Improving Indonesian History Learning Outcomes through the Application of Directed Teaching Models

Asrida
SMA Negeri 3 Sigi

Abstract. Guided Teaching Model is a form of learning that requires teachers to ask one or more questions to track students' knowledge or get their hypotheses or conclusions. The purpose of this study is to describe the application of the Guided Teaching Model so that it can improve learning outcomes of Indonesian History in class XI MIPA 1 SMA Negeri 3 Sigi in the odd semester of the 2021/2022 academic year. This research is a classroom action research. The research subjects are students of class XI MIPA 1 SMA Negeri 3 Sigi in the odd semester of the academic year 2021/2022 with a total of 18 people, which is 50% of the number of students in the class. While the research procedure consists of 4 stages, namely: planning, implementation, observation, and reflection. Furthermore, data analysis was carried out through three stages, namely data reduction, data presentation, and data verification/conclusion. The results showed that the application of the directed teaching model could improve the learning outcomes of Indonesian History in class XI MIPA 1 SMA Negeri 3 Sigi in the odd semester of the 2021/2022 academic year.

Keywords: Learning outcomes; directed teaching model; Covid-19

1. Introduction

Starting in 2020, the whole world is experiencing an outbreak, namely the Covid-19 pandemic. The Covid-19 pandemic is a health crisis that has hit almost all corners of the world [1]-[3]. This pandemic has had an impact on various fields, one of which is education. Many countries have decided to temporarily close schools and campuses during the COVID-19 pandemic. Each country makes policies to overcome the problems that are currently happening.

The 2021/2022 school year is the beginning of the implementation of PembLimited Face-to-Face lessons. If so far we have implemented distance learning, the achievement of student learning outcomes is very minimal and students are already bored with distance learning. They long to learn at school. The implementation of face-to-face learning is limited. This is based on the Joint Decree of the Minister of Education and Culture, Minister of Religion, Minister of Health and Minister of Home Affairs Number 03/KB/2021 regarding guidelines for implementing learning during the Covid-19 Pandemic [4] decided that the implementation of learning during the Covid-19 pandemic was carried out with limited face-to-face learning while still implementing health protocols, and/or distance learning. In addition to the strict application of health protocols, of course, teachers must choose the appropriate learning model. This means that the model chosen in addition to supporting the process rules, of course, can also increase student learning activities so that in the end they can improve their learning outcomes.

Indonesian history subjects are subjects that are certainly not foreign to students because they have received these subjects in SMP/MTs. [5], [6]. However, the level of the material is different so students seem indifferent to following the lessons which has a low impact on their learning outcomes. Especially since the Pandemic period applied online/online learning, their learning achievement was very low due to several obstacles experienced by students.

As subject teachers, we are always looking for solutions and trying to innovate to improve their activities and learning outcomes by conducting Classroom Action
Research by applying the Directed Teaching model. [7], [8]. The Guided Teaching Model is one of the active learning models, which requires the teacher to ask one or more questions to track students’ knowledge or get their hypotheses or conclusions and then sort them into categories [9]-[11]. So, directed teaching is the teacher providing the main lesson to be conveyed to students, then students explain according to their answers.

Based on the description above, a Classroom Action Research will be conducted with the title "Improving Indonesian History learning outcomes through the application of the Guided Teaching Model in class XI MIPA 1 SMA Negeri 3 Sigi in the odd semester of the 2021/2022 academic year".

2. Method

This research is a classroom action research, this research was conducted at SMAN 3 Sigi Sigi which is located at Jalan Jalan Palu - Kulawi Sibalaya, Kec. Tanambulava, Sigi Regency, Central Sulawesi Province. The research design follows the model of Kemmis & Mc Taggart [12] as in picture 1.

![Research design diagram]

Information:
0. : Pre-action
1. : Action Plan
2. : Action 1
3. : Observation 1
4. : Reflection 1
5. : Plan Revision 1
6. : Action 2
7. : Observation 2
8. : Reflection 2
a. : Cycle 1
b. : Cycle 2

The research procedures are planning, implementation, observation, and reflection. The research subjects were 18 students of class XI MIPA 1 SMA Negeri 3 Sigi in the odd semester of the 2021/2022 academic year, which is 50% of the number of students in the class. Furthermore, data analysis was carried out through three stages, namely reducing data, presenting data, and making conclusions [14].
3. Results and Discussion

As stated in the previous section that each cycle in this research consists of several stages, namely: Initial Reflection, Planning, Implementation, Observation, and Reflection. The results obtained at each stage in each cycle are described as follows:

3.1 Cycle I/Initial Reflection

The activity carried out at this stage is to determine the learning materials that are considered urgent to be handled by the teacher. The teaching material in question is Indonesian History learning material, especially the Basic Competence "Analyzing the process of entry and development of European colonization (Portuguese, Spanish, Dutch, English) to Indonesia."

At this stage, the researcher plans to form a group in pairs with a classmate or a friend beside him.

3.1.1 Planning

Several activities that have been carried out at this stage include making: lesson plans, learning scenarios, worksheets, final test questions for the first cycle, and observation sheets for teachers. In addition, several equipment materials to be used were prepared including textbooks, lined HVS paper for students, and unfocus and markers for teaching and learning activities.

3.1.2 Implementation

The implementation of the actions in cycle 1 was carried out 1 time face-to-face in learning activities outside the end of the cycle test activities. The number of hours of lessons is 2 hours of lessons which in normal situations is 2 x 45 minutes with the number of students in one full class. But because the face-to-face learning situation is limited, the students in one class are divided into two.

The face-to-face meeting was held on Tuesday, July 13, 2021, at 3 and 4 presenting material from the basic competence "Analyzing the entry process and development of European colonization (Portuguese, Spanish, Dutch, English) to Indonesia".

In this first cycle, the teacher/researcher presents learning materials according to the plan, namely applying the Directed Teaching model. And based on the observations, at first, the students were a bit confused. This is because students have just experienced learning the Directed Teaching Model. However, after being explained again, the students were so enthusiastic, cooperated, and began to show the expected learning outcomes.

3.1.3 Observation

The focus of observation is observing teacher activities during the implementation of learning, as well as analyzing test results. Observation of teacher activities aims to see the suitability of the implementation of learning with the lesson plan. Observations made during the implementation of learning on July 13, 2021, were generally of good value, only some were of fairly good value, namely in terms of time management and student enthusiasm. More complete observation results can be seen in the appendix.

Because July 20, 2022, is a National holiday, the next meeting will be held on Tuesday, July 27, 2022, by taking the final test of the cycle I. The questions given are multiple-choice questions. The results obtained can be seen in Table 1:
Table 1: End of Cycle I. Assessment Score

<table>
<thead>
<tr>
<th>No.</th>
<th>Assessment Aspect</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Total students</td>
<td>18 people</td>
</tr>
<tr>
<td>2</td>
<td>Number of students who completed</td>
<td>14 people</td>
</tr>
<tr>
<td>3</td>
<td>Classical completeness</td>
<td>77.78%</td>
</tr>
<tr>
<td>4</td>
<td>The highest score</td>
<td>100 (1 person)</td>
</tr>
<tr>
<td>5</td>
<td>Lowest value</td>
<td>50 (1 person)</td>
</tr>
</tbody>
</table>

After the end-of-cycle assessment was conducted, of the 18 students who were sampled, there were 14 students (77.78%) who completed it. The highest score of 100 was 1 person, and the lowest score was 50 achieved by 1 student.

3.1.4 Reflection

Based on the results of Cycle I, both the observation results and the test results have not reached the criteria for completeness, where the achievement of the final test results for the first cycle of classical completeness is only 77.78%. For that, the researcher continued to Cycle II.

3.2 Cycle II

In this second cycle, the next competency is presented, namely "Analyzing the strategy of the Indonesian people's resistance against European colonization (Portuguese, Spanish, Dutch, British) until the 20th century". As in the first cycle, in the second cycle, several activities were carried out at each stage.

3.2.1 Planning Stage

Several activities that have been carried out at this stage include making: lesson plans, learning scenarios, worksheets, final test questions for the first cycle, and observation sheets for teachers. In addition, several equipment materials to be used were prepared including textbooks, lined HVS paper for students, and unfocus and markers for teaching and learning activities.

3.2.2 Implementation

The implementation of the actions in cycle II was carried out 1 time face-to-face in learning activities outside the end of the cycle test activities. The number of hours of lessons is 2 hours of lessons which in normal situations is 2 x 45 minutes with the number of students in one full class. But because the face-to-face learning situation is limited, the students in one class are divided into two.

The face-to-face meeting was held on Tuesday, August 3, 2021, at the 3rd and 4th hours and the material taught was material from the basic competence "Analyzing the Indonesian nation's resistance strategy against European colonization (Portuguese, Spanish, Dutch, British) up to the 20th century". The final test of cycle II will be held on Tuesday, August 10, 2021.

In this second cycle, the teacher/researcher presents learning materials according to the plan, namely applying the Guided Teaching Model. And based on the observations of researchers that students are so active, in doing the tasks given.

3.2.3 Observation

The focus of observation is observing teacher activities during the implementation of learning, as well as analyzing test results. Observation of teacher activities aims to see the suitability of the implementation of learning with the lesson plan. The observations made during the learning implementation on August 3, 2021, were all of good value. More complete observation results can be seen in the appendix.
One week after the cycle II learning was carried out, namely on Tuesday, August 10, 2021, the final test for the second cycle was held. The questions given are multiple-choice questions. The results obtained can be seen in Table 2:

Table 2: Final Test Assessment Score Cycle II

<table>
<thead>
<tr>
<th>No.</th>
<th>Assessment Aspect</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Total students</td>
<td>18 people</td>
</tr>
<tr>
<td>2</td>
<td>Number of students who completed</td>
<td>16</td>
</tr>
<tr>
<td>3</td>
<td>Classical completeness</td>
<td>88.89%</td>
</tr>
<tr>
<td>4</td>
<td>The highest score</td>
<td>100 (2 people)</td>
</tr>
<tr>
<td>5</td>
<td>Lowest value</td>
<td>60 (2 people)</td>
</tr>
</tbody>
</table>

Of the 18 students who became the sample, 16 students completed the class with 88.89% classical completeness. The highest score of 100 was 2 people and the lowest score of 60 was 2 people. This class action research only reached the second cycle because the minimum completeness criteria of 85% had been achieved, namely 88.89%.

Discussion

The directed teaching model is one of the active learning models, which requires the teacher to ask one or more questions to track students' knowledge or get their hypotheses or conclusions and then sort them into categories [11] while learning outcomes are changes in student behavior due to learning, that in the learning process there can be changes in knowledge, skills, abilities, and others. Changes in behavior are caused because students achieve mastery over several materials given in the teaching and learning process [13]-[15]. And the focus of this classroom action research is only on the cognitive/knowledge aspects of learning outcomes.

Based on the results of observations in cycle I, learning management generally went well, but there were still things that needed to be improved, namely time management and the need to increase student enthusiasm for participating in learning. However, in the second cycle of learning management has increased where all aspects are of good value and this has a positive impact on student learning mastery. More details can be seen in the attachment.

After observing the test scores/results in cycle I and cycle II, it turned out that there was a significant difference. The difference in the value in question is that from the number of students as many as 18 people who became the sample, students who completed the first cycle were 14 people (77.78%) increased to 16 people (88.89%) in the second cycle. The highest score in the first cycle was 100 as many as 1 person in the second cycle, the highest score increased to 100 was achieved by 2 people. The lowest score in the first cycle was 50 for 1 person and in the second cycle, the lowest value was 60 for as many as 2 people. For more details, see the Table 3:
Table 3: Comparison of Final Test Assessment Scores in Cycle I and Cycle II.

<table>
<thead>
<tr>
<th>No.</th>
<th>Assessment Aspect</th>
<th>Cycle I</th>
<th>Cycle II</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Total students</td>
<td>18 people</td>
<td>18 people</td>
</tr>
<tr>
<td>2</td>
<td>Number of students who completed</td>
<td>14 people</td>
<td>16 people</td>
</tr>
<tr>
<td>3</td>
<td>Classical completeness</td>
<td>77.78%</td>
<td>88.89%</td>
</tr>
<tr>
<td>4</td>
<td>The highest score</td>
<td>100 (1 person)</td>
<td>100 (2 people)</td>
</tr>
<tr>
<td>5</td>
<td>Lowest value</td>
<td>50 (1 person)</td>
<td>60 (2 people)</td>
</tr>
</tbody>
</table>

4. Conclusion

Based on the results of the classroom action research above, we can draw the following conclusions: "The application of the Directed Teaching Model can improve the learning outcomes of Indonesian History in class XI MIPA 1 SMA Negeri 3 Sigi in the odd semester of the 2021/2022 academic year".

References


