

# APPLICATION OF MODEL BASED LEARNING TO IMPROVE UNDERSTANDING OF THE HISTORY OF THE STUDENT IN LEARNING ABOUT THE HISTORY OF POLITICAL MATERIAL REFORM PERIOD (1998)

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**Abstract-**This research is in the underlying by the observations of researchers to study of history in the Department of History Education, Faculty of Social, University of Medan, class A Regular school year 2016/2017 that seemed less attractive. Lecturer at the center of learning and not a student. The learning activities are done with one-way communication through the delivery of content by the lecturer. While a student as a learner, being a passive individual. The learning process that takes place tends to show a history of information in the form of memorization and less meaningful in their daily lives. And should the lessons of history that gives meaning can be actualized in the dynamics of social life. Therefore, in an effort to make learning more interesting and meaningful, researchers applied a model of Problem Based Learning in learning activities in the classroom. PBL or problem-based learning is based on the theory that learning is a process in which learners or students actively construct knowledge or constructivism approach. This research is a class act. The research objective is to increase students' understanding of history teaching in the subject matter "Future Political Reform (1998) in Indonesia, which is the learning outcomes and competencies required of students in the subject of History Indonesia Reform Period (History Indonesia V). Subjects in this research activity is the fifth semester students of history education, class A Regular school year 2016/2017. The research was conducted from September to November 2016. The study consisted of two cycles with each cycle of four stages. The stages of the implementation is the planning, implementation, observation and reflection carried out repeatedly to the extent of competence that the set (equal to or more than 90% of students have a high level of mastery of the material). the students improved their learning comprehension in the second cycle compared with that in the first cycle. The students' scores in the pre-cycle were 41.66%, Then, in the first cycle their scores were 58.33%, and in the second cycle they gained 95.75 % of their scores. The results showed that Problem-Based Learning model could enhance the students' learning comprehension up to 54.09%. Furthermore, the students' achievement can be seen as follows: 13.38 (39.10% clear) in pre-cycle, 14.48 (58% clear) in the first cycle, and 18.66 (95.87% clear) in the second cycle. The results indicated that the students' achievement of the history lesson improved up to 56.77% as a results form PBL model.

**Keywords:** model problem based learning (PBL), teaching history, understanding history

## 1. INTRODUCTION

Education is an important factor to support the human survival. The education can be obtained from a family, school, and social environment, but the education coming from family becomes a main foundation because every individual lives together in a family. Therefore, it would be better if each individual is taught about religion, attitude/ politeness, and other things in the family environment. After the individual has received a basic education in their family, they can apply it in their school and social environment. In contrast, the individual will tend to have bad attitudes in their school and social environment if they do not receive a good primary education from their family.

Education is closely related to a teacher's role as an educator in the school. The teachers need to have some skills to educate their students to become a mature person who has knowledge for their survival. The students also have an important role in education because all of the education they receive from school will be in vain if they have no passion or willingness to learn. Therefore, both the teachers and students play important roles in the formal education. The history learning not only simply answers the question about what to teach, but rather it shows the learning process is carried out in order to capture

and place a value, and also transform the message behind the historical reality to the students. Through this learning process, the students are expected to not only master the teaching material, but they also should understand a historical fact that leads to the maturation of their personality. Therefore, the students can respond and adapt to the development of socio-nationality that becomes increasingly complex and to the global demands that run faster.

Problem-based learning (PBL) is an instructional model that is oriented to the theoretical framework of constructivism. In PBL model, the learning focus is on the selected issues so that the students learn the concepts related not only to the problem, but also to the scientific method of problem solving. Therefore, the students not only have to understand the concepts relevant to the problem as the center of attention, but they also need to gain experience of the learning associated with skills to apply the scientific method in problem solving and foster their critical thinking. When the learning begins with a problem, especially the contextual problem, it can lead to cognitive imbalance on the students. This situation can encourage the students' curiosity that raises various questions around the issue.

Howard Barrows and Kelson [1] also argued that PBL is a curriculum and a learning process. Meanwhile, Dutch [7] stated that PBL is an instructional method that challenges the students to learn how to work cooperatively in groups to find solutions to the real problem. The problem is thus used to associate their curiosity on the subject matter and analytical abilities in investigating the problem.

[4] stated that history learning as a sub-system of educational activities is an effective means to improve the integrity and personality of the nation through the teaching and learning process. Furthermore, [5] stated that history learning is an activity to develop intellectual abilities and skills to understand the process of change and sustainability that functions as a means to implant an awareness of the changes in people's lives through the time dimensions. Regarding to the indicators of the history learning, [5] mentioned five indicators: (1) the teaching of history has a substantial purpose and the objectives on normative aspects, (2) the value and meaning of history focus on the educational goals, (3) the application of the pragmatic history learning is adapted to the purpose, meaning, and educational value, (4) The normative teaching of history should be relevant to the formulation of national education goals, (5) the teaching of history not only provides the fact of knowledge related to the collective experience of the past, but it should also help students improve their critical thinking in getting the meaning and value of historical events being learned.

PBL model in the history learning is oriented to the theoretical framework of constructivism. It means that PBL model in history can foster the students' ability in doing construction of the present conditions by looking at the past that becomes a basic topic of a history lesson. The ability to do this construction should be explicitly stated so that the history learning will not fall into the conventional learning. The teaching of history using PBL model means that the learning process focuses on a problem that is expected to increase the students' own knowledge and develop their skills in problem solving.

This research uses an approach to Action research (PTK). Steps in research of action research involves four phases in the cycle of research, (1) including planning, (2) action, (3) observation, and (4) reflection [2].

## **2. RESULTS**

The reform era has begun in Indonesia since 1998 due to an influence of the value changes in political, economic, and law aspects. Therefore, the reformation includes three aspects, including political, economic and law aspects. In general, the process of transformation "to the new Indonesian society" through the reformation should be aimed to improve Indonesian human dignity in all dimensions, particularly with regard to the nature of "monodualism" both as individual beings and as social beings, in the order of nation.

To understand a political system, people need to fully internalize the functional reaction that indicates a system, an understanding, and an assessment of the political system in Indonesia that will be regarded as more effective [3]. It means that people have to first know the functions and structures that run the political system in order to understand the political system being implemented in their country.

We can understand more about the changes and political developments in Indonesia after the resignation of President Suharto by learning Indonesian History V of the political topic about the

reform era in 1998. Theoretical-based learning with Problem Based Learning (PBL) model using video as a learning source may enhance students' achievement.

At the beginning of the learning process, the implementation of Problem Based Learning (PBL) model ran less smoothly as the students needed more time to follow the lecturer's instruction. In addition, the students frequently showed their disagreement with the rules applied during the learning activities. However, the students began to adapt to the new method used along with the learning process. In this case, the lecturer played an important role in controlling the class.

The problem provided for the students in the PBL method was related to the political issue of the reform era in 1998. The real world-based problem aimed to help the students improve the new knowledge they received. The results is supported by [2] that a problem-based learning provided authentic and meaningful contexts to the students, so they could easily conduct a research. Through a given problem, the students would try to cope with the problem based on their background knowledge, so the students could relate the previous material to the new material they were studying.

Video is a medium of communication that helps the students get information very quickly because the video contains images as well as voice and motion. By using the instructional video, the students can feel as if they were involving in an atmosphere depicted in the political video in the reform era in 1998. [6] stated that an instructional media in a simulation form can provide an overview of a situation. The users will feel as if they were at the scene and could react to the situation.

The lecturers are the external factors that affect the students' achievement at a university, and the learning objectives can be better actualized if the lecturers implement appropriate learning strategies to the students. There is a definite possibility that the students failed to gain their achievement due to lack of the lecturers' appropriate learning strategies. In the other words, the lecturers still taught the students through a conventional strategy that predominantly used the lecture method without including in the lesson of Indonesian History V. By using the conventional strategy in learning, the students were less motivated to learn. To solve with this problem, the students should be involved in the learning process using various instructional media.

The learning objectives of Indonesian History V would not be actualized if the lecturers could not help the students improve their learning comprehension. Basically, there were no difficult subjects to understand if the student had a high learning motivation and learning comprehension inside and outside the classroom; specifically because the subject matters compiled by the National Education Department have been adjusted to the students' proficiency levels. Therefore, the students found it difficult to learn a certain material possibly due to both their low understanding of specific knowledge and low learning motivation. If the students had a high learning motivation, they would possibly strive to understand the subject matter being learned. The students' low learning comprehension must be realized as a results from the lecturers' inappropriate learning method.

The students' low achievement in Indonesian History V of the political topic about the reform era in 1998 and the students' understanding of the materials should be enhanced by applying an appropriate learning models, namely Problem Based Learning model that can facilitate the students' learning comprehension. This learning model is designed to help the students become active learners by providing them with a wide range of issues relating to the materials. In this learning concepts, the students are the subjects of learning, not the object of teaching. Through Problem Based Learning model, the students can learn to solve problems related to the materials given by their lecturers. The students are required to be competent in solving the problems with theories and scientific concepts, and then explain it to others (faculty or students). Through this learning activity, the students are expected to understand what they have learned.

With the implementation of Problem Based Learning model, the students are challenged to be able to resolve the problems based on their experiences. In this learning process, the students are regarded to have the ability to solve the given problems so that they can improve their understanding of the specific concepts, while those who lack of learning comprehension will learn with their friends about how to cope with the problem being received.

In order to improve the lectures' teaching quality and the students' achievement, the lecturers are suggested to implement the learning model that will greatly assist them to deliver the material to the students. By using an instructional model like Problem-Based Learning model, the students are

required to find solutions to the given problems, so their learning comprehension will increase, and their achievement will be improved. In PBL model, the learning focus is on the selected issues so that the students learn the concepts related not only to the problem but also to the scientific method in solving the problem. Therefore, the students will not only have to understand the concepts relevant to the problem into the limelight, but they also need to gain the learning experiences related to the skills to apply the scientific method in problem solving and foster their critical thinking. PBL model has the following characteristics: (1) the learning begins with a problem, (2) the problem relates to the students' real life, (3) the lessons are organized around the issues and not about discipline, (4) PBL model provides the students a responsibility in forming and starting their own learning process directly, (5) PBL model uses a small group, and (6) PBL model requires students to demonstrate what they have learned in the form of products or performance.

The results of a classroom action research conducted in the department of history showed that the use of PBL model in the learning process increased the students' learning comprehension and achievement in Indonesian History V of the political topic about the reform era in 1998. The results also indicated that the students' learning motivation and achievement in Indonesian History 5 with a political issue of the reform era in 1998 in the first cycle were lower than those in the second cycle because the implementation of problem-based learning model was still not optimal in the first cycle. In addition, many obstacles were faced during the learning process, such as lack of the lecturer's abilities in applying problem-based learning model with the appropriate steps. Furthermore, the lecturer paid less attention to the importance of the students' psychological aspect in learning. Reflecting on these problems, the lecturer implemented problem-based learning model and used video in the second cycle as a media of learning that could motivate the students to learn more. After the problems were solved, the students' learning motivation and achievement were improved.

Furthermore, the students improved their learning comprehension in the second cycle compared with that in the first cycle. The students' scores in the pre-cycle were 41.66%, Then, in the first cycle their scores were 58.33%, and in the second cycle they gained 95.75 % of their scores. The results showed that Problem-Based Learning model could enhance the students' learning comprehension up to 54.09%.

**Table 1.** Students improved their learning comprehension

Cycle	Mean	%	Criteria
pre-cycle	1.66	41.66%	less active
first- cycle	2.33	58.33%	less active
Second-cycle	3.83	95.75%	very active

Furthermore, the students' achievement can be seen as follows: 13.38 (39.10% clear) in pre-cycle, 14.48 (58% clear) in the first cycle, and 18.66 (95.87% clear) in the second cycle. The RESULTS indicated that the students' achievement of the history lesson improved up to 56.77% as a results form PBL model.

**Table 2.** Students' achievement

Cycle	Mean	Mastery Learning
pre-cycle	13.38	39.10%
first- cycle	14.48	58%
Second-cycle	18.66	95.87%

The lecturers' important role as the policy holder in determining the learning process in the classroom can not be ignored. Therefore, the lecturers should have extensive knowledge and know different types of the learning models in order to improve the students' learning comprehension and achievement, especially in overcoming their learning difficulties. The results thus suggest that the lecturers should understand the students' learning motivation. In addition, the lecturers need to be fully responsible for the teaching and learning process. Problem Based Learning model will replace the teacher-centered learning with the student-centered learning because the social conditions in the class will be different. With the implementation of Problem Based Learning model and the use of the instructional video, an interaction occurring in the classroom will be the interaction between lecturer

and the students and also among the students. Therefore, the students will not get bored during the learning process in the class. In this case, the lecturers play an important roles as facilitators and motivators to assist and train the students to apply Problem Based Learning model in the classroom.

### 3. CONCLUSIONS

Some conclusions can be drawn from the findings of this study: (1) The implementation of Problem Based Learning model could improve the students' learning comprehension of the political topic about the reform era in 1998 in the Department of History Education up to 54,09%. Prior to the implementation of Problem Based Learning model, the students' learning comprehension tended to be low with an average score of 41,66%,. However, after the better implementation of the Problem Based Learning model (the second cycle), the students' learning motivation enhanced with an average score of 95,75%' and (2) The implementation of the Problem Based Learning model could improve the students' achievement in Indonesian History V up to 56.77 %. Prior to the implementation of the Problem Based Learning model, the students' achievement tended to be low with an average score of 13.38 (39.10% clear). However, after the better implementation of the Problem Based Learning model (the second cycle), the students' achievement improved with an average score of 18.66 (95.87% clear).

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