

The Effectiveness of the Example Learning Method using Documentary Films on The G30S/PKI Incident to Improve Critical Thinking Skills of Students at Islamic High Schools in Tangerang Regency

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Abstrak

Penelitian ini bertujuan untuk mengetahui Efektivitas Metode Pembelajaran *Example* Melalui Media Film Dokumenter Peristiwa G30S/PKI Untuk Meningkatkan Kemampuan Berpikir Kritis Siswa MA Islamiyah Kabupaten Tangerang. Metode yang digunakan dalam penelitian ini adalah *quasi eksperimen*, dengan teknik pengambilan sampel *non probability sampling*, masing-masing berjumlah 41 orang pada kelas eksperimen dan kelas kontrol. Instrumen yang digunakan pada penelitian ini yaitu tes uraian sebanyak 10 soal. Hasil uji hipotesis menggunakan uji t dengan rumus *anova one way*, kelas eksperimen memperoleh = $465,638 < 161$ dengan $\alpha = 0,05$ sedangkan pada kelas kontrol = $211,938 < 161$ dengan $\alpha = 0,05$ sehingga H_a diterima H_o ditolak. Berdasarkan analisis data tersebut metode pembelajaran *example* efektif dalam meningkatkan kemampuan berpikir kritis peserta didik. Hal ini menunjukkan adanya pengaruh dari metode pembelajaran *example* efektif dapat meningkatkan kemampuan berpikir kritis. Hal tersebut dibuktikan dengan melihat hasil *pretest* dan *posttest* dengan perolehan nilai rata-rata *pretest* sebesar 36 dan *posttest* dengan perolehan nilai rata-rata mencapai 80. Dapat dilihat dari nilai tersebut metode pembelajaran *example* berpengaruh terhadap kemampuan berpikir kritis siswa pada mata pembelajaran sejarah Indonesia dengan menggunakan media film dokumenter

Kata kunci: efektivitas metode *example*, media film dokumenter, berpikir kritis.

Abstract

This research aims to find out The Effectiveness of Example Learning Method through Documentary film Media Of G30S/PKI Events To Improve Critical Thinking Skills Of MA Islamiyah Tangerang Regency Students. The method used in this research is quasi eksperimen, with nonprobability sampling technique, totaling 41 people each in the experimental class and control class. The instrument used in this research is a 10 question description test. The results of hypothesis testing t test with one way anova formula, the ekerimental class obtained = $465.638 < 161$ by $\alpha = 0.05$ while in the control class = $211.938 < 161$ by $\alpha = 0.05$ So that H_a is accepted H_o is rejected. Based on the data analysis, the example learning method is effective in improving students' critical thinking skills. This shows the effective example learning method can improve critical thinking skills. This is evidenced by looking at the results of the pretest and posttest with the average posttest score of 36 and the posttest with the average score reaching 80. It can be seen from this value that the example learning method has an effect on students' critical thinking skills in Indonesian history subjects using documentary film media.

Keywords: effectiveness of example method, documentary media, critical thinking.

INTRODUCTION

Learning media are an important component in a learning framework. Developing experiences are a cycle of correspondence that occurs within a

framework, so learning media play an important role as a key part of the learning framework. According to Daryanto (2010), the purpose of developing learning media is to utilize

their advantages and overcome any challenges or obstacles that may arise during the learning process. Students greatly feel the benefits of appropriate learning media during the teaching and learning experience. Teachers are able to deliver learning materials more effectively thanks to learning media that also serves as a means of effective communication between teachers and students (Rao, 2020: 112).

Critical thinking is an aspect of higher-order thinking, often referred to as High Order Thinking Skills, which must be applied in students' critical thinking. Reflective higher-order thinking is a fundamental skill that is extremely important in the context of learning in a disruptive era. It involves skills such as analysis, evaluation, and synthesis of knowledge that can be honed more deeply (Redecker et al., 2016:65).

The media that have been used in the researcher's school, namely textbooks, PowerPoint presentations, educational videos, group discussions, and blackboards, are still used as learning media in schools. These media are compared with documentary films, which offer advantages because they present information visually, which can stimulate critical thinking more effectively. In comparison, documentary films can present different perspectives, present compelling facts, and allow for deep reflection. Documentary films also tends to

be more dynamic, combining visuals, sound, and narration to convey information in a more engaging way. Although both aim to convey knowledge, documentaries have the advantage of capturing attention and arousing interest. (Adang Heriawan, 2012 P. 112).

The approach chosen by teachers at the school where the researcher conducted the study was the application of lecture-based teaching techniques and group discussions, according to Khauro (2020: p. 668). The lecture method tends to focus more on direct teaching from a teacher to students. The lecture method is used to introduce basic concepts and convey important information to students efficiently. After that, teachers use the group discussion method to deepen students' understanding, encourage students to think critically, and deepen the concepts that have been learned through active interaction between students. The combination of these two methods can create a balanced and diverse learning environment.

Conditions at the school, critical thinking of students where the researcher is located, passive students during history lessons, tend to be passive. Based on the results of the Pretest Research at MA Islamiyah Kemuning, on November 26, 2023, problems were found, especially among students in grades XII IPS 1 and XII IPS 2. In general, a passive learning

atmosphere was created when there was a lack of response to the material.

METHODS

This study uses a quantitative approach with a quasi-experimental method. The type of research used is experimental research using two classes as samples, which are then given different treatments. The different treatments are as follows: the experimental class uses the example method with documentary films as media, while the control class uses the example method with documentary films as media.

The population in this study were 12th grade students majoring in social sciences (IPS) at MA Islamiyah Tangerang. (IPS) at MA Islamiyah Tangerang Regency, which was divided into two classes. This study used a non-probability sampling technique. The homogeneity test is a test of the variance of an existing group to determine whether it has a homogeneous variance or not using the F test.

The research in this article uses a quasi-experimental research method, which is a research approach similar to a true experiment. In quasi-experiments, researchers use control groups and treatment groups to compare the effects of a particular intervention or treatment. According to Tohcim (2006) in his book, quasi-experiments are often used in situations where randomization is impractical or unethical, but researchers

must be aware of potential biases and ensure that the research design allows for reliable causal conclusions.

RESULTS AND DISCUSSION

Based on observations from the History Lesson Plan (RPP) and history teachers, as well as the results of interviews conducted on February 2, 2023, the learning process is lecture-based. This learning model focuses on independent discovery of information obtained from students' understanding and ideas from the material studied, with the teacher acting as a facilitator during the learning process.

This study uses KD 3.1 material, namely "Analyzing the Indonesian Nation's Efforts in Facing the Threat of Disintegration in the G-30-S/PKI Incident." The researcher chose this basic competency because it has a hypothesis or discourse that can be developed, the material construction is quite difficult, in line with the critical thinking indicators to be tested, and the material is broad with diverse topics so that students can analyze problems either independently or in groups.

Before applying the exemplary learning model in the experimental class and the lecture method in the control class, both classes were first given a pretest with the same questions, consisting of 10 essay questions. The pretest was conducted on November 10, 2023. After the pretest session, the data

was analyzed using both descriptive and inferential statistics. The experimental class obtained an average score of 3.32, while the control class obtained an average score of 3.22. After that, prerequisite tests were carried out, including normality tests for the experimental and control groups, followed by homogeneity and linearity tests. In the normality test, the experimental group obtained a calculated $[\chi^2]$ value of 10.33 and the control class obtained a value of 9.23. The $[\chi^2]$ _table value was 11.070 with $\alpha = 0.05$. Based on the formula that data is normally distributed if $[\chi^2]$ _count < $[\chi^2]$ _table, both the experimental and control classes had normally distributed data. The homogeneity test has a value of $f_{\text{count}} (3.125) < f_{\text{table}} (3.111)$ $\alpha = 0.05$, so the data of the two groups have homogeneous variance.

After the pretest session, on November 9, 2023, the first material was presented on Basic Competency 3.1, "Analyzing the Indonesian Nation's Efforts in Facing the Threat of Disintegration during the G-30-S/PKI Incident." The lesson using the example model began with the screening of a video about the G-30-S/PKI movement.

During the learning process, students participate in various activities and help each other solve problems presented by the instructor. With this type of learning, students find it easier to

understand when they encounter problems with the material or things they do not know at all. In addition, the people in the group are peers, which means that students will not feel awkward asking questions among friends who can see better when there is something they do not know. This allows students' learning exercises to be carried out properly.

After solving the problem, the next step is to present the final report. Each group takes turns presenting the results of their discussion in front of the class. The other students listen, pay attention, and take notes on the points discussed by the group presenting, in case they have any questions or need clarification on the material presented.

With the example learning method, during group learning exercises, each part is responsible for the learning outcomes. Therefore, each party becomes dynamic and participates in the exercises conducted to recognize collaboration due to the responsibility of gathering in the progress of the meeting. This learning can further develop students' critical reasoning skills (Silberman 2013).

After conducting three meetings with two classes, namely the experimental class and the control class, the next step was a posttest to measure knowledge retention after the treatment. The experimental class obtained an average score of 72.62, while the control class obtained an average score of 63.85. After

that, prerequisite tests were conducted, including normality tests for the experimental and control groups, followed by homogeneity tests. In the normality test, the experimental group obtained a calculated (χ^2) of 7.29 and the control class obtained 2.49. The table (χ^2) is 11.070 with $\alpha = 0.05$. Based on the formula that data is normally distributed if $(\chi^2)_{\text{count}} < (\chi^2)_{\text{table}}$, both the experimental and control classes had normally distributed data. The homogeneity test shows that the calculated f value (1.007) < the table f value (1.804) with $\alpha = 0.05$, so the data of the two groups have homogeneous variance. After the prerequisite tests of normality and homogeneity, a parametric statistical test was conducted with the initial assumption that the data was normal and homogeneous. The data was analyzed using a t-test with the One Way ANOVA formula, resulting in a t-count value of 2.672.

Next, hypothesis testing was conducted after the t-test was known. Hypothesis testing was conducted using a two-tailed t-test. The two-tailed t-test showed that $t_{\text{count}} (2.672) > t_{\text{table}} (1.997)$, meaning that the null hypothesis was rejected and the alternative hypothesis was accepted. The conclusion of the two-tailed t-test was that the example learning model had a positive effect on students' critical thinking skills.

Based on the posttest data, the percentage of critical reasoning ability in the experimental class was superior in 6 of the 10 indicators proposed in critical thinking skills. The five indicators include answering relevant questions (74%), answering questions contextually (66%), considering the credibility of sources (75%), demonstrating understanding of the problem (83%), defining terms (61%), and providing solutions (68%). Meanwhile, the indicator for drawing conclusions was 78%, which was lower than the control class that applied the DL model at 84%.

The high percentage of 74% indicates that students are able to provide simple explanations. In the learning process, examples were used, videos and documentaries were shown, after which the students observed and analyzed the films and then discussed them. The results of the discussions based on the students' observations and analysis enabled them to provide simple explanations.

The high percentage of basic skill building (75%) indicates that students can understand and have the ability to give reasons. In implementing learning using the example learning model, when presenting information in general terms, the researcher as a teacher provides a brief explanation of the material being taught, after which students transform these ideas into the topic being discussed, so that students can understand how to provide reasons for questions.

The high percentage of 83% provides further explanation, which can be interpreted as meaning that students are able to understand how to define a term and consider it in relation to an event. In implementing the example learning model with the Basic Competency (KD) "Analyzing the Indonesian Nation's Efforts in Facing the Threat of Disintegration in the G-30-S/PKI Incident," there are several examples of words that have historical meaning and significance. These examples of words can be found in books and analyses by students.

The high percentage of strategy and tactics is 63%. In the implementation of the example learning model, the high percentage occurred because in the process of compiling the final report, students compiled the presentation format into various forms such as narratives, tables, and pictures so that students had the ability to organize strategies and tactics.

The low percentage of inference skills in critical thinking indicators can be interpreted as meaning that students are not yet able to think critically to draw conclusions based on the facts of an event. Students only understand and focus on the parts they have worked on, but not on the topic as a whole.

The selection of standards to consider settings that are potential

settings is the reason for determining an activity. According to Ficher (2014: 153), there are several things that must be considered when making a choice so that the choice made is the ideal choice, namely: considering the progress of elective activities, considering several things, namely the potential results, with due consideration of the appropriate responsibilities and what must be done. Ultimately, consider which option is best from the perspective of results. Students are accustomed to learning independently, so an action may be more satisfying, in line with the response in the experimental class. Indicators of students' critical thinking skills emerge during discussions. The example learning activity is seen based on observation results which show that the example learning model has been applied in accordance with the stages and steps of the learning method.

The above is in line with the standard hypothesis of constructivist learning, which emphasizes several points. The first is about friendly learning, namely a friendly environment between students and teachers so that learning outcomes as input can be beneficial for themselves, but also for other students. The second is the acquisition of awareness, namely the cycle in which an individual continuously acquires skills through cooperation with experienced individuals (Slavan, 2019: 5).

According to Rosita and Bahriah (2016:7), critical thinking skills can be improved

through example-based learning. Example-based learning encourages students to practice their skills so that they can improve their critical thinking abilities. This study proves that the example-based learning model is more effective than teaching through lectures or question and answer sessions. This study shows that the example learning model using documentary films has an effect on students' critical reasoning skills in history learning.

CONCLUSION

The results of the tested data analysis show that the example learning method is feasible and effective for further developing students' critical thinking skills. This can be seen from the pretest and posttest scores, specifically a pretest score of 36 and a posttest score of 80. Furthermore, with the results of the speculation test after treatment, the scores obtained were at a very high level so that H_a was accepted and the impact size obtained was more prominent than 0.05, so the learning model was declared effective in further developing students' thinking skills.

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