Analysis of Film-Based Recitation Learning Using a Social Construction Approach to Southeast Asia History Learning

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Abstract

History lessons that focus on developing alternative teaching materials and film-based recitation learning models that foster students' interest in learning history are rarely applied in the realm of learning. Even though this process can stimulate the development of students' sense of nationalism through contextual learning. The research questions posed are 1) how to use the film-based recitation learning model in the history of Southeast Asian conflicts; 2) How is the history teacher's social construction regarding film-based recitation learning models on the history of conflict in Southeast Asia? This study contributes to knowing history teachers' thinking constructs about film-based recitation learning models and their effectiveness in learning. This research was conducted using a basic research method with a case study research approach and adopted by researchers looking at cases, selected as objects that are unique, linked to the background of the case, which has a special context with social, cultural, economic, political aspects, as well as in the implementation of the research found very qualified informants who were qualified, then a case analysis unit was carried out. The final stages of the research will also be closed with a focus discussion to evaluate the course of the research and the social construction of history teachers. The study concluded that learning Modern Southeast Asian History with the film media recitation model can improve student learning outcomes in learning history at the senior high school level.

Keywords: Film-Based, Recitation Model, Southeast Asia, History Learning

Introduction

The history teacher's teaching style is sometimes boring and often appears in the history teaching and learning process in class. This happens because the teacher does not want to evaluate after each teaching. The impact is that students are not challenged to analyze the subject matter and the lessons conveyed by the teacher are boring. The target of the modern Southeast Asian history teaching and learning process that needs to be straightened out is to only aim at chronology of events and mere memorization of historical facts. There is also an assumption that history teachers are only trying to nail an orientation. only in the past. Whereas what the teacher should do is the past for the present and the future so that students can find their own concepts and ideas. Even so, in the process of teaching and learning history with the

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subject matter of modern Southeast Asian history, continuity and chronological factors are maintained. As is well known, another way of grouping the various historical events of modern Southeast Asia one by one needs to be sequenced. so that students can understand every development of historical events that occurred. Because for the sake of creating challenges and so that it is not boring, and students can describe social reality students need to be tasked with using film media in the teaching and learning process of Modern Southeast Asian history.

According to Widja (1989, p. 91), learning history is felt as a description of dry facts in the form of mere sequences of years and events. Students often experience history lessons repeating old things from elementary to high school level. As a subject taught from elementary to high school, history subjects have a role in efforts to develop the Indonesian nation into a nation that has high competitiveness in the era of globalization. History is an ideal subject for instilling character because history is a branch of knowledge that examines the origins and developments and roles of society in the past. Past knowledge contains wisdom values that can be used to train intelligence, shape the attitudes, character, and personality of students. Therefore, the subject of history has a strategic meaning in the formation of dignified national character and civilization and in the formation of Indonesian people who have a sense of nationality and love for the motherland.

In fact, teaching history in schools in Indonesia has experienced many obstacles (Kurniawan, 2023). Where these obstacles are very difficult to realize the ideal history of learning. Based on research from Maria Felicia (2015) in her thesis entitled Development of Innovative History Teaching Materials revealed that there were two main difficulties experienced in the process of learning history. First, students have limited access to teaching material sources because history textbooks can only be used while at school and cannot be taken home. Second, even though the supporting teacher has used a variety of methods when teaching by minimizing lectures and encouraging group presentations and using various teaching media such as presentation slides, films, and pictures, students are still easily bored with the material and complain about material that is not relevant to the situation. Design development Learner-oriented learning models are currently the concern of many researchers in the field of education. Based on the observations made, the researcher saw that the ability of students to study history was in the stage of memorizing the information they received, and not yet at the stage where they tried to understand and build knowledge from the information they learned, even though in a scientific approach the ability to reconstruct knowledge should have been This is developed in students. In the end, even though the teacher has tried to carry out the essence of the scientific approach in learning, the alternatives in choosing learning models and learning resources are

not in accordance with the needs of students and are less varied and cause boredom for students and their lack of ability to understand the material.

At the secondary education level, especially for high schools (SMA), which prepare students to research education in higher education, it is appropriate to introduce skills or skills in understanding historical disciplines (Mulyana 2007, p. 188). Based on the results of the initial analysis conducted on teachers and students at Semarang Public High School, they showed a desire to foster interest in training students' abilities to carry out scientific activities and not be boring by analyzing Modern Southeast Asian historical films, such as the Rambo film. Therefore, the researcher proposes to find out more deeply about the thinking construction of history teachers so that a solution is found for the ability of students to train *historical thinking skills*, *historical analyze and interpretation* and *historical research capabilities*. Researchers named this development model the name of the film-based recitation model, which utilizes American-produced films. According to Kochar (2008, p. 325) The criteria for the assignment method in this case the implementation of good film-based recitation learning include: first, assignments must be really clear and interesting, or there must be no ambiguity and ambiguity; second, assignments must be sufficiently challenging and stimulating students' interest in the task; third, assignments must be directly related to the topic and must provide a complete and meaningful learning experience to students; fourth, assignments must be able to provoke student curiosity or the desire to fulfill existing student interests; fifth, two hours of lessons is enough to discuss the outline; sixth, Assignments must be flexible enough with the various interests and abilities that exist in the group. Based on this, the research problems are formulated as follows: How is the implementation of film-based recitation model learning in Southeast Asian conflict history teaching materials at SMA 15 Semarang City? and how is the social construction of the history teacher at SMA 15 Semarang regarding the film-based recitation model in teaching materials on the history of Southeast Asian conflicts?

The social construction theory of history teachers is a social construction theory put forward by Berger (1991), social implementation in this research is the social construction of the history teacher's community towards Vietnam War 1970-1975 films in history teaching materials. Starting from internalization where the world of objective social reality is drawn into the individual so that it seems to be inside the individual. While externalization is the world of reality in this case when history teachers make the decision to utilize film-based recitation learning models in Southeast Asian history teaching materials. All of these processes build the history teacher's social construction of the film-based recitation learning model that has been

implemented. The findings about social construction in this study are used as the subject matter in conceptualizing the innovation learning model.

According to Husserl, a phenomenon that appears reflects reality that does not stand alone, because what appears is an object full of transcendental meaning. Therefore, to be able to understand the realistic meaning, you must break into the depths of the phenomenon or enter through to the phenomena that reveal themselves (Waters, 1994, p. 31). Or what is known as the noumen world. It is an individual experience that is reflected in the form of phenomena or actions that are full of meaning (Cambell, 1994, pp. 233-234). According to Schulzt, the social world is an intersubjective and meaningful experience. Meanwhile, according to Weber the meaning of action or in-order tomotif, meaning that to understand an individual's actions must be seen from what motives underlie the action, then Schultz adds because motive or the original motive that really underlies the actions taken by individuals (Waters, 1994, p. 33).

Method

This research was conducted by SMA 15 Semarang involving history teachers from high school. The selection of the research location will be based on an agreement with the Semarang History Teacher Assosiation (MGMP) at the research preparation meeting. Each case that appeared in SMA will be analyzed by case analysis from the research location (Yin, 1994). This research was conducted using a case study research method with case analysis. The data sources for this research are; Study materials, history textbooks, lesson notes, and other related documents from high school are the objects of research. History teachers from high school were involved in the research to gain their insights and perspectives. The data collection techniques used are semi-structured interviews, participant observation, and document analysis. Interviews with history teachers to gain their views and understanding of history teaching practices. Researchers took part in the learning process in history classes to directly observe interactions between teachers and students. Analyze documents such as curricula, syllabi, textbooks, and lesson notes to understand the framework and teaching strategies used. This research data analysis applies procedures: case analysis, data categorization, data interpretation, and drawing conclusions. In-depth analysis of each case that arises in high school which is the subject of research, using an approach that is in accordance with case study methodology. Data from interviews, observations, and document analysis were coded and grouped into relevant categories to facilitate better understanding. The collected data was analyzed in depth to explore patterns, findings, and implications of history teaching practices in the high schools studied. Based on

data analysis, conclusions are drawn regarding history teaching practices in high schools and their implications in the research context.

Results

General Description

SMA Negeri 15 Semarang began operating in the 1991/1992 academic year and at that time was still affiliated with SMA Negeri 11 Semarang. On January 2, 1992, this school occupies a new building at Jalan Kedungmundu Raya No. 34 Semarang. We always commemorate January 2 as the School's Birthday (HUT). So, the age of this school is still relatively young, because on January 2, 2008, SMA Negeri 15 Semarang has just turned 16 years old.

Despite its young age, this school's achievements, both academic and non-academic, can be proud of. The school's location is very strategic because it is located on the edge of a main road with easy transportation facilities and is surrounded by several housing estates which can be an adequate source of student input. It was proven by last year's Student Admissions (PPD), this school gained quite many applicants in the city of Semarang, both Choice 1 and Choice 2 (around 1350 applicants).

This school is also supported by adequate infrastructure such as 2 (two) Computer Laboratory Rooms (multimedia), Chemistry, Physics, Biology Laboratories, Sports Fields, and other supporting facilities. Armed with IPOO-based school management (Input-Process-Output-Outcome), as well as adequate teachers and employees (most of whom have Bachelor and Masters degrees) and by always maintaining a conducive school climate, with educational financing that uses the cross subsidies and Semarang City Government (Pemkot) scholarships as well as other scholarships, SMA 15 Semarang is ready to answer the challenges of education, namely educating the nation's life, based on the Vision "To achieve, be noble in character, and be able to compete". This vision, which is complemented by the mission, is the framework for all the big family of SMA Negeri 15 Semarang in stepping, working and serving to educate the nation's children, namely students whose parents shave entrusted them to this school to be educated and guided so that they become outputs that excel, have good character. noble and able to compete in continuing to a higher level of education or the world of work.

Modern Southeast Asian History Subjects with Films and Recitation Methods

Based on the results of observations and observations of researchers, prior to conducting research, data were obtained regarding the initial conditions of learning history at SMA 15 Semarang. The teacher as the main source uses more of the lecture method in classroom

learning and does not involve students much. Many of the students who took part in the learning process only talked to their peers without listening to the teacher's explanation. Based on the data obtained, students' mid-semester test scores were still low, 22 students or around 55% who had not achieved learning completeness, while those who had achieved learning mastery were as many as 18 students or 45%. This situation is still far below the minimum completeness criterion standard for learning history that has been set, namely 65. Therefore, it is necessary to develop an appropriate learning model in order to improve the results of studying history in students of SMA 15 Semarang.

Research Results of Learning Before and After Using the Recitation Methods
Based on observations during the study, the written test results were obtained as shown in the table the following

Table 1. Learning outcomes before and after using the recitation model

No	Data	Learning outcomes		
		Before	Before	After
1	Average	62,60	69.00	73,12
2	Completeness	45%	67.5%	72.5%

Source: Research data, 2022

The table above shows that student learning outcomes in cycles 1 and II have increased with an initial average value of 62.6 rising to 69.0 and after rising to 73,12. Before classical completeness did not meet the indicators, namely 67.5% of students who completed the 79% set and after they met the indicators that had been set, which increased to 72.5%.

Results of Observation of Student Activity
The results of observing student activity can be obtained from the results of field notes during the learning process. Based on field notes, there is an increase in students' interest in learning Modern Southeast Asian History. The results of observation data is used to determine teacher performance during the learning process. Based on the results of observations of teacher performance during the learning process from before to after it has increased. The teacher's weakness lies in the delivery of material that students pay less attention to, the lack of teacher movement and teacher interaction in the class so that during the learning process only occurs in one direction. Meanwhile, after the dguru has carried out his duties properly, so that the deficiencies before can be corrected in sillus II. Data from observations of teacher performance can be seen in the following table.

Results of Observations of Teacher Performance

This observational data is used to determine teacher performance during the learning process. Based on the results of observations of teacher performance during the learning process from before to after it has increased. The teacher's deficiency before lies in the delivery of material that is not paid enough attention to by students, the lack of teacher movement and teacher interaction in the classroom so that during the learning process the interaction only occurs in one direction. Meanwhile, after the teacher has carried out the learning well so that the deficiencies before can be corrected after.

Discussion

This classroom action research was conducted at SMA 15 Semarang and was carried out in 2 cycles, 3 meetings. Before holding two meetings for 2 learning hours (2 x 50 minutes), and 1 learning hour (1 x 50 minutes) where the first meeting was held on Tuesday 16 August 2022 and the second meeting on Tuesday 23 August 2022 with material on the Vietnam War.

At the planning stage the teacher takes various steps, namely preparing a lesson improvement plan beforehand. To support the implementation of learning by using the learning model of giving assignments, observation sheets of student activities in learning and observation sheets of teacher performance in the learning process are prepared. Then to help carry out the research by the observer, the activity observation sheets for teachers and students are explained the assessment criteria. Furthermore, the teacher formulates the goals to be achieved in the learning process with film media and the method of giving assignments. The goals are academic goals and collaboration skills goals. Academic goals are focused so that students achieve a minimum of 70% completeness in classical learning with an average individual completeness score of $\geq$ 65.00 for aspects of cognitive learning outcomes and aspects of activity. The purpose of cooperation skills is that it is hoped that by using the assignment model in learning Modern Southeast Asian History students have the skills to communicate, cooperate, and respect the differences that exist between fellow students, then design the formation of groups consisting of 2 students, to find out the results of students' cognitive learning, then the teacher also compiles a grid of evaluation questions and evaluation test questions given to students to measure learning success. In formulating the plan, the teacher works with partner teachers (researchers).

At this stage the teacher first prepares the physical condition of students by taking attendance and preparing learning resources and materials. The teacher conveys the process and learning objectives. The teacher continues learning by using the assignment method, then organizes

students to sit in groups with their groups according to the groups that have been formed in the previous meeting. Each group that was divided earlier was asked to come to the front of the class one by one. For groups that have not yet had their turn to advance, the teacher gives assignments to be completed on time.

Question cards and question answer cards were then given to the groups that advanced to the front of the class, where one student brought a card containing questions and the other student brought a question card containing answers from the card his friend had brought earlier. Then the student who brought the question card containing the question read the question and then his friend was asked to answer the question without looking at the answer card he was holding. If the answer is correct (as written on the card) then the pair may sit. If it's not right at the appointed time, you can direct it in other words, if you don't give the answer right away. If the answer from the student is incomplete, the teacher will perfect the answer. The teacher also monitors the work of each group in completing the tasks given by the teacher.

After all groups have had their turn to advance, the learning process is continued by discussing the assignments that have been given by the teacher at the beginning of the implementation of the learning method of giving assignments with film media. Furthermore, the teacher assesses the work of each group. From the results of observations there were several groups that could answer questions from learning through film media, namely groups 2, 5, 6, and group 8.

Learning by using the assignment model with film media before it is finished. The teacher closes the lesson by concluding the material that has been studied before. At the end of the lesson the teacher asks students to work on evaluation questions to measure student learning outcomes. The results of observations on learning before obtaining data from students' cognitive learning outcomes and observation sheets for teachers and students who have already been prepared. From the results of zamatan before obtained data as follows:

Before the average value of students reached 69.0 with a classical learning mastery of 67.5%. Comparison of the value of student learning outcomes before and at the end before can be seen in the following table:

Table 2. Data on student learning outcomes before

No	Achievement	Before action	Before
1	The highest score	85	90
2	Lowest value	35	55
3	Average value	62,6	69.00
4	Achievement of classical learning	45%	67.5%

Source: Analysis of cognitive learning outcomes before

Based on the table above, it is known that the increase in learning outcomes before the action and after the action is carried out at the end before. The average value and percentage of learning completeness has increased from the initial data, namely from an average value of 62.6 to 69.00 and classical learning completeness from 45% to 67.5%. However, the previous learning mastery had not been achieved because classical learning mastery only reached 67.5%, still far from the standard of 70% of students. obtain a minimum value of or equal to 65 so that before this is corrected in the next cycle. In the observation stage, the researcher observes the ongoing learning process and records the findings on the activity sheet. There are two aspects that researchers observe in the learning process, namely student aspects and teacher aspects.

At the time of implementation, in general the learning process of Modern Southeast Asian History with the model of giving assignments with Sudha film media went well. All students are present in one class. In the learning process the classroom situation is quite conducive. During the learning process the students were quite enthusiastic in accepting the explanation given by the teacher and paying attention to the learning model used. This is because the model of giving assignments with film media has never been used in learning.

The ability of students to answer the questions contained in the question cards is quite good. The activeness of students when working together in completing assignments is also good. Sudha is seen working together among the group members. Then in making notes/summary there are still some children who do not carry out this aspect. They only chatted with their own friends and what was discussed was not in accordance with the learning material. Before the total score of student activity in learning was obtained, it was 15 with a percentage of 75% with the criteria of good student activity.

Observations about teacher performance consist of all items consisting of several aspects that are observed related to the implementation of actions in the learning process. Before the total score of teacher performance in learning management was obtained, it was 32 with a percentage of 80% with the criteria of teacher performance in learning being good. This can be seen from the observation sheet of the learning model of giving assignments with film media for the previous teacher's performance sheet.

Based on observations of teacher performance in learning Modern Southeast Asian History with film media with the previous assignment model, it was generally good. Before learning begins, the teacher first conveys learning objectives that are in accordance with basic competencies, motivates students and conveys learning information properly. The teacher's ability to organize students into groups and use of time and flow of learning, variation of teachers in asking questions, managing classes, providing reinforcement, and using media and

closing learning is good. At the end of the lesson, the teacher conducted an evaluation to find out the results of student learning, summed up the material at the end of the lesson and provided reinforcement for students with good grades. However, there are still shortcomings and weaknesses that must be corrected, including mastery of the subject matter by the teacher is still lacking, and the teacher's movements are not very good and the teacher's interaction with students in learning.

Reflection The learning process before using the learning model of giving assignments with film media still has drawbacks because this learning model is being applied for the first time. Student activity in the learning process is still not good because there are still some students in the class who only play and chat with their friends. Therefore, teachers need to increase their attention in observing and giving reinforcement to students who ask questions and participate actively in learning so that they can motivate other students to participate actively in learning. Classroom management in lessons needs to be improved and other teacher deficiencies such as mastery of the material must be improved in the next cycle.

The completeness of the previous studies had not been achieved because the classical learning mastery only reached 67.5%, still far from the standard, namely 70% of students obtained a minimum score equal to 65, so that before this it was improved in the next cycle. Besides that, the analysis of observations of student and teacher activities during learning takes place needs to be improved again so that the learning process after can take place properly. Thus, the learning process needs to be improved so that it can improve students' cognitive learning outcomes to reach a percentage of at least 70%. In addition, increasing the activity of students and teachers during and after learning. The results of this reflection become input for improving learning conditions which will be implemented in the next.

In the observation of the implementation of learning after obtaining an average value of 73.12 learning outcomes with classical learning mastery of 72.5%. The acquisition of these learning outcomes shows an increase compared to previous learning outcomes. There is an increase in the average value of students and mastery learning classically means that students' understanding of the material being studied has increased. The increase after this was influenced by the increase in student activity and teacher performance in learning.

In the implementation before the predetermined research indicators had not been fully achieved, then it was continued with after. After being held in one meeting, namely on Tuesday, 30 August 2022 with a time allocation of 2 x 50 minutes. In general, the activities carried out after were more improved than before. The implementation of after is based on the results of reflection on before. Before the learning process was carried out before, the teacher corrected

the deficiencies before. At this stage the teacher still formulates the learning objectives to be achieved in learning Modern Southeast Asian History with the model of giving assignments with film media. After that, the learning process emphasizes more on students so that they focus more on listening to the material explanations conveyed by the teacher and it is hoped that students will be more active in maximizing film media as a learning medium.

The implementation of the action after is that the teacher first prepares the physical condition of the students as before, namely by taking student attendance and preparing learning resources and materials. Then the teacher gives apperception and motivation to students by conveying the use of the material to be studied.

The teacher conveys the process and learning objectives. The teacher continues the lesson by explaining the material discussed at the meeting. After the material is finished, the teacher then continues learning by using the assignment learning model. The teacher organizes students to form groups and then organizes students to sit with their respective groups. Each group that has been divided earlier is asked to come to the front of the class one by one as before. For groups that have not yet had their turn to advance, the teacher gives assignments to be completed on time.

The question cards and answer cards were then given to the group that came to the front of the class. Then one of the students from the group brought a card containing questions and the other student carried a card containing answers from the card his friend had brought earlier. Next, the student who brought the question card containing the question read the question, then his friend was asked to answer the question without looking at the answer card he was holding. If the answer is correct (as written on the card) then the couple may sit. If it is not right at the appointed time, you may direct it in other words if you don't give the answer right away. If the answer from the student is incomplete, the teacher will perfect the answer. The teacher also monitors the work of each group in completing the tasks given by the teacher.

After all groups have had their turn to advance, the learning process continues by discussing the assignments that have been given by the teacher at the beginning of the implementation of the learning model of giving tags with film media. Furthermore, the teacher closed the lesson by concluding the material that had been studied at the meeting after. At the end of the lesson the teacher asks students to work on evaluation questions to measure student learning outcomes. At this stage the observed aspects are still the same as before, namely student aspects and teacher aspects. After that, the researcher observed the ongoing learning process and recorded the results of the observations the same as before.

Learning Modern Southeast Asian History with the model of giving assignments with film media in the aftermath is better than before. From the results of observations made by researchers on students, student activity has increased, namely in working with their groups, groups that do assignments on time, and students who make notes/summaries of learning outcomes have also increased. Students who are daydreaming/sleepy in class still exist even though there are only 1-2 children. The class situation during the implementation of the previous learning was more conducive, the teacher was able to condition students to be more focused on learning.

Based on the observations, the teacher's performance in the learning process is still the same as before, namely the teacher's ability to carry out actions in the classroom. Before carrying out the learning process the teacher prepares a learning improvement plan, the media used in the learning process, evaluation tools and formulates goals to be achieved.

Previously, the actions taken by the teacher during the learning process were conveying learning objectives, providing apperception and student motivation. Then the teacher conveys information about the Vietnam war material. In conveying material or information has increased, Sudha is better than before. In addition, interaction with students in the learning process has increased, and the movement of the teacher in the class is no longer a problem, in the sense that Sudha looks varied in the learning process, namely by getting closer to students to maintain communication and class conditions to keep them under control.

At the end of the implementation of the action after the teacher gives tests to students to measure learning success. The test given by the teacher is a multiple-choice test which consists of 20 questions. The test results after this were more improved than the tests that were done before. As for the test results after the highest score was 95 and the lowest score was 60. There were 29 students who completed the study and scored more than 65. Classical completeness reached 72.5% and the average score reached 73.12. This means that the indicators achieved have met the target, namely 70% of students get a minimum score or equal to 65.

Based on the results of observations in the learning process of Modern Southeast Asian History with the model of giving assignments with film media after experiencing an increase. Starting from student activity, teacher performance, and test scores obtained by students. Based on the results of observations the teacher has corrected the deficiencies found before. The corrective action taken is that the teacher manages the class and the learning process well.

Before the classical learning mastery was 67.5% and the average value was 69.00. Meanwhile, after the classical learning mastery was 72.5% and the class average value reached 73.12. In

the implementation after the student's learning completeness and the class average score has reached the set indicators. Therefore, researchers feel no need to do the third cycle.

Cooperative learning implies working together in achieving common goals. Basically, cooperative learning implies a shared attitude or behavior in working or helping among others in a regular cooperation structure in groups consisting of two or more people where work success is strongly influenced by the involvement of each member of the group itself (Solihatin, 2007, p. 4).

So, the teacher in terms of increasing student activity with the cooperative learning model of giving assignments with film media is the right step. Because with this method students will be directly involved in the learning process and students also learn together with their groups. According to Eggen and Kauchak cooperative learning is a group of teaching strategies that involve students working collaboratively to achieve common goals (Trianto, 2007, p. 42). Then to facilitate the learning process of Modern Southeast Asian History the teacher uses film media, in this lesson the film used is a documentary film. This media is needed to help students carry out the teaching and learning process, so that the learning process is more fun and not boring.

Conclusion

Based on the discussion and results of data analysis, it can be concluded that learning Modern Southeast Asian History with the assignment model with film media can improve student learning outcomes at SMA 15 Semarang. Student learning outcomes before conducting research obtained an average value of 62.9 with a classical completeness percentage of 45%. Before using the recitation learning model after conducting research, an average value of 69.00 was obtained with a classical completeness percentage of 67.5%. Before using the recitation learning model, the average value and completeness of classical learning had increased, but the completeness of classical learning had not yet reached the indicators. Then the learning outcomes obtained after using the recitation learning model average value of 73.12 with a classical learning mastery of 72.5%. Furthermore, after using the recitation learning model there has been an increase from before using the recitation learning model, with classical learning completeness, namely 72.5% of the number of students in one class and an average value of 73.12.

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