

History Learning Based On Digital Catalog Media In Increasing Student's Historical Awareness

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Abstract

History learning is a field of science that aims to build student awareness about the importance of time and place of a process from the past, present, and future. Student awareness of history shows that they are a part of Indonesia who has a sense of pride and love of the homeland that can be implemented in various national and international lives. This article aims to discuss history learning based on digital catalog media that is useful for the teaching and learning process to help students to understand learning to increase their historical awareness. The research is classroom action research. The findings suggest that history learning is essential for students, the use of catalog media in history learning is very helpful to facilitate the teaching and learning process and help students to know, understand, and apply the attitude of historical awareness in everyday life.

Keywords: *Digital Catalog Media, History Learning, Student Historical Awareness.*

I. INTRODUCTION

History learning is a way to internalize moral values, national spirit, and insight into the nation's strong personality, future orientation, and independent attitude to students by understanding the substance and historical learning models that develop historical knowledge materials to achieve the expected goals in history subjects under the curriculum. According to Sulaiman, today's history learning must pay attention to the student's surrounding community and make students examine what happened and apply what is learned in everyday life (Setiadi, 2012). In line with this, Jumardi and Pradita said that the history subject has special values that are different from those of other subjects. The values contained in the history subject can be grouped into scientific, informative, ethical, cultural, political, nationalism, international, and work values (Pradita, Jumardi, & Mei, 2017). Hamid Hasan emphasizes that history learning has great potential to develop students' character in everyday life (Hasan, 2012). Thus, history learning has a strategic meaning in building students' characters to be dignified and become Indonesian people with a sense of nationality and love for the homeland. In this case, history learning has a role in building the character of the nation and internalizing cultural values for students to instill the spirit of nationalism and love for the homeland, nation, and state.

Therefore, Zahroa added that the material in history learning must be able to develop the potential of students so that they are more familiar with the values of the nation that were fought for in the past, maintained, and adapted for the present and developed in the future. History material must also contain various real past events, instead of only fictional works, such as how persistent the heroes fight against the invaders to defend the nation's pride (Zahroa, Sumardib, & Marjono, 2017). History learning not only provides historical knowledge as a collection of historical facts but also aims to raise historical awareness in students (Andayan & Khotijah, 2018). It means that history should be understood as a means of transfer of knowledge as well as a medium for historical awareness. Sulhan also said that historical awareness in students can be seen from the aspect of love

for the homeland or nationalism and patriotism reflecting historical awareness (Sulhan, 2014). This means that if the concepts of historical awareness are presented to students, they will verbally state that they have a sense of love for the homeland, nationalism, and patriotism. Thus, the elements of awareness that must exist in students are, for example, nationalism, nationalism, patriotism, or love for the homeland. Historical awareness in the context of love for the homeland, nationalism, and patriotism, can be raised in several ways such as putting up the photos of the president and vice president, national heroes, national symbols, and maps of Indonesia; putting flags in front of the class; being disciplined entering class; completing assignments on time; being enthusiastic and not giving up easily in doing assignments; willing to cooperate and open to accepting differences; using correct and acceptable Indonesian language when expressing opinions. To increase students' historical awareness through history learning, the right approach is needed in the teaching and learning process. In this case, digital catalog media is an approach that helps teachers and students in the teaching and learning process. Yusufhin said that a catalog is a list of books or other media with all the details (bibliographic data).

As a tool for information searching, a complete catalog contains all information about the physical condition of books and other media so that the contents are easy to be identified (Yusufhin & Fridinanti, 2017). This means that a catalog contains the book's title, author, edition, publisher, year of publication, place of publication, physical appearance, subject area, special characteristics, and book location. A catalog is a method of arranging items (containing certain information) systematically, either alphabetically or in other order (Nur, 2014). A catalog helps to find documents and select documents, objects, or goods regarding certain editions and certain types (Noorbella & Putri, 2018). Thus, the catalog is a medium to rediscover information, namely information stored in the collection of items or objects. This research refers to several studies that are relevant to these concepts and problems. Dika Agustina and Kian Amboro developed learning media based on local historical heritage catalogs to strengthen students' understanding of local history at SMA Negeri 3 Menggala Tulang Bawang. They used Sugiono 's model, and the results showed that the level of understanding of local history can be categorized as low (Agustina & Amboro, 2018).

Emy Yunita Rahma Pratiwi tried to increase the awareness of national history in the era of globalization. She used the research library method and suggested that history learning should emphasize the ability aspect and the orientation of history learning on future orientation (Pratiwi, 2018). Herry Porda Nugroho Putro conducted research on the historical learning model to increase historical awareness through inquiry approach. He used research and development (R and D) method and found that the inquiry model was effective for use in learning to increase students' historical awareness (Putro, 2012). In this case, previous research emphasizes history learning based on catalog media for the development of student history. History learning is a way to increase national history awareness in the era of globalization through an inquiry approach. Meanwhile, this research emphasizes on learning history based on digital catalog media to increase students' historical awareness. This research seeks to provide an understanding to the public that historical awareness is very important, to provide an understanding to the teachers who teach history that they have an important role in teaching history making students aware of history, and to provide an understanding of history and awareness to students that they must study history properly and correctly to understand and realize that historical awareness is very important for them as the nation's next generation.

II. METHOD

The research is classroom action research. According to Parnawi, classroom action research (CAR) is an activity of observing learning activities with an intentional action in a class simultaneously (Parnawi, 2020). Descriptive qualitative approach was used, meaning that descriptive data in the form of written or spoken words about observed behavior that could be accepted by common sense were collected. According to Wiriaatmadja, CAR is included in qualitative research although the data collected can be quantitative and the description is descriptive in the form of words (Rochiati, 2020). Therefore, this research aims to examine texts, books, and

scientific journals regarding history learning, the use of digital catalog media, and students' historical awareness. The data sources were the results of previous research that are relevant to this discussion. The data were collected by library research, reading, comparing literature, processing, and producing conclusions. The data were secondary data obtained from books, scientific journals, and other scientific articles related to the concepts in this research. This research is a needs analysis to be used as a reference in history learning in schools by using digital catalog media to increase students' historical awareness.

III. RESULTS AND DISCUSSION

The Problem of Historical Awareness

One of the problems in history learning in schools is a tendency to transfer information from teachers to students. In teaching history, teachers pay less attention to the students' intellectual skills and the increase in their historical awareness. According to Pratiwi, history learning in schools should have a strategic meaning in building the character and civilization of a dignified nation as Indonesian people with a sense of nationality and love for the homeland (Pratiwi, 2018). However, students do not know and appreciate their history but prefer the history from other countries. It means that they forget that the basic history of the establishment of national identity is one of the main assets in building the nation now and in the future.

Another problem in history learning in schools is that teachers emphasize rote learning and use the lecture method, leading to students being bored. Thus, it is necessary to know that, in learning history, there is a lot of meaning behind historical events; there are useful values and ideas in providing solutions for students in preparing themselves for the future. Therefore, Pratiwi says that there is a false step that history is learned at school only by memorizing historical figures, events, and timing (Pratiwi, 2018). Thus, students' low historical awareness is influenced by their conditions and behavior, the development of science and technology, and the situation and environmental conditions.

History Learning in School

History learning aims to develop students' understanding of themselves, society, and how this nation was formed through a long history, which is still in progress to the present and the future. In this case, history learning will make students take values from the past to be reflected in their present life. This means that history learning must be able to make students wise in making decisions. According to Umamah et al., history learning can develop students' abilities in taking past constructions into historical learning topics by relating them to present conditions (Umamah, Sumardi, & Wahyuni, 2017). Thus, history learning can be taught to students from elementary school gradually. History learning starts in elementary schools, and history material is deepened in junior and senior high schools. Jumardi and Silvi Mei Pradita said that history learning has distinctive values compared to other subjects. The values contained in the history subject can be grouped into scientific, informative, ethical, cultural, political, nationalism, international, and work values (Jumardi & Pradita, 2017). This means that history learning has a strategic meaning in building a dignified character and forming Indonesian people who have a sense of nationality and love for the homeland.

Hamit Hassan also said that, as stated in the Regulation of the Minister of National Education, history education, both as part of social studies and as a subject, is a subject that has great potential in developing character education (Hassan, 2012). Thus, Susanto said that history education is the internalization of a sense of timing in students so that they do not lose their temporal orientation (Heri, 2014). By learning history, students learn how to appreciate the time, past events, and make it a lesson for their present and future lives. In this case, history learning in schools must be based on the objectives of history learning so that it is effective or achieves the expected goals. Susanto describes several objectives of national history learning, including (a) arousing, developing, and maintaining the spirit of nationalism; (b) arousing the desire to realize national ideals in all fields; (c) arousing the desire to study national history as part of world history; (d) making students aware of the ideals of (Pancasila and the Education Law) and the struggle to realize these ideals throughout the ages (Heri,

2014). Thus, the learning of national history in schools aims to instill strong character values, realize national ideals, and arouse the desire to have awareness and concern for history and the spirit of nationalism towards the homeland.

Use of Digital Catalog Media in History Learning

The use of digital catalog media in history learning in schools is very helpful for teachers in the teaching and learning process. Digital catalog-based learning media must be developed by the teacher according to the needs and characteristics of students. According to Widalismana and Sawiji, the application of digital media in history learning based on digital catalogs can simplify the teaching and learning process so that learning activities are more planned, good, and independent with the expected outcomes (Widalismana, Baedhowi, & Sawaji, 2016). This means that digital catalog-based history learning can facilitate students so that they are more interested in learning history and developing historical awareness. According to Naposo, a catalog is an ordered list containing certain information from the objects or items listed. It is also a method of compiling items (containing certain information) which is carried out systematically, alphabetically, and with other methods (Nur, 2014). Catalogs are the digger for collections, and modern catalogs are reliable tools for conveying ideas or subjects discussed in books or other readings. It means that someone who has not checked the catalog has not made effective use of the collection.

Fatmasari pointed out that catalog learning media resembles a book that contains information about the material accompanied by pictures and graphic designs with interesting layouts following the indicators of conceptual understanding (Fatmasari, SD, & Rahayu, 2017). According to Nuhidayah and Haryunita, catalog-based learning media must be developed by teachers to meet the needs and conditions of students in schools. from teaching materials, boundaries, and systematic and attractive evaluation designs to achieve the expected goals (Nurhidayah, 2020). The point is that the application of digital catalog-based history learning requires creativity and innovation from the teacher to design according to the situation and needs of the school. Referring to the research conducted by Widalismana on the development of catalog-based learning media, the results showed that catalog-based learning media had very good improvement results (Widalismana et al., 2016). Thus, the use of digital catalog media in history learning will encourage students to think critically, be active in learning, and increase their understanding.

The Importance of Students' Historical Awareness

Learning aims that students can build self-awareness about the importance of time and place which is a process from the past, present, and future by training critical skills to understand historical facts correctly. Historical awareness is a source of inspiration and aspiration, which can generate a sense of pride and obligation (responsibility and obligation) (Eryana, Suryani, & Pelu, 2016). This means that if a student has developed historical awareness, an attitude of caring for the surrounding environment will emerge in everyday life. They will respect and preserve their culture as well as contribute to the surrounding environment. In this case, students' historical awareness is an appreciation of historical heritage as evidence of the civilization of the Indonesian nation in the past. Historical awareness can also develop students' understanding of how this nation was formed through a long history, which is still in progress to the present and the future. Historical awareness should be fostered in students as part of the Indonesian nation that has a sense of pride and love for the homeland which can be implemented in various fields of life, both nationally and internationally (Gafur, 2012). Therefore, students' historical awareness can be increased through history learning by inviting them to think critically and reaping the benefits of learning history.

This requires teachers to use the appropriate learning model in history learning. Historical awareness is a psychological condition that shows the level of appreciation of the meaning of the nature of history for the present and the future (Sulhan, 2014). Thus, historical awareness has an important meaning in the personality of students to create a self-identity in society. Historical awareness is urgent for the Indonesian people which, in its development, will never be separated from the history of the Indonesian nation itself. This means that through a

good understanding of history, students will develop awareness that the history shaping life in the present will also determine life in the future (Firdaus, Purnomo, & Ahmad, 2018). In this regard, historical awareness refers to the awareness of the existence of history and events. Students' historical awareness must be more than just knowing historical facts; it is only the beginning (Syahputra, Sariyatun, & Ardianto, 2020). However, knowing and remembering history does not guarantee that awareness is embedded in the students. Students' historical awareness is nothing but a mental attitude, a thought that can lead them to remain in the historical rotation (Warto, 2017). Thus, having historical awareness, students must be wiser in giving meaning to their lives.

IV. CONCLUSION

The use of catalog media in history learning can simplify the teaching and learning process. Teachers use digital catalog media to design learning materials according to the situation and needs of students. By applying catalog-based history learning, students will be encouraged to think critically, be active, creative, and able to re-explain what they have learned. The application of an effective digital catalog will help students in learning history so that they have historical awareness. Students who are aware of history will show an attitude of nationalism in everyday life.

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