

Efforts to Increase Students' Motivation in Learning History Through Documentary Film Media in Class X SMK Taman Siswa 2 Jakarta

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Abstrak

Tujuan penelitian ini adalah untuk mengetahui penggunaan film dokumenter sebagai media pembelajaran dalam meningkatkan motivasi belajar Sejarah siswa kelas X Jurusan Kelistrikan SMK Taman Siswa 2 Jakarta. Penelitian tindakan kelas ini mengambil setting di kelas X Jurusan Kelistrikan SMK Taman Siswa 2 Jakarta dengan jumlah siswa 35 siswa. Pelaksanaan kegiatan dilaksanakan melalui 2 siklus. Data penelitian diperoleh dari pengamatan kegiatan pembelajaran, informan (siswa, guru, dan kepala sekolah), dokumen, dan foto kegiatan dengan tahapan *planning, action, observing, dan reflecting*. Hasil penelitian menunjukkan adanya peningkatan melalui penggunaan media Film Dokumenter terkait motivasi belajar siswa pada mata pelajaran Sejarah siswa kelas X Jurusan Kelistrikan SMK Taman Siswa 2. Rata-rata aktivitas siswa **mencapai 70%** pada siklus 1. Pada siklus 2 aktivitas siswa meningkat dengan rata-rata 80% dalam kategori tinggi. Siswa lebih aktif dalam bertanya, menjawab, memberikan pendapat, berinteraksi dengan kelompok dan bekerjasama kelompok serta berpikir kritis dalam menyampaikan berbagai argumentasinya mengenai berbagai hal peristiwa sejarah serta ilmu sosial lainnya yang terkait dengan peristiwa sejarah tersebut.

Kata kunci: motivasi belajar, sejarah, pembelajaran sejarah, film dokumenter.

Abstract

*This article discusses efforts to increase student motivation in history subjects at a vocational high school using a learning medium, namely documentary films. The purpose of this study was to find out the use of documentary films as a learning medium in increasing motivation to study history for class X students majoring in electricity at SMK Taman Siswa 2 Jakarta. This classroom action research took the setting in class X of the Electrical Department of SMK Taman Siswa 2 Jakarta with a total of 35 students. Implementation of activities carried out through 2 cycles. Research data were obtained from observing learning activities, informants (students, teachers, and school principals), documents, and photos of activities with the stages of *planning, action, observing, and reflecting*. The results showed that there was an increase through the use of Documentary Film media related to student learning motivation in the History subject of class X students in the Electrical Department of SMK Taman Siswa 2. The average student activity reached 70% in cycle 1. In cycle 2 student activity increased by an average 80% in the high category. Students are more active in asking, answering, giving opinions, interacting with groups and collaborating in groups and thinking critically in conveying various arguments regarding various historical events and other social sciences related to these historical events.*

Keywords: learning motivation, history, history learning, documentary films.

INTRODUCTION

Education is a human effort to broaden knowledge in order to shape values, attitudes, and behavior (Conklin, 2017; Lickona & Davidson, 2005; Setiawan,

Sudrajat, Aman, & Kumalasari, 2021). All components in the world of education must be supported and driven for the advancement of the intellectual and moral levels of students (Arlina & Santoso, 2020;

Budi Raharjo, 2010; Ismail, 2013; Setiawan & Hadi, 2018). Every subject given in schools in education must support these two things, because intellectual progress and moral maturity will affect the nation's future. Education with the term *tarbiyah* as a whole collects activities contained in education, namely maintaining, maintaining, forbidding, purifying the soul, and reminding people of good things (Pradana, Mahfud, Hermawan, & Susanti, 2021; Revell & Arthur, 2007; Setiawan & Aman, 2019).

In this case, social science is present by providing a social insight and understanding of social life. One of them is through history subjects which are included in the social science family, one can learn many things here. History provides a wide space to learn from the past of the nation and its country. History also provides an understanding of the past which contains various human dynamics and problems so that humans can learn many things in life for the future (Junaidi, 2019).

History is an example of a lesson that provides a broad understanding and thinking about various past events that can affect one's life in the future. History also makes a person learn to improve himself in his life based on past experiences. It also serves the function that history lessons awaken a nation and its citizens to take part in the development and development of their

country (Fimansyah & Kumalasari, 2015; Putro, 2012).

Regulation of the Minister of National Education number 22 of 2006 concerning Content Standards for primary and secondary education units, History is a branch of science that examines the origins and development and role of society in the past based on certain methods and methodologies. Related to education in elementary to high school, past knowledge contains wisdom values that can be used to train intelligence and shape the attitudes, character, and personality of students. Furthermore, it was explained that the History subject has a strategic meaning in the formation of dignified national character and civilization as well as in the formation of Indonesian people who have a sense of nationality and love for the motherland (Adli & Fatimah, 2019; Basri et al., 2022; Cintatia Salsabila, 2018; Setiawan, 2020).

There are several factors that make history subjects less attractive to students. First, the government policy Regulation of the Minister of National Education Number 46 of 2010 concerning the implementation of the National Examination (UN) for vocational high schools, only covers Indonesian, English, Mathematics, and skills competencies. This makes students feel that history is not an important subject to pay attention to and is increasingly being ignored by students. Even though history has

important meaning and meaning to be included in the National Examination.

Second, in vocational schools which in fact focus on productive or vocational subjects history subjects are less attractive to students. In addition, the newest curriculum now, namely the Independent Curriculum, where history has experienced a change in time allocation.

Decree of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia number 56/m/2022 concerning Guidelines for curriculum implementation in the context of learning recovery explains that the history subject in the Vocational High School Education unit or SMK has experienced a decrease in the time allocation for lesson hours or what is called JP. The history subject which was originally 3 hours of lessons (JP) a week for each class became 2 hours of lessons (JP) every week. This has an impact on the little time allocation so that learning history in vocational schools is shortened. Some of the things above which explain the factors of history that are less desirable can be used as strong guidelines for researchers to continue this research.

Facts on the ground, one often gets the impression that history lessons are very boring. Learning history is less desirable, it is considered a lesson that only memorizes numbers, years, dates, and names of figures, so it is often heard

that students take history lessons lightly. The things that trigger their boredom are also caused by the teacher's lack of interest in teaching in the classroom. Kuntowijoyo said that "History as a social science for students, in general, is a subject that lacks motivation, if not the most boring subject" (Kuntowijoyo, 2008). The above is sufficient to explain that history is a subject that lacks student motivation at school.

Teachers rarely use teaching media that attract students to pay attention to the explanation of the subject matter presented in class. Methods such as lectures used by teachers make students feel bored and sleepy in following history lessons. Meanwhile, only a small number of students listened to the teacher's explanation, the rest were chatting, doing other assignments, and other activities outside of teaching and learning activities. As described by Jumardi in the following quote: "Many students complain that history lessons are boring because the content is just rote memorization from year to year, figures, and historical events (Jumardi, 2017).

The situation above must be the concern of the teacher to create interesting teaching and learning activities for students so that students feel happy when participating in history lessons. To achieve a teaching and learning activity that is meaningful for students, one of which is the teaching method must be

precise in choosing and teaching media that will be used and not every teaching and learning activity must be carried out in the classroom in conveying material. Teaching methods and media are important elements that must be considered and planned by the teacher in teaching and learning activities so that the teacher is seen as the person who is responsible for the success of learning.

In this era, increasingly sophisticated technological support is inseparable from its role in supporting all aspects of human life including information and communication, especially in the world of education (Fimansyah & Kumalasari, 2015). Advances in science and technology, and advances in communication and information media have given their own direction to educational activities and these demands have made it a policy to utilize technological media in the management of education as learning media, and to make these subjects more real, colorful and interesting.

The use of appropriate and more innovative learning media can be considered by teachers (Antika & Suprianto, 2016; Ferdianto & Setiyani, 2018). According to AECT (Association of Education and Communication Technology) in Sudjarwo, "learning media are various or all in the form of data, people, and certain forms that can be used by students to study either

separately or in combination so that it makes it easier for students to achieve goals learn it."

The learning media used here is a documentary film. Documentary films can present reality in various ways and are made for various purposes, however, they are never separated from the purpose of disseminating information. Another use of documentary films is being able to invite students to get a direct personal experience from a historical process and show students examples of desired behavior, and examples of human interaction and can present problems to be solved by students. This is usually presented in the form of a short program, which in this study was also in the form of a short documentary film. After playing, students can discuss their opinions, find solutions to problems, or answer questions given.

Documentary film can be said as a new medium and its potential has not been explored further. In the midst of technological and information developments, as well as advances in digital media, it is possible for documentary films to facilitate learning. As a form of motion picture media that is accompanied by sound with a more varied presentation, the use of this media will be able to provide more experience than picture (print) media which only presents a still image. The use of documentary film

media in the learning process is one of the expected alternatives (Irawan, 2019).

This learning media is expected to be able to foster students' motivation to learn history in vocational high schools so that the quality of history learning is better. This is in accordance with several studies, one of which was conducted by Novalinda which concluded that there was an increase in student learning motivation in history subjects by varying the media used and its effect on improving student learning outcomes (Novalinda, Kantun, & Widodo, 2018).

Following are some of the advantages of using film media in learning: (1) Learning attracts more students' attention, it is this element of attention that is important in the learning process because attention arises as stimulation (motivation) for learning. (2) Learning materials are clearer and more direct in meaning so that they will be better understood by students and enable students to master learning objectives better. (3) The learning method will be more varied, not merely verbal communication through words by the teacher so that students don't get bored and the teacher doesn't run out of energy if the teacher teaches every lesson (Arsyad, 2011).

Improving student learning outcomes in the cognitive domain of knowledge and understanding aspects significantly, so can

help students to gain a deeper understanding of a historical process.

Characteristics of class X Electricity based on actual observations of many students who have good learning potential. From the results of the researcher's initial survey, one of the students stated that the condition of the class was less interesting and there were many learning disorders in the class. Such a class situation seems to need refreshment, one way to make the class conducive again is by trying to use documentary film media in its learning. Based on these observations, the researcher felt interested in using Class X Electricity to be used as a research location.

Referring to these problems, the author intends to use documentary film media in learning history to increase student motivation in studying history at SMK Taman Siswa 2 Jakarta. This begins with the application of fun learning with students and then facilitating by showing documentaries during history lessons. From this background, the problems in this study are formulated as follows: "How to increase student motivation with documentary films in class X student learning at SMK Taman Siswa 2 Jakarta?"

METHOD

This study uses a class action research method (CAR). This PTK will be held in class X majoring in Electricity at SMK

Taman Siswa 2 Jakarta which is located at Jalan Garuda No. 44, Kemayoran, Central Jakarta.

Observation

Observation is an observation made directly by the researcher which includes the activity of focusing attention on an object by using all the senses. Observation is a complex process, a biological and psychological process. Two of the most important are the processes of observation and memory (Sugiyono, 2020).

Dokumentation

Documentation is finding data about things or variables in the form of notes, transcripts, books, newspapers, magazines, inscriptions, minutes of meetings, agendas, and so on. This technique is used to obtain data about student names, student motivation, and student learning outcomes.

Observation Guide Sheet

An observation guide sheet is a tool used to collect data regarding the activities of teachers and students both during pre-research and during the implementation of actions in learning history using documentary films.

Classroom action research is not like literature research which relies heavily on literary sources. However, it relies more on justification and empirical truth of facts in the field, compared to ideal

theories of science. Classroom Action Research is an examination of learning activity in the form of an action, which is deliberately raised and occurs in a class together (Anggito, A., & Setiawan, 2018).

RESULTS AND DISCUSSION

The initial conditions of the students were taken from the data from the results of the mid-semester test for history subjects in the first semester. This is needed to determine the activity and learning outcomes of students who are based on students' motivation to study history.

1. Obtain Student Learning Outcomes Test Scores

The learning outcomes test was carried out on the material given before and after using documentary film media. The acquisition of student learning outcomes test scores before the action was only 78 while the lowest score was 60 which was far from the maximum completeness criterion standard (KKM) determined by the school of 78. In cycle 1 there was an increase with the highest score obtained by students was 80 while the lowest score was 70. The increase continued in cycle 2 with the highest score reaching 81 and the lowest score being 73. It can be seen that in the table the scores achieved by students in each cycle varied for each individual. This depends on the level of knowledge and activeness of students during the learning process. The

acquisition of the learning outcomes test scores can be used to calculate the class average score and the completeness of student learning outcomes.

2. The Results of The Calculation of the Class Average Value

Before the research was conducted, the average value of students' history tests was low, namely 69. The average value was far below the predetermined class average value of 80. This was tried to be corrected by implementing effective learning strategies using technical media. informatics in schools (heroine screenings). In cycle 1, the class average score increased to 75. In cycle 2, the class average score increased to 77, which means that it has succeeded in meeting the class average grade standards. With these results, there is no need for further action in cycle 3 because the class average score indicator has been reached. Based on data from the results of class action research (PTK) that has been carried out, it has been successful in improving class XI electricity learning outcomes in historical subjects.

Cycle I

After the History learning process was carried out using Documentary Film media, student activities were better than the learning process before using conventional learning media which only used the lecture method.

Based on the results of observations that have been made on student activity, there are 20 students (57%) categorized as active and 15 students (43%) are still passive. These results indicate that the Creative and Productive learning model in learning History, the subject matter of historical concepts and other concepts by exemplifying the struggle of the Indonesian people against the colonialists, accompanied by the impact of Western colonialism on the Indonesian nation, was positively responded to by students who were active in learning.

The results obtained in cycle 1 are a manifestation of the learning process which is presented in an interesting way, especially the use of Documentary Film media. Students who have been passive so far, then want to take part in History lessons, give many responses by asking various questions, because they feel interested in the subject matter presented through the Documentary Film so it has a pretty good influence on the activity.

Cycle II

Based on the analysis and reflection on the implementation of cycle 1, the learning process using Documentary Film media is continued to cycle 2. The positive things are maintained and the negative things are attempted to be reduced.

Student activity in the learning process in cycle 2 was increased, and the results were better compared to the

learning process in cycle 1. In this 2nd cycle, the 35 students of class X Electricity were active in participating in the history teaching process which was presented through Documentary Film media. Most of the students have done the activity as expected. While the results of the questionnaire analysis can be concluded that students are happy with the learning media carried out by the teacher, namely learning using audio-visual media in the form of Documentary Films.

Based on the results of the discussion above, student activity has reached a very good category (75% -100%), wherein the 2nd cycle, 30 students (85%) were in the active category and the remaining 5 students (15%) were in the inactive category. in following History lessons.

The results obtained in the 2nd cycle are a manifestation of the learning process which is presented in an interesting way so that students feel happy, especially the use of Documentary Film media in conveying historical subjects. Students who have only listened so far, while the teacher explains by lecturing, and uses methods that tend to stifle student creativity, but with Documentary Film media students are motivated to take part in History lessons, and students are able to understand the subject matter presented properly.

Student learning activities in the 2nd cycle have been satisfactory.

From these data, it can be said that the activity of students from the pre-cycle, cycle 1, and cycle 2 experienced a significant increase in activity. This means that student activity in the history learning process using documentary film media is able to increase student activity in participating in history learning.

CONCLUSION

The results of pre-action learning before using film screening media in history lessons were not good, as seen from students' understanding of the material. Then, this class action research was carried out using documentary films as media. Classroom action research (PTK) on history learning using documentary film media in class X SMK Taman Siswa 2 Jakarta in increasing student learning motivation found several positive findings that could increase students' motivation to learn history. As a whole the implementation of this research can show that learning history using documentary films in class X SMK Taman Siswa 2 Jakarta is very effective in providing depth of material meaning and understanding to students regarding the topics that are the subject matter. This learning has an effect on changes in high activity by students when participating in learning, as evidenced by the average student activity reaching 70% in cycle 1. In cycle 2 student

activity increases by an average of 80% in the high category. Students are more active in asking, answering, giving opinions, interacting with groups, and working in groups. Learning history using documentary film media can be used by students to understand and explore their knowledge of the issues being taught, including through discussion activities in the form of questions and answers. Students can better understand the material discussed and provide a lot of experience and their own interest to think happily and happily in participating in history lessons. This can be seen from the students in the question-and-answer discussion in the lesson. Through question and answer, the teacher tries to dig deeper into student activity by exploring the cognitive and motivational aspects of students.

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