



## **Improving History Learning Activities and Outcomes With the Project-Based Learning Model**

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### **ABSTRACT**

The aim of this research is to apply a demonstrative learning approach to improve student activity and learning outcomes in history classes. Classroom action research is the research methodology used in this research. Class XI-5 students at SMA Negeri 14 Medan were used as research subjects. The findings of the second cycle learning evaluation, which involved 35 students, can be used to analyze this, there were 32 students who completed it or 88.88% of students achieved the specified KKM, namely 75. Compared to cycle I, only 23 students completed it or 63.88% or in the initial condition (pre-cycle) only 10 students completed it or 27.88%. The application of the demonstration method in history learning increases students' learning activities. Students will not only gain knowledge from the teacher, but with the demonstration learning method students can express their knowledge in the form of drama and role playing.

*Classroom Action Research, Demonstrations, Activities and Learning Outcomes.*

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## **INTRODUCTION**

Education is very important to improve the quality of human resources. Humans who are highly knowledgeable, competitive, creative and have noble character should be produced through education in order to improve the quality of human resources. This is in line with the objectives of the Independent Curriculum and the educational objectives of the National Education System, as stated in Law Number 20 of 2003 which states that the aim of the national education system is to produce people with character and civilized dignity. country in order to improve the intelligence of the country's life. Developing the ability to become a human being who has faith and devotion to God Almighty, has a noble character, is healthy, knowledgeable, creative, independent and responsible is part of this. The goals of education will not be achieved with satisfactory results if the quality of the teaching is poor. This will also result in

the provision of low and low-quality human resources.

One of the most significant subjects at school is history. Teaching history has a strategic aim of producing Indonesian people who maintain a sense of nationalism and love of the country, as well as forming the character of an honorable national civilization. Children need to learn about time, location, and the relationships between local and global regions as well as the past, present, and future through history classes. The reason why history is such a special discipline is that it provided the young generation of the 20<sup>th</sup>-century with a yardstick against which to compare the ideals and achievements of their time.

History lessons also have a role in determining students' educational success, because history is a general and mandatory subject at school. Parents, teachers and even children are concerned about this issue. Teachers have tried various ways to improve history learning outcomes. Teachers try to improve student learning outcomes by providing learning resources, extending the learning period, and introducing different teaching strategies in the classroom. However, other efforts are needed that provide more encouragement for learning so that learning outcomes are maximized.

Djamarah (2008) states that the following signs indicate an effective teaching and learning process:

1. Superior performance is the result of being able to learn the material provided, both in group and individual situations.
2. Both in individual and group contexts, students have demonstrated the behavior specified in the learning objectives.

Developing a Project-Based Learning model that is aligned with 21st century learning practices is one approach that tries to increase student engagement and interest in the material being studied. Project-based learning uses projects as a medium to develop competencies, attitudes, knowledge and abilities. Students' actions in developing goods by utilizing research, analysis, creation and presentation skills based on real experience are the main focus of learning. The term "product" refers to the final result of a project, which may be a written work, a technological work, a plan, a schematic, or other goods or services. Through the use of project-based learning, students will be able to actively participate in the learning process and export their knowledge. Students' talents will increase more effectively through project-based learning.

## **RESEARCH METHODE**

Scientific techniques are used in research procedures to collect data for specific applications and purposes. Classroom Action Research (PTK), or simply classroom action research, is the methodology used in this research. This

will allow educators to monitor student learning in the classroom more expertly. Classroom action research can provide methods and techniques that directly influence this. This research stage will be divided into several cycles, with one meeting each cycle. Facts that emerge during the learning process will be examined in each cycle. When the learning system can integrate student activities into learning, this cycle will end. Class XI-5 of SMA Negeri 14 Medan was used as the research subject.

## RESULT AND DISCUSSION

**Table 1.**  
**Pre-Cycle Learning Results for Class XI-5 Students**

No	Name	Mark	Information
1.	Aidil Adhar	68	Not Completed
2.	Aisha Azura	70	Not Completed
3.	Aura Sakinah Talaumbanua	78	Complete
4.	Arya	62	Not Completed
5.	Jelita Afriani	80	Complete
6.	Joel Anugrah Panjaitan	76	Complete
7.	Lamb	78	Complete
8.	Keysia Anita	64	Not Completed
9.	Kheilila Ananta	70	Not Completed
10.	Kresya Sinaga	74	Not Completed
11.	Kriskia Sinaga	71	Not Completed
12.	May Pramita Gultom	79	Complete
13.	Mesakh Y. Lumban Tobing	73	Not Completed
14.	Michael Gilbert Purba	69	Not Completed
15.	Michelle MS Simanjuntak	70	Not Completed
16.	M. Aidil Ikhsan hrp	81	Complete
17.	M. Doni Syahputra	72	Not Completed
18.	M. Fadil	71	Not Completed
19.	M. Farel Pratama	70	Not Completed
20.	M. Fatih Hanafi	81	Complete
21.	M. Fahqry Pratama	70	Not Completed
22.	M. Reza Asshidiq nst	72	Not Completed
23.	Nadia Amanda	73	Not Completed
24.	Nancy Eighti Sibarani	70	Not Completed
25.	Nauval Ali Zudais	69	Not Completed
26.	Nautalius N.R Siagian	83	Complete

27.	Nayla Putri nst	83	Complete
28.	Nia Ramadan	63	Not Completed
29.	Rasya Azzaky Ahmad	67	Not Completed
30.	Rebecca Siregar	72	Not Completed
31.	Rey Ludin A. Hutahaean	65	Not Completed
32.	Rifany Shafira	64	Not Completed
33.	Sonny Artha	85	Complete
34.	Satria Rindi	73	Not Completed
35.	Yordan Fega S. Hutagalung	74	Not Completed
36.	Yussi Fauziah Simorangkir	70	Not Completed

In the pre-cycle activities, it was found that of the 36 students who took part in the Pre-Cycle, only 10 students achieved the KKM score or could be presented as 27.88% and the number of students who had not reached the KKM 26 students or could be presented as 72.22%. The results of the pre-cycle will be used to apply the demonstration method in the learning process on colonialism and imperialism material.

### Cycle I

Cycle I on colonialism and imperialism material was carried out in 2 meetings (2x45 minutes), carrying out the following stages.

- **Planning Stage**

The author found that even though learning is still teacher-centered at this time, student learning outcomes are still poor, so action planning is carried out by preparing learning tools using demonstration methods, such as RPPs, LKPD, teaching materials, and assessment instruments (learning outcome tests).

- **Level of Action Implementation**

At this stage, learning activities are carried out in accordance with the RPP by applying the demonstration method. Learning activities are first carried out with the following activities:

- ✓ Preliminary activities, by carrying out prayer activities, checking students' attendance, informing them of learning objectives and linking them to daily life
- ✓ The core activity, this activity is carried out by following the demonstration syntax, namely:
  - a) Ask questions about the material,
  - b) Designing a drama flow plan in carrying out a demonstration
  - c) Prepare a work schedule, this is done because creating a

storyline takes time

- d) Monitoring activities and developments is carried out directly in class and sending LKPD via WhatsApp
- e) Role-play the results of the drama plot, by making a presentation in front of the class
- f) Evaluation of experience, to find out the implementation of creating a storyline and giving tests to measure learning outcomes after using the demonstration method.

- **Observation/Evaluation Stage**

At this point, problems that arise are recorded along with observations of the learning process. by the tutor to see learning activities.

- **Level of Reflection**

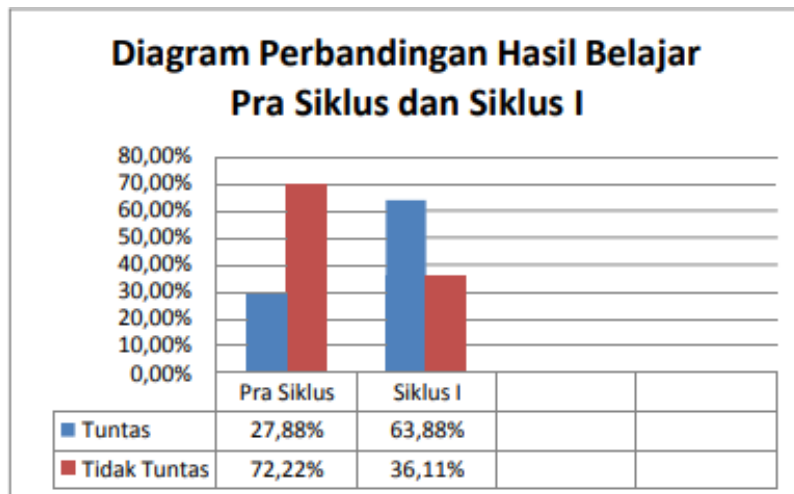
At this stage, activities are carried out to observe and review all the actions that have been implemented while holding discussions with the tutor to reflect and find solutions that can be applied in cycle II as a result of learning activities.

Based on the activities in cycle I, it was found that there was an increase, which can be seen in the following table.

**Table 2.**  
**Cycle I Learning Results**

No	Name	Mark	Information
1.	Aidil Adhar	70	Not Completed
2.	Aisha Azura	72	Not Completed
3.	Aura Sakinah Talaumbanua	82	Complete
4.	Arya	69	Not Completed
5.	Jelita Afriani	81	Complete
6.	Joel Anugrah Panjaitan	78	Complete
7.	Lamb	79	Complete
8.	Keysia Anita	67	Not Completed
9.	Kheilila Ananta	76	Complete
10.	Kresya Sinaga	78	Complete
11.	Kriskia Sinaga	72	Not Completed
12.	May Pramita Gultom	80	Complete
13.	Mesakh Y. Lumban Tobing	79	Complete
14.	Michael Gilbert Purba	70	Not Completed
15.	Michelle MS Simanjuntak	72	Not Completed
16.	M. Aidil Ikhsan hrp	81	Complete
17.	M. Doni Syahputra	80	Complete

18.	M. Fadil	80	Complete
19.	M. Farel Pratama	78	Complete
20.	M. Fatih Hanafi	82	Complete
21.	M. Fahqry Pratama	71	Not Completed
22.	M. Reza Asshidiq nst	79	Complete
23.	Nadia Amanda	76	Complete
24.	Nancy Eighti Sibarani	72	Not Completed
25.	Nauval Ali Zudais	78	Complete
26.	Nautalius N.R Siagian	83	Complete
27.	Nayla Putri nst	84	Complete
28.	Nia Ramadan	64	Not Completed
29.	Rasya Azzaky Ahmad	74	Not Completed
30.	Rebecca Siregar	79	Complete
31.	Rey Ludin A. Hutahaeen	63	Not Completed
32.	Rifany Shafira	82	Complete
33.	Sonny Artha	86	Complete
34.	Satria Rindi	80	Complete
35.	Yordan Fega S. Hutagalung	81	Complete
36.	Yussi Fauziah Simorangkir	71	Not Completed



Data was collected based on the first cycle student learning results which showed that 23 students had achieved the KKM score or could reach a score of 63.88%, while 13 students had not achieved the KKM score or could reach 36.11%. The following bar graph shows a comparison of student learning outcomes before and after cycle 1.

An increase in student learning outcomes of 36% was found based on the

results of learning activities that used demonstrative techniques. From 27.98% to 63.88% of students, now more and more students meet the minimum score. Cycle II operations were carried out because they had not yet achieved a success rate of 75%.

## Cycle II

In cycle II, improvements were made to the problems found in the cycle I. Cycle II activities are carried out during 1 meeting (2x45 minutes) with the following stages:

- **Planning Stage**

At this point, issues are identified that keep a particular student's presentation completion from falling below 75%. These problems include students' ignorance of project presentation techniques and their lack of understanding of colonialism and imperialist material. For students who have reached the KKM, are given enrichment, and for those who have not yet reached the KKM, are given repetition of material and remediation.

- **Level of Action Implementation**

With the hope of progress during the implementation of the learning outcomes test, the teacher at this stage provides a general overview of the content and explains how to make the product.

- **Observation/Evaluation Stage**

To provide enrichment and remediation, at this stage observations are made of student learning activities.

- **Level of Reflection**

At this stage, activities are carried out to review and analyze the entire series of activities with the tutor.

As is known, through cycle II activities, student learning outcomes have increased. The following table shows student learning outcomes in cycle II.

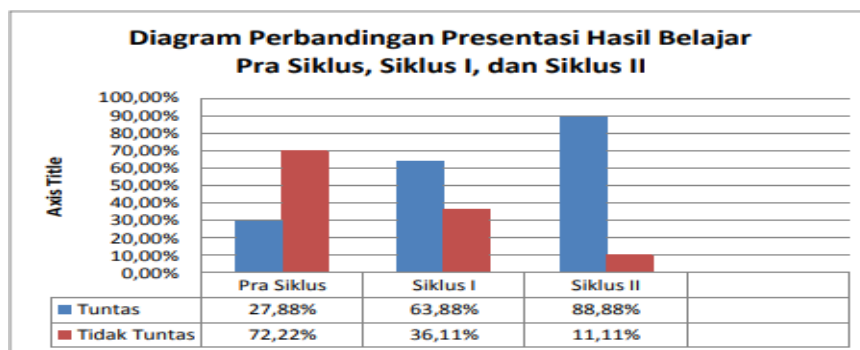
**Table 3.**  
**Learning Outcomes of Cycle II**

No	Name	Mark	Information
1.	Aidil Adhar	78	Complete
2.	Aisha Azura	79	Complete
3.	Aura Sakinah Talaumbanua	83	Complete
4.	Arya	73	Not Completed
5.	Jelita Afriani	84	Complete
6.	Joel Anugrah Panjaitan	79	Complete
7.	Lamb	80	Complete

8.	Keysia Anita	78	Complete
9.	Kheilila Ananta	79	Complete
10.	Kresya Sinaga	80	Complete
11.	Kriskia Sinaga	77	Complete
12.	May Pramita Gultom	81	Complete
13.	Mesakh Y. Lumban Tobing	79	Complete
14.	Michael Gilbert Purba	74	Not Completed
15.	Michelle MS Simanjuntak	77	Complete
16.	M. Aidil Ikhsan hrp	82	Complete
17.	M. Doni Syahputra	80	Complete
18.	M. Fadil	81	Complete
19.	M. Farel Pratama	79	Complete
20.	M. Fatih Hanafi	83	Complete
21.	M. Fahqry Pratama	78	Complete
22.	M. Reza Asshidiq nst	80	Complete
23.	Nadia Amanda	78	Complete
24.	Nancy Eighti Sibarani	80	Complete
25.	Nauval Ali Zudais	80	Complete
26.	Nautalius N.R Siagian	84	Complete
27.	Nayla Putri nst	86	Complete
28.	Nia Ramadan	71	Not Completed
29.	Rasya Azzaky Ahmad	77	Complete
30.	Rebecca Siregar	80	Complete
31.	Rey Ludin A. Hutahaeen	80	Complete
32.	Rifany Shafira	82	Complete
33.	Sonny Artha	86	Complete
34.	Satria Rindi	80	Complete
35.	Yordan Fega S. Hutagalung	81	Complete
36.	Yussi Fauziah Simorangkir	72	Not Completed

It is known that there is an increase in student learning outcomes based on the learning results obtained in cycle II, as evidenced by the existence of 32 students who achieved the KKM with a presentation of 88.88%, compared to 4 people who did not achieve the KKM with a presentation of 11.11%. Variations in students' presentation of completeness from cycle I, cycle II and pre-cycle are shown in the following bar graph.





**Diagram 2.**  
**Comparison of Presentation of Pre-Cycle, Cycle I, and Cycle II Learning Results**

Demonstrative learning methods were not initially used in the history learning process. Demonstrative techniques were used in history learning in the first cycle, but there were still obstacles. For example, the number of students whose KKM was not presented reached 75%. Therefore, changes occurred in the second cycle. The application of this demonstration method succeeded in raising students' learning objectives. Increase children's academic achievement in class. Use various delivery techniques according to the material offered if you want to have enthusiasm for learning.

## CONCLUSION

The results of a class action study conducted on class XI-5 students at SMA Negeri 14 Medan in the first semester of the 2024-2025 academic year showed this growth. This can be seen in the pre-cycle where before the demonstration approach was implemented, only 10 students (or 27.88%) obtained the KKM score. However, after applying the demonstration method, KKM scores were achieved by 23 students or 63.88% of the total students. Because the indicator of research success is based on 75% of all students who obtained the KKM score, in Cycle II there was an increase in the number of students who obtained the KKM score, namely 32 students or 88.88%.

The application of the demonstration method in learning history makes students' learning activities increase because students are more active and creative. This is because students become the center of learning activities in knowledge through the creation of a product of their work in a group.

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