Improving the Learning Outcomes of History of Pre-Literacy Life Materials in Indonesia Through the "Grace Door" Quiz for Students of Class X IPS 1 SMA N 1 Banjarnegara

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Abstract

The Target of this research is to know how to apply the Quiz " Pintu Rahmat" by a class student of X Social Sciences 1 SMA Country 1 Banjarnegara school year 2014 / 2015. This research type is Research of Action Class, which has activity steps consisting of two cycles. Research data was obtained using etiquette and perception with a perception sheet and [pass/through] evaluation tests. The technique used to analyze data is to use descriptive statistical analysis modestly by using mean [count/calculate]). Results of the research show to [pass/through] Quiz " Pintu Rahmat," obtained by the fact the result of learning history mount. The class average value before the research was 76,92, and the total learned value was only 59%. After conducting action in cycle I, the class average value goes up to 80,77, thoroughly learned to reach 67%. In contrast, in cycle II, the natural class average value [is] equal to 81,66, thoroughly learned to reach 78%. This research suggests that Kuis "Pintu Rahmat" must be executed in class because the study model can improve the understanding of the student's results and the live lines of student mount.

Keywords: Learning Result, "Pintu Rahmat" Quiz

Introduction

In Law No. 20 of 2003 concerning the National Education System, national education aims to develop the potential of students to become human beings who believe in and devote themselves to God Almighty with noble character, who are healthy, knowledgeable, capable, creative, independent, democratic, and responsible citizens. This goal emphasizes education's role in academic development and in nurturing moral and social values essential for society's well-being. Agus Salim (2004) stated that education helps students discover their identities, abilities, skills, intelligence, and personalities, enabling them to reach their fullest potential and contribute meaningfully to their communities. It guides students to understand themselves better, recognize their strengths, and develop the confidence to navigate life's challenges. Paulo Freire emphasized that good education is liberating, fostering critical awareness in students, helping them interpret problems, and have confidence in discussing and accepting or rejecting opinions critically. This approach empowers individuals to think independently and engage in meaningful dialogue (Manggeng, 2005, p. 43). A holistic education system prepares students academically while cultivating personal growth and critical thinking skills, ensuring they become active, responsible citizens who contribute positively to society and adapt to a rapidly changing world.

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Based on the national education goals above, the role of teachers is the key to success in the mission of education and learning in schools, in addition to being responsible for regulating, directing, and creating a conducive atmosphere that encourages students to carry activities in the classroom. Regarding the problem of history education, what is still often happening at this time is the worsening of history learning (Suharso, 1992, p. 23).

Geoffrey Partington (in Widja 1989, p. 103) states that the prevailing teaching practices are often called memorization lessons. This sometimes results in boredom in students, which impacts their lack of understanding of the material presented so that the learning results could be more optimal. Another negative impact is that the history learning model that tells more stories makes students perceive that history lessons can be mastered only by memorization without questioning the context and essence expected from actual history learning.

Based on the observation of the results of the learning evaluation in the first semester of the 2014/2015 Academic Year class X IPS 1 SMA Negeri 1 Banjarnegara, most students think that history lessons are boring and tend to be memorized. Some of them experience saturation in the learning process in the classroom. Although learning has varied with discussions and power points, many students fear asking questions about something they need help understanding and putting forward opinions or ideas. Many of them choose to sit, be silent, take notes, and listen during the learning process so that the learning process seems boring. This results in student learning outcomes that could be more optimal. Student learning outcomes in history subjects tested in daily tests still need to improve. Based on the data obtained, the history learning results of students in class X IPS 1 SMA Negeri 1 Banjarnegara are very difficult to get a complete limit for test scores > 78. Of the 27 students in class X IPS 1, 16 (59%) reached the learning completion limit, while 11 (41%) still need to complete it.

History teachers must be able to develop their history teaching materials. The success of education is determined by many factors, one of which is the atmosphere or situation that is conducive and relevant to the learning material. The learning model is an important aspect that must be considered to motivate students to participate in learning activities that ultimately improve learning outcomes. To implement the 2013 curriculum, teachers, especially history teachers, need to anticipate it by implementing appropriate learning models. One of the models that can be applied is learning that follows the development and progress of the times, including learning-related or ICT *(Information et al.)-*)-based. The learning in question is like LCD Projector Learning Media with various programs, PowerPoint, Flash, Film, and others. The situation is fun and exciting, so students learn with passion and interest.

Method

This research is a *classroom action research. Classroom action research* is research conducted by teachers in the class (school) where they teach, emphasizing improving the learning process and praxis (Aqib, 2006, p. 127).

The classroom action research procedure follows the Kemmis and McTaggart model introduced by Soedarsono (2001). This research approach also uses the concept of classroom action research. This research aims to improve the practice of learning history in the classroom on an ongoing basis (Rahman, 2018; Afandi, 2014; Hanifah, 2014; Ananda, 2015). This research design was used because the author seeks to improve student learning outcomes on historical materials using the "Pintu Rahmat" Quiz.

The subjects in this study are students of Sekolah Menengah Tinggi Negeri 1 Banjarnegara class X Social Sciences 1 Academic Year 2014/2015. The taking of class X IPS 1 as a research subject is because, compared to other classes, class X IPS 1 students tend to be inactive and have low historical learning achievements. Based on the data obtained, the history learning results of students in grade XI IPS 1 SMA Negeri 1 Banjarnegara are challenging to get a minimum completeness limit of > 78, so actions are needed to improve students' abilities. The number of students in class XI IPS 1 SMA Negeri 1 Banjarnegara was 27, consisting of 12 male and 15 female students.

This research is a classroom action research with stages of activities consisting of two or more cycles, depending on the implementation in the field when the research is carried out (Susanti, 2015; Rukajat, 2018; Juniati, 2017). According to Sukardi (2005), in conducting classroom action research, there must be a step of thinking or *reflective thinking* from the researcher both after and before the action. *Reflective thinking* is essential to reconstruct (review) the actions that have been given and the implications that appear in the subjects being studied as a result of action research. This research stage consists of four stages: initial reflection, planning, action, and final analysis and reflection.

The data collection procedures in this study are: (1) learning outcome data is taken from evaluation tests after the implementation of learning, and (2) data on students' attitudes towards history learning are taken using observations and questionnaires (Paris, 2018; Hapsari, 2017; Wibowo, 2015). The data collection tools used in this classroom action research are (1) written tests/evaluations that reveal students' cognitive abilities and (2) observation sheets of students' abilities (Rakhmawan, 2014; Rasiman et al., 2008).

Data collection techniques are carried out by questionnaire, observation, documentation, and test methods. Observation was used to observe the seriousness and enthusiasm of students in the history learning process through the "Pintu Rahmat" Quiz. This method is used to observe student activities in learning to determine whether the learning process can improve students' history learning activities. Meanwhile, a questionnaire was given to students to find out their opinions/responses to the "Pintu Rahmat" Quiz model. The documentation data collection technique is used to see the process and results of the learning model. The form of documentation used is a photo.

A test is a series of questions, exercises, or other tools to measure an individual or group's skills, knowledge, intelligence, abilities, or talents (Arikunto, 2002, p. 127). This method measures students' history learning outcomes after learning is carried out. The test instrument is made with standards from the questions used by teachers tested for validity and reliability (Rahayu, 2015; Priyanto, 2016).

The indicator of the success of this class action research is if 75% of students get a score above the completion limit. Students are declared complete if the test score of history subjects is greater than or equal to > 78. The data obtained will be analyzed using simple descriptive statistical analysis, namely by calculating the mean or average value of the calculation. If the average value is given the symbol M, and the score number is given the symbol X1, X2, X3, Xn, and the sum is named N, it can be formulated as follows :

$$Rata - Rata\ (M) = \frac{X1 + X2 + X3 + Xn}{N}$$

$$= \frac{Sigma\ X}{N}$$

Results and Discussion

Initial Data Overview

Based on observations and learning results in the first semester in class X IPS 1 SMA Negeri 1 Banjarnegara, it is known that the learning atmosphere in the classroom still needs to be more conducive. Although, in general, teachers have provided the material taught, students still need to be more active and enthusiastic in participating in history learning. The learning method used in history learning is to give assignments to students, which will later be done in groups and then discussed by each group. The discussion implementation needs to be more varied, and

the dependence is still negative on the history of class X IPS 1 SMA Negeri 1 Banjarnegara students. Based on the table, it can be seen that students who achieve learning completeness are only 59%, and the average class is 76.92. This situation still needs to be revised to the standard of completeness of history learning on average at SMA Negeri 1 Banjarnegara, which is 78.

Table 1. Results of Historical Evaluation of Class X IPS 1 Students

No.	Test Results	Achievement
1.	Highest Scores	95%
2.	Lowest Rate	48%
3.	Average Score	76,92%
4.	Number of Completed Students	16%
5.	Number of Incomplete Students	11%
6.	Number of Students in Class X IPS 1	27%
7.	Percentage of Learning Completion	59%
8.	Percentage of Incomplete Learning	41%

Source: Research Data, 2014

Results of Cycle I Research

Activities in cycle I include initial reflection, planning, action, analysis, and reflection.

The initial reflection activity was to evaluate the teaching process and experience that had been taking place in class X IIS 1 so that strengths and weaknesses were found. From the initial reflection, ideas, and formulations of problems, in general, were obtained so that the proper way was to overcome the learning problems in class X IIS 1, which affected the learning outcomes of students' history.

In the next activity, namely the planning stage, the author prepared a Learning Improvement Plan (RPP) with the primary material being Patterns of Life and Cultural Outcomes in Early Pre-Literate Communities. The lesson plan organizes student materials and tasks in small groups that reflect the work system. At the action stage, at the beginning of learning, the teacher always motivates students to be ready to participate in learning activities and explains all the goals and learning materials they want to achieve. The teacher reminded the class of the task from the previous meeting, which was to observe/read material from various sources. In the first three-hour meeting of 3 hours of lessons, the core learning activity was to learn with the "Pintu Rahmat" Quiz. Each of them was allowed to take turns answering the available questions.

The teacher recorded the students' work observations and gave reinforcement, where each group took turns choosing and opening the 16 available doors; each group took turns opening two doors. The material of each door is different.

At the next meeting, the teacher gave an evaluation to the students, which was intended to determine how well the students understood the material. The evaluation questions consist of 15 (fifteen) multiple-choice questions and three essays. Students are given 30 minutes to work on the evaluation. After the review of the first cycle ends and the answer sheets are collected, the activities carried out by the students are to discuss the evaluation questions that have been done. Teachers act to accompany and guide students in discussions. This is intended so students understand and understand the material taught in cycle I. After completion, the teacher closes the lesson by giving students group assignments for the following subject or material.

The learning outcomes of students in cycle I showed that after students evaluated cycle I, the average score of the evaluation results of cycle I was 80.77, with the highest score of 96 and the lowest score of 53. Eighteen students obtained a score of > 78, so the percentage of student learning completeness was 67%, while those who did not complete were nine, with a rate of 33%.

The initial reflection activity in cycle II is to reflect on the teaching and learning process, teaching experience, and problems in cycle I. From the initial reflection, ideas, and formulations of problems, in general, are obtained so that the right way to overcome learning problems in cycle I occurs in class X IPS 1, which affects the learning outcomes of student history. The common issues identified in the first cycle include many students who have yet to study the material in depth, are still monotonous, bright students, negative dependence, and lack of group cooperation/responsibility dominate those who answer quizzes.

In the initial activity, the teacher prepares a Learning Improvement Plan (RPP), conditions students to be ready to participate in learning activities, and explains all the learning goals and materials they want to achieve. Then, the teacher provides awareness by reflecting on the material at the previous meeting about the Pattern of Life and Cultural Results in the Early Preliterate Society, as well as by giving rewards and criticism to students. The subject of the second cycle is "Patterns of Life and Cultural Results in Advanced Pre-literate Societies," with two meetings.

The core learning activity was carried out by learning with the "Pintu Rahmat" Quiz, and each was allowed to take turns answering the available questions. The teacher recorded the students' work observations and gave reinforcement, where each group took turns choosing and opening

the 16 available doors; each group took turns opening two doors. The material of each door is different. Teachers act as facilitators and motivators.

At the next meeting, the teacher gives an evaluation or test to the students, which is intended to determine the extent of students' understanding of the history subject matter that has been taught. The evaluation questions in cycle II consist of 15 (fifteen) multiple-choice questions and five essays. Students are given 30 minutes to work on the evaluation.

The student's learning outcomes in cycle II were obtained after they had worked on the evaluation questions of cycle II. The average value of the evaluation results of the second cycle was 80.77, with the highest score being 96 and the lowest score being 63. Students who obtained a score of > 78 were 21, with a percentage of student learning completion reaching 78%; only six students, or 22% of students, still need to complete their studies. At the end of this cycle, the author reflects on the data obtained to discover the advantages and disadvantages of learning in cycle II. The indicator of success in cycle II is that students are declared complete if the test score of history subject is more than or equal to > 78, and the average score of class > 78 with a percentage of classical completeness greater than or equal to 75% has been achieved so that the follow-up cycle is not carried out.

Student Learning Outcomes

Student learning outcomes from cycles I to II are obtained from the cognitive aspect. Cognitive learning outcomes are obtained from test/evaluation scores at the end of each learning or cycle so that two cognitive values are obtained, namely the first and second cycle test scores. The questions given to students in the first cycle test were ten multiple-choice questions with three essays, and the second cycle was ten multiple-choice questions with five essays. A student is said to have completed his studies if the student's learning outcome score is> 78. Meanwhile, the average class completion score in history subjects is> 78.

The cognitive learning results of students in the pre-cycle time and after using the "Pintu Rahmat" Quiz from cycle I to cycle II can be seen in Appendix 5. From the data, it can be seen that the completeness of student learning has increased in each cycle. The increase in learning completeness can be presented as a graph of the rise in the percentage of classical completeness for each cycle, as shown in Figure 1, figure 2, and Figure 3.
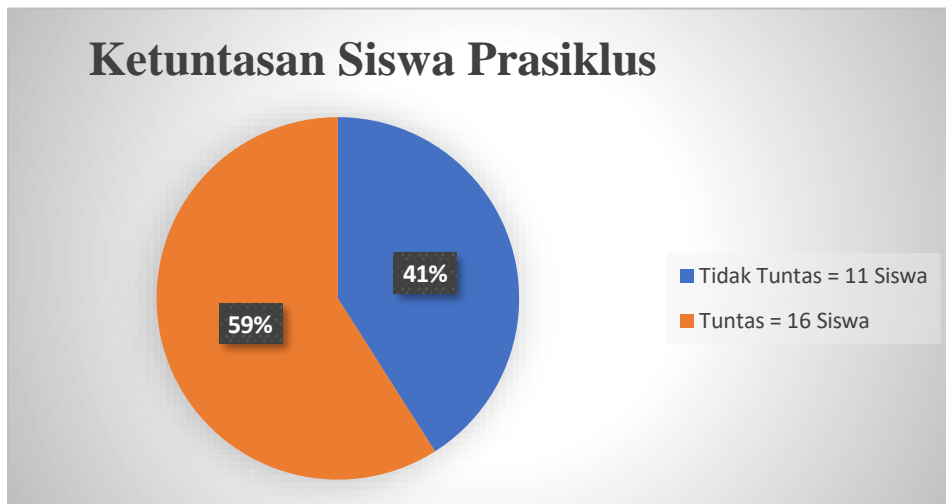
Figure 1. Pre-cycle Student Completion Rate
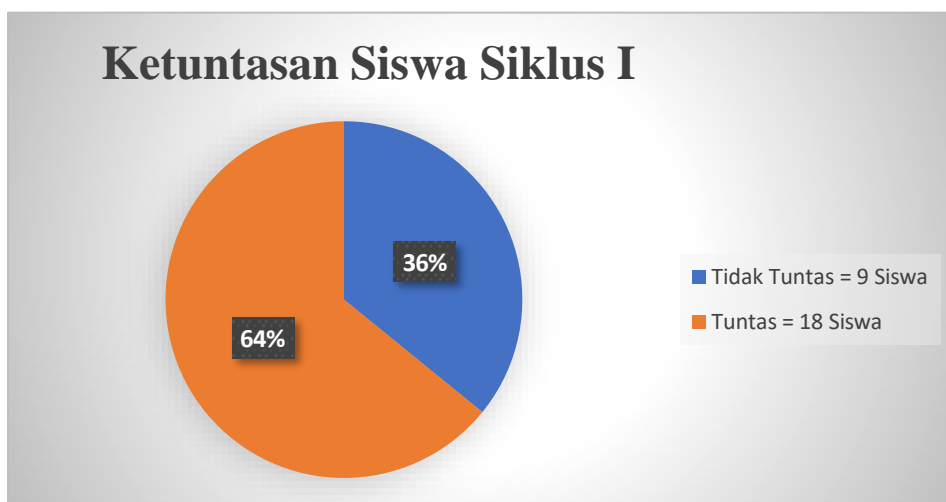
Figure 2. Student Completion Level I
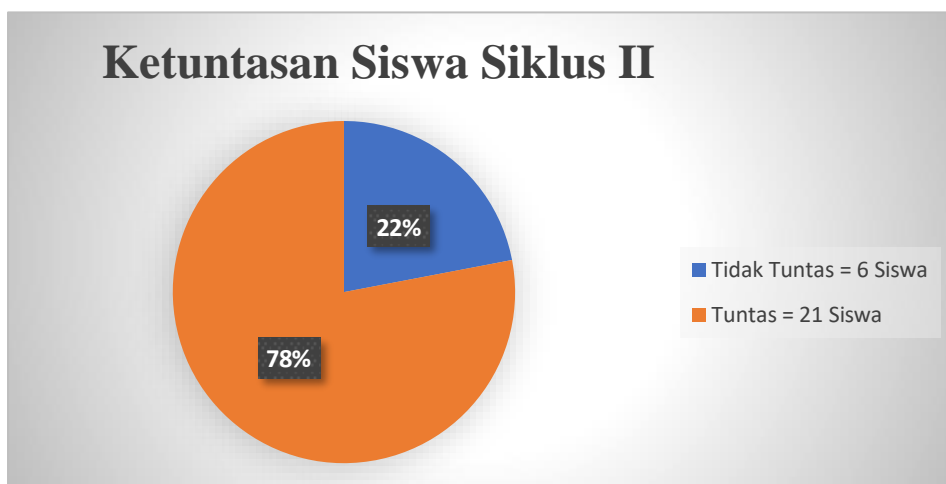
Figure 3. Student Completion Level II

The average cognitive score of students increased from pre-cycle cycle I to cycle II. In the first cycle, the average cognitive score of students was 74.03 with classical completeness of 66.66%, compared to before the study with the average cognitive score of students was 69.33 with classical completeness of 47.22% and continued to increase in the second cycle, namely the average cognitive score of students was 78.22 with an average classical completeness of 86.11%. The increase in the average cognitive score of students from pre-cycle to cycle I was 41.16%, while the rise in the average score of students from cycle I to cycle II was 29.17%. Based on continuous reflection from cycle I to cycle II, the results of cognitive scores also increased continuously.

The student's cognitive average increased from pre-cycle to cycle II. In the pre-cycle stage, the average cognitive score of students was 69.33, with classical completeness of 47.22%. In the first cycle, the average cognitive score of students was 74.03 with an average classical completeness of 66.66%, and the score continued to increase in the second cycle of 78.22 with an average classical completeness of 86.11%. The increase in the average cognitive score of students from pre-cycle to cycle I was 41.16%, while the rise in the average score of students from cycle I to cycle II was 29.17%. This shows the success of the learning model used.

The increase in learning in each cycle is due to the suitability of the learning process with the characteristics of learning. Learning is carried out and planned by teachers systematically, namely by making improvements in each cycle. Teachers also try to cultivate attention and motivate students every time they learn.

The average grade of the class and the classical completeness can be presented in the form of a table as follows:

Table 2. Student Learning Outcomes

	Pre Cycle	Cycle I	Cycle II
Grade Point Average	76,92 %	80,77 %	81,66 %
Percentage of Classical Completeness (%)	59 %	67 %	78 %

Source: Research Data, 2014

More clearly, the student learning outcome data can be presented in the form of a diagram as follows:
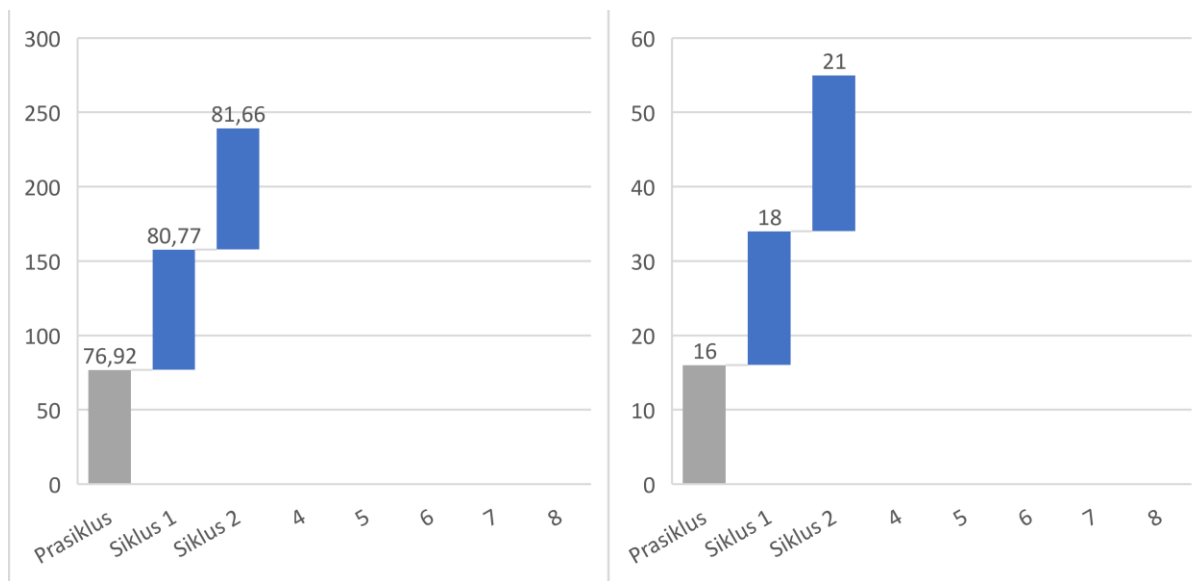
Figure 4. Grade Average Diagram **Figure 5.** Student Learning Completion Diagram

(Source: Research Data, 2014)   (Source: Research Data, 2014)

In this second cycle, the indicator of the success of classical learning completeness has been achieved. Still, in the first cycle, the indicator of learning completeness needs to be completed. Activities during cycle I to cycle II learning have increased continuously. From the description above, it can be said that learning through the "Pintu Rahmat" Quiz increases students' understanding of history material, which can later improve student history learning outcomes.

Conclusion

The "Pintu Rahmat" quiz, which was held in class X IIS 1 SMA Negeri 1 Banjarnegara, can improve students' history learning outcomes. The average class grade before the study was held was 76.92, with learning completeness only reaching 59%. Then, in the first cycle, there was an increase of 80.77, with learning completeness reaching 67%, while in the second cycle, the average class score was 81.66, with learning completeness reaching 78%.

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