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Effectiveness of Out-Class Learning at the Museum (OCAM) on Motivation and Learning Outcomes of History

Mochammad Ronaldy Aji Saputra[1*], Aditya Nugroho Widiadi[2]
[1]Madrasah Aliyah Negeri 2 Kota Malang, Indonesia
[2]History Education, Faculty of Social Science, Universitas Negeri Malang, Indonesia
*correspondence email: mochammadronaldy@gmail.com

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Abstrak

Penelitian ini bertujuan untuk meneliti ada tidaknya hubungan sebab akibat antar variabel, yaitu pembelajaran *Out-Class At The Museum* (OCAM) terhadap motivasi dan hasil belajar sejarah. Penelitian ini merupakan penelitian kuantitatif eksperimen dengan desain *one group pretest-posttest design*. Teknik yang digunakan untuk mengumpulkan data adalah tes, lembar observasi dan kuesioner. Analisis data dilakukan dengan secara deskriptif dan inferensial. Hasil penelitian menunjukan bahwa motivasi dan hasil belajar peserta didik ketika di kelas masih rendah. Hal ini diketahui motivasi belajar sebesar rata-rata 49,5 dan hasil belajar sebesar rata-rata 46 ketika *pretest*. Kemudian ketika diberi perlakuan dengan pembelajaran OCAM, motivasi belajar sebesar rata-rata 74 dan hasil belajar sebesar rata-rata 62 ketika *posttest*. Pembelajaran OCAM memiliki efektivitas bagi motivasi dan hasil belajar. Hal ini diketahui pada variabel motivasi belajar bernilai Sig. (2-tailed) sebesar 0,000<0,05 dan variabel hasil belajar bernilai Sig. (2-tailed) sebesar 0,000<0,05, sehingga terdapat perbedaan yang signifikan antara rata-rata hasil *pretest* dan *posttest*.

Kata kunci: OCAM, motivasi, hasil belajar.

Abstract

This research examines whether there is a causal relationship between variables, namely Out-Class At The Museum (OCAM) learning on motivation and history learning outcomes. This research is a quantitative experimental research with a one-group pretest-posttest design. The techniques used to collect data are tests, observation sheets, and questionnaires. Data analysis was carried out descriptively and inferentially. The research results show that students' motivation and learning outcomes in class are still low. It is known that learning motivation is an average of 49.5 and learning outcomes are an average of 46 during the pretest. Then, when treated with OCAM learning, learning motivation was an average of 74, and learning outcomes were an average of 62 during the posttest. OCAM learning is effective for motivation and learning outcomes. This is known from the learning motivation variable with a value of Sig. (2-tailed) is 0.000<0.05 and the learning outcome variable has a value of Sig. (2-tailed) is 0.000<0.05, so there is a significant difference between the average pretest and posttest results.

***Keywords**: OCAM, motivation, learning outcome.*

INTRODUCTION

History learning in schools is usually mostly done in the classroom. Teachers manage classes with various learning methods to realize learning goals. However, in realizing learning objectives through classroom learning activities, sometimes there are successes or failures. This is indeed influenced by the conditions of students in the classroom.

Many studies regarding history learning are boring and revolve around memorizing the names of figure, years, and the sequence of events (Saputra,

2022). I don't know when this classic problem arose, but in reality, teaching practices in several secondary schools and madrasas are still pragmatic, and ideal history learning has not been developed (Sayono, 2013). History learning essentially emphasizes the development of concepts and structures of events that occurred in the past (Isnaini et al., 2022).

Ideal history learning is very important. However, the reality on the ground is not like that. Apart from that, while teaching in class X, the author experienced the last study period, which was after 12.00. The average student feels bored in class, so learning history is automatically considered boring. Almost all class X students at MAN Sumenep also experienced this.

Students' boredom in learning history causes them to not have the enthusiasm to learn. Because they don't have the enthusiasm to learn, the results of studying history are very low. They are given assignments and questions by the teacher and do them haphazardly, the important thing is that they are completed. This is what causes them to get bored with studying history so their history learning outcomes are low.

Students' boredom when studying history is not entirely caused by the time and material presented in class, but by how the teacher manages history learning so that it is not boring. Teachers must understand that teaching and learning activities at school during the last hours, namely 12.00 WIB and above, do not inspire the majority of students to be enthusiastic about learning. Then these hours in class tend to have an atmosphere that is generally less conducive, students are not enthusiastic and students say they learn more enthusiastically and focused in the morning (Rohman & Karimah, 2018). This was also experienced by class X students at MAN Sumenep. These problems show that students must be motivated for learning to be effective.

Making history learning effective is part of the duties of a professional history teacher. Effective learning is learning that successfully achieves students' learning goals as expected by the teacher (Setyosari, 2014). There are four indicators of learning effectiveness according to Slavin, (2015: 310) including (1) quality of learning, (2) appropriateness of learning level, (3) incentives, and (4) time. Effective history learning, namely (1) enthusiastic, minimal use of textbooks, (2) good use of secondary sources, (3) sensitive to current events, (4) able to see historical developments in the local context, (5) using music and films, and (6) computer literacy (Saputra, 2021).

Effective learning certainly produces good learning outcomes for students. Student learning outcomes can improve when they try to change learning styles and increase student motivation (Tafiardi, 2006). Motivation is the most impactful

part of the learning process, confirming that motivated personal interests drive other functions such as planning and assistance (Slavin, 2015). Therefore, students' learning motivation plays a very important role in creating good learning.

Growing student motivation in learning history can be done in various ways. However, as educators, we must know the indications that students have motivation to learn. According to Uno (2019: 23), learning motivation has indicators and can be classified into 2, including (1) intrinsic motivation which consists of the desire to succeed, encouragement and need for learning, and future hopes and aspirations, and (2) extrinsic motivation which consists of rewards in learning, interesting activities in learning, and a conducive learning environment. According to Sardiman (2018: 83), among others, (1) persevere in carrying out assignments, (2) be tenacious in facing difficulties, (2) students do not give up quickly in the face of difficulties, (3) show interest in learning, (4) have more fun works independently, (5) gets bored quickly with routine tasks, (6) can defend his opinion, (7) doesn't easily give up what he believes in, (8) likes to find and solve problems.

One history lesson that can motivate students is out-class at the museum (OCAM). OCAM learning is a history learning activity that aims to take students to places where collections of historical objects are stored (museums) to gain new experiences and information in the classroom. Students can explore information from museum sources (guides) as well as descriptions of objects in the museum. Visits to museums are very useful for fostering critical thinking if they are programmed and well-planned (Pinasti, 2015). Out-class learning at the museum is very good if done in groups by following instructions from the teacher who then joins by the museum resource (guide) provided by the Museum (Saputra, 2022). According to Saputra (2022), out-class learning at the museum (OCAM) can increase students' motivation to learn history. This can be proven by the pre-cycle motivation level producing 65.3%, cycle 1 producing 75.5%, and cycle 2 producing 94.3%.

Out-class learning at the museum (OCAM) can also improve students' history learning outcomes. According to Nuryati (2019), studying history in museums improves history learning outcomes. This is proven by the average results of cycle I which produced 72.6 and cycle II which produced 84.7.

The increase in motivation and history learning outcomes through learning in museums from research from Nuryati (2019) and Saputra (2022) makes researchers want to research the influence of OCAM learning on motivation and history learning outcomes. Good learning motivation certainly fosters good

learning outcomes. According to Schunk (2012), motivation and learning influence each other. Students' motivation can influence what and how they learn, so that they feel more skilled, and are always motivated to learn (Petrus et al., 2016).

Motivation is one of the factors determining the success of learning outcomes because it has a significant influence, so it is believed to be able to improve student learning outcomes (Sugiyanto et al., 2020). Students' curiosity in learning something certainly has the biggest influence. Greater curiosity leads to improved learning outcomes.

Learning outcomes are essentially changes in behavior that cover the cognitive, affective, and psychomotor fields (Sudjana, 2014: 3). According to Widoyoko (2017: 25-26) learning outcomes are divided into two, namely (1) output which are skills mastered by students which can be immediately known after following the learning process, and (2) outcomes which are long-term learning results. However, in the context of learning, both the cognitive, affective, and psychomotor domains are forms of learning output because they are produced through the learning process (Widoyoko, 2017: 26).

Learning history in museums like OCAM is nothing new. However, it is also necessary to measure whether there is a causal relationship between Out-Class At The Museum (OCAM) learning and motivation and history learning outcomes. Thus, it becomes a concrete recommendation for museums and educational institutions to develop more effective learning programs outside the classroom.

METHOD

This research uses an experimental research method that aims to find the effect of the effectiveness of Out-class At The Museum (OCAM) learning on the motivation and learning outcomes of Class X students at MAN Sumenep. This research design uses the One-Group Preetest-Posttest Design. This design is carried out by giving initial and final tests to one group (Sugiyono, 2015: 110-111).

This design aims to determine the results of the treatment of one of the classes selected as the subject for the sample. Then the class was given a pretest and posttest to compare the conditions before and after being given treatment. The research steps using a one-group pretest-posttest design consist of (1) selecting a group of subjects for the sample, (2) conducting a pretest, (3) giving treatment, (4) conducting a posttest, (5) finding the average score and standard deviation, both from the pretest and posttest by comparing the two, and (6) testing the average difference with the t-test (Rukminingsih et al., 2020: 47).

The population of this research is known to be 420 students, consisting of classes X-A to X-M. The class chosen as the sample was class X-L, totaling 35 students. Class X-L is one of class X which experiences history lessons at 13.20.

After the class is selected, a pretest is carried out. Before conducting the pretest, the researcher prepared the research instrument, namely preparing a question grid and creating questions for the pretest and posttest to measure learning outcomes, making a questionnaire/questionnaire to measure the level of learning motivation, making an observation sheet along with an assessment rubric, and making an RPP (Planning Plan). Learning) OCAM learning. After the instrument is prepared, its validity and reliability are tested so that it is valid and reliable.

After the instrument is valid and reliable, pretest activities are carried out. The pretest is carried out according to the study schedule in class X-L MAN Sumenep, namely Monday at 13.20. Then give a pretest by working on 10 questions in 3 forms (C-3, C-4, and C-5), assignment activities, and students are also allowed to fill out a learning motivation questionnaire. After giving a pretest, class X-L students were given treatment to carry out Out-of-class At The Museum (OCAM) learning activities. The treatment was given on January 9, 2023. This activity was carried out at the Sumenep Palace Museum because it adapted to the material being taught, namely the entry of Islam in Indonesia. Researchers designed these activities according to the RPP created.

After students are given treatment, they are given a posttest. The purpose of the posttest is to find out the results of learning history after being given Out-class At The Museum (OCAM) learning. The form of giving the posttest is by giving 10 questions with types C-3, C-4, and C-5 and assignment activities. After giving the posttest, students are also allowed to fill out a learning motivation questionnaire to provide their responses to Out-class At The Museum (OCAM) learning. Then the teacher measures affective and psychometric abilities using an assessment rubric.

After carrying out posttest activities, data collection was carried out. The data collected was then processed and analyzed by comparing the pretest and posttest. Data analysis techniques were carried out both descriptively and inferentially. Descriptive analysis was carried out by measuring the average results (mean) and accompanied by percentages.

Then the inferential analysis must be tested for normality first so that the distribution is normal. After the data is normally distributed, a t-test is carried out with a paired sample t-test with the help of SPSS (Statistical Package Social Science) software. The basis for analysis of the

paired sample t-test according to Santoso (2014: 265) is to see the SPSS output, namely (1) if the Sig. (2-tailed) < 0.05, then H0 is rejected and Ha is accepted, and (2) if Sig. (2-tailed) > 0.05 then H0 is accepted and Ha is rejected. After the data is analyzed, the researcher makes conclusions and prepares a report.

RESULTS AND DISCUSSION

Implementation of Out-class Learning At The Museum (OCAM) at the Sumenep Palace Museum

Implementation of Out-Class At The Museum (OCAM) learning was carried out in two meetings. This activity will be carried out on January 9 and 16 2023 at 12.30. This activity consists of three stages, namely preparation, implementation, and evaluation (follow-up) (Saputra, 2022). January 9 2023 is a preparatory activity and January 16 2023 is implementation and evaluation.

The Out-Class At The Museum (OCAM) learning activity on January 9 2013 was the preparatory stage. At this stage, the researcher formulated the objectives of the out-class at the museum. Before conducting learning, researchers prepare a lesson plan first to determine learning objectives. The learning objectives that will be carried out are that students can analyze relics from the Islamic era in the surrounding environment, and students can present various findings from relics in the surrounding environment during the arrival of Islam in Indonesia in the form of learning media.

After determining the learning objectives, the researcher first provided an understanding to the students through the medium of writing an essay regarding the location of the Sumenep Palace Museum. Before carrying out out-class activities at the museum, the researcher coordinated with the resource person (museum guide) and divided the students into several groups to find their findings regarding Islamic era relics in the surrounding environment. This supports the effectiveness of learning at the Museum and provides students with varied information about the historical heritage collections at the Museum (Saputra, 2022).

Then students are given observation sheets to observe the historical heritage collections at the Sumenep Palace Museum. The objects observed must be by the material, namely a collection of historical relics from the time of the arrival of Islam in Indonesia. The object is then analyzed by students based on the observation sheet instructions. Then the results of the analysis are described by the students and presented in the form of an essay.

Then the students were told the time allocation to go to the Sumenep Palace Museum for 20 minutes along with group divisions. Then observe the relics at the Sumenep Palace Museum for 50 minutes and the last activity is 10

minutes. This notification functions so that out-class activities at the museum take place effectively, which agrees with the values of responsibility and discipline.

On January 16, 2023, there will be Out-Class At The Museum (OCAM) implementation and learning activities at the Sumenep Palace Museum. This activity started at 13.40 with the activity of dividing students into 3 groups according to the resource person (museum guide) who explained about the Sumenep Palace museum building. Then a team responsible for the group was formed as an intermediary for communication with the teacher when the learning process was running conductively. Then students are told that they will be given a reward if they succeed in compiling a product in the form of essay writing.

Then the students observed the relics in the Sumenep Palace Museum. Observation activities at the Sumenep Palace Museum were carried out for 50 minutes. Students are given an observation sheet from the teacher and fill it in according to what they find from the explanation from the resource person (museum guide) and descriptions of information from the Sumenep Palace Museum collection.

After the students make observations, the teacher then gathers the students and provides an evaluation, namely giving assignments. The assignment was the result of observations from what they found at the Sumenep Palace Museum to be presented in the form of an essay. The teacher provides instructions that are assessed, namely (1) accuracy, (2) systematic delivery, and (3) suitability to the topic for students to understand.

Motivation for Learning History for Class X Students Before Out-class Learning At The Museum (OCAM) at the Sumenep Palace Museum

Students' motivation to learn history before out-class learning at the museum was considered low. This can be known when students are given a questionnaire and respond to the history learning they experience. The history learning motivation questionnaire is divided into 2 forms, namely internal factors and external factors

The results of the history learning motivation questionnaire from internal factors were divided into 3, namely (1) desire and desire to succeed with 49.1%, (2) encouragement and need for learning with 47.9%, and (3) hopes and aspirations - aspirations owned by 49.7%. Meanwhile, motivation to learn history from external factors is divided into 3, namely (1) diligently doing the tasks given by the teacher at 31.9%, (2) interesting activities in learning at 48.6%, and (3) a positive environment. conducive by 43.7%. These results can be seen graphically in Figure 1 and 2.

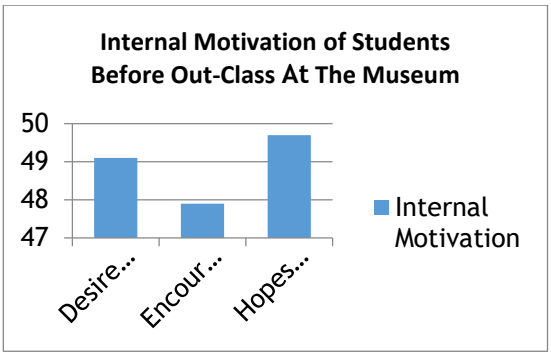

Figure 1. Internal Motivation of Students Before Being Given Out-Class At The Museum

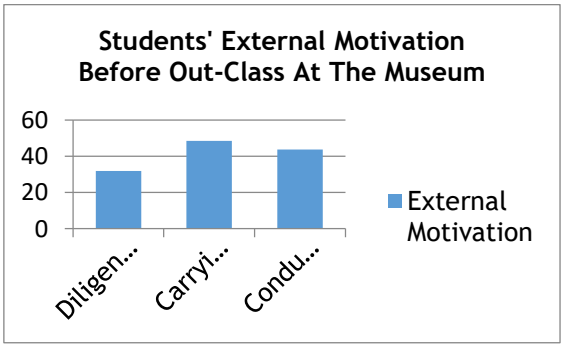

Figure 2. External Motivation of Students Before Being Given Out-Class At The Museum

Filling out the history learning motivation questionnaire was carried out when the researcher gave a pretest to determine the extent of student's learning motivation in class. Learning motivation has an influence on students' abilities when studying, therefore the researchers gave them a questionnaire so that they responded to the extent of their motivation level. However, their motivation to learn history is relatively low with an average of 49.5 which is obtained from the results of internal motivation of 49.5% and external motivation of 50.5%. These results can be seen graphically in Figure 3.

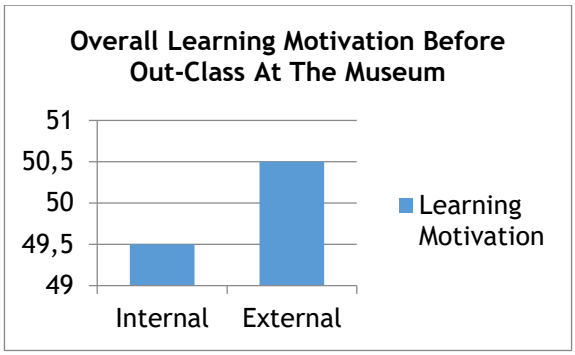

Figure 3. Overall Results of Students' History Learning Motivation Before Doing Out-Class At The Museum

Learning Results of Class X Students Before Out-class Learning At The Museum (OCAM) at the Sumenep Palace Museum

Students' history learning outcomes before out-class learning at the museum were considered low. This can be known when students are given a pretest by researchers. The pretest consists of 3 forms, namely measuring (1) cognitive abilities, (2) affective abilities, and (3) psychomotor abilities. Cognitive abilities are obtained when students are given pretest questions. Affective abilities are obtained through observation sheets which are equipped with rubrics for assessing students' responsibility and discipline in history learning activities in class. Psychomotor abilities are obtained through work assessment sheets.

The results of assessing students' cognitive abilities before out-class at the museum had an average score of 45.5. These results were obtained when students were given multiple-choice pretest questions with categories C-3, C-4, and C-

5. During the pretest, all students were able to answer 52.8% of category C-3 questions, 41.7% of C-4 questions, and 39.8% of C-5 questions. These results can be seen graphically in Figure 3.

Then the results of the assessment of students' affective abilities before the out-class at the museum had an average score of 57. These results were obtained when researchers observed with an observation sheet accompanied by a rubric for assessing responsibility, cooperation, and discipline. Students' affective abilities include responsibility at 58.3%, cooperation at 58.3%, and discipline at 55.6%. These results can be seen graphically in Figure 4 and 5.

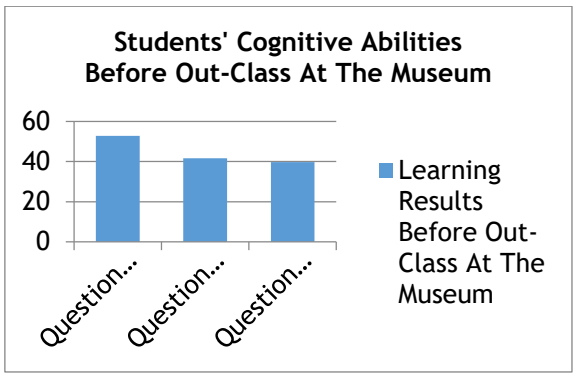

Figure 4. Students' cognitive abilities before taking out-class at the museum when given the pretest

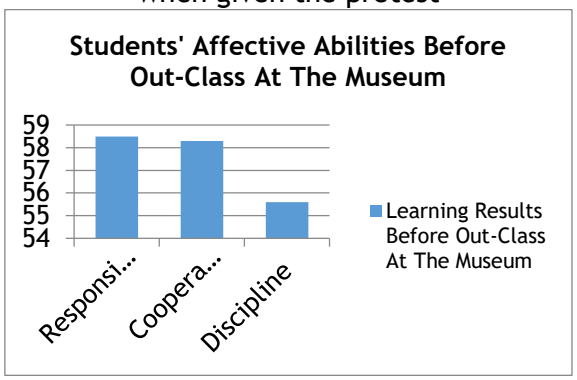

Figure 5. Students' Affective Abilities Before Out-Class At The Museum When Given The Pretest

Then the results of the assessment of students' psychomotor abilities before the out-class at the museum had an average score of 35. These results were obtained when researchers gave assignment activities in the form of projects to create essay writing media from what they learned in books. However, this activity resulted in the essay writing being unsatisfactory. We can see the results of this assessment, namely (1) accuracy of 38.3%, systematicity of 36.7%, and suitability of 30.6%. These results can be seen graphically in Figure 6.

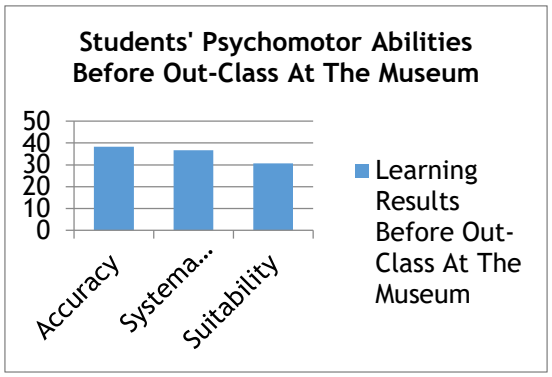

Figure 6. Students' Psychomotor Abilities Before Out-Class At The Museum

The overall level of student learning outcomes before the out-class at the museum was an average of 46. From these results we can see that the average cognitive score was 45.5, the average affective score was 57, and the average psychomotor score was 35. These results can be seen graphically in Figure 7.

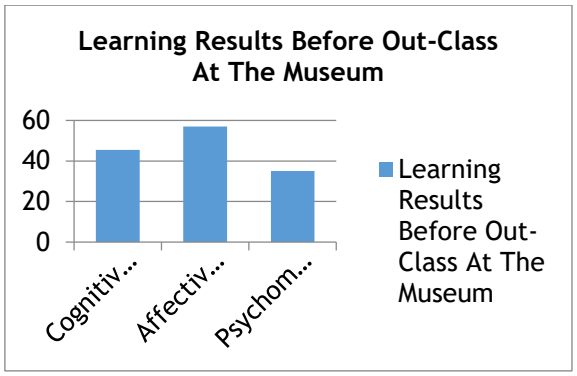

Figure 7. Overall Student Learning Results Before Out-Class At The Museum

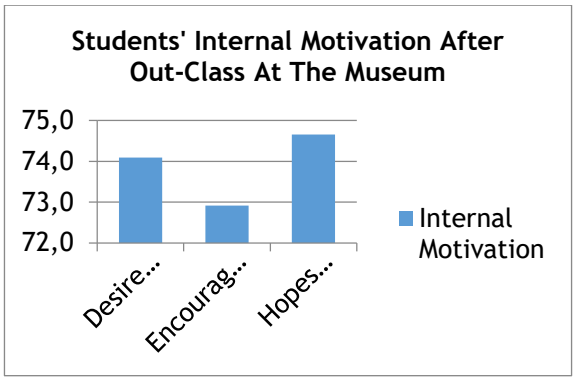

Figure 8. Students' Internal Motivation After Out-Class At The Museum

Motivation for Learning History for Class X Students After Out-class Learning at the Museum (OCAM) at the Sumenep Palace Museum

After out-class learning at the museum at the Sumenep Palace Museum, students' level of motivation to learn history began to increase. This can be known when students are given a questionnaire after the posttest. They responded positively to the history learning they experienced.

The results of the history learning motivation questionnaire from internal factors were divided into 3, namely (1) desire and desire to succeed with 74%, (2) encouragement and need for learning with 72.9%, and (3) hopes and aspirations owned by 74.65%. Meanwhile, motivation to learn history from external factors is divided into 3, namely (1) diligently doing the tasks given by the teacher at 48.61%, (2) interesting activities in learning at 74.31%, and (3) a positive environment. conducive by 65%. These results can be seen graphically in Figure 8 and 9.

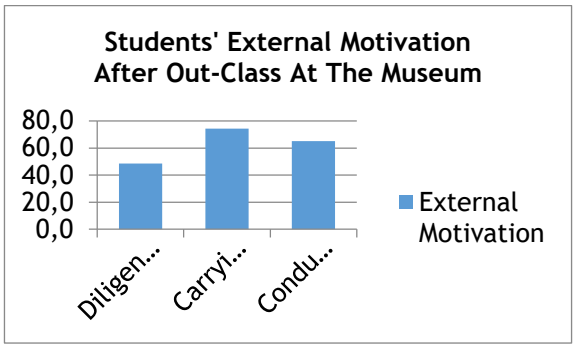

Figure 9. Students' External Motivation After Out-Class At The Museum

The history learning motivation questionnaire was carried out when the researcher gave a posttest to determine the level of students' motivation after being given out-class learning at the museum. Filling in learning motivation has a big influence on students' abilities when studying, so the researchers gave them a questionnaire to ask them to respond to the extent of their motivation level. However, motivation to learn history during the posttest had a significant increase with an average of 74%, which was obtained from the results of internal motivation of 74% and external motivation of 75%. These results can be seen graphically in Figure 10.

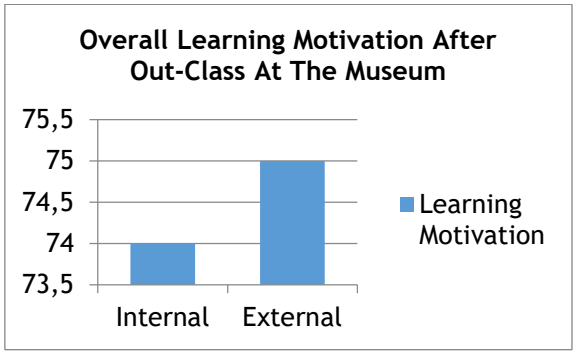

Figure 10. Overall Learning Motivation After Out-Class At The Museum

Learning Results of Class X Students After Out-class Learning At The Museum (OCAM) at the Sumenep Palace Museum

The results of students' history learning after out-class learning at the museum were assessed to have improved. This can be known when students are given a posttest by researchers. The posttest consists of 3 forms, namely measuring (1) cognitive abilities, (2) affective abilities, and (3) psychomotor abilities. Cognitive abilities are obtained when students are given post-test questions. Affective abilities are obtained through observation sheets which are equipped with rubrics for assessing students' responsibility and discipline in history learning activities in class. Psychomotor abilities are obtained through work assessment sheets.

The results of assessing students' cognitive abilities after out-class at the museum had an average score of 62.2. These results were obtained when students were given multiple-choice pretest questions with categories C-3, C-4, and C-5. During the pretest, all students were able to answer 79.17% of category C-3 questions, 57.41% of C-4 questions, and 44.44% of C-5 questions. These results can be seen graphically in Figure 11.

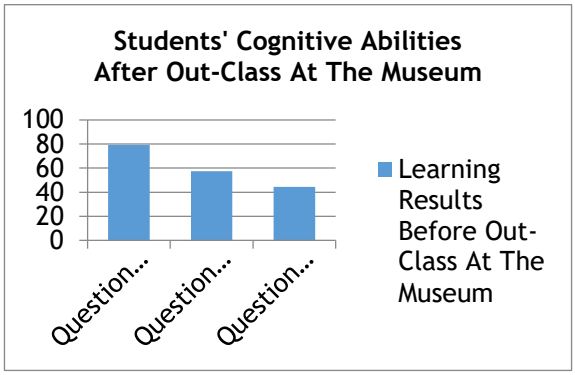

Figure 11. Students' Cognitive Abilities After Out-Class At The Museum

Then the results of assessing students' affective abilities after an out-class at the museum had an average score of 71. These results were obtained when researchers observed with an observation sheet accompanied by a rubric for assessing responsibility, cooperation, and discipline. Students' affective abilities include responsibility at 75.5%, cooperation at 72.2%, and discipline at 63.8%. These results can be seen graphically in Figure 12.

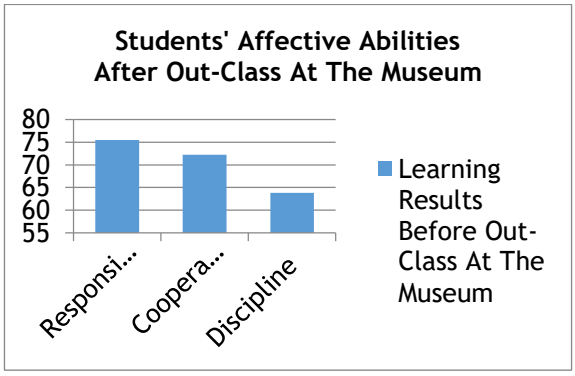

Figure 12. Students' Affective Abilities After Out-Class At The Museum

Then the results of the assessment of students' psychomotor abilities after an

out-class at the museum had an average score of 54. These results were obtained when researchers gave assignment activities in the form of a project to create essay writing media from what they learned while observing. Assignment activities for making essay writing media have increased and we can see, namely (1) accuracy of 57.7%, systematicity of 55%, and suitability of 50.5%. These results can be seen graphically in Figure 13.

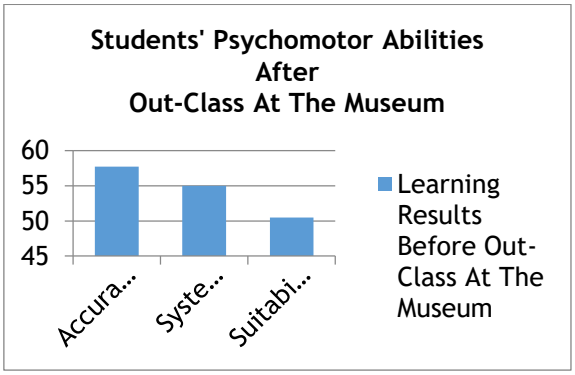

Figure 13. Students' Psychomotor Abilities After Out-Class At The Museum

The overall level of student learning outcomes before the out-class at the museum was an average of 46. From these results we can see that the average cognitive score was 45.5, the average affective score was 57, and the average psychomotor score was 35 These results can be seen graphically in Figure 14.

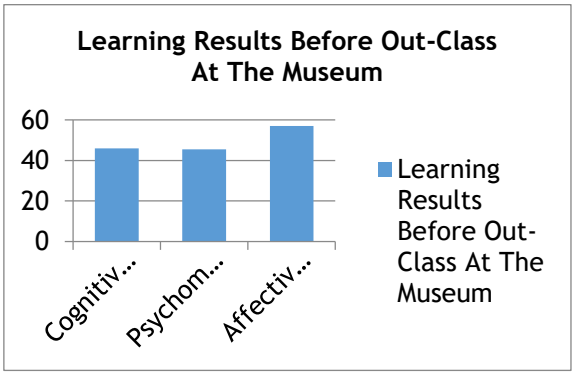

Figure 14. Learning Results Before Out-Class At The Museum

The Effectiveness of Out-Class At The Museum (OCAM) at the Sumenep Palace Museum on the Learning Motivation of Class X Students at MAN Sumenep

Out-Class Learning At The Museum (OCAM) which was carried out from 09 to 16 January 2023 affected the level of student's learning motivation. This can be proven parametrically through inferential statistics via the paired sample t-test using SPSS. Before carrying out the paired sample t-test, the researcher carried out a normality test first so that the data was normally distributed.

Table 1. Data Normality Test Results for Motivation Levels for Learning History from Pretest and Posttest Results

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Posttest Motivation	.138	32	.123	.947	32	.117
Pretest Motivation	.132	32	.169	.950	32	.147

a. Lilliefors Significance Correction

The results of the normality test data on the level of motivation to learn history from the pretest and posttest results can be seen in Table 1. These results are presented with the Sig value of the pretest and posttest motivation exceeding 0.05. The Sig value of the pretest is 0.117 and the Sig value of the posttest is 0.147. Thus, the data is normally distributed because it exceeds 0.05.

After the data was tested for normality, a paired sample t-test was carried out. The results of the paired sample t-test from SPSS can be seen in Tables 2 and 3. Table 2 is the average result of the level of motivation to learn history from the pretest and posttest results. Table 3 shows the results of the t-test (t-test) data on the level of motivation to learn history from the pretest and post-test results.

Table 2. Results of the average level of motivation to learn history from the pretest and posttest results

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	*Pretest* Motivation	48.28	32	5.145	.909
	Posttest Motivation	73.31	32	5.127	.906

Table 2 shows that there is a significant difference in the average pretest and posttest. The mean pretest result was 48.28. Then the mean posttest result was 73.31. Then the results of the different tests using the paired sample t-test can be seen in Table 3 which produces a Sig value. (2-tailed) of 0.000.

Table 3. Results of the t-test (t-test) data on the level of motivation to learn history from the pretest and post-test results

Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1	*Pretest* Motivation - Posttest Motivation	-25.031	.177	.031	-25.095	-24.968	-801.000	31	.000

In Table 3 the results of Sig. (2-tailed) then it can be interpreted through hypothesis testing that has been formulated, namely:

a. Ho: There is no average difference between motivation to learn history during the pretest and posttest throughout-class learning at the museum (OCAM), if the results show more than 0.05.
b. Ha: There is a difference in the average motivation to learn history during the pretest and posttest through out-class learning at the museum (OCAM), if the results show less than 0.05.

Thus, it can be concluded from the output results that there is a difference in the average motivation to learn history during the pretest and posttest through out-class learning at the museum (OCAM) because the value of Sig. (2-tailed) of 0.000. Then the difference in motivation to learn history can be seen from the mean paired differences of -25.031.

The Effectiveness of Out-class At The Museum (OCAM) at the Sumenep Palace Museum on the Learning Outcomes of Class X MAN Sumenep Students

Out-Class Learning At The Museum (OCAM) which was carried out from 09 to 16 January 2023 also affected the level of students' history learning outcomes. This can be proven parametrically through inferential statistics via the paired sample t-test using SPSS. Before carrying out the paired sample t-test, the researcher carried out a normality test first so that the data was normally distributed.

Table 4. Data Normality Test Results for History Learning Outcomes from Pretest and Posttest Results

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Posttest Outcome	.147	32	.076	.954	32	.191
Pretest Outcome	.120	32	.200*	.953	32	.176

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The results of the data normality test for the level of history learning outcomes from the pretest and posttest results can be seen in Table 4. These results are presented with the Sig value of the pretest and posttest motivation exceeding 0.05. The Sig value of the pretest is 0.176 and the Sig value of the posttest is 0.191. Thus, the data is normally distributed because it exceeds 0.05.

After the data was tested for normality, a paired sample t-test was carried out. The results of the paired sample t-test from SPSS can be seen in Tables 5 and 6. Table 5 shows the average level of history learning outcomes from the pretest and posttest results. Table 6 shows the results of the t-test (t-test) data on the level of history learning outcomes from the pretest and post-test results.

Table 5. Average Results of History Learning Outcomes from Pretest and Posttest Results

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	*Pretest* Outcome	43.59	32	4.257	.752
	Posttest Outcome	60.69	32	3.074	.543

Table 5 shows that there is a significant difference in the pretest and posttest averages. The mean pretest result was 43.59. Then the mean posttest result was 60.69. Then the results of the different tests using the paired sample t-test can be seen in Table 3 which produces a Sig value. (2-tailed) of 0.000.

Tabel 6. Hasil Uji t (t-test) Data Hasil Belajar Sejarah Dari Hasil Pretest dan Posttest

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair 1	*Pretest* Outcome-Posttest Outcome	-17.094	4.651	.822	-18.771	-15.417	-20.788	31	.000

In Table 6 the results of Sig. (2-tailed) then it can be interpreted through

hypothesis testing that has been formulated, namely:

a. Ho: There is no average difference between history learning results during the pretest and posttest through out-class learning at the museum (OCAM), if the results show more than 0.05.
b. Ha: There is a difference in the average history learning results during the pretest and posttest through out-class learning at the museum (OCAM), if the results show less than 0.05.

Thus, it can be concluded from the output results that there is a difference in the average history learning outcomes during the pretest and posttest through out-class learning at the museum (OCAM) because the value of Sig. (2-tailed) of 0.000. Then the difference between learning outcomes can be seen from the mean paired differences of -17.094.

CONCLUSION

Learning history is boring not because of the lesson or the time, but the way the teacher teaches students when teaching history. Teachers must recognize that after 12.00 is a crucial time, so they must choose the right method so that students do not get bored. Students are not bored, so motivation and learning outcomes are certainly good. One lesson that can provide motivation and learning outcomes is out-class at the museum (OCAM).

Out-class learning at the museum (OCAM) affects the history learning motivation of class X students. This effect can be seen from the pretest and posttest results. The pretest results show that students' motivation and learning outcomes in class are still low. It is known that learning motivation is an average of 49.5 and learning outcomes are an average of 46 during the pretest.

Then, when treated with OCAM learning, learning motivation was an average of 74, and learning outcomes were an average of 62 during the posttest. OCAM learning is effective for motivation and learning outcomes. This is known from the learning motivation variable with a value of Sig. (2-tailed) is 0.000<0.05 and the learning outcome variable has a value of Sig. (2-tailed) is 0.000<0.05, so there is a significant difference between the average pretest and posttest results.

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