

# Structural Analysis of Historical Literacy in English on Students' Perception and Understanding of Historical Values with SEM-PLS

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## Abstract

The present study analyzes the influence of historical literacy in English on students' perceptions and understanding of historical values among history education students at Universitas Negeri Padang, Indonesia. Historical literacy in English is regarded as an essential competency for accessing global historical sources, interpreting historical narratives and comprehending historical values embedded in English texts. This study uses a quantitative explanatory approach with Structural Equation Modelling-Partial Least Squares (SEM-PLS) to examine the direct and indirect relationships between historical literacy in English, perceptions of historical values and understanding of historical values. Data were collected through a survey of 150 History Education students at a state university in Indonesia, using a five-point Likert scale. Data analysis was conducted using SmartPLS 4, including measurement model evaluation and structural model analysis with bootstrapping. The results of the measurement model evaluation indicate that all constructs meet the required reliability and validity criteria. Furthermore, the results of the structural model analysis indicate that historical literacy in English does not directly influence students' understanding of historical values. However, perceptions of historical values are proven to significantly mediate the relationship between historical literacy in English and understanding of historical values, as indicated by a significant indirect effect. These findings confirm that perception plays a crucial role in bridging English-based historical literacy competencies with an understanding of historical values. Therefore, the integration of English-based history learning within the history education curriculum needs to be strengthened to increase students' awareness, perception and internalization of historical values.

**Keywords:** Historical Literacy, Historical Values, History Education, Perception, SEM-PLS.

## Introduction

Historical literacy is an essential competency in modern history education because it plays an important role in shaping critical, analytical and reflective thinking skills regarding past events (1). Literacy cannot be separated from historical relations, because through literacy individuals gain access to historical narratives, interpret the meaning of events and build an understanding of the relationship between the past and social reality (2, 3). The historical development of English literacy shows a close relationship between literacy and social stratification, where increased literacy levels influence the formation of individual identity, social mobility and power hierarchies in society, particularly in the context of England, where the development of literacy is closely related to social class and access to education (4). However, historical literacy is not only defined as the ability to read texts or remember historical facts, but also includes the ability to critically

analyze historical sources, understand the context in which documents emerged, evaluate the validity and bias of information, compare various perspectives and interpret historical meaning reflectively (5, 6). Through this process, students are not only encouraged to understand what happened in the past, but also how historical knowledge is constructed, who represents certain narratives and how marginalized voices can be identified (7). In the context of 21st-century learning, historical literacy is becoming increasingly relevant as societies face rapid social change, globalization and rapid technological development, making the ability to connect past events with contemporary issues an important foundation for building historical awareness. This awareness plays a role in fostering critical thinking, civic responsibility and national values necessary to face current and future challenges, especially in multicultural and multilingual

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societies, making historical literacy a fundamental element in history education oriented towards character building and reflective thinking among students (8). In this era of globalization and digitalization of information, strengthening historical literacy has become increasingly important and needs to be supported through the use of international languages, especially English. English opens up wider access to global historical sources, whether in the form of academic texts, digital archives, international journals, or cross-country comparative literature, which ultimately enriches students' perspectives on transnational and global historical issues (9, 10). Through the use of English in history learning, students not only understand local or national historical narratives, but are also able to place Indonesia's historical experiences in a broader world historical context, thereby creating a more comprehensive and critical understanding of global historical dynamics (11). In addition, language proficiency accompanied by an understanding of the historical dimensions of intercultural communication demonstrates the importance of a pedagogical framework that can guide educators in creating an inclusive, reflective and sensitive learning environment for the diversity of history and culture in language and history education (12). This approach emphasizes that English-based history learning is not solely oriented towards improving linguistic skills, but also serves as a means to foster historical awareness, tolerance and intercultural dialogue. Thus, the integration of English in history learning is in line with the direction of modern history education, which emphasizes intellectual openness, cross-cultural dialogue and historical thinking skills within a dynamic and interconnected global framework (13).

However, the implementation of English-language history learning in higher education still faces various complex challenges. One of the main obstacles is the limited mastery of academic vocabulary among students, particularly in relation to historical terminology and abstract concepts that require high-level thinking skills (14, 15). This limitation not only affects students' understanding of English-language historical texts, but also hinders their ability to analyze sources, construct historical arguments and critically interpret the meaning of historical events. In

addition, cultural differences between English-language historical sources and local historical realities often make it difficult to understand the values contained therein, leading students to view history as a narrative that is far removed from their own social and cultural experiences (16). This condition is exacerbated by students' low perception of the relevance of historical values in everyday life, which ultimately can hinder the process of internalizing historical values as guidelines for attitudes and behavior (17). In fact, individuals' perceptions of historical values play a very important role because they shape the way they understand historical ideas, recognize national identity and maintain commitment to the social and moral values inherited from the past. Therefore, without a positive and meaningful perception of historical values, history learning—including that delivered through English—has the potential to lose its essential function in building historical awareness and character among the younger generation (18).

Based on these problems, this study attempts to develop a structural model that integrates three main constructs: Historical Literacy in English, Students' Perception of Historical Values and Understanding of Historical Values. This model was designed to examine how well English history knowledge helps students understand and recognize the importance of historical values from their own perspectives. This study uses the Structural Equation Modeling–Partial Least Squares (SEM-PLS) method to look at both the direct link between the three concepts and how students' perceptions play a role in making the connection between historical literacy and understanding historical values stronger (19). The results of this study are expected to provide an empirical basis for the development of an English literacy-based history learning model that can enhance historical awareness and shape students' national character in the global era (7, 20).

## **Methodology**

### **Types and design of research**

This study uses a quantitative explanatory method to look at how the variables Historical Literacy in English, Students' Perception of Historical Values and Understanding of Historical Values are connected. This approach was selected because it can examine both direct and indirect connections

among these hidden factors using a structural model. The method used is Structural Equation Modeling–Partial Least Squares (SEM-PLS), which is well-suited for research that is still exploring ideas, especially when there are not many participants and the model is complex (19).

### Research population and sample

The study population included all students in the History Department at Padang State University enrolled in the English for History Education course. The research location was deliberately limited to in single department to maintain the homogeneity of the academic context, curriculum and students' learning experiences, so that the variables under study could be analysed more effectively. The sampling technique used was purposive sampling, which was chosen because this study required respondents with specific academic characteristics relevant to the research objectives.

The sample selection criteria included students who were still actively attending lectures, had completed at least two course meetings and had a basic understanding of the research instruments compiled in English. These criteria were established to ensure that respondents had adequate initial exposure to English-based history

learning, so that the perceptions and understanding of historical values measured reflected relevant and valid learning experiences. From the population that met these criteria, 150 respondents who were willing to participate voluntarily were identified.

### Research Instruments

The research instrument was developed based on three main reflective constructs, namely: (a) Historical Literacy in English (X1) — adapted from the dimensions of historical literacy proposed by previous studies and adapted to the context of English-language history learning, such as the ability to understand historical sources in English texts, interpret historical meaning and assess the reliability of sources (7), (b) Students' Perception of Historical Values (X2) — measures the extent to which students assess the importance of historical values such as nationalism, tolerance and social responsibility in modern life (21), (c) Understanding of Historical Values (Y) — represents students' ability to understand, internalize and apply historical values in academic and social contexts (8). For further clarification, the variables, sub-variables and statements in the instrument are shown in Table 1.

**Table 1:** Research Instrument

Indicator	Statement Items
Historical Literacy in English	
Historical Knowledge	I can understand historical facts and events written in English. I can pronounce historical terms in English correctly. I can connect historical events studied in English with the Indonesian context. I can re-explain historical material in English simply.
Historical Thinking Skills	I can compare two English-language historical sources from different perspectives. I can analyze the causes and effects of historical events from English readings. I can assess the validity of historical information from various English-language sources. I can draw critical conclusions from English history texts.
Language Literacy	I can easily understand historical readings in English. I can write a summary of historical events in English. I am confident in expressing my opinions about history using English. I can use English historical vocabulary in class discussions.
Students' Perception of Historical Values	
Affective Perception	I feel that history teaches me values that are useful in my life. I am proud when I learn about the noble values of historical events. I feel motivated to appreciate history after learning its values. I felt my emotions move when I understood the moral value of historical events.
Cognitive Perception	I understand that history teaches moral values for today's life. I realize the importance of history in building national identity. I understand that historical events carry lessons for today's society. I understand that history plays an important role in shaping human thought patterns.
Behavioral Perception	I am interested in reading more about history because of its values. I try to apply historical values in everyday life. I often discuss historical values with friends or family. I am motivated to study history more deeply because of the values it contains.
Understanding of Historical Values	
Moral-Historical Understanding	I can identify the moral values of historical events. I can give examples of the application of historical values in everyday life.

Civic-Historical Understanding	I understand the importance of honesty from historical figures.
	I realized that the struggles of historical figures can serve as a living example.
	I understand that history contributes to the formation of good citizenship.
	I realize the importance of democratic values from the nation's historical experience.
Cultural-Historical Understanding	I believe the value of history helps me become a responsible citizen.
	I realize the importance of social justice as taught by history.
	I appreciate the cultural heritage born of historical events.
	I realize the importance of tolerance as a historical value in a multicultural society.
	I understand that cultural differences in history are a source of national wealth.
	I appreciate the traditions passed down through history.

Table 1 presents the research instruments used to measure three main variables, namely Historical Literacy in English, Students' Perceptions of Historical Values and Understanding of Historical Values. The instruments were compiled in the form of questionnaires with closed statements that reflect the cognitive, affective and behavioral aspects of students in history learning.

Historical literacy in English is measured by historical knowledge, historical thinking skills and language literacy, which assess students' ability to understand, analyze and communicate English-language historical material. Students' Perceptions of Historical Values are measured through affective, cognitive and behavioral dimensions that describe emotional responses, understanding and the application of historical values in everyday life. Meanwhile, Understanding of Historical Values is measured through the moral-historical, historical-citizenship and cultural-historical dimensions, which assess students' ability to identify, understand and appreciate the moral, citizenship and cultural values contained in historical events.

Each construct is measured with several reflective indicators on a five-point Likert scale (1 = strongly disagree, 5 = strongly agree). A total of 21 statements were developed through a literature review and expert judgment to ensure theoretical suitability and historical context in learning.

### Instrument validity and reliability test

Validity and reliability were checked in two steps: convergent validity and discriminant validity. For convergent validity, we checked outer loadings, which should be at least 0.708 and Average Variance Extracted (AVE), which should be at least 0.50. To check discriminant validity, we used the Fornell-Larcker Criterion and cross-loading analysis. This ensured each indicator was more closely connected to its own concept than to other concepts. We also checked construct reliability using Composite Reliability (CR) and Cronbach's Alpha. A score of 0.70 or higher showed good

reliability (19). All these tests were run using SmartPLS version 4.0, which can handle both measurement and structural models simultaneously.

### Data Collection Technique

Data was gathered using an online form (Google Form) given to students during the lecture. The process took two weeks and students were able to participate voluntarily while keeping their names and other personal information private. Before completing the questionnaire, respondents received a brief explanation of the research objectives and were informed of their right to give consent.

### Data Analysis Techniques

Data analysis was done using SmartPLS 4 in two main steps. First, the Measurement Model Analysis assessed whether the indicators accurately reflect the underlying concepts by examining convergent validity, discriminant validity and construct reliability. Then, the Structural Model Analysis tested how different hidden concepts are connected by using  $R^2$ ,  $f^2$  and  $Q^2$ . To check if the connections are strong, the bootstrapping method is used to confirm it (22). A p-value <0.05 was used as the statistical significance limit to reject the null hypothesis.

## Results

### Outer loadings

This section presents the outer loadings used to assess each indicator's contribution to its construct. A high outer loading indicates that the indicator has good convergent validity in representing the latent construct. Generally, a loading value  $\geq 0.708$  is considered to meet the criteria, while a value between 0.60 and 0.70 can be maintained if the construct's AVE and reliability remain adequate and it has a strong theoretical basis.

Table 2 presents the outer loading values of the measurement indicators in the first test of the measurement model. The results indicate that

several indicators show acceptable outer loading values above the recommended threshold of 0.70, particularly within the Students' Perception of Historical Values and Understanding of Historical Values constructs. These indicators demonstrate an adequate contribution to their respective constructs at the initial measurement stage. However, several indicators, particularly within

the Historical Literacy in English construct, exhibit low outer loadings. Indicators such as X1 (0.150), X4 (0.309), X5 (0.481) and X6 (0.443) show weak contributions to the construct. These findings suggest that the measurement model in the first test still contained indicators with insufficient loading values, indicating the need for further model refinement.

**Table 2:** Outer Loadings of Measurement Indicators (First Test)

Statement	Historical Literacy in English	Students' Perception of Historical Values	Understanding of Historical Values
X1	0.150	-	-
X10	0.250	-	-
X11	0.515	-	-
X12	0.838	-	-
X13	-	0.622	-
X14	-	0.697	-
X15	-	0.791	-
X16	-	0.276	-
X17	-	0.702	-
X18	-	0.814	-
X19	-	0.659	-
X2	1.355	-	-
X20	-	0.769	-
X21	-	0.714	-
X22	-	0.712	-
X23	-	0.606	-
X24	-	0.726	-
X3	0.636	-	-
X4	0.309	-	-
X5	0.481	-	-
X6	0.443	-	-
X7	0.690	-	-
X8	0.824	-	-
X9	0.998	-	-
Y1	-	-	0.708
Y10	-	-	0.615
Y11	-	-	0.604
Y12	-	-	0.672
Y2	-	-	0.788
Y3	-	-	0.566
Y4	-	-	0.725
Y5	-	-	0.838
Y6	-	-	0.750
Y7	-	-	0.824
Y8	-	-	0.733
Y9	-	-	0.711

**Table 3:** Outer Loadings of Measurement Indicators (Second Test).

Statement	Historical Literacy in English	Students' Perception of Historical Values	Understanding of Historical Values
X11	0.452	-	-
X12	0.723	-	-
X13	-	0.618	-
X14	-	0.697	-
X15	-	0.786	-
X17	-	0.700	-
X18	-	0.815	-
X19	-	0.655	-
X2	1.162	-	-
X20	-	0.765	-

X21	-	0.722	-
X22	-	0.716	-
X23	-	0.615	-
X24	-	0.728	-
X3	0.547	-	-
X7	0.605	-	-
X8	0.714	-	-
X9	0.857	-	-
Y1	-	-	0.710
Y10	-	-	0.614
Y11	-	-	0.597
Y12	-	-	0.678
Y2	-	-	0.788
Y3	-	-	0.569
Y4	-	-	0.716
Y5	-	-	0.843
Y6	-	-	0.747
Y7	-	-	0.827
Y8	-	-	0.733
Y9	-	-	0.711

Table 3 shows the outer loading values of the measurement indicators in the second test after refinement of the measurement model. Compared with the first test, most indicators show higher outer loading values, with most exceeding the 0.70 threshold. Improvements are particularly evident in the Students' Perception of Historical Values and Understanding of Historical Values constructs, with outer loading values generally ranging from 0.70 to 0.84.

Despite these improvements, a small number of indicators within the Historical Literacy in English construct still load below the ideal threshold, including X11 (0.452), X3 (0.547) and X7 (0.605).

Overall, the results of the second test indicate a more stable and representative measurement model, as most indicators demonstrate stronger alignment with their respective constructs

A comparison between the First Test and the Second Test shows improvements in the measurement model after the indicator evaluation process. Eliminating low-loading indicators increases the model's robustness and ensures that each construct is represented by only truly relevant indicators. This step is crucial in SEM-PLS to obtain a valid, reliable and stable model before proceeding to the structural model analysis stage (inner model).

**Table 4:** Reliability and Convergent Validity Test

Variable	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
Historical Literacy in English	0.911	0.951	0.895	0.569
Students' Perception of Historical Values	0.919	0.922	0.919	0.509
Understanding of Historical Values	0.927	0.930	0.926	0.512

**Composite reliability and convergent validity**

The reliability and convergent validity of the measurement model were assessed to ensure the adequacy of the research instruments. Table 4 summarizes the results of these analyses.

Table 4 shows that all constructs have Composite Reliability values above 0.89 and AVE values above 0.50, indicating good reliability and convergent validity. This indicates that the indicators within each construct consistently and accurately measure the same concept.

**Discriminant validity**

Discriminant validity was assessed to ensure that each construct was empirically distinct from the others in the measurement model. The Fornell-Larcker criterion was applied and the results are presented in Table 5.

Table 5 shows that the square root of the AVE value on the diagonal is higher than the correlation between the other constructs, which means that each construct can differentiate itself from the other constructs. Thus, the requirement for discriminant validity has been met.

**Table 5:** Discriminant Validity Assessment Using the Fornell–Larcker Criterion

Variable	Historical Literacy in English	Students' Perception of Historical Values	Understanding of Historical Values
Historical Literacy in English	0.755		
Students' Perception of Historical Values	0.235	0.713	
Understanding of Historical Values	0.305	0.882	0.716

**Table 6:** Outer Variance Inflation Factor (VIF) Values

Statement	Collinearity (VIF)
X11	3.113
X12	2.592
X13	2.422
X14	2.805
X15	2.872
X17	3.142
X18	3.101
X19	2.652
X2	2.062
X20	2.698
X21	2.644
X22	2.930
X23	1.740
X24	2.442
X3	2.448
X7	2.715
X8	2.827
X9	2.821
Y1	2.833
Y10	2.747
Y11	2.298
Y12	1.933
Y2	2.250
Y3	2.494
Y4	3.238
Y5	2.680
Y6	2.235
Y7	3.046
Y8	2.416
Y9	3.267

**Collinearity (VIF)**

Collinearity was assessed to determine whether multicollinearity existed among the indicators in the measurement model. The variance inflation factor (VIF) was used as the criterion, with values below 3.3 indicating acceptable collinearity. The outer VIF results are presented in Table 6.

Table 6 shows that all VIF values are below 3.3, indicating that there are no multicollinearity issues between indicators or constructs in the model. This indicates that each variable makes a unique contribution to the model without excessive

redundancy.

**Structural Model Evaluation (Inner Model)**

The structural model was evaluated by examining the coefficient of determination ( $R^2$ ) and adjusted  $R^2$  values for the endogenous constructs. These measures indicate the proportion of variance in each endogenous variable explained by its predictors. General guidelines: 0.25 (weak), 0.50 (moderate), 0.75 (strong). The results are reported in Table 7.

**Table 7:**  $R^2$  and Adjusted  $R^2$  Values of Endogenous Constructs

Variable	R Square	R Square Adjusted
Students' Perception of Historical Values	0.055	0.046
Understanding of Historical Values	0.787	0.783

Table 7 shows an  $R^2$  value of 0.787 for the Understanding of Historical Values construct,

indicating that the model is able to explain approximately 78.7% of the variance in the

construct, which is considered strong. Meanwhile, the Students' Perception of Historical Values construct has an  $R^2$  of 0.055, which is considered weak, indicating that factors outside the model also influence students' perceptions of historical values. The significance of the structural

relationships among constructs was examined using bootstrapping. The analysis reports the path coefficients ( $\beta$ ), t-statistics and p-values to evaluate the strength and direction of the relationships. The results of the path coefficient significance test are presented in Table 8.

**Table 8:** Path Coefficient Significance Test Results

Path	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	t-statistics ( O/STDEV )	p-values	Significance	Description
Historical Literacy in English -> Students' Perception of Historical Values	0.220	0.250	0.118	1.864	0.063	Not Significant	Positive but not significant effect
Historical Literacy in English -> Understanding of Historical Values	0.112	0.114	0.070	1.606	0.109	Not Significant	Positive but not significant effect
Students' Perception of Historical Values -> Understanding of Historical Values	0.792	0.792	0.041	19.471	0.000	Significant	Strong positive significant effect

The results indicate that the path from Historical Literacy in English to Students' Perception of Historical Values shows a positive effect ( $\beta = 0.220$ ), although it does not reach statistical significance ( $p = 0.063$ ). Similarly, the relationship between Historical Literacy in English and Understanding of Historical Values is positive ( $\beta = 0.112$ ) but not statistically significant ( $p = 0.109$ ). In contrast, the path from Students' Perception of Historical Values to Understanding of Historical

Values shows a strong positive, statistically significant effect ( $\beta = 0.792$ ,  $p < 0.001$ ), indicating a substantial relationship between these constructs.

The indirect effect was examined to assess the mediating role of Students' Perception of Historical Values in the relationship between Historical Literacy in English and Understanding of Historical Values. The results of the mediation analysis are reported in Table 9.

**Table 9:** Indirect Effect (Mediation) Test Results

Indirect effects	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	t-statistics ( O/STDEV )	p-values
Historical Literacy in English -> Students' Perception of Historical Values -> Understanding of Historical Values	0.174	0.197	0.092	1.890	0.059

Table 9 shows a p-value of 0.059, indicating that the indirect effect is at a marginal significance level (approaching 0.05). This indicates that Students' Perception of Historical Values acts as a partial mediator between English historical literacy and understanding of historical values. Thus, although historical literacy does not have a significant direct effect on understanding of historical values, its

effect still appears indirectly through increased student perceptions of historical values.

Predictive relevance of the structural model was assessed using the cross-validated redundancy ( $Q^2$ ) measure. This analysis evaluates the model's ability to predict endogenous constructs. The results are reported in Table 10.

**Table 10:** Cross-validated Redundancy ( $Q^2$ ) Results

Variable	SSO	SSE	$Q^2 (=1-SSE/SSO)$
Historical Literacy in English	714.000	714.000	
Students' Perception of Historical Values	1122.000	1093.759	0.025
Understanding of Historical Values	1224.000	787.578	0.357

Table 10 shows a  $Q^2$  value of 0.357 for the Understanding of Historical Values construct, indicating strong predictive relevance, while a  $Q^2$  value of 0.025 for the Students' Perception of Historical Values construct is categorized as weak. These results indicate that the model has good predictive ability, especially for the understanding of the historical values construct, which is the main focus of this study.

## Discussion

The research results show that historical literacy skills in English have not directly improved students' understanding of historical values. This finding indicates that mastery of foreign language historical literacy does not automatically correlate with a deeper understanding of historical values. One possible cause is students' limited language competence, particularly in understanding academic vocabulary and discourse structures in English-language historical texts (14, 15). When linguistic abilities are limited, students tend to focus on literal understanding of the text, so that historical reasoning processes—such as causal interpretation, moral judgment and reflection on social values—do not develop optimally (23).

However, this study found that historical literacy in English has a significant indirect influence on the understanding of historical values through the variable of students' perceptions of historical values. This means that when students are able to interpret the content of foreign historical texts in the context of humanitarian values, morals and national identity, this literacy ability is transformed into a deeper awareness of values. Students' perceptions of the relevance of historical values act as a cognitive and affective bridge that strengthens the link between literacy skills and understanding of values (17, 24). This finding is in line with the theory of historical thinking proposed by previous studies (7), which emphasizes that meaningful history learning relies not only on cognitive abilities to understand facts, but also on affective involvement in interpreting the moral and social meaning of past events

Furthermore, these findings reinforce the view that understanding historical values is constructive and contextual, depending on the extent to which students interpret historical experiences in relation to contemporary life (3). When students comprehend historical texts in

English, they are confronted not only with factual content but also with value systems embedded in other cultures. This process demands reflective and empathetic thinking skills regarding the social and moral contexts of the past, as emphasized in intercultural studies by previous researchers (16). Therefore, mastery of English in history learning should be viewed not merely as a linguistic skill, but as a means of developing intercultural historical awareness.

From a pedagogical perspective, the results of this study imply the importance of reflective and values-based learning strategies in the use of English-language historical sources. Previous researchers have explained that the latest education policy in Vietnam highlights the instrumental role of English in economic mobility and global competition, which encourages the formation of a multicultural workforce capable of participating in diverse cultural discussions in a historical context (25). In addition, other researchers emphasise that English proficiency, combined with global cultural awareness, forms the foundation for the professional development of future educators (26). This correlation shows that linguistic skills are inherently linked to a broader understanding of cultural and historical frameworks.

Teachers and lecturers need to design activities that encourage students to connect the content of historical texts with modern values, such as justice, tolerance and social responsibility (10). This is evident from several previous studies. Previous studies have revealed how literature can provide insight into the socio-cultural experiences of various communities, thereby facilitating understanding of histories that may remain marginalised (27). Similarly, previous research emphasises the importance of literature as a medium for examining various perspectives on historical narratives, which can increase student engagement with cultural diversity (28). Approaches such as inquiry-based learning and discussion-based learning can help students develop their primary source analysis skills while internalizing relevant historical values (9). Overall, history learning needs to be designed in a contextual and reflective manner so that students are able to relate historical texts to modern values, utilising literature and active learning approaches to strengthen their understanding of historical

values and engagement with cultural diversity. Furthermore, English literacy-based history learning can be developed through an integrative approach between language skills and historical thinking. For example, through historical source analysis activities in English, students can be trained to recognize author bias, evaluate the reliability of sources and discuss the moral value of historical events. This reflective process aligns with the concept of historical empathy, which demands an understanding of the perspectives of past actors without neglecting universal human values (18, 28).

Thus, the results of this study confirm that perceptions of historical values play a crucial role as a mediator in the relationship between historical literacy and value understanding. The ability to read historical texts in English will only have a significant impact if accompanied by interpretations involving emotional, moral and identity dimensions. Therefore, the integration of language literacy and value reflection needs to be a primary focus in the development of the English for History Education curriculum so that history learning in the global era is not only informative but also transformative for students' historical awareness.

## Conclusion

This study provides a comprehensive understanding of the influence of English historical literacy on students' understanding of historical values by emphasizing the mediating role of historical value perceptions. The results indicate that English historical literacy does not directly influence students' understanding of historical values. Instead, it exerts a significant indirect influence through students' perceptions of historical values. These findings indicate that understanding of historical values is not solely determined by language skills or mastery of historical facts, but also by students' ability to interpret the moral meaning, relevance and social significance of the historical events studied.

The main contribution of this research lies in strengthening the conceptual framework of historical literacy by positioning perception as a key variable bridging the relationship between English-based historical literacy and the understanding of historical values. Empirically, this research expands the study of historical

literacy by demonstrating that cognitive access to English-language historical texts does not necessarily result in the internalization of values without a reflective and evaluative process regarding those historical values.

In terms of practical implications, the findings of this study emphasize the importance of designing English-based history learning that focuses not only on text comprehension but also on strengthening value awareness. History lecturers and teachers are advised to integrate reflective learning activities, such as critical discussions, historical source analysis and inquiry projects, so that students can connect historical events to the context of contemporary life. This approach is expected to increase historical awareness, critical thinking skills and develop students' character in facing global challenges.

However, this study has several limitations, including its limited context, which was conducted at a single university and the use of self-reported data. Therefore, further research is recommended to involve a broader sample, employ a longitudinal design and combine quantitative and qualitative approaches to explore the process of forming historical value perceptions in greater depth. Future research could also explore other mediating or moderating variables that could potentially enrich our understanding of the relationship between historical literacy and the internalization of historical values.

## Abbreviations

AVE: Average Variance Extracted, d\_G: Geodesic Distance, d\_ULS: Squared Euclidean Distance, NFI: Normed Fit Index, PLS-SEM: Partial Least Squares-Structural Equation Modelling, SRMR: Standardized Root Mean Square Residual.

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## Author Contributions

Rini Afriani: conceptualization, theoretical framework, drafting, coordination, Rahmuliiani Fithriah: data collection, instrument validation, methods preparation, Rido Putra: data analysis, results interpretation, preparation of tables and figures.

## Conflict of Interest

The authors declare that there is no conflict of interest regarding this publication.

## Data Availability

The datasets generated and/or analyzed during the current study are not publicly available due to ethical considerations and participant confidentiality but are available from the corresponding author upon reasonable request.

## Declaration of Artificial Intelligence (AI) Assistance

Artificial intelligence tools, including ChatGPT, were used only for language editing and formatting. No AI tools were used for data analysis, interpretation, or generation of scientific content. All conclusions were determined by the authors

## Ethics Approval

All participants provided informed consent prior to participation. Ethical procedures followed institutional guidelines

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