



IMPLEMENTATION OF ACTIVE LEARNING METHODS IN INCREASING STUDENT INTEREST AND UNDERSTANDING IN HISTORY LESSONS AT SMAN 14 MEDAN

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Abstract

This research aims to explore and analyze the implementation of active learning methods in increasing students' interest and understanding in history lessons at SMAN 14 Medan. Active learning methods are used as the main approach to presenting historical material to students. Research was conducted by collecting qualitative and quantitative data from students involved in the active learning process. The research results show that the implementation of active learning methods is effective in increasing students' interest in history lessons and increasing their understanding of the material being taught. These findings underline the importance of using interactive and participation-based learning methods to strengthen the learning process in schools. The implications of this research provide a basis for the development of more effective learning strategies in the context of history learning in high schools. However, the implementation of active learning methods depends not only on the type of activity carried out but also on the teacher's pedagogical skills in designing and implementing interactive learning. Therefore, continued support for developing teacher skills in using active learning methods is the key to success in improving the quality of history learning at SMAN 14 Medan. Thus, this research provides a valuable contribution to our understanding of the importance of active learning methods in increasing students' interest in and understanding of history lessons. Continuous efforts are needed to expand the use of these methods and overcome challenges that may arise in their implementation, so as to create more meaningful and valuable learning experiences for students in understanding their historical heritage.

Key words: *Active Learning Methods, Student Interest, Student Understanding*

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INTRODUCTION

Practically all inhabitants of the Unitary Condition of the Republic of Indonesia are bilingual. This implies that most of the Indonesian populace can communicate in two dialects, basically a local language and Indonesian. This condition shows that most Indonesians learn dialects other than their primary language. The language concentrated on by each offspring of the country is Indonesian, which is the official language in all areas of the unitary condition of the Republic of Indonesia (Zaini, 2017).

Aside from Indonesian, most Indonesian understudies concentrate on unknown dialects, which can be supposed to be third dialects (Sa'diyah & Abdurahman, 2021). In the 2013 educational plan, Indonesian and English subjects are incorporated as required subjects at the optional schooling level. At the tertiary level, unknown dialects are additionally compulsory subjects and become public center subjects. This implies that an unknown dialect is a subject that should be taken by all understudies at all colleges in Indonesia. The current educational program structure shows that dialects should be learned at each degree of training in Indonesia. Hence, most Indonesian understudies are capable of learning an unknown dialect, either as a second or third language (Ratminingsih, 2021).

Dynamic learning is progressively acknowledged by learning specialists because of changing perspectives on the most proficient method of learning. Generally, realizing, where already the term instructing was utilized, frequently contrasted understudies with void jugs fit to be loaded up with anything by the instructor (Yus & Sari, 2020). With this view, educators can ideally move information to understudies in the manner they need. This view is not generally shared by numerous specialists. As per this new view, learning includes numerous angles, including the student's psychological state. In this situation, Silberman says: Learning is certainly not a programmed result of emptying data into an understudy's head. It requires the student's own psychological association and doing (Silberman, 1996).

As indicated by research by Dr. Vernon A. Magnesen, as cited by Bobbi de Doorman et al., we learn: 10% from what we read, 20% from what we hear, 30% from what we tell, half as far as we tell and hear, 70% of what we

say, and 90% of what we say and do (Nilandari, 2014). This exploration demonstrates that to have the option to learn well, an individual must effectively make it happen. This is described by the huge rate at which we gain from our dynamic way of behaving. From the exploration above, it very well may be seen that dynamic realizing, which is finished by 'saying' and 'saying' in addition to 'doing', will get the most extreme outcomes.

The importance of studying history in educational curricula has been widely recognized because of its role in shaping students' understanding of the past as well as its implications for their understanding of the world today and in the future. However, in many educational institutions, especially at the high school level, students' interest in history lessons often declines. This is often caused by a learning approach that is less interesting and does not motivate students optimally.

Research by (R, 2019) found that students' low interest in history could be caused by traditional and less interactive teaching methods. Students often feel bored with learning approaches that only focus on reading texts or lectures without providing opportunities for them to be actively involved in the learning process. This can result in a decrease in students' understanding of historical material and potentially reduce their interest in learning further about the topic.

In this context, the implementation of active learning methods has been considered a potential solution to increase students' interest in and understanding of history lessons. Research by (Abdullah, 2020) shows that active learning methods, which involve active student participation through discussions, role plays, projects, and other group activities, can motivate students to learn better and strengthen their understanding of the subject matter.

Although several studies have highlighted the benefits of active learning methods, research examining the implementation and effectiveness of this method in increasing students' interest in and understanding of history lessons in high schools, especially at SMAN 14 Medan, is still limited. Therefore, this research will explore the potential of active learning methods as a strategy to increase students' interest and understanding in history lessons at SMAN 14 Medan, which is expected to provide valuable insights for the development of history education at the high school level.

Students' level of interest in and understanding of history lessons has a significant impact on the development of historical insight, understanding of social context, and critical thinking skills. However, challenges in maintaining students' interest in history lessons in high school often arise due to a lack of variety in the learning approaches used by educators.

Research by (Smith, 2018) highlights that learning environments limited to teaching dominated by lectures and text reading can lead to boredom and a lack of student engagement. As a result, students' interest in history may decline, which in turn affects their understanding of the subject matter.

On the other hand, research by (Kaur, A, Arora, 2017) shows that active learning methods can motivate students to be directly involved in learning, increase their interest in the subject, and deepen their understanding of the subject matter. By providing opportunities for students to actively participate through discussions, role plays, and projects, active learning methods encourage deeper understanding and allow students to relate historical concepts to their own experiences.

However, the use of active learning methods in the context of history learning at SMAN 14 Medan has not been widely explored. Therefore, this research aims to fill this knowledge gap by exploring the effectiveness of implementing active learning methods in increasing students' interest in and understanding of history lessons. It is hoped that the results of this research can provide new insights for educators to develop more effective and interesting learning strategies in the field of history at SMAN 14 Medan.

METHODOLOGY

This research uses qualitative and quantitative approaches to explore the implementation of active learning methods in increasing students' interest and understanding in history lessons at SMAN 14 Medan. The following are the steps taken in this research:

Research design: This research uses a mixed research design (mixed methods), which integrates qualitative and quantitative data. This mixed approach allows for a more holistic and in-depth understanding of the implementation of active learning methods in the context of history learning (Sugiyono,

2017).

Qualitative data: Qualitative data was collected through classroom observations, interviews with history teachers, and focus group discussions with students. Class observations were carried out to directly observe the implementation of active learning methods in history learning at SMAN 14 Medan. Interviews with history teachers aim to gain an in-depth understanding of their perspectives and experiences in implementing active learning methods. Focus group discussions with students were conducted to explore their views on active learning methods and their impact on their interest in and understanding of history lessons (Sutopo, 2002).

Quantitative data: Quantitative data was collected through questionnaires distributed to students at SMAN 14 Medan. This questionnaire is designed to measure students' level of interest in history lessons before and after implementing active learning methods, as well as to evaluate students' level of understanding of the material being taught (Machali, 2021).

Qualitative data: Qualitative data obtained from classroom observations, interviews, and focus group discussions were analyzed using a thematic analysis approach. These analysis steps involve identifying patterns, themes, and key concepts that emerge from the data.

Quantitative data: Quantitative data obtained from the questionnaire will be analyzed statistically using statistical software such as SPSS. Statistical analysis includes the calculation of averages, standard deviations, t-tests, and analysis of differences between students' levels of interest and understanding before and after implementing active learning methods.

Interpretation and Conclusion: The results of qualitative and quantitative data analysis will be interpreted together to identify the main findings and emerging patterns. These findings will be used to draw comprehensive conclusions about the effectiveness of implementing active learning methods in increasing students' interest and understanding in history lessons at SMAN 14 Medan. Through these steps, it is hoped that this research can provide a better understanding of the role of active learning methods in improving the quality of history learning at SMAN 14 Medan.

RESULT AND DISCUSSION

After conducting careful and comprehensive research, we succeeded in identifying several significant findings related to the implementation of active learning methods in increasing students' interest and understanding in history lessons at SMAN 14 Medan.

First of all, in looking at the implementation of active learning methods, we conducted classroom observations and interviews with history teachers. The results show that teachers have implemented various active strategies, such as group discussions, role plays, and history-based projects. They reported that this method succeeded in increasing students' involvement in history learning and helped them better understand the material being taught.

Second, in assessing students' interest in history lessons, we used a questionnaire given to students before and after implementing active learning methods. The results of the analysis show that there was a significant increase in students' interest in history lessons after using active learning methods. Students report that they are more interested in and motivated to learn history after engaging in more interactive learning.

Third, we also evaluated students' understanding of historical material before and after implementing active learning methods. The results show that there is a significant increase in students' understanding after using active learning methods. Quantitative data analysis showed an increase in students' comprehension scores, indicating that this method was effective in helping students understand historical concepts better.

Finally, in focus group discussions with students, we obtained direct views from students about their experiences with active learning methods. They stated that this method made learning history more interesting and relevant for them. They also feel more confident in expressing their opinions and are more actively involved in class discussions.

Overall, the findings of this research indicate that the implementation of active learning methods has succeeded in increasing students' interest and understanding of history lessons at SMAN 14 Medan. This provides strong evidence of the importance of

using interactive and participation-based learning methods in improving the quality of history learning in high schools.

In addition, our findings also show that students responded positively to the use of active learning methods. They expressed that this method makes learning more enjoyable and allows them to be more involved in the learning process. By having the opportunity to discuss, collaborate, and actively participate in learning, students feel more motivated to develop their understanding of history.

Apart from its positive impact on students' interest and understanding, the implementation of active learning methods also provides additional benefits to learning history at SMAN 14 Medan. Teachers report improvements in the classroom atmosphere, with students more enthusiastic and engaged in learning. They also highlight developments in students' social and collaborative skills through working together in group activities.

However, although these findings show the positive impact of active learning methods, it is important to remember that implementing this method also requires support and thorough preparation from educators. Continuous training and support for teachers in designing and implementing active learning will be key to success in strengthening these learning practices in schools.

Thus, these findings not only contribute to our understanding of the effectiveness of active learning methods in the context of history learning but also provide a basis for the development of more innovative and effective learning strategies in the future.

Moreover, our findings suggest that the effectiveness of active learning methods is not only limited to increasing students' interest and understanding but also has the potential to broaden their views about the relevance and practical application of history lessons in everyday life. Through active participation in learning activities that involve critical analysis, problem solving, and reflection, students can relate historical concepts to contemporary contexts and develop a deeper understanding of the relationships between the past, present, and future.

Apart from that, these findings also highlight the importance of the teacher's role as an effective learning facilitator in implementing active learning methods. Teachers who are able to create a supportive,

stimulating and inclusive learning environment have the potential to strengthen the positive impact of active learning methods on student interest and understanding. Therefore, supporting the development of teachers' pedagogical skills in designing and implementing active learning must be a priority in efforts to improve the quality of history education.

Lastly, these findings also show the importance of collaboration between teachers, students, parents and other stakeholders in supporting the implementation of active learning methods. By strengthening the involvement and support of all relevant parties, schools can create empowering and stimulating learning environments that enable students to reach their full learning potential.

By paying attention to these findings, future research can look more deeply at the various factors that influence the implementation of active learning methods, as well as effective strategies for overcoming obstacles that may arise. Thus, this research provides a strong foundation for the development of learning approaches that are more student-oriented and relevant to the demands of the times.

The findings of this research indicate that the implementation of active learning methods has a significant positive impact on increasing students' interest in and understanding of history lessons at SMAN 14 Medan. Based on qualitative and quantitative data analysis, we can conclude that active learning methods, which involve active student participation through various interactive activities, are effective in stimulating students' interest in history learning and strengthening their understanding of the material taught.

First, in the context of student interest, our research results are consistent with previous research, which shows that interactive and participation-based learning can increase student interest in certain subjects (Harlen, 2010). Implementation of active learning methods provides opportunities for students to be directly involved in learning, which can increase their motivation and interest in learning history (Pitler et al., 2012).

Second, in terms of student understanding, our findings support previous research showing that active learning allows

students to develop a deeper and more conceptual understanding of course material (Freeman et al., 2014). Through various activities, such as group discussions and role plays, students have the opportunity to relate historical concepts to their own experiences, which can strengthen their understanding of the material being taught (Barkley et al., 2014).

However, it is important to recognize that the successful implementation of active learning methods does not only depend on the type of activity carried out but also on the teacher's teaching skills in designing and implementing interactive learning (Prince, 2004). Therefore, continuous training and support for developing teachers' pedagogical skills in using active learning methods will be the keys to success in improving the quality of history learning at SMAN 14 Medan.

Additionally, it is important to note that this study has several limitations. One of them is that the research focus is limited to one school, so generalizations of findings must be done with caution. Future research could broaden the scope to include more schools and different educational contexts to gain a more comprehensive understanding of the effectiveness of active learning methods in enhancing history learning.

In addition, the discussion needs to consider the importance of the school context and student characteristics in implementing active learning methods. Factors such as class size, available resources, and students' level of readiness to participate actively can also influence the effectiveness of active learning methods. Therefore, a flexible approach adapted to the specific needs and conditions of schools and students is needed to maximize the benefits of active learning in the context of history learning.

Additionally, although this research shows the positive impact of active learning methods, further research could also explore the barriers that may arise in implementing these methods in various educational contexts. Factors such as resistance from students or teachers, a lack of administrative support, and technological infrastructure constraints may be challenges that need to be overcome in expanding the use of active learning methods.

Furthermore, it is important to note that the results of this research show the success of active learning methods in increasing students' interest and

understanding in history lessons at SMAN 14 Medan. However, to expand the generalizability of the findings, future research could involve a larger sample and cover various school contexts in Medan or other regions.

Finally, it is important to highlight that this research confirms the importance of collaboration between teachers, students, and other stakeholders in strengthening the effectiveness of active learning methods. By involving all relevant parties in the learning process, schools can create a supportive and stimulating environment for students to achieve their maximum learning potential.

In addition, it should be noted that measuring student interest and understanding is an important aspect of improving the quality of learning. In this research, we used a questionnaire to measure student interest before and after implementing active learning methods, as well as student understanding of the lesson material. Although this method provides a good picture of changes in student interest and understanding, other approaches such as direct observation and student portfolios can also provide additional insight into student progress in history learning.

In addition, it is important to remember that the results of this study highlight the importance of implementing a student-centered learning approach in the context of history learning. Active learning methods allow students to become active agents in their own learning process, which can increase their intrinsic motivation to learn and develop the critical skills necessary to better understand and analyze history.

However, further research also needs to consider the long-term effects of implementing active learning methods on students' academic achievement, retention of historical knowledge, and their ability to apply historical concepts in real-life contexts. With a deeper understanding of the long-term impact of active learning, schools can develop more effective and sustainable learning strategies to improve the quality of history education.

In the overall discussion, this research provides a valuable contribution to our understanding of the importance of active learning methods in increasing students' interest and understanding in history lessons at SMAN 14 Medan. However, continued efforts are needed to expand the use of these

methods and overcome challenges that may arise in their implementation, so as to create more meaningful and valuable learning experiences for students in understanding their historical heritage.

Apart from that, it should be noted that the use of active learning methods succeeded in increasing students' interest and understanding of history lessons at SMAN 14 Medan. With active participation in the learning process, students become more enthusiastic and involved in learning history. The results of the data analysis show a significant increase in students' interest in historical subjects after implementing active learning methods, while students' understanding of historical material also increases significantly.

The importance of implementing active learning methods in the context of history learning is also evident in the views of students, who state that this method makes learning more interesting and helps them understand historical concepts better. In addition, the discussion also underscored the need for continued support for the development of teachers' pedagogical skills in designing and implementing active learning, as well as the expansion of research to gain a more comprehensive understanding of the long-term impact of active learning methods on

CONCLUSION

This research highlights the importance of implementing active learning methods in increasing students' interest in and understanding of history lessons at SMAN 14 Medan. Research findings show that active learning methods are successful in increasing students' interest in historical subjects while strengthening their understanding of the subject matter. Through active participation in various learning activities, students become more enthusiastic and involved in learning history, which can increase their intrinsic motivation to learn and develop necessary critical skills.

Students' positive views towards active learning methods also underscore the importance of student-centered approaches in the context of history learning. Active learning methods allow students to become active agents in their own learning process, which can provide a more meaningful and relevant learning experience for them.

However, the implementation of active learning methods depends not only on the type of activity carried out but also on the teacher's pedagogical skills in designing and implementing interactive learning. Therefore, continued support for developing teacher skills in using active learning methods is the key to success in improving the quality of history learning at SMAN 14 Medan.

Thus, this research provides a valuable contribution to our understanding of the importance of active learning methods in increasing students' interest in and understanding of history lessons. Continuous efforts are needed to expand the use of these methods and overcome challenges that may arise in their implementation, so as to create more meaningful and valuable learning experiences for students in understanding their historical heritage.

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