



Improving Student's Learning Outcomes with the Use of Module in History Class X Social Science 1 Senior High School of 17 Tebo

Vidya Putri Kartini; Erwin Saputra; M. Taofik Kurohman

History Education Program, Jambi University, Indonesia

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Abstract

The limitations of using efficient and effective history learning media are felt in history learning at SHS Negeri 17 Tebo, especially during the Covid-19 pandemic. This study seeks to provide a solution by improving student learning outcomes by using modules in history subjects for class X SOCIAL SCIENCE 1 Senior High School (SHS) Negeri 17 Tebo. This module-based learning media is very interesting to discuss because it can be used by students in various conditions and is the key to the objectives of the 2013 curriculum. This study uses the Classroom Action Research method to see the improvement of students' history learning outcomes. This Classroom Action Research procedure is designed for 3 (Three) cycles, where each cycle is carried out in 3 (Three) face-to-face meetings. The action plan for each cycle in Classroom Action Research is divided into 4 (four) activities, namely: (1) Planning, (2) Action Implementation, (3) Observation and Evaluation, and (4) Analysis and Reflection. The results showed that there was an increase in the 3 cycles that were run. In Cycle 1 there were 60% of students who completed history lessons, in Cycle 2 there were 73% of students, and Cycle III increased to 80% of students who exceeded the threshold level of completeness in history lessons.

Keywords: *Learning Outcomes; Usage of Modules; History Lessons*

Introduction

The process of implementing learning at the high school level or equivalent in the first semester of the COVID-19 pandemic has been completed. Entering this even semester, the implementation of teaching and learning activities has just begun with the learning conditions during the PPKM PSBB 2021. The history teacher provides information on the use of the same learning media as the previous semester. The limitations of using efficient and effective history learning media are felt in history learning at the State High School 17 Tebo. This can be seen in the enthusiasm of students when the history lesson in class X SOCIAL SCIENCE 1 begins. Of the twenty-three students, there were only thirteen students who filled in the absences.

From the initial data that has been presented by the researcher, this has greatly deviated from the objectives of the 2013 curriculum at the SHS and MA level which states that learning is not only mastering the material and information provided by the teacher, but also a process of developing attitudes

(Mulyasa, 2013). positive for learning, research, and discovery and problem solving on their own abilities (Umar, 2013). The teaching and learning activities are designed so that students actively construct concepts (Permendiknas, 2006). If the participant's response is only seventy-five percent in the class, it means that there is still a lack of motivation to learn and the objectives of the 2013 curriculum have not been implemented properly (Yunieka, 2015).

During the initial observations, it was found that the media used in learning were google classroom and WhatsApp. SHS Negeri 17 Tebo is located in a village area where not all hamlets can access a smooth internet network. This has an impact on student learning outcomes themselves. The data provided by the school shows that some students do not do individual or group assignments. The two media used can be said to have failed in carrying out their functions during the Covid-19 pandemic (Nilasari, 2016).

There were 12 students do not collect from 23 students of class X SOCIAL SCIENCE 1. It means that there are still 52% of students who do not care about individual assignments which affects the assessment at the end of the semester. The average score of class X SOCIAL SCIENCE 1 is 76.8 or less satisfactory. Help using the search on google becomes the focus of students (Sadirman, 2006). Therefore, there is a need for learning media that can be used in any condition (Hamzah, 2008).

The role of the facilitator carried out by the teacher at this time should provide its maximum function in the teaching and learning process. The role of the right media as a solution to learning in this era of the COVID-19 pandemic must provide fulfillment of needs students (Harlina, 2017). Learning media is an inseparable part of the teaching and learning process in schools. The message conveyed by the teacher to students through the intermediary of teaching materials is what continues to be maximized so that students are satisfied in the learning process especially on history learning. Syahputra (2020) said that because of this learning media, students can learn history in a new way, not only fixated on history books, but can access information about historical heritage through gadgets, computers, and the internet. There are so many types of teaching materials that can be used, one of which is a module (Nur Fajar, 2020).

The use of modules in the current pandemic condition is considered effective as a way out that can actively involve students and develop students' cognitive aspects. This independent learning process certainly opens up opportunities for students to create an atmosphere of competing to get high learning scores when the final exam is held. (Aini, F. N. 2018).Sudjana (2012:132) explained that the learning module has tasks and roles independently. Because usable for the unity of all other units. The module has the characteristics of Self Instructional, Self Contained, Stand Alone, User Friendly, and Adaptive. The module can survive in any learning conditions, this is due to the nature of the independence of the module which is very complete in demanding student learning independence (Syuti, 2020).

This module-based learning media is fascinating to discuss because it can be used by students in various conditions and is the key to the objectives of the 2013 curriculum (Slameto, 2003). The role of students who can actively be expressed in learning will occur from the readiness of students to the history subject matter that has been provided in the history lesson module. Following the description above, the researcher provides a solution with the theme Improving Student Learning Outcomes by Using Modules in History Subject Class X SOCIAL SCIENCE 1 SHS Negeri 17 Tebo.

Research Method

This study conducted a descriptive quantitative method with a Classroom Action Research approach. This research designed for 3 (three) cycles, where each cycle was carried out in 3 (three) face-to-face meetings. The action plan for each cycle in Classroom Action Research was divided into 4 (four)

activities, namely: (1) Planning, (2) Action Implementation, (3) Observation and Evaluation, and (4) Analysis and Reflection (Suharsimi, 2022).

This classroom action research is set for class X SOCIAL SCIENCE 1 SHS 17 Tebo students which is held in the even semester of the 2020/2021 academic year. Therefore, the subjects of this study were students of class X SOCIAL SCIENCE 1 SHS 17 Tebo. While the object of research is in the form of variables that are investigated in order to solve problems including student learning outcomes of class X SOCIAL SCIENCE 1 SHS 17 Tebo by applying module-based learning media. The research time needed in this study is 4 (four) months starting from the preparation stage in February 2021 until the final report submission stage in May 2021. Meanwhile, the place of research is set at SHS 17 Tebo according to the lesson schedule and in accordance with the agreement with the principal of SHS 17 Tebo.

Chart 1 Action Research Class Roadmap

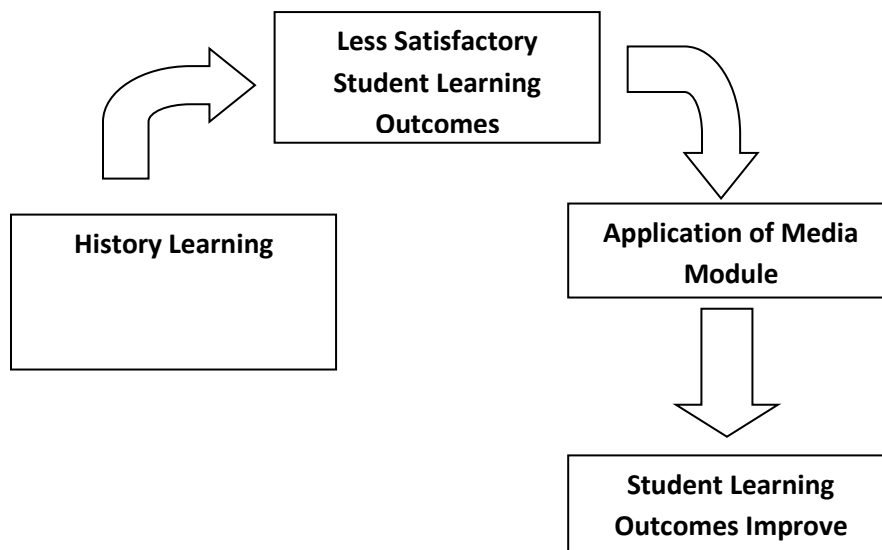


Table 1 Student Learning Outcome Observation Questionnaire

No	Indicators	Number of Question
1	Enthusiasm of students in following the lesson	4
2	Interactions between teacher and student	4
3	Student participation in concluding the lesson	4
4	Material Mastery	4
5	Student answer accuracy	4

Assessment of student activity can be calculated using the DP (Descriptive Percentage) formula, as follows:

$$DP = \frac{n}{N} \times 100\%$$

Information:

n : Total score obtained

N : Maximum total score

The numbers from the calculation results above, the categories of student learning activities are in the following table:

Table 2 Students Learning Categories Interval

Class	Interval	Activity Category
I	25%-43,7%	Very low
II	43,76%-62,51%	Low
III	62,52%-81,27%	High
IV	81,28%-100%	Very high

The data analysis method used is by comparing student learning outcomes before the action is taken with student learning outcomes after the action is taken. The data is calculated starting by calculate the average value or presentation of early learning outcomes to determine the increase in learning outcomes. Looking for the average value of students, according to Suharsimi (2009:264) the following formula can be used:

$$M = \frac{\sum X}{N}$$

Information:

M : Average score (mean)

$\sum X$: Number of Student

N : the number of students who took the test

Calculating student learning mastery Calculating classical learning mastery according to Sudjana (2009:131) used the following formula:

$$DP = \frac{F}{N} \times 100\%$$

Keterangan:

DP : Total Percentage

F : Number of students who completed

N : Number of students

Result and Discussion

This classroom action research was conducted in class X SOCIAL SCIENCE 1 SHS Negeri 17 Tebo Regency. This study intends to measure student history learning outcomes using modules. Modules are books that are made to enable students to learn independently. The module consists of all teaching materials so that the learning components can be done anywhere. A module will be said to be meaningful if it is easy to use. So if there are students who have the speed of learning, of course, they will also quickly complete the stages in the module. Thus, the module must contain basic competencies and core competencies in an attractive, well-organized, and equipped with illustrations.

The module is expected to improve the learning outcomes of class X Social Science 1 students in history subjects, considering the Covid-19 condition provides challenges in carrying out history learning. The key to mastering the use of modules must be packaged as attractively as possible and easy to learn by affixing illustrations to certain materials.

a. 1st Cycle

1) Action Planning

At this stage, the researcher plans the actions that will be taken to overcome the problems experienced by students in the form of low learning outcomes for X SOCIAL SCIENCE 1 students in history subjects. Based on the observations, the researchers took the following actions:

- a. Make a Learning Implementation Plan (RPP) in accordance with the material to be taught.
- b. Prepare modules with the material to be taught.
- c. Make a learning outcome test format, to measure understanding and success in learning.
- d. Prepare observation sheets about student learning activities and teacher activity observation sheets.

2) Action Execution

Researchers carry out actions in accordance with the lesson plan (RPP) that has been planned. The implementation of this action was carried out in 1 meeting with an allocation of 2x40 minutes. Learning activities carried out include:

1) Preliminary Activities

In this preliminary activity, the researcher begins with an appreciation activity for the material. The researcher greets, asks the students' condition, then prepares a prayer before studying which is led by one of the students, then the researcher conveys the material and learning objectives to the students.

2) Core Activities

Implementation of the core activities are as follows:

- a. The teacher divides the module to students and provides direction on how to use it.
- b. The teacher then gives an explanation of the material for each meeting based on the modules and assignments each week.
- c. Then the teacher gives an assessment of the student's work being done

3) Closing Activities

- a. The teacher gives comments and general conclusions at the end of the lesson.
- b. Evaluation
- c. The teacher conveys the material that will be studied at the next meeting.
- d. Cover

In presenting the learning that will be carried out, the researcher takes the learning steps as stated in the lesson plan that has been prepared previously. Observations on teacher performance (researchers) are carried out by observer teachers (observer).

3) Observation

This observation activity is intended for researchers and students with the aim of knowing whether the teaching and learning process is in accordance with what has been made previously or not. As for seeing the students' completeness of each student in the first cycle, at the end of each cycle a

formative test is held. The results of the formative test are used to determine the success rate of the research cycle I. The success rate of students in the first cycle can be seen in the following table.

Table 3 Result Score on 1st cycle

No	Name	Score	Information
1	Ihsan Mardianto	65	Incomplete
2	Fery Agung	55	Incomplete
3	Muhamad Zaki	73	Completed
4	Cindelas Aji Pangestu	80	Completed
5	Cindy Pratiwi	78	Completed
6	Arum Septiana Dewi	80	Completed
7	Dewi Anum	60	Incomplete
8	Risky Putra	78	Completed
9	Elyna Cantika	65	Incomplete
10	Ambo Lolo	35	Incomplete
11	Lina Nurliana	60	Incomplete
12	Veni Septiani	50	Incomplete
13	Nanda Dewi	75	Completed
14	Handi Irawanto	30	Incomplete
15	Deni Prasetyo	45	Incomplete
Total Score		929	
Average		61,9	

From the test results in cycle 1 above, out of 15 students who completed only 6 people with a percentage of 40%. The number of students who did not complete was opened by 9 people with a percentage of 60%. So completeness in cycle 1 only reaches 40%, the following will explain the success of success in cycle 1.

Table 4 The Table of Success Interval Rate

Kelas	Interval	Activity Category
I	25%-43,7%	Very low
II	43,76%-62,51%	Low
III	62,52%-81,27%	High
IV	81,28%-100%	Very high

From the results of the explanation above, it can be concluded that the mastery of classical learning in the first cycle, which is 40%, is classified as low. However, student learning outcomes in the first cycle have not been able to reach the predetermined completeness stage, which is 75%. Based on this, the researchers will take action again to be able to improve student learning outcomes. For this reason, the research will be continued in cycle II.

4) Reflection

After the entire learning process in cycle I was completed, the researcher and teacher observers discussed the results of observations to find the weaknesses and shortcomings contained in cycle I. In the

implementation of cycle, I, this history subject was obtained from the learning outcomes that were still lacking, both related to researchers and with student.

a. Related to researcher

- 1) Researchers are lacking in class mastery
- 2) Researchers are still unclear in terms of explaining the learning material
- 3) Researchers do not understand the true potential of students

b. Related to students

- 1) There are students who are noisy when the researcher explains the subject matter
- 2) There are students who are still careless in doing the practice questions.

From the results of the reflection above, the researcher will take action again, namely taking action in cycle 2.

b. 2nd Cycle

1) Action Planning

At this stage, the researcher plans the actions that will be taken to overcome the problems experienced by students in the form of low learning outcomes for X SOCIAL SCIENCE 1 students in history subjects. Based on the observations, the researchers took the following actions:

- a. Make a Learning Implementation Plan (RPP) in accordance with the material to be taught.
- b. Prepare modules with the material to be taught.
- c. Make a learning outcome test format, to measure understanding and success in learning.
- d. Prepare observation sheets about student learning activities and teacher activity observation sheets.

2) Action Execution

Researchers carry out actions in accordance with the lesson plan (RPP) that has been planned. The implementation of this action was carried out in 1 meeting with an allocation of 2x40 minutes. Learning activities carried out include:

1) Preliminary Activity

In this preliminary activity, the researcher begins with an appreciation activity for the material. The researcher greets, asks the students' condition, then prepares a prayer before studying which is led by one of the students, then the researcher conveys the material and learning objectives to the students.

2) Core Activities

- a. The teacher divides the module to students and provides direction on how to use it.
- b. The teacher then gives an explanation of the material for each meeting based on the modules and assignments each week.
- c. Then the teacher gives an assessment of the student's work being done

3) Closing Activities

- a. The teacher gives comments and general conclusions at the end of the lesson.
- b. Evaluation
- c. The teacher conveys the material that will be studied at the next meeting.
- d. Cover

In presenting the learning that will be carried out, the researcher takes the learning steps as stated in the lesson plan that has been prepared previously. Observations on teacher performance (researchers) are carried out by observer teachers (observer).

3) Observation

This observation activity is intended for researchers and students with the aim of knowing whether the teaching and learning process has developed and is in accordance with what has been made previously or not. As for seeing the students' completeness of each student in cycle II, at the end of each cycle a formative test is held. The results of the formative test are used to determine the success rate of the second cycle of research. The success rate of students in cycle II can be seen in the following table.

Table 5 Result Score on 2nd cycle

No	Name	Score	Information
1	Ihsan Mardianto	75	Completed
2	Fery Agung	65	Incomplete
3	Muhamad Zaki	80	Completed
4	Cindelaras Aji Pangestu	75	Completed
5	Cindy Pratiwi	76	Completed
6	Arum Septiana Dewi	80	Completed
7	Dewi Anum	80	Completed
8	Risky Putra	78	Completed
9	Elyna Cantika	78	Completed
10	Ambo Lolo	35	Incomplete
11	Lina Nurliana	75	Completed
12	Veni Septiani	50	Incomplete
13	Nanda Dewi	80	Completed
14	Handi Irawanto	30	Incomplete
15	Deni Prasetyo	78	Completed
Total Score		1.035	
Average		69	

Based on the table above, it can be seen that from 15 students in cycle II (Post Test II), 11 students who completed or with a percentage of 73% and students who did not complete were 4 people or with a percentage of 27%. With an average grade of 69%. So classical student learning completeness in cycle II (Post Test II) is 73%. The following will explain the percentage of student learning outcomes in cycle II.

Table 6 The Table of Success Interval Rate

Kelas	Interval	Activity Category
I	25%-43,7%	Very low
II	43,76%-62,51%	Low
III	62,52%-81,27%	High
IV	81,28%-100%	Very high

From the results of the explanation above, it can be concluded that classical learning completeness in cycle II, which is 73%, is classified as high. However, student learning outcomes in cycle II have not been able to reach the predetermined completeness stage, which is 75%. Based on this, the

researchers will take action again to be able to improve student learning outcomes. For this reason, the research will be continued in cycle III.

4) Reflections

After the entire learning process in cycle II was completed, the researcher and the observer teacher discussed the results of the observations to find the weaknesses and shortcomings in the second cycle. In the implementation of cycle II, this history subject was obtained from the learning outcomes that were still lacking, both related to researchers and students.

a. Related to researcher

- 1) Researchers are lacking in class mastery
- 2) Researchers do not understand the true potential of students

b. Related to students

- 1) There are students who are noisy when the researcher explains the subject matter
- 2) There are students who are still careless in doing the practice questions.

From the results of the reflection above, the researcher will take action again, namely taking action in cycle III.

c. 3rd Cycle

1) Action Planning

At this stage, the researcher plans the actions that will be taken to overcome the problems experienced by students in the form of low learning outcomes for X SOCIAL SCIENCE 1 students in history subjects. Based on the observations, the researchers took the following actions:

- a. Make a Learning Implementation Plan (RPP) in accordance with the material to be taught.
- b. Prepare modules with the material to be taught.
- c. Make a learning outcome test format, to measure understanding and success in learning.
- d. Prepare observation sheets about student learning activities and teacher activity observation sheets.

2) Action Execution

Researchers carry out actions in accordance with the lesson plan (RPP) that has been planned. The implementation of this action was carried out in 1 meeting with an allocation of 2x40 minutes. Learning activities carried out include:

1) Preliminary Activity

In this preliminary activity, the researcher begins with an appreciation activity for the material. The researcher greets, asks the students' condition, then prepares a prayer before studying which is led by one of the students, then the researcher conveys the material and learning objectives to the students.

2) Core Activities

- a. The teacher divides the module to students and provides direction on how to use it.
- b. The teacher then gives an explanation of the material for each meeting based on the modules and assignments each week.
- c. Then the teacher gives an assessment of the student's work being done

- 3) Closing Activities
 - a. The teacher gives comments and general conclusions at the end of the lesson.
 - b. Evaluation
 - c. The teacher conveys the material that will be studied at the next meeting.
 - d. Cover

In presenting the learning that will be carried out, the researcher takes the learning steps as stated in the lesson plan that has been prepared previously. Observations on teacher performance (researchers) are carried out by observer teachers (observer).

3) Observation

This observation activity is intended for researchers and students with the aim of knowing whether the teaching and learning process has developed and is in accordance with what has been made previously or not. As for seeing the students' completeness of each student in cycle III, at the end of each cycle a formative test is held. The results of the formative test are used to determine the success rate of the second cycle of research. The success rate of students in cycle III can be seen in the following table:

Table 7 Result Score on 3rd cycle

No	Name	Score	Information
1	Ihsan Mardianto	78	Completed
2	Fery Agung	85	Completed
3	Muhamad Zaki	75	Completed
4	Cindelaras Aji Pangestu	86	Completed
5	Cindy Pratiwi	80	Completed
6	Arum Septiana Dewi	90	Completed
7	Dewi Anum	87	Completed
8	Risky Putra	80	Completed
9	Elyna Cantika	78	Completed
10	Ambo Lolo	43	Incomplete
11	Lina Nurliana	87	Completed
12	Veni Septiani	50	Incomplete
13	Nanda Dewi	88	Completed
14	Handi Irawanto	45	Incomplete
15	Deni Prasetyo	88	Completed
Total Score		1.140	
Average		76	

Based on the table above, it can be seen that from 15 students in cycle III (Post Test III), 12 students who completed or with a percentage of 80% and students who did not complete were 3 people or with a percentage of 20%. With an average grade of 72.4%. So the classical mastery of student learning in cycle III (Pos Test II) is 76%. The following will explain the percentage of completeness of student learning outcomes in cycle III.

Table 8 The Table of Success Interval Rate

Kelas	Interval	Activity Category
I	25%-43,7%	Very low
II	43,76%-62,51%	Low
III	62,52%-81,27%	High
IV	81,28%-100%	Very high

From the results of the explanation above, it can be concluded that the classical mastery of learning in cycle III, which is 80%, is high. In the third cycle, the expected learning outcomes have reached the target of 76% of the 75% target. Based on this, the researchers can conclude that the use of learning media modules can improve student learning outcomes in class X SOCIAL SCIENCE 1 in history subjects. Therefore, this research is completed in cycle III.

4) Reflections

After the entire learning process in cycle III was completed, the researcher and observer teacher discussed the results of the observations to find weaknesses and shortcomings in cycle III. In the implementation of cycle III, this history subject was obtained from the learning outcomes that were quite good. From the results of the reflection above, the researchers completed this research in cycle III.

Conclusions

Based on the explanation of the research results above, it can be concluded that:

1. The learning outcomes of class X SOCIAL SCIENCE SHSN 17 Tebo were still low before the use of the module learning media in history subjects.
2. The learning outcomes of class X SOCIAL SCIENCE SHSN 17 Tebo in history subjects after the use of the learning media module, namely in the Post Test I (cycle I) of 15 students, 6 students who completed or with a percentage of 40% and incomplete students amounted to 9 people or with a percentage of 60% with an average grade of 61.9. Furthermore, in Post Test II (cycle II) of 15 students, 11 students completed or with a percentage of 73% and 4 students who did not complete or with a percentage of 27%. With an average grade of 69. Furthermore, in the Post Test III (cycle III) of 15 students, 12 students completed or with a percentage of 80% and 20% incomplete students. With an average grade of 76. This shows that student learning outcomes are increasing and are included in the high category, so it is clear that in cycle III student learning outcomes have reached the level of completeness that has been set at the beginning of 75.

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