

Development of History Learning Media Using Documentary Videos with the Subtheme of the Battle of Palagan Ambarawa in Class XI of SMA N 1 Ambarawa

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Abstract

This study aims to know and analyze the feasibility of developing historical learning media with the Battle of Palagan Ambarawa subtheme to the needs of students in class XI SMA N 1 Ambarawa. The method used in this research is Research and Development. The data sources in this study are teachers, students, the learning process, documents, and questionnaires. Data objectivity tests used are triangulation method, source triangulation, and validity. The data analysis technique in this research is qualitative descriptive for the preliminary, quantitative analysis technique for the development stage. The evaluation stage uses the Likert scale quantitative analysis technique. The feasibility level from the media experts showed an average of 82.78% (rated as an outstanding category), and material experts averaged 87.5% (rated as an exceptional category). Class XI IPS I got a response rate of 87.2% (outstanding category), and class XI MIPA IV got a response rate of 81.6% (rated as a good category).

Keywords: *Development of Learning Video, Palagan Ambarawa War.*

Introduction

Learning is a process of changing human behavior or proficiency because of the interaction between individuals and individuals with their environment so that they are more able to interact with their environment (Hanafy, 2014; Jamil, 2016; Arifin, 2017). According to Gagne (1977, p. 3), "Learning is a change in human disposition or proficiency that lasts over a certain period, and the change in behavior does not come from growth." Meanwhile, Gagne and Berliner (1983, p. 252) stated that "learning is the process by which an organism changes its behavior as a result of experience." A person will always get something new, indicating he has experienced the learning process. Experiencing behavioral changes in habits and skills is one of three aspects: knowledge, attitude, and skills. According to Samsidar Tanjung (2015), learning is to build an understanding of initial knowledge, which is one of the requirements for gaining new knowledge. Learning is the interaction process between students and educators or learning resources in a learning environment.

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Learning is assistance educators provide in acquiring knowledge and knowledge, mastering skills and habits, and forming attitudes and beliefs in students (Ginting, 2013; Nasution, 2016; Wicaksono, 2016). In other words, learning is a process to help students learn well. The learning process is experienced throughout a person's life and can be applied anywhere and anytime. Learning has a similar meaning to teaching, although it has a different connotation (Amir, 2014; Laily, 2015; Sudirjo, 2016).

Learning is the empowerment of students' potential to become competent. This empowerment activity cannot succeed without someone helping. Learning is a teacher's programmatic activity in instructional design, which makes learning active and emphasizes providing learning resources. Learning is the interaction process between students and educators and learning resources in a learning environment. The concept of learning is a process in which a person's environment is deliberately managed to enable him to participate in certain behaviors under particular conditions or produce responses to specific situations; learning is a particular subset of education (Widaningsih, 2012; Sumiati, 2013; Afandi, 2014).

Learning means every activity designed to help a person learn a new ability and value. The learning process initially asks teachers to know students' basic abilities, motivation, academic background, economic background, and so on (Mulyaningsih, 2009). Teachers' readiness to recognize student characteristics in learning is the principal capital for delivering learning materials and indicates the success of learning implementation. It can be concluded that learning is a conscious effort by teachers to make students learn, namely a change in behavior in students who learn, where the change is by obtaining new abilities that apply for a relatively long time and because of effort.

The learning process has many problems, including students' interest in learning history lessons; history lessons are still saturated and do not attract students' interest in learning. This can be seen from the symptoms shown by students in the learning activities of History subjects. During the history subject learning activities, some students showed boredom and disinterest in the material explained; the symptoms shown by the students were: (1) students were just silent and did not respond; (2) students always chat with their friends; (3) students doodle books; (4) the student disturbs his friend by throwing papers; (5) students do other subject assignments.

From the symptoms shown by students in class during learning activities, it can be concluded that student participation in history subjects is meager. In addition, students also have a low understanding of history subjects, symptoms of proven symptoms such as (1) students' ignorance when asked to reexplain the material and (2) ignorance when the teacher asks. From the evidence in the field, it can be concluded that students have a low understanding of history

subjects. To harmonize the realization of learning that invites students to think creatively, an innovation is needed, one of which is the use of learning media. According to Wayan (2007:3), "learning media is everything that can be used to channel messages (learning materials) so that it can stimulate students' attention, interests, thoughts, and feelings in learning activities to achieve learning goals."

Meanwhile, Jaya (2010:27) stated that "learning media is a container of messages that the source or distribution wants to pass on to the target, namely the recipient of the message."

Based on the above understanding, the media functions as a carrier and a conveyor of information to students to achieve the desired learning goals. One factor affecting student development in learning first is the absence of information filtering and information utilization to help student learning development. Symptoms arising from the development of technology and information make students prefer television or video shows to studying, reading books, and memorizing stories in videos rather than explaining subject matter at school.

Improving the quality of education requires innovation in learning to encourage students to learn optimally both in independent learning and in classroom learning. Learning history in high school requires a creative approach that can develop creativity and creative thinking to make history an exciting subject students need. Many learning media can attract students' interest in learning history, including video media, to deliver material to students. According to Arsyad (2009, p. 172), "the information presented through multimedia is in the form of a living document, which can be seen on a monitor screen or when projected through an overhead projector, and can be heard by the voice, seen by the movement (video or animation)."

Daryanto (2010, p. 87) added that "video adds a new dimension to learning; this is because of the characteristics of video technology that can present moving images to students in addition to the accompanying sound so that it feels like they are in the same place as the program that the video is shown." By taking advantage of today's technological developments, video media is considered appropriate because it is a medium recorded on CD magnetic tape through a video camera. Video media that prioritizes moving objects, color, and sound and is supported by sound and visual effects can help explain the various activities that have been carried out to make it easier to achieve the content and goals you want to convey.

The Battle of Palagan Ambarawa will be a subtheme in the development of the documentary video of this research because the Battle of Palagan, a series of events in Ambarawa, is to defend independence during the revolution. For Indonesia, defending independence is a process of national unification and awakening. Knowing the importance of the battle of Palagan Ambarawa, it is hoped that it can provide knowledge and a sense of love for the relics of events

that contain much history. So, the city's history in the past is expected to be preserved from extinction as the times develop. The researcher took class XI of SMA N 1 Ambarawa as the object of research because, in the presentation of history learning, there are still too many less varied lecture methods, which makes students lack interest in learning history.

The development of learning methods must be carried out to support students' interests. The lecture method is often considered a method that is less varied and attracts students' interest in studying History. With a lack of interest in learning, students will experience a decreased interest level and reduce their love to continue studying history. Documentary videos can be used to channel messages so that they can stimulate students' thoughts, feelings, attention, interests, and attention in such a way that the teaching and learning process becomes more effective.

Based on the description above, the formulation of the problem in this study is as follows: (1) How has the learning media been carried out in the learning of the Battle of Palagan Ambarawa in class XI of SMA N 1 Ambarawa? (2) How is the development of history learning media based on the needs of history learning with the Battle of Palagan Ambarawa subtheme in grade XI of SMA N 1 Ambarawa? (3) What is the feasibility of learning media in the Battle of Palagan Ambarawa material in grade XI of SMA N 1 Ambarawa?

Method

In this study, a *research and development* approach is used. Research and development methods are used to produce specific products and test the effectiveness of those products (Sugiyono, 2012, p. 407). R&D research is used as an empowerment effort so that students' ability to learn History can develop. According to Sugiyono, there are ten steps to using the R&D method. However, in this study, the above steps can be simplified as follows, which does not mean that this simplification is without a basis for simplification because these steps are adjusted to the basis of the R&D research itself, which is used to produce the product and test the effectiveness of the product later. Stage 1 includes a preliminary survey. Stage 2 includes the beginning of the development of learning media. Stage 3 includes a limited trial test of the documentary video produced for material and media experts to obtain constructive criticism and suggestions. Stage 4, including revision and design improvement, is correcting errors after conducting product research with material and media experts. Stage 5 is a description of the research results.

The source of data in this study is data on the need for the development of history learning media using oral history-based documentary videos with the subtheme "The Battle of Palagan

Ambarawa" in grade XI. The informant selection technique used in this study uses purposive samples; in addition to that, the learning process is also a source of data when the process is tested with video media that the researcher has made; the source of document data obtained in this study is in the form of a class XI history student worksheet book, a book on the history of defending Indonesian independence, and a book on the method of making videos (Prabowo et al., 2013; Wicaksono, 2010). The data objectivity test in this study was method triangulation, source triangulation, and validity (Salido et al., 2014; Arifin et al., 2008). The data analysis techniques in this study are qualitative descriptive for preliminary tahab, quantitative analysis techniques for development tahab, and evaluation tahab using a Likert scale (Hayati et al., 2015; Sugiyanto et al., 2015).

Results and Discussion

History Learning Media on the Battle of Palagan Ambarawa Materials That Have Been Used in Class XI of SMA N 1 Ambarawa

The learning media used so far in the field, namely PowerPoint and video, also occasionally get a book loan from the library but can only be used during the lesson after it is returned after the lesson has ended. The video shown to the students consists of several slide pictures of writing and does not have a storyline. Each room already has facilities in the classroom that can support teaching and learning activities, such as LCD, projector, and sound system. However, the observations made by the researcher found that the teacher only used PowerPoint media during the lesson.

Teachers should consider several principles when using media to achieve good results. The principles determine the type of media appropriately according to the objectives and subject matter to be taught; Determine or take into account the subject appropriately according to the level of maturity/ability of the student; present the media appropriately, which must be adjusted to the proper purpose, material, method, time, place and situation to know the right time how the media is used. The learning media used so far has made students bored and interested in reading package books because students are less interested in reading. In fact, with varied teaching materials, students will benefit. Namely, learning activities become more attractive. Students will get more opportunities to learn independently and reduce dependence on teacher attendance. Another factor is also in history lessons; if only explained through oral explanations, it will provide an abstract picture to students, so teachers must have primary media to convey lessons, such as video media. History learning at SMA N 1 Ambarawa in grade XI on the Battle of Palagan Ambarawa has used image media and power points. The engraved image is when

the teacher explains and occasionally shows pictures related to the material. Researchers also found facilities and infrastructure (LCD, projector, and sound system) to support learning in the classroom.

Development of History Learning Media on Palagan Ambarawa Battle Materials by the Needs of Class XI of SMAN 1 Ambarawa

History lessons, if only explained through oral explanations, will provide an abstract picture to students; students must be shown pictures or a natural form that can be seen directly by students. The teaching material made by the researcher to answer all of these questions is video. The researcher sees that the existing facilities and infrastructure support learning using videos. The advantages of learning video media include: (1) overcoming distance and time limitations; (2) the video can be repeated when necessary to add clarity; (3) the message conveyed is fast and easy to remember; (4) developing the thoughts and opinions of the students; (5) developing students' imagination; (6) clarify abstract things and provide a more realistic picture; (7) very strongly influencing a person's emotions; (8) very well explaining a process and skills, able to show stimuli that are by the goals and expected responses from students; (9) all students can learn from videos, both good and less intelligent; (10) with videos shown to students can be immediately viewed again for evaluation; and (11) fostering interest and motivation in learning. In the process of developing this video learning media, researchers carry out various stages, stages that we can take to compile a video/film program, according to the National Education in 2004 (in Prastowo, 2015, p. 313):

1. Heading

In making this video, the researcher used primary material from the Battle of Palagan Ambarawa. In contrast, for the KD, the researcher took KD 3.11, Analyzing the struggle of the Indonesian nation to defend independence from the threat of the Allies and the Dutch. KI 3. Understand, apply, and analyze factual, conceptual, and procedural knowledge based on their curiosity about science, technology, art, culture, and humanities with humanitarian, national, state, and civilizational insights related to phenomena and events, as well as apply procedural knowledge in specific fields of learning according to their talents and interests to solve problems. The reason why the researcher took the material about the Battle of Palagan Ambarawa is because the researcher sees in the government's K13 book that is currently circulating in the material section of the Battle of Palagan Ambarawa very little to

discuss, even though we all know that the history of the struggle of the Indonesian nation to defend independence is significant, especially in Ambarawa.

Thus, the material about the Battle of Palagan Ambarawa must be developed, so the researcher titled the video of the Battle of Palagan Ambarawa. The researcher made this video to be used as a medium for teaching materials in grade XI on the subject of History. Students need media as teaching materials because they are bored if they only listen to lectures and tend to be lazy if told to read. For that reason, the researcher developed media that had been done and, according to the teacher concerned, was very interesting or compelling for students in learning so that they could quickly understand.

2. Script Creation

This video script is created from various learning sources to enrich the material. Scripts were then prepared and used from various sources to develop the video. The script was taken from several books that discussed the Battle of Palagan Ambarawa. The books are the class XI package book and the Palagan Ambarawa book published by the Army History Office. The books are concise and make a storyline or scenario. The scenario started with the arrival of allies NICA supported until the people of Ambarawa could repel the invaders who came back to enforce power.

3. Shooting

In the shooting session, the researcher takes pictures based on the scenario that has been made. The researcher took pictures of the Indian Museum, Cavalry Ambarawa, Fort William, and Jenderal Sudirman Square using DSLR and researchers' mobile phone cameras. For the images of the characters in the battle, the researcher took pictures using the YouTube site as material to complete the purpose of making videos. The shooting was carried out in April 2017 with the help of my friends Awan Ardiyanto and Satria Nipaneegara.

4. Proses Editing

The process of editing the image of the material that has been taken and combined, then filling in the narration or dubbing. The narration dubbing of the material in the video was carried out by the researcher using the researcher's mic recorder. After these stages are compiled into a complete learning video, the editing process is done with a computer-assisted by Adobe Premier Pro CC 2015.

5. Validation

To determine the feasibility of a product, carry out an assessment or validation from experts. Validation is done by giving an assessment instrument sheet to validators or experts the supervisor has approved.

The development of this video is from a video that does not have material systematics to a video with material systematics in the storyline. Furthermore, the video is also developed from the image that does not match the material in the sound to the image that matches the material in the sound. From a video that only contains photos and text accompanied by music, it is developed into a video with moving images that are by the material, and between the image and the sound that comes out are also appropriate.

The learning videos made by researchers are considered suitable for classroom learning activities if they have undergone a validation assessment process from several media experts and material experts as validators. To be considered suitable for use, the validation assessment by the validator must at least obtain good criteria. Based on the results of the validation assessment in this study, an average percentage in terms of media was obtained of 82.78%, which was included in the perfect criteria. Then, the validation assessment in terms of material obtained an average percentage of 87.5%, included in the perfect criteria, and the video is suitable for use. Researchers choose video teaching materials because of the advantages of video media as a medium that suits the needs of students. Daryanto (2010: 86) "Video is a very effective medium to help the learning process, both for mass, individual, and group learning." According to Munadi (2013:127), the advantages of learning video media include: (1) overcoming distance and time limitations; (2) the video can be repeated when necessary to add clarity; (3) the message conveyed is fast and easy to remember; (4) developing the thoughts and opinions of the students; (5) developing students' imagination; (6) clarify abstract things and provide a more realistic picture; (7) very strongly influencing a person's emotions; (8) very well explaining a process and skills, able to show stimuli that are by the goals and expected responses from students; (9) all students can learn from videos, both good and less intelligent; (10) with videos shown to students can be immediately viewed again for evaluation; and (11) fostering interest and motivation in learning. In addition, teaching materials are also prepared with the aim of providing teaching materials that are by the demands of the curriculum by considering the needs of students, namely teaching materials that are by the characteristics and settings or social environment of students, SMA Negeri 1 Ambarawa which has used the 2013 curriculum so that teaching materials that lead to independent learning for students so that they can reduce dependence on the presence of teachers. This video is an alternative to additional teaching materials.

Feasibility of History Learning Media for the Battle of Palagan Ambarawa

The results of the video assessment have gone through several stages of revision and validation by a team of media experts, material experts, and validation experts. The validation results from media experts are as follows: The media validation results are 82.78%, which is included in the outstanding category. The validation result for the material was 87.5% and was included in the outstanding category. Furthermore, the researcher also conducted student responses in the classroom; the researcher took two classes to see student responses, namely classes XI IPS I and XI MIPA IV. For a precise count, you can see in the attachment. Class XI IPS I received a response rate of 87.2% (Included in the Very Good Category), and class XI MIPA IV received a response rate of 81.6% (included in the Good Category). Judging from the figures from the description above, the researcher can conclude that the teaching materials made by the researcher are worthy of use. Regarding media and material validation and student responses in the classroom, the researcher can conclude that the teaching materials made by the researcher can be used in history learning.

Conclusion

History learning at SMA N 1 Ambarawa in grade XI on Indonesian History uses PowerPoint and video media. The video is just like a picture of the material given. Videos usually shown to students contain only writing and are given music, and the images and sounds do not match or connect or do not have a storyline. The development in this study is from a video that does not have material systematics to a video with a systematic material storyline.

Furthermore, the video is also developed from the video that does not match the material in the voice to the video that matches the material in the voice. From a media that is only an image containing writing, it is developed into a video with a moving image that is by the material, and between the video and the sound that comes out is also appropriate. Media experts' eligibility level was 82.78% (outstanding category), and material experts averaged 87.5% (outstanding category). Class XI IPS I got a response rate of 87.2% (outstanding category), and class XI MIPA IV got a response rate of 81.6% (good category). Judging from the figures from the description above, the researcher can conclude that the teaching materials made by the researcher are worthy of use. Regarding media and material validation and student responses in the classroom, the researcher can conclude that the teaching materials made by the researcher can be used in history learning.

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