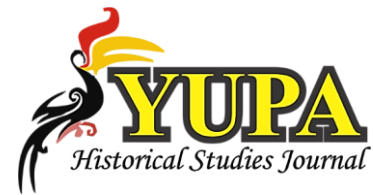


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Development of Pandeglang Local History Teaching Media in Increasing High School Students' Historical Awareness

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Abstract The development of technology-based teaching media in history aims to improve the quality of education by utilizing technology and enhancing historical awareness. The utilization of the Pandeglang Local History learning media holds excellent appeal for incorporating local history into the learning process. The innovative use of the Local History application further elucidates how technology can enhance historical awareness in the context of local history education. This study aims to develop teaching media based on local content to enhance students' historical awareness through technological advancements. The research approach employed in this study is Research and Development (R&D), explicitly using the 4D research development model (Define, Design, Develop, Disseminate). The results demonstrated that using local history teaching media, as assessed through the Likert scale validation test, increased high school students' historical awareness. These findings are based on the results of the validation test, which included the design validation test of the Local History application, revealing a score of 100. Subsequently, the application teaching media test yielded a score of 100. Finally, the effectiveness of the Local History application was evaluated, resulting in a score of 100, demonstrating the success of the application's development

Keywords: Applications, Teaching Materials, Local History

Abstrak Pengembangan media ajar dalam pembelajaran sejarah berbasis teknologi bertujuan untuk meningkatkan mutu pendidikan melalui pemanfaatan teknologi dan meningkatkan kesadaran sejarah. Pemanfaatan media pembelajaran *Local History* Pandeglang memiliki daya tarik untuk digunakan didalam pembelajaran sejarah lokal. Inovasi dalam pemanfaatan aplikasi *Local History* mengelaborasi pemanfaatan teknologi didalam pembelajaran sejarah lokal dalam meningkatkan kesadaran sejarah. Penelitian ini bertujuan untuk mengembangkan media ajar berbasis muatan lokal untuk meningkatkan kesadaran sejarah siswa melalui pemanfaatan pengembangan teknologi. Dalam Pendekatan penelitian ini menggunakan *Research and Development (RnD)*. Pendekatan penelitian pengembangan model 4D (*Define, Desain, Develop, Disseminate*). Hasil penelitian menunjukkan bahwa penggunaan media ajar *Local History* dengan menggunakan uji validasi skala likert dapat meningkatkan kesadaran sejarah siswa SMA. Hal tersebut berdasarkan hasil uji validasi yang terdiri atas uji validasi desain aplikasi *Local History* yang menunjukkan hasil 100. Kemudian uji media ajar aplikasi yang menunjukkan hasil 100. Dan terakhir pengujian aplikasi *Local History* terhadap tingkat efektivitas pengembangan aplikasi yang menunjukkan hasil 100.

Kata kunci: Aplikasi, Bahan Ajar, Sejarah Lokal



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INTRODUCTION

Historical education plays a crucial role in shaping the character of a nation's children. In learning history, values are instilled in students, which become internalized through their behavior, personality, and national character, influenced by past events. Historical education, which involves the study of past events, serves as a means of transmitting character values from preceding generations to the next. (Rulianto & Hartono, 2018). Studying history aims to enhance students' critical reasoning skills in presenting historical facts while fostering a sense of nationalism in their character. Character development and critical reasoning abilities can significantly increase students' historical awareness. According to Kuntowijoyo (1995;19), history serves two purposes: intrinsic and extrinsic. Intrinsic use refers to the value of history as knowledge itself. On the other hand, extrinsic use involves utilizing history as a foundation for patterns, reference points, moral education, and future-oriented education. Learning history is fundamental in expanding students' understanding of historical events and fostering a more profound sense of historical awareness.

Analyzing historical facts and elucidating past events is essential to cultivate students' understanding of history. Learning history is a teaching material with significant philosophical value in remembering and comprehending these events and facts. (Len et al., 2021). In enhancing historical awareness, one approach is to interpret the values embedded within historical events to shape the nation's characteristics. History teaching materials play a significant role in developing national traits among children. This approach aims to inspire students to apply philosophical values when studying history, contributing to forming a strong national character. (Sirnayatin, 2017). Presenting historical material goes beyond merely explaining past events in a theoretical context. It involves comprehending the philosophical values inherent in historical events and applying the moral lessons from those events in everyday life. Interpreting the philosophy of history education is a learning approach that can enhance students' critical reasoning skills by engaging with historical facts and internalizing values to shape their national character. The ultimate goal is to promote historical awareness, foster student insight, and facilitate the development of their character.

Historical teaching media, in the era of Society 5.0, can play a significant role in shaping the characteristics of the nation's children by emphasizing the praxis development pattern within history teaching materials (Djono et al., 2020). The development of praxis in historical materials is achieved through carefully selecting teaching media. The choice of teaching media plays a crucial role in determining the success of learning outcomes. One of the issues observed in history learning within schools is the need for more innovation in selecting history teaching media. As a result, many students believe that learning history could be more exciting and enjoyable. Considering historical material as boring creates a misconception when interpreting history

teaching. One of the issues contributing to the perception of historical material as flat is the need for more innovation and creativity in the selection of teaching media within schools. It is important to note that this perception is not attributed to the material's content but rather to the inadequate use of innovative teaching methods. The paradigm of historical material is often perceived as an unappealing teaching medium (Yeni, 2019).

To address the challenges associated with learning history, teachers play a crucial role in developing innovative learning media to convey historical content to students in the classroom effectively. By creating engaging and captivating learning materials, teachers can help dispel the perception among students that history is boring. It is essential to recognize the significance of learning history as a fundamental element in shaping the character of a nation's children by incorporating philosophical values within historical material. To overcome the perception of history as a boring subject, it is imperative to utilize engaging and innovative learning media when conveying historical content to students in the classroom. By doing so, the monotonous paradigm associated with history learning can be eliminated, arising from a need for a more innovative selection of historical learning media.

Integrating information and communication technology (ICT) in education can enhance the learning system's structure and effectiveness (Muhtarom et al., 2020). One of the innovative approaches that the education sector can pursue to improve the learning system is the development of technology-based teaching media. However, it is essential to note that the responsibility for implementing such innovations lies with the teachers, who play a crucial role in improving the quality of classroom learning. (Susilo & Andriana, 2020). In the context of technology-based 21st-century education, innovative learning materials utilizing technology, particularly local history-based materials through Local History Pandeglang, aim to enhance students' historical awareness. By using technology as a medium for learning, the development of teaching media in technology-based history education seeks to improve the overall quality of education while promoting historical awareness. Utilizing Local History learning materials holds excellent appeal in learning local history. This is mainly due to the Local History application's ability to present information about megalithic sites in Pandeglang, Banten, through audio-visual means such as images and videos, effectively providing comprehensive insights into these historical sites.

Teaching local history can enhance students' critical thinking abilities by engaging with historical information, sources, and events, allowing them to vividly imagine and relate to past events as if they were experiencing them in real life. (Oguzhan, 2015). Developing digital-based local history teaching media aims to enhance students' historical awareness in the context of 21st-century education. It is essential to use historical sources to examine historical facts to increase awareness. In the process of learning history, the examination of historical sources

serves as a crucial component of the learning material. Historical teaching materials typically comprise two types of sources: primary and secondary historical sources (Lubis, 2002). In 21st-century learning, students need to study local history. This is crucial to enhance the incorporation of philosophical values from local history into everyday life (Muhtarom & Frimansyah, 2021). The application of the values inherent in learning local history necessitates the development of innovative teaching materials that are easily accessible. The story of such materials aims to increase historical awareness among students. (Widianto, Edi., Husna, 2021). The philosophical values in learning local history seek to preserve the local essence and guide future actions and decisions. (Kusnoto & Minandar, 2017). Teaching materials emphasizing locality greatly enhance historical awareness among students and the community. This is because understanding the philosophical values embedded in local history fosters a sense of pride. (Dwi Syahputra et al., 2020).

There is an urgent need to prioritize locality learning within Indonesian educational institutions. This is crucial to address the issue of students losing their sense of local identity. In response to these challenges, the government has issued Government Regulation of the Republic of Indonesia Number 32 of 2013, Article 77 J, Paragraph 1; Letter J, which pertains to local content. This regulation emphasizes the importance of local content materials in fostering an understanding of the potential within one's residential area. By learning local history, students can strengthen their local identity by exploring local content specific to their regions. Hence, this study examined the effectiveness of employing local history teaching media from Pandeglang to enhance high school students' historical awareness.

METHOD

The Research and Development (R&D) method was used to develop this teaching media. The R&D approach consists of a series of steps in creating new works and testing the product's effectiveness. This study employed the 4D development model (Define, Design, Develop, Disseminate) as the research and development approach.

Procedurally, the 4D model research and development approach (Define, Design, Develop, Disseminate) comprises four general steps: Define, Design, Develop, and Disseminate. The analysis of data results in this study utilized a Likert scale to assess the validity of the Local History Pandeglang application.

RESULT AND DISCUSSION

The Design of The Pandeglang Local History Application Development to Increase Students' Historical Awareness

During the development of the Local History Pandeglang application, the application design underwent testing with students at SMAN 2 Pandeglang. The objective of this test was to assess the usability of the application design for the development of local history teaching materials. The results of the trial of the Pandeglang Local History application design are presented in the table below:

Table 1. Data of the Pandeglang Local History Application Design Test

| <i>Uji Desain Aplikasi</i> | |
|----------------------------|-------------|
| Mean | 86.22222222 |
| Median | 86.66666667 |
| Mode | 100 |
| Range | 60 |
| Minimum | 40 |
| Maximum | 100 |
| Count | 30 |

Based on the analysis of the Local History application design testing with 30 students at SMAN 2 Pandeglang using the Likert scale, the test results revealed a mean value of 86.22. The median value (Central Value) obtained was 86.66, while the mode value in the application design testing was 100. Therefore, the cumulative testing of the Local History application design yields a maximum score of 100, indicating that the application's design is user-friendly and appealing. Consequently, it is well-suited for developing local history teaching materials to enhance high school students' historical awareness.

The development of the Local History application design encompasses two exceptional features. Firstly, it includes audio quality in a video that explains the Pandeglang megalithic site in Banten. Secondly, it incorporates visual elements in images that vividly depict the megalithic site in Pandeglang, Banten. These two features greatly influence the development of local history teaching materials in the Local History application, as students show high interest in learning when audio-visual elements are incorporated in the selection of teaching materials. The design of the Local History application is depicted in the figure below.

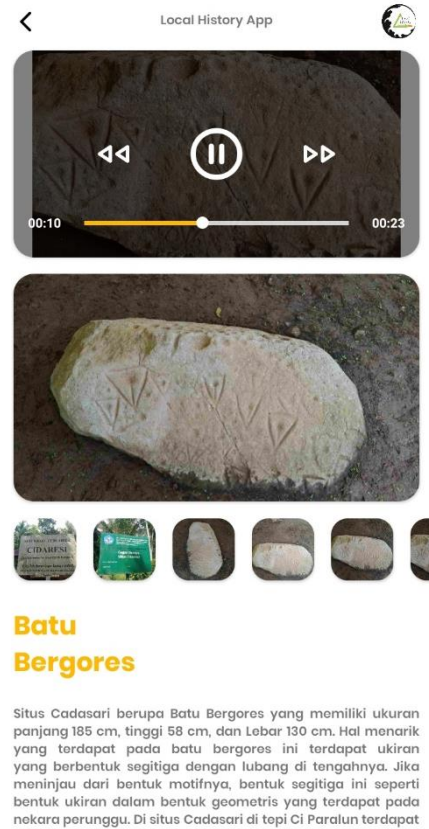


Figure 1. Design of the Pandeglang Local History Application

Development of Local History Teaching Media through the Local History Pandeglang Application

When developing teaching materials using technology, validating the content within the Local History application is crucial. The validation testing of the Local History teaching materials involved 30 students from SMAN 2 Pandeglang and was analyzed using the Likert scale. The table below presents the results of testing local history teaching materials through the development of the Local History application:

Table 2. Data of Teaching Media Test of Pandeglang Local History

| <i>Uji Konten Aplikasi</i> | |
|----------------------------|-------------|
| Mean | 91.33333333 |
| Median | 93.33333333 |
| Mode | 100 |
| Range | 53.33333333 |
| Minimum | 46.66666667 |
| Maximum | 100 |
| Count | 30 |

The testing of the teaching media in the Local History application indicates that the validation yielded a mean (average) value of 91.33. The median value (middle value) obtained from the test results was 93.33, while the mode value in the Local History application test was 100. Therefore, the validation test of the teaching materials in the Local History application demonstrates a maximum weight of 100 through the Likert scale validation test. Consequently, the teaching media within the Local History Pandeglang application can effectively enhance awareness of local history through the contents encompassed in the teaching materials.

The Local History application relies on reputable teaching media sources that serve as references for learning local history. The references used in the Local History application consist of scientific articles that discuss megalithic sites discovered in Pandeglang, Banten, in 2016. Furthermore, the Local History application also incorporates sources from the Education and Culture Office of Pandeglang district in 2019. Additionally, videos and pictures of megalithic sites in Pandeglang, Banten, are included, which are selected based on the observations conducted by the researchers. Therefore, utilizing these diverse references in the Local History application ensures the presence of trusted and reliable sources.



Batu Bergores

Situs Cadasari berupa Batu Bergores yang memiliki ukuran panjang 185 cm, tinggi 58 cm, dan Lebar 130 cm. Hal menarik yang terdapat pada batu bergores ini terdapat ukiran yang berbentuk segitiga dengan lubang di tengahnya. Jika meninjau dari bentuk motifnya, bentuk segitiga ini seperti bentuk ukiran dalam bentuk geometris yang terdapat pada nekara perunggu. Di situs Cadasari di tepi Ci Paralun terdapat batu berukuran 82 cm, lebar 60 cm, dan tinggi 20 cm dengan tiga lubang dipermukaannya. Lubang pertama mempunyai diameter 10 cm, lubang kedua 14 cm, dan lubang ketiga berdiameter 13 cm. Batu berlubang semacam ini sering di jumpai sebagai peninggalan megalitik.

Peninggalan megalitikum yang ada di Desa Batu Ranjang, Pandeglang Banten tentunya memiliki filosofi yang terdapat dalam megalitikum tersebut, peninggalan-peninggalan megalitikum tersebut telah di jadikan sebagai Cagar Budaya yang ada di Kabupaten Pandeglang, karena memiliki nilai-nilai serta keunikan yang terdapat di batu bergores tersebut. Filosofi yang terdapat di dalam batu bergores tersebut yaitu bentuk segitiga yang terdapat pada batu yang memiliki nilai filosofi terkait persatuan dan kesatuan.

Sumber : Dinas Pendidikan dan Kebudayaan Kabupaten Pandeglang, 2019

Figure 2. Teaching Media for the Local History Pandeglang Application

The Effectiveness of Pandeglang Local History Learning Media in Increasing Students' Historical Awareness

When developing applications for teaching media, it is crucial to ensure their effectiveness for students to utilize them successfully. During the development of the Local History application, an effectiveness test was conducted with 30 students from SMAN 2 Pandeglang. This test aimed to determine the validation results regarding the effectiveness of using the Local History application in enhancing students' historical awareness. The validation test results, conducted using a Likert scale, are presented in the table below.

Table 3. Data on the Effectiveness Test of the Local History Pandeglang Application

| <i>Uji Efektivitas Aplikasi</i> | |
|---------------------------------|-------------|
| Mean | 87.11111111 |
| Median | 93.33333333 |
| Mode | 93.33333333 |
| Range | 53.33333333 |
| Minimum | 46.66666667 |
| Maximum | 100 |
| Count | 30 |

Based on the results of validating the effectiveness of the Local History application using a Likert scale, the findings are as follows: Firstly, the mean value (average) indicates a score of 87.11. Secondly, the median value (middle value) in the Local History application shows a result of 93.33. Thirdly, the mode value in the Local History application test indicates a value of 93.33. Consequently, it can be concluded that the effectiveness test of the application, utilizing the Likert scale, yielded the maximum result of 100. This outcome demonstrates that using the Local History application as a teaching medium effectively enhances students' awareness of local history.

CONCLUSION

Based on the results of the validation testing of the Local History application using a Likert scale, it is evident that the design of the Local History application development possesses both attractiveness and ease of use for high school students. This is supported

by a validation value of 100. The Local History application design development encompasses two outstanding features that greatly facilitate students' understanding of the teaching media and enhance their historical awareness: the audio and visual features.

The development of the Local History application incorporates reliable reference sources that serve as valuable local history teaching media, effectively enhancing historical awareness. The reference sources within the Local History application encompass scientific articles, starting from the Pandeglang, Banten education and culture office, and videos and pictures of megalithic site objects.

Based on this, testing the local history teaching materials application among high school students yielded a perfect score of 100. Therefore, the teaching media embedded within the Local History application can be a reliable reference for learning local history and enhancing historical awareness. The effectiveness of the Local History application in enhancing students' historical understanding was confirmed through an effectiveness validation test conducted using a Likert scale, resulting in a perfect score of 100

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