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EXPLORATORY STUDY ON THE USE OF STORY METHODS IN INCREASING STUDENT INVOLVEMENT IN HISTORY LEARNING AT SMAN 1 MEDAN

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Abstract

This research aims to investigate the use of the story method in increasing student involvement in history learning at SMA Negeri 1 Medan. The story method is an approach that utilizes narrative to bring historical content to students in an interesting and engaging way. This research uses a qualitative approach with an exploratory study design. Data was collected through classroom observations, interviews with history teachers, and questionnaires given to students. Data analysis was carried out using content analysis techniques. The research results show that using the story method can increase student involvement in history learning. Students responded positively to the use of narrative in understanding historical content and felt more involved and enthusiastic in the learning process. The implications of this research provide encouragement for history teachers to consider using the story method as an effective learning strategy for increasing student engagement in history lessons. The story method also encourages students to think critically and reflectively. They are invited to see multiple points of view and understand the complexity of historical events, which helps them develop analytical and critical skills. The use of stories creates a more inclusive and enjoyable classroom atmosphere. Students feel more involved and valued, which in turn increases their motivation to study history. However, this research also identified several challenges in implementing the story method, such as the need for additional time to design interesting and relevant story material as well as differences in student learning preferences. However, these challenges can be overcome through collaboration between teachers and support from the school. Overall, this research concludes that the story method is an effective and innovative learning strategy for increasing student involvement in history learning. The recommendation put forward is to continue developing and perfecting this method, as well as providing training and workshops for teachers so that they are more skilled in implementing the story method. In this way, it is hoped that history learning in high schools can become more interesting, interactive and meaningful for students and help them develop a deeper understanding and appreciation of history.

Key words: *Story Method, Student Involvement, History Learning, SMA Negeri 1 Medan.*

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INTRODUCTION

History education in high school has an important role in shaping students' insight and understanding of the past, which in turn can influence their perspective on the present and future (Hasan, 2019). However, in practice, history learning is often faced with challenges related to low student engagement. Conventional and less interactive learning methods often make students feel bored and unmotivated to understand historical material in depth (Hasanah, 2023).

SMA Negeri 1 Medan, as one of the leading schools in the city of Medan, also faces similar challenges. Teachers often complain about the low level of student participation in class discussions and their lack of enthusiasm for studying history. This is an important concern, considering that students' active involvement greatly influences the effectiveness of learning and in-depth understanding.

To overcome this problem, it is necessary to look for learning methods that are innovative and able to attract student interest. One potential method is the use of stories in history learning. Stories have the power to bring historical events to life, making them more relevant and interesting for students. With the story method, students can be invited to be more active in the learning process, either through listening to stories, discussing them, or participating in story-based activities (Dewayani, 2017).

This research aims to explore the use of the story method in increasing student involvement in history learning at SMA Negeri 1 Medan. By exploring the experiences and perceptions of students and teachers regarding this method, it is hoped that more effective and enjoyable learning strategies can be found. This research also seeks to contribute to the development of more interactive and interesting history learning methods in Indonesia, especially at the high school level.

History education is an important aspect of the education curriculum in Indonesia. As a subject that teaches national values, national identity, and understanding the dynamics of the past, history has a strategic role in shaping the character and knowledge of the younger generation (Brata & Rai, 2023). However, the reality on the ground shows that history learning in schools often faces significant obstacles, one of which is low student engagement. This can be seen from the low level of active participation in class discussions, lack of enthusiasm, and shallow understanding of the material.

SMA Negeri 1 Medan, as one of the leading schools in the city of Medan, is also experiencing similar problems. Despite having adequate educational facilities and competent teaching staff, the challenge of increasing student involvement in history learning is still homework that needs to be overcome. Students tend to consider history a boring and difficult subject, which results in low interest in learning and unsatisfactory learning outcomes (Siringo-ringo et al., 2021).

In line with the development of modern pedagogy, the use of creative and innovative learning methods is becoming increasingly important. One approach that is considered effective is the story method (Nurdyansyah & Fahyuni, 2016). Stories, as a pedagogical tool, can present historical context in a more lively and relevant way for students. Through stories, historical events can be presented in an interesting way, spark imagination, and stimulate students' curiosity (Susanti et al., 2022).

The story method not only functions as a means of conveying information but also as a means of developing critical thinking skills, empathy and a deep understanding of historical context (Shaleha et al., 2023). By presenting historical figures, events and backgrounds through interesting narratives, students can more easily understand the complexity of historical events and feel their relevance to their lives today (Ayu et al., 2023).

This research aims to explore the use of the story method in increasing student involvement in history learning at SMA Negeri 1 Medan. This study will examine how the story method can be implemented effectively in the history classroom, as well as assess its impact on student interest, participation, and understanding. Apart from that, this research will also identify challenges and obstacles that may be faced in implementing this method, as well as provide strategic recommendations for developing more interactive and interesting history learning methods in the future.

Thus, it is hoped that this research can make a significant contribution to efforts to improve the quality of history learning in high schools, especially at SMA Negeri 1 Medan, as well as becoming a reference for the

development of innovative history learning methods in Indonesia in general.

History education at the high school level plays an important role in shaping the identity and character of the younger generation (Supriatna, 2012). However, it cannot be denied that learning history is often considered less interesting by students. At SMA Negeri 1 Medan, this phenomenon can be seen from the low level of student participation in history lessons, which ultimately has an impact on their understanding and appreciation of the history material being taught .

The low level of student involvement in history learning can be caused by several factors. Conventional and didactic teaching methods often make history material feel stiff and boring (Susanto, 2014). Teachers who use more lecture methods without actively involving students tend to make students passive and less enthusiastic. Apart from that, a curriculum that is dense with factual information without any links that are relevant to students' daily lives also contributes to a low interest in studying history (Maemonah, 2017).

To overcome this problem, innovation is needed in history teaching methods that can attract interest and increase student involvement. One method that is potentially effective is the use of stories in learning. The story method allows teachers to convey historical material in an interesting narrative form, reliving past events in a way that is more imaginative and relevant for students (Asmardi & Pasaribu, 2024).

Using the story method in teaching history has several advantages. First, stories can bridge historical facts with students' personal experiences, making history easier to understand and remember. Second, stories can provoke students' emotions and imagination, so that they are more involved emotionally and intellectually. Third, this method can encourage active student participation through discussions, drama and other creative activities based on stories (Dewayani, 2017).

This research aims to explore the use of the story method in increasing student involvement in history learning at SMA Negeri 1 Medan. This study will examine how stories can be used as an effective pedagogical tool, as well as their impact on students'

interest, participation, and understanding of historical material. This research will also identify factors that support and hinder the use of the story method, as well as provide recommendations for better implementation in the future.

Through this research, it is hoped that more effective strategies can be found to improve the quality of history learning. It is also hoped that the results of this research can make a significant contribution to the development of history learning methods in other schools in Indonesia. In this way, history education can become more interesting, interactive and relevant for students, so that it can help form a young generation that better understands and appreciates the history of their nation.

METHODOLOGY

This research uses a qualitative approach with an exploratory study method to understand how the use of the story method can increase student involvement in history learning at SMA Negeri 1 Medan. This approach was chosen because it provides the freedom to explore in-depth information regarding students' and teachers' experiences, perceptions and responses to the story method (Sugiyono, 2017).

The research was conducted at SMA Negeri 1 Medan, a high school located in the city of Medan, North Sumatra. The research subjects consisted of class XI students who took history subjects, as well as history teachers who taught in that class. The choice of class XI is based on the consideration that students at this level already have sufficient basic historical knowledge and are entering a more complex learning stage (Darmalaksana, 2020).

The data in this research was collected through several techniques. Observations were made during the history learning process using the story method. Researchers recorded student activities, interactions between students and teachers, as well as student responses to material presented through stories. This observation aims to obtain a direct picture of class dynamics and the level of student involvement (Miles & Huberman, 1992). In-depth interviews were conducted with history teachers and several students selected purposefully. Interviews with teachers aim to understand teachers'

perspectives regarding the effectiveness of the story method and their experiences in implementing this method (Moleong, 2018). Meanwhile, interviews with students aim to explore their perceptions, experiences and responses to history learning using the story method. In addition, questionnaires were distributed to all class XI students to collect data regarding their interest, motivation and level of involvement in learning history before and after implementing the story method. This questionnaire uses a Likert scale to measure various aspects of student engagement. Researchers also collected related documents, such as learning implementation plans (RPP), story material used in learning, and results of student learning evaluations. This documentation is used to complete observation and interview data.

The collected data was analyzed qualitatively. The first step is data reduction, where data obtained from observations, interviews, questionnaires and documentation is reduced to focus on information that is relevant to the research objectives. Irrelevant or redundant data is excluded. After that, the reduced data was coded based on the themes that emerged. This coding is done to organize the data so that it makes the analysis process easier. The coded data is then presented in the form of descriptive narratives, tables or diagrams to facilitate interpretation. The aim of presenting this data is to provide a clear picture of the research findings. From the data that has been presented, researchers draw conclusions regarding the effectiveness of using the story method in increasing student involvement in history learning. This conclusion is based on consistent and significant findings from various data sources (Moleong, 2017). This research is expected to provide in-depth insight into the application of the story method in history learning as well as identify factors that influence student engagement. It is also hoped that the results of this research can become a reference for developing more effective and interesting history learning strategies in high schools in Indonesia.

RESULT AND DISCUSSION

This research reveals various interesting findings regarding the use of the story method in teaching history at SMA Negeri 1 Medan. Based on observations made during several learning sessions, there was a significant increase in student engagement. Students who previously appeared passive and less interested showed higher enthusiasm when historical material was presented through stories. They are more active in asking questions, participating in discussions, and showing greater interest in the material being taught.

In-depth interviews with history teachers revealed that the story method was very helpful in conveying complex and boring material. Teachers find it easier to explain the historical context through narratives that are interesting and relevant to students' lives. Teachers also noted that students more easily remembered and understood historical events when presented in story form compared to conventional lecture methods.

Students interviewed stated that they felt more involved and motivated to learn history through stories. They feel that stories help them relate historical events to everyday life and provide a clearer picture of important figures and events. One student said, "I used to think history was boring, but now I'm more interested because it's like listening to an exciting story."

The questionnaire distributed to students showed consistent results with observation and interview findings. Most students stated that they were more interested and motivated to learn history after the story method was applied. Student engagement scores on a Likert scale showed a significant increase after using the story method. This shows that the story method is effective in increasing students' interest and involvement in history learning.

The documentation collected, such as lesson plans and story materials, shows that the teacher has designed learning well, integrating stories into every part of the history lesson. The story material used also shows creativity and relevance to the curriculum, making it easier for students to understand the context and importance of historical events.

Data analysis shows several factors that support the success of the story method in increasing student engagement. First, stories provide a more human and emotional context, so students can more easily connect with the

material. Second, stories allow for variations in teaching methods so that learning becomes more dynamic and not monotonous. Third, stories encourage students to think critically and reflectively because they are invited to see various points of view and understand the complexity of historical events.

However, this research also identified several challenges in implementing the story method. Teachers need additional time to design and prepare interesting and relevant story material. In addition, not all historical material is easy to transform into an interesting story, so it requires creativity and special skills from the teacher. Some students may also have different learning preferences, and not all students respond to the story method with the same enthusiasm.

Overall, this research shows that the use of the story method in teaching history at SMA Negeri 1 Medan is effective in increasing student engagement. These findings provide a strong basis for recommending the application of the story method as a learning strategy that can be adopted by history teachers in other high schools. By continuing to develop and perfect this method, it is hoped that history learning can become more interesting, interactive and meaningful for students.

This research reveals various important findings related to the use of the story method in teaching history at SMA Negeri 1 Medan. Based on observations made during several learning sessions, there was a significant increase in student engagement. Students who previously seemed passive and less interested showed higher enthusiasm when historical material was presented through stories. They are more active in asking questions, participating in discussions, and showing greater interest in the material being taught.

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Furthermore, this research shows that collaboration between teachers can be a solution to overcome challenges in implementing the story method. Teachers can share resources, ideas, and experiences to create richer and more engaging stories. For example, Indonesian language teachers can help history teachers design compelling stories, while art teachers can help create visualizations or dramas based on historical stories.

This research also found that support from the school, such as providing time for teacher training and providing additional resources, is very important for the successful implementation of the story method. Schools that support innovation in teaching and provide space for teachers to develop creative learning methods will be more successful in improving the quality of learning.

Overall, this research shows that the use of the story method in teaching history at SMA Negeri 1 Medan is effective in increasing student engagement. These findings provide a strong basis for recommending the application of the story method as a learning strategy that can be adopted by history teachers in other high schools. By continuing to develop and perfect this method, it is hoped that history learning can become more interesting, interactive and meaningful for students. This research also suggests that training and workshops for teachers in using

the story method continue to be carried out so that more teachers are skilled in implementing this method effectively. In addition, further research can be conducted to examine the long-term impact of using the story method on students' understanding and appreciation of history.

CONCLUSION

This research succeeded in showing that the use of the story method in teaching history at SMA Negeri 1 Medan has a significant positive impact on student engagement. Through observations, interviews, questionnaires and documentation analysis, it was found that the story method was able to increase students' interest, motivation and participation in the learning process. One of the key findings was an increase in student engagement. The story method makes students more actively participate in history learning. They are more interested in asking questions, discussing and showing enthusiasm for the material being taught. This increase in engagement is clearly visible from classroom observations and student responses to questionnaires. In addition, stories help students relate historical events to the context of everyday life, so that they understand and remember the material more easily. Teachers also feel that conveying historical material through stories is more effective than conventional lecture methods.

The story method also encourages students to think critically and reflectively. They are invited to see multiple points of view and understand the complexity of historical events, which helps them develop analytical and critical skills. The use of stories creates a more inclusive and enjoyable classroom atmosphere. Students feel more involved and valued, which in turn increases their motivation to study history.

However, this research also identified several challenges in implementing the story method, such as the need for additional time to design interesting and relevant story material as well as differences in student learning preferences. However, these challenges can be overcome through collaboration between teachers and support from the school. Overall, this research concludes that the story method is an effective and innovative learning strategy for increasing student involvement in history learning. The recommendation put forward is

to continue developing and perfecting this method, as well as providing training and workshops for teachers so that they are more skilled in implementing the story method. In this way, it is hoped that history learning in high schools can become more interesting, interactive and meaningful for students and help them develop a deeper understanding and appreciation of history.

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