

UTILIZATION OF THE KEBUMEN PEOPLE'S STRUGGLE DIGITAL BOOK AT STATE HIGH SCHOOLS IN KEBUMEN TO INCREASE STUDENT'S HISTORICAL AWARENESS

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ABSTRACT

Historical awareness has an important role in learning history. The purpose of history education at the present is changing. History learning is oriented towards students' appreciation of the meaning of an event in facing current challenges. The purpose of this study was to observe the relevance of historical awareness in history lessons conducted for high school students in Kebumen. The method used in this study is a qualitative method with a case study approach. The result of this research is the use of teaching materials and learning resources in the form of digital books which are arranged according to the steps of the discovery learning model. The result of learning is an assessment using questionnaires and portfolio sheets. Questionnaires are used to measure changes in attitudes (affective) that students have before learning and after learning. The portfolio is used to measure the appreciation of meaning and relevance to current challenges based on student's opinions.

Keywords: Historical Awareness, Discovery Learning Model, Digital Books, Technology

1.0 INTRODUCTION

History is the study of events in the past. Historical awareness has a function as a special mode of orientation towards selecting decisions in current actual life situations that are based on past actualities. Historical awareness binds the past and present by providing considerations in the present for a better life in the future. Based on historical interpretation in the present, it has an impact on the decision-making process or actions in the future (Rusen, 1987).

Historical awareness of utilizing historical sources is an interesting thing. Historical sources are not only used as case studies on how the media manage historical events. Historical awareness becomes a bridge to historical sources that are utilized by the next generation of historians. Studying historical events by understanding events and experiencing the meaning of an event is a series of historical awareness (Birkner & Donk, 2020).

According to Rusen (1987), history is a mirror of the actuality of the past which is studied and studied in the present to predict the future. Historical awareness is a person's perspective in taking action in the future by peeking at past events. The trilogy of time in history is a conceptualization of historical awareness according to Rusen. History is a meaningful relationship between the past, present, and future (Rusen, 1987).

The description of the meaning of historical awareness is further explained by Ahonen (2005) by mentioning that historical awareness implies the passage of time in an event. Mental orientation in an event is based on the human ability to think back and forth in time. Historical awareness according to Ahonen, (2005) is defined as the interaction between understanding the past and building hopes for the future. Time is considered not only as a technical measure but also as a substance laden with meaning and moral issues given by humans.

Each individual's historical awareness ability is based on their collective memory and memory. Collective memory is important in human life today because it is considered part of the world of life in society. An individual in society can understand various events in their past through collective memory. Collective human memory can become the historical identity of each individual or society. Through collective memory, history turns into an asset that can be used to determine choices in life (Ahonen, 2005).

Historical events are studied not only to know the process of events that occurred in the past. The function of studying historical events is to emphasize the use of events in the past in present and future life. Historical awareness is always framed by events in the present and the future (Birkner & Donk, 2020).

Historical awareness is an individual process of understanding the time trilogy of an event. Historical awareness can be interpreted as an understanding of the values found in the past, the study of events in the past that can be applied in the present and reflected on in the future so that history does not repeat itself. Historical awareness can be used as a starting point to acquire higher individual intellectual abilities. One of the goals of historical awareness is the habit of thinking with multiple perspectives in a society.

The purpose of history education at present is changing. Students are not only assigned to memorize historical events but also have historical awareness. History learning in schools must contribute to students' historical awareness. Historical awareness in history learning is a new thing that needs to be trained by educators. The history learning process which aims to train students' historical awareness can use project assignments (Seixas, 2021).

Based on the description of the importance of historical awareness for students, this research discusses teacher preparation in teaching historical awareness to students. Furthermore, the implementation of teachers in teaching students historical awareness is described in this research. Teacher learning outcomes in teaching historical awareness to students and evaluation of teacher learning in teaching historical awareness to students. This is the framework for formulating the problem in this research.

2.0 MATERIALS AND METHODS

This study uses qualitative research with a case study approach. Data sources were obtained from informants, namely history teachers, school principals and students, who carried out in-depth interviews, collecting various events or activities carried out, and taking learning tool documents. The study population is a high school in Kebumen with a sample of SMA N 1 Gombong and SMA N 1 Karanganyar. Data collection techniques in this study used interview, observation, and documentation techniques. Interview techniques are used to find out the history learning process that can foster students' historical awareness. Observation is used to

obtain data regarding the learning process which aims to foster students' historical awareness. Documentation is used to find out the description of historical learning that has been carried out in fostering students' historical awareness. Test the validity of the data using method triangulation and source triangulation. Data analysis used interactive analysis, namely data reduction, data presentation and conclusion/verification.

3.0 RESULT

3.1 Pre-implementation Stage

The learning process by linking events in the past as a reference for making decisions in the present is a process of fostering historical awareness in students (Rusen, 1987). The first stage carried out in this research was the collection of teaching materials in the form of a collection of historical events that would be taught. Teaching materials are packaged in a book that is digitized so that students can easily access it via a computer or mobile phone.

The arrangement of teaching materials uses the discovery learning model to make it easier for students to understand the material independently. Teaching materials are packaged in the form of digital books that students can access easily. Based on the results of interviews with history teachers at SMA N 1 Gombong and SMA N 1 Karanganyar (25 July 2023), the use of technology in learning is very useful.

Digital books used as teaching materials by teachers and learning resources by students are prepared based on the instructional principles of the development model. The digital book contains material about the struggle of the Kebumen people in defending Indonesian independence. The material contained in the digital book is part of local history. The preparation of the material directs students to relate past events and associate them with current factual conditions.

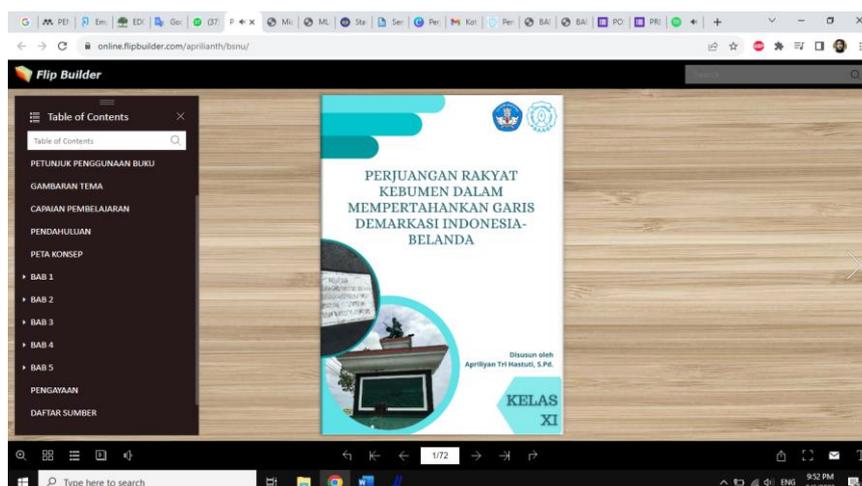


Figure 1. The front page of the developed digital book.

Before learning is carried out, the teacher prepares learning devices. Based on the Independent Curriculum, the learning framework can be called the Learning Teaching Module. Teaching and Learning Modules are learning tools or learning designs that are based on the curriculum

and applied intending to achieve predetermined competency standards (Utami Maulida, 2022). Teaching and learning modules are arranged based on the learning model used.

The teacher prepares an assessment framework that will be used at the end of the lesson. In learning using this digital book, the teacher uses an assessment in the form of a questionnaire which is filled in by students and then the results are quantified. The final goal of this assessment is to determine changes in student's attitudes.

3.2 Implementation Stage

The learning was carried out in two classes at SMA N 1 Karanganyar and SMA N 1 Gombong with 72 students. Learning takes place by the learning framework contained in the Learning Teaching Module. Learning is adapted to the steps of the discovery learning model as it has been compiled in digital books. The learning process in the discovery learning model is carried out by making new information arrangements or rearranging students' old knowledge to accommodate new information (Svinicki, 1998).

At the beginning of learning, students are given trigger questions that challenge students to learn more about the material to be taught. In the next stage, students are allowed to read the text that has been provided with valid sources. In the discovery learning model, there is an active learning process. Students are encouraged to discuss by forming small groups and responding to each other as in essay questions or problem solutions. Discussions are held to produce deeper information (Svinicki, 1998).



Figure 2. Students use digital books in history learning

Students can increase understanding through discussion by seeking additional information. The process of filtering information is carried out in each group by seeking information from credible sources. The application of the discovery learning model aims to make students have a better understanding of the knowledge found during the learning process. Learning with the discovery learning model is expected to hold longer knowledge (Mukherjee, 2015).



Figure 3. Students conduct group discussions to dig up additional information

The next stage is the processing and verification of data. At this stage, students are expected to be able to analyze and narrate the information that has been obtained through the discussion stage. At the end of the lesson is closing by providing conclusions from the events or information obtained. The ultimate goal of this lesson is to grow students' historical awareness. Based on the results of past interpretations and appreciation of the meaning of events, students can relate values to current factual situations.



Figure 4. Students narrate the impact and values of historical events in front of other students

3.3 Learning Evaluation

Evaluation is a process of making decisions about the quality of an object or activity by involving value judgments based on data and information collected, analyzed and interpreted systematically (Arends, 2013). In the educational evaluation process, it is necessary to have a learning evaluation which is a process to determine the effectiveness and efficiency of the

learning system in general (Hendayani & Rohmawati, 2018). Evaluation in learning is a teacher's assessment to determine and measure students' abilities.

Assessment in this learning is carried out after students conclude the information obtained through the results of the discussion. The teacher carried out the assessment using an attitude questionnaire to measure changes in students' attitudes. Assessments are carried out twice before the learning is carried out and after the learning is carried out.

Learning assessment is also carried out using portfolios. The portfolio is the result of a student discussion group which is narrated again by individual students. The portfolio is in the form of essays from students which are produced from understanding the meaning so that values are obtained from a historical event and its relationship to actual current events. The portfolio is a series of historical reflections on students who have successfully used the values of events in the past to make decisions in the future.

4.0 DISCUSSION

The Merdeka curriculum is oriented towards meaningful learning objectives so that students can have high creativity, and critical and innovative thinking skills. According to Anizar & Sardin (2023), there are five learning principles in the independent curriculum, including (1) Learning is adapted to the stages of development and achievement of students, according to learning needs, and reflects the diversity of students; (2) Learning is designed and implemented to create students who reflect a lifelong learner; (3) The learning process supports the comprehensive development of students' competence and character; (4) Relevant learning, namely learning that is designed according to the context, environment and culture of students; and (5) Sustainable future-oriented learning.

Historical awareness is one of the objectives of learning history in the Independent Curriculum. Learning history in senior high schools has the aim that students can understand the basic concepts of humans, space, time, diachronic (chronology), synchrony, the benefits of history, history and social theory, historical research methods, and local history. The use of literacy methods, discussions, direct visits to historical places, and collaborative project-based research aims to enable students to analyze and evaluate various historical events that occurred in Indonesia (Kemendikbud, 2023).

Historical awareness can be interpreted as an understanding of the values found in the past, the study of events in the past that can be applied in the present and reflected on in the future so that history does not repeat itself. Based on learning history in the Independent Curriculum, the learning process is implemented with to increase student's historical awareness. In line with the article written by Chinnery (2019), entitled "The Bearing of Historical Consciousness" which states that historical awareness is a life-oriented praxis and brings new life. Historical awareness also has meaning as an attitude, style or way of walking in the world about the past and as a measure of the relevance of the past to present life (Chinnery, 2019).

History learning in the 21st century changes its orientation for students to be able to face the challenges of change that exist today. Through historical awareness, students are expected to be able to understand the meaning of events in the past and appreciate the values contained in them to be applied to current conditions.

5.0 CONCLUSION

Historical awareness is mandatory for every student in Indonesia. History learning is adapted to the curriculum so that it aims to increase students' historical awareness. Notes for teachers that learning history must be able to lead students to understand the meaning of events and live up to the values contained. Based on the appreciation of values, students can overcome the challenges of the times through the values they get from understanding events in the past.

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