

## The Effect of Constructive Learning Design for Social Solidarity in History Lesson

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### ABSTRACT

A social solidarity feeling formation in a national building takes the history education as a medium. A constructive learning model was applied to shape the social solidarity among the pupils in two public Senior High Schools in Eastern Aceh of Indonesia. Using Local hero figure of Aceh, that is Abdurrauf as Singkil as role model, this study got use Joseph Renzulli's The Enrichment Triad Model of the core activities. It has a strategic function in developing the soul and character of the nation and building a better future life. It deals with the curriculum design to foster students' attitudes to learning and problem for the knowledge gain process. Data obtained revealed that the planning stage, the implementation stage and the evaluation stage. The stage of history learning based on Manuscript of Abdurrauf As-Singkili as students' Solidarity Enrichment encompasses main activities and Joseph Renzulli's The Enrichment Triad Model of the core activities.

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### 1. INTRODUCTION

Education is very important for a nation; it is the main foundation of the establishment of a nation (Wan et al., 2018). A good and well-planned education produces people who are able to bring the country in a prosperous state, to be economically and politically stable, and will be far from internal and external conflicts (Universities South Africa, 2019). Therefore, education has a very broad dimension in people's lives. Everyone is seen to be in desperate need of education in order to realize these common goals (Garvey, & Krug, 2015; Slaughter, 2019). The educative implications must start in the initial training of teachers. Curricula must include subjects or, at least, content blocks related to the teaching of historical heritage (Gómez-Carrasco et al, 2020). History education has a strategic function in developing the soul and character of the nation and building a better future life (Gunning, 1978). The soul and character of the nation are woven and based on the self-character of individual learners reflected in the vision of life, attitudes of life, values and life, the ability to develop sociolect-

economic-cultural-religious life, and the use of technology that is positive for life. History education has the following potentials: developing the ability to think critically; curiosity; the ability to think creatively; heroism and leadership; national spirit; social care; communication skills; the ability of searching, processing, packaging, and communicating information (Hassan Elannani, 2013). In this study, the researcher wants to enrich Indonesian History textbooks by utilizing Manuscript of Abdurrauf As-Singkil to foster students' solidarity values.

This paper adopted the constructive learning model; it was one of the latest developments in learning models that prioritized the activities of students in every educative interaction. It gives a chance to students to explore and discover their own knowledge. Constructive learning model learning considered that all students had ideas or knowledge about the environment and events (symptoms) that occurred in the surrounding environment, even though this idea or knowledge was often naive or also misconceptions (Taber, 2018; V & A, 2016). Constructive learning model learning model treat the students not indoctrinate with the knowledge conveyed by the teacher, but they discovered and explored that knowledge with what they have already known and learned from life experiences.

Constructive learning model is to make students have new knowledge based on experience; students were directed to build their own knowledge, while for teachers direct and provide the subject matter in the form of concepts, principles or theories. It would be easier for students to understand the history materials. History lesson fosters students' attitudes to learning and problem oriented, not only based on how to get knowledge (Isjoni, 2007). Students should be stimulated to recognize and study historical events in their entirety by restructuring their knowledge and awareness (Hassan Elannani, 2013). History learning has the role of actualizing two elements of learning and education; first as instruction and second as moral education of the nation and civil society (Ismaun, 2012). It helps nation to build democratic and responsible formation for the future generation of the nation. History learning provides a narrative of the past and critical thinking. It notes that the practicing critical thinking is done through an analytical approach, one of which is through "why" and "how" questions, which can train students to think critically and analytically (Wallace, 2010). To Enhance history lesson, it took a Constructive Learning Model in teaching the figure of local hero; that is Abdurrauf As Singkil. According to Powell & Kalina (2009) Constructive perspective emphasizes four key components, namely: (1) Students developed their own understanding of the learning outcomes from environment and life experiences not because they are delivered (taught). (2) New lessons were very dependent on the previous lesson. (3) Learning could be enhanced by social interaction. (4) Assignments in learning could increase the meaningfulness of the learning process. (5) The teacher could not indoctrinate scientific ideas so that students would change and modify their non-scientific ideas into scientific ideas. Some forms of learning that were consistent with philosophical Constructive learning model include discussion (which provided an opportunity for all students to express ideas), simple research results, (6) demonstrations, demonstration of scientific procedures and other practical activities that provided opportunities for students to sharpen their ideas (Powell & Kalina, 2009).

Thus, constructive learning model is a student active process; knowledge is constructed from experience and a personal interpretation of the world (Kola, 2017). Hence, the constructive model is to make a redefinition and reorganization of learning concepts that adopts environment issues (Arioder et al, 2020). Constructive model makes history learning emphasizes the personalities of learners; understand something in order to determine their attitude. The students have the tools to uncover the secret veil of the movement of society. Problems arise in connection with the learning skills needed, so that the historical picture can be understood and can be described by students correctly. Generally, students will be more interested in history subject when dealing with the real situation around them, so students can describe a past event such as in a history subject. The specific objectives of teaching history were: teaching concepts, teaching intellectual skills, and giving students historical information (Schutte, 2017).

Social solidarity is related to a group of individuals that have the same destiny; It makes and shapes a feeling of friendship that belonged to fellow group members (Meulen, 2017). Solidarity cannot be separated from the word of friendship. Social solidarity referred to a state of relationships between individuals or groups based on moral feelings and shared beliefs reinforced by shared emotional experiences. This bond was more fundamental than the contractual relationship made with rational agreement, because such relationships assumed at least one level/degree of consensus on fundamental moral principles of moral contract (Eckenwiler, 2018). Durkheim's social solidarity theory refers to a state of mutual trust between members of a group or community. If people trusted each other, they would become one or become friends, become mutual respect, be mutually responsible for helping each other in meeting the needs of others (Fournier, 2005).

Solidarity was something that was needed by a social group because basically, every society needed solidarity. Social groups as a place where community life occur would remain and persist when in the social group there was a sense of solidarity among members. Solidarity means togetherness; it has empathy, sympathy, and tolerance affections (Depdiknas, 2009: 551). Social solidarity, for Durkheim, as a moral source to form a social order in society; origin of the morality of the authority must be traced. This study adopted the the Renzulli Learning (RL). Eleck (2007) applied the Renzulli Learning (RL) for students group work model in 16 weeks. The Renzulli Learning showed significantly higher growth in reading comprehension, oral reading fluency, and social studies achievement than students who did not participate in Renzulli Learning (Wilson, 2019). This research used the Renzulli's Enrichment Model for teaching the local hero of Aceh, that is Abdurrauf As Singkil in history class. Combination of Constructive model and RL strategy was resulted the following theoretical framework:

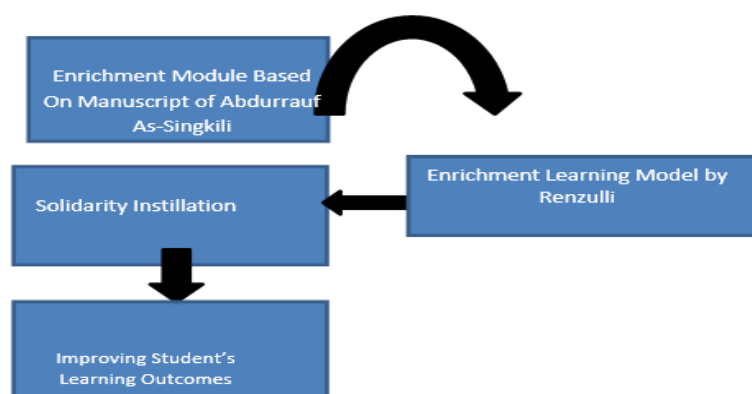


Fig 1. Theoretical Framework

Above model applied in the history learning based on Manuscript of Abdurrauf As-Singkili as an Enrichment for Social Solidarity. The RL was to achieve High Order Thinking Skills that can be measured from students' cognitive abilities at the level of analysis, synthesis, and evaluation.

## 2. METHODS

A Quantitative research design was applied to Reconstruction Model of History Lesson at Senior High Schools. A quantitative research method deals with quantifying and analysis variables in order to get results (Apuke, 2017). Williams (2011) remark that the quantitative research starts with a statement of a problem, generating of hypothesis or research question, reviewing related literature, and a quantitative analysis of data. Data collection was carried out in two Senior High Schools of Langsa City, Aceh Province. There are 5 public high schools in Langsa City. Therefore, in this research, the researcher took two schools as research samples, namely public Senior High Schools (SMA) 1 and 3 Langsa. The preliminary data before conducting research was done as: first,

observations were made to research those two schools. Data collection was based on the observations made in two schools with Joseph Renzulli's the Enrichment Triad Model for students' solidarity.

### 3. FINDINGS AND DISCUSSION

The results of observations and interviews with a student named S1, found that history was an important lesson. Still according to S1, history subject were difficult, easy, but he still liked history subject because it was important to know past life. Furthermore, a student named S2 said that during this time the history subject were less interesting, because they were always oriented to textbooks and did not use media and learning models. The learning was only done with lectures. For local history material, especially about Aceh Darussalam Sultanate, S3 only understood the kingdom of Aceh from Islam as an empire that stood in the 16<sup>th</sup> century. Then S4, also answered with the same answer when asked the same question. Then when students were asked, how was the concept of social political history in Aceh, S2, S3 answered that Aceh was always noisy in politics, and always caused conflict.

When students got questions about deepening the material of Aceh Darussalam Sultanate, especially about Abdurrauf Assingkili, there were students who did not know. Like students named S6, S8, S9. But S1, S2, S3, S4, S5 knew about Abdurrauf Assingkili as a charismatic figure in Aceh and had a huge influence on the development of Islam. When students got questions about social solidarity, not all students understood about this. S11, S12 explained solidarity as a sense of wanting to help each other, and humans should be able to have a sense of solidarity. Solidarity can also be interpreted as a feeling of friendship and common sense. S20 explained that solidarity was a sense of togetherness that arises from mutual interests and groups.

When answering the question about the possibility of growing socio-political solidarity in the historical subject, S11, S12, were optimistic that history subject could foster a sense of social solidarity. The results of observations and interviews with history teacher named G2 found that during the learning process the teacher had difficulties in accessing the latest information and developments that supported the history learning process at school. Furthermore, the results of observations and interviews with G2 found that learning was still oriented to the theoretical exposure that was oriented for momentary interests and delivered with more theoretical portions. Furthermore, related to the material, G2 used more textbooks on history subject which were given directly by the Langsa City Education Office, which was sourced from the Ministry of Education and Culture.

Related to history learning which was associated with its relevance in the present, G2 taught history more to study the past. There have been attempts to contextualize the past with the present, but not too much. This related to the history subject material in the textbook which was less likely to contextualize more deeply (Baron, 2012). Therefore, history learning was stuck in time sequences and chronological answers, which required students to memorize names and historical events rather than analyze events to understand the dynamics of change (Peck & Seixas, 2008). Thus, some students in the learning process were still carried away with the flow of G2's learning and the learning process was still at the stage of understanding. Students have not been deep enough to explore facts, concepts, principles, laws, theories, and innovative ideas, and students have not been able to apply all these things to effective problem solving. Furthermore, the results of observations and interviews also found that G2 did not utilize technological developments to support the history learning process, both in the development of teaching materials and the use of learning media. Furthermore, for the enrichment of subject matter for students, G2 mentioned that enrichment was done by assigning students to visit the school library to search, read, and report on student readings that were adapted to the subject matter.

The results of observations and interviews with a student named S3 found that history was an important lesson, because a great nation was a nation that respected its history. Still according to S3, history subject was difficult, easy, but he still liked history subject because it was important to know past life. For local history material, especially about the Aceh Darussalam Sultanate, S6 only understood the Aceh Kingdom from Islam as an empire that stood in the 16<sup>th</sup> century. Furthermore,

S6, also answered with the same answer when asked the same question. Then when students were asked how the conditions of social political history in Aceh, S7, S8, S11 replied that in the social and political history of Aceh, there had been a war between the TNI (Indonesian National Police) against GAM (Free Aceh Movement). When students got questions about deepening the material of Aceh Darussalam Sultanate, especially about Abdurrauf Assingkili, there were students who did not know about this like S6, S8, S9. But S1, S2, S3, S4, S5 knew Abdurrauf Assingkili as a charismatic figure in Aceh and had a huge influence on the development of Islam. When students got questions about social solidarity, not all students understood about this. S16, S17 explained solidarity as a sense of cooperation between friends or good friends such as togetherness, caring for others. S22 explained that solidarity was a sense of togetherness, a sense of common sense and shame. S30 explained social solidarity as togetherness, grouping, and united in the struggle. Furthermore, answering the question about the possibility of growing socio-political solidarity in history subject, S14, S15, were optimistic that history subject can foster a sense of social solidarity. History subject can be used to foster a sense of social solidarity because history learned about the lives of wise people in the past and that would bring a sense of social solidarity (Salinas, Bellows, & Liaw, 2011).

#### 4. CONCLUSION

Based on the analysis above, the conclusions of this research are applied Constructive Learning Model with teaching Renzulli's Enrichment model for local history learning of Aceh has made the students have a sense of solidarity, mutual respect, mutual appreciation, fairness, tolerance. The instructional effect, namely learning improvement and nurturer effect increased students' solidarity. The Enrichment Triad Model made the potential of students developed their skills because the teachers does provide space for students to actively participate in the learning process.

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