

Designing Innovative Learning Models for History Learning

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Abstrak

Penelitian ini bertujuan untuk mengeksplorasi pentingnya model pembelajaran inovatif, khususnya model pembelajaran berbasis proyek dalam konteks pembelajaran sejarah. Metode dalam penelitian ini menggunakan metode studi pustaka. Hasil dari penelitian ini menggambarkan bagaimana model pembelajaran berbasis proyek dengan pendekatan *student centered learning*, strategi pembelajaran yang meliputi perencanaan, implementasi metode, dan evaluasi, serta metode dan teknik pembelajaran seperti penugasan, berkelompok, diskusi, dan presentasi, dijelaskan sebagai cara untuk memungkinkan siswa terlibat aktif dalam pembelajaran dan mengembangkan keterampilan sosial, kolaboratif, dan pemecahan masalah. Selain itu, model pembelajaran inovatif seperti *e-Learning* dengan pendekatan PAIKEM dan *contextual teaching and learning* dengan model PASA juga disebutkan sebagai metode yang dapat membantu siswa memahami sejarah secara multidimensional, meningkatkan keterampilan berpikir kritis, dan mempersiapkan mereka menjadi warga negara global yang terinformasi.

Kata kunci: model, pembelajaran sejarah, pbl.

Abstract

This research discusses the importance of innovative learning models in the context of history learning. This research uses the literature study method. The purpose of this research is to explore the importance of innovative learning models, particularly project-based learning models, in the context of history learning. The results of this study illustrate how project-based learning models with a student-centred learning approach, learning strategies that include planning, method implementation, and evaluation, as well as learning methods and techniques such as assignments, group work, discussions, and presentations, are described as ways to enable students to actively engage in learning and develop social, collaborative, and problem-solving skills. In addition, innovative learning models such as e-Learning with PAIKEM approach and contextual teaching and learning with PASA model are also mentioned as methods that can help students understand history multidimensionally, improve critical thinking skills, and prepare them to be informed global citizens.

Keywords: model, history learning, pbl.

INTRODUCTION

Learning is the foundation for the intellectual growth and development of every individual. In a rapidly changing era, the challenges facing education are increasingly complex. This is also the case with innovative learning, a concept that not only follows the flow of change, but

also shapes it. In learning activities, innovative learning can be developed into a learning model that can be applied consistently in the classroom. This is because conventional learning is no longer sufficient to fulfil the needs of students who live in the midst of rapid information and technology flows. In a study

conducted by Tasliya & Bardi (2016) revealed that conventional learning methods belong to the traditional style of learning by using lectures as a means of teacher-student interaction. This method is teacher-centred with the way and process of learning determined by the teacher. Students only do learning activities following what the teacher directs.

This conventional learning tends to be static and less supportive of students' active involvement, causing students to often not be fully engaged in learning due to lack of interaction and personal involvement. Thus, this passive learning can hinder the development of students' critical and creative thinking skills. This theory is supported by a study conducted Samara (2016) argues that conventional learning means learning that has not used existing learning models. So he assumes that this conventional learning has not been effective in improving the quality of learning and has not been able to achieve the desired goals.

Therefore, other ways are needed in learning activities in order to improve the quality of learning. One of them is by applying innovative learning models. The model itself is a conceptual framework that is used as a guide or reference in carrying out an activity (Tibahary, 2018). While innovative learning is a learning strategy that emphasises the delivery of learning materials to students, in the form

of expository, inquiry, problem-based learning, thinking skills improvement, cooperative learning, contextual learning, affective learning, and scientific approaches (Purwadhi, 2019). Based on the theory above, it can be concluded that innovative learning models are guidelines that include strategies and approaches designed to improve the student learning process.

Innovative learning models are not just an educational trend, but a new paradigm that promises a profound transformation in the teaching-learning process. Innovative learning models encompass a range of approaches and strategies designed to maximise the teaching-learning process by harnessing technology, creativity and student interaction.

The innovative learning model is considered to be suitable for History learning activities that require innovation in the process of providing material. Because History learning is often considered as boring learning. Hamid Hasan (2012) states that History learning is currently dominated by the fact that students are required to memorise historical facts, names of concepts such as those used in a History story (kingdom, country, government, rebellion, hero, event), memorise the storyline of an event, causal factors, consequences of an event, and so on. This statement is in line with the problems in a study conducted by

Septiyaningsih (2016) where it is stated that learning History is very important for everyday life but unfortunately many problems arise such as the assumption that learning history is boring or even repetition of material. According to Alfian, (2011) If history is considered a boring subject, then it is the duty of all parties, not only history teachers, but also historians and even policy makers in curriculum development, to find solutions to this problem. Because history is actually a very important tool in instilling the values of nationalism and national struggle.

Based on the above opinions, it can be concluded that history learning is actually an important aspect of education. A study conducted by Santosa (2017) based on the above opinions, it can be concluded that history learning is actually an important aspect of education. A study conducted by Santosa (2017) even states that history can make people wise and prudent. However, we often face challenges in inspiring students' interest and keeping them engaged in learning history. Therefore, besides being a novelty in this research, this innovative learning model can also help history teachers to be applied to their learning activities in the classroom.

METHOD

This research utilises the literature study method. This method involves an in-depth

review of available literature, be it academic journals, books, articles or online sources, relating to innovation in history education (Zed, 2018). Through desk research, the author was able to explore a range of approaches and methodologies that have been tested and discussed in the context of history education, providing insight into what works and what doesn't work.

In designing our research on innovative learning models for history education, we utilised a comprehensive literature study method. This approach involved an extensive review of academic works, books and educational reports to gather various perspectives on the topic. By carefully analysing both historical and contemporary sources, we aimed to identify the evolution of teaching methods in history education and the emergence of innovative practices. Literature was selected based on certain criteria, including relevance to history pedagogy, innovation in teaching methods, and the effectiveness of those methods in improving student engagement and learning outcomes. Zed, (2018) in his research said that, literature studies also dive into interdisciplinary sources to understand how advances in technology and educational theory have influenced modern history teaching practices.

Suharya (2020) in his research method suggests that this literature synthesis provides a basic understanding

of the current state of history education and the potential of innovative approaches to enrich the learning experience. This literature-based exploration not only underpins the theoretical framework of our study but also guides the formulation of hypotheses on the effectiveness of innovative teaching models in the context of history education.

RESULTS AND DISCUSSION

Innovative Learning Models for History Learning

In the contemporary educational landscape, the challenge of making history learning interesting and relevant has never been more important. History, as a subject that is often perceived as monotonous and static, requires innovative approaches to appeal to students who now live in a dynamic digital era (Asmara, 2019). Traditional history learning, which often focuses on memorisation and chronological presentation of events, is no longer considered effective in stimulating critical thinking and student engagement (Santosa, 2017). This encourages educators to look for learning models that can revolutionise the way students understand and interact with historical material.

Why are Innovative Learning Models crucial in history education? Firstly, the current generation has grown up in an

environment rich in technology and information. They are accustomed to fast-paced and multimedia interactions, as opposed to traditional linear and textual methods. Therefore, history learning must adapt to the way modern students learn, utilising the tools and technologies they are already familiar with. Secondly, history is not just a collection of facts and dates, but also a narrative rich in social, political and cultural context. In a book compiled by Ade (2017) stated that, innovative learning models can help students dig deeper and understand multiple perspectives. This is important in the context of History learning to see History in a multidimensional way so that students can see the relevance of history in everyday life.

Third, innovative history learning can improve critical and analytical thinking skills (Hermanto, 2016). Through approaches such as project-based learning, simulation and the use of augmented reality technology, students are not only passively receiving information, but also actively exploring, questioning and making connections between the past and the present. Fourth, innovative history learning can help prepare students to become informed and responsible global citizens, with a better understanding of how history has shaped the contemporary world (Abdul Hamied, 2009; Bunari et al., 2023; Fantula et al., 2021).

Thus, the integration of Innovative Learning Models in history is not just a change of method, but an important step to revive material that is often considered obsolete and irrelevant. It is an attempt to open the door for the younger generation to see history as a window to understanding the world, not just as a long list of events to be memorised.

In the research on innovation in history learning, there are several innovative learning models that can be applied. One of them is E-Learning model with Active, Inspiring, Creative, Effective, and Fun Learning (PAIKEM) approach. This model utilises information and communication technology to make history learning more interesting, creative and effective (Herdin Muhtarom, 2020). In addition, the research also highlights the importance of applying innovative learning methods such as Contextual Teaching and Learning (CTL) with the PASA (Picture and Student Active) model to increase students' interest and creativity in learning History. (Saiman, 2013).

Designing a Project Based Learning Model

The application of learning models involves the use of a particular approach or framework in designing and delivering learning experiences. Various learning models have been developed to facilitate effective and relevant learning processes. The choice of learning model may depend

on the learning objectives, students' characteristics, and the learning context. In practice, often a combination of several learning models can provide a learning experience that is more holistic and related to students' needs.

Joyce dan Weil (2003) in his book *Models of Teaching* said that learning models have a broader meaning than strategies and procedures. The selection of learning models must be adjusted to the classroom situation resulting from cooperation between teachers and students. Learning models are based on various principles or theories of knowledge.

In every teaching and learning activity there is a structured correlation between the components of the learning process, namely the components of approaches, strategies, methods, techniques, and tactics. (Indrawati, 2011)

These correlations can be shown in a diagram that describes the components of the learning model. This diagram is organised as a hierarchy with four levels, ordered from top to bottom, indicating the flow or sequence in lesson planning.

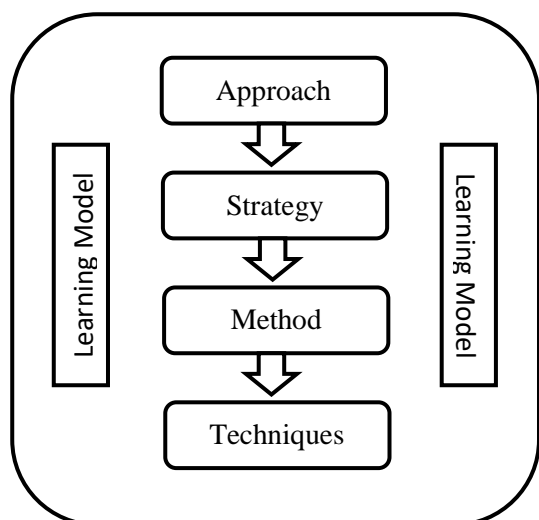
The top level is called the learning approach, which signifies the basic view or philosophy of how learning should be organised. It is a broader conceptual framework that guides how teachers design their teaching.

The second level is Learning strategies, which refer to the general plan

or approach used to guide the learning process. These strategies can include different ways of organising content, student interactions with that material, and how interactions between students can be leveraged to support learning.

The third level is called learning methods, which are more specific than strategies and refer to particular ways of implementing the strategies. These can include group discussions, lectures, project-based learning, and other methods.

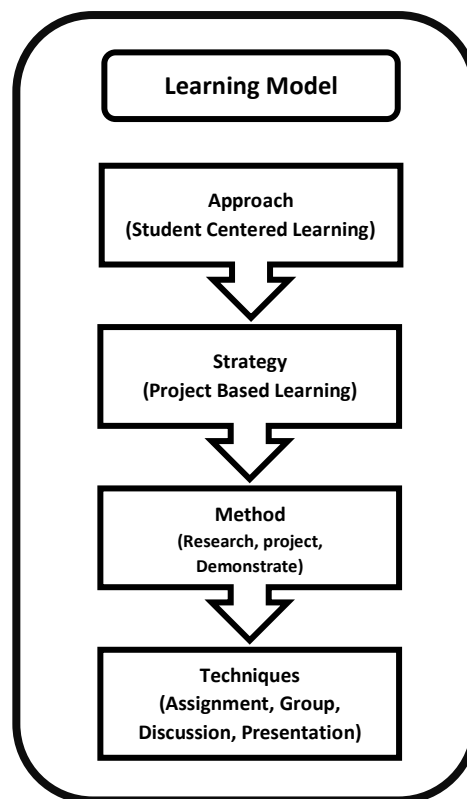
At the fourth and final level are learning techniques, which are the specific tools or activities used in teaching. These are the practical and concrete steps in the implementation of learning methods, such as brainstorming, quizzes, peer-to-peer learning, and so on. For more details, the hierarchical position of each term can be visualised as follows:



Picture 1. Learning Model Diagram

Based on the theories above, it can be concluded that, learning model is a conceptual framework, or a container in

which there are approaches, strategies, methods, and learning techniques. For more details, consider the following example:



Picture 2. Project Based Learning Model Design

From the picture above, it can be seen that the learning model is a conceptual framework in which there is a process of approaches, strategies, methods, and learning techniques. Here is the description:

a. Approach

An approach can be said to be a point of view towards the learning process. Kellen (2007) notes that there are two approaches to learning, namely teacher-centred learning and student-centred learning. A good learning approach considers student characteristics, learning

materials and educational objectives to achieve optimal learning outcomes. So that it can create an effective learning environment and support student development.

In the Project-Based Learning Model above, it is known that the learning approach in this model is student-centered learning. It encourages students' active participation in collaborative projects. The process is students working together in groups to achieve specific goals. This process can provide opportunities for students to develop social skills, collaborative skills, as well as problem-solving abilities.

b. Strategy

Strategy in simple language is a plan to achieve a goal. According to Nurhasanah et al., (2019) in his book entitled "Learning Strategies" concluded that a learning strategy is an action plan (a series of activities) which includes the use of methods and the utilisation of various resources in learning.

In project-based learning model, learning strategy is used to design a series of learning activities to achieve learning objectives. The learning strategy in this learning model includes various elements, starting from the planning of lesson plans in accordance with the curriculum, to the implementation of learning methods.

Referring to the Educational Technology Division-Ministry of Education

Malaysia (2006), there are six steps to implementing project-based learning:

- 1) Prepare important questions
- 2) Drawing up a project plan
- 3) Making a schedule
- 4) Monitoring the implementation of project-based learning
- 5) Testing and grading the project
- 6) Project-based evaluation

These steps can be written in the lesson plan to guide the implementation.

c. Method

The method in this Project-Based Learning Model is defined as the steps in the implementation of learning. For more details, see the following table:

Table 1. Steps for implementing the Project Based Learning Model

Implementat ion	Teacher	Student
Fundamental Question	The teacher organises and presents the theme or topic of the question related to a problem and invites students to discuss to find a solution.	Students ask basic questions about what to do to solve the problem
Develop a project plan	The teacher ensures that students are divided into groups and know the procedure for making the project.	Participants discuss and start planning the project. Groups divide their job desks
Make a schedule	The teacher draws up a schedule for the project and divides it into stages to facilitate implementation.	Students agree on the schedule and start paying attention to the deadline for the project.
Monitor the	The teacher	Students create

<p>implementation of project-based learning</p>	<p>monitors participants' participation and engagement. The teacher also observes the progress of the designed project. If there are any obstacles, the teacher directly guides</p>	<p>a project and ensure its implementation according to the schedule. Students write the progress of the project in a progress report</p>	<p>history classroom from just a listening and note-taking room into an active laboratory where students can explore and engage directly with the material. In PBL, students are given projects that require in-depth research, collaboration, and creative solutions to historical problems or questions.</p>
<p>Testing and assessing student projects</p>	<p>The teacher discusses the participant's run and then assesses it. Assessments are made in a measurable manner based on predetermined standards</p>	<p>Students discuss the feasibility of the project and submit a final report to the examiner/trainer.</p>	<p>One of the greatest strengths of this model is how it allows students to see history as alive and relevant. Instead of just learning about an event from a textbook, students get to 'dive into' the event, understanding its context, aftermath and influence on the contemporary world. For example, in a</p>
<p>Evaluation of project-based learning</p>	<p>The trainer evaluates and provides feedback or follow-up directions related to the project carried out by the students.</p>	<p>Learners present their projects and receive feedback and guidance from the teacher. Learners also note things that should be done to improve their projects.</p>	<p>project on World War II, students not only learn facts and dates, but also analyse the impact of the war on global politics, economics and society. They can create simulations, dramas or even documentaries to demonstrate their understanding.</p>

d. Techniques

Techniques here are the means used to execute the methods in the project-based learning model. The following are the techniques in the project-based learning model of History:Penugasan

- 1) Group
- 2) Discussion
- 3) Presentation of Results

In its application in the classroom, this model is believed to transform the

This engagement also enhances other important skills such as critical thinking, problem-solving and teamwork. As students work together on projects, they learn to discuss, negotiate and collaborate. This prepares them not only for history exams, but also for life in the real world, where these skills are in high demand.

CONCLUSION

Innovative learning models in history education play a vital role in reviving

students' interest and understanding of history. By utilising technology, project-based methods and interactive learning strategies, we can change the way students experience and understand history from static and monotonous to dynamic and exciting. The application of these innovative models not only increases students' engagement and enthusiasm, but also develops their critical skills, such as analytical thinking, teamwork and problem-solving. Furthermore, these innovative approaches help students to see history as something that is relevant and has a direct impact on their current and future world.

Through the integration of innovative learning models, history education not only becomes more engaging, but also more effective in shaping a holistic and multidimensional understanding of the past. This is crucial in preparing the younger generation to become informed and responsible citizens, who understand and appreciate the complexity of history and its impact on contemporary life. Thus, innovations in history learning must continue to be developed and adapted, in order to remain relevant and resonant with the changing generation of students.

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