



Efforts to Improve History Learning Outcomes by Using Creative and Productive Learning Models

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ABSTRACT

Purpose of the study: The aim of this research is to determine students' history learning outcomes by applying creative and productive learning models.

Methodology: This research is classroom action research carried out in two cycles. Each cycle consists of four stages, namely planning, action, observation, reflection. The research subjects were class X high school students. The data collection tools or instruments used in this classroom action research are written test or evaluation instruments to reveal student learning outcomes and observation sheets regarding understanding of student activities and teacher performance. Data analysis is carried out statistically by calculating the average value obtained then the second stage calculate learning completeness.

Main Findings: Hasil belajar yang diperoleh siswa pada siklus I menunjukkan peningkatan dibandingkan sebelum diberikan pembelajaran dengan model kreatif dan produktif. Pada siklus II hasil belajar siswa menunjukkan peningkatan yang lebih baik dibandingkan siklus I. Hasil belajar siswa pada siklus II sebagai berikut: persentase ketuntasan pada siklus II sebesar 84,61%, sedangkan siswa yang tidak tuntas persentasenya sebesar 15,38. %. Jadi rata-rata kelas secara keseluruhan adalah 7,82.

Novelty/Originality of this study: The novelty of this research is that it is useful in the field of education, especially in history subjects as an effort to improve the completeness of student learning outcomes.

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1. INTRODUCTION

History means a science that studies all events or happenings that have occurred in the past in human life. History is a reconstruction of the past [1], [2]. History lessons will be interesting if they are packaged in a non-rigid way that can build students' imagination about interesting knowledge and experiences from history. Developing the attractiveness of history lessons is primarily the task of history educators, because it is in the hands of history educators that the spirit of history will be visible. Whether history education will be boring, boring or uninteresting, whether history lessons will be rote, is also determined by history educators [3]–[5]. The history learning system developed so far is actually inseparable from deep-rooted cultural influences. The evidence can be seen, a one-way learning system where the teacher is the main source of knowledge in learning activities is very difficult to change even though the current curriculum has changed. In the one-way teaching

method, students become inactive, just sitting and listening to the teacher's lecture, this is what causes students to lack understanding of the material in history subjects. In conditions like this, there is a need for updated models and strategies that can give rise to students' active role in teaching. In the learning process, students are expected to be active in the affective and psychomotor domains, so that learning history becomes more interesting and enjoyable [6], [7].

The main activity in the educational process at school is teaching and learning activities. The teaching and learning process carried out is a determinant of success in achieving national education goals [8], [9]. Students involved in the teaching and learning process are expected to experience changes in the areas of knowledge, understanding, skills, values and attitudes [5], [10]. In the teaching and learning process teachers will face students who have different characteristics so that teachers will not be separated from problems with learning outcomes. Success in the teaching and learning process at school depends on several aspects, namely infrastructure, teachers, students and the learning methods taught [11]. The dominant aspects in the teaching and learning process are teachers and students. Activities carried out by teachers and students in relation to education are called teaching and learning activities.

Teachers are motivators and facilitators, while students are recipients of information who are expected to be more active in teaching and learning activities. In the efforts carried out by teachers to improve student learning outcomes, in the teaching and learning process, teachers must be able to plan, implement and evaluate student learning outcomes. In this activity the teacher must be able to create a situation that allows learning to be active and effective [12]. Apart from that, teachers can also act as class managers to create active, effective and enjoyable learning. These two roles in learning support each other. One important component of the learning process is the teacher's ability to develop methods, vary models, and apply the content of learning materials in the classroom [13]. Correct selection of these models will increase students' appreciation, imagination, creativity and thinking abilities.

The learning model is a good communication tool for teachers and students, so that every teaching and every historical description presented can provide learning motivation [14]. The Creative and Productive learning model is a learning model that is based on the principles of intellectual and emotional involvement of students in learning, students are encouraged to discover/construct their own concepts that are being studied through interpretation carried out in various ways such as observation, discussion or experiment, giving students the opportunity to be responsible for completing tasks together and to be creative one must work hard, be highly dedicated, enthusiastic and believe self. The principles of this learning model can be applied in learning various fields of study, both abstract and concrete topics. Material that is appropriate to this learning model is material that requires a high understanding of values, concepts or actual problems in society as well as skills in applying this understanding in the form of real work.

This research is in line with research conducted by Nurhayati [15], where the research states that by using creative and productive learning models there is an increase in the quality of the learning process and there is an increase in learning outcomes. The difference between this research and previous research lies in the subject matter used. The novelty of this research is that it is useful in the field of education, especially history subjects as an effort to improve the completeness of student learning outcomes. The urgency of this research is to determine the effectiveness of using learning models that can improve student learning outcomes. The aim of this research is to find out whether the application of creative and productive learning models can improve learning outcomes.

2. RESEARCH METHOD

The type of research contained in this research is classroom action research. Classroom action research is action research carried out with the aim of improving the quality of the learning process and outcomes of a group of students [16], [17]. Research subjects or respondents are the parties used as samples in a study. The subjects in this research were 39 class X high school students. Data collection is a tool chosen and used by researchers in their collecting activities so that these activities become systematic and made easier by them. The data collection tools or instruments used in this classroom action research are written test or evaluation instruments to reveal student learning outcomes and observation sheets regarding understanding of student activities and teacher performance.

Data analysis is the process of processing data for the purpose of finding useful information that can be used as a basis for decision making to solve a problem. Data analysis was carried out statistically using quantitative methods. This quantitative data analysis is used to analyze data in the form of cycle I and cycle II test results. Quantitative research is systematic scientific research into parts and phenomena and the causality of their relationships. The aim of quantitative research is to develop and use mathematical models, theories and/or hypotheses related to a phenomenon. Quantitative data is obtained by calculating the student's overall score, then

each test will be calculated in two stages, the first stage is calculating the average score obtained, then the second stage is calculating learning completion.

3. RESULTS AND DISCUSSION

The results of this research are described in two cycles and can be seen in detail in the following explanation.

3.1. Cycle I

Cycle I was carried out in 3 (three) meetings with a time of 1 x 45 minutes. On Monday with learning material about the Early Life of Indonesian Humans and the Development of Early Human Life in Indonesia. On that Monday, a film about Ancient Man was also shown. There were 10 aspects of observation that the observer observed regarding student activities in the learning process, which included: 1) students' activeness when the teacher explained the material, 2) students' enthusiasm in paying attention to the teacher when explaining the learning material, 3) students actively ask questions when presenting learning material, 4) pay attention to other groups when their friends make group presentations, 5) be active in giving opinions related to group presentations that are being carried out by other groups, 6) the group's ability to present in front of the class, 7) the ability to collaborate with fellow groups, 8) activeness in answering questions from the teacher after the learning model has been completed, 9) the ability to correct the strengths and weaknesses of the group when conducting discussions in front of the class, 10) the ability to answer questions evaluation given by the teacher.

Reflection is a step to analyze student work results. Analysis is carried out to measure both the advantages and disadvantages found in cycle I, then discuss the results of the analysis for improvements in cycle II. Feeling that they had not reached the completeness mark, that was why the researchers continued to take action to make improvements in cycle II.

3.2. Cycle II

Cycle II was carried out in 3 (three) meetings with a time of 1 x 45 minutes at each meeting. Cycle II was held on Monday with learning material about Bacson-Hoabinh, Dong Son, Sa Huynh, Indian and Indonesian culture. On Monday students have group discussions. Then, in the second meeting on Monday, students made presentations in front of the class. At the third meeting, students were given post test questions to find out what the students' learning outcomes were after understanding the origins of human distribution in Indonesia in order to complete the stages in the cycle II evaluation test. desired. In cycle II, students were able to achieve the desired average score and had achieved a completeness score, meaning that the use of creative and productive models was proven to be able to improve student learning achievement.

In the research carried out by this researcher, research data was obtained in the form of: 1) Observation results of student learning outcomes 2) Observation results of students by observers. There are 10 aspects of observation observed by observers regarding student activities in the learning process, which include: students' activeness when the teacher explains the material, students' enthusiasm in paying attention to the teacher when explaining the learning material, students actively asking questions when explaining the learning material, attention to other groups when their friends do group presentations, activeness in giving opinions related to group presentations being carried out by other groups, group ability in presenting in front of the class, ability to collaborate with other groups, activeness in answering questions from the teacher after the learning model has been completed, ability to correct strengths as well as the weaknesses that exist in the group when conducting discussions in front of the class, and the ability to answer evaluation questions given by the teacher.

1. Results of observations of student activity in cycle I

In cycle I, the highest percentage given by the observer was in the 5th observation aspect of 73.52% and the lowest was the 1st observation aspect of 30.76%. The average percentage of students' activeness in the learning process is 58.11%

2. Results of observation of student activity in cycle II

In cycle II, the highest percentage given by observers was in the 6th and 7th observation aspects, namely 91.17% and the lowest was in the 1st and 2nd observation aspects, namely 73.52%. The average percentage of students' activeness in the learning process is 84.7%. A comparison of the percentage of student activity in cycles I and 2 can be seen in the following table.

Student Activeness	Precycle	Cycle I	Cycle II
	59,74%	70%	78,20%

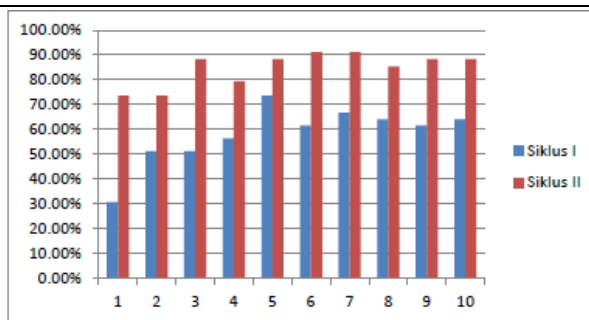


Figure 1. Observation aspects of increasing student activities in Cycle I and Cycle II

(3) Results of observations of teachers by observers

There are 10 observation aspects observed regarding teacher teaching skills which include: ability to condition the class, ability to inform learning objectives, ability to explain learning material sequentially and clearly, mastery in using power point learning media, ability to guide the implementation of class discussions, the ability to organize group distribution evenly, the ability to schedule the distribution of group assignments to be presented in front of the class, the ability to evaluate student performance in making presentations in front of the class, the ability to provide an assessment of each group fairly, and the ability in carrying out reflection on the learning model that has been implemented.

Based on the results of observations in cycle I and cycle II, the following data were obtained:

(1) Observation results of cycle I teacher performance

In cycle I, the highest score given by the observer to the teacher was in the 1st observation aspect with a score of 4 each, while the lowest was in the 1st and 8th observation aspects with a score of 2 each. Total scores in total overall is 29 with a percentage of 72.5%.

(2) Observation results of cycle II teacher performance

In cycle II, the highest score given by the observer to the teacher was in the 1st, 2nd, 6th, 7th and 9th observation aspects with a score of 4 each. Meanwhile, the lowest was in the observation aspect 3rd, 4th, 5th, 8th and 10th with a score of 3 each. The total score is 35 with a percentage of 87.5%. A comparison of the results of teacher teaching observations by observers can be seen in the following table.

Table 2. Observation Results of Teacher Activity

Information	Pre-cycle	Cycle I	Cycle II
Total score	20	29,5	35
Percentage	50%	72,5%	87,5%

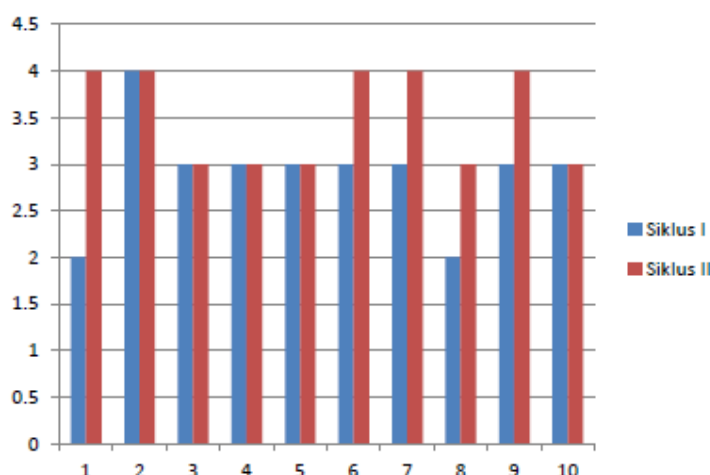


Figure 2. Observation Results of Teacher Performance Improvement in Cycle I and Cycle II

3. Student learning outcomes

- a. Cycle I learning outcomes
In cycle I, it can be seen that class completion was 58.97%.
- b. Cycle II learning outcomes
In cycle II it was discovered that class completion was 84.61%.

Based on the results of research in cycle I and cycle II, it can be said that the learning process using the Creative and Productive Learning Model can increase student activity, student motivation, teacher performance, and student learning outcomes. The discussion of the results of this research is based on the results of observations accompanied by reflections on actions at the end of each cycle.

Results of observations of students by observers

From the results of observations of student activities carried out by observers when students follow creative and productive learning models, students can show improved learning outcomes. In a creative context, things that students do include, after the teacher gives assignments to students, students search for the data they need, not only relying on textbooks or worksheets, but students creatively search for data by accessing the internet and using references in the school library or regional library. . Then students present the results of the data obtained in front of the class. In this productive context, students with their own creativity package their work more attractively and stick it on the school wall. In cycle I there was still a low percentage, namely 58.11%. This makes the average student activity only 84.7%. This is because students are still not used to making presentations in front of the class. When making presentations in front of the class, students still stutter and do not show seriousness in carrying out presentations in front of the class. This is because students are not used to making presentations in front of the class. When making a presentation in front of the class, the group making the presentation has not been able to collaborate within the group. This is proven by the fact that there are still students who are busy telling their own stories with their friends even though they know that their group is making a presentation in front of the class. Meanwhile, other students who did not make presentations in front of the class were paying attention to their friends who were making presentations in front of the class and there were also those who were busy talking to their classmates by themselves.

At the next meeting, the group that advanced was group 3. And when making a presentation in front of the class, this group had begun to show its ability to collaborate within the group and likewise with the next group. Not only that, students have also started to pay attention to their friends who are making presentations in front of the class and they have also started to be active in asking questions to other groups and there have also been debates between the questioner and the group presenting. After the presentation is complete, the results of the student's work are pasted on the school wall for other students to read.

In cycle I there were 5 students who asked questions during the teacher's explanation of the material and 3 students who answered questions from the teacher. Most of the other students are still less active in asking or answering questions from the teacher. In more detail, the results of observations made by observers on students obtained the following findings.

1. The average student activity in learning does not meet the indicators. Students who ask the teacher or answer questions from the teacher are still very low.
2. Students are still awkward and nervous when making presentations in front of the class.

From this reflection, the researcher then continued learning to cycle II. The situation of increasing student activity was seen when students who in cycle I had not asked many questions to the teacher and answered questions from the teacher, in cycle II they had asked many questions to the teacher and answered questions from the teacher. Then the same thing also happened to the ability to form a group when making a presentation in front of the class. In cycle I they looked quite awkward and nervous, but in cycle II they looked more enthusiastic than cycle I. In cycle II the lowest was the 1st and 2nd observation aspects, namely 73.52%. The average percentage of students' activeness in the learning process is 84.7%. Achieving a completeness score means that the use of creative and productive models has been proven to improve student learning outcomes

Results of observations of teachers by observers

The results of teacher observation assessments by observers in cycle I still did not show optimal results. The score obtained in cycle I was 72.5%, but the history teacher's performance still needs to be improved. Therefore, creative and productive learning models are an alternative for teachers to increase students' understanding. Because the learning model is creative and productive, all learning activities are carried out with orientation, exploration, interpretation and recreation. So that without realizing it, students are actually absorbing the learning material, apart from that, the teacher makes maximum use of the learning components and the learning interaction takes place communicatively between the teacher and students. In the learning process in

cycle II, the teacher tries to further improve his performance in the learning process with creative and productive learning models. In cycle II, the research teacher has been able to improve his mastery of creative and productive learning models and has been able to assess well when students make presentations in front of the class.

In cycle I, student learning outcomes had not yet reached indicators of success, but there had been an increase between the daily test scores and the scores after using the creative and productive learning model in cycle I. Before using the creative and productive learning model, in the pre-cycle, student learning completion was only 30.76% (12 students completed). The highest score is 90 and the lowest score is 40. After using creative and productive learning models in the history learning process, student learning completion increased to 58.97% (23 students completed). The highest score is 100 and the lowest score is 50. This fact shows that the learning model applied can provide improved results, even though the indicators of success have not been achieved. Before entering cycle II, both teachers and students immediately made various improvements. After entering cycle II and at the end of the meeting students were asked to work on evaluation questions, it turned out that student learning outcomes had improved. In cycle II, student learning completion increased from cycle I, namely 84.61% (33 students completed). The highest score is 100 and the lowest score is 50. This situation occurs because students in cycle II are more motivated in the history learning process. Students are able to understand the material through creative and productive learning models.

This research is in line with research Hartati [18] which discusses using creative and productive learning models on materials growing and developing the national spirit. This research is also in line with research Kesuma et al. [19] which discusses the effects of *mansa* historical board game toward the students' creativity and learning outcomes on historical subjects. So this research was conducted by discussing efforts to improve history learning outcomes by using creative and productive learning models. The implication of this research is that it provides information for teaching staff to find out suitable learning models to improve student learning achievement. The limitation of this research is that it takes into account the potential for bias in the assessment of results, especially if the assessment involves subjective judgment by the teacher. Other limitations could involve the need to measure the long-term effects of this learning model and consider the sustainability of its implementation over a longer period of time.

4. CONCLUSION

Based on the results of the research and discussion, it can be concluded that by using creative and productive learning models there is an improvement in the quality of the learning process and there is an increase in learning outcomes on the subject of the origins and distribution of humans in the Indonesian archipelago so that learning completeness can be achieved in accordance with what you want to achieve. The learning outcomes obtained by students in the pre-cycle before being given learning using creative and productive learning models were a complete percentage of 30.76% and those declared incomplete were 69.23%. The learning results obtained by students in cycle I showed an improvement compared to before being given learning using a creative and productive learning model with a complete percentage of 58.97% and those declared incomplete were 41.02%. Student learning outcomes after being given learning in cycle II using creative and productive learning models showed a better improvement showing a percentage of completeness of 78.20% and those declared incomplete were 15.38%. In cycle I, the score percentage was 72.50%, increasing in cycle II to 87.50%. The recommendation from this research is that it is hoped that previous research will use other learning models and on other subjects with the same learning model. The researcher recommends other research to examine efforts to improve history learning outcomes by using creative and productive learning models in many schools so that they can provide information to educators, policy makers and developers regarding evidence-based practices that can improve the quality of history education, which ultimately fosters better understanding, more in-depth and long-lasting information about historical events among students.

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