

# Field Trip as A Way To Improve Students' Ability to Learn History

Aldegonda Evangeline Pelealu  
 Historical Education Department  
 Faculty of Social Sciences  
 Manado State University  
 Manado, Sulawesi Utara  
 aldegonda\_pelealu@unima.ac.id

Meity Najoan  
 History Education Department  
 Faculty of Social Science  
 Manado State University  
 Tondano, Indonesia  
 meitynajoan@unima.ac.id

Ruth S.Umbase  
 History Department Faculty of Social  
 Sciences  
 Manado State University  
 Manado, Indonesia  
 ruthumbase@unima.ac.id

**Abstract**— This study aims to find out how the field trip method in historical learning, as well as whether the field trip method can increase student motivation to study history. This research use *Qualitative method*. The use of study tours in history learning has been used during the material of the megalithic Period. This method is very well used in historical learning, because the students are studying outside of the classroom, and are immediately close to historical objects. Study tour can improve your student learning in the first year of the History Education Department Faculty of Social Sciences, Manado State University (Unima). From 41 students who followed evaluation, as many as 37 (90.24%) students earned very good and good grade, while 4 (9.76%) gained fair grade.

**Keywords**— *field trip method, history learning, Unima*

## I. INTRODUCTION

Learning process of history as a subject in the Higher Education is attracting attention. Especially, among historians. This is because, for the time being, there are many people who believe that historical lessons are boring and not interesting because they only memorize dates, years, and names of people. At the same time, there are many students who are less interested in the history of learning. The role of the lecturer is very important in changing the situation. If successful, this will create a motive for students to study history.

Curriculum in Higher Education is very different from history learning in Senior high school. If in the Senior High School material, the history lessons taught are a combination of History, History of Europe, and History of Indonesia. However, in the Higher Education, specifically in the History Education department, the Faculty of Social Sciences Manado State University, the above materials are taught separately.

For example, History of Indonesia, provided for the 2018 curriculum, has 20 credits, which dealt with material since the pre-history of Indonesia, to the Reformation era. With 20 credits for the subject of History of Indonesia, the

instructor is required to provide the material properly. because if not, students will not be able to understand the learning material taught properly.

In this study, the field trip method was carried out during the material learning about the Hindu era and colonialism in Indonesia era. Students form groups. Then study outside the class by visiting culture and observing and studying it directly. According to [1], a field trip method is a method or is a way of traveling by the students as well as to obtain learning experience, especially experience directly.

The purpose of this study is to explain how to use the field trip method in the course of history as well as to find out whether the fieldtrip method can increase the motivation to learn about history, by first year students in History Education Department at Faculty of Social Sciences, Manado State University.

## II. RESEARCH METHODS

Research is basically a scientific way to get data with specific purposes and uses. Based on this there are four keywords that need to be considered, namely, the scientific method, data, purpose and usability [2]. Based on the explanation above, the scientific method used by researchers in obtaining data and achieving research objectives and uses is a qualitative approach with descriptive data presentation. Reference [3] defines qualitative research as follows: Qualitative research is an inquiry process of understanding based on distinct methodological traditions of inquiry that explorer a social or human problem. The researcher builds a complex, holistic picture, thought worlds, reports detailed views of informants, and conducts the study in a natural setting. Qualitative research is a method for exploring and understanding the meaning by a number of individuals or groups of people ascribed to social or humanitarian problems. This qualitative research process involves important efforts, such as asking questions and procedures, gathering specific data from participants, analyzing data inductively starting from specific themes to general themes, and interpreting the meaning of data. ACCORDING TO BOGDAN AND TAYLOR (1975: 50 AS

QUOTED BY [4] DEFINING QUALITATIVE METHODS AS RESEARCH PROCEDURES THAT PRODUCE DESCRIPTIVE DATA IN THE FORM OF WRITTEN OR ORAL WORDS FROM PEOPLE AND OBSERVABLE BEHAVIOR. ACCORDING TO THEM, THIS APPROACH IS DIRECTED IN THE BACKGROUND AND INDIVIDUAL HOLISTICALLY (INTACT) SO, IN THIS CASE IT SHOULD NOT ISOLATE INDIVIDUALS OR ORGANIZATIONS INTO VARIABLES OR HYPOTHESES, BUT NEED TO SEE IT AS PART OF SOMETHING NEEDS.

### III. RESULT AND DISCUSSION

#### 1. Field Trip Method in History Learning

A visit to the Waruga Site, which is part of the Curriculum of History Education Department in the Manado State University (UNIMA), received appreciation from the lecturers. This in order to encourage the effectiveness of students' learning in history education department.

Lecturers as professional teachers certainly have expertise in carry out their duties as educators. Therefore, lecturers should be able to create situations that can support the development of student learning. However, all this is inseparable from how lecturer displays personality in teaching and learning process by acting as a facilitator for students

An explanation of the role of lecturers and students of historical education department in utilizing the waruga site as a source of learning at least gives an illustration that the lecturer has been able to utilize the site as source of learning. In fact, the lecturer as a party of who plays a very important role in the learning process is no longer seen as the main source of learning but the lecturer has a more facilitating role. The quality of teaching and learning process cannot be separated from the quality of the lecturers as the main source of learning facilities and the supporting facilities of learning resources. According to reference [5], the lecturer as the main learning source also needs to develop themselves with the development of learning strategies, learning media, and varies of learning resources. So that, by fulfilling these three things the learning process quality can be improved.

Field trip can be regarded as a trip by a group of people to a place far from normal environment. This learning method assigns and invites students to study outside the classroom by visiting cultural sites around the campus and Minahasa Regency. In general, the use of this method must prepare students carefully because the cost is not cheap.

Field trip methods have advantages, among others: Field trips have modern teaching principles that utilize real environments in teaching. Students can participate in various activities carried out by the officers of tourist attraction and experience directly what their work. This is cannot be done in class so that the opportunity can develop students' skills or talents. In field trip students can ask questions and answers to find the first source of information to solve all the problems their face, so that the find evidence of the truth of the theories or test the theories to the practice. Field trip methods also have weakness, including the facilities required and the cost are relatively expensive, so that it requires careful preparation

and planning, as well as coordination with other lecturers before an during the field trip activities. Other things that become difficult in field trip are arranging the large number of students, directing them to the study activities, so it is necessary to explain the rules that apply specifically to the project or things that dangerous, and if the distance is far need to think about the physical abilities of students and the safety.

The role of history lecturers in utilizing ancient sites as a source of learning is an important thing to do in order to add insight into the historical knowledge of students who already have a past insight about the national history and local history knowledge. Watu Tumotoa and Waruga sites are historical sources of Minahasa community ancestors that have valuable historical values for the community. According to reference [6], The site is a cultural treasure which is very important for understanding and developing history. Based on the opinion above, revealed that the site is a cultural treasure for humans so it is necessary to understand and develop history, so that the cultural products contained in the site cannot be left behind or forgotten by the local community.

Situs waruga merupakan salah satu jenis peninggalan purbakala yang dapat dikelompokkan ke dalam jenis bangunan yang berakar pada kebudayaan megalitik (zaman Batu tua besar). Waruga site is a type of ancient relic rooted in the megalithic. Culture of waruga grave is a characteristic of the Minahasa area, because almost of all corners of the area in Minahasa there are waruga findings, both intact or damaged, in groups in certain areas or standing alone in people's yards or gardens [7]. Waruga is a grave container made of whole andesit stone made with a square-shaped hole with a cube-shaped cover. Waruga is a communal tomb which is meaning that is used by more than one person. This is proven by the findings of several individuals in a waruga burial. Warugas have existed since ancient times and began runny when the minahasa people has already known Christianity. The existence of the waruga tradition cannot be determined with certainty when this waruga making tradition begun. The tradition of burying corpses in a stone coffin is a tradition that has developed at the end of prehistory while the result of research from archaeologists produce interesting data that is the spread of waruga is only available in the Northern Minahasa area, which is a tourist attraction for the Sawangan Waruga.

#### 2. Field Trip Methods and Enhancing Student Motivation

Watu Tumotoa and Waruga are types of ancient relics that are in Minahasa, which are grouped into types of buildings that are rooted in megalithic culture (the old stone age) that are still preserved until now, so that they can be used as a source of learning. These sites are also interesting to be integrated in learning history, so they can be understood by students.

Waruga is a relic of the megalithic era which is commonly found in Minahasa. Waruga is a burial place for Minahasa Residents. When their bodies are put in a sitting position and accompanied by various ornaments. Waruga is

located around campus, making it easier for students to visit because of the relatively close distance. To facilitate the supervision and preparation of reports, a student group was formed and each group made a report of what they saw.

Besides Waruga, another cultural site in Minahasa is Watu Tumotowa. Watu Tumotowa is a relic of the megalithic era which is still well preserved in Minahasa. Watu Tumotowa looks like a menhir as a place of worship performed by the local community.

With the implementation of field trips, this brings students closer to the material that has been learned in the classroom. So, the students can understand the evidence of the relics that have been visited. Based on the results of interviews with students, it was revealed that visiting cultural sites makes them more respectful of the ancestral relics and these historical heritages need to be protected. In addition, students can understand that historical relics like this can become sources of income from tourists. Therefore, based on the curriculum of the History Education Department there is also a history course in tourism that provides students with knowledge about various sources of tourism, because the graduates majoring in history education are able to work as teachers and they can also work as historical tour guides as additional work.

Field trips conducted by students majoring in history education have increased motivation to learn. This is evidenced by the time of the evaluation before the field trip was held, the value obtained was 27 or 65.85% of students got good grades while 14 or 34.15% of students got a fair grade. After a field trip to cultural sites around the campus and other locations, evaluation results showed an increase in learning motivation in which 37 or 90.24% of students got very good grades, while only 4 children or 9.76% received fair value. Thus an increase of 24.59% for very good and good grades, and a decrease for fair grade.

#### IV. CONCLUSION

1. Field trip methods have advantages, among others: Field trips have modern teaching principles that utilize real environments in teaching. Students can participate in various activities carried out by the officers of tourist attraction and experience directly what their work. This cannot be done in class so that the opportunity can develop students' skills or talents. In field trip students can ask questions and answers to find the first source of information to solve all the problems they face, so that they can find evidence of the truth of the theories or test the theories in practice.
2. Field trips conducted by students majoring in history education have increased motivation to learn. This is evidenced by the time of the evaluation before the field trip was held, the value obtained was 27 or 65.85% of students got good grades while 14 or 34.15% of students got a fair grade. After a field trip to cultural sites around the campus

and other locations, evaluation results showed an increase in learning motivation in which 37 or 90.24% of students got very good grades, while only 4 children or 9.76% received fair value. Thus an increase of 24.59% for very good and good grades, and a decrease for fair grade.

#### REFERENCES

- [1] E. Mulyasa, *Kurikulum Tingkat Satuan Pendidikan (KTSP)*. Bandung: Rosdakarya, 2007.
- [2] P. Sugiyono, 'Metodologi penelitian kuantitatif kualitatif dan R&D', *Alfabeta, Bandung*, 2011.
- [3] J. W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative*. New Jersey: Prentice Hall, 2002.
- [4] L. J. Moleong, *Metodologi Penelitian Kualitatif*. Bandung: Remaja Rosdakarya, 2011.
- [5] N. Yuliani and N. T. Pratitis, 'Minat pada Profesi Guru, Semangat Kerja dan Kreativitas Guru Taman Kanak-Kanak', *J. Psikol. Tabularasa*, vol. 8, no. 1, 2013.
- [6] R. W. A. D. K. Huda, 'Situs Masjid Sewulan (Sejarah Dan Potensinya Sebagai Sumber Belajar Sejarah)', *J. Agastya*, vol. 6, no. 2, 2016.
- [7] I. W. Marzuki, 'Pelestarian dan Pemanfaatan Kubur Batu Waruga Di Kabupaten Minahasa Utara', *Kepala Arkeol.*, vol. 7, no. 12, 2011.