

Development of History Learning with a Scientific Approach Through Outdoor Study in Class XI IIS 4 SMA Negeri AjibarangDiah Apriliana¹**Abstract**

This research aims to develop a history lesson in class XI social science secondary schools to overcome Ajibarang. This study uses design research and development (Research and Development). This study was conducted in Class XI social science secondary schools in Ajibarang in 2014/2015. The approach used in this study is the R and D quantitative approach with experimental design pattern Design. Pengambilan Pre Test Post Test samples were obtained from two classes of class X social science as an experimental class of carrying out the pre-test and post-test with classroom learning outside the school XI social science as the control class in the form of implementation of the pre-test and post-test with conventional learning, before doing penelitian first design learning development lecturer. Hasil, validated by the validation of the learning progression, meets the criteria of decent so that it can be tested.

Keywords: *Scientific Approach, Outdoor Study, Learning History.*

Introduction

History learning should refer to broader educational goals. The goals that a teacher must possess in the field of teaching must be precise and clear (Saragih, 2008; Mohammad, 2013). This is important in today's context, where efforts are being made at all levels to improve the curriculum and redesign education (Kochar, 2008, p. 27). According to Permendikbud No. 65 of 2013 concerning Standards for the Primary and Secondary Education Process, the scientific approach has hinted at the need for a learning process guided by the principles of the scientific/scientific approach. The effort to apply a scientific/scientific approach to the learning process is often cited as a characteristic. It is a strength in itself from the existence of the 2013 Curriculum (Nyoman, 2014). Through a scientific approach, in addition to making students more active in constructing their knowledge and skills, it can also encourage students to conduct investigations to discover the facts of a phenomenon or event (Imam, 2017).

Based on the results of observations and questionnaires of students' responses to the implementation of history learning, most students think that history learning is less attractive even though teachers have used innovative learning strategies. In this case, students are of the

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view that history subjects are memorization lessons. Even though teachers have used innovative learning methods, students argue that learning is only encouraged in the classroom, so authentic learning outside the classroom is needed so that it is not dull (Alwi, 2015; Jamal, 2016; Ikeu, 2016). For this reason, history teachers in the field are challenged to have motivation, desire, enthusiasm, and creativity to develop and improve teaching competence through the use of various models and strategies for learning history (Heri, 2014; Ujang, 2016; Setiawan, 2016; Yuliana, 2017). Based on the results of interviews and needs analysis questionnaires, it can be concluded that there is a need for learning development, so the researcher designs suitable learning development by these problems and needs, namely by making the development of history learning using a scientific approach through outdoor study (Jenri et al., 2014; Sri et al., 2015; Hasan, 2016; Devi, 2016; Dwi, 2017). The learning approach outside the classroom (outdoor study) is a learning approach that uses the atmosphere outside the classroom as a learning situation of various games as a medium for the transformation of concepts conveyed in learning (Irawan et al., 2005, p. 37; Pratama, 2015; Wahyuni, 2014; Ardiansyah, 2016).

Method

To study the development of history learning using a scientific approach, researchers in this study used research and development methods. The research and development method, or in English Research and Development, is a research method used to produce a particular product and test its effectiveness of the product (Sugiyono, 2010, p. 297; Miftah et al., 2017). The type of design used in this study is Pre-Test-Post-Test Design. The population in this study is all classes of XI IIS SMA Negeri Ajibarang, which consists of 5 classes with a total of 148 students and each class of 29 - 30 students. Sampling was carried out using simple random sampling techniques. In sampling, two classes were obtained, namely class XI IIS 4 as an experimental class, namely a class with a learning process in the form of a Scientific Approach learning model through Outdoor Study with class XI IIS 1 as a control class, namely a learning process in the form of a conventional learning model or lecture.

The Pre-Test-Post-Test Design allows researchers to assess the impact of the Scientific Approach learning model on students' understanding and retention of historical concepts. By comparing the experimental class, which integrates Outdoor Study as a method to engage students actively in historical inquiry and exploration, with the control class that follows a traditional lecture format, the study aims to evaluate the effectiveness of innovative teaching

methods in history education. This approach not only examines academic performance but also considers students' engagement levels and overall interest in history, providing valuable insights into how different instructional strategies can enhance learning outcomes.

Furthermore, the selection of XI IIS SMA Negeri Ajibarang as the research site ensures a diverse and representative sample, facilitating broader generalizations about the applicability of the Scientific Approach in various educational settings. The implementation of simple random sampling enhances the study's reliability and minimizes bias, ensuring that the findings accurately reflect the impact of different teaching methodologies on students' historical knowledge acquisition. Through rigorous data collection and analysis, this research contributes to the ongoing discourse on effective pedagogical practices in history education, offering practical recommendations for educators seeking to optimize learning experiences and foster a deeper understanding of historical content among students.

Results and Discussion

The researcher made a research design tailored to the student's character based on the initial information obtained. The development design is a history learning model with a scientific approach through outdoor study. The model development was designed based on the needs analysis data obtained during observations in schools. The researcher's observations show that teachers only carry out learning in the classroom, and students look bored and less interested. By observing this, the researcher wants to develop a learning model that is not only carried out in the classroom but also outside the school environment so that students can see the conditions outside the classroom related to learning materials, especially if the school location is close to learning media related to historical materials, such as museums. Regarding the 2013 curriculum, namely the scientific approach, the researcher discussed it with the history teacher, Dra. Parsini, M.Pd, to create a learning model that can stimulate students to be interested in learning history, one of which is by providing opportunities for students to explore themselves through history learning that is carried out outside the classroom because the school is close to the location of the Panglima Besar General Sudirman museum. Therefore, learning outside the classroom will be tested in the museum with learning materials related to the location of the museum, namely efforts to maintain the independence of the Unitary State of the Republic of Indonesia.

In compiling the SAODS learning model design, the researcher first conducted a literature study to strengthen the theoretical basis of the scientific approach in the 2013 curriculum and learning outside the classroom. Then, the researcher compiled the steps for making a learning model based on a supporting book by Bruce Joyce titled "Models of Teaching." Adjusting to

the character of students and the school environment, the researcher prepares a product design in the form of syntax or learning steps that are carried out outside the classroom. Adjusting to the character of students and the school environment, the researcher prepares a product design in the form of syntax or learning steps that are carried out outside the classroom. Based on the results of interviews and needs analysis questionnaires, it can be concluded that there is a need to develop a learning model, so the researcher designs the development of a learning model that is suitable for these problems and needs, namely by making a learning model with a scientific approach through outdoor studies that are applied in history learning. In the assessment of learning model development, in addition to being carried out through evaluation experts, teachers, and student responses, the assessment is also carried out through learning outcomes. Student learning outcomes were measured by a written test conducted after applying the learning model with a scientific approach throughout the study.

Overall, the results of the scientific approach learning model through outdoor study are better than learning with lectures. Based on the calculation results, the value of Sig (2-tailed) = 0.000 because $\alpha=5\%=0.05 > \text{Sig.} = 0.000$, then H_0 was rejected. With confidence level = 95% or $(\alpha) = 0.05$. The number of students for the experimental class = 29 obtained table = 2,045. Then, from the calculation results, the value of $t = 3.916$ while $t_{\text{table}} = 2.045$. Because the $t_{\text{count}} > t_{\text{table}}$, H_0 was rejected. From the results of the two analyses, it can be concluded that the average value of learning outcomes in the experimental class is higher than that of the control class, or there is a significant difference between the experimental and control classes. Based on the description above, developing a model packaged as a Scientific Approach learning model through Outdoor Study has included standards evaluated by evaluation experts and teachers to apply the learning model in the classroom. The effectiveness of the model has also been proven with satisfactory learning results.

Conclusion

Based on the analysis of the results of the research and discussion, it can be drawn to the conclusion that the development of history learning with a scientific approach through outdoor study, which has been implemented in history learning in class XI IIS 4, then a product in the form of a learning model with a scientific approach through outdoor study can be used by history teachers in high school in learning history in the classroom. The learning model, which uses a scientific approach to outdoor study, positively impacts students and teachers. Activities in the learning process are more active and independent, knowledge is broader, and students can directly and realistically learn about the surrounding nature and identify a historical event

well. Overall, the results of the scientific approach learning model through outdoor study are better than learning with lectures. Based on the calculation results, the value of Sig (2-tailed) = 0.000 because $\alpha=5\%=0.05 > \text{Sig.} = 0.000$, then H_0 was rejected. With confidence level = 95% or $(\alpha) = 0.05$. The number of students for the experimental class = 29 obtained table = 2,045. Then, from the calculation results, the value of $t = 3.916$ while $t_{table} = 2.045$. Because the $t_{count} > t_{table}$, H_0 was rejected. From the results of the two analyses, it can be concluded that the average score of learning outcomes in the experimental class is higher than that of the control class, or there is a significant difference between the experimental and control classes. Therefore, the model of learning a scientific approach through outdoor study that has been implemented is feasible and appropriate for history learning. Based on the results of the research conclusions above, the recommended things are: (1) Teachers applying the scientific approach learning model through outdoor study can only be carried out on historical materials related to the location of learning; thus, not all materials can be implemented with this learning model, can only be implemented on unique materials. (2) Teachers, when using this learning model, according to the characteristics of the 2013 curriculum, can be effective in time and coordinate students in implementing learning outside the classroom. (3) Teachers take advantage of the conditions of the environment around the school to learn so that learning is not always in the room.

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