

THE IMPROVEMENT OF HISTORICAL UNDERSTANDING THROUGH APPLYING THE INTEGRATED SOCIAL INTERACTION WITH MODIFIED BEHAVIOR (ISOMOKAKU) LEARNING MODEL FOR THE STUDENTS OF SMA NEGERI 1 KARTASURA OF SUKOHARJO REGENCY

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ABSTRACT

This research aimed to find out the improvement of historical understanding through applying the integrated social interaction learning model with modified behavior for the students of SMA Negeri 1 Kartasura of Sukoharjo Regency. This study was a classroom action research using experimental approach. The subject of research was students and History teacher in SMA Negeri 1 Kartasura, and the object was Historical Understanding and integrated Social Interaction learning model with modified behavior. The methods of collecting data were: observation, interview, test, and documentation. Technique of analyzing data used was statistic technique to find out the mean score of historical understanding before and after action. In addition, non-statistic technique as used to find out the improvement of students' activity before and after applying the integrated social interaction learning with modified behavior. The result of research showed that considering the reality existing, the mean score of historical understanding of the 10th graders of SMA Negeri 1 Kartasura was 6.7 in prior condition, in which only 12 out of 30 students met the minimum passing criteria (KKM), and after the action was taken in the first cycle, this figure increased significantly to 7.8 with 28 students meeting the KKM. The students' activity in prior condition before the application of integrated social interaction learning model with modified behavior could be described as follows: the students were passive, did not focus and would be bored quickly, were not motivated to ask question, understood difficultly the teaching material the teachers convey, had low absorbability, and after the application of integrated social interaction learning model with modified behavior, there would be some significant changes in the students' activity: the students attended the lesson actively by means of responding to the learning process in the form of questioning and responding to the teaching material conveyed by the teacher, the students understood more easily the teaching material delivered by the teachers, and have high absorbability. The conclusion was that the application of integrated social interaction learning model with modified behavior could improve the historical understanding on the students of SMA Negeri 1 Kartasura of Sukoharjo Regency.

Keywords: Historical Understanding and Integrated Social Interaction with Modified Behavior (ISOMOKAKU) Learning Model

Introduction

History subject in is considered as getting inadequate positive response in Senior High Schools (Suyahman, 2015: 15). Meanwhile, Fauzi (2016: 8) adds that many factors make the historical learning less attractive to the students. It is in line with Yuli (2017: 10) stating that the important factor making the history learning less attractive in Senior High Schools is teacher's incapability of applying more innovative learning model that can stimulate the students to attend the learning enthusiastically. In contrast, Ira (2014: 11) argues that in addition to teacher factor, the students assume a priori that learning the past is less interesting even is deterioration. On the contrary, Made (2017: 22) in his research finds that the students' absorbability to understand historical learning material in SMA Muhammadiyah Surakarta is low; it can be seen from research finding that the dominant factor making the historical learning less interesting is the inadequate student empowerment by the students in historical learning, teacher seeing the students only as object, and teacher motivating the students inadequately, and learning dominated more by the used of lecturing method.

Considering some arguments and perspectives above, it can be seen that, in fact, there are many factors making the historical learning less attractive in Senior High Schools. From the result of observation conducted during historical learning in SMA Negeri Kartasura from January to March 2017, it can be found that the learning process is still teacher-centered, the communication established still focuses on one-way communication, the students are empowered inadequately, teacher is less capable of developing teaching material corresponding to the latest issues, teacher uses varying media inadequately, teacher tends to use textbook in the learning, explains material less simply so that many students cannot understand it, and teacher only pursues the targeted material. As a result, the students' absorbability is low. Based on the result of test held by teacher, it could be seen that only 11 out of 32 students in the 10th IPS (Social Science) 2 only 11 achieve score above KKM (Minimum Passing Criteria) (77).

Considering this real condition, the author became interested in studying it scientifically, thereby choosing the title of research "The Improvement of Historical Understanding through Applying the Integrated Social Interaction with Modified Behavior (ISOMOKAKU) Learning Model for the Students of SMA Negeri 1 Kartasura of Sukoharjo Regency.

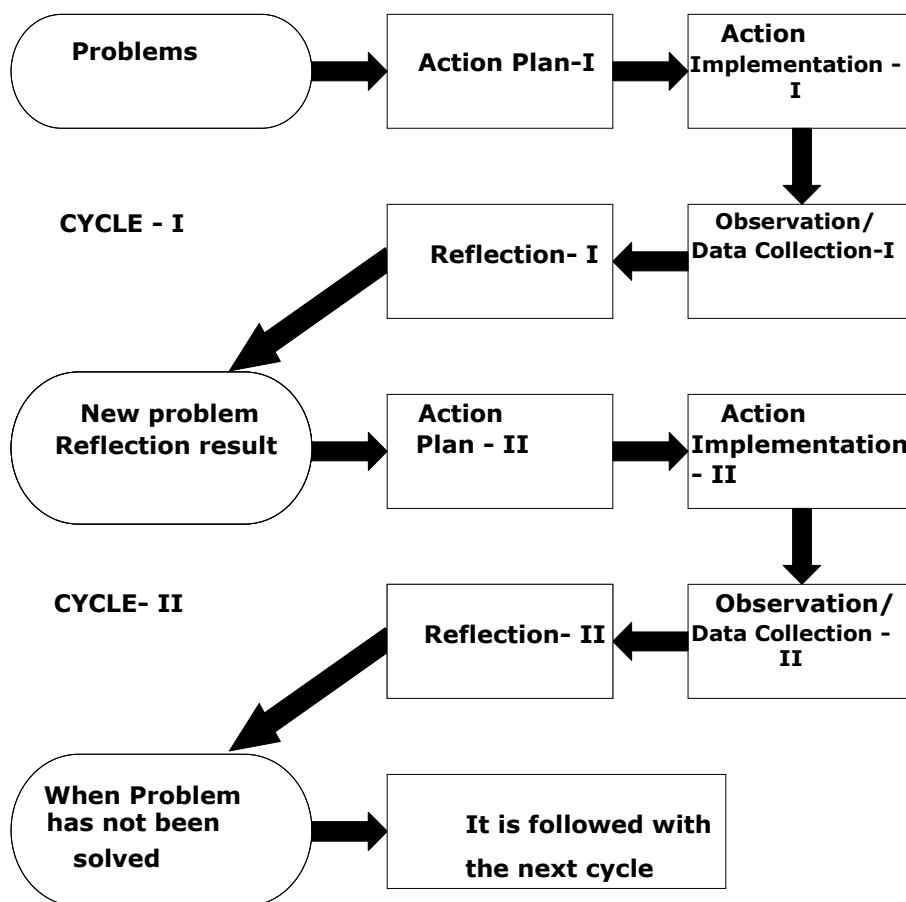
The problem of research is formulated as follows: "How is the improvement of Historical Understanding through Applying the Integrated Social Interaction with Modified Behavior (ISOMOKAKU) Learning Model for the Students of SMA Negeri 1 Kartasura of Sukoharjo Regency? And the objective of research was to find out the improvement of Historical Understanding

through Applying the Integrated Social Interaction with Modified Behavior (ISOMOKAKU) Learning Model for the Students of SMA Negeri 1 Kartasura of Sukoharjo Regency.

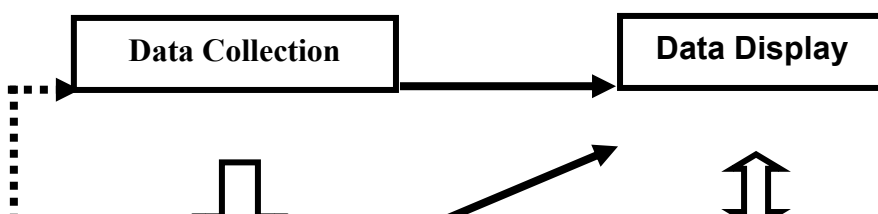
METHOD

This study was a Classroom Action Research (CAR), a research activity by means of observing a learning activity given action, deliberately appeared in a class, aiming to solve problem or to improve learning quality in the class. The action deliberately appeared is given by teacher or based on teacher’s direction conducted by students. CAR is a reliable solution to deal with the problem the teacher encounters in learning process. Lewin (in Tahir 2012: 77) says that CAR is teacher’s strategy of applying the learning based on his/her own experience or by comparing with other teacher’s experience. Bahri (2012: 8) argues that classroom action research is an activity conducted to observe the occurrences in the classroom to improve the learning practice in order to have higher quality in the process and the outcome of learning (product).

From some definitions suggested, the main characteristics of action research are certain intervention or treatment to improve the performance in real world. The subject of research was History subject teacher and students of SMA Negeri Kartasura. Meanwhile, the object was students of SMA Negeri Kartasura. The methods of collecting data used were test, observation, and documentation. Data analysis was conducted in two ways: firstly, through cycles in the chart below:



And secondly, interactive analysis consists of three stages: data collection, data reduction, data display, and verification/conclusion drawing. The interactive data analysis technique is simply illustrated in the chart below:



Result and Discussion

1. Result

The spirit of 2013 curriculum is believed as having a sturdy position to lead Indonesian generation to be the golden generation in 2045. Therefore, this curriculum is adjusted with certain borders that expectedly become the answer to various challenges.

The development of 2013 curriculum also emphasizes on mindset accomplishment, curriculum governance reinforcement, material deepening and expansion, learning process reinforcement, and learning burden adjustment in order to ensure the compatibility of what is wanted to what is produced (Anonym, 2013). Therefore, scientific approach becomes one change and important component in the learning process of 2013 curriculum. In learning process, there are clear and systematized scholarship stages.

Those stages started with observing, questioning, trying, reasoning, and developing network or communication. The advantage of 2013 curriculum with scientific approach stages lies not only on its curriculum design but also on its front, because the implementation of such the stages has been designed in RPP (Learning Implementation Plan). In the context of history subject, in the 2013 Curriculum, there are also spectacular innovation and change in the content organization, that is, Indonesian History subject as the compulsory subject for secondary school, including Senior High School/Islamic Senior High School (SMA/MA) and Vocational Middle School (SMK/MAK), and History subject as the subject for Social Science concentration. It is said as spectacular because so far community and students so far consider History subject as the unimportant and boring one (Anonym, 2013).

This curriculum change is a mindset reversal. Indonesian History becomes compulsory subject, as an education medium emphasizing more on the development of nationality perspective and values for the students. Meanwhile, History subject in social concentration lies on one clump along with Economics, Geography, Anthropology, and Geography, emphasizing more on the development of scholarship. This transformation indicates that History subject actually has a very important position in nation and state life.

The important innovation developed in Indonesian History and History Subjects is the continuity of learning between national history and local history. National history becomes a medium of recognizing nation and local history to identify community surrounding and both of them are interrelated events. An event in national history event is followed and confirmed with local history movement. In addition, through History subject, the students are invited to see the sustainability and the change occurring within society and nation related to history development.

Time allotment provided to Indonesian History, based on the table data in a work of Prof. Dr. H. S. Hamid, MA (2013: 22-23), is 2 hours per week in every level/grade (10th, 11th, and 12th). Meanwhile for main concentration, there is a little difference in which the 10th is given 3 hours, and the 11th and 12th 4 hours per week.

History subject, based on the 2013 curriculum, is a new challenge to History teacher because the students can select the material to be studied freely. In addition, History teacher will teach two times more than other subject teachers because History subject becomes the option at all grade level.

In the 2013 Curriculum applied, there is no longer a term Standard Graduate Competency (*standar kompetensi lulusan*, thereafter called SKL), but term Core Competency (*Kompetensi Inti*, thereafter called KI) constituting the translation or operation of SKL in the form of quality the students should have after completing their education. The main competency the students should have is divided into attitude, knowledge, skill (affective, cognitive, and psychomotor) aspects. Core Competency represents an equal quality between the hard skill and soft skill achievements. KI is then elaborated into Basic Competency (*Kompetensi Dasar*, thereafter called KD), containing content or competency of subject the students should master.

KI is designed in four interrelated groups: religious attitude (KI 1), social attitude (KI 2), knowledge (KI 3) and knowledge application (KI 4). Those four groups become the reference for Basic Competency and should be developed in any learning event in integrative manner. The competency related to religious and social attitudes is developed indirectly (indirect teaching), when the students learn about knowledge and knowledge application.

The interrelationship between KDs from KI 1, KI 2, KI 3, and KI 4 occurs when the learning always starts with the knowledge on what to be studied. Such the knowledge lies on KD of KI 3 containing the materials to be studied, and through those materials the students are expected to have skill intended just like what is demanded in KD of KI 4. Thus, there is a very close relationship between KD of KI 3 and KD of KI 4. KD of KI 4 can be achieved only when it is conducted through learning in KD of KI 3, so that the position of KD in KI 3 is to be the medium of achieving the skill existing in KD of KI 4.

The learning of KD in KI 3 and KI 4 is conducted in the learning thereby resulting in instructional effect. Meanwhile KDs of KI 1 and of KI 2 are related to indirect learning. Thus, KDs of KI 3 and of KI 4 are expected to impact on attitude and behavior of students or called nurturant effect of learning. In its learning implementation, KDs of KI 1, KI 2, KI 3, and KI 4 are then bond with the same main material.

The learning of History subject is organized using active student-based learning approach (active learning). This learning approach more likely gives the students the opportunity of conducting a more meaningful learning. The learning will be more meaningful when the students experience themselves any learning process through active activity and use it daily. The students' knowledge derives not from teacher's information but from the students' information exploration through the learning activity they do themselves.

Some principles to be considered in History learning in SMA/MA are: 1. History learning is based on the continuity occurring in the past and the present life, between historical events at national and local level, and historical event understanding at local level based on the totality of historical event. 2) In developing the understanding of continuity between what occurred in the past and the present life, in the assignment for each historical period the students are led to be able to find physical (particularly artifact) and abstract relics (tradition, thinking, ideology, value, habit) within society inherited from historical event in one period. 3) In developing the interrelationship between historical events at national and local levels, in the assignment for each historical period the students are led to study the historical event since the national movement period, and to analyze the correlation and the contribution of such the event to the event occurring at national level. 4. Developing the learning process in historical skill ability in the beginning semester will lead the students to understand basic concepts of history, master the basic skill of history, and establish the use of main concept and basic skill when they learn a variety of historical events in the next semester. 5) Every historical event in the third semester and so forth can be designed as the learning activity for one semester and not only an activity for one or two successive meetings for every one subject matter, and 6) History learning process gives the students the opportunity of using a variety of sources such as textbook, reference book, document, informants, or artifact and gives the wide opportunity of producing *her or his own histories*" (Borries, 2000 in Anonym, 2013).

Scientific approach encourages the students to build their knowledge actively through scientific activities such as observing, questioning, collecting information, reasoning/associating, and communicating.

The implementation of scientific approach using strategy and method activating the child is the characteristic distinguishing the 2013 curriculum from previous curriculum. The resources the school has should be utilized effectively to enable the students and the teacher to implement the learning activity effectively.

The important presence of history subject in the curriculum builds as well on the history subject content's ability of developing the students' various basic competencies as human being. Wineburg (2001: 11 in Anonym, 2013) states "*historical knowledge should serve as a bank of contemplating present problems*" meaning that historical story is very illuminative about the human attempt's of answering the challenge they face and the very good medium of developing inspiration, creativity, initiative, and anticipative thinking ability. History can be a media of developing those abilities because it is related to a variety of human life aspects in the past continuing to the present and the future. What the human beings did in the past is presented in History subject and cannot be presented in other subject.

Considering the increased time allotment, it should be utilized maximally. Because this increased time allotment allows the development of learning method, approach and model as the measure to create an attractive, varying, and meaningful History learning. Meanwhile, viewed from learning model aspect in the 2013 Curriculum, the standard process originally focusing on exploration, elaboration, and confirmation is now equipped with observing, questioning, processing, presenting, concluding, and creating, so that the learning process occurs not only in the classroom but also in school and society environment, in which teacher is not the only learning resource and attitude is not taught verbally, but through the educators' example and model; it is also true in History subject.

Learning model is defined as a systematic procedure of organizing the learning experience to achieve the learning objective. Learning model contains learning approach, strategy or method from the simple to the complicated one because it needs a teacher's ability of selecting the appropriate learning model for the students. Therefore, in selecting learning model, teacher should pay attention to the condition of students, learning material, and learning sources existing in order that the learning model can be applied to support the students' learning success effectively and efficiently.

As aforementioned, the 2013 curriculum introduces scientific approach using relevant learning models. The selection of learning model is based on the analysis on KD demand, learning activity and assessment formulated in the syllabus.

Many learning models can be applied to History learning. According to the characteristics of 2013 curriculum, there are at least three important models to be developed in Historical learning: 1) Problem Based learning. This problem based learning highly supports the implementation of 2013 curriculum, particularly in relation to the learning process. Through this problem based

learning activity, the students can acquire important knowledge leading them to solve problem fluently and to have their own learning model and participation competency in the team.

Problem based learning is a learning approach and model presenting contextual problem thereby stimulating the students to learn. In the class applying the problem based learning in real world, it is a learning model challenging the students "to learn how to learn", to work in group in order to look for solution to the problem in real world. 2. Project Based Learning is the learning model using project/activity as its media. The students do exploration, assessment of historical source, interpretation, synthesis, and information collection to yield a variety of learning outcomes. Project Based learning is the learning activity in which the students choose a historical event to be its study project for a month, several months or one semester. In this learning, the students investigate, make decision, and are given opportunity of working independently and of developing their creativity.

Project based problem gives the students the opportunity of choosing historical events included in one semester and working on it as the project assignment for the semester. In Project Based learning, teacher should serve as facilitator, coach, advisor, and intermediary to achieve the optimal outcome corresponding to the students' imagination, creation and innovation. 3. Discovery Learning is the learning theory defined as the learning process occurring when the students are not presented with the final form of learning but they are expected to organize it themselves. As a learning strategy, Discovery Learning has similar principle to inquiry and problem solving. There is no principal difference between these three terms. Discovery learning emphasizes on the finding of concept or principle or generalization but those concept, principle, and generalization have been recognized or reengineered by teacher, while in inquiry is not the result of reengineering, so that the students should devote all of their thoughts and skills to get findings in that problem through research process.

Approach concept in the 2013 curriculum is as follows: 1) criteria involving: a. Fact- or phenomenon-based learning material that can be explained using certain logic or reasoning, rather than merely estimation, imagination, legend or fairy tale. b. Teacher's explanation, students' response, and educative interaction between teacher and students are free of sudden prejudice, subjective thinking, and reasoning deviating from logical thinking flow. c. Encouraging and inspiring the students to think critically, analytically, and appropriately in identifying, understanding, solving problem, and applying learning material. d. Encouraging and inspiring the students to think hypothetically in seeing difference, similarity, and link to each other in the learning material. e. Encouraging and inspiring the students to understand, to apply, and to develop rational and objective thinking ability in responding to the learning material. f. Based on concept, theory, and empirical fact that can be accountable for, and g. Learning objective is formulated simply and clearly, but attractive in its presentation system. 2. The procedure of learning based on the 2013 curriculum consists of 3 domains: attitude, knowledge and skill. The learning outcome produces productive, creative, innovative, and affective students through reinforcing attitude, skill and knowledge in integrated manner. a. Attitude (affective) domain pertains to the transformation of substance and teaching material to make the students "know why". b. Skill (psychomotor) domain pertains to the transformation of substance or teaching material to make the students "know how". c. Knowledge (cognitive) domain pertains to transformation of substance and teaching material to make the students "know what". d. The finish product is the improvement and the balance of students' ability to be good human (soft skills) and to be human with competency and knowledge to live reasonably (hard skills) involving attitude, knowledge, and skill aspects. e. The 2013 curriculum emphasizes on modern pedagogic in learning, using scientific approach, and f. Scientific approach in the learning intended involves observing, questioning, reasoning, trying, and creating network in all subjects.

The evaluation of History subject in Senior High School in the 2013 Curriculum involves: 1. Assessment strategy; education assessment is the process of collecting and processing information to measure the achievement of students' learning outcome. The result of assessment is used for evaluating the students' success in attending the learning and the effectiveness of learning process and for making decision about the students' competency achievement level. The evaluation is conducted holistically including affective, cognitive and psychomotor aspect for every level of education. Education evaluation is a process conducted through planning, evaluation instrument development, information collection through a number of evidence indicating the achievement of students' learning outcome, the processing and use of information about the students' learning outcome. Evaluation is conducted in some techniques/ways, such as demonstration, written or oral, project, product, students' work result, and self-evaluation. 2. The form of attitude, knowledge and skill evaluation; History subject evaluation, just like other subject evaluation in the 2013 curriculum, is conducted through attitude, knowledge and skill. **The evaluation of attitude** is the evaluation of habit based on the value the students have. Such the habit can be seen from the students' behavior. The form of behavior is expressed in utterance, thinking way, attitude, and action. Those values develop from inside students in an internalization process. **Evaluation of Knowledge** is the result obtained from the activity of recalling, reflecting, deducting, and inducing (research). Knowledge is necessary to develop cognitive ability, psychomotor skill, and value and habit internalization into affective domain. The knowledge produced by cognitive ability can be recitation and working knowledge. Recitation knowledge needs cognitive ability only at recalling level. Knowledge that can be used needs cognitive knowledge at understanding level.

Recitation knowledge is the one stored in the students' memory without any change, and can answer the question in the form recitation only as well. The students will possess the knowledge used to develop cognitive ability at understanding, applying, analyzing, evaluating, and producing something new through developing their thinking and learning ability. It is the knowledge used to develop psychomotor skill and affective ability. The evaluation of knowledge can be done through:

1) Written test, 2) oral test, and 3) assignment

Evaluation of skill is characterized with physical movement when related to certain action or work. People will see the visible result of skill evaluation in the form of individual's movement or action against an object. From that action or movement, it can be seen whether or not an individual has learning outcome fulfilling the specified criterion or standard.

The evaluation of skill can be conducted through : 1) practice (making map, interviewing, simple research), 2) project evaluation; project is the learning assignment involving designing, implementing, and written or oral reporting activity at certain time. Project evaluation is the activity of evaluating an assignment that should be completed in certain period of time. This assignment is an investigation from planning, collecting, organizing, processing, to displaying data.

Project evaluation can be used to find out understanding, ability of applying, investigating, and informing subject and certain indicator/topic clearly to the students, and 3) Portfolio evaluation is the assessment conducted by means of evaluating the students sustainably and based on the collection of information on the development of students' ability in a certain period. 3. Reporting the Learning Evaluation Result; based on Education and Culture Minister's Regulation about the evaluation of assessment result report is conducted by educator, education unit and government. The report is made by educator in the form of values and description of the competency achievement for cognitive and psychomotor evaluation result. Meanwhile, affective evaluation is reported in the form of attitude description. The report is submitted to headmaster and those related. The report of spiritual and social attitude assessment is delivered periodically by class guardian/teacher as the accumulative report of all subject teachers in the form of competency description.

Education unit reports the learning outcome/competency achievement to parents/guardian of students in the form of *rapor* (school report) book. In addition, the report is also submitted to education service and other related institutions. The reporting of evaluation result becomes the matter of consideration in taking follow-up, as the starting point to improve the learning program, to improve student performance, remedial and enrichment.

The result of research is a description of prior condition showing that the learning outcome of students is less maximum in History subject. It is indicated with only 15 out of 40 students achieving the minimum passing criteria (KKM), and 25 students not achieving it. With KKM of 75, the mean score of students is 8.5 (highest) and 4.6 (lowest). Such the condition presupposes that History subject learning is less maximal. This prior condition is supported as well with the result of observation conducted by the peers showing as follows: the learning process is monotonous, the learning runs in tense circumstance and less communicatively and less interactively, the students are less motivated to ask question, teacher's ability of developing teaching material is very limited, the teachers' language is not understandable to students, teacher provides learning using textbook and not using media, learning is teacher-centered, teacher sees the students only as the object, teacher dominates the learning process.

Based on the result of observation, learning model paradigm should be changed. There are indeed many learning model and every learning model has strength and weakness; thus teacher cannot claim that certain learning model is very compatible to be the learning model in all subjects.

Considering the existing strength and weakness in each learning model, the author tries to combine learning model to be used in learning; the intended learning is the integrated social interaction model with modified behavior model, thereafter called ISOMOKAKU model. This model was chosen based on the result of research conducted by Paryadi (2015) concluding that the use of learning model combining more than 1 model will be more effective than the use of one model only. Similarly, Ruba'i (2016)'s study concluded that the learning emphasizing on behavior modification and value internalization by combining social interaction model and modified behavior is considered as very appropriate and effective.

To solve the problem in this research, the author then gave the History subject teacher the opportunity of providing learning process supported with a variety of media, teaching style, method, and strategy maximally. In the end of learning, teacher gives test to students. The result of test shows that out of 40 students, 37 students meet KKM and only 4 do not meet it. The mean score of students is 80, with the highest score of 90 and the lowest score of 78. From the result of observation conducted by peer, it can be found that the learning process is attractive and joyful, students are motivated to ask question, students are active and focus on the learning, and the teachers' language is understandable. In relation to the first cycle, there has been significant change so that the author did not need the second cycle.

2. Discussion

Considering the result of research, it can be seen that there is a change in the achievement of learning outcome from prior condition to the administration of action in the first cycle maximally. The result of observation conducted by the peer on the change of student activity and teacher activity in learning process shows that the application of ISOMOKAKU learning model can improve the students' learning outcome and learning activity and the teacher's history subject for the 10th graders in SMA Negeri Kartasura in the school year of 2016-2017.

From this result, the hypothesis stating that "The historical understanding can be improved through applying the integrated social interaction learning model with modified behavior for the 10th graders of SMA Negeri Kartasura in the school year of 2016/2017" can be proved scientifically. Thus, it can be concluded that the integrated social interaction learning model with modified behavior could improve the historical understanding for the 10th graders of SMA Negeri Kartasura in the school year of 2016/2017.

3. Conclusion

Considering the result of research and discussion, it could be concluded that the integrated social interaction learning model with modified behavior can improve the historical understanding for the 10th graders of SMA Negeri Kartasura in the school year of 2016/2017.

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