



The Validity of Problem-Based Contextual Model in the History Learning at Senior High School

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ABSTRACT

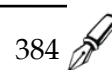
Learning models can improve the quality of education. Therefore, this paper aims to prove the validity level of the problem-based contextual model in learning history through selected documentary films. This research refers to research and development. The process was used to produce and validate a product including educational products. The resulting educational product is a problem-based contextual learning model in learning history, which used ADDIE design model. The problem-based contextual model in history learning in high school is in the valid category. This model is a new learning model developed from the contextual learning model. Documentary film is one of the tools that can be used as a medium to deliver learning material. Visualization in film can make the expected atmosphere really felt and as if students are participating in the conditions in the film. In this case, the teacher has the essential role in explaining important points that become the subject of discussion so that learning a history will be more dynamic and varied. The problem-based contextual model was developed based on theoretical studies of learning theories, and also of learning values to develop attitudes. The learning is based on student oriented. The problem-based contextual model consists of six syntaxes, namely: Visualization Problem, Relating, Experience, Applying, Cooperating Transferring, and Clarification.



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INTRODUCTION

Learning in the 21st century requires students to have abilities and skills. To face these challenges, many countries have made innovations to create outcome-oriented education (Pratama et al., 2022). The Covid-19 pandemic has led people to survive and innovate in the aspect of education (Agustin et al., 2022). One of the innovations made in the field of education is preparing qualified and competitive human beings. This causes global competition to become tighter, which requires competencies to adapt to the skills needed in the 21st century (Chalkiadaki, 2018). In the 21st century, there are many technologies that are developing and are very beneficial in all fields (Fricticarani et al., 2023). Especially in the field of education there are lots of technologies that can facilitate teaching and learning activities. A strategy is needed in implementing learning models in the 21st century (Muhtarom & Kurniasih, 2020; Winahyu & Djono, 2018). History learning should be directed at helping students develop their intellectual skills (Supriatna, 2019). If learning history can be done in this way form, then skills can be achieved optimally (Winahyu et al., 2018). The 21st century requires students to have various kinds of skills (Sariada, 2019; Aziz, 2019; Naim et al., 2020). History lessons can develop these skills with the encouragement of a professional teacher (Supriatna, 2019; Agusta et al., 2022). A teacher must have competence and



be able to develop cognitive, affective, and psychomotor aspects of students (Nadilla et al., 2018; Sukaryaningsih et al., 2023).

Learning a history is very important so that a nation knows the process of creating a warrior character (Sopacua et al., 2020; Effendi et al., 2016). History subjects must be able to accommodate students in centered learning (Rachmatsyah et al., 2022). Within the scope of history, it is obligatory to function as learning to cultivate nationalism attitude and the development of student character (Afriani et al., 2022). On the other hand, the history subject especially aims as contextual and critical studies, so students are required to be able to develop critical and contextual attitudes (Haniah et al., 2020). Historical awareness makes historical understanding becoming something that is not isolated, but serves students in life (Grever & Adriaansen, 2019).

The process of learning history in high school tends to use conventional teaching methods and teachers have not developed intellectual abilities (Anis et al., 2020). One of the relevant ways is by applying a learning model that emphasizes problem solving, to increase student activity in class by using a contextual learning model (Lipiah et al., 2022). Contextual learning is a learning that connects students' real world which is able to stimulate students' brains to think (Ramdani, 2018) and can help teachers relating the material taught to students' real-world situations (Ningsih et al., 2022) and emphasizes meaningful learning (Nasir & Maknun, 2022). Teachers must be able to make history subjects by integrating character education in them so that disgraceful acts and violence can be reduced (Afriani et al., 2022). Teachers are required to raise students' interest in learning, so students can be interested in history lessons, and students can understand meaning in learning history, teachers in an effort to foster student interest in learning need to work together and create history learning in class that is more attractive to students (Setiawan et al., 2020). The basic things in teaching history are teaching people to think historically in today's times (Muhtarom & Kurniasih, 2020), and the formation of national citizenship identities (Ortega-Sánchez et al., 2020; Apriyani et al., 2022).

RESEARCH METHOD

The type of research used is R&D (Research and Development). Research and Development is a research method used to produce certain products and test the effectiveness of these products (Apriastusi et al., 2019). To obtain certain product result, research is a needs analysis and to test the effectiveness of these products so that they can function in the wider community (Rustandi & Rismayanti, 2021). The development model used in this research is ADDIE (Analysis, Design, Development, Implementation, and Evaluation) (Razak et al., 2023). ADDIE model is learning design model that is more generic in nature (Rustandi & Rismayanti, 2021). ADDIE appeared in the 1990s, which was developed by Reiser and Mollenda. One of ADDIE's functions is to serve as a guide in building program tools and infrastructure (Sari, 2017). This model uses five stages of development, namely: a) Analysis, b) Design, c) Development, d) Implementation, and e) Evaluation. Development research is defined as systematic research to design, develop, and evaluate programs, as well as processes and learning outcomes that must meet internal consistency and effectiveness standards (Sari, 2017).

RESULTS AND DISCUSSION

Results

1. The Validity of Problem-Based Contextual Model

The stage of developing this product is conducting validation activities, which the aspects that are validated are language, graphic, content and model design. The validation results on each of these aspects will be explained as follows.

a. Language validity results

The assessment was conducted by experts, and the assessment on language aspects is related to the feasibility of the language presented in the Problem-Based Contextual model support system. Aspects assessed by linguists in product validation activities include: the firmness of meaning in sentences, consistency in writing, EBI (Indonesian spelling), and the use of

punctuation in accordance with rules and regulations in Indonesian language studies. The product language validation results are presented in Figure 1.

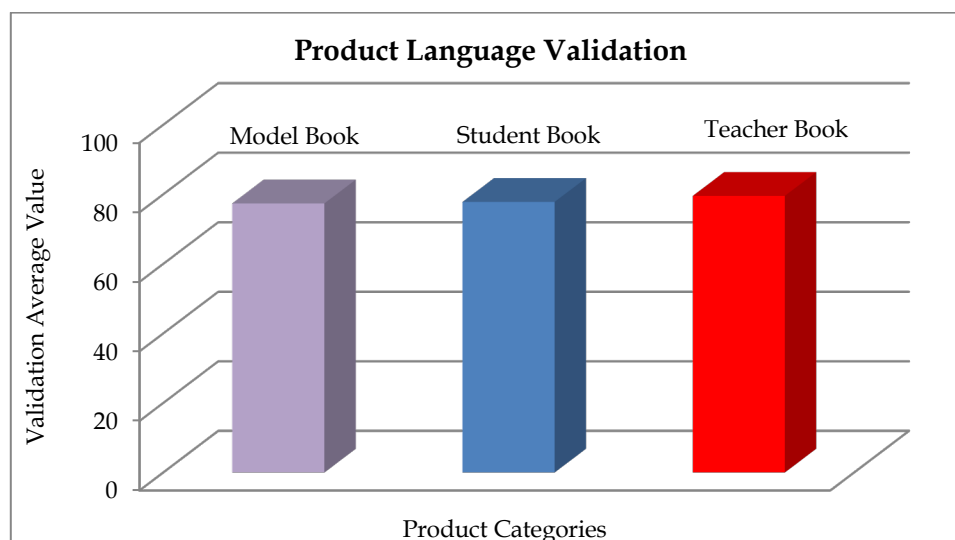


Figure 1. Summary of product language validation results

The overall average aspect of the language assessment is 78.2 with a valid category. Some suggestions and inputs for the product by linguists are presented in the Table 1 below.

Table 1. language validator's suggestions and inputs on the product

No	Dr. Henilawati, M.Pd	Prof. Dr. Mukhaiyar
1	Notice the use of capital letters	It is better if the table of contents is written down by sub-chapters by following the correct writing rules in Indonesian language rules.
2	Sentence writing system	
3	Creation of table lists, and chart lists	

b. Graphical validation results

Graphical validation is related to the assessment of the appearance of the product that supports the development of the Problem-Based Contextual model. The validation was carried out toward the model support system, namely teacher book, model book and student book. The overall average of the graphical assessment aspect is 86.42 with a very valid category. The summary of the results of the model support system assessment by graphic experts is presented in the figure below.

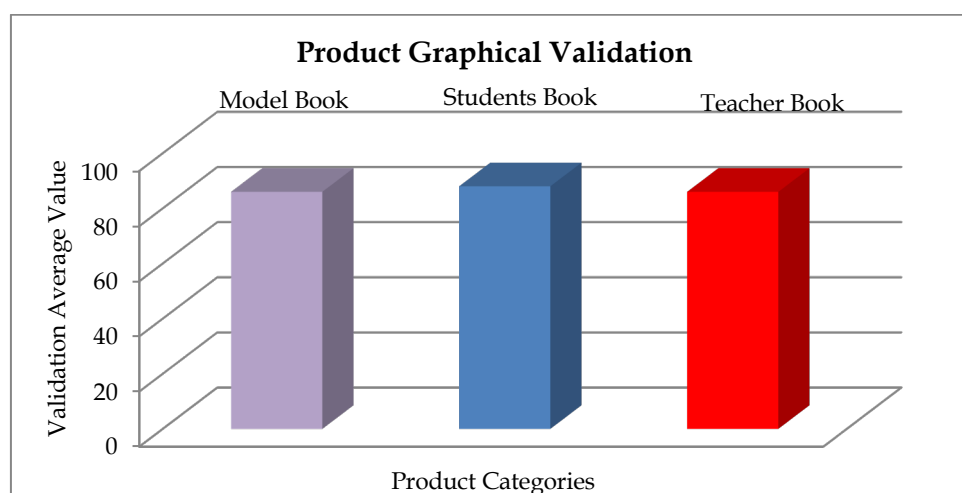


Figure 2. Summary of product graphic validation results

Table 2. Graphic validator's suggestions and inputs on the product

No	Dr. Khairani, M.Pd	Dr. Fetri Yeni, J., M.Pd
1	Fix the cover of the teacher book, adjust the problem	The picture of student abuse on the cover should be replaced with a more relevant one
2	Fix the model book cover	The name of the subject of study should be written
3	Fix the student book cover	Coloring should not only be on student book
4		Should not be too much italic fonts
5		It recommends that the back of the book provide information about the contents of the book in general and its benefits
6		It is better if there is link of information for example of documentary film that teacher can use
7		It needs neater text arrangement and PUEBI guidelines

c. Content validation results

The focus of content assessment is the accuracy and suitability of the content. The validation of teacher book, student book and model book. The overall average content rating aspect is 79.2 with a valid category. Some suggestions and inputs on product by content experts are presented in Table 3.

Table 3. Content validator's suggestions and inputs on the product

No	Prof. Dr. Phil. Gusti Asnan	Dr. Lindayanti. M. Hum
1	There is a tendency for writers to follow the mainstream of the world by placing Islam as one of the main factors of disintegration in Indonesia. For this reason, a review is needed to present a more objective narrative. Communism has indeed been shown, but it needs to be emphasized more because at present there are symptoms of the strengthening of this ideology in Indonesia. It is also necessary to pay attention to the disintegrative aspects that come from the outside world (political/economic forces on earth who want to control conditions or want conditions to break up.	Add theories, criticism of the source of the documentary film used
2	In the sub-topic 2 page 16 of student book, it is called DN. Aidit, but for the revolutionary period (war of independence) it is better to display Muso Amir Syarifuddin (according to the situational example of learning p 17) the same note is also in the teacher book	Documentary films must explain what happened at the beginning and the current conditions so that they can be used as comparison material
3	There are some answers that are less/incorrect in the teacher book	Discussion content

The improvements and revisions made included improvements to the model support system, including revisions to the contents of the student book, additional theory in the model book and completeness of the format in the teacher book. The validator's suggestions and inputs are also related to the selection of documentary films. The validator suggested revising several films that are relevant and appropriate. The average value of the content assessment results is presented in Figure 3.

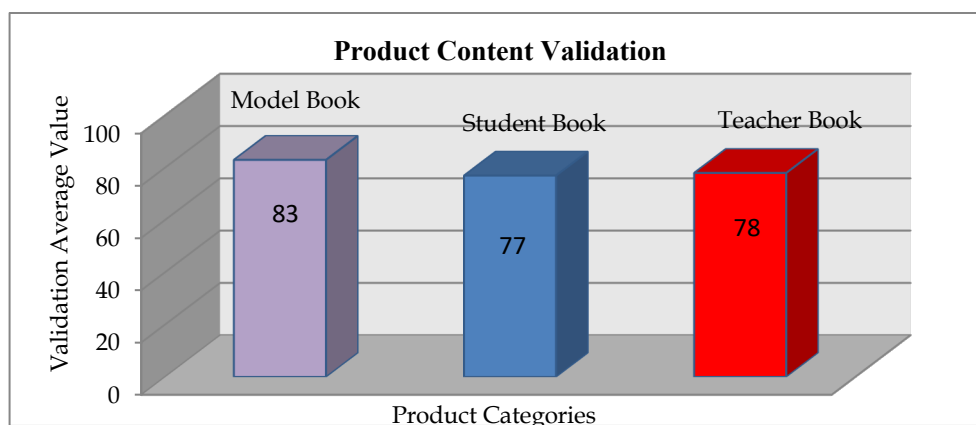


Figure 3. Summary of product content validation results

d. Model design validation results

The learning model consists of several components, including: support system, syntax, social impact model system, and reaction principles. To assess the model design, the assessment by experts is focused on the five items that make up the model. Some suggestions and inputs on the design of the Problem-Based Contextual model are as follows.

Table 3. Design validator's suggestions and inputs on the product

No	Validator	Suggestions and Inputs
1	Dr. Darmansyah, ST. M. Pd	1. Text type, text color, text size, text layout and image on the cover needs to be corrected for the 3 books, namely student book, model book, and teacher book. 2. Models that are developed conceptually must be mapped in the form of a model structure in accordance with the theory used, that is Joice and Well. 3. The hypothetical model which is the result of this product development must also be made in the context of distinguishing which model is the original and which model is developed. 4. Instructional impact and accompanying impact must be explained how to measure it. For this reason, there needs to be a main indicator that is visible in the evaluation format that will be used.
2	Dr. Helmi Hasan, M. Pd	Student Book: 1. The appearance of student book, especially the layout of the use of text, colors, and also images, needs to be improved in quality so that legibility can be seen clearly. 2. Design a more attractive header and footer and try to use proper spacing to enhance the appearance of each page. Teacher Book: The comments are the same in the teacher book because the appearance is also no different, carried out on learning each topic. 1. The model produced for learning history, but the design of this model has not shown the specificity of history as well as the substance of history, the past often produces differences of opinion. 2. Because this model is to support national integration, the values of nationalism and patriotism should exist as side effects. 3. It is better if the theory used is complemented by a theory that leads to clarification of either knowledge or values.

Assessment indicators for model design validation include: 1) rational model, 2) supporting theory model, 3) model syntax, 4) social system model, 5) principal reaction model, 6) support system model, 7) impact model and 8) implementation model. The average result of the validation of the Problem-Based Contextual model design is 79.2 with a valid category. An overview of the results of the model design expert's assessment can be seen in Figure 4.

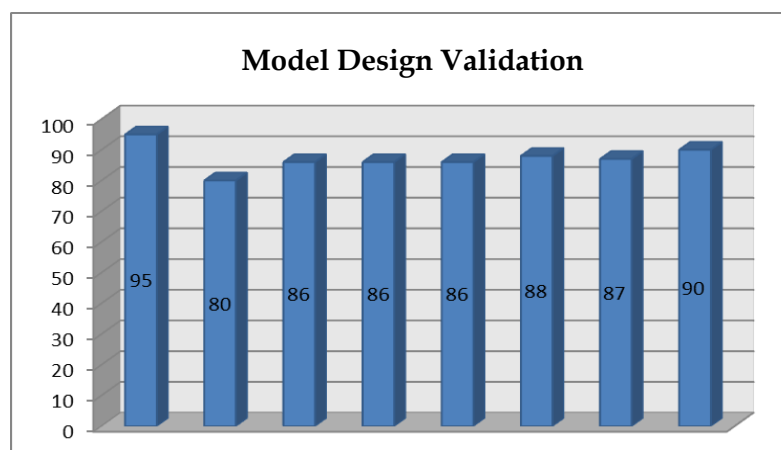


Figure 4. Summary of product design validation results

The validity of the Problem-Based Contextual model is determined by the expert's assessment to the product and it is a determining aspect of the quality of research product. Before carrying out the product assessment by experts, the researcher designed an assessment instrument for the whole product and the assessment functions to see the impact of the model, both in the form of instructional and accompaniment. The designed instrument was validated by three experts and revised based on the suggestions and inputs of the three instrument validators. This instrument validation aims to minimize measurement errors that will be carried out in the process of developing the Problem-Based Contextual model. The overall assessment of the instrument by the three validators resulted in a very valid conclusion. In conclusion, the instrument can be used and is appropriate for use as a measurement instrument in the model development process.

The ICC value of the instrument validation Calculation result is in table 4 below.

Table 4. Calculation result of ICC value validation instrument

Categorized	Value	Asym. Standard Error	Apr. Significance
Measurement	0.720	0.109	0.010

The ICC value obtained is 0.720. This means that the measurement error is quite small, so based on the calculations with ICC, it can be concluded that the result of the instrument validation is good. The final conclusion that can be drawn is that 72 percent of the variation in scores comes from the true variation between validators. The value of Aiken's V validation Instrument is presented on the Table 5 below.

Table 5. Validity results of Aiken's V for each item

No	Item	Value (V)	Category
1	1 st	0.502	Good
2	2 nd	0.601	Good
3	3 rd	0.550	Good
4	4 th	0.581	Good
5	5 th	0.642	Good

*The Value Category of Aiken's V

V < 0.50 = Bad

V ≥ 0.50 = Good

Generally, based on calculations using Aiken's V, the validity calculation of the instrument validation is in the good category, with an average value of 0.575.

As for the Aiken's and ICC values of the Problem-Based Contextual Model, namely, Aiken's value on the content aspect is 0.78 in the very good category, the design aspect of Aiken's value is 0.79, in the very good category, the graphical aspect is 0.73 in good category, 0.75 language aspects are in the good category. While the ICC (Inter Class Correlation) value of the content aspect was 0.766 in the good category, the design aspect was 0.744 in the good category, 0.722 graphics were in the good category, 0.788 language was in the good category.

The main revisions and inputs to the research instrument relate to the consistency of the designs and sentences which are the benchmarks in the assessment. In theory, an instrument to measure the level of validity of a product must contain the content of questions or statements in the instrument relating to suitability, truth, clarity, accuracy and validity. For the instrument of practicality assessment to a product can contain evaluation keywords in the form of convenience, usefulness, and user interest in using and understanding the product.

At the product effectiveness testing stage, statistical analysis can be used to assess differences in results between before treatment and after treatment. The whole theory regarding validity, practicality and effectiveness become the basic concept of this research in revising and improving research instruments. After the research instrument has been revised and valid, the designed research instrument is ready to be used in product evaluation. Product was firstly assessed by the researchers as the first step to improve product quality before further assessment by experts. The researcher cross-checked with regard to the errors that

were seen using the instrument. The instrument used required researchers to provide responses related to whether or not the product conditions are appropriate with the assessment format. Overall, the product that has been designed has passed the test. This means that in general the entire product has been tested and has no visible faults and so conspicuous in presentation and appearance.

The improvement notes found by the researcher during the activity were improvements in the completeness of the information contained in the identity of the book. The image on the book cover is irrelevant as well as the back cover of the book. Before the revision was carried out, the picture on the cover of the book was not relevant to the topic under study because the picture indicated a picture of student abuse while the topic discussed was about integration. On the back cover of the book, there is no information about the contents of the book in general and its advantages. Because of these findings, revisions were made to the cover and back cover of the book. The next step was to validate the Problem-Based Contextual model by experts. To clarify the concept of the teaching and learning model, in the process of validating the teaching and learning model, it was equipped with a model book, teacher book and student book.

The process of validating the Problem-Based Contextual model goes through two stages, they are assessment by experts and by practitioners. Assessment of the Problem-Based Contextual model by the experts classifies the assessment into several aspects, they are model design, model content, graphic, and linguistic assessment. The validation of the Problem-Based Contextual model for design aspects relates to an assessment of the supporting theory and background of the model builder, the accuracy of the model syntax, support systems, social systems, reaction principles and the impacts generated by the model. Overall, the Problem-Based Contextual model that was validated (reflected in the assessment of the model support system) has an average value of:

1. Model design is an average value of 79.2 and it is a valid category. The indicators for assessing the design of the Problem-Based Contextual model include: rational models, supporting theories, model syntax, social systems, reaction principles, support systems, model impacts and model implementation.
2. Model content is an average value of 79.2 and it is valid category.
3. Graphic is an average value of 86.2 and it is a very valid category.
4. Linguistic is an average validation value of 78.2 and it is a valid category.

The complete Problem-Based Contextual model with a support system is designed based on an experts' assessment. It can be concluded that it is valid and feasible to continue testing at a later stage. Based on the results of model validation and model support systems, experts agreed that the Problem-Based Contextual model and its supporting systems are feasible to use. Furthermore, testing of the Problem-Based Contextual model and support system was carried out by practitioners.

In general, the average assessment of the model by practitioners is 86.45 and it is in the very valid category. The important note from researchers based on their inputs and suggestions is the preliminary activities in the Problem-Based Contextual model syntax. Practitioners suggested that before carrying out learning activities with the Problem-Based Contextual model, students should firstly be motivated and provoked to study the material independently. This functions to have clear work steps accompanied by the initial knowledge they already have. On the basis of inputs and suggestions from these practitioners, prior to the implementation of the Problem-Based Contextual model, activities were added in the form of directions and motivations from the teacher to students to be able to understand a brief overview of the material before the learning process was carried out. Testing the validity of the model ended with an assessment by students.

Researchers conducted the research in three schools with the consideration that the schools selected were in the high, medium and low category. The selection of these three types of schools was aimed at obtaining suggestions and input from groups of students, both those with very high to low abilities. Students were asked to read and understand the model support

system in the form of student book. At the end of the activity, students were asked to provide an assessment of the model support system with regard to clarity and observation of errors that appear in the product. The inputs and suggestions given by the students were in the form of improving the quality of several pictures and the size of the clarity of the letters displayed in the prayer section before and after the lesson is carried out.

Based on the suggestions and inputs from these students, revisions and improvements were made to the model support system in order to facilitate the implementation of the model at the advanced test stage which will be implemented later.

e. Learning device validation results

Practitioners' assessment of learning tools includes an assessment of the syllabus, lesson plans, evaluation instruments and the suitability of the model and its components with the depth of the material to be taught. The assessment of this learning device was assessed by 3 practitioners with an average rating of 86.45. The results of the learning device validation are presented in Figure 5.

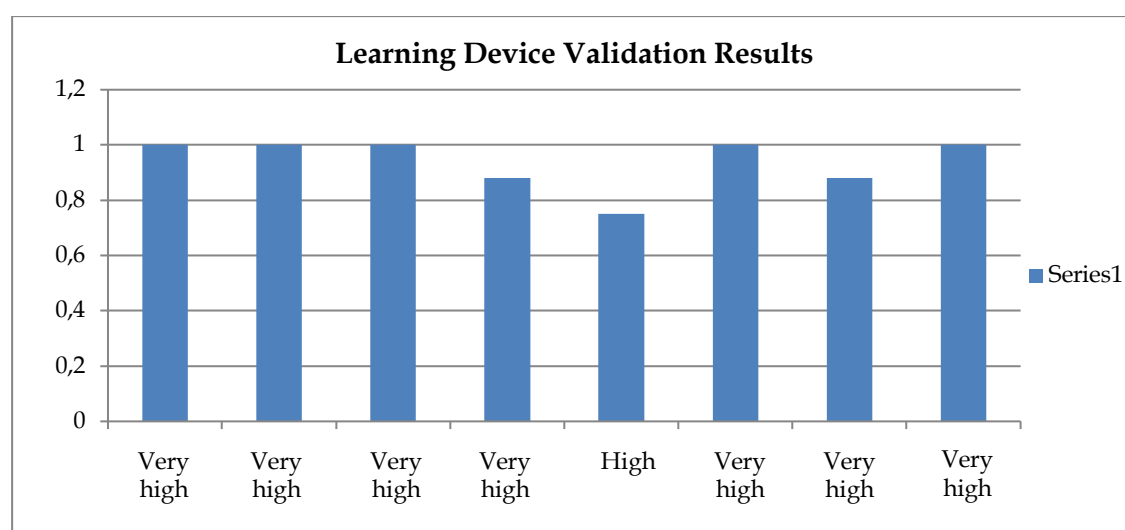


Figure 5. Summary of learning device validation results

Some suggestions and inputs on learning tools by practitioners are presented in the Table 6 below.

Table 6. Suggestions and inputs from practitioners on learning devices

No	Andra Usmanedi, M.Pd	Ismi Nilman, M.Pd	Rita Anggraini, M.Pd
1	The learning objectives need to be fixed and the structuring of the learning objectives sentences must be clear	Add quiz materials to the lesson plans	Fix in the lesson plan section
2	Time allocation must be consistent		The model must be reflected in the learning scenario

1. ICC value

The calculation result:

Table 7. ICC value

Categorized	Value	Asym. Standard Error	Apr. Significance
Measurement	0.842	0.112	0.023

*The Category ICC Value Analysis:

$k < 0.40$ = Very bad

$0.40 < k < 0.75$ = Good

$k > 0.75$ = Very good



The ICC value is 0.842. This means that the measurement error is quite small. Accordingly, based on calculations with ICC, it can be concluded that the results of the instrument validation are good. The final conclusion that can be drawn is that 84.2 percent of the variation in scores coming from the true variation between validators.

2. Aiken's V value

The results of calculating the validity coefficient using Aiken's V calculations are as follows.

$$V = \sum s / [n (C-1)]$$

$$s = r - lo$$

Tabel 8. Aiken's V value results

No	Item	Value (V)	Category
1	1 st	0.721	Good
2	2 nd	0.821	Good
3	3 rd	0.665	Good
4	4 th	0.652	Good
5	5 th	0.543	Good
6	6 th	0.552	Good
7	7 th	0.652	Good
8	8 th	0.710	Good

*The Value Category of Aiken's V

V < 0.50 = Bad

V ≥ 0.50 = Good

Broadly, based on the calculations using Aiken's V, the validity calculation of instrument validation is in the good category, with an average value of 0.664.

Discussion

Before designing the Problem-Based Contextual model in history learning through selected documentaries, it passed through a needs analysis for the model. The end result of the needs analysis stage was to get the design of the Problem-Based Contextual model completely with support systems that support the implementation/performance of the model. The validity of the Problem-Based Contextual model was determined by the expert's assessment of the product and was a determining aspect of the quality of research products. Before carrying out the product assessment by experts, the researcher designed an assessment instrument for the whole product and assessment to see the impact of the model, both in the form of instructional and accompaniment. This instrument validation aims to minimize measurement errors that will be carried out in the process of developing the KBM model. In theory, an instrument to measure the level of validity of a product must contain the content of questions or statements in the instrument relating to suitability, truth, clarity, accuracy and validity. The practicality assessment instrument for a product can contain evaluation keywords in the form of convenience, usefulness, and user interest in using and understanding the product.

The process of validating the Problem-Based Contextual model went through two stages, they were assessment by experts and by practitioners. Assessment of the Problem-Based Contextual model by the experts classified the assessment into several aspects, they were model design, model content, graphic, and linguistic assessment. The validation of the Problem-Based Contextual model for the design aspect was related to the assessment of the supporting theory and background of the model builder, the accuracy of the model syntax, support systems and others. The complete Problem-Based Contextual model with a support system designed based on an experts' assessment, it can be concluded that it is valid and can be continued with testing. Based on the validation of the model and then the model support system, the experts agreed that the Problem-Based Contextual model and its supporting systems are feasible to use. Furthermore, testing of the Problem-Based Contextual model and support system was carried out by practitioners.

CONCLUSION

Assessment by experts in the study of design, content, graphics/learning technology, linguistic, and practitioners on model design, teacher model book, Problem-Based Contextual model students are 79.2; 79.2; 86.2; 78.2; and all are in the valid category. It can be concluded that the level of confidence (validity) of the developed model is good and can overcome obstacles in dealing with problems in learning history.

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