

21ST CENTURY LEARNING: LEARNING HISTORY WITH AN INTERDISCIPLINARY APPROACH AT SMA MUTIARA BUNDA BANDUNG

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Abstract

This article generally discusses 21st century learning, especially learning history with an interdisciplinary approach. As we know that the rapid development of the times as well as increasingly sophisticated technology requires a teacher to have qualified competence in order to keep up with the times. This can be done by continuing to innovate to bring innovative and creative learning in the classroom. Interdisciplinary learning is an educational approach that combines knowledge and methods from various fields of science to examine a topic. This approach aims to create a more holistic and connected learning experience. Using an interdisciplinary approach can make learning more interesting because it is connected to other subjects, so that the rental becomes more varied. This paper uses the naturalistic method, which is a research method conducted by observing research subjects in their natural environment without intervening or influencing the results. The place where the author conducted the observation was SMA Mutiara Bunda Bandung, which is one of the private inclusive schools in Bandung. The author observes one of the creative history teachers who conducts learning by integrating history subjects with drama art lessons so that students are able to imagine and even act out and recreate scenes through drama of historical events. Through this activity, students are expected to have historical and critical thinking skills.

Keywords: history; interdisciplinary approach; 21st century learning

1. Introduction

The big challenge of an educator today is to face students who are accustomed to being facilitated by technological sophistication, so that a teacher must always be one step ahead of students and have high competence and creativity. 21st century learning is a learning transition where the curriculum developed leads schools to change the learning approach from teacher centred to student centered. This article will discuss the integration of history learning with other subjects, thus presenting a more interesting and innovative way of teaching and mutually beneficial for both subjects concerned. Based on the literature survey that has been conducted by the author, there are still rarely even very few sources of writing that discuss history learning with an interdisciplinary approach. The few sources that the author found were more about the integration of local wisdom values and heritage sites with history learning.

According to [1](Een Syaputra, 2019) History is one of the compulsory subjects in all types and levels of education. As explained by many experts that the study of historical science includes many things such as social history, economic history,



political history, intellectual history, mentality history, peasant history, cultural history, and others. According to [2](Ifa Ghefira, et al 2023) History learning is often faced with the challenge of making historical material, which is sometimes complex and sometimes considered dry, more interesting and meaningful for students. In addition, technological developments have opened the door for learning that is more dynamic and focuses on developing critical thinking skills, collaboration skills, and problem solving (Horn & Staker, 2015; Fitriana & Mustofa, (2021).

For this reason, the author would like to discuss history learning with an interdisciplinary approach or the integration of history learning with other fields that are suitable for integration with history learning. The author's observation about the practice of learning history with an interdisciplinary approach is in one of the private schools in Bandung, namely SMA Mutiara Bunda Bandung. With the application of history learning in collaboration with other subjects, it is expected that students can build historical thinking skills well and also understand the learning context that is packaged in a creative way by the teacher. This is in accordance with future demands where students must have thinking and learning skills. These skills include problem solving, critical thinking, collaboration and communication skills.

Education today is expected to be able to produce Human Resources (HR) who have communication and collaboration skills, experts in using technology, creative and innovative thinking skills and the ability to solve problems (Miller & Northern, 2011). Murti (2015) also revealed that in the 21st century, education is becoming increasingly important to ensure that students have the skills to learn and innovate, skills to use technology and information media, and can work and survive by using life skills. The various competencies needed by learners in the current era of globalization are often referred to as 21st Century Skills and the concept of education is better known as 21st Century Learning [3] (Adrian, Yusuf & Rusman 2019).

In general, the implementation of history learning is still conventional, namely with the lecture delivery method and only using a single learning resource, namely the Student Worksheet (LKS). As a result, students' understanding of history is only limited to the "outer skin", because they are less able to construct their own knowledge, and there is no essence that makes a strong impression on students about historical values [4](Idris, et al 2021). The utilization of an interdisciplinary approach in the study of history is believed to be able to make the historical events studied become "alive" and meaningful. Such conditions can actually be applied in learning history at school, especially in the scope of secondary schools. Based on the above thoughts, this paper, which is based on the results of this research, tries to portray history learning carried out by teachers and examine the possibility of developing an interdisciplinary approach in learning history in high school [5](Arif Purnomo, 2014). Based on the explanation that has been presented, according to the author it is important to examine more deeply the learning of history with an interdisciplinary approach, especially by making direct observations of how the learning process takes place. Therefore, the author conducted research at Mutiara Bunda Bandung High School whose teachers have implemented history learning that integrates with other subjects.



2. Methods

The method used in this research is a qualitative method, with a naturalistic approach. This means that this research occurs naturally, as it is, in normal situations that are not manipulated by circumstances and conditions that emphasize natural descriptions. With its natural nature it is very important for researchers to be directly present in the data collection process, this aims to emphasize data validity. When conducting qualitative research, researchers are faced directly and intensively with respondents and the environment. Qualitative research is rooted in natural settings as a whole, relies on humans as research tools, utilizes qualitative methods, analyzes data inductively, deploys its research objectives in an effort to find theories from the basis, is descriptive, is more concerned with process than results, limits the study with focus, has a set of criteria for checking data validity, the research design is temporary and the research results are agreed upon by both parties.

This qualitative research describes the findings in the field, to further interpret and study in depth each issue. Researchers are directly involved in research activities to follow every development of the problems found [6](Aeni, Kurotul & Astuti, Tri 2021). This research was conducted at Mutiara Bunda Bandung High School, by observing history learning activities carried out by integrating with other subjects, namely drama arts and entrepreneurship. Furthermore, because researchers use descriptive qualitative methods in this study, the steps taken can be described as follows: First, the researcher himself as the first instrument comes directly to the source of the data, the researcher acts as an instrument, the researcher is the main research tool. Researchers conduct self-observation and unstructured interviews, with notebooks, recording devices or cameras. Humans as instruments are used to understand the meaning contained in interactions, facial expressions, dive into feelings and socio-cultural values contained in the words or actions of respondents. The researcher's understanding is what is taken as direct data. Second, the implications of the data collected in this study are more likely to be words than numbers, so the results of the analysis are in the form of descriptions. Third, it explains that the results of qualitative research emphasize attention to the process rather than the results. Fourth, through inductive analysis the research reveals the meaning of the observed circumstances. In addition, the qualitative descriptive approach method does not only arrive at collecting and compiling data, but includes analysis and interpretation of the data that has been obtained.

3. Results and Discussion

3.1. 21st Century Learning: History Learning with an Interdisciplinary Approach

As explained in the introduction, this research focuses on historical learning innovations that can meet the demands of the increasingly sophisticated era of globalization with the rapid development of technology. History learning with an interdisciplinary approach or integration of history learning with other subjects that are suitable for integration with history learning. The author's observation of the practice of learning history with an interdisciplinary approach is in one of the private



schools in Bandung, namely Mutiara Bunda Bandung High School. With the application of history learning in collaboration with other subjects, it is expected that students can build historical thinking skills well and also understand the learning context that is packaged in a creative way by the teacher. This is in accordance with future demands where students must have thinking and learning skills. These skills include problem solving, critical thinking, collaboration and communication skills. Interdisciplinary learning allows teachers and learners to make connections across learning through exploring clear and relevant relationships across the curriculum. In other words, it creates interconnections with the subject matter by looking at things from more than one perspective. In its early days in the late 1980s and early 1990s, ontologically, the interdisciplinary approach was based on the philosophy of John Dewey (1972). It follows the principles of constructivism (Drake, 2103f). This approach is based on the theory of constructivism, which is based on the acquisition of knowledge based on facts. The curriculum should also be built in the real world so that it will eventually open up the possibility to apply popular learning theories such as multiple intelligences [7](Rahim Razaq, et al., 2020).

1. The 21st century learning concept uses the 4Cs, namely:

- a. Critical Thinking and Problem Solving Critical thinking is a purposeful and clear process used in mental activities such as solving problems, making decisions, persuading, analyzing assumptions and conducting scientific research. Critical thinking is the ability to argue in an organized way. Critical thinking is the ability to systematically evaluate the weight of personal opinions and the opinions of others. Critical thinking is essentially an active process where a person thinks about things deeply, asks questions for themselves, finds relevant information for themselves rather than accepting things from others In this concept, learners learn to solve existing problems and are able to explain, analyze and create solutions for individuals and society. The role of learners in the implementation of 21st century learning is; learning collaboratively, problem-based learning, having high order thinking skills, and learning to ask questions.
- b. Creativity and Innovation (Creativity and Innovation) Creativity is not always synonymous with children who are good at drawing or stringing words in writing. However, creativity can also be interpreted as the ability to think outside the box without being limited by rules that tend to bind. Children who have high creativity are able to think and see a problem from various sides or perspectives. As a result, they will be more open-minded in solving problems. In this concept, students will be invited to be able to familiarize themselves in doing and explaining every idea they think of. This idea will be presented to classmates openly so that later it will cause reactions from classmates. This activity can make learners' perspectives become broad and open to every view that exists.
- c. Collaboration is the activity of working together with someone or several people in a group to achieve a common goal. This activity is important to implement in the learning process so that children are able and ready to work with anyone in their future lives. When collaborating with others, children will be trained to develop the best solution that can be accepted by everyone in the



group. The concept of cooperation will invite learners to learn to make groups, adjust and leadership. The goal of collaboration is for learners to be able to work more effectively with others, increase empathy and be willing to accept different opinions. Another benefit of cooperation is to train learners to be responsible, adaptable to the environment, society, and be able to set high targets for groups and individuals.

- d. Communication it is defined as a child's ability to convey their ideas and thoughts quickly, clearly and effectively. This skill consists of a number of sub-skills, such as the ability to use the right language, the ability to understand the context, and the ability to read the audience to ensure the message is conveyed. In this case, learners are asked to be able to master, organize, and build good and correct communication in writing, oral, and multimedia. Learners are given time to manage this and use communication skills to relate such as conveying ideas, discussing and solving existing problems.

2. Characteristics of 21st Century Teachers

- a. Life-long learner. Teachers need to upgrade their knowledge by reading a lot and discussing with other teachers or asking experts. There is no such thing as being satisfied with your existing knowledge, because times are constantly changing and teachers must be up to date so that they can assist students based on their needs.
- b. Creative and innovative. Creative students are born from creative and innovative teachers. Teachers are expected to be able to utilize a variety of learning resources to structure activities in the classroom.
- c. Optimizing technology. One of the characteristics of the 21st century learning model is blended learning, a combination of traditional face-to-face methods and the use of digital and online media. In 21st century learning, technology is not something that is additional, even mandatory.
- d. Reflective. Reflective teachers are teachers who are able to use the assessment of learning outcomes to improve the quality of their teaching. Reflective teachers know when their teaching strategies are less than optimal for helping students achieve learning success. There are some teachers who never realize even after years of teaching that their approach is not suitable for students' learning styles. Reflective teachers are able to correct their approach to match students' needs, instead of continuing to blame students' ability to absorb learning.
- e. Collaborative. This is one of the uniqueness of 21st century learning. Teachers can collaborate with students in learning. There is always mutual respect and warmth so that learning will be more fun. In addition, teachers also build collaboration with parents through active communication in monitoring children's development.
- f. Implement student centered. This is one of the keys in contemporary classroom learning. In this case, students have an active role in learning so that the teacher only acts as a facilitator. Therefore, in the 21st century classroom, the lecture method is no longer popular to be applied because it relies more



on one-way communication between teachers and students.

- g. Applying the differentiation approach. In applying this approach, the teacher will design the class based on students' learning styles. grouping students in the class is also based on their interests and abilities. In conducting assessments, teachers apply formative assessment by periodically assessing students based on their performance (not only written tests). Moreover, the teacher and the students try to organize the class to be a safe and supportive environment for learning. Menerapkan pendekatan diferensiasi.

3. 21st Century Learning Model

The role of teachers in 21st century learning is crucial to be able to carry out the STEM approach to learning. Therefore, 21st century teachers must be more creative and innovative in developing learning methods. The following methods are then widely used by teachers in learning practices:

- a. Student Centered Learning is student-centered. Learning will follow the student's character. Both students' interests and learning abilities. Teachers tend to act as facilitators.
- b. Discovery Learning Discovery learning is a learning method that encourages students to discover knowledge independently. Students will be directed to be able to learn actively and independently (selflearning). Utilizing existing sources to explore, investigate, and finally find a concept of knowledge. This method is also useful for stimulating critical thinking and problem solving. Students will also be encouraged to be able to carry out life-long learning.
- c. Flipped Classroom The basic idea of this method is to reverse the approach to learning. Students will be given access to learning materials. The materials can be accessed at home which students can then study before the class meeting. Then, the classroom acts as a vehicle for discussion to solve problems, develop a concept, and also a place for collaboration.
- d. Project Based Learning This method "immerses" students in a project. Through the project, students can freely explore until they can finally find a learning outcome. This method can encourage students to be more creative.
- e. Collaborative Learning One of the characteristics of Industry 4.0 is that it emphasizes a collaborative work culture. This method will prepare students to get used to running a collaborative work culture. This method can also stimulate students' ability to communicate and build social relationships.
- f. Blended Learning Blended learning collaborates online and face-to-face learning methods. This method can overcome the limitation of distance in learning. By collaborating 2 learning methods, learning achievement can be optimized.

Based on previous research conducted by Ekwandari, et al [8]. which examines the integration of multicultural education in history learning. Based on the discussion presented that through the integration of multicultural education in history learning, students will also know and appreciate that the formation of the Unitary State of the Republic of Indonesia is thanks to the struggle of various different groups of religion,



race, ethnicity, culture and so on. In addition, history teachers teach how to tolerate well through teaching equal rights and equal views to all students and students. Not only that, history teachers teach students to respect the opinions of others, be it friends or the community at large. The research proves that history learning can collaborate with other subjects to make it more interesting and easy for students to understand.

3.2. Implementation of History Learning with an Interdisciplinary Approach at Mutiara High School Bandung

The musical drama activity is one of the learning methods that integrates with one of the subjects at Mutiara Bunda High School, namely art and music lessons. In its application, Mrs. Yanti divides students into several groups and then gives a theme to each group. The purpose of applying this method is that students are expected to be able to explore the role of historical warriors, as if they are in the position of the past. This musical drama was held in the school auditorium, by inviting teachers, students, and parents of students to watch their child's performance. In addition, Ibu Yanti also advised students to take advantage of this situation to learn entrepreneurship by making and selling souvenirs in the form of tote bags and stickers as a memento of the event held by students. The activity of selling souvenirs is also related to the subject of entrepreneurship, which builds the economic spirit of students. All souvenirs were sold out and the event went smoothly, this activity was very enjoyable for students, as evidenced by their enthusiasm in preparing posters, practicing drama, making and selling souvenirs, and learning history which is increasingly considered fun thanks to the methods developed by the Mutiara Bunda High School history teacher.

In addition to the impact of arts integration on the development of 21st century skills for students (Maneen, 2016; Krakaur, 2017; Miller and Bogatova, 2018), research results on the effectiveness of arts integration generally illustrate the positive effects of this approach for students. The varying designs of arts integration programs and the many variations in methodological approaches make the impact of arts integration practices not easy to generalize (Ludwig, et al., 2016). Chicago Public School (2021) states that the connections between arts and other academic disciplines made through the implementation of arts integration learning have a profound positive effect on students. Referring to the Chicago Public School's implementation of arts integration, teachers observed that students improved and deepened their academic knowledge along with their creative expression, while also demonstrating a better understanding of the importance of art in the evolution of human thought and expression (Rin Suntartini, 2021) [9].

Historical material wrapped in musical drama can stimulate students to have historical empathy and historical thinking. According to (Fajar & Ridwan 2021) [10] Theater art performances (role playing) contain moral message values that can be conveyed to the audience through the design of the story script that is acted out. Then, the story script is packaged in an interesting and fun way, so that it will have a positive impact on the people who see it, especially on students, whether they are acting directly or otherwise.



History must be an investigation, the creation of knowledge that is specific to a knowledge domain with integrative capabilities, and must involve a special way of thinking. Thinking historically is more than just reading history or telling a story, although both are important. Historical thinking is framed by positionality (or frame of reference), which is derived from a series of cultural experiences to inform a worldview, and by existential (who am I), and epistemological (who is existential (who am I), and epistemological (how do I know) (Frederick D Drake, 2024) [11]. Learning history using an interdisciplinary approach is in line with cognitive learning theory. According to (Nurhadi, 2020) [12] the definition of "Cognitive" comes from the word "Cognition" which is similar to "knowing" which means knowing the extent of cognition. regulatory processing, use of knowledge (Muhibbin, 2005: 65). Cognitivism learning theory emphasizes the learning process rather than the learning outcomes themselves. Baharudin explained that this theory pays more attention to internal events. Learning does not just involve the relationship between stimulus and response as in behaviorism theory, moreover, learning with cognitivism theory involves very complex thinking processes (Nugroho, 2015: 290). Cognitive theory also emphasizes that the parts of a situation are interconnected with the entire context of the situation. Separating or dividing the situation/subject matter into small components and studying them separately will lose meaning. This theory holds that learning is an internal process that includes memory, retention, processing of information, emotions, and other psychological aspects. Learning is an activity that involves a very complex thinking process. The learning process that occurs includes, among other things, regulating the stimulus received and adapting it to the cognitive structure that is already owned and has been formed within a person based on understanding and previous experiences. In learning practice, cognitive theory appears, among other things, in formulations such as: "stages of development" put forward by J. Piaget, advance organizer by Ausubel, conceptual understanding by Bruner, learning hierarchy by Gagan, web teaching by Norman and so on. From this series of learning, students are trained to be able to think critically, communicatively and creatively. Teachers can even help in building cooperation (collaboration) skills between students through musical drama group assignments.

4. Conclusions

Based on the discussion above, the conclusions that the author can summarize to answer the problem formulation above are as follows, 21st century learning is an effort to face increasingly advanced changes, one of which is by presenting history learning with an interdisciplinary approach. Learning history with an interdisciplinary approach is in line with cognitive learning theory, where cognitive learning theory is a theory that prioritizes the learning process rather than learning outcomes. Of course, in implementing history learning which is integrated with art, music and entrepreneurship, students really appreciate and enjoy the learning process. Future researchers can approach history learning with an interdisciplinary approach that integrates with more diverse subjects.



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