

## Utilizing the Enrichment Triad Model in History Learning: a Conceptual Framework

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**Abstract:** History learning brings students the ability to construct past events. History as the means to shape youth characteristics in understanding the nation. However, there are several identical issues found within the history learning process that relates to many factors. The enrichment Triad Model is a theoretical learning model that was initially framed for gifted students. It has been applied and tested into any level of grade and many subjects and students with average ability. The Enrichment Triad Model has several prominences that are suitable for history learning. It enhances students' interests, curiosity, participation, and also learning outcomes. Enrichment Triad Model has three main types with varied activities to be applied upon history learning: General Exploratory Activities, General Training Activities, and Individual and Small Investigation of Real Problems. Unfortunately, many Indonesian educators and scholars have not recognized this model, referring to the scarcity of publication. Besides, several prior research was mainly conducted on the gifted program, not the regular ones. This article is a descriptive study that discussing how Enrichment Triad Model being implemented in history learning for regular programs and to solve the common issues with providing interest-based learning. There is a growing interest in research on how the Enrichment Triad Model may support the needs of pedagogical practice.

**Abstrak:** Sejarah sebagai salah satu cara untuk membentuk karakter generasi muda dalam memahami bangsanya. Akan tetapi, ada banyak persoalan yang muncul dalam pembelajaran sejarah yang diakibatkan oleh berbagai factor. *Enrichment Triad Model* merupakan suatu model belajar yang adaptif yang pada awalnya diperuntukkan untuk peserta didik yang dianggap cerdas. Model ini telah diterapkan pada berbagai tingkat pendidikan dan berbagai mata pelajaran, dan juga peserta didik dengan kemampuan rata-rata. *Enrichment Triad Model* memiliki banyak keunggulan yang cocok untuk pembelajaran sejarah yang mampu meningkatkan ketertarikan, rasa ingin tahu, partisipasi, dan hasil belajar peserta didik. Enrichment Triad Model memiliki tiga tipe umum dengan berbagai aktivitas belajar yang dapat diterapkan dalam pembelajaran sejarah, antara lain *General Exploratory Activities*, *General Training Activities*, dan *Individual and Small Investigation of Real Problems*. Masing-masing tahap bersifat akomodatif dan fleksibel. Namun demikian, model ini tidak banyak dikenal para pendidik dan akademisi di Indonesia berdasarkan jumlah publikasi yang ada. Selain itu, penelitian yang dilakukan sebelumnya lebih banyak diterapkan untuk program kelas khusus 'anak berbakat,' dibandingkan kelas reguler. Artikel ini merupakan deskriptif yang membahas bagaimana penerapan *Enrichment Triad Model* dalam pembelajaran sejarah untuk kelas reguler dan mengatasi persoalan-persoalan yang lazim ditemui dengan menyediakan pembelajaran berbasis minat peserta didik. Saat ini, kajian tentang *Enrichment Triad Model* terus berkembang untuk mengatasi dan memenuhi kebutuhan dalam pelaksanaan pedagogis pendidikan.

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## INTRODUCTION

Pedagogy in any form has been evolved and developed to fulfill society's rapid development. Pedagogy is a dynamic matter that would never stop changing since its existence is supposed to adjust to human being's development. Furthermore, pedagogy is significantly related to education practice, which means educating people to gain mastering skills. Education itself has altered not only in the sense of human sense but also develops as a means to obtain achievement in life.

Schools, where pedagogy theory would likely be applied, have become obligatory institutions in most nations. It serves as a social service to meet society's needs also been added more teaching-learning models for a variety of students. Educators, business, industry stakeholders, and government officials believe that students must be facilitated through various teaching and learning models to improve intellectual capacity (Fakolade, 2010). Recommendation for school improvement recently involves standard-based instruction, curriculum alignment and coherence, research-based decision making, improving teaching quality, family and community, and other research-based motives (Beecher & Sweeny, 2008).

Education research eventually becomes frequently occasion to improve and to evaluate the learning practice. It generates new insight and feedback to evaluate and increase the quality of education in terms of approaches, techniques, strategies, models, and methods of learning. This article attempts to formulate a descriptive study that proposes a promising learning method to facilitate students learning, specifically history learning.

The Enrichment Triad Model, then abbreviated as ETM, is the enrichment program designed by Joseph Renzulli. ETM then became the basic idea in establishing two others enrichment programs, namely the Schoolwide Enrichment Model and the Revolving Door Identification Model. Initially, the enrichment program was expected towards gifted and talented students, but it turned to be effective towards a regular program (Renzulli & Reis, 2007; Renzulli 1994; Surya, 2019). The Enrichment Triad Model served as the structure for engaging enrichment activities into the different school day and curriculum parts. This model was primarily composed of three types that each stage is designed to accomplish a different purpose (Renzulli, 1976; Renzulli & Reis, 1989).

Enrichment Triad Model studies have been conducted that took an interest in young people's

creative productivity and necessary training for beneficial implementation. Even though, initially, the Enrichment Triad Model was applied towards the gifted and talented program in Connecticut School district and northeast part of USA. ETM was proved to be successful and then came requests from all over the country for visitations to schools using the model and for information about how to perform the model increased (Jean, 1995; Renzulli & Reis, 2010).

In term of terminology, the enrichment program is not a distinctive term upon educational practice, it had been applied decades ago. The primary goal of enrichment is to deliver a regular school curriculum with additional contents to improve students' motivation, social skills, learning strategies, self-regulated learning, etc. The term "enrichment" has been generally applied to gifted students and gifted programs over the years. However, there is very little agreement as to this term, and there is little if any short term or long term over time relating to term benefits and there is mainly in long term research on the impact of various "enrichment" program. Enrichment varies for different grades, schools, countries, and the definition itself varies based on object and students (Noyce, 1981; Shaughnessy & Waggoner, 2015). Referring to this, Enrichment Triad Model is one of the enrichment programs being engaged for young people who are identified as 'gifted' since 1976 (Renzulli, 1977).

As mentioned before, Enrichment Triad Model was designed in 1970's. However, there are dozens of research have been carried out throughout the years. There are several types of research and studies being conducted using the Enrichment Triad Model, namely descriptive studies, case studies, experimental studies, as well as classroom action research studies. Many scholars from different countries also have been attempted to engage Enrichment Triad Model within their educational studies. Currently, there are seventeen research have been performed regarding Enrichment Triad (Reis, 2020). Those research indicate that the interest in the Enrichment Triad is still growing. However, they rarely discuss how Enrichment Triad Model is being implemented into human subjects and into the regular classroom, not the gifted ones. Several prior research has dealt with gifted programs or gifted students rarely stepped further beyond gifted programs instead of regular programs with heterogeneous students. This paper indeed attempts to formulate descriptive studies of the Enrichment Triad Model in terms of history learning towards

regular classroom programs based on a deep analysis of prior research.

Another rationale for this descriptive study is the lack of recognition from scholars and educators of Indonesia over this model. It could be seen based on literature review research carried by Reis and Peters in 2020. Referring to the results, international publication from Indonesia from 1985 to 2018 is just one publication, conducted by Riza Afita Surya, Sumardi, and M Na'im in 2018. This phenomenon indicates that Enrichment Triad Model is unaccustomed to some extent by most Indonesian educators and scholars. This fact somehow conflicts with how Enrichment Triad Model has widely spread in many countries due to its advantages. Hence, bringing descriptive research upon Enrichment Triad Model is properly needed. Particularly for history learning.

Why history? History learning is an obligatory lesson students must learn during their years in school. As we may know, the history lesson is profoundly crucial to be taught. It presents us with collective memory that allows students to learn the mistakes and mindsets of their ancestors (Hunt, 2011; Skjæveland, 2017; Zadjia, 2015). Additionally, historical narrative plays a significant role in encouraging citizens into coherent and solidary nations (Jaskulowski & Surmiak, 2015; Zadjia, 2015).

In term of definition, history is a social science discipline which attaching notions and values in the sense of change and development of a country and world in the past. The most convenience definition of history is the study of change over time. History education is certainly not about propagating historical documents or traditions, but to tie with epistemological issues that a linear perception of time poses to us (Throp & Persson, 2020).

Smith and Vaux (in McCully, 2012) indicate that some subjects in school such as history, geography, arts, and literature play the key role in embedding common sense upon national identity. In addition, history teaching provides a narrative towards young people that their engagement to the nation-state preserves a particular identity that makes them different compared to others (McCully, 2012).

According to Neumann (2010), history teachers in the general face three psychological challenges to manage the historical understanding, namely time issues (past and present), scale (large and small scale), and pattern (unique and common). Besides, history teaching generates specific challenges, since history is related to the

emotions associated with national identity and collective belonging.

Recent research in the field of social studies also reveals that most history teachers struggle in the sense of instructional. It illustrates instructional approaches that utilize students during the process of making history, including building historical knowledge with primary sources, performing historical inquiry, and encouraging students to think historically. In order to teach students how to do history, teachers themselves must understand the "understanding how" oh history. Therefore, educators stand the challenges of teaching "understanding how" of history as well as instructional approaches that maintain historical thinking abilities in children. Therefore, this study attempts to overcome history teaching challenges by offering a particular model of learning which happened to be successful in many studies.

Differentiating instruction to accommodate all students is a complicated matter to fix the instructional issues. Teachers may help in instructional models that guide the development of different qualitative programs for students with various abilities (Noyce, 1981). Considering the significance of history learning and how it deals with many issues, it is undoubtedly needed the innovation upon history teachings. Innovation could be made in terms of model, method, learning materials, textbooks, and etc which helps both teachers and students to create meaningful history learning. Hence, implementing Enrichment Triad Model is one of the most proper ways to overcome the issues. This theoretical model based on several studies has shown promising outcomes for students' creativity and independence rates.

In a nutshell, there are three main reasons why this descriptive study should be conducted. First, the scarcity research of the Enrichment Triad Model deals with regular programs and heterogeneous students. Mostly, they were dealing with the gifted program and gifted students, not to mention there was no history subject in particular as well. Secondly, despite its prominent features, Enrichment Triad Model has not been widely engaged in Indonesia. Hence, this article may contribute to familiarize the model and bring benefits to the learning process. Third, considering the crucial part of the history lesson in attaching national identity to young people, continuous innovation must be made. The hesitation in utilizing 'innovation' is considered improper since history learning is currently facing several challenge issues, namely Industrial Revolution 4.0 and globalization stream.

Innovation in the sense of education is continuing needed for proper education practice as society continues demanding creativity for young people. Social problems such as disease, famine, overpopulation are increasing the need for a creative solution to solve this problem. The lack of opportunity to improve students' creativity for young people is unsettling (Reis & Renzulli in Stenberg & Ambrose, 2020). Thus, keep continuing to develop and to implement innovation is urgently reasonable.

### **HISTORY LEARNING IN THE 21<sup>ST</sup> CENTURY**

The learning process has become a significant notion for early scholars and philosophers that continues until today. Education institutions have existed since Greek philosophers started wondering about the world and human being's existence. So far, constructivism is more complex in designing instructional design process. Constructivism performs a more open-ended learning experience that is not easily assessed, yet the results are varied for every student as constructivism judges every learner that is different based on experiences (Edgar, 2012).

In the second half of the 20<sup>th</sup> century, history education successively extended its scope in many countries, from narrow cultural space into a broader view. Eventually, history learning adjusted to deliver a new task in fostering citizens that align in a multicultural sphere. Many officials and countries have proposed intercultural educational programs which attempt to involve minorities and transnational identities within the community nation. However, in history teaching, preserving intercultural understanding sounds vague and ambiguous than fostering nationalism (Nordgen, 2014).

In the 21<sup>st</sup> century, history subject experiences not so massive but significant issues need to be dealt. Many students do not consider history as a valuable subject in their lives, they do not see the learning values, they are likely not to study history as well as they should. Furthermore, most history classes have been the amount of time teaching and re-teaching similar content, since students could not remember what they have learned in previous years (Lee, 2014). Furthermore, recently countries such as UK, Australia, and European possess issues into practical concern towards history teachers in higher education, namely critical reading and thinking, active learning, skills development, as well as employability (Ludvigsson, 2015).

The public assumption upon teaching history mostly concerns on knowing the history or the acquisition process of substantive knowledge; students should know the facts that are considered important. However, research indicates that many history teachers in daily practice find it hard to combine knowing and doing history (Wineburg, 2001; Havekes et al.; 2012). Additionally, while establishing a historical context, teachers tend to begin the lesson by focusing on substantive historical knowledge as a foundation before addressing history (Havekes; 2012).

Historical education amidst globalization obtains a decent place. The challenges of historical education need to be emphasized for historical awareness which is derived from nationalism that leads towards a distinctive form of ethnic political awareness and originality (Lay, 2001). History education presents a strategic role in generating awareness of nations' history to deal with multidimensional crises as historical events regarded by national turmoil. Therefore, it can be concluded that there were many significant issues welcoming history teaching and learning in 21<sup>st</sup> century as an innovative society. We could assume immense technology advance and its effect towards history teaching, continuing student transition to and within university history, the purpose of history education beyond critical thinking and employability, pedagogy development, the neglected emotional aspects for teaching and learning history, as well as long permanent professional development of historians as teachers (Ludvigsson: 2015). Hence, educational research should be kept moved to solve the problems.

### **THEORETICAL UNDERPINNINGS OF ENRICHMENT TRIAD MODEL**

Enrichment programs are modification and addition towards regular curricula of the regular students to meet the needs of Gifted and Talented students in the sense of cognitive, affective, and psychomotor. Enrichment programs could be activities, experiences, and subject matters beyond the regular program, challenging student's capability and completing their curiosity, and filling their time (Noyce, 1981; Garcia-Copero, 2007; Zoubi, 2014;).

Renzulli (1976) explained that the enrichment concept could be simply characterized by both activities experiences that go beyond the regular curriculum. Enrichment Triad Model has an inter-structured and organizational model that incorporates high-level learning strategies towards

current learning programs to enhance excellence, promote self, and nurture creativity. (Renzulli, 1976, Renzulli & Reis, 1984; Reis & Renzulli, 1989; Beecher & Sweeny, 2008; Garcia-Copero, 2007). An inter-structured model happens to fit higher education challenges. Furthermore, it also encourages students' creativity and obtains self-regulated learning by acknowledging students' participation as educational subjects. Besides, it also admits teachers' intervention with engaging the professor partially responsible for student learning.

Historically, Enrichment Triad Model was initially designed towards gifted and talented program model in improving creative productivity of young people by engaging them with various topics, areas of interests and field of study and train them to perform advanced content, high-level of thinking skills, and self-selected areas of methodology by utilizing three types of enrichment (Jean, 1995; Renzulli, 2010; Garcia-Copero, 2007).

The Enrichment Triad Model (Renzulli, 1976) was formulated to provide a defensible rationale for managing quantitatively different learning experiences for gifted and talented students. The enrichment Triad Model was also built under several notions that Renzulli thought needed to improve the quality of gifted and talented program. As he stated in *The Enrichment Triad Model: A Guide for Developing Defensible Programs for the Gifted and Talented*. According to Renzulli, too many programs developed for gifted and talented children were too packed with fun-games sort of activities that lack continuity indicate the insignificance evidence in developing a systematic pattern of mental processes that led students to be recognized as gifted. Furthermore, Renzulli also believed that an essential factor in the gifted and talented program should lay in systematic development. In other words, teachers or educators with specific fields should pay attention and provide types that are being developed with several activities that gifted children pursue in a certain program. Freedom of choices regarding topic and learning style are concerned (Renzulli, 1976; Jean 1995).

Eventually, Enrichment Triad Model has developed and applied for various objects, a variety of student's grade level, and a variety of learning styles. Even though it was initially formulated for gifted and talented students, recent studies indicated that ETM is effective in dealing with learning issues with several adjustments and modifications upon the certain circumstance. The ETM is an accommodative model, since it has three types. Type I attracts students in the new area, Type

II leads students on how to learn activities, and Type III presents the role of a teacher in understanding how students differences in social, physical, academic, and emotional development can influence appropriate project (Sloan & Stednitz, 1984).

The advantages of implementing Enrichment Triad Model are shown from some research being conducted. Research conducted by Noyce (1981) engaging ETM in reading class. This study presents the descriptive application of ETM to assist teachers who obtained an interest in experimenting with strategies for teaching students at various levels in reading skill. It has the probability that the ETM model could be effective means for expanding the basic reading program to be more effective for meeting the needs of all learners (Noyce, 1981).

Chandra (2020) was performing research on ETM in education for gifted and talented learners within an inclusive classroom context. This study proposed an extension of Renzulli's ETM that could be employed within the regular mainstream education classroom to support all learners' advanced learning. The proposed model is ETM modification that introduces a type IV activity known as 'assessment of the product.' This proposed model works upon the regular classroom as well as the gifted and talented program. It delivers continuous opportunities to reveal their skill and talents, also could be engaged as the model for teaching senior-level drama for secondary schools (Chandra, 2020).

Another research applying Enrichment Triad Model is a case study performed by Miller in her dissertation "Using the Enrichment Triad Model to Explore Place and Support Curriculum in One Rural Gifted Program." This study aims to build a conceptual foundation upon gifted towards teachers in rural education best practice for meaningful and longitudinal learning. ETM was engaged in order to meet to two-fold purposes. The results indicate that ETM was able to support the teacher's practice and rural talented youth contextual and educational needs (Miller, 2019).

## TYPES OF ENRICHMENT TRIAD MODEL

Enrichment Triad Model obtains three main types: general exploratory activities, general training activities, and individual and small investigation of real problems.

### Type I Enrichment: General Exploratory Activities

Type I of Enrichment includes several learning

experiences and activities that are supposed to enhance students into touch towards kinds of topic or study areas that they may have honest interest (Renzulli, 1976; Reis & Renzulli, 2010; Beecher, 2008). A proper type I enables students to involve every unit of the structure and both students or teacher must be aware that the situations created are possessed purposeful objectives. Type I provides students with numerous opportunities to become exposed to different areas of interests. Hence, students could start their own decision regarding the topic they would like to examine at a deeper level. Hence, this type allows students and teacher some hints something considered bona fide (Renzulli, 1976; Surya, 2015; Surya, 2018).

### **Type II Enrichment: General Training Activities**

Type II deals with experiences and skills that are attached upon study unit. This type is significantly important to integrate students into experience that part of Type III. Type II plays to integrate Type I and Type II activities, guides towards advanced how-to-skills and towards advanced level resources, provides options for resources, and accommodates students learning styles (Sloan, 1984). Type II activities such as basic learning skill, critical and creative thinking, communication skills, interpersonal skills, and general skill related to Type III (Surya, 2018).

### **Type III Enrichment: Individual And Small Investigation of Real Problems**

Type III of Enrichment the students' role shifts from leaner of lessons and excises towards the first-hand investigator engaging advanced level of knowledge and methodology in the pursuit of original research questions (Reis & Renzulli, 2010). Independent investigation should be carried to solve the real problem that is authentic. This does not mean the teacher should not assist to focus on the topic or specify the suggestions as to how results can be communicated. In Type III, students are actively investigating, determining the exact form the final product would take, decide what is an appropriate audience that is personally meaningful, move towards increasing independence, and evaluate product and presentation towards the audience using personal criteria (Sloan, 1984).

### **CONNECTING HISTORY LEARNING AND ENRICHMENT TRIAD MODEL**

History as the lesson subject in school has been regarded as legitimacy within its capacity to serve students with contemporary society understanding.

While it is unquestionably a matter of debate on how we view contemporary society and what means are required to understand it. Most school subjects are established with continuing tension between tradition and change, and probably more than other, history subjects (Nordgren, 2014).

It has been known that history as a compulsory subject of study obtains open structure which is opposition towards other subjects such as science and math which have closed structure. Within history, explanation and description are supposed to build re-interpretation in a different way compared to science and math. The history lesson is being compulsory in school, unfortunately, possess a structure similar to science object. Normally, teachers usually engage a single conception of history and the presents. Then, the evidence of interpretation and events accepted in the classroom is performed as being apparent to construct the historical narrative which is to be examined and as the object of assessment (Halldén, 1997). Furthermore, understanding and doing history are two main approaches to history teaching. Even though, being recognized as significant, the integration of both remains difficult for teachers and students (Havekes et al., 2012).

The issues within the 21<sup>st</sup> century of history learning and teaching as well as the advantages being offered of the Enrichment Triad Model establish a solid interaction. History learning and teaching flaws as mentioned above could be managed with applying Enrichment Triad Model. The enrichment Triad Model has been applied to several learning subjects in different level and varied programs as stated before. Therefore, engaging Enrichment Triad Model towards history learning is applicable practice. Based on prior research, Enrichment Triad Model has a sub-syntax that could be accommodated by following the learning subject and students level.

In applying Enrichment Triad Model, history teachers first have to design the lesson plan following three main steps. Type I of Enrichment Triad Model involves the whole components of the school, a grade level, a class, students small group or individual (Reis & Renzulli, 1989; Beecher, 2008). History teacher should keep in mind that this stage is subjected to enriching students' activity with varying their insight and formulating a sense of curiosity and wonder.

Students would likely be offered several activities in the initial hour, such as reading textbook, skimming the internet, reading history journals, playing history quiz on their smartphone,

etc. Those activities are proved to incline students' interest, enthusiasm, curiosity, as well as broaden their horizon of the culture. Enrichment Triad Model is considered suitable in terms of history learning since it has a constructivist background as history obtains a sheer of facts and makes learning activities more varied.

Enrichment Triad Model Type II allows students to experience within the unit of the study. Type II is a group investigation in the thinking process, enhancing skill, research and reference skill, writing skill and visual communication (Renzulli, 2005; Reis & Renzulli, 2010). An effort is made to recognize those skills that significantly related to history learning. During this stage, students are expected to do concrete activities that directly relates towards study outcomes. As for history, after experiencing the first stage, students could listen, write, or make the conclusion and organize the information (Surya, 2018). For example, mere exposure for students to oral history techniques probably results in more students feeling more engaged in a study using a certain methodological procedure (Reis & Renzulli, 2010). This stage of activities would likely improve students critical thinking and creative ability.

Moreover, the third stage is Enrichment Triad Model Type III, Individual and Small Group Investigations of Real Problems. This stage is considered the advanced level that encourages students to be actual investigators based on real problems or topics by utilizing the suitable method of inquiry (Reis & Renzulli, 2010; Surya, 2015; Surya 2018). Students could pick the topic they would like to investigate in terms of history learning, whether individually or cooperatively. For example, European history has several interesting topics that could be discussed. In advance, teachers should prepare several topics to be selected by the students. The topic should involve problems that need to be completed in many forms, namely papers, PowerPoint presentations, mind mapping, articles, etc that students are also allowed to choose. Students are then given 2-3 weeks to investigate the topic and formulate their products. Teacher in this stage should prepare themselves with a different format of assessment instruments as students pick different learning products. This stage of inquiry puts students as professionals that could solve their problems. The inquiry process is derived from independent learning that aims to assist students in building intellectual and skills in examining and answering certain issues (Joyce & Weil, 1980).

There could be further discussion regarding

the activities taken for each type of enrichment for history learning. For the authors' two prior research using Enrichment Triad Model, they are classroom action research and quasi-experimental research which showing positive results. The first research is classroom action research to enhance students activity and learning outcomes. Enrichment Triad Model was applied to tenth grade students of vocational high school using three cycles. For every cycle, the students showed constant improvement in term of activity and history learning outcome. The research results indicate that the given responsibility towards students enhanced their motivation to be more engaged in the class (Surya, 2015). Students were more keen in giving their thoughts and engaging in the debate. The second research is an experimental one that measuring the effect of the Enrichment Triad Model and self-confidence towards students learning outcomes. The enrichment Triad Model was implemented in the experimental group and guided inquiry for the control group. The research results indicate that the experimental group experienced significantly higher learning outcomes compared to the control group (Surya, 2018). The study was used quasi-experimental approach with pre-test and post-test design.

We could see that there are similar results obtained, namely students increasing activities, learning engagement and learning outcome of history subject. Due to this, there are several academic logic to be considered. First, Enrichment Triad Model is based on the constructivism approach. According to Piaget (Glaserfield, 1982) constructivism puts students as active agents in obtaining knowledge. Constructivism believes that learning outcomes should focus on the construction process and learning goals based on authentic tasks with particular subjective. In implementing Enrichment Triad Model, authentic tasks are assigned to students during Type III (individual and small group investigation of real problems). Second, Enrichment Triad Model affects students motivation and nurtures students to think critically and creatively. It also relates to Type III which engages students in the inquiry process. The inquiry process helps students to establish intellectual discipline and skills in questioning and in answering the problem (Joyce & Weil, 1980). Thus, history learning is encouraging students respond even though it is varied. Third, it is clear that Renzulli mentions Enrichment Triad Model refers to students interests. The three types of activities indicate that the individualism of students characteristics is important. This is aligned with Piaget's that the learning process should ini-

tially consider students characteristics (Piaget, 1975). As Renzulli states (1977) the Enrichment Triad Model was formulated to encourage students' creativity by engaging with several topics, interests, and fields of study by coaching students to implement advanced content, process-training skills, as well as methodology training upon self-selected areas of interests. The forth point is the crucial part of group or team making. Students are expected to work in a group as they learn more conveniently with peers. Additionally, a group work is suggested in required of social needs, which is how people should cooperate (Reynolds, 1994). During *Group Investigation* (type III), students in small groups make the plan and commit investigation over issues they have chosen. Moreover, according to Renzulli, students' performance is influenced by motivation in completing the task that could be achieved with group discussion (Davis, 1989).

### THE CURRENT TREND OF ENRICHMENT TRIAD MODEL

Gifted and other education program based on Enrichment Triad Model has obtained particular advantages to scientifically gifted students and provide significant learning experiences for average students. Enrichment Triad Model allows students to absorb inspiration for further education and careers and to choose interest-based career plans. Furthermore, Enrichment Triad Model also develops students creativity and motivation which applied for later work.

The series of talent and skills development for gifted children and young people who joined in programs based on the Enrichment Triad Model have been the centre of research by Renzulli and Reis for the most four decades. Various types of research have been conducted with several purposes that contributed to the continuing development of the enrichment approach. Those research results encourage the belief that creative and meaningful experiences of learning brings children and young people to obtain important influence in later life (Reis & Pamela, 2020).

The enrichment Triad Model is considered a theoretical model that focuses on how educators present the actual services to students, regardless of the manner used to organize. The theoretical model obtains several principles which leads the learning process and provides curriculum content, assessment, instructional strategies, and how teachers should evaluate the extent and quality of students' achievement (Reis & Renzulli in Sternberg & Ambrose, 2020).

### CONCLUSION

The enrichment Triad Model was designed based on the psychological approach for human development possesses several advantages for learning. The prior research shows that the Enrichment Triad Model brings a new manner of learning, including for history subject. The enrichment Triad Model tends to make every student is unique, and no child left behind makes this model is very pleasant for both students and educators. In the sense of history learning, engaging Enrichment Triad Model brings "fishing-for-facts" only and tries to catch the students' response. Inquiry activities encourage students to collect, organize, and process the data; hence, their cognitive skills improve. Furthermore, Enrichment Triad Model has gradual steps that students would be able to adapt their ability upon learning goals. Finally, the ideal historical knowledge could be achieved effectively that helps students to solve their contemporary problems.

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