History Learning Outcomes Between Students Taught By Holistic Learning Models And Taught By A Lecture Method

Nur Ahyani, Soetarno Joyoatmojo, M. Akhyar, Nunuk Suryani

Faculty of Education Surakarta State University Solo, Indonesia
Corresponding Author: Nur Ahyani

Abstract - This study was to see whether there is difference learning outcomes between students taught by a holistic learning model and students taught by the lecture method. The research method used a quasi-experimental. The research sample was SMA Negeri 22 Palembang, SMA Negeri 11 Palembang, SMA Muhammadiyah 2 Palembang, and SMA PGRI 2 Palembang. The instrument used was multiple choice questions. Hypothesis testing was carried out using the t-$_{test}$. The use of t-$_{test}$ statistics is based on the consideration that the researchers compared the average of the experimental group and the control group. Based on the calculation of the t-$_{test}$ by using SPSS program, Sig. (2-tailed) 0.00 <0.05, then H$_0$ is rejected which means there is a difference between the experimental group and the control group. The experimental group students who were taught by using holistic learning models were higher than the control group students who were taught by the lecture method.

Keyword: History Learning Outcome; Holistic Learning Model; Lecture Method.

I. INTRODUCTION

History is one of the subjects that students learn starting from elementary school up to college. Historical curriculum in high school (SMA) aims to instill historical insight to students so that they know all the events in historical relations which is an ongoing causal process [6], sustainable means that there is meaning that can be taken and then made as a reference in making decisions. Learning at the school level was developed as an effort to prepare the next generation of young people. In this case, the function of school subjects, especially historical subjects, is directed to the formation of personality. Ideally, the history education curriculum can function optimally, namely as a vehicle to get scientific truth and the truth of thinking of students so that the spirit of patriotism, a sense of love for the homeland, and the spirit of nationalism as Indonesian citizens are maintained.

Historical learning conditions at the school level are still concerning, this is reinforced by the many research results that reveal the shortcomings found in historical subjects, such as boring lessons, not providing critical thinking skills as well as natural science lessons, more memorization, the teacher plays a dominant role, students are positioned as objects in learning, as a result students lack meaningful learning experience [5]; [2]. In this case [4]; [1]; [12]; [8] state that young people today are very far from the history of the nation and do not understand history. One of the reasons is that teachers in delivering history learning tend to emphasize and reveal the facts that students must memorize, lacking in understanding and searching for meaning from a historical event taught. This opinion is supported by the results of [3], that in England history learning experiences problems, the marginalization of history lessons among other curriculum. History lessons are considered less important, boring, and not interesting compared to exact sciences.

Observations made in nine high schools (SMA) in Palembang showed the following (1) in conveying the teacher's learning material using the lecture method; (2) the teacher in the learning process has not used a lot of historical learning models; (3) teaching materials used are limited to student handbooks; (4) the learning media used has not varied. The use of methods, models, teaching materials, media in learning history is still limited to the cognitive aspects so that it is not in accordance with the 2013 curriculum. This is because, in the 2013 curriculum requires the existence of cognitive, affective, and psychomotor competencies as a whole (holistic) and comprehensive [9]. The history of learning conditions need to be addressed immediately, if no solution is sought immediately, the history of learning objectives that have been formulated by the Ministry of Education and Culture will not be achieved. History learning remains a subject that is less attractive and not attractive to students.

Understanding the general reality of history learning in the field above, one of the main causes is the teacher. Therefore, the history teacher in the field is required to have motivation, desire, enthusiasm and creativity in developing and improving teaching competencies through enrichment and mastery of various learning models and strategies. Based on the objectives of learning history and the conditions of history learning in the field, it is necessary to study and practice mastery of learning models for history teachers. Ideally developed learning models are those that can increase learning interest, foster historical awareness, feel the benefits of learning history, as a means of internalizing character values and accommodate all the potential possessed by students.

In the process of learning history, the development of the potential of students must be done holistically. Development of students' potential in an unbalanced manner, which results in education tends to be more concerned with the development of one aspect only and is partial. The teacher plays a strategic role, especially in the effort to shape the character of the nation through the development of personality and desired values. In this case, the history teacher in the learning process is not enough only with knowledge related to the subjects taught, but needs to pay attention to aspects of learning holistically that support the realization of the development of the potential of students. The history teacher in the learning process does not only act as a conveyer of knowledge (transfer of knowledge) but also acts as a messenger of values (transfer of values), including character values.

In supporting the realization of a history learning process that can encourage the development of students' potential comprehensively, the history teacher must have a holistic insight and frame of mind about learning. In this case, history learning must be able to encourage optimal growth of activeness and creativity of each student. The existence of a constructivism paradigm is an alternative that needs to be carefully examined so that its basic principles can be implemented in the history learning process.

Related to the learning process with a constructivism approach, students must be more active in activities to build a certain understanding, skills and attitudes. In this case, according to [7], active learning requires students to be active physically, mentally and spiritually. Physically students must carry out activities needed to gain learning experience related to the specified competencies, mentally students must have a positive attitude towards the learning activities undertaken, spiritually students must have confidence that learning needs to be accompanied by prayer to God Who Almighty to achieve learning success. So far the learning process in the classroom tends to be dominated by cognitive domains and ignores other domains such as affective, psychomotor and even spiritual.

The holistic learning model can be used as a solution to overcome the problem of learning history. The Holistic Learning Model is also a learning model that provides opportunities for students to develop thinking skills (cognitive), cooperative skills (psychomotor), and emotional control (affective) skills as stated by [11]. The holistic learning model consists of six syntaxes namely (1) exploration; (2) expression; (3) investigation; (4) product ideas; (5) evaluation; and (6) draw values from the material being studied.

II. RESEARCH METHOD

The method used in this study is a quasi-experimental method. According to [13] the experimental research is the only type of research that can test hypothesis to establish cause and effect relationship. Experimental study as the research in which there are two classes observed at the two points; they are control and experimental groups [10]. The experimental design used was The Matching Pre Test Post Test Control Group Design. This research was conducted in 4 high schools in Palembang were SMA Negeri 22 Palembang, SMA Negeri 11 Palembang, SMA Muhammadiyah 2 Palembang, and SMA PGRI 2 Palembang. The research was conducted for three meetings in the odd semester. The study population was all students of public and private high schools in Palembang. The research sample was SMA Negeri 22 taken from X-IPS 1 class as an experimental group, and X-IPS 2 class as a control group. From SMA Negeri 11, the X-IPS 1 class was taken as the experimental group and the X-IPS 2 class as the control group. SMA Muhammadiyah 2, X-IPS 1 class was taken as the experimental group, and X-IPS 2 class as the control group, and in SMA PGRI 2 Palembang X-IPS 1 class was taken as the experimental group, and X- IPS 2 class as the control group.

The data of this study is in the form of cognitive values, cognitive values are the result of intellectual ability. The instrument used to view cognitive abilities uses multiple choice questions. Data analysis is intended to test the hypotheses that have been formulated. Continuous data is described in the mean, median, mode, standard deviation, minimum value, and maximum value. Data were described in frequency and percentage. Hypothesis testing is done using a different test t_{test}. The use of t_{test} statistics is based on the consideration that in this study the researchers compared the average of the experimental group with the control group, and compared the conditions before and after the treatment. Different test, the t_{test} was used by the SPSS program.

III. RESULT AND DISCUSSION

To conduct a different test, a prerequisite test is first, the normality test and homogeneity test which is carried out using the SPSS program. The requirements test results consist of the normality test and homogeneity test as follows.

Tabel 1. Normality Test Results

| Group | Kolomogrof-Sminov[a] | | | Shapiro-Wilk | | |
	Statistic	df	Sig.	Statistic	df	Sig.
Nilai Kel.A	,111	68	,037	,978	68	,265
Kel B	,112	66	,038	,972	66	,138

a Lilliefors Significance Correction

Based on calculations with the SPSS program results are obtained, Sig, 0.265> 0.05 in group A (Experiment), and Sig, 0.138> 0.05 in the control group, meaning that both samples are normal.

Tabel 2. Homogeneity Test Results

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	225,661	16	14,104	1,292	,240
Within Groups	535,006	49	10,918		
Total	760,667	65			

Based on calculations with the SPSS program, the results are obtained, Sig. 0.240> 0.05, which means the data is homogeneous. To conduct a different test, prerequisites are normality and homogeneity has been fulfilled; therefore t_{test} statistics are used for different tests, with the following hypothesis:

H_0: there is no difference in learning outcomes between students of the experimental group taught with a holistic learning model with control group students taught by conventional methods.

H_a: there are differences in learning outcomes between students of the experimental group taught with a holistic learning model with control group students taught by conventional methods.

Decision Making Criteria:
1. If Sig $\geq$ 0.05, then H0 is accepted
2. If Sig $\leq$ 0.05, then H0 is rejected

Following are the results of different test calculations with t-test statistics with the SPSS program.

Tabel 3. Group of Statistic

Group.	N	Mean	Sd Deviation	Sd Error Mean
A	68	75,8088	3,36469	,40803
B	66	69,3485	3,80482	,46834

Based on t_{test} calculations with the SPSS program, Sig. (2-tailed) 0.00 <0.05, then Ho is rejected which means there is a difference between the Experiment group and the Control group. Then the Experiment group students who were taught with holistic learning model of learning outcomes were higher than the control group students who were taught by the lecture method.

Based on the results of data analysis showed that the average value of the experimental group was greater than the control group. This condition means that the experimental group that uses a holistic learning model is better than the control group that does not use a holistic learning model. History learning outcomes of students who use holistic learning models are better than students taught by the lecture method because students are active in following the learning process, this is due to (1) students are given the opportunity to observe, read, write in the exploration stage; (2) students are given the opportunity to express their opinions at the expression stage (3) students are given the opportunity to conduct information gathering activities from various sources discussing problem solving groups in the investigation stage; (4) students are given the opportunity to present the results of the discussion at the product idea stage; (5) students in the opportunity to get criticism and suggestions from the teacher at the evaluation stage; and (6) students are given the opportunity to draw values from the material learned in the interesting stages of the values of the material being studied. By following the learning activities with stages in a holistic learning model, students get learning experiences and in turn students get good learning outcomes also benefit from learning history.

IV. CONCLUSION

Based on the results of data analysis using t-$_{test}$ different tests can be concluded, that there are differences in learning outcomes between the experimental group and the control group. The experimental group obtained higher average learning outcomes than the control group. This conclusion is based on the results of the t-$_{test}$, Sig (2-tailed) 0.00 <0.05.

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