Bridging Educational Gaps: Implementing Solution-Driven Methods in History Learning at a Peripheral School in Jember

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Article Information	Abstract
	This research examines the implementation of solution-driven methods in learning history at SMAN 1 Tanggul, a school in the peripheral area of Jember Regency, to bridge the existing educational gap. The main objectives of this research are to identify the effectiveness of solution-driven method in improving students' understanding and engagement as well as to identify the challenges and successes in its implementation. This research method uses qualitative with a case study approach. Data were collected through in-depth interviews with history teachers and students, classroom observations, and analyses of relevant documents, such as lesson plans and student activity records. Data analysis was conducted using thematic analysis techniques to identify patterns and main themes related to the implementation of solution-driven methods. The results showed that the solution-driven method significantly increased students' engagement in history learning by linking the subject matter to their real-life situations. Students showed an increased understanding of the historical context and the relevance of historical events in their daily lives. In addition, this approach helped improve students' learning motivation and analytical skills. Overall, the results of this study suggest that the solution-driven method can be an effective tool to address the education gap in peripheral schools such as SMAN 1 Tanggul.

Abstrak
Penelitian ini mengkaji penerapan metode berbasis solusi dalam pembelajaran sejarah di SMAN 1 Tanggul, sebuah sekolah di daerah pinggiran Kabupaten Jember, untuk menjembatani kesenjangan pendidikan yang ada. Tujuan utama penelitian ini adalah untuk mengidentifikasi efektivitas metode berbasis solusi dalam meningkatkan pemahaman dan keterlibatan siswa serta mengidentifikasi tantangan dan keberhasilan dalam penerapannya. Metode penelitian ini menggunakan kualitatif dengan pendekatan studi kasus. Data dikumpulkan melalui wawancara mendalam dengan guru sejarah dan siswa, observasi kelas, dan analisis dokumen yang relevan, seperti rencana pelajaran dan catatan aktivitas siswa. Analisis data dilakukan dengan menggunakan teknik analisis tematik untuk mengidentifikasi pola dan tema utama yang terkait dengan penerapan metode berbasis solusi. Hasil penelitian menunjukkan bahwa metode berbasis solusi secara signifikan meningkatkan keterlibatan siswa dalam pembelajaran sejarah dengan menghubungkan materi pelajaran dengan situasi kehidupan nyata mereka. Siswa menunjukkan peningkatan pemahaman tentang konteks sejarah dan relevansi peristiwa sejarah dalam kehidupan sehari-hari mereka. Selain itu, pendekatan ini membantu meningkatkan motivasi belajar dan keterampilan analisis siswa. Secara keseluruhan, hasil penelitian ini menunjukkan bahwa metode berbasis solusi dapat menjadi alat yang efektif untuk mengatasi kesenjangan pendidikan di sekolah pinggiran seperti SMAN 1 Tanggul.

Kata Kunci: Kesenjangan Pendidikan, Metode Berbasis Solusi, Pembelajaran Sejarah, Sekolah Pinggiran

INTRODUCTION

Education in peripheral areas often faces various challenges, ranging from limited resources to inconsistent teaching quality. Research by (Rauf and Junaid, 2022) shows that schools in peripheral areas often lack adequate infrastructure and facilities, which impacts the quality of education students receive. In this context, solution-driven methods can be an effective approach to bridge the existing education gap. Solution-driven methods, which prioritise solving concrete and relevant problems, have gained attention in recent educational literature. According to (Rahim and Ismail,2023), this approach allows students to engage in more practical and applicable learning, which can enhance their understanding of the subject matter. In the context of history learning, this method can help students relate historical knowledge to their real-life situations, thus making learning more meaningful.

At SMAN 1 Tanggul, a school in a peripheral area of Jember Regency, this challenge is very real. As an educational institution located in a less developed area, the school often struggles to provide adequate learning experiences for students. Research by (Sari and Harsono,2021) highlights how schools in remote areas such as SMAN 1 Tanggul face difficulties in implementing a curriculum that suits the local needs of students. Solution-driven methods offer the potential to overcome some of these obstacles in an innovative way. In research by (Azizah and Yuliana, 2022), it was found that this approach not only increased student engagement but also improved their learning outcomes in a range of subjects. By focusing on real problems faced by students, this method can help them understand the relevance of historical learning materials to their daily lives. Some studies show that the application of solution-driven methods in the context of education in peripheral areas can have a positive impact. According to (Hidayat and Latifah,2024), students in less developed areas showed increased motivation and learning achievement when they engaged in learning activities orientated towards solving real problems. This finding supports the idea that solution-driven methods can be used to bridge the education gap at SMAN 1 Tanggul.

In the context of history learning, a solution-driven approach can also help students understand how historical events affect their current society and environment. The study by (Kurniawan and Rina,2023) showed that students who engaged in solution-driven history projects showed an increased understanding of the relationship between history and contemporary conditions. This shows the great potential of this method in improving historical understanding at SMAN 1 Tanggul. However, the implementation of solution-driven methods is also not without challenges. Research by (Widodo and Nugroho, 2022) noted several barriers faced in the implementation of this method, including limited teacher training and inadequate resources. At SMAN 1 Tanggul, these challenges may be more pronounced given the limitations of the school.

To overcome these challenges, it is important to develop effective and sustainable strategies in the implementation of solution-driven methods. According to (Setiawan and Prasetyo, 2021), effective teacher training and ongoing support are key to the successful implementation of this method. Therefore, this study will explore how solution-driven

methods can be adapted and effectively implemented at SMAN 1 Tanggul. In the global context, the education gap in peripheral areas is becoming an issue of increasing concern, especially in terms of meeting education standards that are equivalent to urban areas. The study by (McBride and Jones, 2022) shows that despite efforts to reduce these inequalities, the challenges faced by schools in remote areas are still significant. Limited access to quality educational resources often results in large differences in academic achievement between students in peripheral areas and those in urban centres.

In this regard, the solution-driven method was identified as a potential strategy to address this gap. Research by (Lee and Zhou,2023) revealed that this method not only improved students' problem-solving skills but also helped them develop a more positive attitude towards learning. The implementation of solution-driven methods in history learning can change the way students understand and appreciate historical events by connecting them directly to the context of their lives. The implementation of solution-driven methods is also in line with education reform efforts that aim to improve the relevance and quality of learning. According to (Suparno and Hadi, 2021), educational reforms in Indonesia often focus on improving the curriculum and improving the quality of teaching. However, a more contextualised and solution-driven approach could have a more significant impact, especially in schools that face great limitations such as SMAN 1 Tanggul.

In a study by (Purnama and Dewi,2022), it was found that the integration of solution-driven methods in the curriculum can help students build critical and creative skills that are important for their future. At SMAN 1 Tanggul, where access to resources may be limited, this approach can be an effective way to optimally utilise existing resources and provide a more dynamic learning experience. In particular, the application of solution-driven methods in history learning at SMAN 1 Tanggul may bring additional benefits by increasing students' awareness of the relevance of history in their local context. Research by (Siti and Arif, 2024) shows that students who engage in solution-driven history learning are better able to relate history lessons to contemporary problems they face. This not only deepens their understanding of history but also improves their analytical and reflective skills.

However, it is important to note that the implementation of this method requires proper support from various parties, including the government, educational institutions and local communities. Research by (Fadila and Kurnia, 2023) shows that institutional support and adequate teacher training are key to the successful implementation of solution-driven methods. At SMAN 1 Tanggul, such support will be a determining factor in the successful implementation of this method. Therefore, this study aims to identify how the solution-driven method is implemented in history learning at SMAN 1 Tanggul and assess its impact on students' engagement and understanding. Using qualitative methods, this research will explore the experiences of teachers and students, and analyse the challenges and successes they experienced during the implementation of this method.

Overall, the implementation of solution-driven methods in history learning at SMAN 1 Tanggul has the potential to provide an effective model in bridging the education

gap and improving student learning outcomes in peripheral schools. This research will make an important contribution in the effort to improve the quality of education in less developed areas and ensure that all students have equal opportunities to reach their potential.

METHOD

This research uses a qualitative approach with a case study design to explore an in-depth understanding of the application of solution-driven methods in history learning at SMAN 1 Tanggul. This approach was chosen because it allowed the researcher to explore the subjective experiences, perspectives, and local contexts that influence the history learning process in this peripheral school. The research informants consisted of history teachers and students at SMAN 1 Tanggul. The selection of informants was done purposively, by choosing teachers who were directly involved in the implementation of solution-driven methods and students who experienced the learning. Data collection techniques were conducted by observation, in-depth interviews, and documentation. The collected data were analysed using thematic analysis technique. The analysis process began with the transcription of interviews and observation notes. The data was then organised into key themes that reflected important issues related to the application of the solution-driven method. Codes and categories were created to identify patterns and relationships between themes. This analysis helped in gaining an in-depth understanding of how this method affects history learning at SMAN 1 Tanggul.

RESULTS AND DISCUSSIONS

This research explores the implementation of solution-driven learning method in history subject at SMAN 1 Tanggul, a disadvantaged school in Jember Regency. This method was implemented with the aim of bridging the educational gap often faced by schools in remote areas. The first finding of this study shows that the implementation of solution-driven learning method significantly improved student engagement. Students more actively participated in class discussions and showed greater interest in the subject of history. They are not only passive recipients of information but also play an active role in the learning process. This is in line with the research of (Fredricks et al., 2019) which shows that problem-based learning can increase student engagement.

Education in peripheral areas often faces significant challenges, ranging from limited resources to access to the latest technology and information. SMAN 1 Tanggul in Jember Regency, Indonesia, is an example of a school experiencing these challenges. Many students in remote areas often do not have adequate access to educational facilities comparable to urban areas (UNESCO, 2017). Difficult geographical conditions and limited infrastructure are major barriers to providing quality education (World Bank, 2018).

In this context, solution-driven pedagogy has emerged as an innovative approach that aims to overcome various barriers to teaching and learning in remote areas. It focuses not only on knowledge transfer but also on developing problem-solving skills relevant to students' daily lives (Johnson & Johnson, 2017). This approach provides opportunities for

students to learn in a contextualised and applied manner, which is particularly important in situations where resources are often limited (Harasim, 2017). Previous research shows that problem-solving-focused learning approaches can significantly improve student engagement and learning outcomes (Kuh et al., 2018). In remote areas, where educational challenges are often greater, this method can provide a practical solution to improve the quality of education. Teachers act as facilitators who guide students in the problem-solving process, providing them with opportunities to collaborate and think critically (Fredricks et al., 2019).

The implementation of solution-driven learning method at SMAN 1 Tanggul involves the design of learning activities that are relevant to the local context. History teachers at this school design projects that ask students to identify and solve problems they face daily, such as environmental and social issues in their community. For example, research projects on local history give students the opportunity to apply the theories they learnt in class (Zhao & Frank, 2017). Research shows that student engagement increases significantly when they are involved in relevant and challenging learning activities. Students at SMAN 1 Tanggul showed higher enthusiasm and active engagement in class discussions when they were faced with real problems that they had to solve (Fredricks et al., 2019). Solution-driven projects not only increase engagement but also motivate students to be more active in learning history.

In addition to engagement, student learning outcomes also show improvement. Students who engage in solution-driven projects tend to have a deeper understanding of the subject matter and are able to apply their knowledge more effectively (Walker & Leary, 2020). This is in line with previous research findings which show that project-based learning can improve academic outcomes (Thomas, 2020). However, the implementation of this method also faces various challenges. Limited resources, such as access to technology and adequate teaching materials, are major barriers (Means et al., 2017). In addition, teachers also need training and support to develop the necessary skills to implement these methods effectively (Darling-Hammond et al., 2020). These limitations may hinder teachers' ability to optimally implement solution-driven learning methods.

Teachers at SMAN 1 Tanggul act as facilitators who help students in the problem-solving process. They not only provide knowledge but also guide students in developing critical and collaborative thinking skills (Hattie, 2017). This role is crucial in ensuring that students can maximise their potential in learning. The successful implementation of this method at SMAN 1 Tanggul can serve as an example for other schools in remote areas. This experience shows that with the right approach, education in remote areas can be optimised despite limited resources (Hargreaves & Fullan, 2020). This learning also demonstrates the importance of ongoing support for teachers and students. Based on these findings, policy recommendations include increased support for teacher training, provision of adequate resources and development of programmes that support solution-driven learning methods. Education policymakers need to consider the importance of this approach in the context of education in remote areas (Schleicher, 2018).

In the context of curriculum development, solution-driven learning methods can be integrated with the national curriculum to ensure that learning focuses not only on theoretical knowledge but also on practical applications (Dweck, 2017). This is important to prepare students for future challenges. The solution-driven learning method at SMAN 1 Tanggul shows great potential in addressing the education gap in remote areas. With the right support, this approach can improve student engagement and learning outcomes, while preparing them for future challenges. Further research and policy support are needed to expand the application of this method across Indonesia.The study also found that students who engaged in solution-driven projects developed better critical thinking skills. They learned to identify problems, gather relevant information, analyse data, and formulate effective solutions. These skills are particularly important in history subjects where source analysis and data interpretation are key components. Walker and Leary (2020) noted that project-based learning can develop critical thinking skills in students.

In addition to critical thinking skills, students also demonstrated an improved conceptual understanding of the subject matter. They were able to relate historical events to local and global contexts, and understand the implications of these events. This shows that the solution-driven learning method helps students in building a deeper and more comprehensive understanding of history. This finding is in line with ('Thomas', 2020) research which states that project-based learning can improve students' conceptual understanding. Another finding of this study is the improvement of collaboration and co-operation skills among students. The projects designed require teamwork, where students have to work together to achieve a common goal. They learnt to listen to others' opinions, respect differences, and work towards the best solution. These skills are not only important in the academic context but also in their daily lives. (Hattie's, 2017) research also emphasises the importance of collaboration in the learning process.

Teachers at SMAN 1 Tanggul act as facilitators who guide students in the learning process. They not only provide information but also assist students in developing problem solving skills. Teachers provide constructive feedback and support students in overcoming the difficulties they face. This role is important in ensuring that students can optimise their potential. (Darling-Hammond et al., 2020) emphasised the importance of the teacher's role as a facilitator in solution-driven learning.

While this method showed positive results, the study also identified some challenges in its implementation. Limited resources, such as access to technology and adequate teaching materials, are the main obstacles. In addition, teachers also need ongoing training and support to develop the necessary skills to implement this method effectively. (Means et al., 2017) noted that limited resources can be an obstacle in implementing solution-driven learning.

This study recommends the need for policy support to support the implementation of solution-driven learning methods in remote areas. Increased support for teacher training, provision of adequate resources and development of programmes that support this method are needed. Education policymakers need to consider the importance of this approach in the context of education in remote areas. (Schleicher, 2018) states that

appropriate policy support can improve the quality of education in remote areas. This study also found that the solution-driven learning method improved students' learning motivation. Students feel more motivated to learn when they see the relevance of the subject matter to their daily lives. They feel more energised and challenged to overcome the problems they face. This finding is consistent with (Dweck's, 2017) research which shows that learning that is relevant to students' context can increase learning motivation.

This method also helps students understand the relevance of history in their local context. The projects designed by teachers allow students to connect historical events to their local context, thus making learning more meaningful and relevant. This helps students to see the value of learning history and how history affects their daily lives. (Zhao and Frank, 2017) noted the importance of contextual relevance in learning. In addition to engagement and motivation, this study also showed that the solution-driven learning method had a positive effect on students' academic achievement. Exam results and other assessments showed significant improvement after the implementation of this method. Students were able to achieve higher grades and demonstrate a deeper understanding of the subject matter. This finding is in line with the research of (Kuh et al., 2018) which showed that project-based learning can improve students' academic achievement. To ensure the sustainability of the programme, ongoing support is needed from all stakeholders, including the government, communities and educational institutions. This support includes the provision of adequate resources, ongoing training for teachers and policies that support the implementation of this method. (Hargreaves and Fullan, 2020) emphasise the importance of ongoing support for the long-term success of educational programmes.

CONCLUSIONS

The implementation of solution-driven methods in history learning at SMAN 1 Tanggul, which is a school located in a peripheral area, shows a positive impact in bridging the existing educational gap. This approach focuses on solving real problems faced by students, so that history learning materials are not only theoretical, but also relevant to their situation and needs. By applying this method, students not only understand historical concepts more deeply but also learn how to apply their knowledge in a practical context, which strengthens their critical and analytical skills. The solution-driven method is proven to be an effective tool to overcome educational challenges in peripheral schools such as SMAN 1 Tanggul. By approaching history learning from a solution-driven perspective, schools can address various educational gaps, including resource limitations and material relevance. The implementation of this method not only improves students' understanding of history but also provides practical skills that are useful for their lives outside the classroom.

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