

---

## Efforts to Improve Students Interest in Learning History through Media Images on History Lesson in SMA Negeri 10 Pekanbaru

**Apdelmi**

Jambi University

Corresponding e-mail : apdelmi1985@gmail.com

### **ABSTRACT**

This research was motivated by low student interest in the history class, mainly in XI IPS 2 of SMAN 10 Pekanbaru. In this class, teachers not use media that vary so students are less interested in history class. The purpose of this study was to reveal that the use of media images can increase student interest. The result of this study as an input for history teachers especially in SMA Negeri 10 Pekanbaru to increase interest in history for students so that learning objectives can be achieved history. This study is Classroom Action Research using the model cycle consists of four steps: planning, action, observation, and reflection. This research was conducted in two cycles, which in each cycle consisted of three meetings. The object of research are 36 students from class XI IPS2 SMAN 10 Pekanbaru. The tools used for this study is the observation sheet form of a list containing the tally indicator of interest. It processed use a percentage formula  $P = (F / N) \times 100\%$ . The results showed an increase in student interest, first cycle of 57.8% and the second cycle increased to 82.8%. It can be concluded that media images can increase student interest in history.

**Keywords :** teaching of history, media image

## 1. INTRODUCTION

National Education has the purpose educate the nation and developed Indonesian man, the man who believes in God Almighty. Education is seen as one of the main factors that determine economic growth, namely increas the productivity of educated labor. Besides, education is seen have an important role in ensure development and survival of the nation.

Schools are educational institutions which have a duty to deliver students to develop all its potential. It also believed to be the only way that people today can live steady in the future. Educational success in school depends on the teaching and learning process in the classroom.

There are many interrelated elements and determine the success of the learning process. These elements are educators (teachers), students, curriculum, instruction, testing, and environment. These elements can not be separated from each other.

Teachers contribute to create an atmosphere of learning that can motivate students to continue to learn well and vibrant. Learning atmosphere will thus have a positive impact in achieving optimal learning achievement. Therefore, teachers must have the ability to choose the method and appropriate learning media. Imprecision in the use of methods and media will lead to saturation for students in receiving the material presented so that the material is less understandable that will lead students to become apathetic.

One of the subjects taught in school is history. Teaching history has a purpose in growing and developing the national consciousness (Kartodirjo,1992: 247). However, student interest in this subject is still considered low. It cause by media. In the History class, teachers usually use the lecture method in presenting the material is not able to vary the media. This brings boredom in students so that the purpose of teaching history is not achieved (Semiawan,1987: 8).

Based on an initial interview with a history teacher at SMAN 10 Pekanbaru is known that in the learning process, one of the subject that are less interest by many students is history. Low interest students in the history class XI IPS2 SMA Negeri 10 Pekanbaru because students consider the subject of history is a subject that is not important and does not have to memorize so interesting because it makes students bored and tired. Based on observations in class XI SMA Negeri 10 IPS.2 Pekanbaru, it turns out students are less interested in participating in the history class. It can be seen from the fact that of the 38 students who attended only 10 people were seriously following study.

Few students who had history book, serious in studying, doing homework, asked the teachers and responding questions. In the meantime there are students who are busy talking to his friends when the teacher assigned reading historical materials. Furthermore, the students looked nervous and often ask for permission to leave the classroom during the learning process lasted history. Only a few active students asked the teacher and respond to questions thrown by the teacher.

In class, teachers not only act as a teacher, but also as a motivator. Teachers is successful if able to stimulus interest of students to learn. This is in line with the opinion of Sardiman A.M. (1986; .54): "The role of the teacher as an important motivator in order to increase excitement in the development of students' learning activities. Teachers must be able to stimulate and provide encouragement and reinforcement to potential students, foster activity and creativity resulting in the dynamics within the learning process. So the results and achievements of students to be good ".

Many media that can be used in teaching history, but in this study the authors believe that media images can increase student interest in the subject of history to learn history to be fun and not boring for students.

Use media images have been hoping that the students are interested to pay attention to the material taught. Image has an appeal that is high enough, if presented in terms of color. C. Leslie Martin (1968) said that "one picture is better than a thousand words". "Images can complete the written language in explaining the existence of an object. Image has the ability to reveal more detail and limit the range of interpretations.

Use of images in the media make students more aware of learning, because learning to be more concrete and realistic. Media images are two-dimensional visual that was the outpouring of feelings or the human mind.

According Sudjana (1982: 30) a number of drawings, paintings, both from magazines, books, newspapers, and others that have to do with the lessons can be used as a medium. The use of media images can enhance students' understanding of the material presented teacher.

Based on the formulation of the problem above, the purpose of this study was to reveal that the use of media images can increase student interest in the subject of history in class XI SMA Negeri 10 IPS2 Pekanbaru.

## 2. METHODS

This study use classroom action research. In this study, researchers directly involved in all the activities of research, aided by an observer who serves as an observer course of the process of teaching history. Research design : This classroom action research consists of four components, namely (1). Planning, (2). Action, (3). Observation, and (4). Reflection

### 2.1. Procedure Research

#### 2.1.1. First cycle

##### Plan

1. Define a schedule of research
2. Determine the material to be taught
3. Preparing a lesson plan (RPP)
4. Setting up a research instrument sheet
5. Dividing tasks with partner teachers which researchers act as teachers and partners as actors observers.

##### Implementation of actions

1. Describe the material to be studied by using media images
2. Displays media image that has been prepared
3. Students are required to sit in groups
4. Sharing pictures to each group
5. Each group received the same image
6. Each group is welcome to discuss the subject matter with the use of media images that have been shared earlier
7. Each group presented the results of their discussions are about the subject matter by using media images.

8. Each group asks another group on the subject matter by using media images and they have discussed previously.

### Observation

Observations made during the learning process takes place guided by the research instruments to see the interest in learning the history of class XI student of SMAN 10 IPS2 Pekanbaru. These observations were made during the researcher is in a class to see students' interest in learning history, while the indicator of interest is observed that pleasure, curiosity and attention.

### Reflection

Reflection aims to assess the overall action has been taken in the first cycle, according to data obtained and then perform the reflection. Through reflection can be found some of the strengths and weaknesses of the action taken on the cycle I. Based on all the data that has been acquired in the first cycle, the analysis results are used to improve process execution pembelajaran in the next cycle.

#### 2.1.2. In the second cycle executed as steps in the cycle I.

#### 2.2. Tool Data Collectors

The tools used to collect the data was the observation sheet.

#### 2.3. Data Analysis Techniques

Data processing was performed using analysis of the percentage (%) to see students' interest in learning history by using Media Image.

$$P = \frac{f}{N} \times 100\%$$

Information:

P = Percentage of student interest

F = The number of students who wish to learn history

N = Total number of students who studied

According Arikunto student interest assessment criteria are:

81% - 100%: Very Good (BS)

61% - 80%: Good (B)

41% - 60%: Medium (S)

21% - 40%: Less (K)

0% - 20%: Less than once (KS)

## 3. RESULTS AND DISCUSSION

### 3.1. Actions and Results Cycle I

In accordance with the planning, the first cycle has been conducted four steps of activity, namely planning, action, observation, and reflection. A description of each of these activities can be expressed as follows:

#### 3.1.1. Action planning

The first cycle consisted of three meetings, so arranged three RPP. In each lesson plan using the media. Then arranged the observation sheet that will be used to monitor

the interests of students during the learning process. Interests observed consists of three indicators developed into 19 descriptors. This observation list is filled by the observer as an observer in this study. Further divide the tasks as a teacher in the classroom, by researchers and teachers of subjects as observers.

### 3.1.2. Implementation Measures and Observations

As noted earlier investigators as observers noted the development of students' interest in learning activities. For the percentage of student interest in learning history (Table 1).

**Table 1. Data observation student interest in learning the history of the first cycle**

No	Observed Percentage	Interests Students Meeting			Average %
		I	II	III	
1.	Students can explain the material they read	31,6	52,6	68,4	50,9
2.	Students can show the historical facts about the material read	50	68,4	76,3	64,9
3.	Students read history text books	39,5	57,9	71,1	56,2
4.	Students noted the explanations friends during the discussion.	42,1	63,2	68,4	57,9
5.	Students record the results of discussions or conclusions in the log book	36,8	55,3	76,3	56,1
6.	Students record the teacher's explanation	50	73,7	76,3	66,7
7.	Students record answers her	52,6	71,1	78,9	67,5
8.	Students formulate questions about historical events	50	63,2	76,3	63,2
9.	Students asked a friend at the time of the discussion	47,4	68,4	73,7	63,2
10.	Students asked about historical events in a friend	31,6	73,7	57,9	54,4
11.	Students seeking answers to the teacher	36,8	63,2	73,7	57,9
12.	Students seeking answers questions during a discussion friend	42,1	57,9	71,1	57
13.	Students answer a teacher's question	34,2	65,9	57,9	52,7
14.	Students answer questions during the discussion friend	47,4	65,9	76,3	63,2
15.	Students hear the teacher's explanation	31,6	57,9	63,1	50,9
16.	Students hear friends question during the discussion	21,1	47,4	63,1	43,9
17.	Students hear a reply friends during the discussion	26,3	50	73,7	50
18.	Students listen presented friend task	52,6	71,1	73,7	65,8
19.	Students at the picture given by the teacher	36,8	63,2	65,8	55,3

### **3.2. Implementation and Results Cycle II**

In accordance with previous plans, the second cycle executed three meetings, each meeting carried out four phases of activity: planning, action, observation, and reflection.

#### **3.2.1. Plan**

Based on the reflection on the first cycle, it was decided that to increase interest in learning the history of their students will be given learning by using media images and discussion method. As was stated in the first cycle of reflection that students' interest in learning history has not reached its full potential. All of this is caused by the lack of preparation of students in participating in learning and media images used colorless. Based on this, the researchers make improvements, where the first cycle the teacher does not give other books used in teaching then at the second cycle teachers provide additional books that relate to the learning materials to the respective students to read at home and using media images colored.

Furthermore, as I silkus teachers also prepare lesson plans related to learning by using media images and prepare observation sheets related to students' interest in learning history as the cycle

#### **3.2.2. Implementation Measures and Observations**

As noted earlier investigators as observers noted the development of students' interest in history class in learning activities (Table 2).

From the observations that have been made observer and cooperation with investigators concluded that media images can increase interest in learning history through media Siwa Pictures. This image media usage greatly assist students in understanding the material provided for the image more concrete and easier to remember the lesson. Media images can give a good process in history, because after using drawing media interest in learning the history student to be increased compared without using media images.

**Table 2. Data observation student interest in learning the history of the first cycle**

No	Observed Percentage	Interests Students Meeting			Average %
		IV	V	VI	
1.	Students can explain the material they read	78,9	86,8	89,5	85,1
2.	Students can show the historical facts about the material read	71,1	78,9	84,2	78,1
3.	Students read history textbooks	78,9	86,8	89,5	85,1
4.	Students noted the explanations friends during the discussion.	81,6	89,5	92,1	87,7
5.	Students record the results of discussions or conclusions in the logbook	84,2	89,4	92,1	88,6
6.	Students record the teacher's explanation	76,3	78,9	84,2	79,8
7.	Students record answers her	71,1	81,6	86,8	79,8
8.	Students formulate questions about historical events	73,6	81,6	84,2	79,8
9.	Students asked a friend at the time of the discussion	81,6	86,8	89,5	85,9
10	Students asked about historical events in a friend	76,3	84,2	89,5	83,3
11.	Students seeking answers to the teacher	68,4	81,6	84,2	78,1
12	Students seeking answers questions during a discussion friend	76,3	81,6	86,8	81,6
13.	Students answer a teacher's question	81,6	84,2	89,5	85,1
14.	Students answer questions during the discussion friend	65,8	78,9	84,2	76,3
15	Students hear the teacher's explanation	76,3	81,6	86,8	81,6
16.	Students hear friends question during the discussion	81,6	86,8	89,5	85,9
17.	Students hear a reply friends during the discussion	84,2	89,4	92,1	88,6
18.	Students listen presented friend task	78,9	86,8	89,5	85,1
19	Students at the picture given by the teacher	71,1	78,9	84,2	78,1

The table above shows that from the first cycle to the second cycle of learning the history of their increased interest in students by using media images. Based on the assessment criteria according Arikunto interest, then the average of the involvement of students in the second cycle can be classified as follows:

The average student can explain the material he read in the first cycle was 50.9% and 82.3% in the second cycle means an increase of 31.4%. The average student can demonstrate the historical facts about the material he read in the first cycle was 64.9%

**Table 3. Comparison of students' interest in learning the history of the first cycle and the second cycle**

No	Observed Percentage	Percentage Interests Students from the first cycle to the second cycle		Enhancement (%)
		Cycle I	Cycle II	
1.	Students can explain the material they read	50,9	82,3	31,4
2.	Students can show the historical facts about the material read	64,9	79,8	14,9
3.	Students read history textbooks	56,2	85,1	28,9
4.	Students noted the explanations friends during the discussion.	57,9	78,1	20,2
5.	Students record the results of discussions or conclusions in the logbook	56,1	85,1	29
6.	Students record the teacher's explanation	66,7	87,7	21
7.	Students record answers her	67,5	88,6	21,1
8.	Students formulate questions about historical events	63,2	79,8	16,6
9.	Students asked a friend at the time of the discussion	63,2	79,8	16,6
10	Students asked about historical events in a friend	54,4	79,8	25,4
11.	Students seeking answers to the teacher	57,9	85,9	28
12	Students seeking answers questions during a discussion friend	57	83,3	26,3
13.	Students answer a teacher's question	52,7	78,1	25,4
14.	Students answer questions during the discussion friend	63,2	81,6	18,4
15	Students hear the teacher's explanation	50,9	85,1	34,2
16.	Students hear friends question during the discussion	43,9	76,3	32,4
17.	Students hear a reply friends during the discussion	50	81,6	31,6
18.	Students listen presented friend task	65,8	85,9	20,1
19	Students at the picture given by the teacher	55,3	88,6	33,3



while in the second cycle is 79.8%, which occurred peningkat of 14.9%. The average student enjoys reading history textbooks in the first cycle was 56.2% while in the second cycle was 85.1% means an increase of 28.9%. On average students are happy note explanation friends during the discussion on the first cycle was 57.9% while in the second cycle was 78.1% means an increase of 20.2%. On average students enjoyed record results of discussions or conclusions in the record books in the first cycle was 56.1% while in the second cycle was 85.1 means there peningkattan by 29%. On average students to take notes of the teacher's explanation Padda, the first cycle was 66.7% while in the second cycle was 87.7% shows that an increase of 21%. On average students record of his answers in the first cycle was 67.5% while in the second cycle was 88.6% means an increase of 21.1%. On average students to formulate questions about the historical events in the first cycle was 63.2% while in the second cycle was 79.8% means an increase of 16.6%. The average student asked a friend at the time of the discussion in the first cycle was 63.2% while in the second cycle was 79.8% this means an increase of 16.6%. The average student asked about the historical events on a friend in the first cycle was 54.4% while in the second cycle was 79.8% means an increase of 25.4%. The average student diligently seek answers to questions of teachers in the first cycle was 57.9% while in the second cycle was 85.9% means an increase of 28%. The average student diligently seek answers to questions friends during the discussion on the first cycle is 57% while in the second cycle was 83.3 means an increase of 26.3%. On average students enthusiastically answered questions of teachers in the first cycle was 52.7% while in the second cycle is 78.1%, which occurred peeningkatan 25.4%. On average students answered questions friends during the discussion on the first cycle was 63.2% while in the second cycle was 81.6% means an increase of 18.4%. On average serious students hear the teacher's explanation in the first cycle was 50.9% while in the second cycle was 85.1% means an increase of 34.2%. The average student seriously at the question a friend during a discussion on the first cycle was 43.9% while in the second cycle was 76.3% means an increase of 32.4%. On average the serious student to hear the answer a friend during a discussion on the first cycle is 50% while in the second cycle was 81.6% means an increase of 31.6%. The average student listening to a friend presented duty in the first cycle was 65.8% while in the second cycle was 85.9 means an increase of 20.1%. The average student at the picture that has been given by the teacher on the first cycle was 55.3% while in the second cycle was 88.6 means an increase of 33.3%.

From the above, it is known that the activities are carried out with the criteria of Very Good is Students can explain the material he read, the students enjoyed reading history textbooks, students enjoyed record results of discussions or conclusions in a notebook, student notes from the teacher's explanation, students record of answer answers his friend, the students diligently searching for answers to questions of teachers, students diligently seek answers to questions friends during the discussion, the students answered questions friends during the discussion, serious students hear the teacher's explanation, the serious student to hear the answers to friends during the discussion, the students listened to a friend presented assignments, and students observe the image that has been given by the teacher.

While kegiantan fulfilled the criteria Neither is Students can show the historical facts about the material read, students enjoyed record explanation friends during the discussion, the students formulate questions about historical events, the students asked a friend at the time of the discussion, the students asked about historical events in a friend , students enthusiastically answered questions of teachers and serious students to hear the question a friend during the discussion.

#### 4. CONCLUSION

Based on the results of research conducted in SMA Negeri 10 Pekanbaru on Efforts to Improve Students Interest in Learning History Through Media Images On History Lesson In SMA Negeri 10 Pekanbaru, it can be concluded that the Media Images can increase interest in learning the history of class XI student of SMAN 10 IPS.2 Pekanbaru. Media Images can basically push to generate interest of students to learn. It can be seen from the results that their increased interest in learning history through the medium of drawing students from the first cycle to the second cycle which is an average result of 57.8% first cycle and the second cycle was 82.8%, meaning an increase of 25%.

#### REFERENCE

- A.M. Semiawan, Conny. (1987). *Memupuk Bakat dan Kreativitas Siswa Sekolah Menengah*. Jakarta: Gramedia.
- A.M. Sardiman. (1988). *Interaksi dan Motivasi Belajar Mengajar*. Jakarta: Raja Wali Pers.
- Departemen Pendidikan Dan Kebudayaan. (1999). *Kamus Besar Bahasa Indonesia*. Jakarta: Balai Pustaka.
- Kartodirjo. (1992). *Pemikiran dan Perkembangan Historiografi Indonesia Suatu Alternatif*. Jakarta: Gramedia.
- Semiawan, Conny. (1987). *Memupuk Bakat dan Kreativitas Siswa Sekolah Menengah*. Jakarta: Gramedia.
- Sudjana, Nana. (1997). *Media Pengajaran*. Bandung: Sinar Baru Algensindo.
- Sudjana, Nana. (2000). *Penilaian Hasil Proses Belajar Mengajar*. Bandung: PT. Remaja Rosda Karya.
- Sulaiman, A.H. (1985). *Media Audio Visual Untuk Pengajaran, Penerangan, dan Penyuluhan*. Jakarta: Gramedia.