

Developing A Model of History Learning Management Based on Contextual Approach to Improve History Awareness

R. Soelistijanto^{1✉}, Maman Rahman², Tri joko Raharjo²

¹ IKIP Veteran Semarang, Indonesia

² Postgraduate Universitas Negeri Semarang, Indonesia

Article Info

Article History:

Received 29 November 2016

Accepted 9 January 2017

Published 24 February 2017

Keywords:

history teaching and learning; management model; contextual history learning; history awareness.

Abstract

The current model of history teaching and learning is still oriented toward delivering learning materials so history awareness among the learners is not optimally achieved. This study is intended to analyze the implementation of the current management of history teaching and learning, to develop a model of history learning management based on the contextual approach to improve history awareness, and to test the feasibility of the model. This study adopted a research and development design. The data were collected by using observation, interviews, questionnaires and documents, and analysed by using a descriptive and analytical qualitative analysis. The results show that the teaching of history is currently teacher-centered, by using a lecture method, with very limited teaching media and references. Developing a management model of contextual history learning is a way to improve history awareness. The model was validated by experts by the average scale of 3.81 and by practitioners by the average scale of 4.00. The final model consists of planning, observation, development and application. The model can improve the history awareness of the VHS learners better if compared to the conventional model ($t_{test} = 5.316$ at $p < 0.05$).

© 2017 UniversitasNegeri Semarang

✉Correspondence:

Jl. Pawiyatan Luhur IV No.17, Bendan Duwur, Gajahmungkur,
Kota Semarang, Jawa Tengah 50233, Indonesia
E-mail: radensulistiyanto@gmail.com

p-ISSN 2085-4943

e-ISSN 2502-4469

INTRODUCTION

It is an undeniable social phenomenon that nowadays young generation has lost their national and moral values. This situation is taking place because there are so many variables that influence the national integrity including negative effects of globalization and westernization on the fragile national life norms. When the national integrity is under attack from external powers, the nation including young generation is occupied with instant deviant activities. They often commit free sex, consume drugs, and deliberately missing schools (Sarwono, 2012:256-278). Nation's noble values inherited from the founding fathers have disappeared. Young people have lost their identity and existence as the successors of the national independence aspiration. In fact, the independent nation must be built with strong values, national spirit, patriotism, religious capacity, collectivism, and noble cultural values. However, the real current condition is different in that individualism is more dominant than collectivism. Assault, social and culture problems emerge in many places. National identity is sold for individual or group interests by ignoring the national interests (Suara Merdeka, 29-Mei-2011). The nation's ahistorical condition is also reflected in the students social behaviour.

The loss of national, personal, religious values, the fighting among students, the lack of legal obedience, the rise of individualistic behaviour, the tendency to take illegal measures to achieve the goal, and other deviant social behaviour have become very serious problems of the nation. Primordialism, individualism, and even separatism have seriously threatened the national integrity. Many of the people are really ignorant of the fact that the nation is born as a result of long historical struggle, from the hard work of the national heroes, the sacrifice of all the founding fathers, to the loss of life among national heroes to struggle for independence.

Indonesia is nowadays facing a lot of serious problems and threats in a global era characterised by openness and free competition. Consequently, Indonesia has to work hard to

improve the ability and competitiveness of its human resources in the international context. In a short term, Indonesia has to provide its human resources some trainings to be professional, strong, and ready to use. To this end, Indonesian people must be highly intellectual, innovative, knowledgeable, and morally acceptable. New ways of thinking and innovation should be created and introduced to find the solution of the present and future educational problems. Therefore, the national quality of education should be improved to achieve the national goals of education. All aspects of educational reform should be imperative action (Zamroni, 2001:158).

The pursuance of national educational goals is done by providing students with intellectual, social, and moral competence. For History subject, steps should be carefully planned to implement educational processes to achieve the three competences mentioned above. MONA Regulation No 22 of 2006 on Content Standards for Primary and Secondary Education states that History is a branch of study that deals with origins, development, and roles of the society during the past time based on certain methods and methodology.

MONA Regulation No 22 of 2006 stipulates that noble values should be introduced to develop the learners' intellectuality, and to develop their attitudes, characters, and personality. Therefore, historical values should be reflected in the learners' actual behaviour because by looking at the actual behaviour, we can identify the psychological condition of the learners that they understand historical meaning and substance of the present and future time, and we can check that the teaching and learning of History successfully develop the learners' attitude.

The teaching and learning of History is intended (1) to develop the learners' awareness on the importance of time and place as a process from past, present, to future time, (2) to train the learners' critical thinking to understand correctly historical facts based on scientific

approach and methodology, (3) to develop the learners' appreciation and acknowledgment to historical inheritance as an evidence of Indonesian past civilization; (4) to develop the learners' understanding on the long historical process of the growth of Indonesia as a nation, and (5) to develop the learners' awareness as part of Indonesian people with their pride and love to their country to be implemented in various aspects of life at national and international level. These five goals are mainly directed to develop three types of competence: academic capacity, history awareness, and nationalism (MONA Regulation No 22 of 2006).

Currently, the teaching and learning of History in schools is mainly teacher-oriented by using a lecturing method, with very limited teaching media and references, making it less attractive to learners. History is seen as a rote learning subject and even some learners assume that History is not beneficial because it is about past events and no contribution can be found to the dynamic national development (Aman, 2011:7).

Additionally, the learners are not interested in History because the teachers do not use appropriate methods to deliver the materials about national history. Trianto (2010: 51) points out that a teaching model is a plan or pattern used to as a guide to plan classroom teaching and learning or tutorial activities. The model provides teachers a guideline for implementing their teaching and learning activities.

The above mentioned condition of the History teaching and learning has caused the decrease of the learners' achievement and less optimal development of history awareness. In fact, MONA Regulation No 22 of 2006 states that the objectives of History education is to develop the learners' awareness on the importance of time and place as a process from the past, present, and future time, to develop the learners' awareness as part of the Indonesian people with their pride and love to their country, and to implement them in their life at the national and international context.

History education plays an important and strategic role to develop the people's historical awareness and to develop the nation's character. Based on 2013 Curriculum, History education should not be oriented toward teaching materials, but toward learning experience of the learners, so the teaching and learning process will be lively and meaningful.

History education in 2013 Curriculum is implemented by applying constructivistic paradigms. Learners as learning subjects need to independently seek and search knowledge and to develop their optimal capacity to find the value and meaning from any historical events. Constructivistic learning is implemented through inquiry, contextual, and cooperative learning strategy, supported with information and communication technology as learning sources, media, and facilities.

The school-based curriculum (SBC) suggests the use of Contextual Teaching and Learning (CTL) focusing on the learners' performance. According to Johnson (2009:14), CTL is a learning system which is based on a principle that learners will be able to learn if they understand the meaning of the academic materials, find out the meaning of the school assignments, and relate new information with their precious knowledge and experience.

There are eight components of Contextual Teaching and Learning: meaningful relationship, independent learning, meaningful work, cooperative learning, critical and creative thinking, helping individuals to grow and develop, achieving high standards, and use of authentic assessment (Johnson, 2009:14). History education as part of SBC should become a forum for developing CTL strategies. To understand, study and apply CTL strategies, the CTL epistemology (how the CTL conceptual knowledge is developed) and its implementation in History education are described.

History is one of the subjects taught at school, aimed at providing learners with knowledge about past historical events in the course of the country development and generating their national spirit and love to their country of origin. This subject is taught in all

levels of education from primary, secondary, and even vocational schools. Additionally, by learning history, the learners' awareness including sympathy and tolerance toward other people will be enhanced.

History education nowadays is required to raise the learners' historical awareness, both as members of the community and citizens, to enhance national spirit and love to the country without ignoring the respect for togetherness among people in the world. Also, it can develop the learners' personality and mental attitude, and can generate their awareness about the basic concept of continuity of human being.

Teaching and learning activities between teachers and students constitute part of organization dynamism of an educational institution. Education involves various parties including school principals, teachers, students, administrative staff, curriculum, and facilities. In educational management, all educational resources should be well integrated to attain the targets presiously set out (Hikmat, 2011: 19). The goals of national education can only be achieved by adopting good management of all educational components.

The History teaching and learning is implemented by adopting a constructivistic approach. According to this approach, learners are actively creating their cognitive structures in the interaction with their environment (Gasong, 2014: 3). Historical concepts are introduced to generate the learners' own understanding about history. The integration of the concepts taught by the teacher and the learners' understanding will enable the learners to develop their own understanding of history and historical awareness.

History education is expected to implant historical values and awareness among the learners. In fact, in Semarang, some serious learners' delinquency are apparently taking place, for example some students from VHS 3 are involved in fighting with those from VHS 5 (Suara Merdeka, 11-9-2013). One proposed solution to this problem is by adopting a CTL-based learning management that will develop historical awareness among the learners.

History teachers need to have well-organised teaching preparation to obtain high learning achievement. They must possess pedagogic, professional, social and personality competences (Prasetyo, 2011) to be able to teach the subject well and to create an enjoyable classroom atmosphere. Given that learners and their parents are following the advance of science and technology, the teachers should always improve their own knowledge in science and technology (Prasetyo, 2011). In reality, some learners often commit delinquent behaviour because of their lack of good values. This demonstrates the gap between theories on education and theories on learners' delinquent behaviour. Teachers need to take part in some training on History teaching and learning that will enhance the learners' awareness on history. Therefore, contextual learning management is needed to improve the learners' historical awareness in VHSs in Semarang.

The objectives of this study are to describe the implementation of the current History learning management in VHSs of Semarang, to develop an effective management model of contextual history learning, and to examine the applicability and effectiveness of the developed model to improve history awareness.

METHODS

This study was conducted in VHS 3 and VHS 5 of Semarang by adopting a research and development method (Borg & Gall, 1983: 772). Observation was first conducted to prepare a factual model. Based on the review of related literature, the factual model was then analyzed and a hypothetical model was developed. Next, a focus group discussion among experts and practitioners was held to assess the hypothetical model. After revision of the model was made, an experimental study by the teachers VHS 3 and VHS 5 of Semarang was held to implement the hypothetical model. The results of the experiment was calculated by using a t-test to assess the the applicability and effectiveness of the model to improve the learners' history awareness.

RESULTS AND DISCUSSION

History Teaching and Learning Activities

In these activities, the teachers took the following steps:

(1) Preparing a lesson plan

A lesson plan contains a design for each unit of teaching materials to be implemented in the classroom. In the lesson plan, the teacher is required to prepare and apply his/her teaching program. Without a well-prepared lesson plan, it is impossible for the teacher to achieve his/her teaching goals. The teacher's competence in carrying out his/her profession can also be assessed through the lesson plan. The lesson plan consists of the following components: competence standards, basic competence, learning achievement indicators, learning objectives, teaching materials, teaching method and model, teaching and learning activities,

learning resources, teaching media, and assessment techniques/ learning evaluation.

(2) Implementing contextually-based teaching and learning according to the condition of learners and classroom.

Factual Model

The factual model in this study is the basis for developing a management model of contextual teaching and learning of History to improve historical awareness among the students of VHS in Semarang. The results of the observation in VHS 3 and VHS 5 show that the lesson plan contains Core Competences 1, 2, 3, and 4 but no details are mentioned in the teaching and learning activities. It also contains teaching materials based on themes, but no character education for History Education is included. The learning method is not yet described, and the constructivistic learning approach is not adopted.

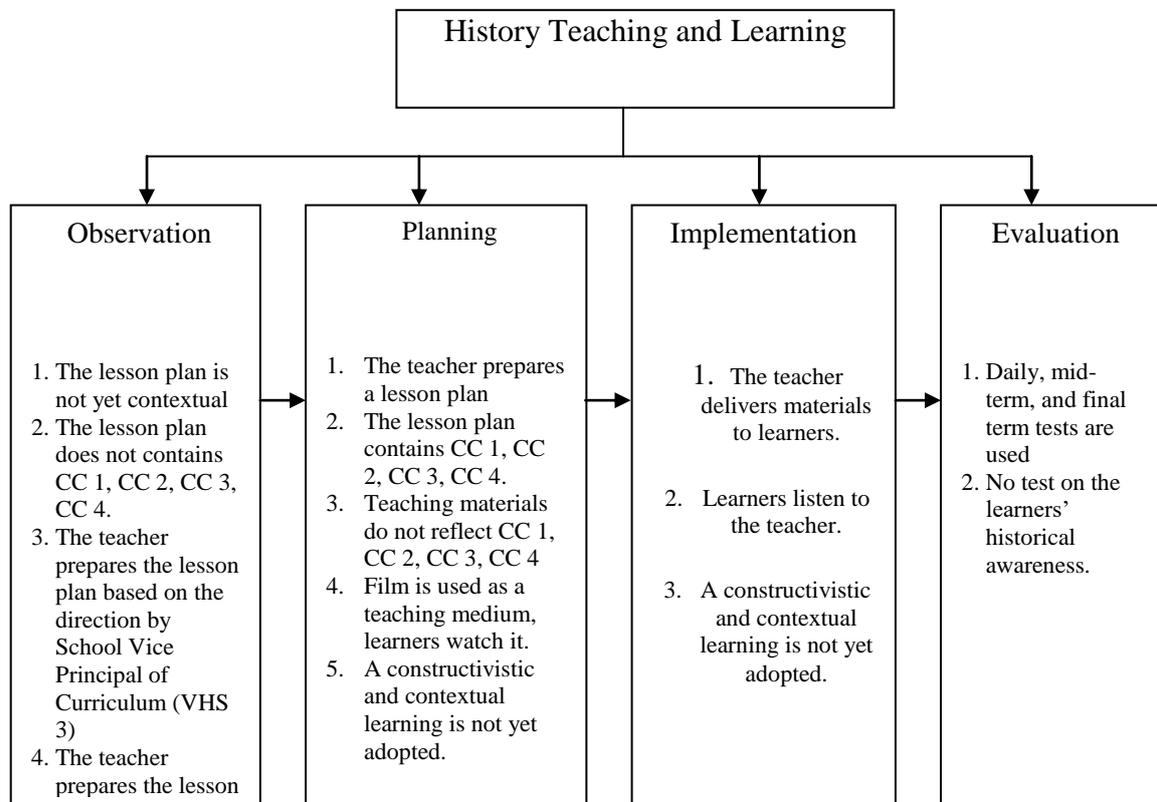


Figure 1. Factual Model of History Learning Management

Hypothetical Model

The hypothetical model in this study requires the teachers to carefully study the curriculum and prepare a good lesson plan. The teaching learning activities should be designed by using a constructivistic learning method. The

teachers plan to deliver the materials by presenting definition and concepts. Then, they plan to explain past events by giving examples of the present time by applying a contextual method. They also plan to ask questions to the learners by using an inquiry method.

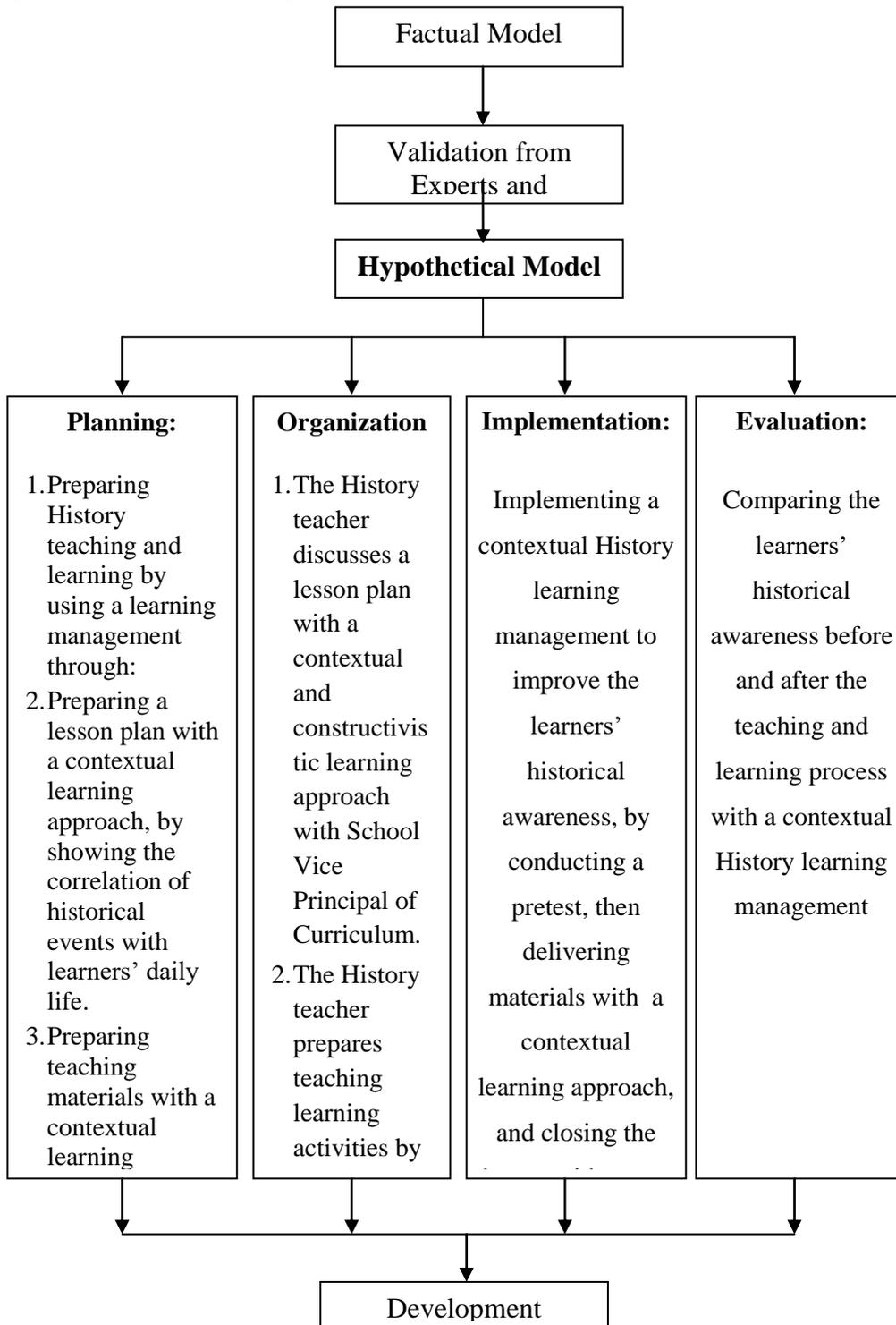


Figure 2. Hypothetical Model of Contextual History Learning Management

Questions such as about the difference between paleolithicum and neolithicum periods directed to the learners should encourage them to find answers. The teacher designs the teaching learning activities to explain clearly and comprehensively and to show the chronology of historical events and to prepare questions that will encourage the learners to find answers about the chronological development of historical events, usually by using the question word How? or Why?. He/she also invites the learners to find the wisdom or values of History learning including religious, academic, social, skill values. The teacher implements the teaching learning activities by applying a constructivistic, contextual, exploratory, and inquiry method, by asking the learners to conduct group discussion and giving them opportunities to explore various answers. He/she listens to all answers, gives comments on them, and together draws some conclusion.

The teacher and researcher design the lesson plan for History education, then pass it on and discuss it with School Vice Principal of Curriculum to check whether it has complied with the curriculum and learning competences. Then, they pass it on and further discuss it with School Principal.

The teacher then implements the lesson plan in the classroom. He/she opens the lesson

by describing the teaching media about the technology used by ancient people to support their life. He/she explains that the stone device is used to cut or skin hunted animals. He/she also explains that the stone device in pre-historic age has the same function as knife in the present time. This technique is called a constructivistic and contextual learning method. He/she then gives a test to find out the effectiveness of the lesson plan in the actual teaching and learning in the classroom. In the pretest and posttest, a question is asked whether people in pre-historic age work in the same way as collective workers in the factory.

The lesson plan and teaching materials in Model of Contextual Learning Management for History are prepared by referring to 2013 Curriculum and by discussing them with promoters, experts and teachers.

The product of this study is a manual book of History teaching and learning designed by using an interesting, enjoyable and creative Constructivistic, Inquiry, Contextual approach with character education to improve history awareness in VHSs of Semarang.

Description of the planning, observation, development and application of the management model of character education based on contextual learning to improve history awareness in VHS is presented in Table 1.

Table 1. Planning, Observation, Development, and Application of Contextually-based Educational Management

No	Planning	Observation	Development	Application
1	Preparing a lesson plan	Lesson plan	Collectively preparing a lesson plan	Constructivistic, inquiry-based, contextual, creative and enjoyable lesson plan.
2	Preparing teaching materials	Teaching Materials	Collectively preparing teaching materials	Constructivistic, inquiry-based, contextual, creative and enjoyable materials
4	Preparing teaching design	Teaching method	Collectively preparing teaching method	Constructivistic, inquiry-based, contextual, creative and enjoyable teaching method
5	Preparing a plan for learning evaluation	Learning evaluation	Collectively preparing learning evaluation	Constructivistic, inquiry-based, creative and enjoyable learning evaluation.

The hypothetical model is designed by using a constructivistic approach and it is found that the model is effective indicated by an increase in the learners' behaviour, learning achievement and history awareness as part of the improvement of the learners' character education in VHSs.

Final Model

The final model is prepared based on the effective hypothetical model, as presented below.

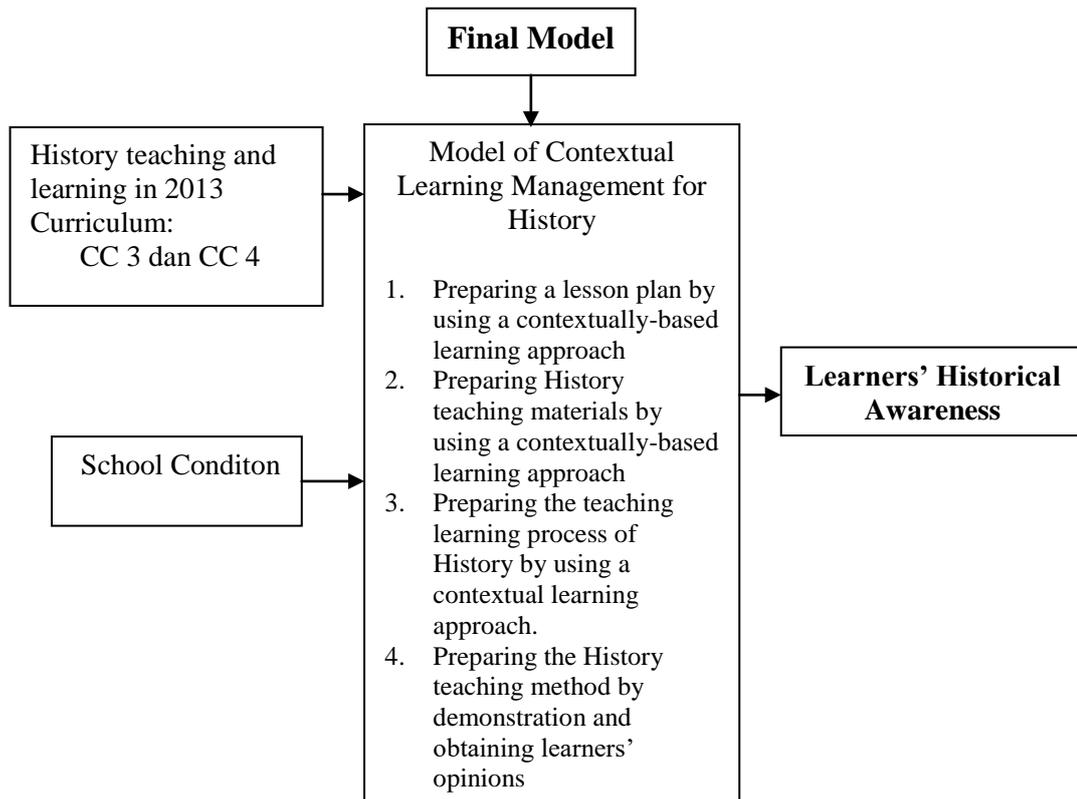


Figure 3. In the final model, the teachers are asked to refer to 2013 Curriculum and search for relevant resource to be used to prepare the lesson plan and teaching materials.

The lesson plan is prepared by referring to CC 3 and CC 4. The teaching and learning activities are supported with the use of films and power point presentations as teaching media. The teacher designs constructivistic questions and asks the learners to find the relationship between past events and present time. Then, the teacher and the learners draw some conclusion and reflect their history learning at present time with the objectives of their life in their community, nation and country.

Note:

CC 3: Core Competence 3: understanding and applying factual, conceptual, procedural knowledge in science, technology, arts, culture, and humanities by using humanity, nationality, and civilization perspectives about phenomena and events, and applying procedural knowledge on specific studies in accordance with learners' talents and interests for solving problems

CC 4: Core Competence 4: independently processing, thinking, and presenting in a concrete and abstract domain the learning materials taught at school, and having

the ability to use methods based on academic standards.

CONCLUSIONS

This study develops a model of History management learning based on contextual teaching and learning approach to improve the learners' history awareness in VHSs. Learners should have good academic life, including learning properly, observing school rules, government regulation, and community norms. These learners will have good way of thinking and behaviour. Learners with good personality will also have good behaviour in their family, schools, community, and country. However, there are deviant behaviours among the learners. One attempt to deal with the learners' deviant behaviours is by introducing character education management in schools. Character education needs to be introduced in every subject, including History in VHSs to develop learners' psychological, personality, and knowledge aspects so they will be skilful and religious generation who love to share with other and love their country of origin. Learning to understand religious and national values can be provided through History teaching and learning. Through History in the classroom, the learners obtain noble values over the historical events.

The results show that the model of History learning management based on contextual approach can improve the learners' history awareness in VHSs. This is demonstrated by the mean difference between the posttest of the experimental and control group. There is a significant difference with $t = 5.316$ and $p < 0.05$ where the mean of 40.03 of the history awareness in the experimental is higher the mean of 36.19 of the control group. The result of the test of mean difference between pretest and posttest show that learners' history awareness is improved possibly as a result of the use of the

developed model of History learning management based on the contextual approach in VHSs.

ACKNOWLEDGEMENT

I would like to express my most heartfelt and sincere gratitude to Prof. Dr. Soegiyo for his encouragement, patience and invaluable supervision and guidance. His kind, generous, and thoughtful assistance meant a great deal to me in completing this article.

REFERENCES

- Aman. 2011. Model Evaluasi Pembelajaran IPS Sejarah. Yogyakarta: Ombak.
- Borg, W.R. and Gall, M.D. 1983. Educational Research: An Intorduction. New York: Longman.
- Gasong, Dina.2014. Model Pembelajaran Konstruktivistik. A Topnotch WordPress.com site.
- Hikmat. 2011. Manajemen Pendidikan. Bandung: Pustaka Setia.
- Johnson, B. Elanie. 2009. Contextual Teaching and Learning. Terjemahan : Ibnu Setiawan. Bandung: MLC.
- Prasetyo, Adi. 2011. Tantangan Guru dan PGRI. Suara Merdeka, 25 Nopember 2011.
- Sarwono, Sarlito W. 2012. Psikologi Remaja. Jakarta: Rajawali Pers.
- Trianto. 2007. Model-model Pembelajaran Inovatif Berorientasi Konstruktivistik: Konsep, Landasan Teoritis-Praktis dan Implementasinya. Jakarta: Prestasi Pustaka Publisher.
- Zamroni. 2001. Paradigma Pendidikan Masa Depan. Yogyakarta: Bigraf