

Integrated Historical Learning at Senior High School: Alternative Learning in COVID-19 Pandemic

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ABSTRACT

The curriculum in Indonesia is top-down and does not anticipate crisis conditions, so that during this COVID-19 pandemic, learning activities show weaknesses. So far, learning has emphasized each subject matter, not on learning objectives, so that it seems as if there is no relationship between one another. As a result, the student's learning load is heavy because they have to complete as many assignments as their subjects. Even though learning activities should be directed to empower all potential students to achieve the expected competencies. This empowerment can be done by combining several subject themes to achieve specific competencies. This article describes an integrated historical learning model to improve history learning efficiency during the COVID-19 pandemic. Integrated history learning is a historical learning model integrated with other subjects to achieve core competencies and basic competencies. The writing method uses content analysis using existing data (Post Pacto). This integrated history learning emphasizes learning outcomes. The advantages of integrated learning include reducing the burden on students. Learning history is not only theoretical/memorizing but also produces a product/work. Students can also optimally develop cognition, numeracy, literacy, and character education in a single learning activity.

Keywords: *Integrated learning, History subjects, Competence, Learning outcomes*

1. INTRODUCTION

The rapid spread and transmission of the COVID-19 virus directly impact learning activities in schools and force face-to-face learning in classrooms to be eliminated and replaced by distance learning. Students study at home, both online and offline. Pandemic forces learning activities shifted to information technology (IT)-based. The sudden change in learning patterns from face-to-face (offline) to distance learning caused a shock culture for teachers, parents, and families. This happens because not all teachers and parents can use IT, especially their education level is also not the same. Teachers who cannot use technology properly make learning less effective. Even in learning, teachers give more assignments that emphasize cognitive aspects and ignore affective and psychomotor aspects. This condition is exacerbated by the curriculum structure in Senior High Schools that emphasizes the subject matter and does not anticipate crisis conditions. Each teacher focuses on their respective subject matter, not on learning objective makes it seem does not relate to one another. Learning refers to only textbooks, so each teacher tries to complete the book's material, while students receive as many assignments as the number of subjects they are studying.

Even before the COVID-19 pandemic occurred, the development of a learning model still emphasized each lesson. According to Dadang Supardan [1] teacher creativity development in history learning focuses on

teacher creativity in developing history learning. Besides, Herry P. N. Putro developed a historical learning model to increase historical awareness through an inquiry approach focusing on developing learning models in historical subjects [2]. Arthur and Robert [3] also stated that from historical literacy to a history pedagogy, still emphasizing historical literacy. Meanwhile, Erni Pujiastuti [4] researched active student learning methods that effectively taught English in Vocational High Schools (SMK) at increasing student activity in learning English. In addition to research results, Marta [5] shows that the development of historical learning models in SMK has not yet integrated history subject matter with other subjects to achieve the expected graduate competencies. History learning should be integrated with several subjects that can optimize student competence. Thus, learning history will have a practical value for student life.

The development of the history learning model in vocational high schools has not integrated history subject matter with the graduates' competencies. History learning should strengthen these graduates' competencies by integrating historical material and other subjects such as business and management that characterize these vocational school graduates' competencies. As an illustration, in the Business and Management Vocational School, teachers should have the ability to design a history learning model that integrates other subjects, such as Arts Culture and Skills

subjects, and entrepreneurial subjects. The content of history subject matter can be developed into creative products such as historical films, novels, or other entrepreneurial creativity. The output of learning outcomes can be in the form of products that can be developed into an entrepreneurial activity. Thus, learning history is not only theoretical but also practical that can produce products of economic value and be beneficial for students' lives.

Based on some of these studies, it is clear that there has been no integrated learning breakthrough from several essential competencies of subjects, including in History, English, and Indonesian or other subjects that have the same competency achievements. The integrated history learning model is an "out of the box" learning model from the existing history learning model patterns in SMA/SMK. The purpose of developing this integrated historical learning model is to strengthen the competencies of cognition, numeracy, literacy, and character education and to encourage students to have the ability to create, taste, and work. So that learning history is not only theoretical but also skills that can produce economically valuable products.

Integrated history learning is in line with the 2013 curriculum goal, which is to produce graduates who do not have the intellectual ability only and make humans who are religious, creative, independent, have global insight, and solve problems. Minister of Education in 2004–13, Mohamad Nuh in Mulyasa [6], said that education is life, so learning activities should equip students with life skills or life competencies following the living environment students' needs. For that, learning must use an approach to student needs (student-oriented) to learn subjects. Meanwhile, Schmoker [7] said that good learning is an activity that can combine mastery of material/science content and skills to demonstrate it in the form of ideas/ideas (thinking skills) or innovation work. Learning does not stop at the stage of mastery of the material but also understand the content to take advantage of these learning activities. Students are encouraged to have the skills to demonstrate their knowledge of skills in the work form. For that, we need a breakthrough in an integrated learning model that emphasizes not only theoretical but also practical, which at the same time can reduce student learning load. This integrated learning is very relevant to the Ministry of Education and Culture's adaptive curriculum in 2020.

2. RESULTS AND DISCUSSION

Referring to article 1 paragraph 1 of Law Number 20 of 2003 concerning the National Education System, education is a conscious and planned effort to create an atmosphere of learning and the learning process so that students actively develop their potential to have religious-spiritual power, self-control, personality, intelligence, noble character, and skills needed by him, society, nation, and state. The main activity in education is learning. Learning activities refer to process standards,

content standards, and graduation standards. Based on the law, the learning process in academic units is held in an interactive, inspirational, fun, challenging manner, motivates students to participate actively, and provides sufficient space for initiative, creativity, independence according to their talents, interests, and physical and psychological development. For this reason, learning needs to be done by planning and designing appropriate models to achieve the learning process runs effectively, efficiently, and objectives. One learning model that can be used during this pandemic is an integrated learning model.

The development of an integrated history learning model does not eliminate history subjects or reduce history subjects from the 2013 curriculum structure but instead strengthens the achievement of learning objectives. Integrated history learning is integrated learning that links several themes of other subjects. The discussion is integrated and comprehensive, without reducing the history subject's autonomy and other subjects to achieve learning objectives. On the other hand, this integrated learning model eases the student's learning load and mutually reinforces each subject's competence. The stages of developing an integrated history learning model include the stages of planning, development, and evaluation, as illustrated in the following table;

Table 1. Stages of learning model development.

| Stages of Learning Model Development | | |
|---|---|----------------------|
| 1. Planning | 2. Development | 3. Evaluation |
| Needs analysis | Develop learning design | Formative evaluation |
| Analysis of Core-Basic Competencies | Develop indicators, Formulate learning objectives, Analysis of material themes | Summative Evaluation |
| Stages of learning activities | Develop learning tools, such as teaching materials, methods, media, LKPD and learning outcome assessment instrument | |

The development of the historical learning model stages begins with a needs analysis. The analysis results are developed in learning tools that include teaching materials, methods, media, and LKPD (student worksheets). Then, to measure the success of the learning process, an evaluation is carried out. According to Owen [8], evaluation is the process of determining the value and value of the object that is the focus of evaluation. At the same time, Stufflebeam [9] divides evaluation activities into formative and summative evaluations. Formative evaluation is an evaluation for improvement, while summative evaluation is an evaluation whose results are used as a reference to determine the usefulness and meaning of the object being evaluated [9]. If the evaluation results show that the integrated history learning model is not helpful, then the learning model can be stopped.

2.1. Needs Analysis

The development of an integrated history learning model begins with a needs analysis. The research results show some of the problems faced by history teachers when carrying out learning activities in class, as described in the following table:

Table 2. Student needs analysis.

| Student Needs Analysis | | |
|---|--|---|
| Problems | Impact | Needs |
| In study at home-learning program, teachers give more assignments. Students do assignments from each subject | Students' learning load is heavy. As a result, students lacking concentration because it is divided to work on other tasks.-- -- So, the competence achieved is not optimal. | Need to integrate learning based on the theme of the subject matter so that the expected competencies- can be achieved maximally. |
| Between subjects is less coordinated, learning emphasizes each subject, not based on learning objectives/competencies to be achieved. | Competencies that are expected not to be maximally achieved. | Integrated learning models are creative, innovative, and efficient. |
| Students are less interested in learning history. | Passive learning activities. | Strategies and methods creative learning, innovative and fun. |
| Teacher teach what is in the textbook. | Learning still teach the knowledge of history, less explore the significance of historical events studied. | |
| History learning more theoretical. | Almost no historical study that produced the copyrighted work. | Learning that can encourage the entrepreneurial spirit. |

By needs analysis, it is necessary to make breakthroughs in learning history so that history learning emphasizes theory and memorization and can be meaningful and useful for students in their real life.

2.2. Core competency analysis-Basic competencies

At this stage, the history teacher analyze the Core Competencies-Basic Competencies. For example, integrated history learning with Indonesian language and English;

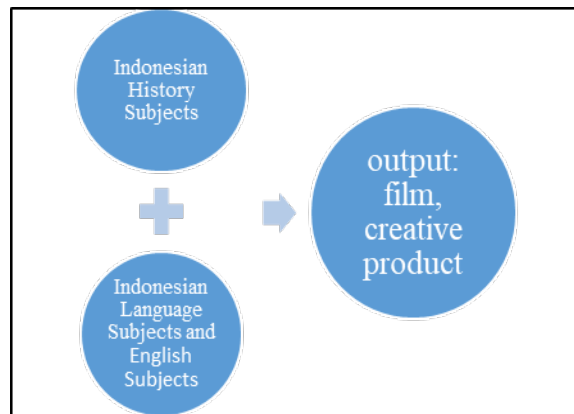
Table 3. Subject competency analysis.

| Competence | Subject Competency Analysis | | |
|-------------------------------|--|--|--|
| | Indonesian History Subjects | Indonesian Language Subjects | English Subjects |
| Basic Competence of Knowledge | Understand and apply the concepts of chronological (diachronic), synchronic, space, and time | Analyze the content and linguistic aspects of at least 2 text of the observation | Implementing social functions, text structure and linguistic elements of |

| Competence | Subject Competency Analysis | | |
|----------------------------|---|--|--|
| | Indonesian History Subjects | Indonesian Language Subjects | English Subjects |
| Basic Competence of Skills | thinking in history. | Analyzing the structure and language of the exposition | oral and written transactional interaction texts that involve the act of giving and asking for information related to identity and family relationships, according to the context of its use. |
| | Presents information about the relationship between chronological (diachronic) thinking, space and time in history. | Construct the report text by paying attention to the content and aspects of linguistic both oral and writing. Constructing the exposition text by paying attention to the content (argument problems) | Composing short and simple oral and written transactional interaction text related to identity by showing social functions, text structures and linguistic elements that are appropriate to the context. |

After analyzing the history subject’s basic competencies, analyze the themes to be integrated into one learning portfolio, including teaching materials, methods, media, LKPD and learning outcome assessment instruments. Learning objectives can be formulated; through integrated history learning, students can discover the benefits and uses of studying history for their lives. According to Tyler [10], the most helpful formulation of goals is a formulation that shows the type of behavior to be taught to students and the lesson’s content.

Figure 1. Integration of history subjects.



3. DEVELOPMENT OF AN INTEGRATED HISTORY LEARNING MODEL

The integrated history learning model is a development of the concept of the integrated curriculum in Susan M Drake [11]. There are three possible variations of integrated learning about education, namely integrated curriculum, integrated day, and integrated learning [12]. The integrated curriculum is an activity to organize various subject matter through cross-field themes into a meaningful whole. The boundaries of different fields of study do not or can be said to be non-existent. The integrated day is to design student activities from a class on a specific day to study or carry out various actions according to their interests. Integrated learning refers to learning activities organized in a more structured manner, starting with a particular theme or particular lesson as the center (center core/center of interest) [12]. Based on this concept, the development of integrated history learning aims to optimize student competencies.

The development of an integrated history learning model is a combination of several subjects, which are then structured in a structured manner towards specific themes/sub-themes of subject matter that have the same competency attainment. Several subject themes can be developed into integrated history learning, for example, integrated history learning with Indonesian and English subjects. Then these stages can be formulated as follows;

Figure 2. Student step diagram.



The diagram above is an example of implementing an integrated history learning model with Indonesian and English subjects. The first step is to analyze the Basic Competencies of Knowledge and Basic Skills Competencies, then formulate learning objectives, which will be described in the formulation of the RPP (Learning Implementation Plan). The approach used is student-oriented. Therefore before the learning model is developed, an analysis of student needs is carried out, after which the learning objectives and learning tools are formulated. The learning process emphasizes students' interests and conditions so that learning can benefit students' lives. The learning strategy used is collaborative,

namely cooperation between subject teachers, to have the same perception. The method used is adjusted to the learning objectives. One example of an integrated history learning method is the History Telling method. Through the History Telling method, students are trained to have literacy competence in reading history, write it in the form of a story and communicate it in oral form.

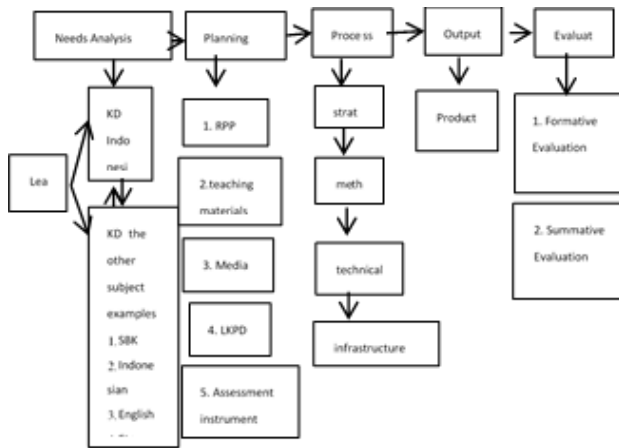
Furthermore, the implementation technique is that students are divided into small groups of 3 to 4 students to discuss and discuss the teacher's themes. After that, students look for references to solve problems and write them in narrative form according to the text structure and grammar (Indonesian Language Content). Then it was translated into English to be told in an oral form (English content). Thus, through this integrated history learning model, it is hoped that students will have knowledge of history and apply the theory/rules of Indonesian and English, which are reflected in the form of their written works. Furthermore, it can be seen that the following table describes the stages of implementing integrated history learning.

Table 4. Description of activities for implementation stages.

| Description of Activities for Implementation Stages | | |
|---|--|---|
| No. | Steps | Activities Description |
| 1. | Needs analysis- Topic/theme selection | Coordination between teacher subjects discusses themes to be developed into an integrated lesson. |
| 2. | Planning | The teacher together prepares learning tools (RPP, teaching materials, media, LKPD, assessment instruments, and preparing facilities and infrastructure). |
| 3. | Implementation | The teacher together prepares learning tools (RPP, teaching materials, media, LKPD, assessment instruments, and preparing facilities and infrastructure). |
| 4. | Evaluation | The teacher analyzes the results of learning activities/achievement of learning objectives. |

Referring to the National education system Law No. 20 of 2003 concerning the National Education System as already explained, it is necessary to manage learning activities to be directed and according to learning objectives. Some of the main stages in the learning process are the planning, implementation, and evaluation stages. These three stages are systemic and interrelated because learning is a complex and systematic activity [13]. Therefore, integrated history learning must be well-coordinated, starting from planning, implementation, and evaluation. The development of the learning model can be described in the following figure.

Figure 3. Learning model development design.



4. CONCLUSION

Integrated historical learning is a learning model that involves various fields of study to achieve learning efficiency during the COVID-19 pandemic. This integrated history learning does not mean eliminating or reducing historical subjects but strengthening and optimizing students' abilities. The integrated history learning model is a breakthrough in history learning activities. Through integrated history learning with other subject themes, the teacher can optimize all student competencies. Through integrated history learning, it is hoped that students can produce products or works in writing or handicrafts such as paintings, miniatures, and others.

Learning is carried out separately based on the nomenclature. However, learning must refer to the standard passing competencies. Therefore, integrated history learning is still relevant in senior high schools, even for vocational schools. Integrated history learning is organized learning in a more structured manner, which starts on a particular theme or specific lesson to complement and strengthen each other to optimize student competence. So that students feel the benefits of their life.

Study History subjects are human activities that include social, economic, and political history in the past. History learning is open and can be integrated with several subjects to assess cognitive, affective, and psychomotor competencies. This integrated history learning is an effort to engineer historical learning activities that do not emphasize mental aspects and theoretical learning and emphasize learning outcomes.

Integrated history learning is a solution to creative, innovative, and influential history learning to achieve history learning goals. Besides, integrated history learning can make learning meaningful, both economically and socially. Products resulting from learning activities can be developed into businesses (UKM), tourism services, or literacy enrichment.

AUTHORS CONTRIBUTION

All authors contributed to the study conception and design. Material preparation, data collection and analysis were performed by Nuraeni Marta and Djoko Marihandono. The first draft of the manuscript was written by Nuraeni Marta and all authors commented on previous versions of the manuscript. All authors read and approved the final manuscript

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