

**Utilization of Documentary Videos from Historical Heritage Studies (KPS)
As a Media for Learning History**Yuniati¹**Abstract**

The purpose of this study is multifaceted, aiming to (1) determine whether the video documentary PPP results can be effectively utilized as a medium for learning history; (2) assess how students from the History Education Study Program, particularly those from the class of 2011, have been using the documentary video results of KPS as a learning tool; and (3) identify the efforts being made to enhance the KPS course within the department. Analyzing the data and discussions, it is evident that the PPP documentary video can serve as a valuable learning medium. This can be applied in various phases of teaching history, whether as an introduction, a core element, or enrichment material. Furthermore, students from the 2011 cohort of the History Education Department have effectively utilized the KPS documentary video during their classroom activities while conducting Field Practice Experience in History in 2014. The department has consistently strived to develop and refine the PPP course, aiming to improve its quality and effectiveness. These efforts ensure the course meets its objectives and produces the desired educational outcomes.

Keywords: *Video Documentary PPP, Learning Media.*

Introduction

The Historical Heritage Studies (PPP) course is a field lecture that equips students to understand and analyze various historical relics. This lecture is an effort by the history department of FIS Unnes to improve students' competence in recognizing the traces of the past. It is hoped that after students attend this lecture, they will be more aware of history (PPP Guide for the Department of History, 2013, p. 1). The products produced from this PPP include reports, documentary videos, posters, and catalogs. From year to year, students of the Department of History FIS Unnes produce documentary videos through lectures on Historical Heritage Studies. After the KPS seminar was held, the documentary video was rarely reused. It would be a pity if it were only displayed during the PPP seminar. If followed up, the documentary video can be used as a learning video. Based on observations made by researchers, many history education study program students have not used documentary videos from PPP as a learning medium in the classroom when they carry out teaching practices (Bagus et al., 2013; Yuniati, 2015; Khairul, 2016). History is a branch of science that systematically examines the

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entire development of changing the dynamics of people's lives with all aspects of their lives that occurred in the past (Ahmad, 2013; Sodik, 2016; Mustika et al., 2017; Arini, 2017). The knowledge of the past contains wisdom values that can be used to train intelligence and shape students' attitudes, dispositions, and personalities (Subagyo, 2010, p. 10; Uun, 2013; Titin, 2017).

Learning media is everything that can channel messages and stimulate students' thoughts, feelings, and willpower so that it can encourage the creation of a learning process in students. (Ardiani, 2008; Suryani, 2012, p. 137; Putu, 2017). The media used in learning activities can affect the effectiveness of learning (Yunika, 2016). Learning media can attract students' attention by displaying something interesting from the media, fostering students' awareness to be more active in learning, fostering awareness of students' emotions and attitudes towards the subject matter and others, accommodating students who are weak in receiving and understanding lessons presented in text or verbal, accommodating students to carry out an activity motorically and being able to assess students' ability to respond learning (Suprihatiningrum, 2012, p. 320).

Method

The method used in this study is qualitative research. Sampling data sources is carried out by purposive sampling, which means that the selection of samples is deliberately based on specific criteria relevant to the research objectives. The data collection techniques used include observation, interviews, and documentation. Observations were conducted to obtain accurate data on the observed phenomena, interviews were conducted to gather in-depth information from participants, and documentation was used to collect data from relevant written sources. Triangulation techniques of sources or data and methods are used to ensure the validity of the data. The research activities are carried out through several stages, namely the orientation stage, exploration, and checking the correctness of the research results. The research steps include the pre-field stage, fieldwork, and data analysis. In the pre-field stage, researchers make preparations before going into the field. Fieldwork involves data collection, including data reduction, presentation, and verification. Data analysis to process and interpret the data that has been collected so that it can provide answers to research questions.

Results and Discussion

The study of historical relics is a field lecture that equips students to understand and analyze various historical relics. This lecture is an effort by the History Department of FIS Unnes to

improve students' competence to recognize the traces of the past. The route from the destination or place to conduct a cyclical study from the west of the island of Java, namely Jakarta, Bandung, and its surroundings, Bali, then East Java. In the following writing, we use the term PPP. For the last three years, from 2012-2014, the products produced from this PPP lecture are in the form of reports, documentary videos, and the last two years plus posters and catalogs. Through assignments such as documentary videos, posters, and catalogs, history students who have skills in the field of media can channel their talents. So that the products they produce are more varied and creative and the results are pretty satisfactory.

The products produced from the PPP lecture, in addition to being bills or assignments from the course, can also be used after the lecture is completed. Posters are used to add to the collection of the Mini History Museum, catalogs as an addition to reading in the history reading garden, and documentary videos to add to the video treasury at the History Laboratory. Not only that, the results of this PPP can also be used as a medium for learning or further research. Documentary videos are a product of the results of PPP that have been used by students of the history education study program class of 2011 in the implementation of Field Experience Practice in 2014 because documentary videos can be used as one of the history learning media in the classroom. Both are used as a learning opener to foster students' motivation to learn, clarify the material's content, or as an enrichment of a history lesson.

The process of making videos by students majoring in history and documentary videos that have been produced, some of which have met a video's standards or operational requirements (SOP). This can be seen from the results of documentary videos made by students majoring in history from 2012 to 2014. The product of PPP used by students majoring in history is a documentary video. Documentary videos can be used as a medium for learning history. This has been proven to have been used by the students of the history education study program class of 2011 in the implementation of Field Experience Practice in 2014. In addition to being considered practical in its use, the product is also easy to duplicate.

The process of making documentary videos by students majoring in history has followed the procedures or guidelines provided by the department. The content or material of documentary videos also generally contains material on history in junior high and high school because the study of PPP contains material from pre-literate to contemporary periods. There are even several documentary videos that examine essential places that may not be included in the material at school or videos that have been produced so far. So, things like that aim to add valuable insights from later learning resources in junior high and high school. The use of PPP documentary videos for classroom learning does not have to follow the requirements or

operational standards of the process of a video, such as through R&D research, as long as the context of the content of the PPP documentary video is related to the history learning material and nothing leads to negative things. However, what is still lacking so far in the PPP documentary video to be used as a learning video is an evaluation tool.

History Education Study Program Students Class of 2011 Utilize Documentary Videos from the Study of Historical Relics as a Learning Media

Media is an intermediary (tool) to achieve learning goals. Appropriate media can support learning success (Nunu, 2012; Ramli, 2017). Learning media has a vital role in learning activities in schools. The primary function of learning media is as a teaching aid, namely supporting teachers' teaching methods (Miftah, 2013; Muhammad, 2014). Through the use of learning media, it is hoped that it can improve the quality of the teaching and learning process, ultimately affecting the quality of student learning outcomes. History learning media is everything that can be used as a tool in order to support the implementation of teaching strategies and methods that lead to teaching objectives (Widja, 1989, p. 61). History learning media is an integral part of the learning process and has an essential function in the history learning process in schools (Yetty, 2015).

The appropriate and varied use of educational media can overcome the passive attitude of students (Nurmadiyah, 2016; Umar, 2017). In this case, education is helpful in arousing enthusiasm for learning, allowing more direct interaction between students and the environment and reality, and allowing students to learn individually according to their ability and interests (Sadiman, 1984, pp. 17-18; Andriani, 2016). Students in the history education study program class of 2011 used learning media in the history learning process when carrying out Field Experience Practice from August to October 2014. Students have used various media in teaching and learning activities in the classroom, including pictures, power points, and videos. This is intended to foster students' motivation and interest in learning history.

The use of media in the learning process in the classroom, according to Sadiman (1984, p. 190), is that learning media is used to support the achievement of specific goals. Its use is also combined with the teaching and learning process in classroom situations. In planning media use, teachers must look at the goals to be achieved, the learning materials that support achieving these goals, and the appropriate teaching and learning strategies to achieve those goals. The learning media chosen must follow that, including the objectives, materials, and learning strategies. Students of the history education study program class 2011 have taken advantage of the KPS documentary video in history learning. The learning media that history education study program students widely use in learning history in implementing PPL is video. In

addition to being easy to use in classroom learning, videos are considered adequate for learning history because they have elements of seeing, listening, and reading.

Videos in history learning function to help make it easier for students to visualize an event. In utilizing documentary videos from PPP as a history learning medium, students of the history education study program should know the purpose of using documentary videos by the materials and strategies for learning history. This is intended to use documentary videos from PPP as a learning medium to support as much as possible in achieving the goals of learning history. Six out of ten respondents in this study, namely students of the history education study program who carried out PPL at SMA Negeri 01 Boja Kendal, SMP Negeri 01 Mungkid Magelang Magelang, SMA Negeri 01 Pekalongan, SMK PGRI 01 Semarang, SMK NU 01 Kendal and SMP 02 Kesatrian Semarang in 2014 have utilized and used documentary videos from PPP in history learning in the classroom. Both are used as a learning opener, as a medium regarding learning materials, and as an enrichment of learning.

Four respondents consisting of students of the history education study program class of 2011 who carried out PPL at SMA Negeri 02 Pekalongan, SMA Negeri 03 Demak, SMA Walisongo Semarang, and SMK Negeri 09 Semarang have not used the documentary video results of PPP in history learning. This is because these students do not have many documentary videos, so they lack references to use as learning media. The material they teach is unrelated to the content from the documentary video they have. In implementing history learning, students only use learning videos they download themselves from YouTube. The use of PPP documentary videos is not original and accessible according to students' wishes; they adapt PPP documentary videos with the Learning Implementation Plan (RPP) that they make when implementing PPL in these schools and have been approved by each student's teachers so that the documentary videos they use do not go off-topic from what they teach in class and are by the material, objectives, and strategies for learning history.

Students of the 2011 class of the education study program in Field Experience Practice have used the documentary video of the results of PPP as one of the history learning media. It is good to use as a learning opener and to foster the motivation of students to learn history. Some use it as a medium to explain the material because it is the material taught. Some use PPP documentary videos as enrichment from history learning carried out in class. The documentary videos used by the students of the history education study program class of 2011 are only documentary videos from the class of 2011. They have not used PPP documentary videos from other batches. Only one student uses documentary videos produced by the class of 2010, namely about Penglipuran Bali, and the rest use documentary videos from the class of 2011. If

history education study program students are creative and active in varying history learning, documentary videos that history students have produced can be used in history learning.

Efforts made by the Department of History to Improve Lectures on Historical Heritage Studies

The Department of History, Faculty of Social Sciences, Unnes, has a field course that must be followed by all students majoring in history, namely Historical Heritage Studies. In addition to aiming for students to be in direct contact with historical objects, the department also considers that students need to be introduced to natural, historical objects; the course also aims for students to learn to research and apply the knowledge they have learned in lectures in the classroom. There are several obstacles faced by the PPP committee in PPP lectures, including technical obstacles in accommodating students in implementation, the level of student comfort, finding relevant materials for lectures that are not boring from year to year, arranging so that all activities can be carried out all, students are not severe during the study, the next problem is when the problem is about bills, usually about reports, posters, videos and so on. Due to the obstacles faced by the PPP committee, the department has made various efforts to develop and improve PPP field lectures.

In developing KPS field lectures, the Department of History, Faculty of Social Sciences, Unnes seeks to improve the implementation of results and quality. It has been proven that from year to year, the history department tries to make improvements and evaluate what has been done. The latest problem with the division of duties, starting in 2015, must be handled by the secretary. Control catalogs, videos, and posters through the presenter section while the supervisor handles reports. Then, all the objects visited are cataloged, even though the portion is the most essential part of the main object. The other objects are still cataloged, so all are serious about all objects. The Department of History also conducted various experiments on implementing KPS lectures. Experiments with models departing together, and experiments that depart separately per semester or batch, have also been carried out. So, a pattern was made to overcome the difficulties during implementation. From 2014, each batch has a different location destination with different services or bureaus for each departure.

The implementation of PPP, which used to be three times, in the new curriculum in 2012 was condensed to two, and the credits were added from the original one credit to two credits so that the weight was somewhat heavier to increase the focus, and the assignment became more. Then, the next step is in terms of results. Posters and catalogs have become an additional bill for students who have implemented PPP; the history department adds other variants, and the results can be published later, like historical comics. The Department of History, together with the

KPS center, has made various efforts to improve the planning, implementation, and post-activity in developing and improving the KPS lectures so that the objectives of the lectures themselves include students being able to take data from reliable sources about historical relics in certain regions, students being able to prepare scientific and informative Historical Heritage Study reports and developing students to be able to develop visual media, audiovisual and interactive media from the results of the Historical Heritage Study. The various efforts made by the department must be balanced by the willingness and ability of students to attend KPS lectures. The success of PPP is determined by several elements, namely the elements of lecturers, students, and delivery services to the destination. All of this must synergize. In the future, the results of the PPP can be used more widely, not only when the PPP is completed. So, it can be used later as a medium of learning.

Conclusion

Based on the research conducted on the Utilization of Documentary Videos from the Study of Historical Relics (PPP) as a Media for History Learning (Case Study in the Implementation of PPL on Students of the History Education Study Program FIS Unnes 2011), several conclusions can be drawn: (1) Documentary videos from the Study of Historical Relics can be reused as one of the learning media, either used as an opening, core or enrichment in history learning. (2) Six out of ten respondents (students of the history education study program) in this study have been able to utilize the video of the results of PPP as a medium for learning history in the implementation of the 2014 Field Experience Practice. (3) The Department of History has made various efforts to develop and improve the PPP field lectures even better, achieve the goals of the PPP, and produce products as expected.

The suggestions recommended by the researcher are as follows: (1) students of the Department of History should be more active in utilizing the results of the study of historical relics. In attending lectures and settling bills from PPP, you must focus so that the products produced are by the goals of PPP and can be reused as a source and learning medium. (2) For the Department of History, the KPS Committee and the supervisor should connect the material and direct students from the object of study with the curriculum in the school so that the results can later be used as a source and medium for learning history. History majors should focus students in PPP on one or two in-depth objects to produce the expected research.

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