

The historical based learning model for improving students' learning outcome

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Abstract: There are many university students who get a disappointing learning outcome in the course of Indonesia history in hindu-buddha period, indicated by achievement score below the minimum mastery criteria that sets at score of 75. The aim of this research is analyzing the historical based learning model to students' learning outcome in the course of Indonesia history in hindu-buddha period. This research is an experimental research with a pre-experimental research through a one-group pretest-posttest design. Population in this research was all 65 students of Class 2022/2023 in History Education Program at the Faculty of Social Sciences, Gorontalo State University. 22 students were selected as the sample used in this research. Descriptive statistical analysis and inferential statistics used in the analysis technique, namely the t-test. The results of the t-test calculation obtained a t_{count} is 19.2 and t_{table} is 1.72, so, $t_{count} > t_{table}$. The lowest score in the pretest results was 40 and the highest score was 79. There were 19 students who were not complete the test while there were 3 students who were complete the test. In the posttest, the lowest score was 76 and the highest score was 94. In this posttest, all students were complete because they understood the material well. The conclusion is that the historical based learning model is effective in improving students' learning outcome.

Keywords: Historical based learning, learning outcome, the Indonesia history of hindu-buddha period

Abstrak: Banyaknya mahasiswa yang memiliki hasil belajar rendah pada mata kuliah sejarah Indonesia masa hindu dan buddha, ditandai dengan perolehan nilai mahasiswa dibawah kriteria ketuntasan minimal yang ditetapkan yakni sebesar 75. Tujuan penelitian ini untuk menganalisis model *historical based learning* terhadap hasil belajar mahasiswa pada mata kuliah sejarah Indonesia masa hindu dan buddha. Penelitian ini merupakan penelitian eksperimen dengan *preexperimental design* berupa *one-group pretest-posttest design*. Populasi penelitian ini adalah seluruh mahasiswa pendidikan Sejarah Fakultas Ilmu Sosial Universitas Negeri Gorontalo Angkatan 2022/2023 sebanyak 65 mahasiswa. Sampel yang digunakan sejumlah 22 mahasiswa. Analisis statistik deskriptif dan statistik inferensial yang digunakan dalam teknik analisis yakni uji-t. Hasil penelitian dari perhitungan t-test memperoleh t_{hitung} sebesar 19,2 dan t_{tabel} sebesar 1,72 maka $t_{hitung} > t_{tabel}$. Nilai terendah dalam hasil pretest yaitu 40 dan nilai tertinggi sebesar 79. Mahasiswa yang belum tuntas sebanyak 19 mahasiswa sedangkan yang tuntas ada 3 mahasiswa. Dalam posttest nilai terendah sebesar 76 dan nilai tertinggi mendapat 94, dalam posttest ini, mahasiswa semuanya tuntas karena mereka memahami materi dengan baik. Kesimpulannya bahwa model *historical based learning* efektif meningkatkan hasil belajar mahasiswa.

Kata kunci: Historical based learning, hasil belajar, sejarah Indonesia masa hindu dan buddha

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INTRODUCTION

National education is confronted with complex challenges in its role to prepare qualified human resources (HR) and education is considered as the only means acts as a tool for developing human resources. Although there have been improvement effort and upgrading the education quality by the government as parts of ways to achieve the national educational goals, the reality in the field has not reflected satisfactory results (Aryana,

2020). There are several factors that cause the low quality human resources in Indonesia such as: (1) inequality distribution of supportive educational facilities, (2) low reading interest, (3) lack of technology, and (4) less awareness about the importance of education (Agustyaningrum & Himmi, 2022; Permana et al., 2021). Apart from that, success of an education system also influenced by factors such as students, role of teachers, economic condition, facilities and infrastructure, environment, and various other factors (Suncaka, 2023). All of these problems become causal factors for the decline quality of Indonesia's education.

The low quality of learning can be caused by several factors including approach factors, curriculum change factors and teacher competency factors (Fitri, 2021; Setyantoko, et al., 2023). The Learning Approach factor relates to all educational problems that arise in Indonesian society starting from the failure of the education system (Afriani et al., 2022; Kurniawanti et al., 2023; Sofa et al., 2024; Welerubun et al., 2022). Be it from the failure of education in the family environment, the failure of education in the community, to the failure of education in schools. All of the above aspects if less than optimal in educating children. The curriculum change factor is related to every change of cabinet in the Indonesian government, especially the minister of education, so the curriculum that is determined also changes. This has led to the low quality of education in Indonesia. The teacher competency factor occurs in remote areas where there is a shortage of educators who have competencies that are in accordance with the needs (Guillen Gamez & Mayorga-Fernández, 2022). For this reason, steps are needed to improve the quality of education in Indonesia.

There are steps needed to improve the education quality in Indonesia where some of the steps are involving aspects of policy, principal leadership, infrastructure, and learning process. Policy, in particular in the national scope are build over matters such as curriculum and national examination, also distribution policy and teachers' recruitment. Furthermore, leadership role from the school principal also becomes crucial role in school-based management (Argyriou & Iordanidis, 2014). Infrastructure, which includes facilities and other infrastructure such as classes, laboratories, information and communication technology also recognized as having a significant impact on improving the quality of education. Apart from that, another important aspect is the learning process. A fun, innovative, creative and able to motivate students is a type of learning process that able to be the key for improving the quality of education (Nasir, et al., 2023; Taufiqurokhman et al., 2023).

In regards to the learning process as one method for improving the quality of education, key role lies in the teacher's ability to make learning process becomes fun, able to develop critical thinking skill to achieve the desired learning goals. Not only teachers who expected to be creative, innovative and provide solutions in improving the quality of education, but also lecturers in higher education are also expected to have similar qualities. Most learning in higher education tends to focus on mastering theory and material taught in class. Therefore, critical thinking skill is needed in solving problems that support understanding of the theory or material received (Monicha et al., 2022). Critical thinking ability able to be strengthened through method of cooperative learning (Rosyida et al., 2016). Revealed that cooperative learning can be applied at all educational levels from kindergarten to college, in various material areas and for various types of tasks. Therefore,

the application of cooperative learning is considered important to develop students' thinking ability so the learning objective as stated to be achieving good learning outcome can be put into reality (Ruswana, 2019) .

The importance of cooperative learning applied in learning has a positive impact. The reason that cooperative learning models can have a positive impact on learning is due to several reasons including: a. positive interdependence; b. face to face interaction; c. individual accountability; d. social skills; and e. group process evaluation (group debriefing) (Ali, 2021). This is in line with research conducted by Saing et al. (2021) that the cooperative learning model in learning history can train students' ability to think critically, fun, active students, and interesting learning. In addition, the application of the learning method in Islamic cultural history subjects provides better results on students' learning activities (Nadhirah et al., 2022). It turns out that the cooperative learning model of talking stick type helps students understand, explore historical subject matter and shape students' learning character deeply with fun learning (Fardani, 2021; Mariah et al., 2020).

In addition to the cooperative learning model of talking stick type, there is also a cooperative learning model of historical based learning. The historical based learning model is not yet popular because it is an innovative learning model developed by Fitroh et al. (2023). The principle of historical based learning model refers to project-based learning cooperative learning. Structurally, the historical based learning model has similarities with the syntax of Project-based Learning. The difference between the two models lies in the adoption of historical research stages in the historical based learning model. The historical based learning model elaborates on the project-based learning model and adopts the stages of historical research into the form of a learning model that can be implemented by lecturers and students and learner models (Fitroh et al., 2023). The historical based learning model encourages students to conduct history writing projects based on the constructivism paradigm. The historical based learning model consists of a process, namely: (1) determining material, (2) forming groups (3) heuristics, (4) criticism, (5) interpretation, (6) historiography/historical literacy, and (7) evaluation.

In reality, unfortunately, there are many students experience difficulties in understanding the lecture materials because learning model applied by the lecturer considered as not suitable, monotonous, and less variety. Moreover, some learning model applied by lecturers tend to provide unequal benefits for students. Findings from initial observation at Gorontalo State University in particular from Faculty of Social Sciences, Department of History Education, showed that some lecturers still using traditional method of giving a preach when teaching the lecture of Indonesian history in hindu-buddha period. As a result, students often feel bored during the studying process. Traditional learning model make students get involved in learning by attending lectures, taking notes, and completing homework assignments (Nurhasanah, 2023). If this learning pattern continues for a long time, students may become bored and their level of engagement in the learning process may decline below standard considered as optimal. Apart from causing boredom, this also has a negative impact on student learning outcomes. It reflected from mid- and final semester examination scores of history education students for the course of Indonesia History in the Hindu-Buddha Period. Approximately, only 47 % from total number of students who took this course (65 students in the 2022/2023 academic year) were able to achieve a score ≥ 75 .

To overcome the problems described above, the solution is to apply a learning model that can overcome student boredom, increase their motivation and can improve learning outcomes, namely by using a historical based learning cooperative learning model. The historical based learning model was chosen because it is suitable when applied to the Indonesian history of the hindu and buddhist periods course (Fitroh et al., 2023). In applying the historical based learning model, students will be formed into groups, then in the group will trace historical sources through books / newspapers or other print media. The results of the search will be carried out external criticism and internal criticism then proceed to interpret historical sources through the process of analysis and synthesis. The results of the analysis and synthesis are written and presented. After presenting there are questions given by the lecturer as a form of learning evaluation and making conclusions related to the learning done today.

Previous research shows that the cooperative learning model with movie media can increase students' awareness of Indonesian history (Darmi, 2022). The use of cooperative learning model with mystery card media can improve students' learning outcomes on the material of historical figures of Islamic kingdoms in Indonesia (Rosliyani et al., 2016). Not only that, it turns out that the use of the cooperative learning model can improve group cooperation and understanding of specialization history material for class X IPS (Aditya, 2018). As another example, emphasizing the importance of applying cooperative learning methods, adjusting the curriculum, and evaluating textbooks in creating a learning environment can stimulate and support students' active participation (Kurniawan & Sholeh, 2023). In addition, students should also improve their historical thinking by using the cooperative learning model of group investigation with the help of Edmodo learning media (Sofiani et al., 2018). It turns out that the buzz group type cooperative learning model on cold war material in contemporary European history courses has a contribution to student cognitive learning outcomes (Shavab & Miftahudin, 2019).

Based on these findings, it can be concluded that the use of cooperative learning model has a significant role in improving students' learning achievement. Thus, the recommendation is to apply cooperative learning more widely in the educational context as an effort to improve students' learning outcomes. There has been no study regarding the implementation of historical based learning model in the course of Indonesian history of hindu-buddha period, so the purpose of this research is to implement this model in the course of Indonesian history of hindu-buddha period with expectation through its implementation in the learning activity can make the learning experience run more interesting, fun and able to foster students' critical thinking skill which later able to improve their learning outcomes. The historical based learning model can also be used by lecturers as a reference in creating lesson plan to develop student activity so that learning objectives can be achieved.

METHOD

This is a research with a type of an experimental research uses a pre-experimental design (nondesign) in a form of one-group pretest-posttest (nondesign). This research was conducted at Gorontalo State University, Faculty of Social Sciences, Department of History Education, with the aim of evaluating the effectiveness of the historical based learning model. Apart from looking at the increase in pretest and posttest scores as an indicator of

effectiveness, the research also involves a complete test of learning outcomes to measure students' ability to achieve learning goals, especially through classical learning completeness. The classical completeness test was considered successful because more than 85% of students succeeded in reaching the minimum mastery criteria score for teaching history.

Population as the focus of this research is the entire History Education students of Class 2022/2023 at the Faculty of Social Sciences, Gorontalo State University with total respondents of 65 students. This research adopting a purposive sampling technique in determining the sample, with sampling method chosen by researchers under consideration to certain factors or special objectives (Santina et al., 2021). The selection process of sample in this study was based on observation result where the selected subject identified to be experiencing obstacles in achieving good learning outcomes and showing low level of achievement. As a result, number of samples participating in this research was 22 students. For data analysis, this research applies descriptive statistical analysis method and the inferential statistic in particular by employing t-test in this research.

RESULTS AND DISCUSSION

This research is applied to students in one class with an approach of One Group Pretest-Posttest research design. Initial data analysis was carried out by observing the score from pretest results before implementing the treatment also by observing the posttest results after applying the historical based learning model. The difference found between the posttest score that higher than pretest score indicates there is an increase in learning outcomes after implementing this learning model. The average score from pretest result before treatment was 61.42 while on the posttest after treatment, the average score (as the learning outcome) rising to 87.63. These results indicate that historical based learning model is able to improve student learning outcomes as evidenced by higher average posttest score than the pretest score. Not only that, the student completeness rate exceeded 85%, which means that the historical based learning model is effective. The t-test was then conducted to complete the analysis of the research results. With the student completion rate exceeding 85%, it can be concluded that the historical based learning model is effective. The t test was then carried out to complete the analysis of the research results.

T-test was carried out to evaluate student learning outcomes by comparing the pretest scores before implementing the treatment and the posttest scores after implementing the historical based learning model. Result of the t test calculation with a significance level of $\alpha = 0.05$ showed a calculated t-value of 19.2 while the t-table is 1.72. Since the t-calculated value is greater than t-table value, the historical based learning model can be concluded effective in improving the students' learning outcomes. The minimum mastery criteria score for the course of Indonesia history in the hindu-buddha period is 75 which included into "B" grade. In the pretest, lowest score was 40 and the highest score was 79. There were 3 students who passed this course and 19 students who failed. Then, in the posttest, the lowest score was 76 and the highest score was 94. In the posttest, all students able to pass without no students failed because everybody understood the material very well.

Research using the historical based learning model is effective in improving the learning outcome of history education students in the course of Indonesia history in the

hindu-buddha period. In the implementation of the model, students learn to complete assignment given by lecturer, similar strategy to project-based learning. The difference is the students are formed into several groups and must find relevant sources and making critique to the sources they obtained for completing the project. During the first lesson, students get awkward when carrying out steps of the historical based learning model and were unable to critique the sources they had obtained. Not only that, students are also nervous when answering questions from the lecturer, this is because students not yet accustomed to using the historical based learning model.

Gradually, after several times using the historical based learning model, the students beginning to grasp understanding of this model as reflected from the students who began to understand the material and participate in learning activities well. Students become accustomed to discussion, looking for sources and criticizing the source with their group members. Not only that, students are confident when expressing opinions from the result of discussion or answering questions from other groups. The learning process using the historical based learning model can encourage students' understanding to the subject matter, create a pleasant atmosphere since it can train students to be disciplined, stimulate students to think critically, be active and confident because this learning model is able to act as a stimulus and as a reinforcement for the learning material (Fitroh et al., 2023; Pratiwi & Setyaningtyas, 2020; Setiawan et al., 2022)

The historical based learning model able to upgrade the collaboration activity between students, and they are also able to communicate well between each others, thus, it increases the understanding of the material discussed. During studying process, students gather in their groups and discuss the assignment given by the lecturer. The discussion include searching for reference sources, criticizing reference source, interpreting historical sources through analysis and synthesis processes, writing and presenting the results of group discussions, then students answering questions given by the lecturer. The model of historical based learning is interesting and easy to be applied in any learning process. During the learning process, the students express their enthusiastic in looking for sources, to criticize, to interpret, and to present the results of their discussions to other groups (Fitroh et al., 2023). The discussion result which was presented in class stimulate other students/other groups to ask questions or refute so the students activity is very visible, and for this reason, the historical based learning model is effective in use. Research using the historical based learning model able to increase the students' interest and their enthusiasm in learning. Students seem more active and more interested in participating during learning process, making collaboration (team-up) between students as viewed from their engagement in making active discussion within groups (Kanika et al., 2023). The students' activity during learning process will determine the learning outcomes and determine changes in students' behaviour.

The historical based learning model is one cooperative model that requires students' carefulness and thoroughness which can stimulate students to think critically through searching sources, criticizing sources and interpreting finding of the learning resources (Fitroh et al., 2023). Students will enjoy taking part in learning activities because the learning process is conceptualized in groups, where later the results of group discussions are presented in front of other groups, thereby raising questions, objections or agreements. This process will create a nuance of activeness and positive competition between groups in

defending their opinions, so every student gets enthusiastic in working on the discussion material given by the lecturer. In this way, learning outcomes in the Indonesian History of the Hindu-Buddha Period course can be improved.

The difference with previous research lies in the type of cooperative model and the application of an innovative learning model that has never been done by previous researchers, namely the historical based learning model. In this study, the syntax of the historical based learning model used includes (1) material selection, (2) group formation, (3) heuristics, (4) criticism, (5) interpretation, (6) historiography / skills in history, and (7) evaluation (Fitroh et al., 2023). The differences in the models used cause the results achieved are also different, this is due to differences in the targeted course outcomes within the Department of History Education, Faculty of Social Sciences, Gorontalo State University.

The application of the historical based learning model with basis on cooperative model learning can improve the students' learning outcomes for the course of Indonesian History in the Hindu-Buddha Period. A new learning model (the historical based learning model) implementation make students do not feel bored, motivated and actively engaged in the learning process. The historical based learning model is the result of innovation from the cooperative model, thus, the lecturers need to be equipped with adequate competencies, including pedagogical competency along with other competencies that emphasize efficiency, in particular for the learning context (Santosa, 2018). This is the underlying cause of the learning stage as a phase that is very dependent on the pedagogical competence of a lecturer. Good lecturers do their best to ensure the successful learning. Meanwhile, one factor that able contribute to this success is in the learning planning that must be prepared before entering class, including planning to implement the historical based learning model at class.

CONCLUSION

The historical based learning model able to foster critical thinking skill, students activity, sel-confidence of student, cooperative attitude in groups and responsibility from the students. Therefore, the historical based learning model is an effective way to improve the students' learning outcomes in the course of Indonesia history in the hindu-buddha period. The expectation is the lecturers able to use variety of learning models to attract students' attention so it will have a positive impact on their learning outcomes.

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