

CHAPTER I

INTRODUCTION

A. Background

One of the subjects taught in school is history. Teaching history has a purpose to grow and develop nationalism awareness. Without knowing its history, the nation may not know and have an identity Kartodirjo (Puspita, 2009: 1). In relation with the life of the nation, the general purpose of learning history, among other: (1) awaken students with our greatness, glory and our weaknesses as a nation, (2) generate and develop a spirit of nationalism, and (3) foster the determination to realize the national ideals Ali (Puspita, 2009: 3).

The existence of problem in the history learning at school is something that still can be felt is a bad image that still exist in history subject until now. History is considered as a subject that is boring and uninteresting, because has to memorize the events that have occurred in the past that included the names of kings, empires, and the number of years. In short, one real thing is the students' interest towards the subject of history is smaller than the subjects that are considered important (Natural Sciences and Science). This condition is exacerbated by the notion that history is regarded as a subject that is useless since learned is the event in the past, so it is considered unable to contribute meaningful in contemporary life and the future (Puguh, 2009: 1).

According to Ciptoardi (2009: 2-3) the phenomenon of teaching history that occurred in Indonesia includes the teaching model problem of history, the history curriculum, material problem and the teaching book or textbook, the professionalism of history teacher and others that are less than optimal. Those issues need to be addressed to improve the quality of learning history. Although some of the laymen ask about the usefulness of history, experts have stated that it is useful. Broadly, there are at least three functions of history, namely: to educational, inspirational, and recreational and instructive (Puguh, 2009:1).

History has an educative function because history can provide wisdom for those who learn it, which is briefly formulated by Bacon: "*Histories make man wise*". History that gives attention to the past can not be separated from today's time, because the spirit and purpose for learning history is today's value. History has an inspirational function because it can inspire us about the ideas and concepts that can be used to solve problems today, especially regarding the spirit to realize its identity as a nation and nation's development.

History has a recreational function because by reading our history as if we did "visiting the history" because it broke through the limits of time and place to the era of the past to "follow" the events that occurred. While the instructive function is to support a specific skill area (Notosusanto, 1979: 2-3).

In Law No. 20 of 2003 on National Education System Article 40 Paragraph 1, point e is mentioned that "the educator and education personnel

have a right to get an opportunity to use the education facilities and infrastructure to support the implementation of task run well.” This article provides an opportunity for teachers to improve the quality of learning with support of adequate infrastructure and facilities. This article is confirmed by the obligation of educator and education personnel in the article 40 paragraph 2 and point a, which states that educator is obliged to “create meaningful atmosphere, fun, creative, dynamic, and dialogical,” so that the monolog learning interaction and one-way communication are no longer being the only learning model. Learning approach that is indoctrination may hinder the activity and creativity of students, thus making them as a passive personal (Setiadi *et al.*, 2007; 3).

Based on the above description, then the teachers are required to always develop themselves in order to improve the quality of learning history to students, so the purpose of learning history can be achieved. One way is by using the learning model that can improve the quality of learning history (Suciptoardi, 2009: 7). The learning model that can be used teachers in learning history especially the material on the birth of reform era is Sociodrama.

The advantage of Sociodrama method among others is with this method, students can experience various events directly, because a lot of psychological or social events sometimes are difficult to be explained by words. It needs to be dramatized or to make the students contribute in the psychological or social events. With this method students directly practice the

reform-era events, although only in a certain role. If the learning material of Social history on the birth of reform-era does not practice directly, students will have difficulty in understanding the material.

Based on the consideration and the reality on the field regarding to the learning of social history and Sociodrama method which is expected to improve the quality of learning material of the Social history on the birth of reform-era, the writer determined this research entitled Improving the Quality of Learning Material of History-Social Science on the Birth of Reform-Era with Sociodrama Method.

B. Research Focus

Based on the above background, the focus of this research is as follow.

1. How can Sociodrama method improve the process quality of History learning process on the material of the birth of reform era at the ninth grade students of State-Owned Junior High School 41 Semarang?
2. How can Sociodrama method improve the output quality of History learning output on the material of the birth of reform era at the ninth grade student of State-Owned Junior High School 41 Semarang?

C. Research Objective

Objectives to be achieved through this research are:

1. To determine the process quality of History learning process on the material of the of the reform era with Sociodrama method at the ninth grade students of State-Owned Junior High School 41 Semarang.
2. To determine the output quality of the History learning output on the material about the of the reform era with the Sociodrama method at the ninth grade students of State-Owned Junior High School 41 Semarang.

D. Research Benefit

Broadly, the results of this research are expected to have the following benefits:

1. Theoretical Benefit
 - a. To contribute knowledge and additional reference material for the development of science, particularly about classroom action research.
 - b. As reference material to assess the same issues with a broader scope.
2. Practical Benefit
 - a. This research is expected to be input to teachers who teach in the secondary school to further improve their competence in teaching Social History by using innovative method, especially Sociodrama.
 - b. To provide input about any of the efforts in improving student achievement in the subject of social history through the use of Sociodrama method in learning.