

Teacher's Effort in Improving Historical Writing Skill by Presenting Historian as Resources Person on Historical Learning

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Abstract—Educational world has long demanded History teacher to abandon teacher-centered learning approach (expository), but the fact says that most of the teachers are reluctant to abandon the conventional approach. Therefore, the use of lecture method often dominates the delivery of historical learning. It is not surprising that History is suspected as a boring and uninteresting subject. The condition encourages researcher to observe History teacher at public senior high school in Bandung who use historians as their learning resources and implementing student-centered learning approach through action research which is studied in natural setting by the researcher to answer research questions related to teacher's effort in designing learning, syntax of design implementation in utilizing the historians, thrust and obstacles along with its implementation. Research methodology used is naturalistic inquiry. The research findings describe teacher's effort in implementing student-centered learning to overcome the problems of boredom and undesirable on History subject as well as the impact or result of the teacher's effort with learning material on students' Historical writing skill.

Keywords—*expository, student-centered, learning sources*

I. INTRODUCTION

After the New Order was uprooted, the controversial issue of debatable historical events emerged, such as March 1st Attack (Janur Kuning) or September 30th Movement of Indonesia Communist Party known as G.30/S/PKI. This condition initially was responded reactively by party, including the students, which led to doubts that historical writing compiled through accountable methodology. This is answered by the historian and historical scholars that history must be rewritten if there were new data and facts found. Thus, the fastidious young generations need to be given knowledge and skill on historical writing (historiography). In the Reformation Era, the controversy of historical event becomes more open to discuss in History classes, Sejarah, particularly in secondary and higher educational level.

Meanwhile, the fact found in the History classes that boredom still dominated History learning process, so this subjected considered undesirable for the students. One of the causes is the limited number of teacher in using interactive and fun learning approach for students. Most of the teachers deliver the history learning by using expository approach which is teacher-centered and ignore student-centered approach through the use of direct method known as lecture method that contains a series of stories making the students saturated, drowsy and lead to students' apathetic towards this subject. This phenomenon can be seen as illustrated by

Ernawati, History teacher at SMAN I Temanggung (2013) in her personal blog:

"Teacher recount pas events, the students asked to listen, write, and less actively involve in the learning process so that the students feel "saturated" and "tormented". Consequently the students are less than optimal in absorbing the historical knowledge meaningfully. Through the poll on new students also obtained a conclusion that the sense of displeasure towards History subject is caused by several factors, including (1) teacher; (2) student; (3) facilities and infrastructure; (4) learning material."

(<http://sejarah-sman1tmg.blogspot.co.id/2013/03/pembelajaran-sejarah-dengan-metode.html>)

Expository historical learning will lead to serious problem, considering the more critical students admit the growing information technology. So the conventional teacher will be abandoned by their students and they even prefer to play social media instead of listening to their teachers preach. Hence, the way out to solve the problems is needed.

Although various methods and strategies of interactive learning often delivered in many seminar and workshops or teacher training program, both in local and national level or in Teacher's Training and Education Program (PLPG) in order to obtain certification, only few teachers who tried to apply History learning that make the students interested and fun so the presence of their teacher will always be missed.

Through observation, Historical learning in senior high school using lecture method usually take place with the following pattern: teacher provide information – students listen and write – question and answer session – tasking. Learning method with the above pattern called conventional method. Conventional historical learning will lead to serious problem, considering the more critical students admit the growing information technology. So the conventional teacher will be abandoned by their students and they even prefer to play social media instead of listening to their teachers preach. Hence, the way out to solve the problems is needed.

A highly reputable history teacher at public senior high school in Bandung sees the importance of those two aspects combined. First aspect is that he students need to have historical writing skill (*historiography*) in order to critically distinguish the historical events arranged methodologically or otherwise. The students are even expected to be able to

analyze the strength of political interests on Historical writing delivered to the public. Therefore, if they face a controversial event, they will criticize the phenomena. Second aspect is the delivery of historical learning that heed the concept of student-centered become nonnegotiable needs. Those two matters overcome by the teacher through research approach known as classroom action research.

The combination of those two aspects can be seen through the effort of History teacher at public senior high school in Bandung who is currently finishing her final assignment on History Education Study Program of UPI Postgraduate School. She is Lb who tries to improve students' historical writing skill through the utilization of learning sources in the form of historians' experience presented in their class. The effort conducted through action research known as classroom action research (PTK). Thus, the researcher sees the importance of knowing and identifying the teacher's (university student) effort in combining those two aspects through classroom action research.

History teacher who conduct the classroom action research then being observed by the researcher using natural setting as the research setting, entitled Teacher's Effort in Improving Historical Writing Skill by Presenting the Historians as Resources Person on Historical Learning, which try to answer the research questions related to learning design, syntax of design implementation in utilizing the historians, thrust and obstacles along with the result of the implementation.

Learning is a process of interaction among the teachers, students and their environments. In general, students experience the difficulty in learning history because they have to recall years in number, names of figures, of places, etc. In order to gain high level of cognition, interactive learning method is needed, which will overcome two problems: expository domination become student-centered and the emergence of students' interest in learning history.

When the History teacher which is also a student of History Education on UPI Post Graduate School conducted pre-observation for final assignment, it was found that in general their students know the steps of historical research only in the recall step (C1), yet they have not reached high level of cognition. Therefore, in order to be able to criticize historical event, including the controversial ones, the students need to be given knowledge and improvement in compiling historical writing known as historiography.

Etymologically, the term historiography comes from the Greek consisting of two words, *historia* and *grafein*. It means investigation on physical symptom (through) pictures, writing or description. The word *historia* has appeared around the 5th century BC, introduced by Hecateus to refer to the study result about natural phenomena exist in human settlement area in Greece. Then Herodotus uses the same word to describe geographical setting on his work about war in Persia (Radice and Baldick, 1971 in Lubis, 2009:8). On the next phenomena, *historia* used to refer to the study of past events. Thus, in general Barnes (1963) defined it as a study of historical writing. Subsequently, various definition of historiography emerged as stated by Gottschalk (1975: 32) that historiography is the final part of historical method

procedure in the reconstruction of past events imaginatively through data test process and critical analysis.

On the same writing, Lubis (2009: 10) stated that there is an understanding of historiography a study of written historical works. It is a kind of history of history or history of historical writing. In order to distinguish it, the author stated that historiography in the term of the art of writing studied in Historical Method, while in the second meaning (history of history or history of historical writing) much discussed in Historiography lectures.

In this research, Historiography will be closely related to the art of writing (Lubis, 2009: 10). Thus, objectivity is demanded in writing historiography. In improving students' historical writing at senior high school in Bandung, teacher conducted classroom action research which appear in the framework of historiography implementation as *the art of writing* (how the "art" of writing history objectively). Speaking of historical method, then it will not be detached from the steps identified by Sjamsuddin (2015: 15) as technique or ways used in investigation. The steps are started from heuristic, critic, interpretation and historiography.

1. *Heuristic*, comes from the word *heriskein* (find) (Abdurahman, 2007: 64), namely the process of collecting data in the form of search and collect the sources that can be done in the library, museum, internet browsing, Anri and other institutions, both private and governmental institution. (Yulifar, 2014: 6)
2. *Source criticism* the researcher obtains the relevant sources; the next stage will be criticizing the sources. Source criticism of sources categorized into two kinds: internal and external. Sources criticism is intended to obtain data validity both on the source authenticity and credibility. (Abdurahman, 2007: 68). Sjamsuddin (2015: 105) stated that the function of source criticism is to seek for the truth internally and externally.
3. *Interpretation*, the next stage after source criticism is analysis and synthesis which is called primary method by Kuntowidjoyo known as interpretation (Kuntowidjoyo, 2003: 100).
4. *Historiography* is a final product of previous three stages. They are a whole series of historical writing which have been through the process of analysis, both internal and external. .

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Learning resources is an important component in the learning process. As stated by Suyanto dan Djihad (2012, p. 123) that "the complex teaching-learning process involves a number of components comprising teacher, learning objectives, media, teaching system, learning resources, interaction management, evaluation and students". Teacher has role in determining learning resources will be used in the learning process. Learning resources are everything that can be used as a place where learning material exist or originated for someone to study. Basically, learning resources are utilized to facilitate and help students to comprehend the lesson and develop their inner skill. Learning resources are essentially component of instructional system including

message, person, material, tool, technique and environment, which influence the result of students learning (Mudhoffir in Munandi, 2008: 37). Whereas according to Rohani (1997, p. 102) "learning resources are all kinds of sources that exist outside of one's self (students) and which enable (facilitate) the learning process". Hence, learning sources are various kinds of sources that can be tools, person, environment that can help learners to facilitate them in understanding the lesson.

The learning sources utilized in historical learning can be the experience of the historians, historical heritage, museum, historical actors and historical witnesses. In line with it, Saripuddin & Winataputra (in Djamrah & Zain, 2006: 122) categorize learning source into five categories, namely human, books/libraries, mass media, natural environment and educational media. In this research, learning resources used by the history teacher is the historian who has experience in writing history.

II. METHOD

This writing is a description of analysis result on history teacher's effort in improving students' historical writing skill (historiography) through methodological steps (scientific) and how the history teachers give students knowledge in criticizing a controversial historical event so that the students will own "awareness" towards the process of history reconstruction as well as see this history learning model can change teacher's paradigm from using expository learning model to student-centered. Therefore, some basic competencies (*beberapa kompetensi*) as mandated in Permendikbud No 24/2016/annex 46 and 51 related to the History of Indonesia will be achieved effectively and efficiently.

Research approach used in this research is qualitative method. Qualitative research is an intended study to describe and analyze phenomena, events, social activities, thoughts of individual and groups. (Sukmadinata, 2005, p. 60, Creswell, 1994: 15, Lincoln and Guba, 1985). Lincoln and Guba describe qualitative research as naturalistic research. This research is based on the naturalistic paradigm that "the fact is plural dimension; the researcher and the research object are interactive that cannot be separated, a unity simultaneously and reciprocally formed. It is impossible to separate cause and effect and this research involves values".

III. FINDING AND DISCUSSION

A. Learning Design

Teacher as well as researcher who is currently finishing final assignment by using Classroom Action Research as research approach, designing the learning process refers to K-3 (Curriculum 2013), which emphasizes three domains/taxonomy Bloom including knowledge, attitude and skills. Further, in order to assess Lesson Plan, the researcher used assessment instrument of UPI Field Experience Test Lesson Plan (2017).

The formulation of Lesson Plan objectives arranged well by the teacher/researcher because it has described the attainment of basic competencies and indicator of competencies attainment. Then the aspects of knowledge, attitude and skill are obviously visible. In the formulation of

objectives has involved students element, subject matter and attainment level of knowledge, attitude and psychomotor. It is also clearly seen that learning approach and method will be used are lecture method, inquiry learning model and field trip.

Learning steps in every meeting has supported the attainment of objectives, indicator and basic competencies attainment; reflect the communication with student that is become student-centered and relevant with chosen learning model which is inquiry learning although begins with lecture method. However, it does not make it an expository learning or teacher-centered. It means that the teacher/researcher has planned the use of scientific approach as mandated in K-13.

Learning media written on Lesson Plan includes three points, namely infocus, power point and learning sources. Infocus and Powerpoint (PPt) are unity, while History sources according to the teacher/researcher refers to images/pictures, etc. Therefore, it is more appropriate to write that history sources are images/pictures/documentary movie or even other written documents or archives including references books (note: History sources can be oral, written or objects).

Teacher/researcher has attached kinds/technical and form of evaluation in oral test for every individual along with individual presentation rubric, group discussion and Historical Skill Observation sheet. The items have been relevant with the objectives, indicator and basic competencies along with assessment scores. While time of test has been suitable with the allocation of time. Curriculum 2013 which emphasizes knowledge and skill domains shown by the researcher that knowledge domain contained in Basic Competencies (KD) 3 while skill domain is in KD 4. Thus, teacher/researcher used learning result test to evaluate KD 4. While for historical writing skill evaluation, presentation rubric, group discussion rubric and observation sheet of historical research observation have been developed.

B. Syntax in Improving Historical Writing Skill in Historical Learning and Its Implementation

The steps described by the researcher teacher in improving historical writing skill on interest group of History grade X started with analysis in some condition that indicates some aspects need to be improved already show the right activities. Next, Lesson Plan and its implementation are arranged. These three syntax are less systematic in describing the steps done by the teacher/researcher because the determination of the historian who will become resources person is not place after the implementation of Lesson Plan (action), as well as the developing indicator, the arrangement of marking scheme and the development of evaluation tool and Minimal Completeness Criteria (KKM) are parts of Lesson Plan component.

The implementation of scientific approach already done well by the teacher/researcher through steps of observing, questioning, reasoning, exploring and communicating as demanded in Curriculum 2013 (Permendikbud No. 59/2014). The aspect observed in each meeting is different. There is biography/CV of

historian, research question formulated on white board, observing pictures on textbook, and etc (Labibatussholihah, 2017).

In utilizing learning sources, the teacher/researcher has been very tactical in optimizing the learning sources which in this case presenting the historian on learning process, combined with fieldtrip (home visit as well as review their personal libraries). Then, the teacher give students appreciation for their initiative in visiting Asia Africa Conference (KAA) museum as learning sources, and their visit to off-campus library to look for history books as learning sources. It means that students involvement in utilizing learning sources become optimal.

In the concluding step, teacher/researcher always does the reflection by involving the students. This is highly beneficial for students and teacher/researcher to strengthen or improves the subsequent meetings so that every action in each cycle shows the significant improvement in value.

C. Utilizing Historian as Learning Sources in Writing History

The historians involved are in the category of young historian (to get closer to their age with the teacher/researcher and senior high school students). They are AAR, who is currently finishing his thesis in History Science department of Padjadjaran University (UNPAD) (At the time this report written, he has been graduated for Master of History). The second one is HS, a professor/historian from Indonesia University of Education (UPI)/senior historian and lastly Prof. AHS (senior historian, known as city historian from UNPAD/ Unigal).

This strategy appear to be appropriate, considering the first cycle, first treatment and so on until the third cycle, to the seventh treatment show students significant improvement in the aspects of knowledge, so that they have historical writing skill as formulated in the objectives, indicator and basic competencies on the Lesson Plan.

In relation to historians' experience in writing history, the students who met young historian (AAR) stated that it makes them easier to communicate without feeling reluctant because the age-distance that is not too far unlike with the senior historians. However, senior historians who are recognized to have more experiences make them fear and doubt to ask then it is comparable to the information they eventually get (interview of researcher with Hirzi, one of the students)

D. Thrust and Obstacles of Teacher in Improving Students Historical Writing Skill through Classroom Action Research (PTK)

The effort of teacher/researcher to create student-centered learning obviously seen when they apply inquiry learning method, started from looking for topics for historical writing task, formulating the problems, then implementing the historical method. By this aspect, level of students' participation in the learning process is quite high. The indicator can be seen from their activities in the learning process which communicates the material actively, resulting

in an interactive dialogue, both with their teacher/researcher and the resources person. Likewise, when the researcher team interview or observe the students in the class. The effort to minimize the teacher-centered learning (expository) is effective enough. The obstacle is in the limited allocation of time, extra financing because they have to present the resources person and or field trip along with the 'gap' between the experiences of the historian and the students as the beginner researcher.

IV. CONCLUSION AND RECOMMENDATION

A. Conclusion

Presenting the historians into class to improve students' historical writing skill is a right choice to overcome the problems identified by the teachers and researcher about the weakness of students in giving appreciation on historical event considered as 'boring' subject. Thus, under the creativity of the teacher/researcher, the learning objective wish to be achieved optimally through fun ways (edutainment), which covers three domains; knowledge, attitude and skill. This works with the teacher effort in designing and implementing historical learning by using scientific approach so that the classical problem in historical learning can be overcome: expository becomes student-centered, boredom phenomena becomes fun learning.

B. Recommendation

The careful teacher is needed to improve the observation sheet related to students work which is historical writing that can measure students skill intact and systematic as well as the steps of historical method. In order to overcome the obstacles faced by the teacher and students through learning process, learning design related to allocation of time can be improved. While related to financing can involve school to give the budgeting allocation or enclosed sponsorship with proposal to institution/company which have concern for educational world, and even cooperate with universities that have budgeting on research/community service through cooperation scheme, so did the teacher/researcher with researcher team.

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