

The Effect of the Three-Step Interview Learning Model on History Learning Outcomes of XI Class Students

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Article Info	Abstract
Article history: Received: March 12, 2025 Accepted: April 25, 2025 Published: April 26, 2025 Keywords: History learning Learning model Learning outcomes Three step interview This article is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License. © 2025 Vidya Karya	This research uses the three-step interview model to determine the influence and extent of history learning outcomes for class XI MAN Bontang students. The research method used is the experimental method. The type of research is a quantitative approach with a posttest-only control design. Sampling was carried out using simple random sampling, where the experimental class was class XI-D and the control class was class XI-B. The analysis test used is the independent sample t-test with a significance level of 5%. The test results show a Sig value. 2-tailed is (0.000 < 0.05). The effect size test shows the magnitude of the influence used, which is (1.58 > 0.8), so the use of the three-step interview model has a very large influence on students' history learning outcomes. Based on the results, it can be concluded that the three-step interview learning model influences the history learning outcomes of class XI students at MAN Bontang.

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INTRODUCTION

Education is important to a nation's development because it reflects its quality. Good education can produce superior human resources capable of competing in the era of globalization. Education cannot be carried out without a curriculum. The curriculum is crucial in the educational process as it is a guideline for conducting education. The new Merdeka Curriculum is set to become the national curriculum in 2024 (Astuti et al., 2024; Firmansyah, 2023) Sari & Masruddin, 2025). The Merdeka Curriculum offers more interactive learning tailored to students' abilities. Rapid global changes in various fields, including education, have influenced curriculum changes from the Merdeka Curriculum to the 2013 Curriculum (K-13).

The teaching and learning process in the history subject for 11th grade at MAN Bontang has not been running optimally. This is indicated by the lack of student interest in studying history and teachers' difficulties in creating an engaging and active classroom atmosphere. Although various teaching models and techniques have been applied, the three-step interview model has not been maximally utilized.

Based on the issues described, there is a need for a learning method that encourages students to improve their quality and cooperation, one of which is implementing the three-step interview learning model. A learning model is a conceptual framework designed to achieve learning goals and serves as a guide for curriculum designers and teachers. According to Kurniasih (2022), a learning model provides a systematic framework for conducting lessons aimed at helping students achieve specific learning objectives. Meanwhile, according to Rusman in Nurfauzan et al. (2022), a learning model is a plan or

pattern used to form a curriculum (long-term lesson plans), design learning materials, and guide classroom instruction. Choosing the appropriate learning model is essential for delivering teaching materials effectively to create a good learning experience during the learning process. One characteristic of a learning model is having systematic stages, which can transform learners' character. Moreover, learning models function as instruments that assist students in gaining learning experiences ([Isma et al., 2021](#) ; [Paiva et al., 2016](#); [Rahimi et al., 2015](#)).

According to Simeru et al., (2019), the function of a learning model is to guide curriculum developers and teachers in implementing instruction. A learning model is expected to overcome obstacles in the learning process, for example, implementing a collaborative learning model. In collaborative learning, students work together in small groups where each member is responsible for both group and individual learning ([Nadila, 2024](#)). Meanwhile, Mukhtar in Rizal et al., (2024) found that collaborative learning models, which position students as active agents in the learning process, provide space to interact, share ideas, and build knowledge together. In this study, the researchers used the three-step interview learning model. This model is a method where each team member alternates between the roles of interviewer and interviewee. The three-step interview involves stages in which students are guided to form pairs, take turns interviewing each other, and then present their interview results to others. Furthermore, this approach encourages students to express their abilities in answering and communicating with group members (Barkley et al., 2012 in [Wulandari et al., 2020](#)). According to Candraloka (2016), the three-step interview method can enhance students' motivation and speaking skills.

One way to assess whether learning indicators have been achieved is through student learning outcomes. According to Ricardo and Meilani in Prihandini and Panduwina (2022), indicators of learning outcomes include cognitive (knowledge), affective (attitudes), and psychomotor (basic movements). Low student performance may be caused by using conventional learning models ([Rahmadani et al., 2023](#)). To improve learning outcomes, the three-step interview model is used, which can enhance students' academic achievement. According to (Winanda in [Sumarni & Manurung, 2023](#)), learning outcomes reflect behavioral changes during learning. Hamdan and Khader ([Hamna & Windar, 2022](#)) emphasize that learning outcomes play a vital role in evaluating students' academic achievements and serve as a reference for designing effective learning by considering the connection between material and assessment methods.

According to Indonesian Law No. 20 of 2003, learning is the interaction process between educators and students and learning resources that take place in a learning environment. Learning is an activity designed by teachers to make students learn actively with a focus on learning resources. According to Trianto in Rohmah (2017), learning is a complex activity that cannot be fully explained. Learning is defined as a product of the continuous interaction between development and life experiences. Education and learning are efforts to enhance students' potential. All learning and educational activities are conducted to achieve certain goals. Zahro et al. (2017) in ([Darwis et al., 2022](#)) explain in their research that history education is a field of knowledge that aims to help students build an awareness of the importance of time and place in understanding the past, present, and future. History education aims to provide factual historical knowledge to all Indonesian citizens, regardless of their educational level. Therefore, learning objectives greatly influence the learning process, as without objectives, learning lacks direction and purpose.

The hypothesis in this study is H_0 (null hypothesis), which states that there is no effect, and H_a (alternative hypothesis), which states that using the three-step interview learning model has an effect on the history learning outcomes of 11th-grade students at MAN Bontang.

Previous research has been conducted on applying the three-step interview learning model in sociology learning for 10th-grade students at SMAN 3 Solok Selatan ([Ayulia,](#)

2021). The results showed that students were more active in reading sources and discussing with peers to find answers than those using conventional methods. Another study on the effect of the three-step interview model with the Concept Learning strategy on students' concept understanding was conducted in science classes (Ermawati & Cintamulya, 2018). The findings revealed that students who were usually passive and inactive during the learning process could communicate and engage in discussions, unlike those in the control class that applied conventional teaching. The difference between these relevant studies and the current research lies in the location and subject matter: previous studies focused on science, whereas the current research focuses on Indonesian history. Additionally, the dependent variable in past studies was conceptual understanding, while in this study, it is the history of learning outcomes of students.

Moreover, research in the field of history learning is still limited. Therefore, this study aims to help students overcome difficulties in understanding material and increase their active participation in learning. This need is evident from the suboptimal teaching and learning of history in the 11th grade at MAN Bontang, characterized by students' lack of interest and the challenges teachers face in creating engaging and active classroom environments.

METHODS

This study is quantitative research with an experimental approach, using the True Experimental Design with a Posttest-Only Control Design model. The experimental group received treatment using the three-step interview learning model, while the control group did not receive the treatment. The population in this study included all 11th-grade students at MAN Bontang. The sample, which must be representative of the population's size and characteristics, was selected using Probability Sampling. Specifically, Simple Random Sampling was used, ensuring each population member had an equal chance of being selected. The selected sample consisted of two classes: Class XI-D as the experimental group and Class XI-B as the control group, each with 28 students. Simple random sampling is called "simple" because the selection of sample members is done randomly without considering existing strata in the population.

Since the research used an experimental design with a control group, two equally sized groups were needed to compare the effect of the independent variable. The study involved instrument testing to evaluate test questions, observation sheets for learning syntax, and learning tools. The materials used in the first semester included the topic of Indonesian Colonialism, with subtopics: the spice trade routes, interconnection and presence of foreign nations in the archipelago, the fall of Constantinople to the Ottoman Turks, world navigation, and the fall of Malacca to the Portuguese. Tests for normality, linearity, hypothesis, and effect size were conducted using SPSS Statistics 25. The percentage of observation results for the implementation of the three-step interview model syntax was calculated using the following formula:

$$\% \text{ implementation} = \frac{\text{Syntax implementation criteria}}{\text{Maximum score}} \times 100\% \quad \dots (1)$$

Table 1 gives the percentage of observations scoring in the implementation of the syntax model of the step interview.

Table 1 Criteria of implementation syntax

Percentage (%)	Criteria
0 – 20	Very Poor
21 – 40	Poor
41 – 60	Fair
61 – 80	Good
81 – 100	Very Good

Mukmainah & Yonata (2020)

The effect size was calculated using the following formula to determine the magnitude of the influence of the three-step interview model.

$$d = \frac{(M_1 - M_2)}{\frac{\sqrt{SD_1^2 + SD_2^2}}{2}} \quad \dots (2)$$

The effect size interpretation is provided in Table 2.

Table 2 Effect size interpretation

<i>Effect Size</i>	<i>Interpretation</i>
0.0 < d < 0.2	Small
0.2 < d ≤ 0.5	Medium
0.5 < d ≤ 0.8	Large
d > 0.8	Very Large

Widyastuti & Airlanda (2021)

RESULTS AND DISCUSSION

Normality Test Results

The normality test was conducted to determine whether the collected data was normally distributed, using Kolmogorov-Smirnov and Shapiro-Wilk tests. Data is considered normal if sig. > 0.05. The results of the normality test – experimental and control classes are shown in Table 3.

Table 3 Normality test results – experimental and control classes

Class	Kolmogorov-Smirnov^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Experimental	.193	28	.009	.935	28	.083
Control	.125	28	.200	.950	28	.193

Based on the Kolmogorov-Smirnov test, the control group showed a significance value (sig.) of 0.200 and a Shapiro-Wilk significance value of 0.193. Both values are greater than 0.05, indicating that the control group data is normally distributed. Meanwhile, the experimental group showed a significance value of 0.009, also greater than 0.05, indicating that this test suggests the experimental group data is normally distributed. The Shapiro-Wilk test result for the experimental group showed a significance value of 0.083, also greater than 0.05. The difference in results between the Kolmogorov-Smirnov and Shapiro-Wilk tests can be attributed to several factors, such as sample size and the sensitivity of each test to different types of deviations from normality.

Linearity Test Results

This test checks for a linear relationship between the dependent and independent variables using Deviation from Linearity. A sig. > 0.05 indicates linearity. The results of the linearity test are shown in Table 4.

Table 3 Linearity test results of experimental and control groups

Sum of Squares		df	Mean Square	F	Sig.
History Learning Outcomes	Between Groups	510.0667	9	56.741	2.293 .064
	Linearity	92.586	1	92.586	3.742 .069
	Deviation from Linearity	418.080	8	52.260	2.112 .089
	Total				

Within Groups	445.333	18	24.741
Total	956.000	27	

Based on the linearity test data, the Linearity method has a significance value of 0.089, greater than 0.05. This indicates that the post-test score variance data in the experimental and control classes is linear, showing that the obtained data has similar variances. Since the post-test data is normally distributed and has relatively equal variances, the requirements for conducting the Independent Sample t-test—to determine whether there is a difference in the mean between two independent samples—have been met.

Hypothesis Testing Results

t-Test

The t-test using the Independent Sample t-test is conducted to determine whether the teaching method or treatment affects the observed subject. In this study, hypothesis testing is performed using the Independent Sample t-test to compare the post-test scores of the experimental and control classes. The t-test results are considered acceptable if the significance value (sig.) is less than 0.05. The t-test results are presented in Table 5.

Table 5 T-Test results for experimental and control classes

		F	Sig.	t	df	Sig. (2-tailed)
History Learning Outcomes	Equal variances assumed	.401	.529	6.551	54	.000
	Equal variances not assumed			6.551	53.555	.000

The post-test results of the experimental and control groups, as shown in the Independent Sample t-test, indicate a significance value of 0.000, which means the alternative hypothesis (H_a) is accepted, and the null hypothesis (H_0) is rejected. This is further supported by the result of $t\text{-count} < t\text{-table}$, showing that $0.000 < 1.67356$. There is a clear relationship between the independent and dependent variables. The hypothesis testing for both control and experimental groups shows that the three-step interview learning model significantly affects students' history learning outcomes in the experimental group.

The comparison of average history learning outcomes between the experimental and control classes is as follows in Table 6.

Table 6 The comparison of average history learning outcomes between the experimental and control classes

Statistical Data	Post-test	
	Experimental Class	Control Class
N	28	28
Minimum Score	78	66
Maximum Score	98	88
Average	87.00	76.07

The post-test data above indicate that students' understanding of Indonesian colonialism improved in both the experimental and control classes compared to before the learning activity, which involved different treatment methods. This supports research by Slavin (2010), which stated that cooperative learning models can improve student learning outcomes. Based on statistical calculations, the $t\text{-count}$ is greater than the $t\text{-table}$, so H_0 is rejected, and H_a is accepted. The three-step interview learning model significantly influences students' history learning outcomes in the experimental group.

Effect Size

The effect size was calculated to measure the magnitude of the impact of the three-step interview learning model on history learning outcomes based on the post-test results of both classes. The effect size score obtained was 1.58, greater than 0.8, as seen in Table 2. This places it in the "very large" category. Therefore, it is concluded that the three-step interview model has a very large influence on the history learning outcomes of Grade XI students at MAN Bontang.

The linearity test results (Table 4) support that the three-step interview model can improve students' history learning outcomes, as the post-test data were normally distributed and had relatively equal variances. This satisfies the requirements for conducting the Independent Sample t-Test. Furthermore, Table 5 shows a difference of 10.93 in students' average history learning outcomes before and after applying the three-step interview learning model. The hypothesis test results: H_0 = no significant difference exists in students' history learning outcomes before using the three-step interview model. H_a = There is a significant difference in students' history learning outcomes after using the three-step interview model.

Based on the calculation results, the effect size of 1.58 confirms that the three-step interview model greatly impacts history learning, as $1.58 > 0.8$ according to Table 2's interpretation. This is further supported by research from Widyastuti and Airlanda (2021), which showed an effect size of 1.009 for a problem-based learning (PBL) model, indicating a very large effect on mathematics learning.

Implementation Results of the Three-Step Interview Learning Model Syntax

The syntax refers to the steps of learning activities aligned with the chosen strategies and methods. The data on syntax implementation was collected through observation sheets filled out by observers during the learning process using the three-step interview model. The observed aspect was the teacher's activity throughout the lesson. The observation data were analyzed in percentages and categorized based on criteria. The implementation results of the syntax are presented in Table 7.

Table 7 Analysis results of the three-step interview model implementation

No.	Subtopic	Syntax Implementation Percentage (%)	Criteria
1.	Spice Route, Interconnection, and the Presence of Foreign Nations in the Archipelago	86	Very Good
2.	Fall of Constantinople by the Ottoman Turks and Global Exploration	86	Very Good
3.	The Fall of Malacca to the Portuguese	93	Very Good
Average		88.33	Very Good

The percentage of syntax implementation was obtained by calculating the average implementation over three meetings in class XI-D, which served as the experimental class. The syntax implementation contributes to the effective use of a learning model. Based on the research findings, the three-step interview model improved students' history learning outcomes on colonialism in Indonesia. The post-test results showed an increase in the experimental class with an average score of 87.00, categorized as Good in the historical learning achievement criteria. In contrast, the control class scored an average of 76.07, categorized as Fair. These findings indicate a significant difference in learning outcomes between the control and experimental classes, supported by the hypothesis test (Independent Sample t-test), which showed a significance value of $0.000 < 0.05$.

Furthermore, the effect size calculation of 1.58 indicates that the three-step interview model has a very large impact on history learning outcomes, as $1.58 > 0.8$.

Implementing the three-step interview model encourages students to enhance communication skills and conceptual understanding during learning (Arafah et al., 2021; Mustari, 2019). It enables students to think critically, draw conclusions, and solve problems. This improvement contributes to better learning outcomes in history. Wulandari et al. (2020) support this finding, stating that the three-step interview model positively affects student learning outcomes, motivates students to read materials, improves memory retention, and trains communication skills, facilitating knowledge construction (Dewi et al., 2019).

In applying the three-step interview model, students can enhance their communication skills by sharing personal information related to the lesson content and actively participating in listening and sharing activities (Mustari, 2019; Sugianto, 2020). Communicating the results of interviews in the form of shared information is an effective practice to improve learning outcomes. Activities in the three-step interview encourage students to think quickly and be ready to answer questions posed by their peers. This interview process habituates students to respond promptly to verbal questions, improving their speaking skills (Pratama et al., 2021; Usmadi et al., 2020).

The three-step interview model encourages students to participate in the learning process and express their opinions actively. The use of interview reports helps students summarize lengthy information in a structured and memorable format. Wulandari et al. (2020) noted that implementing the three-step interview model positively influences memory retention and communication skills, enabling the construction of knowledge. Rakha (2025) stated that a three-step interview is one of the learning techniques that can enhance information processing and working memory in online courses and improve cognitive outcomes, motivation, and academic success skills. Maharani et al. (2020) found that the three-step interview, combined with a scientific approach, resulted in better math learning achievements than Think-Pair-Share (TPS) and classical approaches with scientific methods.

This proves that the three-step interview model created a more active learning environment in the experimental class. Every student was allowed to construct their knowledge. Compared to the control class, which used a conventional model, students tended to be passive and lacked peer interaction. In the three-step interview class, active communication was observed among students, teachers, and students, as they exchanged opinions and confidently presented discussion results.

CONCLUSION

Using the three-step interview model in History class for Grade XI at MAN Bontang helps students learn more effectively. This is evident from the difference in scores between the experimental class (87.00) and the control class (76.07). Based on the Independent Sample t-test, a significant difference was found, with an effect size of 1.58, indicating that this model significantly impacts History learning. The model enhances student participation, speaking skills, and memory retention. Students in the experimental class became more active due to interactive communication during interview sessions, where they exchanged questions and information, which helped improve their speaking and critical thinking skills.

However, this study has several limitations. It was conducted in only one school so that the results might differ in other schools. It also focused solely on history, so the results might vary if they were implemented in different subjects. The study did not consider students' diverse backgrounds, such as socio-economic status, prior knowledge, and learning environments, which can influence learning outcomes.

CONFLICTS OF INTEREST

The authors declare that there is no conflict of interest.

AUTHOR CONTRIBUTIONS STATEMENT

Conceptualization, ZA and SA; methodology design and development, ZA and SA; formal analysis and data interpretation, Z.A. and MA; writing—original draft preparation, ZA; review and editing, SA and MA; supervision and project administration, Z.A and M.A; all authors have read and agreed to the published version of the manuscript.

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