

**THE IMPROVEMENT OF SOCIAL LEARNING QUALITY BY USING
SOCIODRAMA METHOD AT STATE- OWNED
JUNIOR HIGH SCHOOL 41 SEMARANG**

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by

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Abstract

The objectives of this action class study are (1) To know the improvement of the quality of History learning process on the material of the born of the reformation era with Sociodrama method at the ninth grade students of State-Owned Junior High School 41 Semarang. (2) to know the improvement of the quality of the History learning output on the material about the born of the reformation era with the Sociodrama method at the ninth grade students of State-Owned Junior High School 41 Semarang.

It is an action class research using two cycles. Those cycles consist of four activities such as planning the action, implementation of the action, observation, and reflection of the action. Data source includes event, teacher and student, curriculum, data of the number of student, result of evaluation. The success of this research can be seen from the result of written test. Data which are analyzed are in non test (during the learning process) and test (after the learning process). Data validity uses triangulation.

The result of this research shows that (1) The use of learning model of Sociodrama can improve the quality of History learning process on the material of the birth of reformation era for the nine grade students of State-Owned Junior High School 41 Semarang. It is seen from the improvement of activity on the component of learning process that student's liveliness of 35.14% in cycle 1, becomes 48.65% in cycle 2. Student's discipline of 37.84% in cycle 1 becomes 51.35% in cycle 2. Student's motivation of 32.43% in cycle 1 becomes 56.76% in cycle 2. (2) The use of Sociodrama learning model can improve the quality of History learning output on the material of reformation era for the nine grade student of State-Owned Junior High School 41 Semarang. In this case, the learning output is the result of student's test and student's learning completeness score. The average of student's learning output for cycle 1 is 69, for cycle 2 becomes 72. While the learning completeness score from 75.68% becomes 86.49%.

Keywords: learning, social, history, sociodrama

BACKGROUND

The success of education in school is dependent on the process of teaching and learning in the classroom (Khotimah, 2009: 1). 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 educate, to inspire, and to instruct (Puguh, 2009:1).

History has an educative function because history can provide wisdom for those who learn it, which was 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 national development.

History has a recreational function because by reading our history as if we did "visit 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 tasks 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 born of reformation 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 reformation-era events, although only in a certain role. If the learning material of Social history on the born of reformation 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 reformation-era, the writer determined this research entitled Improving the Quality of Learning Material of History-Social Science on the Birth of Reformationation-Era with Sociodrama Method.

Social Science (IPS) is one of the subjects in junior high school that consists of two principal studies namely social science and history. Social science includes anthropology, sociology, geography, economics, and government system (Puspita, 2009: 20).

"History is a science that study the process of changing human life and its environment through time and space dimension that includes aspects of political, social, economic, cultural, geographical and others" (Hugiono and Poerwantana 1993: 9). History-Social Science is a subject that instills the values of the change process and the development of Indonesian society and the world from the past until now.

The research conducted in State-Owned Junior High School 41 Semarang will examine the History-Social Science on the learning material of the born of the reformation-era covering students' demonstration, Trisakti event, the occupation of the MPR / DPR building, cancellation the national revival assembly, and the resignation of President Suharto.

One component of the targeted improvement of education quality is a learning system in the classroom. Learning is an interaction process of educator and learner with learning resources in a learning environment (Act No. 20 of 2003, 2003: 7). In the implementation of the KTSP there are some efforts that can be done to improve the quality of learning. Those efforts include: improving students' creativity and activity, school discipline, and learning motivation. The efforts should always be applied in the learning process so that the learning process can be qualified and in accordance with the demands of KTSP.

The success of teaching and learning process is realized by the students' learning outcomes. Learning outcomes can be interpreted as the result achieved after a learning activity, both mental and psychic that is active in the learning takes place in the form of changes in knowledge, understanding, skills and attitude values towards learning.

Indicators of improving learning output in this research is the increased of students' average value after getting Sociodrama method in the historical learning on the reformation-era material.

Sociodrama model is a learning model by demonstrating social problems (Ahmadi and Prasetya 1997:65).

Roestiyah (2001: 90) suggests that by using the sociodrama model, students can dramatize behavior, facial expressions of someone in the social

relation between people, or students can play a role in the dramatization of social or psychological problems.

Many positive aspects of using Sociodrama model, namely (1) students are trained to dramatize the problem and they are more interested in following learning activity, (2) to train students to be confident perform in front of many people, (3) to make a living classroom because it can attract students' attention, (4) to train the students' appreciation of an event, (5) to train students to think on a regular basis. Sociodrama model can be applied to any materials, including the History-Social Science learning on the born of the reformation-era material.

A previous study this research is Blatner (2009) entitled *Role Playing In Education*, Role playing, a derivative of a sociodrama, is a method for exploring the issues involved in complex social situations. It may be used for the training of professionals or in a classroom for the understanding of literature, history, and even science. Rote memorization tends to emphasize assimilation. In contrast, learning to climb a tree, swim, or ride a bicycle emphasizes accommodation. Accommodation involves a gaining of a "knack," and tends to be the kind of learning that is almost impossible to fully forget. Assimilative learning, as we all know, is remarkably easy to forget.

McLennan (2008) penelitiannya dengan judul *Kinder-caring: Exploring the Use and Effects of Sociodrama in a Kindergarten Classroom*, By exploring sociodrama, 11 students (six males and five females) from one senior kindergarten classroom were encouraged to create and reflect upon common social issues as a classroom community through warm ups, sociodramatic activities, and oral group reflections. By the conclusion of the 12th workshop, students were able to participate in the sociodramatic process, including exploring and reflecting on issues of personal and collective importance.

Deana (2005) dalam penelitiannya yang berjudul *The Benefits of Using Sociodrama in the Elementary Classroom: Promoting Caring Relationships Among Educators and Students*, in the current age of academic rigor, standards and accountability, the fostering of caring relationships in the classroom may not always be a priority. Expressing care for another person is a skill that can be

taught and nurtured through a supportive educational environment. Sociodrama encourages each of its participants to develop self-confidence and self-expression through risk taking and exploration in activities that explore real life personal feeling and situation.

John (1990) dalam penelitiannya yang berjudul *Sociodrama: Group Creative Problem Solving in Action*. Sociodrama is presented as a structured, yet flexible, method of encouraging the use of creative thinking to examine a difficult problem. An example illustrates the steps involved in putting sociodrama into action. Production techniques useful in sociodrama include the soliloquy, double, role reversal, magic shop, unity of opposites, and audience participation.

Jones (2004) penelitiannya yang berjudul *Sociodrama: A Teaching Method for Expanding the Understanding of Clinical Issues*. Sociodrama is a powerful teaching strategy that combines a case study approach with traditional role-play methodology to illustrate critical issues in end-of-life care. Building on principles of adult learning and communication skills, the sociodrama method enables the skilled facilitator to draw on the learner's past experiences as resources for teaching and reflective practice. This article describes the use of sociodrama in end-of-life education with illustrations from actual sessions including key discussion points, a typical instructional plan and staging tips.

The quality of the Social Science learning on the material of the born of the reformation-era for students at State-Owned Junior High School 41 Semarang, especially the third grade is still low. The low quality due to some factors, one of them is ineffective using learning model. The students only memorize the material given by teacher. They do not practice what happened in the past directly, so they are easy to forget it.

Based on the above background, the researcher can formulate the problem as follow: How can Sociodrama method improve the process quality of History learning process on the material of the birth of reformation era at the ninth grade students of State-Owned Junior High School 41 Semarang? And How can Sociodrama method improve the output quality of History learning output on the

material of the birth of reformation era at the ninth grade student of State-Owned Junior High School 41 Semarang?

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 reformation 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 reformation era with the Sociodrama method at the ninth grade students of State-Owned Junior High School 41 Semarang.

METHOD

Research on the use of sociodrama model to improve the learning quality of History-Social Science on the born of the reformation-era material is done in several cycles until the target is reached. In cycle I, the teacher gives a brief explanation about the born of the reformation-era to students. Then, the teacher asks students to make a group, each group choose the topic of the activity in the reformation-era into a dialog. Furthermore, each group performs in front of the classroom. When students role-play the teacher observes their skills in performing their roles. The students' performance is observed and assessed based on the determined benchmark. After that, will be conducted an action evaluation on the problem at the Cycle I. If the results are not satisfactory (low) then the learning will be done on the cycle II.

Benchmark of the success in this research can be seen from the process and results of students' written tests after being given the action. The success of the History-Social Science learning material on the born of the reformation-era is indicated because the improvement of the students' activity and creativity, school discipline, and learning motivation.

The success of improving the output of History-Social Science learning on the material of the born of reformation-era is indicated by increasing the average of learning outcome with the KKM of 65 with the success rate of 85%.

The research method used in this research is a classroom action research. It is an observation toward the learning activity in the form of action, occur in the classroom jointly. The stages of action research model are planning, implementation, observation, and reflection (Arikunto et al, 2007).

In accordance with the selected research type that is classroom action research, then this research is using action research model of Kemmis and Taggart (Sugiarti, 1997), that is in the spiral form of one cycle to the next cycle. Each cycle includes planning, action, observation, and reflection. Step on the next cycle is a revised planning, action, observation, and reflection. Before entering the first cycle, it is conducted the preliminary action in the formal problem identification. The researcher present in the research is as an instrument, student, and also as an expert.

Data types in this research are observation and interview. Sources of data in this research are: (1) Event, that is the implementation of the learning conducted in State-Owned Junior High School 41 Semarang; (2) Respondent is someone who related to the problem in question, such as teacher and student; (3) The document includes the material of History-Social Science learning, data of students' names, and the evaluation result.

The resource person is someone who provides information that is needed in research. The resource person in this research plays as a teacher and student. Collecting data in this research is carried out by conducting observation, pre-test, final test cycle, and documentation.

This research used descriptive method by comparing the learning outcome before action and after action. Data are calculated by the following steps: (1) Recapitulate the learning outcome before the action and the final test score of the first and second cycles; (2) Calculate the average value and classical learning exhaustiveness of the student learning outcomes before the action and after the action on the first cycle and second cycle, to know the enhancement of learning outcome is by observing the enhancement of physical health.

According to Miles and Huberman (2007) states that the qualitative data analysis about using words is always arranged in an expanded text or described.

The data in the form of observation note, the circumstances, the cognitive learning result, psychomotor, and product of evaluation tools (test, observation sheet) are analyzed with qualitative approach. That is by data validity approach. Data analysis performed before and after classroom action research conducted.

RESULT

Based on the result of analysis and reflection of the Cycle 1, the observation of teacher and student collaboration as well as student toward teacher's performance still have many disadvantage, so the writer makes an alternative in the form of direction or guidance and also motivation to be able to improve learning process on the Cycle 1, so students who can not be motivated can improve their value. To clarify the results of student achievement after the action on cycle 1 is as the table below.

Table 4.8

The Result of Student's Learning on History learning of Cycle 1

No	Category	The Number of Student	Percentage
1	Bad	0	0.00%
2	Poor	0	0.00%
3	Fair	9	24.32%
4	Good	28	75.68%
5	Excellent	0	0.00%

Based on the analysis and reflection of Cycle 2 according to the observation of Social learning on the material of the born of reformation era using Sociodrama method, there has been an improvement from the previous meeting. Students begin to express their role in performing Sociodrama, the born of reformation era. It makes student's understanding is increased, and the result of written test is also increased.

To clarify the student's achievement after the action in the cycle 2 is as table below.

Table 4.9
The Result of Student's Learning on History learning of Cycle 2

No	Category	The Number of Student	Percentage
1	Bad	0	0.00%
2	Poor	0	0.00%
3	Fair	1	2.70%
4	Good	33	89.19%
5	Excellent	3	8.11%

DISCUSSION

The increase of achievement score of the predicate group is significant. This data can be seen from table 4.10.

Table 4.10
The Average of Student's Learning Achievement on History learning

No	Description	The Average of Achievement Score
1	Initial Condition	64
2	Cycle I	69
3	Cycle II	72

The number of student who has learning exhaustiveness also increased from the initial condition, cycle 1, and cycle 2. Here is the table of student who meet the minimum score standard.

Table 4.11
The Student's Learning Completeness on the History learning

No	Description	Achieve KKM	Do not Achieve KKM
1	Initial Condition	19	18
2	Cycle I	28	9
3	Cycle II	32	5

Description:

The above table is the form of improvement of each cycle started from the improvement of student's initial condition that is the student's achievement from the initial condition of 64 has an improvement becomes 69 on the cycle 1. In this case, the Social learning on the material of the born of reformation era through

Sociodrama method improves student's achievement of 5 points. The average score of 64 has not achieved KKM (minimum score standard) due to KKM score is 65. After the action, the average score of the class has achieved KKM that is 69. While on cycle 2, the average of student's achievement score of Social learning is 72, and it has an improvement from cycle 1 on 11 points or about 15.94%.

For the completeness of student's learning on the initial condition is very low in which students who have not completed learning of 18 students. For the student's completeness of each stage has an improvement. For the result of cycle 1, the student's completeness is 28 students or 75.68%. This percentage does not meet the research indicator in which it is said that the improvement of student's learning achievement occurred when student's completeness achieve 85%. On the cycle 2, student's who complete learning amounted to 32 students, or about 86.48%. this percentage has met the research indicator, so it can be said that Social learning of the born of reformation era using Sociodrama method can improve student's learning achievement.

There is an improvement of the quality of Social learning process using Sociodrama method starting from the initial data, Cycle 1, and cycle 2 for each aspect. It is seen from the number of student who is increased in doing any activity in learning activities. Here is the table of student's liveliness improvement for each stage.

Table 4.12
The Number of Student Who Is Active In Learning Process

No	Aspect	The Number of Student		
		Initial Data	Cycle I	Cycle II
1	Students who are active in finishing task of Social learning on the reformation era material with Sociodrama method.	11	13	18
2	Students who are obedient and discipline in finishing task of Social learning, on the reformation era material with Sociodrama method.	12	14	18
3	Students who have motivation in finishing task of Social learning, on the reformation era material with Sociodrama method.	10	12	21

On the cycle 1, students are not too active in learning but they contribute to student's discipline. The student's liveliness, motivation and discipline is still low, therefore it needs to be improved. It enables that in guiding student's understanding of learning implementation using Sociodrama method cannot be understood by students. They assume that the Sociodrama method is just for fun, caring of teacher / researcher is less thorough, so there are some students who do not understand the term of background setting, treatment, synopsis, face expression, voice emphasis, and others. As a result that student does not understand of learning concept well.

Cycle 1 is the initial cycle. The learning condition has been no significant development. This means that there are still students who are noisy and do not optimize their role in performing Sociodrama.

From the observation and observation sheet on the cycle 1, it has several advantages such as students gave motions by teacher's guidance, students accepted information from teacher and repeated the motions, intonation and the change of expression based on teacher's guidance, and students were active in participating of answering questions from teacher. From the observation and

observation sheet on the Cycle 1, there are several disadvantages such as when teacher explained the learning material, there were students who were noisy and did not give attention to the learning from teacher, students do not have any brave to give opinion, students are still not usual in performing Sociodrama, sometimes there are shame to act in front of their friends.

Based on the observation and then analyzed and reflect of the result, it is known that the next learning process still need to be improved, teacher needs to improve the way to motivate students to be active in teaching and learning activities and try to guide the passive students. Teacher should give more motivation to students to help them to be active. Teacher also must be able to make the learning condition is more fun and enjoyable, not tense and make students more follow learning when it takes place.

Teacher's creativity in managing of learning makes students are interested in and fun in following learning activities. Cycle 2 has been applied and has an improvement of the liveliness, discipline, and motivation of students in the learning process, so the method used can be said as the appropriate method.

From the observation and observation sheet on the Cycle 2, it has several advantages such as students are willing and enthusiastic in performing Social learning with Sociodrama; there are also students who want to do activity only with teacher's guidance; students want to receive information from teacher and repeat a scene which is less suitable, students are active and participate of each scene of the born of reformation era such as student's demonstration, Semanggi tragedy, president Soeharto's fall, the appointment of B.J Habibie, and the formation of reformation cabinet; students are active and creative in following teaching and learning activities, have a curiosity and no shame anymore in acting.

From the observation and student's observation sheet on the Cycle 2, there are several disadvantages such as when teacher explained the learning material, there are several noisy students and do not follow learning of teacher, students do not have any brave to give opinion, and students are still not optimal to do a role play.

On the cycle 2, the student's enthusiasm is well-increased. In this cycle, it is seen the improvement of student's activities in following Social learning, the material of the born of reformation era, students' motivation of learning or achievement for learning based on their willingness through describing and analyzing a problem.

The similarity of research that was done at State-Owned Junior High School 41 Semarang with the research of Hisham Al-Mubaid (2008) *Designing and managing intervention methods to promote Self-Regulated Learning*. The existence of learning method which is created together with student's collaboration or involve students to design learning in which student is as the learning source and student's participation in learning has real application in education. In this case, student involves directly in designing learning so they feel important and fun with learning they do. Student also interested in and motivated so they can participate maximally in learning activity.

The result of research State-Owned Junior High School 41 Semarang about the Sociodrama can attract student's attention in learning based on a research of Blatner (2009) entitled *Role Playing in Education*, this research discusses about the application of role play or Sociodrama in education.

The similarity of the research that was conducted at State-Owned Junior High School 41 Semarang arang with the research done by Blatner (2009) is to discuss the Sociodrama method, in which the application of this method has a positive impact for students, that is improving student's interest in learning activities, so the learning process runs optimally. It is just the Blatner (2009) research has wider scope of the Sociodrama application that is not only for social subject, but also for literature, social study, and even some aspects of science or mathematic.

The learning process of cycle 1 using a role play method or Sociodrama found a result of student's learning of 69 with the learning completeness of 75.68%. This completeness score still low due to the research has an indicator that the learning is said increased when the student's learning completeness achieve

85%. It is because the students are unusual with the method and they do not any spirit in learning.

The student's understanding of the concept being studied is influenced by the student's liveliness and contribution. It is relevant to a study which was done by Oemar (2006, P. 45) about the definition of learning that is the change of perception and behavior. In each learning activity, student is always active either physical activity that is easy to be observed or psychic activity.

The average score of student's learning on cycle 2 using Sociodrama method is 72 with the classical student's completeness of learning from the horrible category, poor, fair, good, and excellent is 86.49%. From the result of student's learning, the student's completeness of learning which is applied on the indicator can be achieved. The result shows that there is a learning improvement if it is compared with the result of student's learning on cycle 1. The average score of student's test on cycle 1 increase on cycle 2 that is from 69 becomes 72. The classical learning completeness has an improvement on 15.94%. It shows that the number of student who completes learning has an improvement.

The improvement of student's learning outcome shows the understanding improvement. It is also supported by the result of student's observation during the learning process, so the student's understanding about the discussed concept is more optimal. The involvement and liveliness of students during the learning process in cycle 2 can be seen from students who are more active and orderly when doing discussion have shown that students are equally active and have a high motivation in doing every stage of learning. it is not lost of teacher's role in the learning process.

The student's learning completeness from the initial condition of 51.35% has an improvement on the cycle 1 that is 75.68%, so it is shown that the Social learning on the material of the born of reformation era can increase the student's learning completeness score of 27.33%. While on cycle 2, the average of student's learning completeness is 71.81%.

The conclusion of cycle 2 that there is an improvement of students' learning outcome because they are more active in following teaching and learning

activities and understand of the content of story so when finishing several question from teacher, they can answer it appropriately. This finding indicates that students of State-Owned Junior High School 41 Semarang toward the Social learning have been good. Most of students think that the material of the born of reformation era which is taught at State-Owned Junior High School 41 Semarang has been able to develop student's ability in the social field. In addition to that, the delivery of material has been prepared as attractive as possible that can support student to follow each step of role playing based on the script that is prepared by teacher. It can be said that students are active in following learning activities using sociodrama method. It is relevant with the result of study by McLennan (2008) entitled *Kinder-caring: Exploring the Use and Effects of Sociodrama in a Kindergarten Classroom*. This research finding shows that students are able to participate in the Sociodrama process such as exploring and thinking about the issues of personal and collective interest.

From the object of teacher, it shows that the History teachers have a high dedication of their field. They have mastered the material, have a good class control skill and are able to create a good teaching and learning activity so learning can run effectively. Teacher can create a story script with language which is easy to be understood by students. Students are more courage to express what they feel and have a high self-confidence. It is relevant to the research that was done by Deana (2005) entitled *The Benefits of Using Sociodrama in the Elementary Classroom: Promoting Caring Relationships Among Educators and Students*. In her study stated that Sociodrama encourage each participant to develop their self-confidence and expression through taking a risk and exploration in an activity which explores the personal feeling and real life situation.

A good achievement by students proves that the problem of learning difficulties of History learning with Sociodrama method that is centered on student is really effective. The same study about Sociodrama that can solve student's difficulties was done by John (1999) entitled *Sociodrama: Group Creative Problem Solving in Action*. In his study, Sociodrama becomes the

method which is structured but flexible, support the use of creative thinking to check difficult problem.

CONCLUSION

The use of learning model of Sociodrama can improve the quality of History learning process on the material of the birth of reformation era for the nine grade students of State Owned Junior High School 41 Semarang. It is seen from the improvement of activity on the component of learning process from cycle I to cycle II. Students' activeness is increased on 13.51%, students' discipline on 13.61%, and students' motivation on 24.33%.

The use of Sociodrama learning model can improve the quality of History learning output on the material of reformation era for the nine grade student of State Owned Junior High School 41 Semarang. In this case, the learning output is the result of student's test and student's learning completeness score. The average of student's learning output for cycle 1 is 69, for cycle 2 becomes 72. While the learning completeness score is increased on 10.81%.

SUGGESTION

1. For the Education Department of Semarang

The Education Department needs to socialize the learning model of Sociodrama in order to make teachers could understand and apply it in the field.

2. For the Principal

The Principal should facilitate the availability of instructional media in school that can support the History learning activity.

3. For Teacher

Teacher should motivate and manage students' learning effectively in order to make them follow learning optimally.

4. For Student

a. As a good citizen, student should not forget the history of the nation, through following the History learning.

b. Students to always follow the lesson and practice the script in History learning.

5. For the next researcher

The next researcher can do a similar study with different learning technique so it is found several alternatives of History learning technique on the material of reformation era.

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