimental and control groups on the post-application assessments of historical ideas and the critical thinking exam, with results favoring the experimental group.

Jay (2021) aimed to investigate the influence of interaction with historical texts on the development of historical thinking abilities in secondary school pupils. The study concluded that students should analyze eight conflicting historical records pertaining to the battle of Lexington to understand the cognitive processes involved in evaluating historical information. The study demonstrated that merely augmenting exposure to historical materials did not lead to a transformation in historical cognition. It emphasized the need to reassess the improvement of professional competencies among history instructors to more effectively prepare students for the analysis and critique of historical texts.

Hilat et al. (2009) aimed to investigate the influence of historical materials on the improvement of critical thinking abilities among tenth-grade students in the field of history. This was accomplished using a semi-experimental technique using a validated critical thinking evaluation to ensure reliability and consistency. The study involved a sample of 165 pupils, taken from four randomly chosen persons inside the first Irbid educational institutions. The experimental group included 81 students who interacted with historical materials, whereas the control group had 84 students who utilized traditional learning techniques. The research findings revealed statistically significant differences between the experimental group and the control group in overall critical thinking assessment and its five dimensions and skills, attributable to the use of historical documents by the experimental group.

Hind et al. (2004) performed to examine the impact of historical documents on the improvement of critical thinking, historical reasoning, and the comprehension of historical knowledge and its development among intermediate college students. The study investigated students' involvement in reading and critical analysis of the Gulf of Tonkin incident in relation to the Vietnam War. The research sample consisted of thirteen students from a university in the southeastern United States. The study instrument was administered to participants who engaged in interviews before and after their review of a set of historical materials. After a comprehensive examination of the interviews, the study's findings revealed an advancement in students' comprehension of historical information, as well as an improvement in their historical thinking and critical analytical abilities while examining historical events.

Talafha and Khreisha (2000) conducted research to examine the impact of the historical method, which employs relevant documents, texts, and sources related to the lesson's topic, on the

improvement of inferential reasoning abilities in tenth-grade pupils. This study employed a semi-experimental technique, and an evaluative framework for inferential reasoning was developed to correspond with the setting of Jordan. The research sample consisted of 59 students from the first Irbid education institutions, categorized into two groups: one group of female students employing traditional learning techniques, and the other experimental group utilizing historical materials for their studies. The research findings demonstrated that pupils utilizing the historical technique surpassed those who participated in traditional study procedures.

Yeager and Davis (1999) aim to examine the impact of using historical texts and materials in history training on the improvement of historical thinking abilities among history instructors, adopting an experimental design. The research sample consisted of three history educators from the Texas Local Schools District. To achieve the research objectives, I utilized a data collecting instrument: a survey distributed to the sampled instructors, accompanied by an evaluation of historical thinking. The study demonstrated how educators' interaction with historical materials and records affects their varied views of the history teaching system and its approaches.

The two experts noted the considerable interest in historical materials, their contribution to the cultivation of essential abilities in students, and their crucial role in history education during their review of previous studies. This research corresponds with prior studies on historical documents and historiographical materials. This research is characterized by its emphasis on historical records related to the modern history of Jordan, particularly concerning the secondary education level. The study further explored dependent variables that had not been investigated in previous studies about the impact of historical texts on these variables. This inquiry focused on the impact of employing historical materials in history education to improve students' knowledge, historical comprehension, and forward-thinking abilities.

STATEMENT OF THE PROBLEM

This study examined global and national trends and viewpoints about the use of modern pedagogical methods that enhance students' understanding, assimilation, analysis, and critique, as opposed to mere memorization and indoctrination of content. The National Council for Social Studies stated that the objectives of social studies, including history, are to develop skills in gathering, organizing, interpreting, connecting, and processing information, formulating conclusions, and recognizing alternatives for problem-solving and decision-making (2016). The Jordanian Ministry of Education sought to improve students' abilities in acquiring, storing, recalling, processing, producing, and utilizing information to analyze phenomena, predict various event outcomes, and make decisions in multiple fields, while promoting objective reasoning and the application of the scientific method in observation, research, and problem-solving.

Examination of previous studies reveals that traditional pedagogical methods are insufficient. John (2005) noted that the prevalence of traditional methods in history education fosters student ennui and detachment more significantly than the content itself, negatively affecting their historical understanding. Obeidat and Al-Tawaliba (2014) presented strategies to address the difficulties of studying history, including the integration of historical materials into textbooks to improve students' understanding.

The researcher, owing to his knowledge and engagement in evaluating history curricula, identified considerable shortcomings in the integration of historical content within these curricula. He considered the efficacy of institutions focused on Jordanian national documents, such as the Royal Jordanian Hashemite Documentation Center and the National Library, which possess extensive collections of these documents, if they are not incorporated into the educational framework and included in history textbooks. Moreover, he inquired how worldwide trends and aspirations, together with the goals of the Ministry of Education, could be achieved without a critical evaluation and analysis of these texts.

The researcher contemplated the efficacy of these documents when implemented in history instruction. Consequently, this study aims to examine the influence of utilizing historical documents on enhancing understanding, historical comprehension, and future-oriented thinking among students.

Questions of the Study

Is there a statistically significant difference at the significance level ($\alpha \geq 0.05$) between the mean scores of the experimental group and the control group on the historical comprehension exam, attributable to the teaching technique (historical documents vs the conventional approach)? Was there a statistically significant difference at the significance level ($\alpha \geq 0.05$) between the mean scores of the experimental group and the control group on the future thinking test, due to the teaching technique (historical documents vs the conventional approach)?

Significance of the Study

1. It is hoped that this study will contribute to alerting the authors of history curricula in the Hashemite Kingdom of Jordan to the need to include historical documents related to the historical events dealt with in these books in history books.
2. The results of the current study may benefit history teachers in how to use historical documents in teaching history for the secondary stage. This study will also contribute to changing the negative perception of history and developing its teaching.
3. The results of the current study may contribute to directing educational supervisors to the importance of holding training courses for teachers related to the employment of historical documents in teaching history.

The Limits of the Study

1. **Objective Limits:** The objective determinants were limited to a unit of the History of Jordan book for the second secondary grade entitled The Political Achievements of the Hashemite Kings in Jordan and the Use of National Historical Documents and their Impact on the Development of Understanding, Historical Absorption and Future Thinking.
2. **Time Limits:** This study was applied in the academic year 2024/2025 First Semester 25/10/2024 - 28/11/2024
3. **Spatial Limits:** Al-Manshiyah Secondary School for Girls affiliated with the Directorate of Education of the Northern Jordan Valley Brigade.
4. **Human Limits:** A sample of female students in the second grade at Al-Manshiyah Secondary School for Girls.
5. **Determinants of the study:** The study tools and their validity and completeness.

Operational Definitions

This study will include some concepts that must be defined according to their use in this study:

Impact: Changes and differences in acquiring the skills of understanding, historical comprehension and future thinking of secondary school students as a result of teaching them the strategy of historical documents and the usual method.

Historical documents: They are one of the primary sources and raw material, which is a source of economic, political and social history of the Hashemite Kingdom of Jordan in its contemporary history since the reign of King Abdullah I until now. They may be in the form of publications, leaflets, pictures, audio or photographic recordings; they were employed in teaching the History of Jordan book for the second secondary grade. These documents include (documents that were employed in the first lesson

of the unit" The Achievements of King Abdullah I", the Hashemite Genealogy Document, the Alexandria Protocol Document, the Document of Independence of the Hashemite Kingdom of Jordan, the Document of the Unity of the Two Banks in 1950, the Document of the Assassination of King Abdullah I, And documents that were employed in the second lesson of the unit "Achievements during the reign of King Talal", the document of King Talal's accession to power, the 1952 constitution document, the death document of King Talal , and in the third lesson "King Hussein's Achievements", the birth document of King Hussein bin Talal, the document of King Hussein's assumption of his constitutional powers, the document of Arabization of the leadership of the Jordanian army, the Hashemite Union document, the document of the United Kingdom, the document of the Arab Cooperation Council, the document announcing the death of the late King Hussein bin Talal, and in the fourth lesson " King Abdullah II", the birth document of King Abdullah II was employed II, the document of King Abdullah II assuming his constitutional powers, the document appointing His Highness Prince Al-Hussein bin Abdullah as Crown Prince, the document establishing the Constitutional Court, the document establishing the Independent Electoral Commission, the decentralization law document)

Historical understanding and assimilation: A set of skills that students acquire while teaching the subject of Jordan's history, and measures the students' ability to be aware of contemporary historical issues of the Hashemite Kingdom of Jordan and express them in their own style, and to realize their causal relationships and their consequences to reach the true picture of them. These skills include: (historical sequence, awareness of the relationship between historical events, and the use of historical evidence).

Future thinking: A set of skills related to future perception that the researcher wanted to measure among students through a test designed for this purpose. These skills include (the skill of anticipation - the skill of solving future problems).

METHODOLOGY

To achieve the objectives of the study, the researcher used the semi-experimental approach, of the type of pre and post design of unequal groups, one of which is an experimental group that will be taught using historical documents, and the other is a control group that will be taught in the usual way.

Study Population:

The study members consisted of (110) female students in the second secondary grade for the academic year 2024/2025 at Al-Manshiyah Secondary School for Girls. The study sample was selected in a simple random way, by two divisions, one of which is experimental, with a number of (30) female students, and the other is an officer, with a number of (30) female students from the same school.

Study Tools

For the purposes of achieving the objectives of the study, two tools were prepared, the first to measure historical understanding and comprehension, and the second to measure future thinking.

Testing Historical Comprehension Skills

To build the historical comprehension test, the following steps were followed:

1. Reference was made to the educational literature and previous studies that dealt with historical understanding and assimilation, and the most important historical understanding and assimilation skills were reached.

2. Returning to the unit of the political achievements of the Hashemite kings scheduled for the second grade, I intend to analyze them and reach the most important results, then formulate multiple-choice questions that measure the skills of historical understanding and assimilation reached from previous studies (historical sequence, perception of the relationship between historical events, and the use of historical evidence).
3. Reaching the test in its initial form and includes a number of multiple-choice questions, and each question has four alternatives between which one alternative is correct, so that the student gets a mark for each correct answer and zero for each wrong answer.

Validity of the Historical Comprehension Test

The test of historical comprehension and comprehension skills was presented to a group of arbitrators of educational supervisors with experience and competence in the field of teaching methods, curricula and history, which numbered (9). The test was modified in the light of the proposals until the test in its final form consisted of (30) questions distributed on the skills: the skill of historical sequence consisted of (11) questions, and the skill of perceiving the relationship between historical events included (10) questions, and the skill of using historical evidence included (9) questions.

Consistency of Historical Comprehension Test

The stability of the historical comprehension test was verified by applying the test to an exploratory sample of (22) female students from outside the study members and their community and reapplying it to the same sample, extracting the correlation coefficients between the two applications, and the stability of internal homogeneity by calculating the Cronbach alpha stability coefficient, and Table No. (1) shows this.

Table 1: Correlation coefficients between the two applications Cronbach alpha stability coefficients

Dimension	Correlation coefficient between the two applications	Cronbach-Alpha	Number of paragraphs
Chronology	0.742	0.893	11
The skill of perceiving the relationship between historical events	.981	0.813	10
The skill of using historical evidence	.855	0.816	9
Test as a whole	.931	0.901	30

*Statistically significant at significance level ($0.05 < \alpha$).

It appears from Table No. (1) that all correlation coefficients between the two applications of the dimensions of the historical comprehension test were statistically significant, and all correlation coefficients of the Cronbach Alpha method were higher than (0.70), which are acceptable values for the purposes of this study.

*Group Equivalence: Historical Comprehension Test

Takaful tested the two study groups in preperformance using the T-Test for independent softeners as shown in Table (2)

Table (2): Test (T-Test) on the estimates of the members of the pre-study sample on the scale of the historical comprehension test, depending on the group variable (experimental, control)

Skill	SPG	Arithmetic Mean	Standard Deviation	T	Degrees of freedom	sig
Chronology	Experimental group	6.63	1.71	1.752	58	0.085
	Control group	5.93	1.36			
The skill of perceiving the relationship between historical events	Experimental group	6.00	1.08	951	58	0.056*
	Control group	5.43	1.16			
The skill of using historical evidence	Experimental group	5-06.	1.08	240	58	.811
	Control group	5.13	1.07			
Historical Comprehension Test Scale as a whole	Experimental group	17.70	2.60	909	58	(061)
	Control group	16.50	2.25			

It is clear from Table (2) that there are no statistically significant differences at the level of significance ($0.05 = \alpha$) between the average preperformance of the members of the experimental and control groups on the scale of the historical comprehension test.

Future Thinking Test

The forward-thinking test will be built according to the following steps:

1. Referring to the educational literature and previous studies that dealt with future thinking to reach the most important future thinking skills.
2. Return to the Hashemite Kings' Political Achievements Unit for secondary school students, and formulate multiple-choice and other constructive questions that measure future thinking skills, which were reached from previous studies (visualization skill – future problem-solving skill). The test instructions were also drafted.
3. Arriving at the test in its initial form.
4. Designing the booklet test booklet with a place dedicated to answering each question, and determining the scores of each live question. One mark was allocated for each objective question, and no marks for each essay question to make the total test scores (46).
5. In order to ensure the apparent validity of the test, it was presented to a group of arbitrators with experience and competence in the field of teaching methods, curricula and history. The amendment was made in the light of the proposals to make the test valid in its final form, consisting of (20) paragraphs (7) of which are essays and (13) constructions divided into two skills: the prediction skill included (14) seven objective questions and seven essay questions. The total score of this skill is (28) degrees. The second skill is the skill of solving future problems, which included six questions, all of which are essays, and the total score of which is (18) degrees, so that the total score of the test is (46) degrees.

6. To ensure the stability of the test, the test-retest method was verified by applying the test, and reapplying it after two weeks to the survey sample. The Pearson correlation coefficient was calculated between the scores of the students of the survey sample in both times, and its value amounted to (0.882), which is high and considered appropriate for the purpose of this study.

***Group Equivalence: A Future Thinking Test**

Takaful tested the two study groups in preperformance using the T-Test for independent softeners as shown in Table (3)

Table (3): Results of applying a test to the estimates of the members of the pre-study sample on the scale of the future thinking test, depending on the group variable (experimental, control)

	SPG	Arithmetic Mean	Standard Deviation	(T) value	Degrees of freedom	Statistical significance
Forward-thinking	Experimental	27.20	3.94	1.816	58	.075
	regulator	25.46	3.42			

It is clear from Table (3) that there are no statistically significant differences at the significance level ($0.05=\alpha$) between the averages of the pre-performance of the members of the experimental and control groups on the scale of the forward-thinking test as a whole.

Study Procedures

To achieve the objectives of the study, the following procedures were followed:

Reference to educational literature and previous studies related to historical documents, understanding, historical assimilation and future thinking.

Building study tools (historical comprehension test, forward thinking test) and ensuring their sincerity and consistency.

Taking the official approvals from Yarmouk University and the Directorate of Education of the Northern Jordan Valley Brigade.

Counting the members of the study population and determining the school in which the study will be applied, and dividing the individuals into two control and experimental groups.

Apply the study tools beforehand to the experimental and control groups.

The experimental group will be taught using historical documents, while the control group will be taught in the traditional way.

Applying the study tools remotely to the experimental and control group students.

Monitor scores and use appropriate statistical method.

Get results

RESULTS AND DISCUSSION

Clark Kent is Superman's critique on the whole human race.

Results of the first question: Is there a statistically significant difference at the level of significance ($0.05\geq \alpha$) between the mean scores of the experimental group and the mean scores of the control group in the historical comprehension test attributed to the teaching method (historical documents,

and the usual method). The arithmetic averages and standard deviations of students' marks on the pre-critical thinking test and the post-critical thinking test were calculated according to the teaching method as in the table.

Table No: (4) Arithmetic means and standard deviations of the total score of the experimental groups and the pre and post control on the skill of understanding and historical comprehension

SPG	Pre-test		post-test	
	Adjusted arithmetic average	Standard Deviation	Adjusted arithmetic average	Standard Deviation
Experimental group (historical documents)	17.70	2.60	25.23	1.52
Control group (conventional method)				
	16.50	2.25	19.70	2.30

*** Total score 30**

It is clear from Table (4) that there are apparent differences between the arithmetic circles of the scores of the study members to test the skills of historical understanding and assimilation in the pre and post applications according to the method of teaching (historical documents, the usual method). To find out if these differences are statistically significant, the single variance analysis accompanying the post measurement was used to test historical understanding and assimilation as a whole according to the method of teaching (historical documents, the usual method), after neutralizing the impact of their pre application, as shown in Table (5).

Table (5) : Analysis of the one-sided variance associated with the multiple application of the study members' scores on the historical comprehension test according to the method of teaching (historical documents, the usual method) after neutralizing the impact of their pre-application

Source of variance	Sum of squares	Degrees of freedom	Squares Mean	F value	Significance level	η^2
Pre-test	.802	1	.802	207	.651	.004
Teaching Modality	423.	1	423.	196	.000	- 657.
Error	.865	57	3.875			
Nephrology	680	59				

It is clear from Table (5) that there are statistically significant differences at the level of significance ($\alpha=0.05$); the value of "F" reached (109.196) with a statistical significance of (0.000), which means that there is a statistically significant effect of the teaching strategy, and the value of the Ayta square (η^2) was (65.7%) of the explained variance in the dependent variable, which is the test of historical comprehension and comprehension skills. In favor of the differences, the adjusted arithmetic averages and their standard errors were extracted, as shown in Table (6)

Table (6): Adjusted arithmetic averages and their standard errors test historical comprehension skills according to the teaching method

Teaching Modality	Average Arithmetic mean	Standard Error
Historical Documents The Conventional Method	19.72	.36
	25.20	.36

It is clear from the table that the differences were in favor of the experimental group, whose members were exposed to teaching in the manner of historical documents, then the arithmetic averages and standard deviations were calculated for the performance of the study members before and after to test the skills of historical understanding and assimilation individually, according to the variable of the teaching strategy, as shown in Table (7)

Table (7): Arithmetic means and standard deviations of the performance of the study members before and after in the skills of understanding and historical comprehension alone

Skill	Pre-Application			Post-Application	
	SPG	Arithmetic Mean	Standard Deviation	Arithmetic Mean	Standard Deviation
Chronology	Experimental group	6.63	1.71	9.30	1.11
	Control group	5.93	1.36	7.53	1.19
Recognize the relationship between historical events	Experimental group	6.00	1.08	8.23	1.16
	Control group	5.43	1.16	6.40	1.24
Use of Historical Evidence	Experimental	5-06.	1.08	7.70	= .95
	Control group	5.13	1.07	5.76	1.16
Historical understanding and assimilation as a whole	Experimental	17.70	2.60	25.23	1.52
	Control group	16.50	2.25	19.70	2.30

It is noted from Table No. (7) that there are apparent differences between the arithmetic media in the pre and post applications to test historical understanding and assimilation resulting from the difference in the teaching method (historical documents and the usual method). In order to verify the essence of the apparent differences, the analysis of the multiple single covariance was applied as shown in Table (8).

Table (8): Results of the multiple covariance analysis (experimental, control) on the comprehension and historical skills test

The EFFECT	test type	Test Value	Kidney	Degree of freedom	The degree of freedom is wrong	Statistical significance	Volume of income η^2
Teaching Modality	Hotelling's Trace	2.173	38.383 ^b	3.000	53	.000	685

It is noted from Table (8) that there is a statistical significance of the teaching strategy variable in historical comprehension and comprehension skills, and the value of the box indicates that the teaching strategy variable explains what was attributed to (68.5%) of the variation in the three

comprehension and comprehension skills of history, and to test the statistical significance of the apparent differences in the diseases of the post-study individuals in the skills of (historical sequence, the skill of perceiving the relationship between historical events, and the skill of using historical evidence) after adjusting the impact of tribal diseases according to the teaching strategy. As a result of the analysis of the variation, the accompanying one

Table (9): The accompanying single variance analysis does not test the statistical significance of the differences in the performance of the post-study individuals in the skills of understanding and historical comprehension (individually) after adjusting the impact of pre-testing according to the teaching strategy

Source of variance	Skill	Sum of squares	Degrees of freedom	Center of squares	Fedd an	Statistic al significance	Volum e of incom en ²
Tribal Concomitant Variant	Chronology	.703	1	.703	560	457	010
	The use of evidence	.001	1	.001	.001	978	.000
	Recognize the relationship between historical events	- 0.044	1	- 0.044	0.037%	848	.001
Teaching Modality	Chronology	661	1	661	.399	.000	.398
	The use of evidence	.507	1	.507	.954	.000	345
	Recognize the relationship between historical events	043	1	043	880	.000	.438
Error	Chronology	996	55	1.254			
	The use of evidence	0.544***	55	537			
	Recognize the relationship between historical events	471	55	1.190			
Corrected kidney	Chronology	124.583	59				
	The use of evidence	983	59				
	Recognize the relationship between historical events Historical Highlights	.733	59				

It is noted from Table (9) that there are statistically significant differences at the level of significance ($\alpha=0.05$) according to the method of teaching in all skills, and to determine in favor of which of the two study groups were the fundamental differences, the adjusted arithmetic means and the standard errors of skills were calculated according to the method of teaching, as shown in Table (10).

Table (10) : The modified arithmetic media and the standard error of the post application do not test the skills of historical comprehension and comprehension according to the method of teaching

Skill	Teaching Modality	Arithmetic	Standard
Chronology	Historical Documents	9.34	21.
	The Standard Method	7.48	21.
	Historical Documents	8.23	23.

The use of	The Standard Method	6.40	23.
Recognize the	Historical Documents	7.71	20.
	The Standard Method	5.75	20.

It is noted from Table (10) that there are differences between the performance of the experimental and control groups in all skills, and in favor of the experimental group. Note that the size of the impact ranged between (34.5% -43.8%).

The researchers ascribe the superior performance of the experimental group in cultivating historical understanding abilities to various factors, including: The educational activities encompassed in this methodology facilitated the enhancement of various skills among students. This included providing learners with access to diverse historical documents and employing comparative analysis to derive the most accurate information. Consequently, students acquired detailed and precise knowledge. The experimental group engaged in activities that allowed them to reformulate historical documents based on their comprehension, transforming them into sources of historical information rather than mere recipients. This process significantly augmented their understanding of historical events. Furthermore, the utilization of historical documents necessitated that students thoroughly read, analyze, and assimilate the content, critique the documents, extract ideas, pose inquiries, and substantiate their arguments while correlating them with the textbook material. Examining historical materials in this manner cultivates open-mindedness in pupils, enabling them to make judgments and fostering discussion. Activities also encompassed scrutinizing the material inside the manuscript and soliciting historians to authenticate the accuracy of its contents. Consequently, an analytical student may be cultivated, enabling the individual to study, criticize, scrutinize, and evaluate historical events, so enhancing the student's comprehension of historical context in depth. Students were tasked with analyzing the papers, formulating questions on them, and correlating the causes with the outcomes. This will enhance students' observational, connecting, and sequencing skills, so promoting a proper logical comprehension of the limit.

First: Discussing the use of historical documents during the teaching of history in the development of the skill of historical sequence

The researchers attribute the excellence of the experimental group in the development of historical sequence to the training of students who studied historical documents on this skill by presenting the documents in a chronological manner according to the time of their occurrence, and linking them in a way that helps the student to reconstruct historical events in a logical and organized way so that each event is a cause of the subsequent event and a result of the previous event, and putting a link between each historical event in a way that makes the student search for information and link it to other events. The students of the experimental group also received many activities to train in the skill of historical sequence based on the teacher's guide, including: drawing time lines and then the student puts the document at the appropriate date, and rearranging the documents according to the time of their occurrence. The experimental group also received many historical sequence questions in the pre- and post- evaluation of each lesson.

Second: Discussing the impact of employing historical documents while teaching history in developing the skill of perceiving the relationship between historical events:

The two researchers attribute the reasons for the superiority of the experimental group in this skill to the activities, means and methods that accompanied the historical documents, including: the way the historical documents were presented, where the students received a set of historical documents and each group studied a document and then the students summarized these documents collectively on the way to link historical events. The researchers also believe that the method of pre- and vertical learning that was used during the teaching of the experimental group had a role in developing this skill by assigning students to duck ideas and historical events and retrieve their previous historical

information as a kind of prelude to the lesson by adding an analysis and explanation of the current historical positions based on the above. The historical documents that were used in this study provided many historical events that need to be interpreted, requiring the learner to link, interpret, analyze, and search for historical evidence to explain these events, through the network of phenomena that have been linked to this historical boundary. This was reflected on the students' performance on the scale of historical understanding and the skill of linking historical events together.

Third: Discussing the impact of employing historical documents while teaching history in developing the skill of using historical evidence

The two researchers attribute the experimental group's proficiency in utilizing historical evidence to the authenticity of historical documents, which serve as primary sources from the respective era. The primary objective of employing these documents, beyond this study, is to substantiate facts and events with original evidence, thereby reinforcing the credibility of these occurrences. Additionally, the study provided various types of historical documents, including images, newspapers, and videos, to corroborate the events presented in the curriculum. This approach aims to train students to refrain from citing any historical information without evidence of its validity, thereby enhancing their comprehension and the reliability of the information presented.

The activities employed in the instruction of the experimental group included prompting learners to provide evidence supporting the validity of historical documents, along with their critique and evaluation, while identifying their strengths and weaknesses. Additionally, the teacher implemented the reciprocal teaching strategy by organizing students into groups, each tasked with defending a specific historical event using available evidence and engaging in discussions with other groups. Furthermore, students utilized comparison, classification, and exclusion strategies to present a series of reasons for a particular historical event, subsequently categorizing them by strength and excluding those lacking sufficient evidence. Collectively, these methods enhanced understanding skills and historical awareness in general, as well as the specific skill of utilizing historical evidence.

This study aligns with Abdul Razzaq's (2023) research, which identified statistically significant differences in the average post-test scores of historical thinking between the experimental and control groups, favoring the experimental group across all sub-skills and major areas. It also corroborates the findings of Talafha and Kharisha (2000), which demonstrated that students instructed through the historical method outperformed their peers who received traditional instruction in inferential thinking skills assessments.

Results related to the second question, which reads: Are there statistically significant differences at the level of significance ($\alpha \geq 0.05$) between the mean scores of the experimental group and the mean scores of the control group in the future thinking test attributed to the method of teaching (historical documents, the usual method).

To answer this question, the arithmetic means and standard deviations of students' scores were calculated on the future thinking test in the pre and post measurements according to the method of teaching (historical documents and the usual method), as shown in Table (11)

Table (11): Arithmetic averages and standard deviations of the grades of the study individuals on the test of future thinking skills for pre and post applications according to the group (experimental, and control)

Teaching Modality	Pre-assessment		Post-Application	
	Arithmetic Mean	Standard Deviation	Arithmetic Mean	Standard Deviation
Translation of Historical documents	27.00	3.94	38.40	2.98

Traditional Method	25.66	3.42	30.56	3.54
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It is clear from Table (11) that there are apparent differences between the arithmetic media of the scores of the study individuals on the future thinking test in the two applications, the first and the second, according to the method of teaching (historical documents and the usual method). To find out whether these apparent differences are statistically significant, the analysis of the variation was used for the one accompanying the post application, not the testing of future thinking skills according to the method of teaching after the neutralization of the impact of their pre application, as shown in Table (12).

Table (12) : Analysis of the single variance associated with the post-measurement of the grades of the study individuals on the skills of future thinking according to the method of teaching (historical documents and the usual method) after neutralizing the impact of pre-measurement

Source of variance	Sum of squares	Degrees of freedom	Squares Mean	F value	Significance level	n ²
Pre-test	872	1	872	1.104	.298	.019
Teaching Modality	854.	1	854.	496	.000	582
Error	695	57	749			
Nephrology	983	59				

It is clear from Table (12) that there are statistically significant differences at the level of significance ($\alpha=0.05$) between the members of the experimental and control groups in the post-test, where the values of (79.496) and (0.000), which are statistically significant values at the level of ($\alpha=0.05$) under the influence of the method of using the teaching method. It was also found that the magnitude of the impact resulting from the use of the teaching method explains (58.2%) of the variation in performance in future thinking skills, and to determine in favor of these differences, the dimensionally adjusted arithmetic averages and the standard error were calculated on the scale of future jawing and Table (13) shows the results

Table (13): The two averages of post-measurement are the second secondary grade on the future thinking test and their standard lines according to the teaching strategy

Teaching Strategy	Arithmetic Mean	Standard error
Translation of Historical documents	38-31	.60
Routine	30.64	.60

The findings from Table (13) demonstrate that the teams favored the experimental group, whose members received instruction using historical sources, in contrast to the control group, which was taught using conventional methods.

The researcher attributes the superiority of the experimental group over the control group in cultivating future thinking skills to the provision of historical documents, which offered students educational scenarios that facilitated the practice of temporal and spatial perception of historical events, comprehension and analysis of historical material, interpretation of historical occurrences, deduction from historical data, and the formulation of judgments and decisions regarding historical events. Furthermore, the diversification of tasks and activities tailored to each learner's level fostered engagement among all students, thereby enhancing the development of future thinking. The researcher posits that the approach to formulating questions accompanying each historical document aims to foster future-oriented thinking by encouraging students to think creatively, generate innovative ideas, and cultivate fresh perspectives on Jordan. This method also facilitates the

application of historical knowledge to contemporary events, enabling the construction of future insights. Furthermore, it prompts inquiries that enhance students' critical thinking, leading to new conclusions, assessments of the present situation, and a forward-looking outlook. The conversation sessions and problem-solving strategies employed by students following the presentation of historical texts significantly contributed to their capacity for innovative and creative thinking in addressing problems or issues. Through critique, discourse, and deliberation, students developed the capacity to address future challenges and enhance their predictive and imaginative abilities regarding the future. The researcher posits that the students in the experimental group engage with historical documents through a question-based analysis, placing them in hypothetical scenarios that have not occurred in reality, while deriving conclusions based on their perceptions. All these activities facilitated the enhancement of future thinking skills among the participants of the experimental group.

RECOMMENDATIONS

Instructing history teachers to use historical documents in teaching, because of their effectiveness in developing historical understanding and future thinking among students.

Directing the Department of Supervision and Training in the Ministry of Education to hold training courses for history teachers in the field of analysis of historical documents.

Instructing the authors of history books to include historical documents in history books.

Direct the Ministry of Education to cooperate with the Hashemite National Center for Documentation and the National Library to provide school libraries with copies of the Hashemite documents necessary for students.

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