

The Development of History Learning Media Based on Local Age in Increasing Students 'Understanding on Local History Lectures

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Abstract- This study aims to determine the application of local history learning media based on local wisdom. The method used in this research is Research and Development. This research step is preceded by preliminary research with a descriptive qualitative approach with observation, interview and document review techniques. The evaluation phase is carried out in accordance with the steps of formative evaluation, namely: self evaluation, expert review, one-to-one, small group. While historical data obtained by literature study is relevant to research studies. The results showed that the use of learning media based on local wisdom can influence the understanding of local history of students.

Keyword: media, history learning, local agriculture, understanding of students

I. INTRODUCTION

Education is a very important part in the journey of individual life, community and national life. History of Indonesian education since the days of Hindu Buddhism has had regulations, education is carried out in the family environment before being handed over to the *empu* [1]. In further developments, the Islamic education period was carried out at the Mosque and Langgar. The colonial period, especially in the Dutch colonialism was only known by formal education institutions.

Educators contribute in creating an atmosphere of learning that can motivate students to continue learning well and enthusiastically. Educators must have the ability to choose the appropriate learning methods and media. The inability to use methods and media will cause boredom for students to accept the material presented so that the material is less understood which will cause students to become apathetic [2]. Effective teaching is the hallmark of a good educator. History is different from other disciplines. Interestingly, history lies in past actions and the

consequences of these actions. Historical events provide experience for the practice of learning history in classroom[3].

Learning history is taught by not using historical principles, the goal of historical education will be difficult to achieve. Learning history can realize students who are critical, forming citizens who are democratic and responsible and ready to participate actively in a pluralistic society [4]. Every citizen must have historical awareness in the life of the nation and state [5]. The subject of history has a socio-cultural function to encourage historical awareness. Historical awareness is the key concept which is very important and significant in historical didactics[6], [7].

The practical use of historical learning can be seen from the educational, instructional, instructional and recreational aspects. History is useful for aspects of education and provision of learning. By studying history, one might find many examples of education in the form of moral actions and scap who must be attended and avoided [8].

From observations made by researchers in the field (Historical Education Study Program of the Faculty of Social Sciences, Makassar State University), educators in local history courses do not use media that can stimulate students to focus on any local history material taught. The media used, very simple in the form of power points, do not see directly the relics of historical events that occurred in South Sulawesi, so that students' understanding of local history is still very low.

II. METHOD

This research was carried out in the Historical Education Study Program of the Faculty of Social Sciences, Makassar State University. This research lasted for 6 months, February-July 2019. The research targets were 40

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students of the History of Education Study Program 2017. Is a research and development (R&D) that produces products in the form of media based on local wisdom.

This research step is preceded by preliminary research with a descriptive qualitative approach with observation, interview and document review techniques. Data from observations and interviews obtained were poured into field notes. The next step needs analysis which aims to gather information about students and determine the goals and situations of the learning environment [9]. While Briently argues that needs analysis is desires, demands, expectations, motivation, deficiencies, constraints and requirements [10].

The validation phase is carried out in accordance with the steps of formative evaluation, namely: self evaluation, expert review, one-to-one, small group. After being revised based on the responses, criticisms and suggestions of the small group stage, the product development was tested in the field as the final stage of formative evaluation. Field trials are intended to identify deficiencies in learning products when used in conditions similar to conditions when the product is used in the real world.

While historical data obtained by literature study is relevant to research studies. According to Golder in Porra, Hirschheim and Parks that in historical research has 5 steps (1) selecting topics and gathering evidence, (2) critically evaluating the source of evidence, (3) evaluating evidence critically, (4) analyzing and interpreting evidence, and (5) presents evidence and conclusions[11]

III. RESULTS AND DISCUSSION

Based on field studies conducted at the Historical Education Study Program by observing and interviewing the following research data were obtained

1. Local History Learning Media in the History Education Study Program

Based on the results of observations made, it was found that the media used by the lecturer was a power point slide show. In addition, the lecturer plays YouTube related to the local history of South Sulawesi, other media are displayed to find out the lineages of kings or influential people in the history of South Sulawesi.

Guidelines for selecting learning media resources are by analyzing statements, namely: (1) in accordance with learning objectives, (2) physically available to learners. (3) safe to use by students. (4) increase learning motivation. (5) comfortable for teachers. (6) students have the knowledge skills to use the media. (7) educators have the knowledge and skills to use these media, (8) media that can support the main media [12]. Luhan said that learning media are all learning sources that come from various things, for example from humans and other means.[13]

In addition to developing learning media, there are other variables namely learning media that can affect students' understanding of local history. In general, local wisdom arises through internal processes and passes for a long time as a result of interactions between humans and their environment. This long evolutionary process will lead to the emergence of crystallized value systems in the form of common law, local beliefs and culture[14]

Based on the understanding of the local history of the students of the History Education Study Program it can be concluded that the learning achievement and understanding of local history are still low with the number of students getting under the KKM, the minimum value of the KKM Study Program of History of is about 2.25.

2. The initial form of learning media based on local wisdom

At this stage, the activity carried out is to identify and gather material on local wisdom. The material is collected from various references related to obtaining a picture related to the learning media that will be produced. Furthermore, researchers collect materials that will be used in making learning media that will be used.

3. Development of local history learning media based on local wisdom

The development of learning media based on local wisdom that has been prepared based on media development procedures is then tested for validity by media experts and material experts. Testing is conducted by lecturers in the field of education, the purpose of this validation is to obtain or to validate learning media based on local wisdom so that it is feasible to produce and test its effectiveness. The following is a test of the validation results by local media experts and material experts.

a. Material expert validation

Material expert validation for learning media based on local wisdom was carried out on February 14, 2019, material expert validating learning media based on local wisdom was an expert in the field of Education. The results of the assessment score given by the material experts to validate the learning media based on local wisdom obtained a score of 4.50. From the results of the validation of the material experts it was concluded that the local history learning media based on local wisdom that was developed had a very good category. The suggestion from the material expert is that the language used is Indonesian because not all students understand the regional language.

b. Media expert validation

The results of the validation of media experts for learning media based on local wisdom were carried out on February 16, 2019, the validating media experts were pendidian technology experts. The results of the assessment score by material experts for the history of learning media based on local wisdom obtained a score of 4.59. This indicates that the learning media based on local wisdom developed very well. Based on the results of the media expert's validation of the learning media based on local wisdom, the media expert gave a suggestion that must be adjusted to the narration with the images in the learning video. In addition, his advice should describe the sources of learning about South Sulawesi's local history such as *lontarak* and other sources.

4. Test results of local wisdom based learning media

a. Early stage small group trial results

The initial small group trial was conducted on 2017 class A class students on March 3, 2019 with the number of students 3 people with criteria of 1 high ability student, 1 moderate ability and 1 low ability person. Assessment results obtained an average of 4.52 students. It was

concluded from the results of this trial that learning media based on local wisdom was sufficient. This is from the average number of student assessment sentences related to local wisdom is relatively long so it is difficult to understand.

b. The results of the small group trials are an advanced stage

Held on the Batch 2017 class B students on March 15, 2019 with 5 students. Criteria 2 people with high ability, 2 people with medium ability and 1 person with low ability. The results of the assessment of small-scale trials in the advanced stages obtained an average of 3, 46. From the results of the small-scale testing of the advanced stages it was concluded that the learning media based on local wisdom was good. This can be seen from the average number of student assessments. Product suggestions and revisions provided by students are improved video quality.

c. Field trial results

The field trial was held on March 22, 2019 with 30 students. Based on the results of the acquisition of field trial values obtained an average score of 3.57, which means it is a score in either category. So that it can be concluded that the media based on local wisdom has been valid and is suitable for use as a research instrument.

5. Effectiveness of local wisdom based media

a. Competency test of the learning outcomes of the experimental class and the control class

The data collection technique is in the form of tests which are conducted twice, namely pre test and post test. The test questions given are multiple choice with 30 items. The results of the test are then analyzed descriptively and statistically. Student learning outcomes of the pre-test class before and after participating in learning using local wisdom-based media can be seen in Table 1. The average pre-test for the experimental group was 50.5 with the highest score of 75 and the lowest value of 35 while for the average value of the post-test of the experimental group amounted to 87.6 with the highest value of 100 and the lowest value of 78 learning outcomes of the experimental class showed an increase.

Table 1. Experimental class learning outcomes

| No | Test | Value | | |
|----|-----------|---------|---------|---------|
| | | Maximum | Minimum | Average |
| 1 | Pre Test | 75 | 35 | 50,5 |
| 2 | Post Test | 100 | 78 | 87,6 |

Source: analysis of research results in 2019.

Control class student learning outcomes before and after participating in learning can be seen in table 2. The average value of the control group pre-test was 57.5 with the highest 85 and the lowest value 34. The post-test of the control group was 79.5 with the highest value 96 and the value the most beautiful is 42. The control class learning outcomes show an increase between pre-test and post-test.

Table 2. Control class learning outcomes

| No | Test | Value |
|----|------|-------|
|----|------|-------|

| | | Maximum | Minimum | Average |
|---|-----------|---------|---------|---------|
| 1 | Pre Test | 85 | 34 | 57,5 |
| 2 | Post Test | 96 | 42 | 79,5 |

Source: analysis of research results in 2019..

Based on the results of the normality test which shows that the learning outcomes data are normally distributed, the effectiveness test uses paired sample t test. Based on the effectiveness test of student learning achievement by using media based on local wisdom is higher than other media. This is indicated by the results of the t test calculation using the criteria of t_{hit} keofisen greater than the value of t_{tab} keofisen then the results obtained are $t_{hit} = 8.741$ compared to $t_{tab} 2.025$ (significance level of 5%), so it can be said that $t_{hit} > t_{table}$ or $8.741 > 2.025$ It was concluded that it was more effective in using local wisdom-based learning media than other media.

b. Test results on the understanding of the local history of the experimental class and the control class

The attitude scale test for understanding local history uses a questionnaire given to students, the number of questionnaires used to test understanding amounts to 30 questions. Attitude scale test results for students are illustrated below:

Before testing the hypothesis proposed in this study, a data normality test was performed. The normality test is carried out with the help of SPSS. The normality test results of student history awareness data obtained sig. (2-tailed) shows 0.847 in the experimental class and 0.406 in the control class. This value is greater than the significance level of 0.05, it means the significance value of the significance of the two classes is greater than 0.5. With this, it can be concluded that historical understanding data is normally distributed.

Homogeneity test is carried out to find out whether students' historical understanding data has the same variance (homogeneous) or not. Homogeneity test results of understanding students' historical data using SPSS with homogeneity test results obtained sig = 0.436. The value is greater than 0.5 and thus H_0 is accepted, it is concluded that the historical understanding of the students of both classes is in a homogeneous state.

Based on the results of calculations show historical awareness data of students in the experimental class and the control class are normally distributed and homogeneous. Hypothesis testing in this study was carried out by testing the average difference between students' historical awareness using media based on local wisdom and using other media in the experimental and control classes using paired sample t test with SPSS.

The t-test results concluded that H_0 was rejected, it is illustrated from the sig value of 0,000, less than 0.05. It was concluded that there were differences in influence on students' historical understanding between the experimental class and the control class. By using local wisdom-based learning media can have an influence on understanding students' history.

IV. CONCLUSION

From the results of research and discussion, the conclusion in this study is that in learning local history, the media used by lecturers are power point slides, lecturers play youtube related to the local history of South Sulawesi, other media are displayed to find out the lineages of kings or influential people in the history of South Sulawesi. The procedure of developing historical learning media based on [16] wisdom is through the validation of material experts, validation of media experts, initial small group trials, advanced small group [15]s and field trials. The effectiveness of the local history learning media based on local wisdom shows that the learning outcomes of students who use local wisdom-based learning media are better when compared to students who use other media. There is a [8]ference in influence on students' historical understanding betw[2]n the experimental class and the control class. The use of learning media based on local wisdom can influence students' understanding of local history.

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