

## ABSTRACT

### **The Development of Multicultural Based Dynamic Group Learning Model in History Subject as Efforts to Improve Nationalism Attitude of State Senior High School 1 Students in Kalianda of Lampung Selatan Regency in Academic Year 2011/2012**

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The backgrounds of this research are the diversity and gap between demands of Grade Based Curriculum (or KTSP) 2006 and the learning conditions in high schools. The Grade Based Curriculum demands the accomplishment of substantial and process goals, while in another side the curriculum implementation seems to be conducted carelessly. This is caused by the teacher's low ability to develop learning in the class. The Dynamic Group Learning model is selected as a model for developing history learning in high school. The problem statement in this research is how effective this model of learning and how does the implementation of this model in history learning.

In order to obtain the goal, this research uses research and development (R & D) approach. In common this research includes: (a) a pre survey to identify profile of ongoing history learning, (b) the identification results for the base of the research and to develop Dynamic Group Learning model to be tested and ready to use for a dynamic learning model, a model which is comfortable, especially for history subject in high school, (c) a development model which is validated to obtain model effectiveness level for improvement of learning quality.

Tests were conducted in different qualifications of classes; they were two classes for experiment classes with standard class qualification, and one class for control which had excellent class qualification. This is expected to be able to apply in better classes. The results show the improvement of student's learning results and teacher's performance results. These tests also exhibit better attitude of student's nationalism with the results of screenings from distributed questionnaires. This research was developed by experimenting to compare learning which was implemented through the Dynamic Group Learning model with conventional learning. The validation test derived the different high achievement of student significantly compared with both student's pre test ( $\alpha \leq .0001$ ) and component results of control class ( $\alpha \leq .0001$ ). The conclusion is that the Dynamic Group Learning model is effective enough to improve student's achievement by developing dynamic learning activity which is comfortable and relevant to use in history learning. This model is also effective to improve teachers' performances, so that the Dynamic Group Learning model is effective to improve the history learning quality.

Key words : The Dynamic Group, Multicultural, Nationalism.