

Improving Learning Outcomes Capita Selecta History of Indonesia Through the Method of Task Read Model Survey-Question-Read-Recite-Review (SQ3R) On Students Department of History Education FKIP UHO

Darnawati¹, Jamiludin², Jumatin³, Waode Ade Sarasmita Uke⁴
Teacher Training and Education Faculty, Halu Oleo University, , Southeast Sulawesi, Indonesia

Abstract: Introduction. The course of Capita Selecta History of Indonesia contains material development of Indonesian history from prehistoric era until now. Lecturers are sometimes difficult to find the best way to convey the various concepts taught in a particular course Presentations of materials Capita Selecta History of Indonesia, lecturers still use lecture and question and answer methods. This research used the method of reading task model SQ3R.

Purposes. (1) To improve student learning outcomes through the method of reading task model SQ3R in learning Capita Selecta History of Indonesia. (2) To describe the process of applying SQ3R model in reading method that can improve student learning outcomes.

Method. This research used a mix method research design between research and development with classroom action research.

Results. Implementation of this study was scheduled in two steps. In the first steps, the research was conducted by: (1) needs analysis literature study and field study, (2) design of learning materials, and (3) evaluation or validation by learning material experts. While in the second stage, the research was conducted by: (1) implementation of SQ3R model, (2) final evaluation / effectiveness test, and (3) dissemination / publication.

Conclusion. (1) The material developed in this research is the material for teaching material of Capita Selecta History of Indonesia in History Department of FKIP UHO. (2) The developed design consists of two parts, namely learning device design and content design/ learning materials, (3) The material developed has been tested the validity of experts and students in small groups.

Keywords: Learning Outcomes, Historical Learning, Reading Task Methods, Model SQ3R

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I. Introduction

The course of of Capita Selecta History of Indonesia contains material development of Indonesian history from prehistoric era until now. Learning this course is essentially meant to raise national awareness, instill a sense of love for the country, stimulate creative and innovative abilities in the face of present and future challenges, nurture the nation's personality through the process of integration and internalization of soul, spirit and values 1945 to the younger generation / students.

Learning outcomes as an indicator of the success of the learning process, is one of the problems that never runs out in the world of education. Several factors that influence the learning outcomes, among others, lecturer teaching skills, student learning environment, teaching media, and the model or approach and learning strategy applied by lecturers in the classroom. When associated with the teaching process, the important factor that is directly related is the application of a model in teaching in the classroom, which result directly to motivation and student outcomes in learning.

Bandura as one of the founders of social learning theories states that people learn through direct experience or observation (modeling), people learn from what they read, hear, and see in the media, as well as from others and the environment Slameto, 1995: 7). He believes that learning in this way will be more meaningful for students in receiving lessons because of their concrete nature.

During the course of the lecturers have not empowered all their potential so that some students have not been able to achieve the individual competencies needed to follow the advanced lesson (anonym, 2003: 5). Lecturers are sometimes difficult to find the best way to convey the various concepts taught in a particular course, so that all students can use and remember longer the concept, and understand as the parts that are interconnected and form a complete understanding.

One way that can be taken to overcome the above problems is the improvement of learning patterns, especially the application of approaches, models, and strategies in the appropriate learning. The problem can be

answered if all are willing to improve the ability to read it. How, should be sought reading techniques that can improve the ability of reading Kapsel History of Indonesia. Psychologists have developed several efficient reading techniques. Similarly, Robinson introduced a reading technique that he called the Survey-Question-Read-Recite-Review reading technique or abbreviated SQ3R (Kiranawati, 2008: 3). In SQ3R technique contained vocabulary mastery, organizing reading materials, linking facts to one another.

Presentation of materials of Capita Selecta History of Indonesia, lecturers still use lecture and question and answer methods. However, lecture and question and answer methods have not been able to fully activate the students. Students who are smart tend to dominate the answers of lecturers and students who are less cleverly impressed. While the lecture method, will be useful if the students really concentrate in hearing the material presented by the lecturer. For that needed an approach that can enable students in the learning process.

Learning activities using the task-reading method essentially provide improved services for students who are slow (as a result not fully understand a concept) and provide enrichment services for students with average ability, as well as for fast students that is above average. Implementation can be done in groups in special material portions, or using peer tutor methods in discussing a reading.

Based on these thoughts, the SQ3R model is assessed to maximize student activeness while improving the personal quality of students in the form of small groups so as to provide opportunities for students to actively cooperate and obtain good results.

II. Method

This research is a mix method research design between research and development with classroom action research. R & D was used because this research is oriented to the development of learning model while PTK is used to know or test the effectiveness of SQ3R model implementation with emphasis on learning process especially Kapita Selektta History of Indonesia.

The development model (preliminary and descriptions) used are referring to the research and development steps proposed by Borg & Gall (1983: 775), the development of the adapted learning design model proposed by Dick & Carey (2005: 6-8), development Or the implementation of the SQ3R learning model adopts the steps developed by Tarigan (1994: 35) and adapted to the classroom action research stage, while the initial evaluation model (expert validation) and the evaluation of the results (effectiveness test) follow the standards and conditions developed by the researcher.

III. Literature Review

a. Theory Description

1. The Concept of Historical Learning

Learning is a system activity that one of its components is the design of learning (instructional Design). The design of learning history in Social Sciences Education (PIPS) is intended to be more effective learning expected historical learning objectives in PIPS can form a national awareness of ownership so that historical awareness can be achieved. According to Delors (1996: 87) there are four learning pillars launched by Unesco that need to be developed in formal educational institutions in an effort to realize a quality education.

Learning to know (learning to know), in realizing this pillar the lecturer should function as a facilitator. In addition, lecturers are required to be able to act as peers in dialogue with students in developing the mastery of certain knowledge and science.

Learning to do will work if the Faculty (University) facilitates students to actualize the skills they possess, as well as their talents and interests. Although the talents and interests of many children affected by heredity but the growing talent and interest depends on the environment. While skills can be used to sustain one's life. Learning to live together. Learning is emphasized by someone who learns to live together, by understanding others, its history, its culture, and being able to interact with others in harmony.

Learning to be is closely related to talent and interest, physical and psychological development, personal child's typology and environmental conditions. For aggressive children, the process of self-development will work if given a wide enough opportunity to be creative. Conversely for children who are passive, the role of the teacher as a director and facilitator is needed for student self development maximally.

According to Mulyasa (2004: 100) learning is a process of interaction between students (students) with the environment, so there is a change in behavior towards the better so, learning is not only limited to activities undertaken by lecturers, but covers all events and activities May have a direct influence on human learning. Relating efforts to achieve effective historical learning, teaching materials and learning materials should be organized in a structured way. In terms of model and strategy of learning materials, various methods and instructional media can be used depending on the characteristics and learning objectives of a field of study.

2. Individual Learning Through Reading

Bell mentioned important elements in individual learning models, ie individual learning and teaching resources, individual student learning objects, initial assessment strategies, individual learning activities, from individual end-assessment strategies (Sudrajat, 2001: 12).

Learning for individual students like this in the end is an alternative form of accelerated learning activities. While the key activities of learning acceleration is the independence of student learning through reading. Given the dominant role of reading in learning independence, any student learning Kapsel Indonesia history should be strived to improve reading skill. As a skill, reading includes mechanical skills and comprehension skills.

According to Tarigan (1994: 3), the outline of reading activities has two main purposes: (1) behavioral objectives (closed goals or instructional goals), which are usually directed at reading activities to understand the meaning of words, study skills and comprehension , And (2) expressive purposes or open goals, contained in self-reading, interpretative, and reading activities. Siegel reading activities should pay attention to: what kind of what is appropriate as teaching materials Indonesian history, Why) need to read the text (NCTM, 1996b: 67).

3. Learning Models

According to Brophy and Good (1995: 256) to absorb the essence of reading effectively in learning can use SQ3R model. The workings of this model are: survey, before beginning to read first do a survey to get the picture contained in the book read. Check out the chapter to be read in its entirety, what are the titles and subtitles. Question, ask questions that can guide us in reading activities. Masalalh what will be discussed in the chapter and its sub-headings, so that it can find / enter the essence of the chapter idea. Read, read the contents of each section and find answers to the questions that already exist in the second step. Recite, writes a key phrase that summarizes all intents of the read section in its own words. Thus, the reader has captured the idea or essence of reading. Review, review the contents of the text; Whether what we say in our own words is in accordance with the actual content or not.

Next Robinson in his Effective Study introduces the SQ3R reading model in the following way:

A) Survey (review) is a reading step to get an overall picture of what is contained in the material being read. This is done by examining the titles and subtitles, pictures or illustrations, and the last summary in parts of the book or text. In carrying out this survey students actually use skimming and scanning techniques.

B) Question (ask) is a step that requires students to solve a problem about the material or text after finding the material or text related to the needs of the task. These questions indicate the reader's desire to know about the message they want to get from the material, and will try to find answers to the questions that are his job.

C) Read (read) is read the material or text actively and try to answer all the answers to the questions that have been there before. When reading, students will gain additional knowledge based on the development of understanding and desire of what is read (analytical reading).

D) Recite (recall) is that after reading, the students recall what they have read and examine everything that has been obtained. Knowledge that has been obtained and in accordance with the context of the task, students can answer questions.

E) Review (read / review) is the last step. Students read the sections of a book or text carefully to ascertain the answers to the questions made in step three and fourth (Kiranawati, 2008: 5; Tarigan, 1994: 35).

4. Learning Outcomes

According Sardiman (2007: 13) learning outcomes is the result of an interaction of learning actions and action teaching. In order to obtain optimal learning outcomes, then the learning process must be done consciously and deliberately and well organized.

According to Winkel (1983: 61) that the results of learning achieved by students result in changes in the field of knowledge and understanding, the field of skills and attitudes. Changes that occur can be measured by using a measuring tool in the evaluation of learning results provided by the lecturer. In line with this opinion, Sudjana (1996: 13) states that the results of learning is a reflection of goals at a certain level produced by students who are expressed by numbers / letters. In the course of Kapsel History of Indonesia the result of learning is nothing but the ability of students after evaluation is given, as a manifestation of the effort has been implemented proses learning.

Suparno (1997: 61) states that a person's learning outcomes depend on what the learner already knows, providing concepts, goals, and motivations that interact with the material being studied. While Shah (2008: 135) provides several aspects that affect student's learning outcomes, namely: (1) internal factors that are the conditions in students (intelligence, talent, interest, motivation, perception and physical condition of students); (2) external factors that are external factors of student self such as environmental conditions include curriculum, learning materials, presentation method, community, and family.

b. Previous Study

Research relevant to the study is: First, Sudrajat (2001: 77) shows that both in the group of students fast or slow learning, SQ3R have a very significant influence on improving students' communication skills in Mathematics. This is indicated by the spread of the number of students who received scores of 2, 3, and 4 as the scores categorized the correct answer. On average, 21.7% of fast group students who applied SQ3R got a perfect score of 4 each, ie the score on the answer and the process answered correctly. While the slow group who applied SQ3R on average as much as 13.9% got a perfect score each problem.

Second, the research conducted by Ali (2005: 73) based on the data analysis of the results of research known formative results first cycle average learning outcomes (RHB) students of 7.2 with percentage mastery learning (PKB) of 65%, the second cycle RHB Students of 7.5 students with PKB equal to the student's PKB by 87%. Thus, it is concluded that the application of strategic learning model of learning elaboration PQ4R method can increase achievement and student learning activities.

Third, a study conducted by Sugiarto (2008: 2) in students of SMPN 1 Pilangkeceng Madium District, empirically proven that the t-count is greater than t-table, that is $1.44 \geq 0.13$. This means that there is a significant difference between the learning outcomes of reading male and female students who are taught by skimming techniques or the reading ability of male and female students is different.

IV. Results

The Implementation of this study was scheduled in two stages. In the first stage, the research was conducted by: (1) needs analysis such as literature study and field study, (2) design of learning materials, and (3) evaluation or validation by learning material experts. While in the second stage, the research was conducted by: (1) implementation of SQ3R model, (2) final evaluation / effectiveness test, and (3) dissemination / publication.

a. Description of Needs Analysis

Research on the development of the method of reading tasks with SQ3R model was developed based on the results of needs analysis conducted by researchers. From the result of requirement analysis and teaching experience, the data / information were obtained that (1) the students of History Education have difficulties in understanding the learning material of Capita Selecta History of Indonesia in particular, because the material is wide enough and so complex, (2) the practice of learning was conducted for all subjects Especially in the Department of History Education was generally the same with the methods of lectures and discussions, and (3) the low interest in reading students who had an impact on the lack of mastery of taught material. Therefore, learning Capita Selecta History of Indonesia is needed a proper and effective reading method that is model SQ3R.

In addition, the collection of information in needs analysis was also done through literature studies and field studies. Information or data collected from these study activities, among others was to learn about the characteristics of the course, the applicable curriculum structure, learning tools syllabus and RPP, Kapsel competency standard courses, other reference books.

b. Description of Learning Design

Learning design in the development of this SQ3R model consists of the design of learning tools and the design of learning materials. Learning device design includes: preparation of syllabus and RPP. The development of this syllabus consists of eight steps, namely: 1) determining the standard of competence, 2) determining basic competence, 3) formulating indicators and learning objectives, 4) determining learning materials, 5) developing learning strategies / methods, 6) developing learning scenarios, 7) developing assessment instruments, and 8) designing evaluation tools. While the design of learning materials was done by collecting some literature / references. The resulting material consists of seven subjects.

Learning design product produced was a book of instructional materials to be used in Capita Selecta History of Indonesia course in the Department of History Education FKIP UHO.

c. Description of Expert Evaluation / Validation

To produce the quality of material design, then validation was done by experts (ekspert judgment) who have competence in the field. The focus of the material expert's assessment was on aspects of the device and learning materials.

Experimental material validation data was done by giving the learning device product (syllabus and RPP) and learning material in the form of print out, the form of the assessment by using questionnaire likert scale with the category is not good, less, enough, good and very good. In the execution of the material experts read the print out of the material and look at the material design results, then the material experts provide assessment, comments and suggestions revisions relating to aspects of learning tools and materials / learning content.

Description of expert material judgment on the results of development, presented in the following table:

1. Aspects of Learning Devices

Table 1: Data Validation Results from Experts on Material Aspects of Learning Devices

No	Indicator	Score	category
1.	Clarity of success indicators	4	good
2.	Consistency between competency standards, basic competencies, indicators, materials, learning strategies and evaluation tools	4	good
3.	Giving motivation	5	very good
4.	Systematic components of syllabus and RPP preparation	4	good
5.	Clarity of material description	5	very good
6.	Clarity of study instructions	4	good
7.	Variations on how to present the material	4	good
8.	Examples	4	good
9.	Giving exercises for conceptual understanding	4	good
10.	Giving opportunities for self-study	5	very good
11.	Giving feedback	5	very good
12.	Clarity of instructions on the test	5	very good
13.	Quality of tests and judgments	5	very good
14.	Material balance with test questions	4	good
Total Score		62	
Average		4.43	
Mark		good	

2. Material Aspects / Content

Table 2: Data Validation Result from Expert of Material on Aspect of Content / Material

No	Indicator	Score	category
1.	The truth of the concept	5	very good
2.	Material actuality	5	very good
3.	Urgency of each material	5	very good
4.	Material systematics	5	very good
5.	Material compatibility with student characteristics	5	very good
6.	Adequacy of material to achieve the goal	4	good
7.	The breadth and depth of matter	5	very good
8.	The precision of examples to clarify	4	good
9.	The suitability of the image to clarify the contents	5	very good
10.	Clarity of language use	4	good
11.	Clarity of formulation problem	4	good
12.	The level of difficulty of the problem in accordance with the competence	4	good
Total Score		55	
Average		4.58	
Mark		good	

V. Conclusions

The conclusions generated as the material of this research report are: (1) The material developed in this research is the material for teaching materials of Kapita Selektta History of Indonesia in the Department of History Education FKIP UHO. (2) The developed design consists of two parts, namely learning device design and content design / learning materials, and (3) The material developed has been tested the validity of experts and students in small groups.

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