

Implementation of History Learning Planning Study of Interest and Understanding of History in StudentsMuthohharoh¹**Abstract**

A well-crafted learning plan is indispensable in the study of history, given its profound impact on shaping our understanding of the past and influencing our perspectives on the present and future. This article explores the methodologies employed by history educators in devising and executing their lesson plans, focusing on how these strategies influence students' sustained interest in historical narratives and deepen their grasp of intricate historical concepts. By meticulously planning and implementing effective teaching practices, educators can adeptly navigate the complexities of history education, ensuring the attainment of educational objectives. Central to this achievement is students' active engagement and enhanced comprehension of historical contexts, which are pivotal in fostering a meaningful learning process. Research conducted in the Rembang district underscores the efficacy of history teachers' pedagogical approaches, emphasizing their ability to develop engaging lesson plans that resonate with students and facilitate enriching learning experiences.

Keywords: *Instructional Planning, Implementation, Interest, Understanding.*

Introduction

History is a subject that instills knowledge and values about the process of change and development of Indonesian society and the world in the past and present (Augustine, 2014). The orientation of history learning at the high school level aims to enable students to understand knowledge and cultivate historical thinking and understanding. Understanding knowledge leads to acquiring facts and mastering historical ideas and methods (Isjoni, 2007, p. 71). The instructional objectives of history learning in Senior High School, according to S.K. Kochhar (2008), are to develop (1) knowledge, (2) understanding, (3) critical thinking, (4) practical skills, (5) interests, and (6) behavior. Students can certainly possess the competencies above if they have some of these. The first is students' interest in history lessons. The interest in learning history in students will provide the possibility of a more in-depth study of the meaning of history contained in a set of historical facts. Interest is crucial in teaching and learning (Keke, 2008; Yayat, 2009). Students interested in a particular subject tend to be more interested in learning it. This interest will undoubtedly impact how students understand a subject matter. This is because students will pay greater attention to specific lessons, ultimately leading to

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student success in learning. This is what a teacher must pay attention to. The achievement of history learning goals in high school depends on how a teacher starts by making a careful learning plan (Hilal, 2015; Mohammad, 2012).

Learning planning plays a vital role in guiding teachers as educators to meet the needs of their students (Nurdyansah et al., 2016; Ahmad, 2012). Learning planning is also intended as a first step before learning takes place. Planning can help achieve a goal more economically and on time and provide opportunities to be more easily controlled and monitored in its implementation. Joseph dan Leonard (1982, p. 20) Inside the Mosque (2009, p. 95) stated that Teaching without adequate written planning is sloppy and almost always ineffective because the teacher has not thought out exactly what to do and how to do it. In addition to careful learning planning, this also depends on how the teacher implements his plan. The learning plan that has been made must be carried out as much as possible (Das, 2007). So far, students' interests and understanding have become one of the objects widely researched in education (Endang, 2015), especially history education. Student lessons are considered less demanding, so many learning models are tried to increase interest and understanding of learning history (Tjipto, 2006). The research results that show low interest and understanding raise the question of how history teachers plan good learning for their students.

Method

The approach used in this study is qualitative (Lukas, 2002; Juliasnyah, 2011). With the choice of this qualitative approach, the problems raised will be more suitable and relevant to reveal the answers. Qualitative research methods are particularly effective in exploring complex phenomena and understanding the depth and richness of human experiences. This approach allows for a more comprehensive analysis of the contextual factors that influence the research problem, thereby providing a deeper understanding of the subject matter. By employing qualitative techniques such as interviews, focus groups, and case studies, researchers can gather detailed and nuanced data that quantitative methods might overlook. Moreover, qualitative research emphasizes the importance of the researcher's interpretive role, enabling a more flexible and adaptive investigation process. This adaptability is crucial for capturing the dynamic and multifaceted nature of the issues being studied, ensuring that the findings are not only descriptive but also insightful and meaningful.

Results and Discussion

Due to their years of teaching experience, history teachers have been able to prepare lesson plans well. The teacher's purpose in making a plan is because of the purpose of learning history itself. History teachers in Rembang Regency all understand the purpose of learning history. One reason for this is that their education comes from the history department, not teachers from other departments who teach history. This specialized education equips them with a deeper understanding of historical content and pedagogy, which is crucial for developing effective lesson plans. History teachers in Rembang Regency have planned well in preparing a learning plan, and the principles of preparing lessons have also been primarily implemented. The seriousness of preparing the learning plan depends on each individual. There are two reasons why teachers prepare lesson plans. The first reason is that they are used as a teacher's guide. At the same time, the second reason is for administrative completeness only. The lesson plan that guides teachers in the learning process is not entirely implemented (Juniriang, 2016). However, what is the learning scenario is often implemented. These learning scenarios are usually not by the lesson plan used. This is because one of the reasons teachers make lesson plans is for administrative completeness.

In using the lesson plan, teachers improvise themselves so that learning is not rigid (Muhammad, 2008; Suyanto, 2013; Darsono, 2014; Trianto, 2015). The RPP is still used in this case, but not all is done. This improvisation allows teachers to adapt to the classroom dynamics, catering to the immediate needs and responses of the students, which can enhance engagement and learning outcomes. Based on the research results, it can be concluded that interest and understanding of learning history are related to learning planning and its implementation. The learning planning and implementation carried out by history teachers in Rembang Regency is relatively good. This can be seen from the mastery of mature teacher material, sufficient media preparation, good classroom management, and good learning objectives. With such teaching preparations, almost all students are interested in learning and understanding history. However, many students are not interested and do not understand history lessons. This is due to several factors, including students' laziness to learn, low children's learning ability, delivery of material that is too deep, inadequate learning support, limited history hours, inappropriate educational curriculum, and inappropriate learning planning. These factors suggest that while the teachers' preparation is strong, external variables significantly impact student engagement and comprehension.

In the learning planning carried out by history teachers in Rembang Regency, not all of these principles and steps are carried out sequentially and thoroughly. Some of these things have not

been done. This is due to several things, including sometimes less supportive facilities, limited history lesson hours, and limited time owned by the teacher himself. Additionally, there is often a disconnect between the planned curriculum and the actual needs and interests of the students, which can further diminish their engagement and comprehension. Teachers also face challenges in keeping the material engaging and relevant in a rapidly changing world where students are more accustomed to interactive and multimedia content. Despite these obstacles, the dedication and expertise of history teachers in Rembang Regency contribute significantly to the overall quality of history education, even if there are areas that still need improvement. Continuous professional development and better resource allocation could help address these challenges, ensuring that both teachers and students can achieve their full potential in the learning process. Furthermore, involving teachers in curriculum development and providing them with opportunities to collaborate and share best practices could enhance the effectiveness of lesson planning and implementation. This collaborative approach would not only improve the quality of history education but also create a more supportive and enriching environment for both teachers and students.

Conclusion

Learning planning is an essential part of learning. Moreover, history lessons are one of the spearheads that shape a nation's character. As a result, history lessons are essential lessons to be taught so that the next generation does not lose their identity. For learning history to be achieved properly, it must start with a good learning plan. With good lesson planning, it is hoped that students will have a high interest in learning history and can understand the lessons delivered by their teachers. Effective lesson planning not only organizes the content to be taught but also aligns teaching methods with learning objectives, ensuring a coherent and purposeful educational experience.

Based on the research results, it can be concluded that interest and understanding of learning history are related to learning planning and its implementation. The learning planning and implementation carried out by history teachers in Rembang Regency is relatively good. These teachers meticulously plan their lessons, incorporating diverse instructional strategies to cater to different learning styles. They also use various educational resources and technologies to make history lessons more engaging and relatable for students. Furthermore, history teachers in Rembang Regency understand the importance of connecting historical events to students' lives, helping them see the relevance of history in their own experiences. This approach not only enhances students' interest in history but also fosters critical thinking skills and a deeper

appreciation for the subject. By incorporating discussions, project-based learning, and interactive activities, teachers can create a dynamic learning environment that stimulates curiosity and encourages active participation.

Moreover, continuous assessment and feedback are integral parts of the learning plan, allowing teachers to monitor students' progress and make necessary adjustments to their teaching strategies. This iterative process ensures that the learning objectives are being met and that students are not only retaining information but also developing a comprehensive understanding of historical concepts. In conclusion, effective learning planning in history education is crucial for fostering students' interest and understanding. The efforts of history teachers in Rembang Regency to create well-structured and engaging lesson plans significantly contribute to the overall quality of history education. By continuously refining their planning and teaching methods, these teachers play a vital role in preserving the historical knowledge and cultural identity of the next generation.

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