

ABSTRACT

The low conceptual understanding of students in class X-3 of SMA Islam Cipasung shows that they are not yet able to explain the material using their own opinions, which indicates that their understanding ability is not yet adequate, they are not yet able to understand new terms and concepts in the material, and they are not confident in answering questions. The purpose of this study was to determine the effect of the Feynman technique on students' conceptual understanding as a basis for more optimal learning understanding. The study used a quantitative approach with a pre-experimental one group pre-test post-test design. The study population was all class X ($n = 118$), with a sample of class X-3 ($n = 13$) selected using a purposive sampling technique. The research instrument was a test of 11 essay questions. Data were tested using a normality test and hypothesis testing using a paired sample t-test. The results of the study showed a significant effect on conceptual understanding after the application of the Feynman technique, with a significance value of $0.000 < 0.05$, so H_0 was rejected and H_a was accepted. The results of this study confirmed that this technique had a positive effect on students' conceptual understanding as seen from the results of the pretest and posttest which showed significant differences. The positive results and the alignment between the application of the Feynman technique in learning and the theory and achievement aligned with the independent curriculum indicate that this research can be applied and retested in similar cases. Given the limitations of this study, it is recommended that this technique be tested with a larger sample size to assess positive changes in students' conceptual understanding of history learning.

Keywords: Conceptual Understanding, History Learning, Feynman Technique