

Interest and Achievement of Learning In History Subject Through Implementation of Practice Field Experience Students of SMK Muhammadiyah 1 Palu in Central Sulawesi Museum

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ABSTRACT

This research discussed about: 1) the process of implementing practical field experience conducted by students of SMK Muhammadiyah 1 Palu at the Central Sulawesi Museum; 2) students' interest in learning at SMK Muhammadiyah 1 Palu in the implementation of practical field experience at the Central Sulawesi Museum; and 3) student achievement of SMK Muhammadiyah 1 Palu on the implementation of practical field experience at the Central Sulawesi Museum. The research method used is descriptive qualitative with data collection techniques through observation, interviews, documentation, and literature study. The interviews were aimed at teachers who teach history, school principals, and students at SMK Muhammadiyah 1 Palu. Processing techniques and data analysis techniques are carried out in three stages, namely data reduction, data presentation and data verification. The results of the study revealed that the implementation of practical field experience by students of SMK Muhammadiyah 1 Palu in the Central Sulawesi museum was seeing and observing various collections of historical relics. Implementation of field experience practice at the Central Sulawesi Museum in history learning can reduce boredom, increase interest in learning, be fun, interesting, not boring, add insight and knowledge and generate new enthusiasm in students in learning history. The results of the questionnaire explained that the implementation of practical field experience at the Central Sulawesi Museum could improve student achievement. This is indicated by the completeness percentage of class X Tkj A and X Tkj B reaching 95.8%.

Keywords: *Practical Field Experiences, Museum, Learning Interest, Learning Achievement*

INTRODUCTION

The key to successful development in the present and the future for the Indonesian nation is education because with education it is hoped that each individual can improve the quality of his existence, and be able to participate actively in all dimensions of the development of the Indonesian nation. Education is an effort to educate the nation and develop the life of Indonesian people as a whole. Today Indonesia is in the era of technology. To fill it requires personnel who are capable, skilled, and master the science. For this purpose efforts have been made to improve the quality of the National Education

System through various forms, in the form of improving educational facilities, upgrading teachers, short courses so as to expand learning opportunities.

In the world of education teachers have an important role to complete the goals of National Education. Teachers are the leading component in operational implementation in the field so that they are required to be able to develop learning processes to achieve educational goals in general and learning objectives in particular. Specific learning objectives to be achieved become student knowledge that must be formulated by the teacher. For this reason, it is necessary to prepare everything that supports the achievement of learning objectives and it can be guaranteed that in the end it will achieve the expected goals how good the curriculum, complete and sophisticated facilities, infrastructure and using learning methods or media.

The learning process through field practice is an embodiment of a theory in the form of real work or carrying out a job that is based on theory or material obtained in class. In other words, field practice can also be interpreted as an activity that provides job training for students and students gain experience in working and can see the relationship between theory and practical activities. In general, the aspects that are considered in practical activities are the stages of preparation or understanding the objectives of practice, these stages become a reference for students in carrying out practice in a learning process (Salim, 2016: 67).

To increase student activity in the learning process, it is necessary to practice field experience by adding a variety of learning models that involve students actively and creatively. The implementation of practical field experience is a solving action taken to increase learning progress, a more positive attitude of students in learning history and will increase motivation as well as self-confidence and a sense of joy in learning. By applying a direct learning approach can increase student motivation and activity both individually and classically (Madya, 2015: 23). In history education, museums need to be socialized to the younger generation with various forms and learning methods. However, these efforts must continue to be encouraged and increased with the aim of increasing people's historical and cultural awareness in efforts to build national character in order to strengthen national integrity.

Learning history is a fundamental problem in schools that have a learning model that has one-way characteristics where the teacher is the main source of knowledge for students in a learning activity which will be very difficult to change. Teachers tend to still choose a variety of lecture models, lacking in interesting innovation changes in the development of strategies in learning history that lack variety to use or utilize existing learning resources. While the demands of the 2013 curriculum in the teaching and learning process are expected to have active interaction between students and teachers, and also change the learning process taught by the teacher to lead to concentration for the most dominant students, if the previous learning process had occurred where the teacher was very plays a very active role in speaking and students are only passive in learning where their position is only as a listener, listening, and writing, so from now on the teacher must listen more to his students who are active and collaborate with each other, argue, interact,

and also debate and can also take advantage of learning resources that are not only focused on the teacher (Asmara, 2019: 6). History lessons should be taught close to the environment. One of those environments is the museum. The museum as a place to store historical heritage objects is a potential place to enhance learning, especially learning history. This means that the experience student's gain from observing objects stored in museums will directly support the history learning process. The implementation of practical field experience at the Central Sulawesi Museum is a strategy and media so that students are more motivated to learn.

METHOD

The research method used by researchers is the qualitative research method which is often called the naturalistic research method because the research is carried out in natural conditions, also known as the ethnographic method, because initially this method was more widely used for research in the field of cultural anthropology; referred to as a qualitative method, because the data collected and the analysis is more qualitative in nature. Qualitative research is aimed at understanding social phenomena from the participant's perspective in which people who are invited to interviews, observed, are asked to provide data, opinions, thoughts, perceptions (Sugiyono, 2019). This qualitative research is carried out in explaining and analyzing phenomena, events, social dynamics, attitudes, beliefs and perceptions of a person or group. The focus of this study is interest and learning achievement in history subjects through the implementation of practical field experience for students of SMK Muhammadiyah 1 Palu at the Central Sulawesi Museum.

FINDING AND DISCUSSION

The Process of Implementing Field Experience Practice

At this time, the public and educational circles only saw the museum as a place for storing and maintaining historical objects. Many schools only provide history lessons through books or activities in the classroom. Learning is a part of human life that lasts a lifetime in all situations and conditions that are carried out at school, in the family environment, and in the community environment. In addition, learning is a strong responsive behavior to new information throughout human life (Basri Hasan, 2015: 13). The results of the research prove that the implementation of practical field experience activities at the Central Sulawesi Museum is a step towards achieving an educational goal to develop potential in individuals or humans who have broad abilities and insights. the learning process through practice in the field is an embodiment of a theory in the form of real work or carrying out a job that is based on theory or material obtained in class. In other words, field practice can also be interpreted as an activity that provides job training for students and students will gain experience in working and be able to see the relationship between theory and practical activities. In general, the aspects that are considered in practical activities are the stages of preparation or understanding the purpose of practice, these stages become a reference for students in carrying out practice in a learning process.

Before carrying out practical field experience at the Museum, there are several steps that need to be prepared, namely formulating clear instructional objectives, contacting the museum regarding the implementation of field practice, preparing observation instruments for students, dividing students into several groups, and providing debriefing to students before implementation of field experience practice. Past historical events studied are based on sources of information that were not created by historians but created by other people, documented, and available for historians to study and reconstruct as historical narratives (Hasan, 2019). History lessons should at least invite students to observe the place of events directly. One way is to encourage students to visit museums in their surroundings. Museums are an important resource in learning history because they are known to store historical and cultural objects that provide benefits to the world of education, especially the world of history education.

Wasino (2007:19) explains that historical sources based on their form are divided into three, namely sources of objects, written sources, and oral sources. Historical sources are important for historians or historical researchers. Historical events that have been arranged into historical writings are important to study. In addition, there are historical sources in the form of objects or written sources stored in museums that can be used as sources for learning history in schools. The museum collection can be used as a medium for learning history, which is a collection that is visual and not boring (Nuryanti *et al*, 2018).

The implementation of practical field experience by students at the Central Sulawesi Museum, namely seeing and observing historical relics, the Central Sulawesi museum has a collection of various objects of historical and cultural heritage of the people of Central Sulawesi. This museum aims to save the national historical and cultural heritage and take part in fostering the nation's culture. Apart from that, this museum also seeks to increase public appreciation, especially the next generation, for cultural values and historical values so that the younger generation of the Indonesian nation does not lose their identity. The use of museums as learning resources can provide a positive response to history subjects, both local history, national history and world history. In carrying out practical field experience students can observe and study various collections of historical heritage contained in the Central Sulawesi Museum. Implementation of field experience practice in the Central Sulawesi museum as a source of learning history at SMK Muhammadiyah 1 Palu can make it easier for students to understand events in the environment surrounding. In an effort to increase historical understanding and knowledge about the pattern of human life in pre-historic times, the basic competency understands the style of life and cultural products in the pre-literate period in Indonesia which is divided by livelihood categories, hunting and gathering (gathering), farming and the metal age. The Central Sulawesi museum stores many pre-literate cultural objects such as chopping axes, flakes, hand axes, square pickaxes, oval axes, arrowheads, pottery, wooden clubs and jewelry.

In the Central Sulawesi Museum they not only see or observe the cultural results of the pre-literate period, but they can also see a description of the natural environment which can be seen in the exhibition building 1. This building has several rooms that are arranged systematically. first, natural environment space and its potential which describes

the state of Central Sulawesi's natural environment in the form of a collection of flora and fauna typical of the area as well as those related to history lessons, namely there are several collections in the form of elephant jaw fossils and wood fossils found in the Napu Valley in 1992. Second, in the human and cultural space that describes the diversity of culture, language, kinship system and ethnic diversity of the people of Central Sulawesi which consists of 12 ethnic groups. Third, a livelihoods space that describes the various types of livelihoods for the people of Central Sulawesi, starting from gathering sago, gathering palm sugar, making copra, hunting, farming, and catching fresh water fish. In addition, this room is also equipped with various traditional equipment of the local community, such as Donggala weaving equipment, leather cloth crafts, and pearl cultivation equipment totaling around 201 pieces as well as a collection deposited from Lore Lindu National Park in the form of potential and conservation of Lore Lindu National Park. Several Central Sulawesi museum collections are also exhibited in gardens such as replica statues of *Tadulako*, *Lanke Bulava*, *Kalamba* (burial places of certain people), and *Polindo* (Arca of menhirs). In the Museum there is also a Lore park located at the front of the museum is the name of the area or ethnic group that inhabits the heart of the island of Sulawesi. it was in this area that many amazing ancient relics were found and until now they have not been fully discovered. The statues contained in this park are replicas or imitations of one of the many similar and typical prehistoric statues found in Lore, Poso Regency, such as The *Tadulako* Stone Statue and The *Kalamba Palindo* Statue (*Sepe* statue).

Implementation of practical field experience at the Museum Providing job training for students, and students will gain experience in work and be able to see the relationship between theory and practical activities thus field practice at the Museum is one of the excellent teaching media that can be used in the teaching and learning process. The implementation of field experience practice is progress in the field of education in line with the progress of the times in the era of globalization. This learning certainly attracts the attention of students but the teacher must also guide students, so that students have notes to study at home because if there are no notes maybe after a while he forgets what he just learned. However, the implementation of this field practice is a strategy and media so that students are more motivated to learn because learning is fun. Of course, it is our hope that with a growing interest in learning among students, they can achieve better learning achievements or results too.

Interest in Learning History

One of the most important learning media in learning history is the museum. Through the museum, it is hoped that learning history in order to instill historical awareness in the younger generation can be achieved, regarding the history of the nation's life. Through the museum we can find out how the long journey of our nation, namely the Indonesian people, has been. Central Sulawesi Museum is a source of learning history. The learning process by inviting students to visit museums makes learning history more enjoyable. This activity is part of learning while traveling history. Museum collections, if utilized optimally, will be able to support history learning. Basically, museum collections are

a real source of historical learning. Through these real learning resources students will be invited to fantasize about the world of the past. not only functions as an institution that collects and exhibits objects related to the history of the development of human life and the environment, but is an institution that has the task of fostering and developing national cultural values in order to strengthen the personality and identity of the nation, strengthen faith and piety to God, and increase the sense of self-esteem and national pride.

Student learning interest is not only influenced from within the student, but also influenced by the teacher. The role of the teacher in education and learning is central in efforts to increase student interest, ability, and achievement. Therefore, the teacher as a motivator in the learning process must try to improve its quality, because the success or failure of the learning process is very dependent on the ability and professionalism of the teacher. The description of students' interest in learning in the history learning process is that there is a desire, pleasure, interest and hope as well as targets to be achieved by students, so that a strong interest arises in doing something, including in carrying out history learning activities. Thus the efforts and role of the teacher in influencing student learning interest include implementing practical field experiences (PPL) in museums. The fact that learning history at SMK Muhammadiyah 1 Palu, has been going well and effectively in accordance with the objectives of learning history to be achieved, namely to educate and shape national character and impart moral values to the current generation. This condition is also supported by the teacher's creativity in utilizing the Central Sulawesi museum which can be used and studied as a historical source.

The Central Sulawesi Museum as a historical source has a very important meaning in learning history, including First, increasing the effectiveness of learning history in schools. Second, it makes it easier for history teachers to convey historical subject matter in a variety of ways. Third, by knowing local historical sources, students will have more awareness and insight to learn history. And fourth, the identity of the Central Sulawesi Museum is better known and well exposed in learning history. For students, implementing practical field experiences at the Central Sulawesi Museum can increase interest in learning and be able to create an interesting and comfortable learning atmosphere. according to students the museum is also a source of learning, as an institution that stores, maintains and exhibits works, inventions and human initiatives throughout the ages, the museum is the right place as a source of learning for the education community, because through the objects on display students can learn about various with values and human life. Implementation Activities Field experience practice carried out by students at the museum is a springboard for the emergence of new ideas and ideas because in this activity students are stimulated to use their ability to think optimally. The students' thinking skills include the ability to recognize the similarities and differences in the observed objects, the ability to identify and classify the observed objects in their proper groups, the ability to convey descriptions orally and in writing regarding the observed objects, the ability to draw conclusions from information obtained at the museum in a short and concise report.

In addition, the benefits obtained by students in carrying out practical field experience (PPL) at the Central Sulawesi museum in learning history are: (1) Eliminating

student boredom and boredom in learning history; (2) Make students feel happy and more interested in learning history; (3) Generating a new enthusiasm for students in learning, because learning is not only done in the classroom, but also in museums through observing the exhibition collection objects and studying the information that complements them; (4) Add insight and knowledge, because many of the historical heritage of mankind and the environment that are not listed in books are found in museums in the form of collectibles; (5) Get to know the development of human culture and the environment through collection objects exhibited in museums; 6). answer curiosity, especially with regard to the nation's cultural heritage as well as nature and the environment.

Achievements in Learning History

Learning achievement is a progress in the development of students after they have participated in learning activities for a certain time. All knowledge, skills and individual behavior are formed and developed through the learning process, generally learning achievement in schools is in the form of giving grades (numbers) from the teacher to students as an indication of the extent to which students have mastered the subject matter they convey, usually this learning achievement is expressed in numbers, letters or sentences. Achievement of learning achievement is influenced by internal and external factors of students. Internal factors are factors that arise from within the child himself, such as health, mentality, level of intelligence, interests and so on. This factor also manifests as the needs of the child. External factors namely factors that come from outside the child such as cleanliness of the house, air, environment, family, community, friends, teachers, media, learning facilities and infrastructure.

Interest in learning is a form of learning encouragement that plays a role in achieving student achievement. Students who have a strong interest will have a desire to learn. Learning outcomes will be optimal if there is a strong interest in learning from within the students. Therefore, it can happen that students who have high enough intelligence will fail because of the lack of interest in learning, and vice versa. Learning achievement in the field of education is the result of measuring various factors including cognitive, affective and psychomotor factors through test instruments or related instruments after students follow the learning process. Learning achievement is an educational assessment of students' progress in all aspects of school learning, involving knowledge or skills expressed after research results.

Learning achievement is the result of learning evaluation obtained or achieved by students after participating in the teaching and learning process within a certain period of time. The concrete form and learning achievement are in the form of the final score of the evaluation which is included in the report card grade. To find out student learning achievement evaluation is carried out. This study aims to look at the achievement of learning history through the implementation of practical field experience (PPL) for students of SMK Muhammadiyah 1 Palu at the Central Sulawesi Museum. To measure student learning achievement in this study, researchers used class X grade report cards in semester 1.

Based on the results of the study explained that the implementation of practical field experience (PPL) at the Central Sulawesi Museum can improve student achievement. This is indicated by the completeness percentage of class X Tkj A and X Tkj B reaching 95.8%. With indicator questions that include cognitive, affective and psychomotor factors. After visiting the museum, students are more enthusiastic about learning history, seen when students discuss the results of reports on visits to museums students can explain and define orally the material presented, can give concrete examples and use them appropriately, are able to classify and be able to conclude the material presented properly. In dealing with student problems, the task of the history teacher becomes double. First, the teaching materials reach students according to curriculum standards. Second, how the learning process takes place with the full involvement of students, in the sense that the learning process that takes place can run pleasantly. Challenge for history teachers to always think and act creatively. The biggest challenge is how the teacher motivates students to be enthusiastic in following the lesson.

CONCLUSION

The implementation of practical field experience by students of SMK Muhammadiyah 1 Palu at the Central Sulawesi Museum, namely seeing and observing various collections of historical relics. For students, implementing field experience practice (PPL) at the Central Sulawesi Museum in history lessons can reduce boredom, increase interest in learning, be fun, interesting, not boring, add insight and knowledge and generate new enthusiasm in students in learning history. The results of the questionnaire explained that the implementation of practical field experience (PPL) at the Central Sulawesi Museum could improve student achievement. This is indicated by the completeness percentage of class X Tkj A and X Tkj B reaching 95.8%. With indicator questions that include cognitive, affective and psychomotor factors through research instruments. After visiting the museum, students are more enthusiastic about learning history, seen when students discuss the results of reports on visits to museums students can explain and define orally the material presented, can give concrete examples and use them appropriately, are able to classify and be able to conclude the material presented properly.

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