


The Utilization of Teaching Modules Through Learning Outside the Classroom in Improving Understanding of History Learning in Class X of SMA Negeri 5 Palu

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ABSTRACT

This study aims to determine the use of teaching modules through learning outside the classroom in improving students' understanding of history learning at SMA Negeri 5 Palu. The background of this research is based on the low interest and understanding of students in historical material which is often considered boring and only focuses on theory. For this reason, more contextual learning innovations are needed by utilizing teaching modules that are arranged according to the needs of students and implemented through learning outside the classroom. The research method used is the ADDIE (Analysis, Design, Development, Implementation, and Evaluation) development model. The research subjects were students of class X MIA 4 and a follow-up trial was carried out in class XI Social Studies to see the consistency of the results of the implementation of the teaching module. The research instruments include observation sheets, comprehension tests, and student response questionnaires. The results of the study show that the use of teaching modules in learning outside the classroom is able to increase activeness, foster curiosity, and provide a more meaningful learning experience. The data from the evaluation showed an increase in students' understanding of history material both in class X and in the trial in class XI with the very good category. Thus, the use of teaching modules through learning outside the classroom can be used as an alternative strategy to improve the quality of students' understanding of learning history at SMA Negeri 5 Palu.

Keywords: *Teaching Modules, Learning Outside the Classroom, Learning Comprehension, History.***Article History:**Received 20th September 2025Accepted 05th October 2025Published 08th October 2025

INTRODUCTION

Education in Indonesia is a system that continues to develop with the aim of educating the nation's life to face future challenges. The role of teachers in the education system in Indonesia is very important. They are not only responsible for delivering the subject matter, but also shaping character, inspiring, and guiding students to reach their maximum potential. Teachers are expected to be facilitators who help students learn in an engaging and effective way as well as role models in ethics and behavior.

Article 1 paragraph (1) of Law Number 20 of 2003 quoted by the judge (2016:6) concerning the National Education System states: "Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals and skills that they need, society, nation and state". National education is a democratic education that aims to build a democratic society. A democratic national education system does not mean rejecting the fact that there are differences in the levels of human intelligence as a divine gift. The democratic education system is to provide equal opportunities for all people according to their respective abilities and talents to obtain quality education.

Teaching materials are all materials (both information, tools, and texts) that are systematically arranged, which display the complete figure of the competencies that will be

mastered by students and used in the learning process with the aim of planning and reviewing learning implementation (Prastowo, 2015:17). Meanwhile, according to the Ministry of National Education (2008: 6-7), teaching materials are all forms of materials used to assist teachers/educators/instructors in carrying out teaching and learning activities. The material in question can be in the form of written materials or unwritten materials. Unwritten teaching materials, for example, are audio, video and multimedia teaching materials, while written or printed teaching materials are books and modules. According to Setyadi, Ismail & Gani (2017). Modules are printed teaching materials that are systematically arranged in a language that is easy for students to understand, and according to their age and level of knowledge so that they can conduct independent learning.

Nandang Setiawan (2023), the appropriate use of teaching materials can increase student learning motivation because it provides learning resources that are systematic, directed, and in accordance with the competencies to be achieved. The teaching materials developed in the form of modules allow students to learn independently, repeat the material as needed, and better understand the learning concept. According to A.G.C. Udayanie, N. Suharsono, and I M. Teguh (2017), in their research on the development of contextual history modules, it is proven that modules arranged with a contextual approach are able to improve the learning outcomes of class X students. In addition to the preparation of teaching modules, outdoor study strategies are also an effective approach. Suherdiyanto, Pitalis Mawardi, and Rika Anggela (2016), in their research emphasized that learning outside the classroom can improve student learning outcomes in high school because students get direct experience, are more active, and motivated in following the learning process. Arman (2018) added that the application of inquiry-based outdoor learning in history learning in high school is able to improve the quality of learning, because students are invited to actively search, research, and find answers to historical problems through direct experience in the field. This is in line with Siregar (2021) who emphasized that learning outside the classroom encourages students to be more critical, creative, and foster motivation to learn.

In terms of teacher professionalism, efforts to develop history learning are also inseparable from the role of educators. Nuraedah, Charles Kapile, Mutawakkil, & Fajar Nugroho (2023), through community service activities, show that the cultivation of concepts and classroom action research (PTK) training can be an important step in improving the professionalism of history teachers. This emphasizes that learning innovations, including the use of teaching modules and out-of-class learning strategies, are very relevant in supporting the improvement of the quality of the history learning process in schools.

Based on the results of the previous research, it can be seen that there is a relationship between the use of teaching modules, out-of-class learning, and teacher professionalism in an effort to improve the quality of history learning. Therefore, this research is focused on the use of teaching modules through learning outside the classroom in improving students' understanding of history learning at SMA Negeri 5 Palu, both in class X and through follow-up trials in class XI. This research is expected to provide an alternative history learning strategy that is more innovative, contextual, and relevant to the needs of students.

METHOD

This type of research is research and development using the ADDIE (Analysis, Design, Development, Implementation, and Evaluation) model developed by Dick & Carry (1996). This model was chosen because it provides systematic stages in designing, developing, and evaluating learning tools (Mulyatiningsih, 2016). The product developed is in the form of a history teaching module with the theme of the process of entering Hindu-Buddhism in Indonesia, which is used through learning outside the classroom.

The research was carried out at SMA Negeri 5 Palu in the odd semester of the 2024/2025 school year with 30 research subjects in class X. The selection of this school is based on the

availability of facilities outside the classroom that can be used in learning activities, even though it has not been optimally used before. Data collection instruments include observation, to see the implementation of learning; interviews, to dig up information from teachers and students; documentation, in the form of notes and photos of activities; student **questionnaires**, to find out student responses; and assessment rubrics, which are used to assess activities and learning outcomes at each stage of ADDIE.

Data analysis was carried out using qualitative descriptive and descriptive statistical approaches. Qualitative data from observations, interviews, and documentation were analyzed by reducing, presenting, and drawing conclusions according to the focus of the research. Meanwhile, quantitative data from the student questionnaire was calculated using a percentage formula to determine the tendency of students' responses to the use of teaching modules.

FINDINGS AND DISCUSSION

Based on the results of research that has been conducted at SMA Negeri 5 Palu, the use of ADDIE model-based teaching modules through learning outside the classroom shows very effective results in improving the understanding of history learning for grade X students. so that it is able to present a more contextual, interesting, and meaningful learning experience. Learning activities carried out through visits to the Central Sulawesi Museum, group discussions in the field, and reflection on observation results have been proven to be able to increase students' active involvement in the learning process.

The results of the student learning test show a significant increase in understanding, especially in the theoretical material of the entry of Hindu-Buddhist religion and culture into Indonesia, which was previously considered difficult because the presentation of the material was only textual. In addition, the results of the student response questionnaire also showed a very positive response, where more than 80% of students stated that learning with out-of-class teaching modules made historical material easier to understand, more interesting, and helped them connect theories with real historical evidence such as inscriptions, temples, and artifacts in museums. Furthermore, the use of this teaching module not only improves conceptual understanding, but also fosters 21st century skills such as critical thinking, communication, collaboration, and students' reflective abilities in relating learning to daily life. These findings reinforce that the use of teaching modules through learning outside the classroom is in line with the spirit of the Independent Curriculum which emphasizes contextual, project-based, and student-centered learning, so that this strategy is relevant to be implemented more widely in history learning and other subjects that require the association between theoretical concepts and socio-cultural realities in the environment around students.

Table 1. Data on Material Expert Validation Results

Yes	Aspects Assessed	Maximum Score	Validator Score	Percentage (%)	Category
1	Compatibility with the curriculum	4	4	100%	Excellent
2	Truth of material concepts	4	3	75%	Good
3	Breadth of material	4	3	75%	Good
4	Depth of material	4	4	100%	Excellent
Average		4	3,5	87,5%	Excellent

Based on Table 4.9, the results of the validation of material experts showed an average score of 3.5 out of 4 or 87.5% with the excellent category. The aspect of conformity with the curriculum and the depth of the material received a maximum score (100%), indicating that the module is relevant to the curriculum and in-depth. Meanwhile, the aspect of the

correctness of the concept and the breadth of the material obtained a score of 75% (good), so it still needs a little refinement to be more complete. Overall, the modules are suitable for use in history learning.

Table 2. Data Validated Results of Media/Design Experts

No	Aspects Assessed	Maximum Score	Validator Score	Percentage (%)	Category
1	Readability	4	3	75%	Good
2	Attractiveness of the look	4	4	100%	Excellent
3	Design consistency	4	3	75%	Good
4	Illustration suitability	4	4	100%	Excellent
Average		4	3,5	87,5%	Excellent

Based on the results of media expert validation, the teaching module obtained an average score of 3.5 out of 4 or 87.5% with the very good category. The attractiveness of the appearance and suitability of the illustrations received a maximum score (100%) which showed that the media was very interesting and relevant, while the aspects of readability and consistency of design received a score of 75% (good), so it still needs a little refinement. Overall, the modules were stated to be very suitable for use in history learning.

Table 3. Data on Linguist Validation Results

No	Aspects Assessed	Maximum Score	Validator Score	Percentage (%)	Category
1	Accuracy of language use	4	3	75%	Good
2	Sentence clarity	4	3	75%	Good
3	Suitability to the level of learners	4	4	100%	Excellent
Average		4	3,3	83,3%	Excellent

Based on the results of linguist validation, the teaching module obtained an average score of 3.3 out of 4 or 83.3% with the excellent category. The aspect of conformity with the level of students got a maximum score (100%), showing that the language of the module is in accordance with the characteristics and abilities of the students. Meanwhile, the aspect of accuracy of language use and sentence clarity obtained a score of 75% (good), so there is still a slight improvement needed in word selection and sentence preparation to be more effective and easy to understand. Overall, the module was stated to be very suitable for use in terms of language.

Thus, it can be concluded that the history teaching module developed through the ADDIE model is declared suitable for use in learning, although it still requires minor revisions according to the input provided by the validator. This is in line with the opinion of Sugiyono (2019) who states that a development product is said to be good if it meets the feasibility criteria of content, language, presentation, and graphics. And it can also be tested in class IX.

Limited trial data

Table 4. Results of Observation of Student Activities (30 Students)

No	Observed Aspects	Maximum Score	Average Score	Percentage (%)	Category
1	Student activeness in activities outside the classroom	4	3,3	82,5%	Good
2	Enthusiasm in using the teaching module	4	3,4	85%	Excellent
3	Cooperation in discussion groups	4	3,2	80%	Good

4	Ability to relate material to the environment	4	3,3	82,5%	Good
5	Achievement of learning objectives	4	3,5	87,5%	Excellent

Based on the results of a limited trial involving 30 students of class X and 1 history teacher at SMA Negeri 5 Palu, data was obtained that the average percentage of student activity observation results was 83.5% (very good category), student response to the use of teaching modules was 90.8% (very good category), the results of the learning comprehension test showed that 83.4% of students were in the high to very high category, and the teacher's assessment obtained through learning outside the classroom was declared a score of 81.25% (very good category). Thus, the use of teaching modules is effective, interesting, and feasible to be used to improve understanding of history learning.

Widest trial data

Table 5. Results of Student Activity Observation (N = 90)

Observed Aspects	Average Score (1-4)	Percentage	Category
Activeness in extracurricular tasks	3,4	85,0%	Excellent
Enthusiasm & participation	3,5	87,5%	Excellent
Group cooperation & communication	3,3	82,5%	Good
Relationship of material to environmental context	3,4	85,0%	Excellent
Achievement of learning objectives	3,6	90,0%	Excellent
Achievement of learning objectives	3,6	90,0%	Excellent
Average	3,44	86,0%	Excellent

Based on the results of observation of student learning activities, an average score of 3.44 out of 4 or 86.0% was obtained with the very good **category**. This shows that the use of teaching modules through learning outside the classroom is able to increase student involvement actively and meaningfully. The aspect of achieving learning objectives obtained the highest score (90%), indicating that learning has successfully achieved the expected goals. The aspects of enthusiasm and participation were also very high (87.5%), as well as activeness in extracurricular assignments and the relevance of the material to the environmental context which both obtained a very good category (85%). Meanwhile, cooperation and group communication were in the good category (82.5%), indicating that there is still room to increase collaboration between students. Overall, these results confirm that learning outside the classroom with history teaching modules is effective in improving understanding while building students' social skills and active participation.

Table 6. Observation/Survey Results of History Teachers (n = 3)

Aspects Assessed	Average (1-4)	Percentage	Category
Suitability of the module to the learning objectives	3,6	90,0%	Excellent
Implementation of out-of-class learning	3,3	82,5%	Good
Impact on student activity	3,4	85,0%	Excellent
Teachers' convenience in using the module	3,4	85,0%	Excellent
Average	3,43	85,8%	Excellent

Based on the widest trial involving 90 grade XI students and 3 history teachers at SMA Negeri 5 Palu, the results were obtained that: 1) Student activity reached an average of 86.0% (very good). 2) Students' response to the teaching module was very positive with an average of 91.7% (very good). 3) The results of the comprehension test increased significantly with an

average N-Gain of 0.46 (medium category), indicating an increase in comprehension of history learning. 4) The teacher's assessment of the module obtained an average of 85.8% (very good).

Thus, teaching modules based on learning outside the classroom are effective, interesting, and feasible to use in improving understanding of history learning in grade XI of SMA Negeri 5 Palu.

The results of the study show that the use of history teaching modules based on the ADDIE model through learning outside the classroom at SMA Negeri 5 Palu has met the criteria of valid, practical, and effective. This is evidenced by the validation results of material experts, media experts, and linguists who all obtained an average score in the "excellent" category. The validation of the subject matter expert obtained an average of 87.5%, indicating that the content of the module was in accordance with the curriculum, correct in concept, and in-depth in presentation. The media validation also obtained an average of 87.5%, confirming that the appearance of the module is attractive, the illustrations are appropriate, and the design consistency is good enough to support readability. Meanwhile, language validation obtained a score of 83.3%, indicating that the language used is in accordance with the student's ability level, although there is still a slight improvement in word accuracy and sentence clarity. In accordance with the opinion of Sugiyono (2019), a development product is said to be good if it meets the feasibility of content, language, presentation, and graphics. Thus, this teaching module has theoretically met the eligibility standards.

Furthermore, the results of the limited trial with 30 students and one history teacher showed that learning with out-of-class teaching modules was in the very good category with an average percentage of 83.5%. Students showed enthusiasm, activeness, and good cooperation skills, while teachers assessed that the modules helped the implementation of learning outside the classroom in a more targeted manner. This finding is in line with the theory of contextual learning (Contextual Teaching and Learning / CTL) put forward by Johnson (2002), that the learning process will be more meaningful if students directly relate the material to the real life around them. Through field observation activities at the Central Sulawesi Museum and group discussions, students not only understand historical theory textually, but are also able to relate it to real evidence in the form of artifacts, inscriptions, and temples.

The results of an extensive trial involving 90 students and 3 history teachers reinforce previous findings. Student learning activities obtained an average of 86% (very good), student response to the module reached 91.7% (very good), and comprehension test results increased with an average N-Gain score of 0.46 (medium category). This is in accordance with the opinion of Dick & Carey (1996) who stated that the ADDIE model is a systematic learning development framework to produce effective teaching media or materials in improving learning outcomes. In addition, according to Hosnan (2014), contextual-based learning is able to foster deep understanding because students learn through direct experience, not just passively receiving information.

Teacher assessments also support the effectiveness of the modules, with an average of 85.8% (excellent). The teacher stated that the module facilitates the implementation of learning outside the classroom, increases student activity, and is relevant to history learning outcomes. These findings are also in line with the concept of the Independent Curriculum, which according to the Ministry of Education and Culture (2022) emphasizes project-based learning, real experience, and the development of 21st century skills such as critical thinking, communication, collaboration, and creativity. The teaching modules developed have been able to grow these skills through discussions, group work, and field reflection.

Thus, theoretically and empirically, it can be concluded that learning based on learning outside the classroom is effective in improving the understanding of learning history. This is in line with Piaget's opinion (in Slavin, 2011) who emphasizes that meaningful learning occurs when students interact with the environment and construct knowledge independently. This

teaching module not only improves conceptual understanding, but also builds students' historical care, curiosity, and social skills in working together.

CONCLUSION

Based on the results of the research and discussions that have been carried out, it can be concluded that the use of the ADDIE model-based history teaching module through learning outside the classroom at SMA Negeri 5 Palu has proven to be effective, valid, and feasible to use. The validation results of material, media, and language experts show the category is excellent, which means the module has met the content, display, and language eligibility. The limited trial and the extensive trial also showed a significant increase in students' understanding of learning history, characterized by high activity, enthusiasm, involvement, and achievement of learning objectives. The response of students and teachers to the teaching module was also very positive, confirming that learning outside the classroom with the teaching module was more interesting, meaningful, and able to relate historical theory to the real reality in the surrounding environment. In addition, this module supports the development of 21st century skills such as critical thinking, collaboration, communication, and reflection, which are in line with the principles of the Independent Curriculum.

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