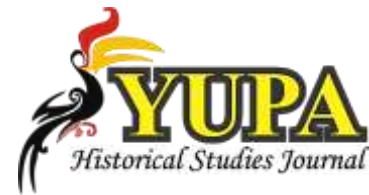


P-ISSN: 2541-6960; E-ISSN: 2549-8754

Yupa: Historical Studies Journal

Vol. 8 No. 4, 2024 (425-433)

<http://jurnal.fkip.unmul.ac.id/index.php/yupa>



## Critical-Analytical History Learning: Alternative Learning Strategies Based on Geap Learning (Giving, Exploration, Analyze, Project)

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| Received   | Revised    | Accepted   |
|------------|------------|------------|
| 26/05/2024 | 20/10/2024 | 18/11/2024 |

**Abstract** The development of the times and technology has a great influence on the implementation of educational practices. This also has an impact on the world of education, one of the things that can be done to take advantage of these technological developments is to develop learning strategies. The problem of learning history which is often considered boring and memorized learning can be overcome through various things. One of the offers of innovation in learning history is to develop learning strategies by integrating technology in it and training students' ability to analyze and think critically to create meaningful experiences for students through independent knowledge building so that learning history does not only have the impression of being rote learning. The purpose of this research is to develop a new concept of history learning strategy as an alternative to critical-analytical learning. The method used in this research is the research and development method or R&D, *design instruction*. Based on this research and development, it produces a *geap learning* history learning strategy (*giving, exploration, analyze, and project*) that can be implemented during history learning activities.

**Keywords:** Development, learning strategy, *geap learning*.

**Abstrak** Perkembangan zaman dan teknologi membawa pengaruh yang besar terhadap pelaksanaan praktik pendidikan. Hal tersebut juga membawa dampak bagi dunia pendidikan, salah satu hal yang dapat dilakukan guna memanfaatkan perkembangan teknologi tersebut adalah dengan mengembangkan strategi pembelajaran. Problematika pembelajaran sejarah yang kerap dianggap sebagai pembelajaran yang membosankan dan penuh hafalan dapat diatasi melalui berbagai hal. Salah satu tawaran inovasi dalam pembelajaran sejarah adalah melakukan pengembangan strategi pembelajaran dengan mengintegrasikan teknologi di dalamnya dan melatih kemampuan menganalisis dan berpikir kritis siswa agar menciptakan pengalaman bermakna bagi siswa melalui pembangunan pengetahuan secara mandiri sehingga pembelajaran sejarah tidak hanya memiliki kesan sebagai pembelajaran yang penuh hafalan saja. Tujuan dari penelitian ini ialah mengembangkan sebuah konsep baru tentang strategi pembelajaran sejarah sebagai alternatif pembelajaran kritis-analitis. Metode yang digunakan dalam penelitian ini adalah metode penelitian dan pengembangan atau R&D, *design instruction* Dick et al., (2015). Berdasarkan penelitian dan pengembangan ini menghasilkan strategi pembelajaran sejarah *geap learning* (*giving, exploration, analyze, and project*) yang dapat diimplementasikan ketika kegiatan pembelajaran sejarah.

**Kata kunci:** Pengembangan, strategi pembelajaran, *geap learning*.



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## INTRODUCTION

Today, the world of education continues to experience developments that require innovation in various aspects, one of which is learning strategies. Less varied learning strategies are no longer considered capable of answering the needs and challenges of the times that continue to develop. Therefore, it is necessary to develop learning strategies so that learning activities become more interesting and effective. This is in line with the opinion of Azis, (2019) who said that the times present various conveniences and challenges, to deal with this, the development of learning strategies is needed. An effective learning approach not only requires the delivery of information, but also requires a well-planned strategy to ensure maximum understanding and application by learners.

The development of learning strategies is an important need for teachers in an effort to improve the quality of learning, one of which is learning history. Afwan et al., (2020) said that history learning which has received negative views such as boring and full of memorization is still a problem until now. Based on this, the author tries to develop a learning strategy by integrating technological developments. In addition, the author also offers alternative solutions through learning strategies that are critical and analytical. This can be done by analyzing activities from students to train critical thinking skills. Critical thinking according to Fristadi & Bharata, (2015) is a process of analyzing or evaluating information from a problem based on logical thinking as a basis for decision making. Learning strategy development is a systematic and planned process to design effective learning approaches according to student needs, learning objectives, and specific learning contexts. The use of appropriate learning strategies can increase learning motivation, increase student engagement, and improve concept understanding. In addition, the development of learning strategies also includes the use of educational technology, appropriate assessment, and the use of varied learning resources. Based on this, the author develops a learning strategy "Geap Learning" (*Giving, Exploration, Analyze, and Project*).

## METHOD

The writing of this article aims to develop a learning strategy based on *geap learning (giving, exploration, analyze, and project)* which is a learning strategy by utilizing technological developments and as an alternative to creating critical and analytical learning of history. The method used in this article is the research and development method, instructional design from Dick et al., (2015) which there are 10 steps in developing learning strategies including *identify instructional goals, instructional analysis, analyzing learners & contexts, writing performance objectives, develop instructional strategies, develop instructional materials, design formative evaluation, revise instruction, and design summative evaluation*.

## RESULT AND DISCUSSION

### The Urgency of History Learning Strategy Development

The era of *society* 5.0 is a concept that is considered as a response to technological developments and increasingly complex social needs in the digital era. In the era of *society* 5.0 education plays an important role in improving the quality of human resources, therefore the role of teachers here is needed to achieve this. One of the ways that teachers can contribute to improving the quality of education in the era of *society* 5.0 is by having digital capabilities and a creative attitude, in this era teachers are required to be more innovative, creative and dynamic when teaching (Rahayu, 2021). In this context, a creative attitude means that a teacher must be able to modify, produce ideas or something original, meaningful, useful, and impactful to overcome various problems both for himself or for the surrounding environment. By having a creative attitude, teachers can create innovative learning, for example integrating technology in learning activities or developing a learning strategy.

Nowadays teachers have various studies that have succeeded in developing products resulting from their creativity in the field of education. It should be noted that innovation in learning activities is not only about learning media, but can also be a learning strategy. Raihanah, (2021) said that a learning strategy is a plan implemented to organize the course of learning activities as well as interactions between teachers, students, learning media, and learning resources so as to achieve predetermined learning objectives. Based on this explanation, the learning strategy can be said to be an action plan designed to support the achievement of learning objectives.

The development of learning strategies is an effort to improve learning efficiency so that learning objectives can be achieved and learning becomes more meaningful for both teachers and students. Zain, (2017) states that in developing learning strategies, at least five criteria must be met, namely having goals, alignment with learning objectives, systematic, having evaluation activities, and fun. Based on this, strategy development learning is an activity that consists of integrated components.

### *Geap Learning Strategy*

Learning strategies are plans to achieve learning objectives, while learning strategies according to Hardini & Puspitasari, (2015) are general patterns of teacher and student activities in realizing learning activities to achieve learning objectives. The development of history learning strategies is one of the breakthroughs in the world of education in order to achieve learning goals. In this article, the author uses Dick & Carey's approach in developing learning strategies. The procedure for developing learning strategies according to Dick et al., (2015) is as follows:

### *1. Identify instructional goals*

At this stage the author identifies the learning objectives to be achieved based on historical CP because the first step that must be taken by the teacher is to determine the learning objectives. The learning objectives to be achieved in developing this learning strategy are in accordance with the learning outcomes in phase F with the material on the struggle to maintain independence. The general instructional objectives according to the CP are Through literacy, discussion, direct visits to historical sites, and collaborative project- based research, students are able to analyze and evaluate various historical events that occurred in Indonesia which can be related or connected to various other events that occurred in the world in the same period including Colonialism and Indonesian Resistance, Indonesian National Movement, Japanese Occupation of Indonesia, Proclamation of Indonesian Independence, Struggle to Maintain Independence, Liberal Democratic Government and Guided Democracy, New Order Government, and Reform Government (Kemdikbudristek, 2022).

### *2. Instructional analysis*

At this stage the author analyzes the aspects of knowledge and skills needed by students to achieve learning objectives. At this stage the author uses Bloom's taxonomy which includes cognitive levels C4 (Analyzing) and C5 (Evaluating).

### *3. Analyzing learners & contexts*

At this stage, the author analyzes student conditions and learning contexts such as learning needs, learning styles, learning environment, classroom facilities, and other things related to the implementation of learning activities through diagnostic assessments.

### *4. Write performance objectives*

In the first step the author has determined the general instructional objectives, so in this step the author must determine the specific instructional objectives. The formulation of specific instructional objectives in developing this learning strategy includes:

- a. Through material exploration activities in the application, students can analyze the events of Dutch military aggression I in Malang accordingly.
- b. Through material exploration activities in the application, students are able to evaluate the events of Dutch military aggression I in Malang and present it in the form of creative work correctly and interestingly.

### *5. Develop assessment instruments*

After determining the specific instructional objectives that include learning objectives within the scope of the material, the next step is to formulate the assessment that will be used.

In developing this learning strategy, the author uses assessment in the form of formative assessment during learning activities.

#### 6. *Develop instructional strategy*

After determining the objectives and assessments as the steps above, the next step is to formulate a learning strategy. The learning strategy designed by the author is called "*Geap Learning*" which is an acronym for *Giving, Exploration, Analyze, and Project*.

##### a. *Giving*

At this stage, the teacher will give apperception to the students and give triggering questions related to the learning material. In addition, the teacher will also give pretests to students containing learning materials and student behavior before learning activities such as learning motivation and historical awareness.

##### b. *Exploration*

This exploration stage provides opportunities for students to access and explore learning materials that have been provided by the teacher.

##### c. *Analyze*

At this stage students are given the opportunity to analyze the learning material that has been given and are given the opportunity to ask if there is material that is not understood.

##### d. *Project*

After going through the exploration and analysis of the material, students can then pour the results of their analysis into creative works which can be in the form of posters, infographics, videos, essays, or other creative works.

#### 7. *Develop instructional materials*

At this stage the author determines the materials, teaching materials, learning resources, and learning media that will be used in learning activities. The author uses learning media in the form of an application which contains material about the first Dutch military aggression in Malang and is accompanied by archival videos of the event.

#### 8. *Design formative evaluation*

The formative evaluation used by the author in applying the *geap learning* strategy is the assessment of pre-test results, assessment during learning activities, and assessment of students' creative work. Formative evaluation here is intended to collect data related to the implementation of learning activities to determine the weaknesses and strengths so that it can be used as a consideration to improve further learning activities.

#### 9. *Design summative evaluation*

Summative evaluation is carried out when the entire series of learning activities have been carried out during one study period. After the entire program has been formatively evaluated and revisions have been made to the weaknesses found, the next step is to conduct a summative evaluation which can be in the form of an end-of-semester assessment.

### ***Geap Learning Integration in History Learning***

*Geap learning* strategy is a learning strategy that prioritizes the role or active participation of students in learning activities so that learning activities are *student centered*. The role of the teacher here is as a facilitator to guide the course of learning activities to stay focused and ensure students get meaningful learning experiences. The *geap learning* strategy also emphasizes the importance of technology integration in learning activities as a form of innovation and an effort to be more in touch with students whose growth and development coexist with technological developments. This is in line with the opinion of Daud et al., (2019) who said that at this time students have an extraordinary ability to explore technology because they have been accustomed from an early age and coexist with technology, therefore teachers should be able to adjust learning by utilizing technological developments so that it is more in line with the characteristics of today's students.

*The geap learning* strategy offers steps of interesting learning activities that can improve students' analytical and critical thinking skills. Critical thinking according to Raj et al., (2022) is an ability to consider, analyze, and evaluate a problem or idea objectively to get the right conclusion. This is in accordance with the skills that must be mastered in the 21st century, the 21st century skills according to Erdoğan, (2019) include *communication, creativity, collaboration, and critical thinking*. Efforts to improve this critical thinking ability can be through the analysis stage, by analyzing a problem, students will try to explore and build their own knowledge so that it will be easily remembered by students. Of course, this also requires assistance from the teacher as a facilitator so that there are no misconceptions or errors in understanding the material for students. Here is the integration of *geap learning* strategy in history learning:

#### ***1. Giving***

*Giving* in this context means that in starting learning activities the teacher must provide apperception first, giving this apperception is one of the important steps to attract students' attention. Apperception activities have the benefit of knowing learning readiness, the majority of students have a negative perception of learning so that with apperception it is hoped that it can generate interest in learning and focus on learning material because the early minutes in learning activities are the most important time for the next lesson hour (Saidah et al., 2021)

After providing an apperception, the teacher can continue by providing a trigger and a giving pre-test to students related to pre-learning behavior such as learning motivation and historical awareness.

## 2. *Exploration*

After providing apperceptions and triggering questions by the teacher, it is hoped that it can provoke students' curiosity so that students can find bright spots through material exploration activities. At this stage the teacher also provides guidance if during the exploration of the material students find problems or difficulties. This is in accordance with Bruner's learning theory which states that learning is a process for students actively to construct their knowledge independently. One of the ways that can be used according to Johnson, (2014) is *guided discovery learning* which allows students to explore and then build their knowledge independently but the teacher is still there to provide hints, questions, or brief instructions. The material of Dutch military aggression I will be packaged attractively by utilizing digital technology in the form of a *History Learning App (Hisleap)* application which contains learning materials, videos, quizzes, accompanied by an attractive appearance and supporting animations.

## 3. *Analyze*

Bruner's learning theory highlights the improvement of students' critical thinking skills with independent discovery activities so that it can provide a new atmosphere in learning history and students can learn to interpret every historical phenomenon that is the focus of problem solving, this can certainly build students' analytical abilities towards historical events (Passa & Suprijono, 2022). The implication of Bruner's theory in learning activities is to emphasize the active participation of students and encourage students to find their own knowledge, so learning activities in Bruner's theory are *student centered*. At this stage students are given the opportunity to analyze the triggering questions and the material presented on *Hisleap* so that students can explore answers independently and develop analytical and critical thinking skills.

## 4. *Project*

After analyzing deeply and finding answers, the next step is for students to express the results of their analysis related to the material of Dutch military aggression I in Malang in the form of creative work. In this step the teacher adopts differentiated learning in the form of product differentiation. Herwina, (2021) states that differentiated learning is interpreted as an effort to adjust learning activities according to student characteristics in order to meet student learning needs. In this context, students are given ample opportunities to express the results of their analysis in the form of creative work according to their choice, for example through posters, infographics, mind mapping, essays, videos, or other creative works.

## CONCLUSION

Learning strategies play an important role in learning activities because they can support the achievement of learning objectives. The right learning strategy can help students to learn effectively and efficiently, besides the use of the right learning strategy can also help students to increase learning motivation. Therefore, the development of learning strategies is one of the important things as a form of innovation in contributing to improving the quality of education. Learning strategy development can be done by adapting to the times. Teachers need to continue to learn and update their knowledge and take advantage of technological developments.

*The geap learning* strategy is a learning strategy that emphasizes the development of analytical and critical thinking skills in students. Students are given extensive opportunities to explore and analyze material so that they can build their knowledge independently, with this it is hoped that students' understanding of historical material will be more embedded. In addition, this *geap learning* strategy also integrates technology in it so that it will be more easily accepted by students who have the characteristics of living side by side with technological developments.

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