The Effect of Multicultural Approach and Independent Learning Strategies on Learning Outcomes History Education

Samsidar Tanjung[1], Hidayat[2], Syarifah[3]

[1](Education Technology, Universitas Negeri Medan, Indonesia)
[2](faculty of social science, Universitas Negeri Medan, Indonesia)
[3](faculty of social science, Universitas Negeri Medan, Indonesia)
Corresponding Author: Samsidar Tanjung

Abstract : *This study aims to determine the effect of contextual learning strategies and problem-based learning strategies; learning outcomes between students who have high independence and low independence; the interaction between learning strategies and independence towards the learning outcomes of the history of the multicultural approach. This research was carried out in the Historical Education Study Program. The results of the study show that: the average educational learning outcomes The history of students taught with the contextual learning learning strategy is higher than the problem-based learning strategy the average student history learning outcomes with high independence are higher than those of low independence; there is an interaction between learning strategies and student independence which gives a different influence on the learning outcomes of history. Thus the learning contextual learning strategy is more effectively applied in learning the history of multicultural approaches to improve learning outcomes without regard to differences in student independence..*

Keywords: *learning strategies, independence, historical education*

I.   Introduction

Learning History and culture of planting cultural values have very important meanings for those lost due to conflict and students. Studying the history of cultural reduction has even become a problem in culture. The importance of changing the historical education paradigm was not solely because of the recent reform movements, the reform movement itself was only a trigger factor for the movement in that direction. Robinson [1] has pioneered the change from Old History to New History, a reaction to Old History which was too rigid to confine itself to political history. The expansion of studies in New History covers aspects of economic, socio-cultural, agricultural, education, psychology, technology, and so on in an inter / multidisciplinary manner. This New History was thus broader, and only as a trigger factor for the movement in that direction.

Learning national history as an element of the development of cultural nationalism was very functioning to become mediation in establishing relations between plural elements of society. Anderson [2] mentions the role of national history as a national identity and the development of national consciousness. Furthermore, he also saw the importance of national identity as the most powerful and long-lasting influence in collective cultural identity. Through the learning of national history, it also seeks to form behavioral models that foster cultural nationalism to create patterns of relationships that address temporal and spatial environments and other dimensions. Learning national history as an element of the development of cultural nationalism was very functioning to become mediation in establishing relations between plural elements of society.

The multicultural approach was lifted from the emergence of the idea of the need for multicultural education for human life and the diversity of nations in the world. In this connection, emphasizes that human diversity has given rise to ideas about multicultural education. According to him, the concept of multi-cultural education was an attitude in looking at human uniqueness in social interaction without distinguishing race, culture, sexual habits, physical condition, or one's economic status. To help students build a cross-cultural dependency attitude and give them an idea of the perspective of group differences.

Wiriaatmadja [3] advocates several strategies that need to be used by lecturers, in applying a multicultural approach. Some suggestions that were presented included: (1) teachers should use effective teaching methods, keeping in mind the diverse cultural references in the class; (2) the teacher needs to observe and listen to the state of the class, before making decisions about classes with diverse cultural orientations; (3) discussions that are relevant to multicultural messages, also need guidance and guidance from the teacher by showing how they are managed so that they do not develop into conflict.

According to Skinner's view in Dimyati and Mujdiono [4] learning was a change in behavior. When people learn, the response becomes better. Conversely, if you don't study, the response will decrease. In learning it was found that there was an opportunity for an event that gives rise to the learner's response which was to strengthen the response.

According to Woolfolk [5], explains learning was a process of permanent change in knowledge or behavior caused by experience. Furthermore, it was explained that for the conditions that must be met in the learning definition, namely: (1) the change must be realized by experience, namely the interaction of individuals with their environment, (2) the change was not caused by maturity like the body becomes taller or hair begins to change, and (3) changes due to illness, fatigue or hunger are not included in the learning definition.

In line with the opinion above, according to Hamalik [6] "Learning was a process of changing individual behavior through interaction with the environment". The same opinion was also expressed which states that learning was a complex process that occurs in all people that lasts a lifetime, since he was a baby until later. One sign that someone has learned was a change in behavior on him. This change in behavior concerns both changes in the nature of knowledge, skills and those concerning values and attitudes.

According to Slameto [7] there are eleven types of learning, namely: (1) learning part; (2) learning with insight; (3) discriminatory learning; (4) global learning; (5) incidental learning; (6) instrumental learning; (7) intentional learning; (8) latent learning; (9) mental learning; (10) productive learning; and (11) verbal learning. According to Gagne [8] learning achievements can be grouped into five categories, namely: (1) intellectual skills; (2) verbal information, (3) cognitive strategies, (4) motor skills and (5) attitudes. This opinion was interpreted: First, intellectual skills, means learning how to do things intellectually. Second, cognitive strategies. This strategy was an ability that directs a person's learning, remembering, and thinking behavior. Third, verbal information. Learning verbal information was learning to know what was learned both in the form of the names of objects, facts and well-organized knowledge. Fourth, motor skills. This skill was the ability of students to do something using the muscle mechanism they have. Fifth, attitude. Attitude was the ability to react positively or negatively to people, things, and situations.

In historical education in accordance with the characteristics of the subject matter of Education The expected history of student learning outcomes consists of three competency aspects, namely: (1) Historical knowledge aspects, (2) Historical skills, and (3) Historical characters or characters. The aspect of historical knowledge competency in this case concerns academic-scientific abilities developed from various theories, political, legal, and moral aspects. So that history education subjects are a multidisciplinary field of study. Historical skills aspects include intellectual skills and skills to participate in the life of the nation and state.

According to Johnson [9], Contextual learning was an educational process that aims to help students see the meaning in the academic material they learn by connecting academic subjects with the context in their daily lives, namely: making meaningful links, doing meaningful work, conduct self-regulated learning, collaborate, think critically and creatively, help individuals to develop, achieve high standards, and carry out authentic assessments. Contextual learning was based on the fact that most students are unable to connect between what they learn and how it was used in real life. This was because the understanding of the academic concepts that are obtained was only something abstract, it has not touched the practical needs of student life, both in the workplace and in society. The philosophical foundation of contextual learning was constructivism, which was a learning philosophy that emphasizes that learning was not just a face but reconstructs or builds new knowledge and skills knowledge through facts or propositions experienced by students in their lives.

According to Johnson [10] there are a number of strategies that must be taken in contextual learning strategies, namely: (1) problem-based learning, which was to raise problems faced together, students are challenged to think critically to solve them. (2) using a diverse context, namely that eating or knowledge exists in various fields or aspects. (3) considering diversity, namely by meaningful becoming a driving force for learning mutual respect and building tolerance for the realization of interpersonal skills, (4) empowering students to learn on their own, (5) collaborative learning, (6) using authentic assessment that learning has taken place in an integrated and contextual manner and member the opportunity for students to move forward according to their potential, and (7) pursue high standards. Contextual Learning has various characteristics, namely cooperation, mutual support, fun, not boring, passionate learning, integrated learning, using various active student sources, exchanging ideas with friends, creative students critical students, classroom walls and halls filled with student work and reports to parents are not just report cards, but student work, reports from labs and so on.

Problems in problem-based learning strategies are open issues, meaning the answers to these problems are uncertain even the teacher can develop possible answers [11]. The goal to be achieved in the Problem Based Learning Strategy was the ability of students to think critically, analytically, systematically, and logically to find alternative problem solving through empirical data expiration in order to foster a scientific attitude. The essence of the problem in Problem-Based Learning Strategy was the gap between the real situation and the expected condition, or between the reality that happened with what was expected. This gap can be felt from anxiety,

complaints, or anxiety. The criteria for selecting learning materials in a Problem Based Learning Strategy are: (1) the learning material must contain issues that contain conflicts that can be sourced from news, recordings and videos, (2) the material chosen was familiar to students, so that each student can (3) the material chosen was material that relates to the interests of the people, (4) the material chosen was material that supports the goals or competencies that must be possessed by students, and (5) materials chosen according to the interests of students.

According to Trianto [12] problem-based strategies have special characteristics such as: (1) submitting questions or problems, problem-based learning organizing teaching around questions and problems both socially important and personally meaningful to students. They propose authentic real-life situations and allow for various solutions to the situation. (2) focusing on interdisciplinary linkages, although problem-based learning may be centered on the learning of social sciences, the problems investigated have been selected which are truly real so that in solving the problem students review the problem from many subjects, for example pollution problems include various subject areas such as economics, sociology, tourism, and government. (3) authentic inquiry into problem-based learning requires students to carry out authentic investigations to find real solutions. Students must analyze, define problems, develop hypotheses, and make predictions, collect and analyze information and conduct experiments, make references, and form conclusions. (4) producing products and exhibiting them, problem-based learning requires students to produce certain products in the form of real works or artifacts and demonstrations that explain or represent the form of problem solving they find, and (5) collaboration, this learning was characterized by students working together with others, most often in pairs or in small groups.

According to Miarso [13] "that the principle of independent learning was very closely related to learning to investigate, which was in the form of direction and control of self in obtaining and using knowledge". This opinion means that this ability was important because success in life will be measured by the ability to act and think alone and not depend on others. The basic concept of an independent learning system was the arrangement of learning programs organized in such a way that each student can choose and determine the material and progress of their own learning in accordance with the concept that the implementation of independent learning was developed with the following signs: (1) the choice of learning material according to the needs of students and presented in various forms, (2) flexible learning time arrangements, according to the conditions of each student, 3) learning progress monitored by various parties that can be done whenever students feel ready, (4) the learning location was chosen by the students, (5) the diagnosis of initial abilities and learning needs and remediation was carried out if the ability was lacking or an exception if the ability was mastered, (6) evaluation of learning outcomes in various ways and forms, (7) choice of various forms learning and learning activities that are in accordance with the conditions and characteristics students and lessons.

In order for students to be independent in learning, students must be able to think critically, be responsible for their actions, not easily influenced by others, work hard and not depend on others. The characteristics of learning independence are forming factors of student learning independence. Learning independence has eight characteristics, namely: (1) being able to think critically, creatively and innovatively, (2) not easily being influenced by the opinions of others, (3) not avoiding problems, (4) solving problems by thinking that deep, (5) if you encounter a problem solved by yourself without asking for help from others, (6) do not feel inferior if you have to be different from others, (7) try to work with diligence and discipline and, h) be responsible for their own actions.

The formulation of the problem in this study was as follows: (1) Are the historical learning outcomes of a multicultural approach to students taught with contextual learning strategies higher than the group of students taught with problem-based learning strategies ?; (2). Are the historical learning outcomes of the multicultural approach to students who have high independence higher than the results of students' historical learning who have low independence ?; (3). Are there interactions between learning strategies and independence in influencing the learning outcomes of the history of the multicultural approach?

II.   Method

This research was conducted in the history education study program in the odd semester of 2017/2018. The population in this study were all students who took history in the second semester as many as 99 people consisting of 3 classes. Each class in the population has the same characteristics, meaning that each class has an average age that was not significantly different, using the same curriculum. The sampling technique in this study was cluster random sampling, which was from 3 classes selected by 2 classes as the research sample.

This study uses an experimental method with a quasi-experimental factorial design 2 X 2 design. Through this design will be compared the influence of contextual and problem-based learning strategies on historical learning outcomes in terms of the characteristics of student independence. The contextual and problem-based learning strategies were treated with experimental groups of students with different independence. Contextual and problem-based learning strategies variables from this study are independent

variables. Contextual and problem-based learning strategies as independent variables, differences in independence as a moderator variable and the acquisition of learning outcomes in History subjects as the dependent variable. These variables will then be included in the research design as seen in Table 1.

Table1. Design of 2 x 2 Factorial Design Experiments

Independence (B)	Learning strategy (A)	
	Contextual (A₁)	Problem based (A₂)
Height (B₁)	A₁B₁	A₂B₁
Low (B₂)	A₁B₂	A₂B₂

Information:
A : Learning strategies
B : Independence
A1 : Contextual learning strategies
A2 : Problem-based learning strategies
B1 : High independence
B2 : Low independence
A1B1 : Learning Outcomes History of the multicultural approach of students taught with contextual learning strategies for students with high independence
A1B2 : Learning Outcomes The history of the multicultural approach of students taught with contextual learning strategies for students with low independence
A2B1 : Learning Outcomes History of the multicultural approach of students taught by problem-based learning strategies for students with high independence
A2B2 : Learning Outcomes History of students taught with problem-based learning strategies for students with low independence.

The data analysis technique used in this study was descriptive and inferential statistical techniques. Descriptive statistical techniques are used to describe research data with a frequency distribution list and make histograms. From these data, the mean, median, mode and standard deviation are calculated. Inferential statistical techniques are used to test the research hypothesis with a two-way ANAVA technique with a 2X2 factorial design and a significant level of 0.05. Before using ANAVA, analysis requirements were first performed which included normality test with liliefors technique and homogeneity test of variance. After testing the analysis requirements, two-way ANAVA testing was carried out, then further testing was carried out using the Scheffe test because N in each cell group was different.

III. Results

The description of the data presented in the study consisted of scores on the learning outcomes of Historical Education in a multicultural approach using contextual learning strategies and historical learning outcomes scores using problem-based learning strategies grouped on high independence and low independence. The description of the data displayed informs the mean, mode, median, variance, standard deviation, maximum score and minimum score also equipped with the frequency distribution table with a histogram graph   . The average learning outcomes learned by contextual learning learning strategies   ($\bar{X}$ = 9.85) are higher than the independence taught by Problem-Based Strategies ($\bar{X}$ = 7.25).

Testing the first, second and third research hypotheses was done by using 2 X factorial variance analysis 2. The summary results can be seen in Table 2.

Table2. Summary of Factorial ANOVA 2 X 2

Sumber Varians	JK	dK	RJK	F_{count}	F_{table} ($\alpha = 0,05$)	information
Learning Strategies	307,25	1	307,25	20,6	2,76	Significant
Independence	204,3	1	204,3	51,59	2,76	Significant
Interaction	1,8	1	1,8	35,92	2,76	Significant
Error	253,19	63	4,30		2,76	
Total	764,44	66				

Testing the first hypothesis that reads: The independence of students taught with Learning Strategies Contextual Learning was higher than the Learning Outcomes History of the multicultural approach of students taught with Problem Based Learning Strategies. The statistical hypothesis was:
Ho: $\mu_{A1} = \mu_{A2}$
Ha: $\mu_{A1} > \mu_{A2}$

Based on the data analysis obtained the average value of student independence with learning strategy of 19.1, greater while the average value of student independence with a direct learning strategy of 14.8. The anava calculation results obtained F_{count} = 20.6 while F_{table} = 2.76 for dk (1.74) and the real level α = 0.05. It turns out that $F_{count} > F_{table}$ (20.6 > 2.76), so the hypothesis testing rejects Ho. Thus, it can be concluded that the independence of students taught with contextual learning learning strategies was higher than the independence of students taught with problem-based learning strategies can be accepted and proven empirically.

The second hypothesis testing which reads: student learning outcomes that have high independence are higher than the historical learning outcomes of student multicultural approaches that have low independence. The statistical hypothesis was:

Ho: $\mu_{B1} = \mu_{B2}$
Ha: $\mu_{B1} > \mu_{B2}$

Based on data analysis, the average student learning outcomes have high independence of 18.5, while the average student learning outcomes have a low independence of 15. The results of anava calculation are obtained F_{count} = 51.59 while F_{table} = 2.76 for (1.74) and the real level α = 0.05. It turns out $F_{count} > F_{table}$ (51.59 > 3.97), so the hypothesis testing rejects Ho. Thus it can be concluded that student learning outcomes that have high independence are higher than student learning outcomes that have low independence can be accepted and proven empirically.

Testing the third hypothesis which reads: there was an interaction between learning strategies and student independence in influencing student learning outcomes. The statistical hypothesis was :

Ho: A> <B = 0
Ha: A> <B $\neq$ 0

The anava calculation results obtained F_{count} = 51.59 while F_{table} = 2.76 for dk (1.74) and the real level α = 0.05. It turned out that F_count > F_{table} (51.59 > 2.76), so the hypothesis testing rejected Ho. Thus it can be concluded that there was an interaction between learning strategies and student independence in influencing learning outcomes The history of multicultural approaches can be accepted and proven empirically.

To find out the interaction between learning strategies and independence for learning outcomes History of multicultural approaches, further testing was carried out by the Scheffe test. The summary calculation of the Scheffe test can be seen in table 3.

Table 3. Summary of Calculation Results of the Scheffe Test

Statistical hypothesis		F_{count}	$F_{(table (3.74)) (\alpha = 0.05)}$
Ho : $\mu_{11} = \mu_{12}$	Ha : $\mu_{11} > \mu_{12}$	8,03	2,89
Ho : $\mu_{11} = \mu_{21}$	Ha : $\mu_{11} > \mu_{21}$	11,7	2,89
Ho : $\mu_{11} = \mu_{22}$	Ha : $\mu_{11} > \mu_{12}$	5,2	2,89
Ho : $\mu_{12} = \mu_{21}$	Ha : $\mu_{12} > \mu_{21}$	3,25	2,89
Ho : $\mu_{12} = \mu_{22}$	Ha : $\mu_{12} > \mu_{22}$	5,23	2,89
Ho : $\mu_{21} = \mu_{22}$	Ha : $\mu_{21} > \mu_{22}$	4,03	2,89

IV. Discussion

Contextual learning strategies have proven to be effective in improving overall student learning outcomes both for students with high independence and for groups of students with low independence. Thus, it can be interpreted that contextual learning strategies are more effective for improving historical learning outcomes without regard to student independence.

According to Johnson [14] Contextual Learning was an educational process that aims to help students see the meaning in the academic material they learn by connecting academic subjects with the context in their daily lives, namely: making meaningful links, doing meaningful work, conduct self-regulated learning, collaborate, think critically and creatively, help individuals to develop, achieve high standards, and carry out authentic assessments. Contextual learning was based on the fact that most students are unable to connect between what they learn and how it was used in real life. This was because the understanding of the academic concepts that are obtained was only something abstract, it has not touched the practical needs of student life, both in the workplace and in society. The philosophical foundation of contextual learning was constructivism, which was a learning philosophy that emphasizes that learning was not just a face but reconstructs or builds new knowledge and skills knowledge through facts or propositions experienced by students in their lives.

Contextual Learning has a variety of characteristics, namely cooperation, mutual support, fun, not boring, passionate learning, integrated learning, using various active student sources, exchanging ideas with friends, creative lecturers critical students, classroom walls and halls filled with student work and reports to parents are not just report cards, but student work, reports from labs and so on.

The principles of contextual learning or components of contextual learning are seven parts, namely: (1) constructivism means that knowledge was built by humans little by little, the results of which are expanded through a limited and narrow context. Knowledge was not a set of facts, concepts or rules that are ready to be taken and remembered. Students build that knowledge and give meaning through real experience. (2) Inquiry or finding the knowledge and skills acquired by students was expected not to result in a set of facts, but rather the results of finding themselves through cycles: observation, asking questions, presenting allegations, collecting data, and inference. (3) the statement, the knowledge possessed by someone was always selling from asking, for the teacher to ask was seen as an activity to encourage, guide and assess students' thinking skills. For students, it was an important part of conducting inquiry that explores information, informs what was already known, and directs attention to previously known aspects. (4) learning communities, in contextual classes the application of learning communities can be done by applying learning through study groups. The concept of contextual learning society suggests that learning outcomes be obtained through collaboration with others. (5) modeling, namely the learning process by modeling something as an example that can be something as an example that can be replicated by each student.

The results showed that multicultural education was an educational strategy that utilizes the diversity of cultural backgrounds of the students as one of the strengths to form a multicultural attitude. This strategy was very useful, at least for universities as educational institutions can form a shared understanding of the concept of culture, cultural differences, balance, and democracy in a broad sense. So it was very influential on the ability of students to learn local history.

The importance of this research finding was that multicultural-based learning of local history was built on the concept of education for freedom which aims to: (1) help students or students develop knowledge, attitudes and skills to participate in democracy and people's freedom; (2) promoting freedom, skills and skills across ethnic and cultural boundaries to participate in several groups and cultures of others. So that understanding and problem solving learning history can easily be understood by students.

Through this research shows that multicultural education also helps students to recognize the accuracy of diverse cultural views, helps students to develop pride in their cultural heritage, makes students aware that value conflict was often the cause of conflict between community groups (Savage & Armstrong, 1996) . Multicultural education was held in an effort to develop the ability of students to view life from various cultural perspectives that are different from the culture they have, and to be positive towards cultural, racial, and ethnic differences.

The increase in the use of character-based multicultural history learning models in this study was because, using a variety of approaches, namely broadly using a learning system approach that correlates to community needs by making students as subjects of learning, using a multicultural learning process, making students as learning citizens as well as inviting students to solve various problems that occur in their environment by using learning materials of history and local culture that are familiar to students. The results of Rondli's [15] study also show that multicultural-based learning strategies implemented in the learning process can improve student learning outcomes and must also have the same understanding of multiculturalism in order to achieve learning objectives in Pkn subjects.

Independence was one aspect of personality that was very important for individuals. Someone who was independent was an atmosphere where someone was safe and able to realize the will or desire seen in actions or real actions in order to produce something (goods or services) in order to fulfill their life needs and each other. Independence was an individual attitude that was obtained cumulatively during development, individuals will continue to learn to be independent in dealing with various environmental situations, so that individuals will eventually be able to think and act on their own with their independence develop more steadily.

Independence was a concept that refers to and refers to individual behavior and the behavior was generally a manifestation of psychological conditions, where the discussion of independence was related to psychological problems, and the problem of independence always comes in self-concept. Self-concept was the overall perception that someone has about himself [16]. Mention the concept of self as a social product that was formed through the process of internalization and organization of psychological experiences. Psychological experience was the result of an individual exploration of his physical environment, and a reflection of himself received from people who influence him.

The average learning outcomes learned by contextual learning learning strategies ($\overline{X} = 9.85$) are higher than the independence taught by Problem-Based Strategies ($\overline{X} = 7.25$). This shows that the Contextual Learning learning strategy has proven to be effective in improving the historical learning outcomes of the overall multicultural approach both with high independence and a group of students with low independence. Thus it can be interpreted that contextual learning learning strategies are more effective for improving learning outcomes The history of multicultural approaches was compared to using problem-based strategies. This can happen because in learning that applies contextual learning learning strategies students are required to work together and be responsible for completing tasks assigned by the teacher, by maximizing the learning conditions in

achieving the learning goals.

Thus, to be able to improve learning outcomes contextual learning strategies are needed so that students can improve learning outcomes. Whereas by using problem-based strategies, learning outcomes Student history will be more difficult to improve because in the teacher-centered and lecture-based learning process so students are less involved in expressing their learning experiences in daily life resulting in learning saturation for students. Findings show learning outcomes The history of student multicultural approaches with high independence ($\bar{X}$ = 20.56) as a whole that was taught with contextual learning strategies and problem - based strategies was higher than learning outcomes History of multicultural approaches with low independence ($\bar{X}$ = 13.86) This can occur because in improving learning outcomes History that has high independence was easy to get along with, was responsive in providing answers to questions raised to it, has more social contacts and frequency to join in group activities, was easy to socialize to learn and solve problems that occurs around human life that requires the involvement of group activities. While students with low self-oriented spirit oriented inward, aloof, maintain distance from other people, tend to be shy, require a long time to adjust to the environment, rather pessimistic and rarely behave aggressively so that in classroom learning activities tend to be passive.

The results of hypothesis testing indicate that the overall research hypothesis, namely: (1) learning outcomes taught with contextual learning learning strategies are higher than learning outcomes taught with problem-based strategies, (2) learning outcomes with high independence are higher than learning outcomes with low independence , and (3) there was an interaction between learning strategies and independence in influencing learning outcomes The history of a multicultural approach was acceptable. Research conducted by Irmawati [17] shows that the application of contextual learning can improve student learning outcomes and simultaneously increase learning activities.

Research conducted by Angelina [18] also shows that student chemistry learning outcomes are taught with problem-based learning strategies higher and on student learning outcomes taught with expository learning strategies. Concluded that learning independence depends on talent and interest, which means that learning independence can be achieved if students and teachers are mutually active, giving rise to positive responsibilities in building independence.

The independence of learning of a student has a meaning for efforts to increase the ability to learn while being able to achieve the learning results that he obtained. Students with a high level of learning independence are characterized by a tendency: (1) not to depend on others, (2) initiative, (3) high learning motivation, (4) not giving up easily. Students with low levels of learning independence are characterized by a tendency to: (1) always depend on others, (2) lack of initiative, (3) low learning motivation, (4) give up quickly. Characteristics of students with a high level of learning independence and a low level of learning independence have a high level of self-reliance learning seriously because it challenges them to find solutions, while students with low levels of learning independence expect and need help from others in completing the tasks given by teacher. Based on the results of this study it can be said that the learning strategy was adapted to the characteristics of students namely independence and subject matter delivered, if the teacher pays attention to the characteristics of students, it was likely that the teacher can choose the right learning strategy, so that students will get the maximum learning outcomes of the multicultural approach. .

According to Anderson [19] the achievements achieved by students in learning the history of multicultural approaches can be grouped into three areas of cognitive, affective and psychomotor. According to this opinion cognitive aspects related to thinking, knowing and solving problems. This aspect consists of six levels, namely: (1) knowledge, (2) understanding, (3) application, (4) analysis, (5) synthesis, (6) evaluation. Affective aspects are related to attitudes, values, appreciation and adjusting social feelings. This aspect consists of five levels, namely: (1) acceptance, (2) response, (3) assessment, (4) organization, and (5) value characteristics. Psychomotor aspects are related to skills that are manual and motorized. This aspect includes: (1) perception, (2) readiness to do work, (3) mechanism, (4) guided response, (5) proficiency, (6) adaptation, and (7) authenticity.

V. Conclusion

Based on the results of the research and discussion stated earlier, it can be concluded that:

First, there are differences in learning outcomes The history of the multicultural approach of students taught by the strategy of learning contextual teaching learning with the average learning outcomes The history of students was higher than the average learning outcomes The history of students who are taught with problem-based learning strategies.

Second, there are differences in learning outcomes The history of the multicultural approach of students who have high independence with an average historical learning outcome was higher than the average independence of students who have low independence.

Third, there was an interaction between learning strategies and the independence of students in a multicultural approach. For students who have high independence will be more effective in improving learning outcomes The history of the multicultural approach of students using the strategy of learning contextual teaching learning, while for students who have low independence, problem-based strategies are more effective in improving learning outcomes History of students

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