Analysis of the Media Used by History Teachers in History Learning on Two Schools High School in Semarang City (Case Study at Kolose Loyola Semarang High School and Semarang 5 Public High School)

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Abstract

The purpose of this study was to determine the consideration of teachers in using instructional media history, the suitability of materials and media used, and the decisive effort needed for instructional media history. This study used qualitative research methods. Data collection techniques are observation, interviews, and documentation—analysis of the data source triangulation. The results of the research showed consideration of teachers in the use of instructional media in Kolose Loyola High School by the lesson plan, the condition of enthusiastic students, and the media; meanwhile, in state senior high school 5 Semarang based lesson plans that have been created with a backup plan if the situation does not support the field. Conformity with the media learning materials used at Kolose Loyola Senior High School, use of textbooks as taught material, and the use of video G30S / PKI material G30S / PKI. In state senior high school 5 Semarang material conformity with the medium used in the material's efforts to maintain the independence of Indonesia, the videos displayed battle to preserve the independence of Indonesia, with the first students tasked to present the various battles that occurred in Indonesia.

Keywords: Learning Media, Historical Teachers, Historical Learning.

Introduction

Learning changes individual behavior through interaction with the environment (Hamalik, 2009, p. 28). These changes in behavior involve changes in knowledge (cognitive), skills (psychomotor), and attitudes (affective) (Suardi, 2018; Dewi & Susanto, 2018). Meanwhile, learning is essentially a communication process, namely conveying messages from learning sources through certain channels/media to the message's recipient (Samura, 2015; Mustika, 2015). The message, message source, channel/media, and message recipient are components of the communication process (Zaman & Eliyawati, 2010). The message to be communicated is the content of the teachings or upbringing in the curriculum (Manopo, 2016). The message's source can be teachers, students, others, book authors, and media producers (Mais, 2016). The channel is educational media; the message's recipients are students or teachers (Sadiman, 2009, p. 12).

As one of the internal components of learning, media is a subsystem whose existence cannot

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be separated from the learning process. Thus, the position of the media is critical in efforts to convey information in learning. Using media can optimize the achievement of learning goals in various domains (Tanjung, 2015, p. 261). Hartono (1996, p. 126) stated that education experts believe that media is necessary for children at primary to middle level and will be significantly reduced if they reach higher education level. Teachers will help students develop all existing senses at primary and secondary school levels by hearing, seeing, feeling, touching, manipulating, or demonstrating with selected media (Mashud, 2017; Yaumi, 2018).

Briggs in Miarso (2007, p. 457) states that learning media stimulates students so that the learning process occurs. Based on this definition, learning media greatly stimulates students to study lesson material. With stimulation from the learning media, attracting students' attention to teaching and learning activities will be more significant, and learning objectives can be achieved (Ekayani, 2017; Biological & Harianto, 2017). Kocchar (2008, p. 210) said that history teachers must make what happened centuries ago relevant. Mere explanations cannot make history more lively, clear, and relevant to the lives of students who are oriented toward the present or future; for this reason, in the process, teachers need appropriate and effective learning aids.

History is often dull because what is discussed has already passed (Wayudhi, 2014; Amar & Rahmawati, 2017). Then, history is seen as mere nostalgia to be remembered by today's people (Susanto, 2013). History is considered less valuable for today's life, let alone the future. Learning history using the lecture method tends to be dull and less attractive for students, and there has been no exciting breakthrough yet (Iryanto, 2010). History teachers are essential to learning history (Susilo & Sarkowi, 2018). Apart from developing mechanical forms of learning aids and developing education that focuses on student progress, history teachers also play an essential role in making history lessons lively and exciting. As previously discussed, the initial concept of history is humanity itself. (Kocchar, 2008, p. 393).

From the results of initial observations, SMA Kolose Loyola Semarang uses the Education Unit Level Curriculum (KTSP), while SMA Negeri 5 Semarang uses the 2013 Curriculum. In the teaching and learning process, the history teachers from both schools only use available learning media. In both schools, each class has an LCD and projector. It is also known that Loyola College High School uses a moving class system. The problem researched by the author was regarding the use of learning media at Kolose Loyola High School and Semarang 5 Public High School. From this problem, the researcher received three questions that had to be answered with data: how the teacher plans/considers using media, the suitability between the material and media used, and how to determine the need for media used in history learning.

The problem raised by the researcher is still casuistic, not yet a majority fact known and acknowledged by many people. Hence, the researcher uses a case study approach to provide a concise and comprehensive description suitable for this research.

Method

This research employs a qualitative approach, which is designed to understand phenomena based on the experiences of research subjects, including their behaviors, perceptions, motivations, and actions, in a holistic manner. The approach uses descriptions in the form of words and language to convey findings, as outlined by Moleong (2007, p. 6). To achieve this understanding, the research utilizes a combination of strategies and methods, often referred to as double methods. One primary strategy used in this research is the case study approach, which is particularly effective for addressing central research questions that focus on "how" and "why" certain phenomena occur. This approach is beneficial when the researcher has limited control over the events being studied and when the research aims to explore contemporary phenomena within their real-life context (Suprapto, 2013, p. 34).

In the context of this research, the case study strategy allows for an in-depth exploration of the subject matter, providing rich, detailed insights that might not be attainable through other methods. According to Yin (2006, p. 1), a case study is especially useful when investigating contemporary events where the researcher cannot manipulate the behavior of those involved. By focusing on current phenomena within their actual settings, the case study approach facilitates a comprehensive understanding of complex issues and interactions. This method is well-suited to uncovering the nuanced and multifaceted nature of the subjects' experiences, thereby contributing to a deeper understanding of the research topic. Through the use of qualitative case studies, the research captures the essence of the subjects' lived experiences, providing valuable context and depth to the findings.

Results and Discussion

According to Widja (1989, p. 61), several types of learning media can be used in teaching history, one of which is modern media that can be used in teaching history, namely overhead projectors (OHP), slide projectors, movie cameras/projectors, tape/cassette recorders, videos recorder, contextual learning media based on information technology, internet-based learning media, and others. The thing we need to understand before using modern teaching aids is to remember that their function remains as a tool, so the main thing that remains is the teacher's way of developing strategies and teaching methods, which are based on the basic principles of

teacher-student interaction in a process. Learn how to teach. Another thing that needs to be considered when using modern teaching media is the organization or storage management and operation of these tools. Azhar (2010, p. 33) media selection should consider: a) The ability to accommodate appropriate stimulus presentation (visual and audio); b) the ability to accommodate appropriate student responses (written, audio, and physical activities); c) Ability to accommodate feedback; d) Selection of leading media and secondary media for presenting information or stimulus, and for practice and tests (practice and tests should use the same media) for example for learning purposes that involve memorization; and e) Secondary media must receive attention because successful learning uses a variety of media. Students can connect and interact with the most influential media, using various media that fit their needs.

The initial observations show that the two teachers are not significantly different in their way of teaching, combining lectures with media. Learning at SMA Negeri 5 Semarang is good and in line with the expectations of teachers and the school. Sri Sumaryanto (History Teacher at SMAN 5 Semarang) said they were given assignments, and they (students) did them well, especially if they were told to look for information on the internet because all buildings have wifi, so it was easier. He used the lecture method and combined it with PowerPoint. Sri always uses PowerPoint when learning in class. Apart from self-made powerpoints, he also obtained powerpoints from the Learning Resource Center (PSB), the Semarang city history teacher MGMP, and good quality powerpoints from students. From the results of the interview with Sri, it is known that in determining the media used in history learning, according to the material, students were also told to be active so that they search for themselves. He added what was missing and needed. Erika (History teacher at SMAN 5 Semarang) looks at what material will be taught from the RPP, but she still makes a backup plan if the situation does not support it.

Teacher creativity will be instrumental in determining the use and combination of media. As Etik, one of the history teachers at Kolose Loyola Semarang High School, does in teaching history, he places great emphasis on analysis, so they do not just understand and memorize them, but they analyze historical facts more. He always makes a mind map/concept map at the beginning of learning regarding the material that will be presented. He often uses the lecture method in learning mixed with making concept maps, which he makes on the whiteboard. Ethics also always focuses on goals, which are influenced by the media and the students' enthusiasm. Enna looks at the material taught to determine the media to use. Like the 30 September Movement material, he showed a video of the incident. He also received suggestions from students regarding using media to improve further learning.

Correspondence Between Material and Media Use in History Learning

Azhar (2010, p. 33) states that at a comprehensive and general level, media selection can be made by considering the following factors: 1) Barriers to development and learning which include funding, facilities, available equipment, available time (teaching time, and material and media development), available resources (human and material); 2) Requirements for content, tasks, and types of learning vary in terms of the tasks students want to do, for example memorization, application of skills or higher level reasoning and thinking. Each learning category demands different behavior and thus will require different presentation techniques and media; 3) Barriers from the student's side by considering initial abilities and skills, such as reading, typing, and using a computer, and other student characteristics; and 4) Other considerations are the level of enjoyment (institution, teacher and student preferences) and cost-effectiveness. Albert Jehoshua Rapha, a student in class: Regarding compatibility between the material and the media used during teaching with Sri, it is always appropriate; there is nothing out of the ordinary. The same statement was also conveyed by Zulfanisa Oktaviani, a student in class history at SMA Negeri 5 Semarang, regarding the suitability of the material to the media used is appropriate or suitable. They also said that the media used by Sri helped them understand the learning material, one of which was to anticipate the lesson time, which was only 2x45 minutes. According to Daryanto (2010, p. 5), this is achieved by using learning media to overcome limitations of space, time, energy, and sensory abilities.

Based on the results of an interview with a student at Kolose Loyola Semarang High School, Stephanie Lisa, class XI E, she said that in terms of suitability of the material with the media used by Enna as a class XI history teacher, there was no problem. She also said that her lecture method was not monotonous or boring because Enna was humorous in teaching, her explanation skills were good, and she was easy to understand. Ranikho, who is still in the same class as Lisa in class XI, also said the same thing about Enna's teaching method. When it was explained, he felt light (understood); it did not make him sleepy because Enna was funny. Ranikho has difficulty memorizing much material, which is an obstacle when studying history. In terms of the suitability of the material, Ranikho said that the material was the same as that in the textbook. Learning at Loyola College High School uses a moving class system, so students come to the classroom according to their scheduled subjects. In the history class itself, there are two rooms; one of the rooms is filled with products from previous year's student assignments, such as maps of shipping routes, several photos of buildings from the seven wonders of the world, temple miniatures, ancient human skulls, wayang, statues, and yearly newspapers—80's. Based on student interviews, the material suits the media used by history teachers at Kolose Loyola High School Semarang. With proof of using textbooks that contain

the material being taught and videos of the 30 September/PKI Movement on G30S/PKI material.

Efforts to Determine Media Needs in History Learning

School infrastructure is critical in supporting the smooth running of the learning process at school. One of the factors for teachers and students undergoing learning is the availability of infrastructure, so a school must fulfill it. However, one main factor in providing infrastructure or learning media is the problem of funding. Whether the school has private or state status, of course, paying attention to this is what happened to SMA Negeri 5 Semarang. As we know, since the implementation of BOS (School Operational Assistance) funds for schools with state status, these schools are prohibited from withdrawing money from students' parents. That is one of the obstacles experienced by SMA Negeri 5 Semarang in terms of providing infrastructure. Maryadi also said that the LCDs installed in all classrooms are around five years old. The LCD is only serviced once every six months during the semester holidays to keep the LCD's function in top condition, although sometimes there are LCDs that must be retired. Syaiful and Aswan (2002, p. 140) divide media into two based on the materials they are made from, namely: 1) Simple media, this media has essential ingredients that are easy to obtain, and the price is low, the method of making it is easy, and its use is not complicated; and b) Complex media, this media is media whose materials and tools are challenging to obtain and expensive, difficult to make and its use requires adequate skills.

On the part of history teachers, they only adjust the use of available media, or they bring their media up to students' creativity to create media used in history learning. This has become commonplace for history teachers; they hope that by using the media they have or have brought with them, students will be interested and understand the material being taught so that, ultimately, the planned learning objectives can be achieved. The infrastructure at Kolose Loyola Semarang High School is optimal, and the equipment inside and outside the classroom is adequate. As the school's deputy head for facilities and infrastructure, Aris said that the more complete the existing infrastructure, the more it must be supported by maximum maintenance so that what already exists can survive and have a long life—especially those related to learning media. The foundation always facilitates the procurement of facilities and infrastructure regarding learning media, especially for the needs of students. Donations from foundations and parents of students are the primary support for operations and infrastructure provision at Loyola College High School. In terms of efforts to determine media needs in history learning, in this school, apart from the head of infrastructure, the subject teacher has a significant role because every time he starts a new lesson, the teacher is given a form that contains what the teacher

will do in learning, what the needs are. Which the school or foundation wants to complete/give. The input from the teacher will be discussed by the foundation, looking at the priority scale.

Conclusion

Teacher considerations in using learning media at Loyola College High School are based on lesson plans, enthusiastic conditions of students, and existing media. Meanwhile, SMA Negeri 5 Semarang is based on the RPP, which has been made with a backup plan if the situation in the field is not supportive. Suitability of the material to the learning media used at Loyola College High School, the use of textbooks for the material taught, and the use of G30S/PKI videos for G30S/PKI material. At SMA Negeri 5 Semarang itself, the media used in materials on efforts to defend Indonesia's independence, videos of battles to defend Indonesia's independence were shown, with students first being tasked with presenting various battles that occurred in Indonesia. To determine the need for history learning media at Loyola College High School Semarang, teachers are heavily involved in determining the need for learning media because every time a new school year starts, teachers at Loyola are given a form that must be filled in with plans and needs for what they want/do in the year. Forward. Unlike SMA Negeri 5 Semarang, history teachers are not involved in meeting the needs for history learning media, so they only use history learning media that the school has provided with the innovation and creativity of teachers and students. Moreover, there is a prohibition on using BOS and PNBOS funds, which cannot be used to meet inventory or media needs in history learning.

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