

## Improving Learning Outcomes on History of World War II Material Through the Application of the Problem-Based Learning Model for Class XII-2 Students at SMA Negeri 5 Medan

Roro Ajeng Apriyana<sup>1</sup> Abd. Haris Nasution<sup>2</sup> Sovianur Nasution<sup>3</sup>

History Education, Faculty of Teacher Training and Education, Islamic University of North Sumatra, Medan, North Sumatra, Indonesia<sup>1</sup>

History Education, Faculty of Teacher Training and Education, Medan State University, Medan, North Sumatra, Indonesia<sup>2,3</sup>

Email: [roroajengapriyana21@gmail.com](mailto:roroajengapriyana21@gmail.com)<sup>1</sup> [abdharisnasution@unimed.ac.id](mailto:abdharisnasution@unimed.ac.id)<sup>2</sup>  
[sovianur88@guru.sma.belajar.id](mailto:sovianur88@guru.sma.belajar.id)<sup>3</sup>

### Abstract

This research aims to measure how effective the problem-based learning model is in increasing the understanding of class XII-2 students at SMA Negeri 5 Medan regarding World War II. Using the Classroom Action Research (PTK) method in two cycles, this research involved learning results tests and observations to collect data. The results of research using a problem-based learning model in class XII-2 students at SMA Negeri 5 Medan showed a significant increase in learning outcomes for World War II material. This is evidenced by the increase in the average student test score from 78 in the first cycle to 82 in the second cycle. Apart from that, observations also show an increase in student learning activities, such as group discussions and information seeking.

**Keywords:** Problem-Based Learning, Learning Outcomes, World War II



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### INTRODUCTION

History learning is a scientific discipline that studies the origins of the development of a society and its role in the past in such a way that it contains wisdom values in order to improve intelligence and character (Sukardi, 2020:2). Learning history can also form social attitudes, namely mutual respect for differences. Learning history is useful for raising awareness of the importance of learning from the past and knowing how to convey history well so that it is interesting and not boring (Muhtarom, Kurniash & Andi, 2020:30). History learning has a crucial role in forming civilized individuals and society. World War II is one of the most important events in human history. There are several reasons why this material is very important to study because 1) Preventing History from Repeating: By understanding mistakes in the past, we can prevent similar events from occurring in the future. 2) Forming Character: World War II material can be a means of instilling values. the value of humanity, tolerance and peace in students, 3) Increasing Global Insight: This material helps students understand the dynamics of international relations and the importance of cooperation between countries, and 4) Cultivating a sense of love for the country: By studying the history of the nation's struggle, students can develop a sense of love for the country. nationalism and love of the country. Learning history, especially World War II material, has a very important role in forming a young generation who is intelligent, has character and cares about others. By understanding the past, we can build a better future.

In relation to history learning in high school, learning outcomes are important in efforts to see students' learning success. Where history learning outcomes are the final results obtained by high school students after following the learning activity process which includes

cognitive, affective and psychomotor learning outcomes. In reality, students' learning outcomes in history subjects in high schools tend to still produce low results. Based on initial observations, it appears that student achievement in History subjects, especially World War II material, in class XII-2 SMA Negeri 5 Medan is still not up to expectations. This research aims to overcome these problems by implementing a problem-based learning model. By actively involving students in solving problems relevant to World War II, it is hoped that it can increase students' learning motivation, conceptual understanding, and critical thinking skills regarding this historical event. Based on the results of observations, it was found that there were obstacles in the history learning process, especially regarding World War II material. To overcome this, this research will implement a problem-based learning model. This model is expected to increase students' learning motivation, deepen their understanding of historical concepts, and develop their critical thinking skills.

## RESEARCH METHODS

This research combines Classroom Action Research (CAR) design with a qualitative approach. This allows researchers to deeply analyze and improve the learning process, as well as gain a better understanding of the effectiveness of the actions taken. Qualitative research is carried out intensively, researchers participate for a long time in the field, record carefully what happens, carry out reflective analysis of documents found in the field, and make detailed research reports (Nasution, 2023: 22). Descriptive research aims to present data systematically, factually and accurately, so that it can describe the conditions or characteristics that actually occur (Ibrahim, 2018: 46). Descriptive research is very effective in describing conditions or phenomena as they existed at the time the research was conducted. "In the context of this research, the researcher wants to know in detail how to improve learning outcomes for history of World War II material through the application of the problem-based learning model in class XII-2 students at SMA Negeri 5 Medan." This research was conducted at SMA Negeri 5 Medan, which is located at Jalan Siswa Number 17, Teladan Timur, Medan, North Sumatra, in the odd semester of the 2024/2025 academic year. All 36 class XII-2 students became research subjects. Data was collected through observation, learning results tests, and reflection journals.



Figure 1. Classroom Action Research Design

Observational research data will be analyzed so that it can be interpreted, namely using a percentage formula, the explanation can be seen below:

$$P = \frac{f}{n} \times 100\%$$

Information:

P: Percentage figure

f: Frequency

n : Number of Frequencies  
(Rukajat, 2018:40)

The results of the calculation formula above can be transformed into the following assessment criteria:

**Table 1. assessment criteria.**

Percentage	Criteria
86 - 100 %	Very Good
76 - 85 %	Good
60 - 75 %	Enough
55 - 59 %	Not Enough
≤ 54 %	Very Little

Source: (Purwanto, 2004 : 103)

## RESEARCH RESULTS AND DISCUSSION

The results of data analysis show a significant increase in the average value of student learning outcomes after implementing the problem-based learning model on World War II material. This indicates that this learning model is effective in increasing students' understanding of World War II material. This increase in learning outcomes can be explained by several factors. First, the problem-based learning model encourages students to think critically and actively seek solutions. Second, through group discussions, students can exchange ideas and gain a deeper understanding. Third, the use of various relevant learning resources makes learning more interesting and meaningful. Through two repeated stages (cycles), this research seeks to increase the understanding of class XII-2 students at SMA Negeri 5 Medan regarding World War II material by using a problem-based learning model. Each cycle includes learning planning, implementation, observation and evaluation for continuous improvement.

First cycle, the average student learning outcomes given by the teacher through 10 essay questions about World War II was 78. This happened because the results of observations of student activities were 72% in the first cycle, showing that the majority of students were still passive in participating in learning. They tend to wait for instructions from the teacher and are less active in discussions. Interest in studying history is still relatively low. As many as 68% of students stated that they were not very interested in World War II material. From this, the researcher wants to continue the research into cycle II to be able to correct the failures in cycle I. Cycle II, the average final student learning result given by the teacher regarding World War II was a score of 82. This was because the researchers had provided improvements in cycle II, as a result of observing student activities there was a significant increase in student activity. As many as 86% of students actively participated in group discussions. Teachers succeeded in creating a more interactive learning atmosphere. Teachers act more as facilitators than as transmitters of information. The results of the questionnaire showed that students' interest in learning increased significantly. As many as 88% of students stated that they were very interested in learning history. Students' understanding of concepts also increased. Most students were able to explain the causes and impacts of World War II well.

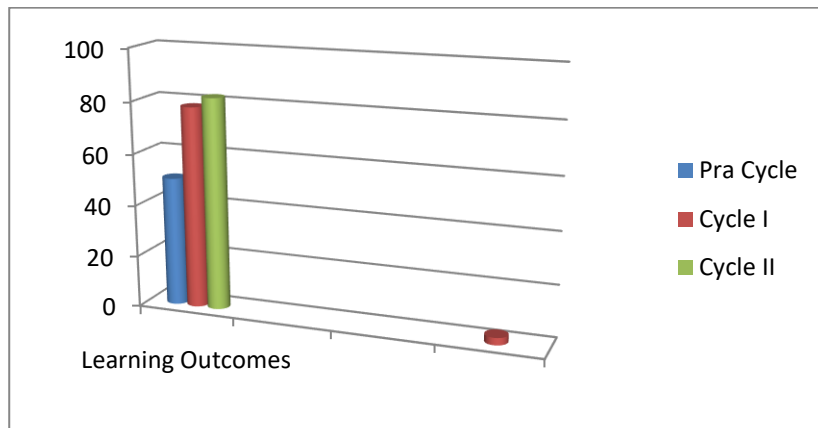


Figure 2. learning outcomes of class XII-2



Figure 3. Impletation of the PBL Model Class XII-2 Students

## Discussion

Active involvement of students in the learning process through Problem Based Learning is the key to significantly improving learning outcomes. By facing authentic problems, students are motivated to find solutions, think critically, and work together. In addition, connecting lesson material with real life makes learning more meaningful. The results of this research are in line with previous research which shows that Problem Based Learning (PBL) is effective in improving student learning achievement. Research by Noor Harjanti et al. and Ahmad Fakhri Hutauruk also support these findings, by showing significant improvements in student learning outcomes and activities through the implementation of PBL. Both studies also noted increases in students' learning motivation, critical thinking abilities and problem solving. The findings of this research are consistent with previous studies which underline the effectiveness of Problem Based Learning in improving student learning outcomes. Research by Noor Harjanti et al. and Ahmad Fakhri Hutauruk supports this by showing clear improvements in academic achievement and student engagement. Apart from that, the two studies also highlight the development of critical thinking and problem solving skills through the application of PBL. The results of this research have an important impact on the practice of teaching history in schools. Teachers may consider using Problem Based Learning more often, especially for complex historical material. Apart from that, schools need to provide

adequate resources to support the implementation of this learning model, such as reference books, learning media and complete facilities.

## **CONCLUSION**

The research results show that Problem Based Learning (PBL) is an effective approach to improving student learning achievement in history. Apart from improving conceptual understanding, PBL also develops critical thinking and problem solving skills. Therefore, it is recommended that teachers apply PBL more often in history learning. However, this research has limitations, such as a limited sample and short research duration. For further research, it is recommended to involve more students, extend the duration of the research, compare PBL with other learning models, and identify factors that influence the success of PBL implementation.

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