

Literature Study: The Right Method in Learning History to Improvement the Quality of Learning

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Abstrak

Pembelajaran sejarah memegang peranan penting untuk generasi bangsa Indonesia. Berkaitan dengan hal tersebut, maka perlu menyamakan persepsi dan melakukan inovasi terkait model-model dan strategi yang digunakan dalam pembelajaran sejarah di sekolah. Penelitian ini menggunakan metode kajian pustaka yang relevan dengan judul dan topik yang diangkat melalui internet, artikel, buku maupun majalah dan thesis. Dari hasil kajian kami menemukan bahwa setidaknya ada empat model yang kami temukan efektif meningkatkan kualitas pembelajaran sejarah di sekolah, yakni: 1) model pembelajaran diferensiasi, 2) model pembelajaran inkuir, 3) model pembelajaran kontekstuan dan 4) model pembelajaran PAIKEM. Tujuan dari artikel ini adalah memberikan wawasan baru terhadap guru dan calon guru untuk meningkatkan mutu pembelajaran sejarah di sekolah agar tidak monoton dan penting untuk menanamkan cara berfikir sejarah kepada peserta didik.

Kata kunci: pembelajaran sejarah, model pembelajaran, strategi.

Abstract

History learning plays an important role for the generation of the Indonesian nation. In this regard, it is necessary to equalise perceptions and innovate regarding the models and strategies used in learning history in schools. This research uses the literature review method that is relevant to the title and topic raised through the internet, articles, books and magazines and thesis. From the results of the study we found that there are at least four models that we found effective in improving the quality of history learning in schools, namely: 1) differentiation learning model, 2) inquiry learning model, 3) contextual learning model and 4) PAIKEM learning model. The purpose of this article is to provide new insights for teachers and prospective teachers to improve the quality of history learning in schools so that it is not monotonous and important to instil historical thinking in students.

Keywords: history learning, learning models, strategies.

INTRODUCTION

Education is a conscious effort to develop the potential of students by encouraging and providing facilities for the teaching and learning process. (Afwan et al., 2020, p. 97). Education must be able to adjust to the needs of students, starting from learning styles, characteristics of students and learning motivation (Hartono, 2011).

One part of the educational process is history learning, which needs to

be considered in schools. History learning is part of exploring the identity of a nation. In its implementation, history learning explores and examines important events of the past. (Agus & Salleh, 2009).

Knowledge of the past must certainly contain local wisdom values that are useful for training intelligence, forming attitudes, character and personality. This is in accordance with the Regulation of the Minister of National

Education (2024) Number 032/H/KR/2024 regarding learning outcomes. So that through learning history, students can learn the values of community life in the past and it is hoped that students can select complex values that develop in society in the present and future. (Afwan et al., 2020, p. 97).

History learning has an important position in education. In this regard, history teachers have a very important role because history teachers will be the first spearhead target who is at the front in the history learning process at school. It can be said that if history teachers are weak in providing motivation and innovation in the teaching and learning process in the classroom, the meaning of history learning will not be conveyed properly. Therefore, history teachers must have broad and deep insights and have high motivation in the process of learning history so that the meaning contained in the subject is not conveyed well. (Sirnayatin, 2017).

History learning faces increasingly complex challenges to improve the quality of learning. These challenges include learning conditions that still consider history as memorization, media that is still contextual, and learning that is less flexible. (Putro, 2012).

To improve the quality of learning, teachers are required to apply learning models. yang menarik dan inovatif untuk improve the quality of history learning. In

this regard, the results of research that raised related to the improvement of history learning have been carried out including: research conducted by Putro (2012) with the title "History Learning Model to increase Historical Awareness through Inquiry Approach". This research produces a product in the form of an inquiry model in order to improve material understanding and historical awareness in history learning. Furthermore, research conducted by Wibowo (2016) Wibowo (2016), developed a local history site-based learning model for Madiun City High School in order to improve the quality of history learning.

From the results of the background that has been described, the purpose of this study is to examine and describe history learning models that can improve the quality of student learning in history learning.

METHODS

The method used in this research is *Library Research*, which is a method of collecting data by collecting and understanding theories from various literatures related to this research. (Adlini et al., 2022). Data was collected from articles, magazines, thesis or dissertation and electronic news, using the keywords "learning model" and "history learning" The technique of analysis and presentation in this research uses the analysis technique proposed by Fadilla & Wulandari (2023) Interactive,

this technique has at least four components as follows.

The first step is to collect data. At this stage, data is obtained through a review of researches that discuss history learning models. The second step is to reduce the data. In this stage, the data that has been collected is then reduced or eliminated data that is relevant to the research topic. then presenting the data, and finally drawing conclusions, which is the stage that answers the research question.

RESULTS AND DISCUSSION

A. History Learning

Learning is a combination of human elements, materials, facilities, equipment, and procedures that influence each other to achieve learning objectives. Humans involved in the learning system consist of students, teachers and other personnel, such as laboratory personnel. The materials include books, blackboards and chalk, photography, slides and films, audio and visual tapes. Facilities and equipment, consisting of classrooms, audio-visual equipment, and computers. Procedures, including schedules and delivery of information, practice, study, exams, and so on. Learning is more about the educator's efforts to make learners do the learning process (Suryani & Agung, 2012).

History is further emphasised by Roeslan Abdulgani who states that history

is one of the branches of science that examines and investigates systematically the overall development of society and humans in the past, along with all its events, with a view to critically assessing all the results of research and investigation, to ultimately serve as a treasury of guidelines for the assessment and determination of the current state and direction of future processes (Hamid & Majid, 2011) .

History education functions as a medium for national character education, in character education, history learning must be directed to understand and appreciate the character values reflected in each history. History learning innovation is needed to make history learning as an effective medium in shaping students' character (Sirnayatin, 2017). This method is expected to optimize the potential of history education in an effort to shape the character of the nation's children. Value-laden historical narratives are expected to be a means of internalizing character in students through history learning carried out (Heri, 2014).

B. Learning Models for Improving History Learning

Successful learning certainly has a strategy, and history learning is no exception. The following are history learning strategies.

1) Utilising Media and Technology

The use of media and technology is

an effective approach to teaching history. Through films, videos and multimedia presentations, teachers can bring history to life. historical events and provides an immersive visual experience for students. It helps students feel the atmosphere of the past and understand the historical context better. In addition, the technology also allows teachers to present information in a more interactive and attention-grabbing way (Fajri et al., 2023).

2) Emotional Storytelling Style

The storytelling style is an effective method in delivering history materials. By presenting interesting stories about historical figures and historical events, history teachers can make history lessons more vivid and bring students involved in the learning process. Through storytelling, students can more easily recall information and understand the context of the events described.

3) Connect History to Students' Daily Experiences. Linking historical material to students' daily experiences is an effective approach to increase students' interest in history lessons. History teachers can recognise historical figures on banknotes or visit historical buildings around the

school. In this way, students will better understand the relevance of history lessons in their lives and feel more connected to the learning material (Kurniawan, 2023).

C. An effective model to improve the quality of history learning

1) Differentiated learning

Differentiated learning strategy is that learners have different growth and development psychologically. teaching with differentiated strategy has four general characteristics, namely: (1) teaching focuses on the main concepts and principles of the material, (2) evaluation of students' readiness and learning development is accommodated into the curriculum, (3) there is flexible grouping of students, and (4) students become active explorers. Amir (2009) in (Mulbar et al., 2017) In differentiating instruction, teachers can make modifications to five elements of learning activities, namely subject matter, process, product, environment, and evaluation.

Differentiation strategy is an adjustment to the interests, learning preferences, readiness of learners in order to achieve improved learning outcomes Maarlina in (2021). So this strategy

is more inclined to learning that accommodates the strengths and learning needs of students with independent learning strategies in accordance with the concept of independent learning.

So if this strategy is applied in history learning, it has the potential to improve the quality of history learning. Proven in two studies based on differentiated learning, namely, 1) The results of research conducted Manalu et al. (2023), concluded Students taught with problem-based learning models and creative learning strategies are better able to understand concepts than students taught with traditional learning models. Students taught using problem-based learning models and differentiated learning strategies have stronger science process skills than students taught using traditional learning models. 2) The results of research conducted by Puspitasari & Adi Walujo (2020), found that The results of this study indicate that: (1) learning tools developed with the differentiation model get a value from the results of material expert validation of 92.22%, which means that this learning tool is very feasible to use for trials, (2) learning tools also get a value

from the results of design expert validation of 92%, which means that this learning tool is very feasible to use for trials, (3) the results of students' responses to learning this differentiation model obtained positive results with a percentage of rating results of 82%, this shows that students have an interest in the application of the product developed.

2) Inquiry Learning Model

This learning model is learner-centred and makes them more active and creative in solving problems and finding information. The class will become more active when the teacher uses this learning model. The inquiry learning strategy is a series of learning activities that emphasise the process of critical and analytical thinking to seek and discover sendiri jawaban dari suatu masalah yang question. Inquiry learning is a learning activity that maximally involves all students' abilities to search and investigate something (objects, people or events) systematically, critically, logically, analytically so that they can formulate their own findings with confidence (Indrapangastuti, 2023).

3) Contextualised Learning

Contextual learning was originally based on John Dewey's research. Constructivism is the foundation of thinking (philosophy) in contextual, namely that knowledge built by humans little by little whose results are expanded through a limited context (Kadir, 2013).

The contextual model is a learning concept that assumes that children will learn better if the environment is created scientifically, meaning that learning will be more meaningful if children "work" and "experience" what they learn, not just "know" it. Learning is not just an activity of transferring knowledge from teachers to students, but how students are able to interpret what they learn. Therefore, learning strategies are more important than just results. In this case students need to understand what learning means, what the benefits are, what status they are in, and how to achieve it. They realise that what they learn will be useful for their lives in the future. Thus, they will learn more enthusiastically and consciously (Kadir, 2013).

In this regard, history learning still has the potential to implement innovative contextual

learning. This is evidenced by the results of research conducted by Ramdani (2018), conclude contextual learning based on local wisdom values. Furthermore, the contextual learning model will provide independence for students to identify character values that are sourced from the values of life in the family or in the community. In addition, this learning model instils character values directly through habituation by participating in community activities, including gotong royong activities or community meetings that can foster the character of tolerance and cooperation.

4) PAIKEM learning

PAIKEM stands for Active, Innovative, Creative, Effective and Fun Learning. Active means that in the learning process the teacher must create an atmosphere in such a way that students actively ask questions, question, and express ideas. Learning is indeed an active process of learners in constructing their knowledge, not a passive process that only accepts the teacher's lectures about knowledge. If learning does not provide opportunities for learners to play an active role, then learning is contrary to the nature of learning (Asari et al., 2021).

PAIKEM learning is contextualised learning that involves at least four main principles in the learning process. Firstly, the Interaction process (learners interact actively with the teacher, fellow learners, multi-media, references, environment etc). Second, the Communication process (learners communicate their learning experiences with the teacher and other learners through stories, dialogues or through role-play simulations). Third, the Reflection process (learners think back about the meaningfulness of what they have learnt, and what they have done). Fourth, the Exploration process (learners experience directly by involving all their senses through observation, experimentation, enquiry and/or interviews) (Rudiarta & Pramana, 2021).

In this regard, history learning still has the potential to implement innovative contextual learning. This is evidenced by the results of research conducted by, First Hardianto & Baharuddin (2019), based on the results of descriptive data analysis showed that the average mathematics learning outcomes before the application of Paikem Gembrot

Learning Model was 50.35 while the average mathematics learning outcomes after the application of Paikem Gembrot Learning Model was 79.19. The inferential statistical analysis for instruments in the form of tests shows the value and value so that the value of F sought = 1.56. Thus $>$ or $F > 1$, means that the Paikem Gembrot Learning Model is effective in improving mathematics learning outcomes in class IVF students.

Second, research conducted by Siregar et al. (2017). The results of the research can be concluded that the application of the PAIKEM approach in learning Mathematics can increase student activity and learning outcomes of fourth grade students of SD Negeri010 Rambah, Rokan Hulu-Riau Regency even semester 2016/2017. The results are as follows: 1) Improvement in the quality of student activity from cycle I by 50%, cycle II by 80%, cycle III by 92%, and cycle IV by 98%, there was an increase in student activity in Mathematics subjects to be of very high quality, 2) The completeness of learning outcomes from cycle I was 90%, cycle II was 95%, cycle III was 100%, and cycle IV was 100%,

where there was an increase in learning outcomes that were very good, 3) The average score of cycle I was 72.38, and cycle II was 83.00, cycle III was 90.50, and cycle IV was 97.00, meaning that classically the PAIKEM approach can increase the average score of Mathematics grade IV students of SD Negeri 010 Rambah.

CONCLUSION

Innovative and creative learning models will improve the quality of history learning, both in terms of teachers and students. Because in the world of education, learning history plays an important role in increasing awareness of national identity and character education. There are four effective learning models to improve the quality of history learning, namely 1) Differentiated learning model, 2) Inquiry Learning Model, 3) Contextual Learning Model and 4) PAIKEM Learning Model or Active, Innovative, Creative and Effective Learning.

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