

TRAINING APPLICATION OF FIELD TRIP LEARNING METHODS FOR TEACHERS OF HISTORY IN KUPANG CITY

¹⁾Malkisedek Taneo ²⁾Fransina Aprilyse Ndoen ³⁾Aleksius Madu

¹Lecturer in UNDANA History Education Study Program
e-mail: taneomelky67@gmail.com

²Lecturer in UNDANA History Education Study Program
e-mail: inalisye@gmail.com

³Lecturer in UNDANA Math Education Study Program
e-mail: leksi_madu@staf.undana.ac.id

Abstract

The aim of the science and technology activities for this community is to help history teachers in Kupang City carry out classroom learning, write articles and scientific journals. While the background of the holding of this IbM is because the ability of history teachers in Kupang City to apply the learning methods especially the field trip learning method in general is still not maximal, but in reality the application of learning methods in class is one of the main supporting factors for the success of the learning implementation is to measure the level of student success in learning. The specific target to be achieved through science and technology activities for the community is to increase the ability of teachers to apply field trip learning methods and other learning methods in class correctly and appropriately.

The method used in this activity is planning, action, observation and evaluation and reflection. Provision of material related to the field trip learning method, the preparation of learning tools based on the steps of the field trip learning method then participants are given the opportunity to discuss to compile the learning tools, as well as how to simulate the field trip learning method in class and outside the classroom.

The results achieved in this dedication activity can be concluded 1) teachers with historical educational background can be guided in the preparation of learning tools based on the field trip learning model, and implement them in class 2) quantitatively, these activities have not produced satisfactory results, but in Qualitative teachers are helped by the learning simulation conducted by the community service team and later can be used as a learning model to be applied in their schools.

Keywords: *training, field trip learning*

Introduction

Efforts to improve the quality of history social studies learning in schools are tasks that need to be done by the learner (teacher). Learners are an important component for improving the quality of learning. Learners are a central factor in carrying out learning in the classroom. In the hands of professional, creative and innovative learners the learning process will run well, otherwise if the learner is not professional in carrying out the task will have an impact on the learning process that is less qualified and in turn will affect the poor understanding of

historical concepts. The lack of understanding of this concept, is caused by the learning methods applied do not empower students (students) in learning activities.

In general the implementation of learning undertaken by learners is conventional learning with more use of lecture learning methods. This is not in accordance with the principle of using learning methods which states that not all learning methods are suitable for all purposes and circumstances (Sanjaya, 2011). Therefore, learners are expected to be able to choose a method that suits the situation.

In addition to learning that is dominated by conventional learning methods, an alarming situation in the delivery of education according to Setyosari (2009) is that the educational process tends to increasingly neglect the elements of educating and education as if it is replaced with activities that emphasize more on aspects that are "brain-training exercises". which should integrate cognitive, affective and psychomotor dimensions has been ignored and put more emphasis on the mere aspect of cognitive exercise. While learning that provides critical thinking exercises (social thinking) and social interaction (social interaction) only get a very small portion of time because the learner is only busy with routine tasks to quickly complete the curriculum that is his responsibility.

This condition cannot be allowed to continue, because the impact will be very bad for the development of students' thinking abilities. Improvements need to be made in the implementation of learning in the classroom. Improving the quality of learning undertaken by learners is started with preparatory activities and the learning process. To create effective learning that activates students both physically and intellectually, the right learning design is absolutely necessary. Reigeluth (1983) says that learning design is very helpful in facilitating one's learning process optimally. Therefore, learners are expected to have the competence to determine optimal learning methods or approaches to achieve the desired learning goals.

In the learning process activities, how learners arrange learning methods that can enable students to search and find, discuss with peers, present and draw conclusions based on data or information collected by themselves. Learning methods that are suitable with procedures like this are the field trip learning methods. Field trip learning methods are very important to be applied to train students' critical power and also how they work together in finding and finding data and information based on the problems they study. However, this method requires the ability of learners (teachers) in implementing it, because the learning process is rather long and requires quite a long time, so this learning is less productive if done without careful planning. This is also in line with the statement of Syaiful Sagala (2010: 214) who said that field trips are cruises conducted by students to complement certain learning experiences and are an integral part of the school curriculum. While Asmani (2010: 150) says that field trips are a way of teaching that is carried out by inviting students to a certain place or object outside of school to learn or investigate something, such as reviewing shoe factories, car repair shops, department stores, and so on. In practice, the field trip learning method can be used to introduce new concepts that are not yet known to students and strengthen the picture given in the classroom. Like the statement of Kisiel (2006: 8),

“field trip may serve as an introduction to a new concept or provide experiences that reinforce ideas introduced in the classroom”.

More than that, field trips emphasize learning experiences outside the classroom that offer unique experiences for students to connect subject matter with the world around them. Field trips require learners to present a learning design that is able to arouse students' motivation and enthusiasm for learning in a pleasant presentation. Therefore, learner's creativity is very necessary in planning learning activities by applying field trip learning methods.

Roestiyah (2001: 85) says that the method of learning field trips is the way that teaching is carried out by inviting students to a certain place or object off campus to study or investigate something such as reviewing a shoe factory, a car workshop, department store, farm, plantation, field play and so on. This does not mean that field trip learning methods cannot be implemented in teaching and learning activities in class, but what is needed is to prepare well the learning steps or syntax to make it easy to implement, so that the desired learning objectives can be achieved.

Learning done using the field trip method, knowledge and skills obtained by students is not the result of remembering a set of facts but the results of finding themselves. Students should design learning that refers to the activity of finding, whatever the material taught. Learning can be said to succeed well if the results are long-lasting and can be used practically in everyday life by children who learn it (Sumaatmadja, 1997).

Researches on learning using the field trip method can be mentioned here namely Meagan, 2011; Mutiara and Hertien, 2015; Stoddard, 2009; Dwi Setyaningsih, 2010 has shown that there is an increase in students' ability to ask questions, formulate hypotheses, present results, and also increase understanding of concepts and learning outcomes.

Learners, in addition to understanding the learning methods applied, also need to understand the characteristics of students, such as learning style factors, achievement motivation, attitudes and other factors possessed by each student. One of the individual characteristic factors that students have is achievement motivation.

Winkel (1983: 29) says that one of the motives belonging to intrinsic motivation is achievement motivation, which is the driving force to achieve the highest level of learning achievement (determined by students themselves) for the sake of appreciation to themselves. If the predetermined level is reached, students feel satisfied and give praise to themselves, if not, students feel disappointed

In the field of education, even though the learning method that we design and apply is correct, if it is not supported by achievement motivation factors in every student, then there is not necessarily an increase in understanding of concepts or learning acquisition of a course. The success of students is also determined by their motivation, especially their achievement motivation.

According to Degeng (2001) achievement motivation is defined as the desire to achieve achievement in accordance with established standards. Achievement motivation has a solid theoretical and empirical foundation, and this behavior has been observed in many fields of business, school and other settings. In the learning process, students need the activeness of the driving force that is in themselves to achieve high levels of achievement. According to McClelland (1969) achievement motivation is an attempt to achieve success that aims to succeed in competing in a superior measure. The measure of excellence meant here is that it can be the achievement of another person, but it can also be the achievement of that person

that was achieved in the previous time. People who have high achievement motivation have a positive attitude towards situations that can support achievement motivation. Furthermore, Winkel (1991) asserts that achievement motivation is a driving force in students to achieve the highest level of academic achievement possible for self-esteem.

Several studies relating to achievement motivation such as, Kristian (1995), Panjaitan (1997), Lee and Liu (2009), Ibanez, et al (2004) show that achievement motivation has a strong influence on learning acquisition or performance of each individual. High achievement motivation indicates better learning achievement or performance from individuals who have low achievement motivation.

Based on this fact, it is necessary to make efforts to improve the quality of education, especially the quality of learning in the classroom carried out by the learner (teacher) in order to improve the mastery of the concept of science which leads to the achievement of optimal learning outcomes and the formation of scientific attitudes. Therefore, the service team raised this quality of learning problem by providing training to history teachers in Kupang City in applying the field trip learning method. This training is expected that the learner (teacher) is able to design and implement learning well and draw students closer to the real world

Method of Activity

The implementation of this community service activity follows the implementation of action research activities consisting of preparation, implementation (action), observation and evaluation and reflection.

At the planning stage, they include: (1) coordinating with the University Leaders in this case the Vice Dean for Academic Affairs and partner schools in the City of Kupang and its surroundings; (2) Socialization of Community Service Activities to partner schools by inviting the Principal and all partner history teachers; (3) Preparation of a service program based on the results of a situation analysis, participant (teacher) analysis, and material analysis.

At the stage of the implementation of the action include: (1) The formation and accompaniment of teacher groups in the field of cognate science in order to overcome the difficulties in expressing ideas or ideas in the form of writing; (2) Training on the application of field trip learning methods and preparation of learning tools based on field trip learning methods; (3) Simulating field trip learning by involving a group of students from partner schools; (4) Assistance to teachers in writing scientific articles and journals related to the application of field trip learning methods

At the observation and evaluation stage; include: observation activities carried out directly by the implementing team. Observation in the form of the work of the participants (partner teachers) of the activities carried out in compiling learning tools that are blessed with the method of learning filed trips and observing the simulation activities carried out by teachers to a group of partner school students. The evaluation process is carried out to find out the shortcomings and obstacles in the implementation of community service activities. The success of the training activities in applying the field trip learning method for teachers in the History of Kupang City is seen from the quantity and quality of the products in the form of learning tools produced and their application in schools in simulating learning from the training activities. Reflection Phase, Reflections are carried out jointly between the team and

participants (partner teachers). This is done to find out the entire process of implementing activities.

Result

The PPM activity with the title "Training on Application of Field Trip Learning Methods for History Teachers in Kupang City" can run well. The training can be held for two days, namely on Friday and Saturday August 7 - 8 2019, at 08.00-17.00 at SMA N 4 Kupang City attended by 26 teachers of real subjects and 47 students in a simulation of learning implementation activities with field trip model.

The results of service activities until the last meeting can be grouped into 2 categories, namely: (1) The learning device based on the field trip learning model has been prepared ready to be implemented in classroom learning activities; (2) The training participants declare their ability to carry out learning activities in class with the field trip learning model.

The results of the community service activities are in the form of participant responses, and are taken into consideration for carrying out similar activities. This was revealed from a number of participants' comments, both during the training and after the event was held. Teacher A, expressed his gratitude, because with this activity can be a new experience in designing history learning in schools well. Gratitude also came out from his words, because there are still people who care about the teaching profession. The activities carried out according to him were far more meaningful than the training he had participated in.

A positive response was also raised by a mother. Teacher B, a mother, who teaches in class XII IPS, she is determined to carry out learning in the classroom with the field trip model because this model is considered beneficial for teachers and students because with this learning model, students are confronted langsung with historical heritage objects. He was aware of the consequences of this activity not only consuming time, but also funding and energy. For him this is a form of devotion and wants to reach the highest career as a teacher.

Another response came from a father as follows:

Teacher C, a mother who wants to reap multiple functions in training activities. On the one hand the comments are the same as other participants. However, he also reaped the results of this activity, because the material provided until the implementation was valuable study material in the development of his career as a history teacher. He felt fortunate because this activity never took place mainly in the form of guidance, like undergraduate students who were preparing their thesis.

In addition to the teacher, the students involved in the simulation of field trip learning activities felt happy. There were a number of students expressing their impressions after participating in this activity, among others: student A (male student) said that he felt happy following the learning activities with the field trip learning model. This activity was more effective because he gained direct experience related to the history of European and Portuguese entry into Kupang and the knowledge he gained was dealing directly with European and Portuguese heritage objects.

Whereas student B (A female student) said that this learning model made him love IPS Social History subjects because they were directly confronted with objects and not just read in books.

Discussion

In this section, it will present obstacles in carrying out the completion of the task of preparing learning tools and implementing learning in class. In addition, success will also be stated. In compiling the device, the trainee is asked to verbally address the problems faced as

a teacher. Besides speaking, they were also asked to write down the problem. They were also asked to state the efforts that had been made to resolve the problem earlier. In turn they were asked to speak verbally again until a specific problem arose. In this way, they feel, it turns out that it is not too difficult to overcome the problems that arise in the history of learning in the classroom. The easier they express verbally, the more prepared they are to express and structure and implement learning.

Their delays in arranging devices and implementing learning in class can be identified, namely: (1) Pouring out the difficulties of non-operational learning, they find it difficult to raise past experiences. One reason is that they do not have complete data behind the learning topic; (2) Not all written languages are skilled, so they are only concentrated to improve sentence structure. The negative impact that arises is that the language used is not written in scientific language; (3) Most of the participants find it difficult to design learning with considerable time required while there are still other lessons that require students to be in class; (4) Participants have never carried out learning using the field trip learning model so that a process is needed to adjust it; (5) The impact of these weaknesses is that the schedule of training activities is delayed so that the training activities are out of the original plan.

Although there are many shortcomings in this activity, but the willingness and hard work of success already exists. Learning tools that were successfully made according to the schedule and implementation of learning can be done or simulated by visiting the location of the Citadel and the Old Church of Kupang City. This activity is a process of learning history teachers in Kupang City about planting historical values for students as the successor to the nation, so they unconsciously will be trained to complete more complex tasks. Both related to improving their profession, as well as in relation to daily tasks, through the acquisition of knowledge and skills in the implementation of learning in the classroom

Conclusion

Based on the results of the implementation of community service activities, it can be concluded that 1) teachers with historical education background can be guided in the preparation of learning tools based on field trip learning models, and implement them in class 2) quantitatively, these activities have not produced satisfactory results, but qualitatively the teachers are helped by the learning simulation conducted by the community service team and later can be used as a learning model to be applied in their schools.

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