



Historical Learning Model In Middle Vocational School: Case Study In SMK Karya Guna Manggarai Jakarta Selatan

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Abstract:

This article is the result of a study of the history learning model at Vocational School of Guna Manggarai, South Jakarta. The study was conducted using qualitative methods. Data collection techniques carried out by means of observation, interviews, and documentation. Interview data were obtained from key informants and core informants. Data analysis uses data triangulation. This research produces empirical data about the model of history learning in Vocational School of Work, which includes the stages of planning, implementation and evaluation. The learning model can be classified in the conventional learning model with Expository strategy where learning is centered on the teacher (*teacher centered learning*). The learning model applied in class X in all majors is almost the same pattern, which uses the lecture method using powerpoint media in the form of pictures. The image media used by Mrs. Dwi Astuti is quite effective in helping students remember the subject matter. This is because learning activities place more emphasis on mastering content so students can answer exam questions in the form of memorizing facts. Thus the history learning model at SMK Karya Guna still emphasizes that the transfer of knowledge has not yet reached the transfer of value.

Keywords: Conventional models, expository strategies, teacher centered learning

INTRODUCTION

Vocational High School Education Work is an education that specifically develops the talents, interests and abilities of individuals to be able to meet their needs. Vocational School Karya Guna has 4 majors that become the choice of students according to their interests and talents. The choices consist of; the first majoring in Automotive Engineering for Light Vehicles

(TOKR) was previously called the majoring in mechanical engineering, second in Electrical Installation Engineering (TIL), third in Networking Computer Engineering (TKJ), and fourth in Audio Visual Engineering.

Karya Guna Vocational High School was established in 1970 under the auspices of the TNI Army Foundation. This school is a vocational school that still exists today and is able to survive amid competition from other private vocational schools, such as North Manggarai Vocational High School or North Manggarai Mechanical Engineering School which have not operated since 1999.

Based on Republic of Indonesia Law Number 20 In 2003 on the National Education System, article 15 stated that the type of education included general, vocational, academic, professional, vocational, religious and special education. In the explanation stated that General Education and Vocational Education is secondary education that prepares students, especially to work in certain fields.

Furthermore, in terms of the Minister of Education and Culture Decree No. 0490 / U / 1990, the objectives of vocational secondary education in Indonesia are as follows; a). Prepare students to continue to higher education and / or expand basic education; b). Improving students' abilities as members of the community in establishing reciprocal relationships with the social, cultural, and surrounding environment; c). Improving the ability of students to be able to develop themselves in line with the development of science, technology, and art, as well as; d). Prepare students to enter the workforce and develop professional attitudes.

Based on the Minister of Education and Culture's decision, vocational high schools obtain general subjects including historical subjects, in addition to specific subjects according to the chosen field. Thus it can be said that the purpose of vocational secondary education has two main objectives, namely first, preparing students to enter the workforce, secondly, continuing education to a higher level.

Conditions like this should be a concern for history teachers and experts or developers of historical education to be able to create or develop a model of history learning that suits the needs of vocational school students. For this reason, it is necessary to conduct research that can be used as a reference for developing learning models that fit the needs of students. So far there has been no research that studies the history of learning in vocational high schools.

It must be stressed that education must have benefits for student life. Therefore education should be oriented towards students because students will use the learning outcomes for the benefit of their future lives. For this reason, history subjects in vocational schools are not just about studying past events, but learning history must be able to explore meaning and be able to relate their relevance to the needs of students, namely the development of knowledge in accordance with their fields. Thus students are expected to feel the benefits of studying history for their lives.

But the problem is, not all history teachers have the ability to engineer meaningful processes of historical learning activities. Historical education in schools does not merely function to provide historical knowledge as a collection of historical facts information, but also aims to make people aware of or historical awareness so that they have an identity as a dignified Indonesian nation capable of competing with other nations in level of international relations. According to Hamid Hasan, as quoted by Heri Susanto (2014), states that historical education is an extremely important educational material to achieve four objectives, namely; 1). Historical education provides educational material that is fundamental, in-depth, and based on real experiences of the nation in the past to build awareness and understanding of self and nation 2). Historical education material is a specific educational material in building the ability to think logically, critically, analytically, and creatively because it deals with the behavior of *founding fathers* who are always based on critical, logical, analytical and creative thinking in accordance with the challenges of life faced in their time. 3). Historical education presents material and examples of examples, leadership, pioneering, attitudes and actions of people in

their groups that cause changes in human life. 4). Human life is always related to the past because although the results of actions in responding to challenges are final, the results of those actions always have an influence that does not stop just for its time, but affects the community in carrying out its new life.

Thus, historical education is very important to be taught in vocational schools, so that they are not only educated in accordance with their fields of expertise, but also they are able to explore historical significance for the benefit of their lives as a dignified and characterized Indonesian nation.

At Karya Vocational High School there are two history teachers, each graduating from history education from UNINDRA and UNS. Since 2013, Karya Vocational High School uses Curriculum 2013, so history subjects are taught separately, which were previously integrated into social science (IPS) subjects. History courses are taught with a weight of 4 hours, this means history subjects are taught with a number of hours more than the number of study hours in the 2006 SBC Curriculum, which is 2 hours of learning. But then, in the academic year 20015/20016, the Vocational High School of Work Again used the KTSP Curriculum (2006 Curriculum), so that historical subjects were integrated into social science subjects, but taught still separately consisting of historical, economic, sociological and geography with 25% each. Thus the research can still be done to be able to see the model of historical learning that is applied as a case study in SMK Karya Guna, so that it can be used as a reference for further research, and can find a model of historical learning in accordance with the needs of vocational school students, particularly the Vocational High School has majors in developing mechanical and automotive engineering.

THEORITICAL REVIEW

1. Definition of Learning Models Learning

models are different from learning methods. The learning model is not just a particular method or strategy. The learning model is a plan or pattern that is holistic to help students learn a certain type of knowledge, attitude or skill. According to Rudi Gunawan (2011: 82), a learning model has a theoretical basis and has certain learning steps that are designed to achieve the expected educational outcomes. Meanwhile according to Astaty (2015), the learning model is a wrapper or frame of the application of an approach, strategy, method and learning technique. This means that the learning model is more directed at instructional design. Thus the learning model can be described as follows;



Broadly speaking, based on his approach the learning model can be divided into a teacher-centered approach (Teacher Centered Learning) and a student-centered approach (Student Centered Learning). The teacher-centered approach is often called the conventional model, which generally uses an expository strategy. According to Sanjaya (2012: 179), expository strategy is a learning strategy that emphasizes the process of delivering material verbally from a teacher to students with the aim of being able to master subject matter optimally. While the student-centered approach according to Joyce et al (2011: 195) in *Models of Teaching* is referred to as a *cooperative learning model*.

Educational experts develop instructional models including the ASSURE instructional model developed by Smaldino, Lowther, and Russel. In addition there is a ADDIE learning model. ADDIE stands for *Analysis, Design, Development, Implementation, and Evaluation*. This model was developed by Branch who wants to emphasize that learning models must be intentional or planned, student-centered, innovative, authentic, and inspiring. In essence the analysis is the most important step to determine the basis for learning design decisions. Based

on the information obtained from the analysis phase, appropriate programs are made and meet the needs of students.

From the instructional system development models as described above, it can be said that both the ASSURE, and ADDIE models begin with an analysis of the needs of students. This shows that the process of learning activities must be oriented to the interests of students. So the teacher must be able to design learning according to the needs of students, not the needs of the teacher. Thus the learning models developed by education experts are learning models that are influenced by constructivist philosophy, namely student-oriented learning.

2 History Learning

Model There is no standard model for learning history, because the learning model is developed in accordance with the conditions of the needs of students or each school. Learning model is a learning model designed so that learning activities can run effectively and efficiently. Based on the definitions as described above, the learning model is a set of learning activities that includes planning, development, implementation and evaluation. Thus the history learning model is an effort made intentionally by using professional knowledge possessed by a designer / teacher to achieve curriculum goals, in other words the historical learning model is an activity that deliberately modifies various conditions that are directed towards achieving a goal curriculum.

In order to modify learning activities it is often influenced by the approach used by each teacher / designer. These approaches usually refer to learning theories, such as behavioristic theory or constructivist theory. Both theories will produce different learning objectives, so planning, learning activities and measuring tools for the success of the learning process will also be different.

Behavioristic theory emphasizes more on aspects of behavior change. Learning with behavioristic approach emphasizes more on the teacher as the main source of learning, so that more emphasis on *teacher centered*. And assessment is based on learning outcomes. Instead constructivist theory of assessment is not based on learning outcomes but emphasizes the learning process, because according to constructivist theory students / students are active actors in learning activities. They not only passively receive or record information / subject matter, but they construct the information based on the experience they already have, so as to produce information that is meaningful to themselves. According to constructivists that knowledge is not merely transmitted by the teacher, but inevitably it must be built and raised by students themselves so that they can respond to information in the educational environment. According to the constructivist theory the teacher is not the only source of learning, the teacher's role is to facilitate students to actively explore their abilities so that learning objectives are achieved. Therefore learning activities are emphasized more on the process rather than on the final results. Thus the assessment is more emphasized on the process. The form of assessment is not only carried out in the form of tests, but also carried out in the form of a portfolio, independent assignments or group assignments and others. The historical learning mood in this paper refers more to strategy, namely planning learning activities that aim to facilitate the learning process so that learning objectives can be achieved. Thus the learning model is referred to as guidelines for the implementation of activities

RESEARCH METHODOLOGY

This research uses qualitative research methods. The study was conducted at Karya Guna Vocational High School, located on Manggarai Utara Street, Tebet Subdistrict, South Jakarta. One of the reasons for the determination of SMK Karya Guna is because this school is the only private vocational high school that still exists today. In qualitative research, researchers are research instruments. The data collection technique is done through interviews, questionnaires, observations and direct observations in the field conducted by researchers. The

data source used in this study is in the form of observations, interviews with informants, and documents. Data collection uses *purposive sampling technique* (Sudjana & Ibrahim, 1989), which is determined based on certain considerations in accordance with the research objectives or research focus.

RESEARCH RESULTS AND DISCUSSION

A. Profile of Karya Guna Manggarai Vocational High School, South Jakarta

Karya Guna Vocational School was established in 1970 by a foundation of the Indonesian Armed Forces (TNI AD). Local people often refer to this school by the name abbreviation SMK KG. This school is named "Karya Guna" in accordance with its vision and mission, which is to produce graduates (workers) who are competent in their fields so they can work skillfully and efficiently.

The school's physical building seen from the outside looks small, but upon entering it looks spacious. The Karya Guna Vocational School building is in the shape of the letter "U", in the middle of the building is a field. After entering the gate, the building looks sturdy and nice and conducive enough for the implementation of learning activities. The SMK Karya school building consists of 2 floors with 22 classrooms, consisting of 18 classrooms, the remaining 4 classes are used for laboratory space for each department. In addition there is also a principal's room adjacent to the vice principal's room and the living room, and library space. The physical building of the SMK Karya school as a whole can be said to be very suitable for learning activities.

The number of students at SMK Karya Guna for the 2015/2016 academic year was 640 students. On average one class is approximately 30 students. Thus the Karya Guna school has quite a lot of students, so it can be said that this school still has the trust of the community as an educational institution that produces graduates who are quick to get jobs according to their expectations.

B. Historical Learning Model in Vocational High School

Based on the results of research in the field it can be said that the historical learning model in Vocational High School of Vocational High School still uses conventional learning models that are strongly influenced by Behavioristic theory. The conventional learning model, the teacher is very dominating learning activities, so it is often referred to as the *"teacher centered learning" learning model*

The stages of the history learning model implemented at SMK Karya Guna include; 1). Make plans 2). Implementation 3) evaluation. The planning stage is based on some findings from documentary evidence and interview results, which results in data that the teacher conducts history learning in the classroom without careful planning and makes instructional designs that are appropriate to students' needs and curriculum goals.

The Learning Implementation Plan that was made at the beginning of the academic year is not fully implemented. At the level of implementation of learning activities, the teacher does not refer to the syllabus or lesson plans that have been made, but the teacher refers to the content / subject matter contained in the *textbooktextbook* Airlangga printedor. The teacher is more oriented towards providing all the material contained in the book, not on the basic competencies to be achieved. Thus the syllabus and lesson plan tend to be only as a document.

At this stage of implementation is the stage of implementing learning activities. Because SMK Karya Guna uses the KTSP curriculum, so learning history is integrated in social studies subjects. Integrated social studies subjects consist of the following subjects;

Elements of social studies subject matter	Composition in percentage
Sociology	25%
Geography	25%
Economics	25%
Historical science	25%

Based on the above table, it can be explained that Integrated Social Sciences courses consist of sociology, history, geography and economics. According to Mrs. Dwi Astuti, the composition of the material is 25% each from all materials. For class X the historical material consists of material prakasara, Hindu-Buddhist, Islamic and colonial periods. While history class XI material covers a period of resistance to colonialism, a period of movement, and Japanese occupation. In class XII the material covers the period of independence until the new order. Vocational School Karya Guna has 2 social studies (history) instructors, namely Mrs. Dwi Astuti and Ms. Heniyosefa.

Mrs. Dwi Astuti teaches in class X, XI and XII majoring in Automotive Engineering in Light Vehicles, majoring in Electrical Installation Engineering, and majoring in Audio Visual Engineering, while Mrs. Heniyosefa only teaches in class X majoring in Computer Network engineering. In addition to teaching social studies (history), Dwi Astuti also teaches SBK (Arts, Culture and Skills), so that for this semester (academic year 2015/2016) she teaches 38 hours. Ibu Dwi was given many teaching hours because she had received a teacher certification allowance, while Heniyosefa had not received a teacher certification allowance, so she had fewer teaching hours.

The number of teaching hours which is quite a lot makes it rather difficult to develop innovative and varied learning models. From the results of saving historical learning models applied tend to be monotonous, for one semester the teacher uses the same method in learning activities namely lectures, telling stories and questions and answers and using picture media.

Based on observations of learning activities during several face-to-face meetings, the teacher uses the same learning model, namely the learning model with the teacher centered learning approach which is often called the conventional learning model with expository strategy (Sanjaya, 2006: 177). The learning model is strongly influenced by behavioral theory. Thus, the learning model applied at SMK Karya Guna still uses the old paradigm, namely teacher-centered learning while the new learning paradigm is *student-centered learning*.

The steps of learning history (syntax) include;

1. Introduction / opening
 - a. The teacher gives his greetings
 - b. The teacher is absent all students
 - c. The teacher explains the past material
 - d. The teacher explains the objectives to be achieved from the material to be explained
2. Core activities
 - a. The teacher distributes textbooks
 - b. The teacher explains the material through power points
 - c. The teacher gives students time to ask
 - d. The teacher answers student questions
 - e. The teacher explains again the material that has been taught
3. Closing
 - a. The teacher asks questions to students
 - b. The teacher gives students the opportunity to conclude
 - c. The teacher and the students conclude the material that has been taught
 - d. quiz

Discussion

From the observations in the field of historical learning conducted by Mrs. Dwi Astuti in Vocational High School Vocational School, Guna still emphasizes the mastery of information or knowledge of historical facts. Indeed mastery of historical concepts / facts is important, but for secondary schools not only know historical concepts / facts but the teacher facilitates students to understand these historical facts and students can explore the significance of these facts for their lives. Thus learning history is not just a *transfer of knowledge* but also a *transfer of value*.

Historical learning that only emphasizes the mastery of facts is the lowest stage of historical learning so that this learning model is only suitable for elementary school levels, while for secondary schools must be able to achieve higher mastery of material. According to Garvey and Krug cited by Arif (2006: 153-154) the stages of historical learning are as follows: (1) activities to master the knowledge of facts, (2) an activity to gain an understanding or appreciation of events that occurred in the past, (3) an activity to gain the ability to evaluate and criticize a historical writing,

in this case for secondary schools, it must reach the third stage, therefore historical learning is essentially learning about human life in the past with the aim that students can think critically, and can foster national identity, the spirit of nationalism, and nationalism in students, so it is necessary to change the orientation of historical learning that does not only emphasize memorization of historical facts / concepts.

Learning is a system, as a system needed a systematic relationship which means that the integrated components in a learning are in accordance with the functions that are interconnected with each other and form a unity. Therefore it is necessary to be well designed by developing historical learning models that are appropriate to students' needs and curriculum goals. this is because students who are interested in the results of their learning, so that he feels the usefulness of the knowledge he gained while studying for his life.

From the findings in the field it can be said that the historical learning model developed by the teacher still uses learning methods that are oriented to the mastery of the material. This learning model causes students to be less able to explore the meaning of historical events that they learn and relate them to current conditions. As a result students consider that history lessons are not so important for their lives.

CONCLUSION

From the results of the study it can be concluded that designing the learning model not all teachers can do it. Some factors found in the field include the large number of teaching hours, let alone certified teachers. They must teach at least 24 hours a week.

The learning model used is almost the same for each class, which uses approach *teacher centered* learning, which includes the stages of planning, implementation and evaluation. The strategy used is the expository strategy with lecture and storytelling methods, while the media used is power point media in the form of images. From the observation of the media images used are very effective in helping students remember the subject matter. this is done because historical learning still emphasizes memorization of facts / concepts. The teacher demands students memorize historical facts so that they can work on the exam questions so that they get a high score, which is above the KKM score.

In terms of assessment, the teacher still emphasizes the assessment of cognitive aspects, while the affective and psychomotor aspects are less noticed. The final results of the assessment are determined by a test score or a summative test in the form of multiple choice. Thus the history learning model still emphasizes the *transfer of knowledge* has not yet reached the *transfer of value*.

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