Learning History, Perception, and Attitude towards Kartini Figure in SMA N 2 Rembang

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Abstract

The study aimed to determine the effect of Kartini sub-material history learning and student perceptions of student attitudes towards Kartini figures in class XI of SMA 2 Rembang in 2018. This type of research is ex post facto research. The results showed that historical learning and student perceptions affected students' attitudes towards Kartini. This is evidenced by the F Test, which obtained an F count greater than Ftable 5.522> 1.653; in the partial test (t test) for the Kartini sub miniate history learning variable (X1) obtained a t count smaller than t table 0.778 1.653, so H2 is accepted. Simultaneously, history learning and student perceptions affect student attitudes towards Kartini's figure of 4.6%. Partially, the influence of historical learning on student attitudes toward the Kartini figure was 0.32%, and the influence of students' perceptions of student attitudes towards the Kartini figure was 4.6%.

Keywords: Perception, Kartini, History Learning

Introduction

History education as a science applied to the high school education level is a branch of the science of a process of internalizing historical values, knowledge, and skills, a series of events that are designed and arranged in such a way as to support the student learning process (Mailina et al., 2017, p. 33). This process aims not only to provide students with factual information but also to develop their critical thinking and understanding of historical contexts and complexities. If we refer to Suwito Eko Pramono (2012, p. 239), without knowing history entirely and correctly, one cannot obtain a qualitative understanding of the social phenomena that occur, as these phenomena are deeply rooted in historical events and contexts. The aspect of historical studies itself is in the form of a process of change from human activities and their living environment in the past since humans did not know how to write to the latest developments, which include political, social, economic, cultural, religious, belief, geography, and other aspects. Time is the primary perspective of studying history, as it allows us to see the evolution and transformation of societies and ideas. Based on the historical dimension, human life is always related to the past, present, and future times (Amin, 2011, p. 105). Humans' various aspects of life in local, national, and global spatial settings have changed from ancient times until recent developments, reflecting the ongoing interplay between continuity and change that shapes our world.

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From understanding and appreciating historical events, it is hoped that they will also be able to reap the benefits and historical values to be used as lessons in order to avoid unwanted events in the future and be able to continue the struggle for the survival and welfare of the nation (Bain, 2011, p. 192). This is what should be obtained in every history learning process. In addition to the quality of history, learning is one of the expectations and targets always pursued by teachers, students, and schools as educational institutions (Utomo, 2010, p. 72). In essence, the purpose of learning is everything about changing student behavior, both behavioral changes in the cognitive, affective, and psychomotor fields (Leo et al., 2013, p. 5). Indonesia itself has experienced a very complicated and long historical journey, especially in the pre-contemporary period, which is the time when the practice of colonialism and imperialism by several Western nations was intensified.

Colonialism and Dutch imperialism in the archipelago before the name of Indonesia was known, we know that it hurt the people. Although it cannot be denied, the colonization carried out by the Dutch also brought several benefits in various fields for developing the life of the nation and the homeland. However, Dutch colonialism caused drastic changes in people's lifestyles, ranging from the economic, political, educational, and many other sectors. For almost 350 years, the Indonesian nation was in the black fog of colonialism outside the colonization carried out by Japan. Indigenous or lower-class people are forced to work and deposit crops. In addition, they must comply with all the regulations and policies of the Dutch East Indies Government that limit the people's freedom in their daily lives.

This arbitrary action gave rise to regional or national struggles. They are starting from the Islamic kingdom's era to the national movement's era. Such as Sultan Agung, Prince Diponegoro, Imam Bonjol, and Pattimura, as well as revolutionary youth figures, namely Tan Malaka, Soekarno, Hatta, and many more. They fought for independence over oppression and realized justice for the people and their nation. Moreover, female figures such as Cut Nyak Dien, Dewi Sartika, Kartini, and many more are no less revolutionary regarding struggle. The struggle of these female figures includes sharing ways, starting from going down directly to taking up arms in war. Some struggle through the world of education, namely by establishing schools and introducing science to the people. Because with education, independence is easier to achieve.

The above thoughts are always voiced by Kartini, one of the national heroes who dramatically influences women's thoughts of emancipation today. She was the first Indonesian to fully open herself to Western culture that began in Europe during the Renaissance by going through the Industrial Revolution, the French Revolution, and others into the culture of the modern world

today but at the same time, became the ideal of Kartini's progress in her short life (Alisjahbana, 1979, p. 115). She is a woman whose ideas enlighten and inspire a more comprehensive circle (Tempo, 2013, p. 2). One of them is the field of education, where education is indeed critical, not only for women but also for women. Women can go to school and develop according to their wants. However, at that time, it still clashed with the patriarchal culture that was firmly attached to Java, and it severely limited women's movements and thoughts with the emergence of the term 3M amid society, namely macak, manak, and masak as a symbol of women's restrictions. Another restriction is the pingit system for women who step on adults. Kartini also experienced this when she was 12 and a half years old in 1982; she had to leave school and enter the fringes (Kawilarang, 1979, p. 25). However, Kartini is still firm in principle, namely that women must have the same or equal rights as men, including the right to receive education. The results of Kartini's struggle in the world of education for women can still be felt today, where women can attend school to the highest level, namely lectures (Sadli, 2010; Printing, 2019).

When viewed in today's world of education. Students are faced with very complex problems. They start from social problems to character problems, as the researcher found in the initial observation of the Rembang area. The perceptions and attitudes of students toward Kartini's figure are diverse. Some only know about Kartini as a hero, to those who are enthusiastic about the festivities of Kartini's day by sharing symbols and celebrations that highlight *hedonic* and *feudal culture.* This diversity of perceptions and attitudes makes researchers interested in digging deeper to discover students' perceptions and attitudes towards the figure of Kartini at SMA N 2 Rembang. Why did the researcher replace research at SMA N 2 Rembang? Theoretically, according to King Beach and Flavia Ramos, quoted by Y.Y.F.R.

Sunarjan, in their dissertation (2014, p. 46), 'the selection of a research area can help simplify and focus the issue, especially when entering the area we are open-minded and do not have the idea of solving other people's problems or knowing them before entering the area.' This makes it easier for researchers to conduct focused and intense investigations on the problems being studied in the region. The practical reason is that this high school is outstanding in Rembang. Of course, it is equipped with adequate infrastructure. The city of Rembang is also Kartini's final resting place. Here, there is a museum containing Kartini's relics during her life as the wife of the regent of Rembang. In addition, there is also a former school building built by Kartini for indigenous people to receive education. So, according to the description above, the researcher formulated the title of his research, "Learning History, Perception, and Attitude towards Kartini Figures in Students of SMA Negeri 2 Rembang in 2018".

Method

This type of research is ex post *facto* research. According to Kerlinger (Emzir, 2015, p. 119), *ex-post facto* research, or comparative causal research, is a systematic empirical investigation in which scientists do not control the free variable directly because the free variable has already occurred. Meanwhile, according to Sukardi (2009, p. 165), "In ex post facto research, the relationship between free variables and independent variables, as well as between independent variables and bound variables, has occurred naturally, and researchers with these settings want to trace back if possible what is the causative factor." So, *ex post facto* research is a study in which the independent and bound variables have occurred when the researcher starts with observations in a study.

This study uses the population, namely all students in grade XI of SMA Negeri 2 Rembang. Meanwhile, the sample was 187 children, with details of each class taking 17 randomly from 11 classes. The research variables consisted of independent variables: history learning (X1) and students' perception of Kartini's figure (X2). Meanwhile, the bound variable is students' attitude towards the figure of Kartini (X3).

The data collection technique uses instruments such as questionnaires and documentation. Before being used as a tool for data collection, the instrument was tested, namely the validity test and reliability test (Rahmawan et al., 2016; Anufia et al., 2019; Halin, 2018; Wilimack, 2013). The analysis technique is carried out after obtaining data from research in the field. In this study, the data analysis carried out was a percentage descriptive analysis, normality test, linearity test, multicoloniality test, heteroscedasticity test, multiple linear regression analysis with the formula $\hat{Y} = a + b1X1 + b2X2$ (Sugiyono, 2010, p. 275). Hypothesis tests include t-test, f-test, calculation of Simultaneous determination coefficient (R^2), and calculation of partial determination coefficient (r^2) (Larasati et al., 2014; Firdiyansyah, 2017; Purbiyanto et al., 2018).

Results and Discussion

The results below will be explained based on research conducted at SMA Negeri 2 Rembang about learning history, perception, and attitude towards Kartini's figure in 2018 students. The results of the percentage descriptive analysis on the X1 variable, namely the learning of Kartini's sub-subject history, obtained the result that most of the students (56%) stated that Kartini's sub-subject history learning at SMA Negeri 2 Rembang was good, with an average percentage of 71%. The percentage of 71% based on descriptive analysis of percentages belongs to the high category. Meanwhile, variable X2, namely students' perception of Kartini's figure, shows that most students (56%) perceive Kartini's figure nicely. The distribution of

respondents' answers showed that the average percentage obtained was 82%. The percentage of 82% based on descriptive analysis is in the high category. Based on the results of this study, students perceive Kartini's figure, which is generally good with indicators of receiving or absorbing all forms of Kartini's struggle, understanding the forms of Kartini's struggle, and assessing Kartini's figure.

In variable X3, the descriptive analysis of the percentage results was obtained, which showed that most of the student's (86%) attitude towards Kartini's figure was in perfect criteria. The distribution of respondents' answers showed that the average percentage obtained was 89%. The percentage is 89%, and based on descriptive analysis, the percentage is in the very high category. Based on the results of this study show that students have an attitude towards Kartini's figure which is generally very good with indicators of understanding and confidence in the importance of Kartini's struggles, liking Kartini's attitude and character and exemplifying the struggles carried out by Kartini.

The results of multiple linear regression analysis obtained coefficients for the independent variables X1 = 0.032 and X2 = 0.167 with a constant of 72.707 so that the regression equation model obtained is:

Z = 72,707 + 0.032 X1 + 0.167 X2

Based on the results of the multiple linear regression analysis above, if the history learning of Kartini's sub-material is improved so that it gets a score of 10, and also the students' perception of Kartini's figure is improved until it gets a score of 10, then the students' attitude towards Kartini's figure is:

$\hat{Y}$ = 72,707 + 0.032 (10) + 0.167 (10) = 74,697

It is estimated that students' attitudes towards the figure of Kartini = 74,697

In the results of the simultaneous test F, the Anova table obtained a value of F = 5.522 > 2.65 (F value of table $F_{(0.05; 3; 183)}$ = 2.65 from the numerator dk = 3 and the denominator dk 187-3-1=183) and sig = 0.005 < (0.05) 5%. This shows that F counted significantly, so Ho was rejected and accepted Ha. This means that the working hypothesis (H3) stated in this study, namely "There is a positive influence of history learning and perception with attitudes towards Kartini's figure in students," was accepted.

Meanwhile, in the results of the partial test (t_{test}) with SPSS on the history learning variable of Kartini's sub-material (X1), the count value = 0.778 < 1.653 = t_{table} (from dk = 187-3 = 184) and sig = 0.438 > 0.05 (5%). This shows that the t count is insignificant, so Ho accepts and

rejects Ha. This means that the working hypothesis (H1) stated in this study, namely "There is a positive influence of history learning on students' attitudes towards Kartini's figure," was rejected. So what Ho received was that "there is no positive influence of history learning on students' attitudes towards Kartini's figure."

In the variable of students' perception of the Kartini figure (X2), $t_{count} = 2.965 > 1.653 = t_{table}$, and sig $= 0.03 < 0.05$ (5%). This shows a significant t calculation, so H_o is rejected and accepts Ha. This means that the working hypothesis (H2) stated in this study, namely "There is a positive influence of perception and attitude on Kartini's figure on students," was accepted.

The results of the Simultaneous Determination Coefficient (R^2) calculation, Based on the analysis results in the table, the Adjusted R Square price was obtained at $0.046 = 4.6\%$. Thus, it shows that history learning and student perception together affect students' attitudes towards Kartini's figure by 4.6%, and the rest are influenced by other factors not studied in this study.

The results of the calculation of the Partial Determination Coefficient (r^2) showed that the influence of Kartini's sub-material history learning on students' attitudes toward Kartini's figure was 0.32%, which was obtained from the partial correlation coefficient for the history learning variable of Kartini's sub-material squared, which was $(0.057)^2$ x 100%. The magnitude of the influence of students' perception of attitudes towards Kartini's figure was 4.6%, obtained from the partial correlation coefficient for the quadratic learning motivation variable, which was $(0,214)^2$ x 100%. This shows that the variable of student perception towards the figure of Kartini provides a more significant correlation of students' attitude towards the figure of Kartini than the variable of learning the history of the Kartini sub-material.

The Influence of Kartini Sub-Material History Learning on Students' Attitudes Towards Kartini Figures

Based on the research results, Kartini's sub-material history learning does not positively and significantly influence attitudes towards Kartini's figure in grade XI students at SMA Negeri 2 Rembang. This can be seen from the results of the t-test where t is calculated smaller than t table 0.778, which is used to measure the high and low levels of history learning Kartini sub-material, namely history learning objectives, history learning materials, history learning activities, media history learning methods used in history learning, sources used in history learning and history learning evaluation. Of the indicators above, the indicators of history learning methods and evaluation of history learning have the smallest average percentage, which is 67%; in the descriptive table, the percentage is included in the medium category. There is a high average percentage for other indicators, namely history learning objectives at

72%, history learning materials at 71%, history learning activities at 72%, media and tools used in history learning at 72%, and resources used in history learning at 70%. Kartini's sub-material history learning at SMA Negeri 2 Rembang is quite good.

The Influence of Perception and Attitude towards Kartini Figures on Students Based on the study results, student perception, has a positive and significant influence on attitudes towards Kartini figures in grade XI students at SMA Negeri 2 Rembang. This can be seen from the t-test results, which show that the t-count is greater than the t-table, which is 2.965>1.653. This means that perception and attitude positively influence Kartini's attitude toward students. Meanwhile, the partial determination coefficient (r^2) obtained from the calculation is 4.6 %. There is a positive influence between perception and attitude towards Kartini's figure. The opinion of Sarlito W. Sarwono reinforces the results of the above research in his book Introduction to General Psychology (2010:205), which states that "one of the factors that form attitudes is the factors contained in the person concerned, such as the choice factor."

This can be interpreted as determining a person's attitude towards an object, which can be based on the person's perception. If a person's perception is positive, the resulting attitude is also positive, and vice versa; this shows a correlation or relationship. Based on the percentage descriptive data, students' perception of Kartini's figure is a high criterion; namely, 56% of 187 students agreed that the perception of Kartini's figure is already good, with an average of 82%. This can be seen from the percentage of each indicator used to measure the high and low levels of student's perception of Kartini's figure, namely accepting or absorbing all forms of Kartini's struggle, understanding the form of Kartini's struggle, and assessing Kartini's figure. Of the several indicators above, the indicator of understanding the forms of Kartini's struggle has the smallest percentage, namely 55%, which in the descriptive table the percentage is included in the high category. For indicators of accepting or absorbing all forms of struggle, Kartini has a percentage of 56%, which is included in the high category. Meanwhile, the indicator assesses Kartini's figure as the most significant percentage, 67% in the very high category.

Conclusion

Based on the results of research that has been done explained and explained above, it can be concluded that there is no positive and significant influence partially between history learning sub material Kartini with attitudes towards Kartini figure in class XI students in high school Negeri 2 Rembang seen from partial test calculation (test), namely $t_{count} = 0.778 < 1.653 = t_{table}$ which means it does not exist influence. Moreover, if you look at it from the partial coefficient of determination (r^2) calculation, it is only 0.32%. So if the history learning system is

implemented, Kartini's sub-material will be improved, and then it will not increase students' attitudes toward the figure of Kartini.

There is a positive influence and partially significant between perceptions with attitudes towards the figure of Kartini on class XI students in high school Negeri 2 Rembang seen from partial test calculations (t_{test}) namely $t_{count} = 2.965 > 1.653 = t_{table}$ means there is influence. Moreover, if you look at it from the partial determination coefficient (r^2) calculation of 4.6%, if students' perception is improved, it will result in improved student attitudes towards the figure of Kartini. There are positive and significant differences between sub-material history learning Kartini and perception with attitude towards the figure of Kartini.

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