



GROUNDED STUDY ON ACTIVE LEARNING PRACTICES IN HISTORY CLASSES AT SMA NEGERI 14 MEDAN

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Abstract

This research aims to reveal active learning practices in history classes at SMA Negeri 14 Medan using a grounded study approach. This study explores the methods and strategies used by teachers to encourage active student participation, as well as the obstacles faced in their implementation. Data was collected through classroom observations, in-depth interviews with teachers and students, and analysis of related documents. The research results show that active learning in history classes includes various techniques such as group discussions, student presentations, and the use of digital media. The teacher acts as a facilitator who motivates students to think critically and participate actively in the learning process. However, this research also found several challenges, such as limited facilities, time, and differences in student ability levels, which affected the effectiveness of active learning. These findings provide valuable insights for improving active learning practices in history classes as well as implications for educational policy at the high school level.

Key words: Active Learning, Grounded Study, History Classes, Student Participation.

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INTRODUCTION

The background to this research stems from the urgent need to improve the effectiveness of learning in history classes at SMA Negeri 14 Medan. History learning is an important aspect of the education curriculum because it not only provides an understanding of the past but also forms students' analytical and critical skills. However, in practice, history learning is often considered dry and less interesting by students, which can hinder their interest in and participation in the learning process (Prasetyo & Rahman, 2023).

Active learning has been recognized as an effective approach to increasing student engagement and their learning outcomes (Syaparuddin et al., 2020). Through active learning, students are invited to become active agents in their learning process, so they are more likely to understand and remember the material studied. However, the implementation of active learning in the context of history classes at SMA Negeri 14 Medan still needs further research.

Therefore, this research aims to explore the active learning practices used by teachers in teaching history at SMA Negeri 14 Medan. Through a grounded study approach, this research will gain an in-depth understanding of the methods and strategies used, as well as the factors that influence their implementation. Thus, it is hoped that this research can provide valuable insights for the development of more effective and interesting learning practices in history classes, as well as contribute to improving the quality of education at the high school level.

The background to this research is also driven by a paradigm shift in education that emphasizes the importance of developing 21st-century skills, including critical thinking, communication and collaboration skills (Muhali, 2019). Active learning in history classes not only aims to transfer knowledge about historical events but also to shape students' abilities to analyze various sources of information, understand different perspectives, and relate history lessons to the current context (Lisnawati et al., 2022).

However, the implementation of active learning in history classes is faced with a number of challenges. Teachers often face obstacles in designing and implementing learning activities that are interesting and meaningful for students. In addition, limited resources, whether in terms of time, materials,

or infrastructure, can also limit teachers' possibilities to implement innovative learning approaches (Istiqomah et al., 2023).

By deepening our understanding of active learning practices in the context of history classes at SMA Negeri 14 Medan, it is hoped that this research can provide valuable input for curriculum development, teacher training, and school resource management. In addition, this research can also provide an empirical basis for further research on the effectiveness of active learning in improving students' historical understanding and thinking skills. Thus, this research has the potential to make a significant contribution to efforts to improve the quality of history education at the high school level.

Apart from that, global considerations are also an important part of the background of this research (Sarnita & Andaryani, 2023). In this era of globalization, students need to have a deep understanding of the history, culture and values of various countries and societies. Effective history learning not only allows students to understand important events in world history but also to develop a sense of empathy and appreciation for cultural diversity (Hardiana, 2017).

However, the challenges of teaching history in the era of globalization are also real. Limited resources and a lack of access to materials relevant to the global context can hinder teachers' efforts to integrate global dimensions into their history learning (Kusumawati et al., 2023). Therefore, this research also aims to explore the extent to which active learning practices in history classes at SMA Negeri 14 Medan pay attention to global aspects, such as the use of diverse resources and introducing a global perspective in historical analysis.

Thus, this research is not only relevant in the local context but also makes an important contribution to efforts to develop history education that is centered on a global dimension amidst the current dynamics of global development. With a better understanding of active learning practices and the integration of global dimensions in history learning, it is hoped that it can prepare students to become global citizens who are knowledgeable and open-minded about facing future challenges.

Apart from that, the development of information and communication technology (ICT) is also a relevant factor in the background of this research. ICT has changed the way we access, process and share information,

including in the context of history learning. The use of technology in history learning can open access to diverse sources of information, enrich student learning experiences, and facilitate collaboration between students and teachers (Mukhid, 2023).

However, the implementation of ICT in history learning is also faced with a number of challenges, including limited infrastructure and teacher technical skills (Sholeh & Efendi, 2023). Therefore, this research will also examine the extent to which teachers at SMA Negeri 14 Medan use ICT in their active learning practices, as well as the factors that influence its implementation.

By deepening our understanding of the relationship between active learning, ICT, and history learning at the high school level, this research is expected to provide a more comprehensive view of how technology can be optimized to improve the quality of history learning. It is hoped that the findings from this research can become a basis for developing learning strategies that are more effective and relevant to today's digital reality, as well as contributing to the literature and educational practice related to the integration of ICT in history learning.

METHODOLOGY

A qualitative approach was chosen to provide depth of understanding of active learning practices carried out by teachers and students' learning experiences in a historical context. This allows researchers to capture nuances, context, and meaning that may be missed in quantitative approaches (Sugiyono, 2013).

Research participants consisted of teachers who taught history subjects and students who took part in classes at SMA Negeri 14 Medan. Through data collection techniques such as direct observation, in-depth interviews, and document analysis, researchers gain deep insight into how history learning is implemented and experienced in the field.

The collected data is then analyzed thematically, where patterns, themes and relationships between the data are identified and interpreted (Creswell & Creswell, 2018). This analysis was conducted iteratively, allowing researchers to continually refine their understanding of active learning practices in history classrooms.

The research method applied in this study adopted a grounded study approach, allowing researchers to gain in-depth insight into active learning practices in history classes at SMA Negeri 14 Medan. This approach demands an iterative process of data collection and analysis, where findings from the field become the basis for the development of new concepts and theories.

First of all, this research uses a qualitative approach, which allows researchers to explore the context and experiences related to history learning. Teachers and students at SMA Negeri 14 Medan were selected as research participants. They were chosen purposefully to ensure variety in learning experiences and practices (Sutopo, 2002).

The data collection process involved several techniques, including direct observation of the history learning process in selected classes, in-depth interviews with teachers to understand the learning strategies they used and the obstacles they faced in implementing active learning, and analysis of documents related to the curriculum, plans for learning, and learning materials (Miles & Huberman, 1992).

After the data was collected, analysis was carried out thematically. Data from observations, interviews and document analysis were coded and grouped into relevant themes. The analysis was carried out iteratively, where new findings were compared with existing concepts to deepen understanding of active learning practices in history classes. Data validity was maintained through data triangulation, using multiple data sources to confirm findings. Reliability is maintained by maintaining consistency in data collection and analysis and involving experienced researchers in the research process (Bogdan & dalam Moleong, 2001).

With this approach, it is hoped that this research can provide a comprehensive understanding of active learning practices in history classes at SMA Negeri 14 Medan as well as the factors that influence their implementation.

RESULT AND DISCUSSION

After going through a thorough data collection and analysis process, this research produced significant findings regarding active learning practices in history classes at SMA Negeri 14 Medan, as well as an in-depth

discussion of their implications.

The research results show that active learning practices in history classes include a variety of techniques and strategies used by teachers to encourage student participation. Some commonly used techniques include group discussions, student presentations, role-playing, and the use of digital media such as video and interactive software. Teachers act as facilitators who motivate students to think critically, ask reflective questions, and stimulate diverse discussions.

However, this research also identified a number of barriers to the implementation of active learning practices. Some of the most striking obstacles include limited infrastructure, especially in terms of access to technology and learning media, as well as limited time in a busy curriculum. Apart from that, differences in students' ability levels also pose a challenge for teachers in designing activities that suit students' diverse needs and interests.

In the discussion, these findings are analyzed further to understand their implications for history teaching practices at SMA Negeri 14 Medan. It is recommended that efforts to increase active learning need to be supported by improvements to school infrastructure, including better access to technology and relevant learning resources. In addition, there needs to be ongoing support and training for teachers to develop their skills and knowledge in designing and implementing active learning.

Overall, this research provides a better understanding of the dynamics of history learning at SMA Negeri 14 Medan and highlights the challenges and opportunities in implementing active learning practices. It is hoped that the implications of these findings can contribute to the improvement and development of more effective and inclusive learning practices in the future.

Apart from the findings already mentioned, this research also highlights the importance of integrating global dimensions into history learning at SMA Negeri 14 Medan. Although some teachers have integrated global elements into their curricula, the findings suggest that there is still room for improvement in this regard. Integrating global dimensions into history learning can help students understand the connection between local history and global events, as well as

encourage the development of attitudes of tolerance and a deeper understanding of cultural diversity.

The discussion also highlights the importance of strengthening student engagement in history learning through the use of information and communication technology (ICT). Although some teachers have used ICT in their learning practices, challenges such as limited access and technical skills are still obstacles. Therefore, it is recommended that schools increase investment in ICT infrastructure and provide adequate training for teachers in the use of technology to support active, technology-based history learning.

Additionally, this research highlights the importance of considering students' diverse needs and interests in designing learning activities. Teachers need to take into account differences in students' learning styles, ability levels, and interests to ensure that all students are actively engaged in the learning process. This emphasizes the importance of a differentiation approach in designing curriculum and learning activities that are responsive to students' individual needs.

Thus, the discussion of these findings underlines the importance of a holistic approach to improving history learning practices at SMA Negeri 14 Medan. Integration of global dimensions, use of technology, and a responsive approach to student needs are several things that need to be considered in efforts to improve the quality of history learning that is inclusive, relevant, and globally competitive.

Apart from the things already mentioned, this research also explores the impact of interactions between teachers and students on active learning in history classes. The findings show that the quality of interpersonal relationships between teachers and students can influence the level of student engagement in learning. Teachers who are able to build positive, supportive, and inclusive relationships with students tend to be more successful in encouraging student participation in learning activities. Conversely, discomfort or tension in the relationship between teachers and students can be an obstacle to creating a supportive and collaborative learning environment.

Furthermore, this research underscores the important role of the curriculum in shaping active learning practices in history classes.

Findings suggest that a flexible curriculum, providing space for exploration and reflection, can support the implementation of active learning. On the other hand, a curriculum that is too structured and centered on conventional teaching tends to limit teacher creativity in designing innovative learning activities based on student needs.

In addition, this research highlights the importance of support from the school and management in facilitating the implementation of active learning practices. Findings show that schools that provide sufficient support and resources for teachers, such as training, time for collaboration between teachers, and access to a variety of learning resources, tend to have more developed active learning practices.

The discussion of these findings emphasizes the importance of a holistic and sustainable approach in improving active learning practices in history classes at SMA Negeri 14 Medan. Factors such as teacher-student interaction, curriculum, and school support are all interrelated and need to be considered together in efforts to improve the quality of effective and sustainable history learning.

In addition to the aspects already mentioned, this research also highlights the important role of evaluation and feedback in improving active learning practices in history classes. Findings suggest that evaluation systems that focus on measuring students' conceptual understanding and analytical skills, rather than simply measuring factual memorization, can support active learning practices. By providing constructive and relevant feedback, teachers can help students improve their understanding of historical material and enhance their skills in critical and analytical thinking.

Furthermore, this research underlines the importance of collaboration between teachers and other related parties, such as parents and local communities, in supporting active learning in history classes. This collaboration can help create an integrated learning environment between schools and communities, as well as expand the resources and learning experiences available to students outside the classroom.

In addition, this research emphasizes the need for student-centered learning approaches and project-based learning to improve active learning practices in history

classes. Through project-based learning, students have the opportunity to actively engage in research, analysis, and presentations on historical topics relevant to their lives. This approach not only increases student engagement but also helps them develop the problem-solving, collaboration, and critical thinking skills necessary for success in the real world.

The discussion of these findings highlights the complexity and depth of factors that influence active learning practices in history classes at SMA Negeri 14 Medan. By paying holistic attention to these aspects, it is hoped that more effective and sustainable strategies can be formulated to improve the quality of history learning in the school.

CONCLUSION

In research conducted on active learning practices in history classes at SMA Negeri 14 Medan, several key findings have been revealed. The grounded study approach has provided in-depth insight into the dynamics of history learning in the field, strengthening understanding of the challenges and opportunities faced by teachers and students in implementing active learning.

The findings show that active learning practices have been adopted by a number of teachers at SMA Negeri 14 Medan, with the use of various techniques such as group discussions, student presentations, and the use of information technology. Teachers act as facilitators who encourage students to think critically, collaborate, and be actively involved in the learning process.

However, the research also identified a number of challenges that need to be addressed. Limited infrastructure, a busy curriculum, differences in student ability levels, and a lack of support and training for teachers are some of the main obstacles to implementing active learning practices. In addition, the importance of integrating global dimensions, relevant evaluation, collaboration between stakeholders, and student-centered learning approaches is also highlighted in this research. In conclusion, this research shows that active learning has great potential to improve the quality of history learning at SMA Negeri 14 Medan. However, to realize this potential, comprehensive and sustainable efforts are needed from various parties, including schools, teachers, students, parents and the community.

By paying attention to the findings and recommendations from this research, it is hoped that effective strategies can be formulated to improve history learning that is inclusive, globally competitive and relevant to the demands of the times.

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