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Workshop on Creating History Content Videos for High School Teachers in Pemalang, Indonesia

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Abstract. The Deep Learning Curriculum, as the latest educational curriculum, focuses on the application of technology in classroom learning activities for school students, but not all teachers are proficient in its use and application. Therefore, this community service team aims to provide a solution to this problem by holding a workshop on creating historical video content for history teachers in Pemalang Regency. The method used consisted of four stages, namely: 1) observation and problem identification; 2) material preparation; 3) workshop implementation; 4) evaluation. The workshop was held offline at SMA Negeri 1 Bodeh, Pemalang Regency. In the workshop, participants were given an understanding of the local history of Pemalang, techniques for searching for historical sources digitally, types of historical documentary films, and techniques for making historical films based on video editing applications. The workshop results demonstrated that mastering the technological skills needed to create historical video content is crucial for history teachers. This can support the learning process and enhance students' digital literacy skills. Teachers' understanding of historical video content creation technology improved after participating in the workshop. This workshop supports the Ministry of Primary and Secondary Education's program to improve understanding and skills in using technology.

Keywords: cinematography; pemalang regency; history teachers; historical video content; history education

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INTRODUCTION

Education in the current era must keep pace with the times and technological developments. This is based on the needs and paradigm shifts of society in living increasingly complex lives (Condorelli et al., 2020; Power et al., 2025; Rahayuningsih & Muhtar, 2022; Rollinger, 2020; Šisler et al., 2023). The output of education in schools should equip students with understanding and skills in the field of technology. The Government of the Republic of Indonesia, through the Ministry of Primary and Secondary Education (Kemendikdasmen), recognizes the importance of technology in education, so the use of technology has been included in the Deep Learning Curriculum. This curriculum is defined as an approach that emphasizes the creation of a learning atmosphere and learning process that is conscious, meaningful, and enjoyable through holistic and integrated thinking, feeling, sensing, and physical activity (Bowman et al., 2024; Condorelli et al., 2019; Tim Penyusun, 2025; Vandewalle & Cole, 2025; Gilbert, 2019).

Furthermore, the use of technology in the educational process, in the view of the Ministry of Education and Culture, is an opportunity for access to education for various levels of society (Belyaev & Belyaeva, 2023; Chapman, 2016; Tim Penyusun, 2014; Utomo, 2023; Werner & Vovchuk, 2023). In its implementation, the Deep Learning Curriculum does not only focus on technology in science and technology subjects, but on all aspects of learning. In addition, the use of technology is intended for all levels of education, from elementary to high school. Therefore, optimal and proportional preparation is needed to produce the best output. Each school must not only prepare facilities and infrastructure, but also competent human resources.

History, which is part of the social sciences and humanities, must be adapted to the Deep Education Curriculum, which emphasizes the use of technology. Previously, history was understood by the general public as a subject that focused on memorization and writing skills. Memorization involves the process of absorbing information (encoding), storing it (storage), and retrieving it

(retrieval) (Amaruli et al., 2025; Goldik & Barzilai, 2021; Hartatik, 2018; Piazza et al., 2018; Ugi, 2016; Vandewalle et al., 2023). Meanwhile, writing is a skill that involves communication and linguistic abilities aimed at conveying information and expressing opinions or ideas to others. These abilities are considered far from the aspects of technology and its utilization. Therefore, in the Deep Education Curriculum, history subjects must adapt to the use of technology.

Teachers and students are central actors in history learning at school. The success of history learning with the use of technology depends on these two actors, in addition to the support of facilities and infrastructure from the school. However, based on the acknowledgment of several teachers, some teachers have not mastered technology to support learning in the classroom (Brazier & Henrik Sandberg, 2023; Cavazza, 2021; Clulow, 2023; Éthier & Lefrançois, 2023). Based on this problem, there is a need for workshops to improve the technological skills of history teachers. The workshop is an actualization of a community service program that aims to provide knowledge and training to overcome the problems faced by teachers who are members of the History Teacher Working Group (MGMP-Musyawarah Guru Mata Pelajaran) in Pemalang Regency. It is expected that the workshop entitled "Training in Creating Historical Video Content for History Teachers in Pemalang Regency" will provide benefits and overcome problems related to the use of technology as a medium for teaching history at the senior high school level. Workshops are crucial for equipping teachers with the skills to use technology and to deliver historical material using approaches that are more easily understood by today's generation of students. The success of conveying a historical message depends heavily on the storyteller (Hartatik & Handayani, 2022) and the media used.

METHODS

The community service activity employed a four-stage methodological framework designed to address the instructional needs of history teachers in Pemalang Regency. The first stage involved observation and problem identification, which were conducted through field visits and interviews with representatives of the History Teacher Working Group (MGMP-Musyawarah Guru Mata Pelajaran Sejarah). The observation stage aimed to identify challenges faced by teachers in integrating technology into history learning, particularly in the production of historical video content. The information collected during this stage provided the analytical basis for constructing a workshop framework that aligned with the pedagogical needs of the targeted teachers.

The second stage comprised the preparation of workshop materials, which were developed based on the problems identified in the preliminary observation. The materials included content related to the local history of Pemalang, strategies for locating and validating digital historical sources, classifications of historical documentary genres, and fundamental principles of video editing using widely accessible applications. The preparatory stage also involved the development of structured practical activities that enabled teachers to apply the skills introduced during the workshop in a guided and systematic manner.

The third stage involved the implementation of the workshop, which was conducted offline at SMA Negeri 1 Bodeh, Pemalang. The implementation phase provided participants with theoretical explanations, demonstrations of video production techniques, and guided practice sessions that facilitated the creation of simple historical video content. The final stage consisted of an evaluation process that assessed the workshop's effectiveness through a structured post-activity questionnaire. The evaluation measured participants' levels of understanding, technological proficiency, perceived relevance of video content production for history instruction, and overall satisfaction with the activity. The findings generated from the evaluation stage served as a basis for formulating recommendations to improve subsequent community service programs in the field of history education.

RESULTS AND DISCUSSION

The History Teacher Working Group (MGMP-Musyawarah Guru Mata Pelajaran) of Pemalang Regency functions as a professional association for high school history teachers within the region. The organization maintains a formal structure consisting of a chairperson, vice chairperson, secretary, treasurer, and several divisions, supervised by an appointed coordinator. The primary function of MGMP involves supporting teachers in implementing classroom instruction through collaborative discussions, curriculum training, and professional exchange activities (AlTaher et al., 2025; Černín, 2024; Dong et al., 2022; Hidayati, 2020; Kolek et al., 2024; Šisler et

al., 2022). The organization also serves as a forum for developing historical knowledge and strengthening professional competence among history teachers.

The MGMP of Pemalang Regency consists of more than thirty history teachers representing both public and private senior high schools. The group conducts regular activities through at least three annual meetings held alternately at various schools in the regency. These meetings provide opportunities for academic collaboration, professional development, and collective problem-solving. The meetings additionally strengthen collegial relationships among teachers and foster a supportive professional community.

Findings from preliminary acknowledgment by MGMP members indicate varying levels of technological competence among teachers. Several teachers experience difficulty in operating digital tools, as reflected in the limited use of technology-based learning materials. Conversely, some teachers demonstrate stronger digital proficiency by teaching students how to use video recording and editing applications and assigning them to produce historical video projects. Teachers also exhibit limited understanding of the local history of Pemalang Regency, resulting in restricted availability of substantive material for developing historical video content. The combination of technological gaps and limited historical knowledge underscores the need for structured capacity-building efforts.

Workshop Implementation

The workshop on historical video content creation was conducted offline on 30 October 2025 at SMA Negeri 1 Bodeh, Pemalang Regency. The activity involved history teachers who are members of the Pemalang Regency MGMP for history. Four speakers delivered the workshop materials, each possessing expertise relevant to the workshop's thematic focus. The materials presented included the local history of Pemalang and methods for exploring local historical sources, techniques for locating and validating digital historical data, oral history methodology, classifications of video content, and fundamental techniques for producing videos using accessible editing applications. These materials were systematically structured to strengthen participants' historical knowledge as well as their technological competencies.

The first material examined the historical development of Pemalang and the range of local historical sources that can be explored for instructional purposes. The material provided a chronological overview of Pemalang's history from the Hindu–Buddhist era to the independence period. Archaeological evidence indicates that Pemalang was an early settlement area with communities established along coastal zones, rivers, forests, and mountainous regions prior to its formal administrative formation (Bazile, 2023; Cole, 2022; Miftahuddin, 2020; Wasino & Hartatik, 2020). By the sixteenth century, Pemalang had become an administrative unit led by an official bearing the title of prince, marking a transitional phase from Hindu–Buddhist cultural influences to Islamic society. The region subsequently experienced Dutch colonial intervention, the national movement, Japanese occupation, and the Indonesian revolutionary period. Pemalang's strategic position along the northern Java transportation route connected the region to major economic and political centers, situating it within broader historical dynamics (Abela, 2023; Haqi, 2023; Hartatik, 2018; Mandal, 2024; Matei, 2025). This historical trajectory demonstrates the substantive potential of Pemalang's heritage as foundational material for the development of local historical video content.



Figure 1. Presentation session of workshop

The extensive historical background of Pemalang has generated a substantial body of historical sites, archaeological objects, and intergenerational knowledge. Such heritage resources can be explored and utilized as substantive material for history instruction and for producing historical video content focused on the local history of Pemalang. Previous studies indicate that scholarly material concerning Pemalang's local history remains limited and requires deeper investigation to enhance public understanding of regional historical narratives (Bijsterveld Muñoz, 2022; Hidayati, 2020; Li,

2021; Rahayuningsih & Muhtar, 2022; Redder & Schott, 2022; Utomo, 2023). For these reasons, the workshop presented this material at the outset to provide participants with a foundational understanding of Pemalang's historical development.

The second material introduced heuristic techniques for accessing digital historical sources through platforms that provide digitized newspapers, government archives, maps, and photographs that are freely accessible online. The material also included an explanation of oral history methodology that can be applied to trace contemporary historical information. Knowledge of digital source retrieval constitutes a critical competence in the modern era, as technological advancements have led to extensive documentation of historical events in various digital formats (Belyaev & Belyaeva, 2021; Mandal, 2024; Matei, 2025; Mühling et al., 2022; Walewijns et al., 2024; Wasino & Hartatik, 2020). Several digital platforms offering free access to historical sources were introduced, including delpher.nl, khastara.perpusnas.go.id, and mpn.kominfo.go.id.

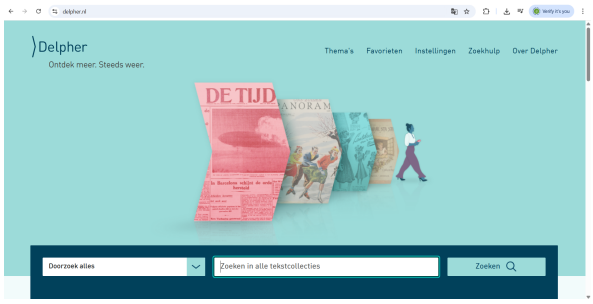


Figure 2. Screenshot of delpher.nl
(Source: delpher.nl)



Figure 3. Screenshot of khastara.perpusnas.go.id
(Source: khastara.perpusnas.go.id)

The digital platforms introduced in the workshop provide access to newspapers, official government publications, photographs, maps, and statistical books. These digital sources can be accessed from any location with an internet connection, thereby facilitating teachers' efforts to obtain historical materials, particularly those related to the local history of Pemalang. The digitized sources can be incorporated into the development of historical video content to strengthen evidentiary support and narrative depth. Keyword selection requires careful attention because historical documents commonly use archaic spellings or Dutch terminology for regional names and historical events, which may affect search accuracy.

Oral history also serves as a significant source for reconstructing local historical narratives in Pemalang. The oral history methodology enables researchers to gather information through interviews with historical actors or witnesses who experienced particular events. Not all individuals qualify as appropriate sources; therefore, researchers must select interviewees based on considerations such as health condition, age, and socio-historical relevance. The data collected through interviews must subsequently be corroborated with additional sources to ensure accuracy, coherence, and credibility in historical interpretation.(Abela, 2023; Hidayati, 2020; Miftahuddin, 2020; Mustonen et al., 2024; Šisler et al., 2022; Vandewalle et al., 2023)

The third material examined documentary film genres that can be used as references in producing historical video content, particularly with respect to substance and cinematographic style. The workshop introduced several documentary classifications, including poetic, expository, observational, participatory, reflexive, performative, and docudrama formats (Amaruli et al., 2025; Cavazza, 2021; Éthier & Lefrançois, 2023; Kolek et al., 2024; Merkt & Sochatzy, 2015; Özer & Özçetin, 2024). Understanding these genres enables participants to identify narrative structures, stylistic conventions, and methods of visual presentation that can be employed in the development of historical video content for educational purposes.

The fourth material provided instruction on video editing applications suitable for use by history teachers in Pemalang Regency in producing historical video content. The applications introduced are simple to operate and compatible with mobile devices, thereby increasing accessibility for teachers with varying levels of technological proficiency. The material also addressed cinematographic principles, including shooting techniques and framing. Shooting techniques consist of angles such as bird's eye, high angle, eye level, low angle, and frog eye (Belyaev & Belyaeva, 2021; Mandal,

2024; Matei, 2025; Mühling et al., 2022; Walewijns et al., 2024). Framing categories include extreme close-up, big close-up, close-up, medium close-up, medium shot, full shot, and long shot (Brazier & Henrik Sandberg, 2023; Cavazza, 2021; Éthier & Lefrançois, 2023; Goldik & Barzilai, 2021; Herwina et al., 2024; Vandewalle et al., 2023). Mastery of these techniques enables teachers to produce visually coherent and pedagogically effective historical videos.

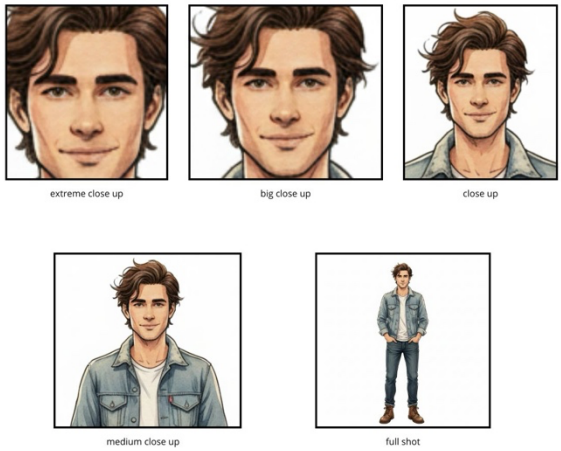


Figure 4. Framming Illustration

Participant Feedback and Evaluation

The workshop concluded with a discussion session initiated by questions from the participants. Four participants raised inquiries related to the materials presented by the speakers, prompting an active exchange between the participants and the presenters. The discussion primarily addressed strategies for selecting compelling historical topics for video production, approaches for delivering video-based historical content to students, and the historical methods relevant to producing accurate and engaging video narratives. The session demonstrated strong participant engagement and highlighted the relevance of the workshop materials to the instructional needs of history teachers. The moderator subsequently closed the session by summarizing the key points that emerged during the discussion.

An evaluation was conducted at the end of the workshop to assess the effectiveness of the activity. The evaluation focused on the clarity of the materials, participant responses, and the adequacy of the allotted time. The findings indicated a need for expanded material coverage, as several participant questions addressed issues not included in the initial workshop design. The responses also showed a positive level of participant interest, particularly in developing competencies in historical video production and technology integration in history instruction. The evaluation further revealed that additional time would be beneficial to ensure that all materials could be explored more comprehensively in future workshops.



Figure 5. Group photo session

CONCLUSION

The workshop designed to enhance the technological skills of teachers in the Pemalang Regency History MGMP in producing historical video content received strong positive attention from the participants. The activity also increased participants' knowledge of techniques for developing historical video content, as reflected in the feedback provided during the discussion session. Beyond technological competencies, the workshop fostered renewed enthusiasm for studying the local history of Pemalang, as acknowledged by one of the participating teachers, who noted the limited availability of workshops or seminars addressing regional historical topics. These responses indicate that the workshop generated meaningful pedagogical and motivational benefits for members of the Pemalang Regency History MGMP and contributed to strengthening both technological and historical competencies among the participating teachers.

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