Analysis of History Learning Model Based on Multimedia as the Strengthening of National Identity of Students

1st Siti Aisyah
Educational Student of Doctoral Department
Universitas Negeri Padang
Padang, Indonesia
sa4167505@gmail.com

2nd Azwar Ananda
Educational Lecturer of Doctoral Department
Universitas Negeri Padang
Padang, Indonesia
ananda.azwar4127@gmail.com

3rd Siti Fatimah
Educational Lecturer of Doctoral Department
Universitas Negeri Padang
Padang, Indonesia
Siti_fatimahunp@yahoo.com

4th Heri Effendi
Educational Lecturer of History Department
Institut Pendidikan Tapanuli Selatan
Padangsidimpuan, Indonesia
effendiheri550@gmail.com

Abstract—**This paper is based on the negative phenomenon of national identity problems such as; people berate the president, even though Indonesian people in ancient times were known for their mutual respect for each other. History learning is one way to restore national identity; history learning is not attractive to students because teachers do not utilize multimedia in learning. This paper aims to analyze the characteristics of teacher activities, learning materials and student activities in a multimedia-based history learning model. The discussion is: (1) characteristic of teacher activities include: (a) integrated learning devices historical sites, (b) contextual learning based on android integrated nationality-based character education, (c) Utilization of used goods as creative media animation, (d) Field studies to historical sites (2) Material characteristics include: (a) organizing learning material chronologically, (b) Presentation of learning material through LCD media (c) Presentation of material delivered by creative multimedia, (3) characteristic of student activities, namely (a) field studies to historical sites, (b) role playing movements, (c) android-based online learning.**

Keywords—Model of Historical Learning, Multimedia, National Identity

I. INTRODUCTION

Historical awareness is a form of "historical sense of life" [1]. Historical education has an important position so that a nation has a strong understanding of the history and existence of a nation. Historical education in the era of globalization has a strategic role, because the national state has a smaller role and national identity and awareness are increasingly declining [2]. Nations which in the past were built largely due to oppression from other nations, in this global era must maintain national identity in a collaborative environment. According to Collingwood, the formation of a nation's national identity is nothing but history. Historical knowledge, besides being very fundamental in the formation of national identities, is also a source of inspiration that is full of meaning in the development of historical awareness of the younger generation, saying that historical awareness is an intellectual or mental attitude that needs to understand correctly the national personality. Furthermore, it is said that historical awareness will be able to guide humans to an understanding of themselves as a nation, understanding how important historical awareness is, then the development of historical education is a demand to give birth to a generation of wise who are able to solve the nation's problems wisely [3].

Correspondingly in shows Indonesian history learning requires students to be able to think critically in responding to issues that develop in the historical material. Therefore, teachers need to utilize various approaches in learning Indonesian history to develop these critical thinking abilities. Thus, the implementation of critical history learning becomes a dead price for teachers to change the history of learning that has always tended to memorize. Learning history that has been happening in schools is felt dry and boring because it is still struggling with the approach *chronicle* and tends to require children to memorize an event. Students are not accustomed to interpreting an event to understand the dynamics of a change. Therefore, the teacher must use a multimedia-based history learning model so that it can be used as a strengthening of students' national identity. The term multimedia refers to the use of various types / forms of media sequentially and simultaneously in presenting information [4].

II. METHODS

This research includes library research with a descriptive approach intended to obtain complete information and to determine the actions to be taken as important steps in scientific activities. Early research before everything prepared both devices and instruments needed to support the research needs to be done search activity bibliography of books Reference *(Reference Book),* Textbooks Standard & RESEARCH, Articles in

Journals, magazines and, documents and Manuscript for find out more in detail and provide a frame of mind, especially relevant references derived from theories regardless of whether the research carried out uses primary or secondary data [5].

III. RESULTS AND DISCUSSION

1. characteristics of teacher teaching activities in multimedia-based history learning models as strengthening national identity of students

Teacher are those who gave birth to generations with various professions. Teachers in the world of education are the main characters who have a big share in facing their students. This situation requires the teacher to be able to transfer all knowledge and details to students. The teacher must also be a role model, become a model and mentor of the child / student in realizing character behaviors that include thinking, heart processing and feeling. To be noble, the teacher must work. At the global level, UNESCO (United Nations Eductional, Scientific, and Cultural Organization) also establishes world education policies, because education in the 21st century is predicted to be far different from the education that is now happening. For that reason, since 1997 UNESCO has begun to dig back and introduce The Four Pillars of Education, namely Learning to Know, Learning to Do, Learning to Live Together, and Learning to Be. Therefore, teachers must be able to understand the shift in educational goals that not only give birth to graduates ready to use again, but produce independent generations, able to collaborate as community members, be able to reason, be able to use information technology, be able to utilize, and develop various learning resources that quality. Thus, the teacher is able to give birth to a generation that is not only able to adapt, but is able to improve the quality of life for the better with a high willingness. [6]. Based on the conception above, the purpose of history learning must be in accordance with the vision of national education. In other words, the learning model is a wrapper or frame for the application of learning approaches, methods and techniques. [7]. Characteristics of learning models according to Ranke L Tobing et al identified five characteristics of good learning which include, scientific procedures, specifications of planned learning outcomes, specifications of the learning environment, performance criteria, method of implementation [8]. According to Bourdillon, the goal of ideal historical learning is to help students achieve the following abilities: (1) understanding the past in the present context, (2) arousing interest in the meaningful past, (3) helping to understand their identity, family, community and nation , (4) helping to understand the cultural roots and interrelationships with various aspects of real life, (5) providing knowledge and understanding of other nations and cultures in various parts of the world, (6) training in harmony and problem solving, (7) introducing thinking patterns scientifically from historical history scientists, and (8) preparing students for higher education.

In this context, the characteristics of teacher teaching activities in multimedia-based history learning models as strengthening the national identity of students history can be done by the teacher as follows: (1) Preparing learning tools (RPP LKM, Media) integrating historical sites, and local traffic values, (2) Application of an Android-based contextual learning model with integration with nationally minded character education, (3) Utilization of used goods (cardboard, clay, aqua bottles) as creative media animation, (4) Field studies to historical sites structurally to find information related to the material that has been given. This is in line with others` result; one of them is Ghufron (2010). He states that one of the crucial problems of the Indonesian Nation, especially those related to preparing human resources ready to be competitive in the global era is the crisis of national character values [9]. Therefore, there needs to be an integration of national character values in learning activities for all subjects in school. Related specifically to multimedia-based history learning, the things that are considered are analyzing the learning material that will be taught, the choice of learning methods and media that are appropriate to the spirit of the era. It mens that based on the study of the character of the history learning, the principles in the learning models that have been discussed in the previous section can be used. In deciding on the choices that will be taken, the teachers must understand the character of each learning model, and consider, in particular, the focus of the objectives and the learning history material that will be carried out.

2. Material characteristics in a multimedia-based historical learning model as strengthening students' national identity

Based on an understanding of understanding, values, functions and educational goals of historical history and conditions of historical education in the field, it is necessary to study and practice mastery of learning models for history teachers. The learning models that are developed ideally are those that can enhance learning interest and foster students' historical awareness and at the same time get the benefits of learning history. Therefore, the learning model that is developed is directed to foster motivation, interest, and creativity through active participation which ultimately encourages the growth of innovative abilities of students. Based on the results of analysis from various literature sources, the characteristics of the material in the history-based multimedia learning model as strengthening national identity can be classified into two parts including:

a) The nature of material is chronological, so material is designed based on chronological order of historical events and material with higher complexity become simple and easy to understand and implement.
b) Learning material is presented through LCD media in the form of images, graphics, data, maps, charts or charts, exposure or power points, and in the form of documentary films in accordance with the learning material. Some material can be accessed through the

School's blog and website learning is basically a form of learning described from beginning to end presented by the teacher.

c) The material is presented by using audio, visual and audio-visual media (documentary-assisted films, e-learning, and pictorial portfolios)

Similarly, multimedia refers to the presentation of material using words and images. Multimedia can be said to be a new form in making computer programs with more than just media that connects. Although it only contains at least two elements, it is said to be multimedia. According to Rosch: "Multimedia is a combination of computers and videos"; McCornick stated, "Multimedia in general is a combination of three elements, namely sound, image and text". According to Turban et al: "Multimedia is a combination of at least two media inputs or output data, this media can be in the form of audio (sound, music), animation, video, text, graphics and images". According to Robin and Linda: "Multimedia is a tool that can create dynamic and interactive presentations that combine text, graphics, animation, audio and video images. [10]

Multimedia is divided into two categories: linear multimedia and interactive multimedia. Linear multimedia is a multimedia that is not equipped with any controller that can be operated by the user. This multimedia runs sequentially, for example: TV and movies. Interactive multimedia is a multimedia equipped with a controller that can be operated by the user, so that users can choose what is desired for the next process. Examples of interactive multimedia are interactive learning, game applications, etc. [11] Based on the 2003 National Education System Law, it is intended not only to form intelligent Indonesians, but also to have personality or character, so that later they will be born a generation of people who grow up with characters who have the noble values of the nation and religion [12]. The aim of national education is a formulation of Indonesian human quality that must be developed by each education unit. Therefore, the formulation of national education goals is the basis for the development of cultural education and national character.

3. Characteristics of student activities in multimedia-based history learning models as strengthening national identity of students

Actualization of historical awareness values in strengthening students` national identity must be continuously in the teacher's efforts at school. Based on the results of Aman's research [13], threats to national integration have reached alarming levels given the diminishing national values and enthusiasm among the younger generation. As a smart solution, (1) actualization of historical awareness values in history learning is demonstrated by efforts: (a) embedded appreciation of historical significance for the present and the future; (b) to know himself and his people; (c) cultural history for the

development of national culture; and (d) preserving national heritage. (2) Actualization of nationalism values is shown through efforts to instill: (a) pride as an Indonesian nation; (b) love of the homeland and nation; (c) willing to sacrifice for the nation; (d) accept plurality; (e) pride in diverse cultures; (f) respect the services of the heroes; and (g) placing public interests above personal interests. As a concrete manifestation of all forms of actualization, there will be a student who is aware and capable of respecting himself, his nation in the midst of pluralism. The characteristics of student activities in multimedia-based historical learning models include the following. First, the use of historical sites can be done through direct field studies into historical objects, such as temples, museums, traditional houses, other traditional musical instruments.

Second, the use of documentary films will be very meaningful for students when teachers are able to design according to materialism, and learning goals. Likewise with examples of historical figures through role playing movements, it directly involves the active role of students in learning. Based on the results of Huda's research, Khairul [14] the problem of teaching history is a minimum understanding of material related to national insight. The national insight shown by the current generation has lowered the graph. The life of pluralism as a nation's specificity cannot be meaningfully prospective. On the other hand, an effective learning process needs to be pushed into a constructive design. Educators build identity awareness through the peculiarities of past cultural results in history studies. Media development and combination are considered possible to develop modern teaching.

In the era of globalization, it is also needed a teaching scheme that is not only related to the results of the cognitive dimension, but it needs a formulation of teaching to achieve the development of citizenship identity for it. It takes the design of learning media that help to create meaningful learning and one of them is the help of Office. Third sway application is the development of technology for online learning as a means of online presentation. Budi Usodo believes that the sway application is a presentation tool created and played online on the sway.com page. Presentation results can be shared with recipients by using shared links. Then, student activities in learning can also be done through cellular learning. Cellular learning is part of e-Learning, but it is more inclined to use mobile sophistication. Cellular learning provides learning material that can be accessed anywhere and anytime with an attractive appearance. Moving learning is a smart solution for teachers in today's history learning, because it can be in scripts at any time; especially almost all students have it. Through the development of mobile learning media based on Android history learning, the materials presented in this media are material about Indonesian culture, traditional houses and traditional musical instruments as a link between students' national identity.

IV. CONCLUSION

The multimedia-based historical learning model as a strengthening of students 'national identity is basically a form of learning that is described from beginning to end that is presented specifically by the teacher, one of the types of creative history learning as a strengthening of students' national identity. Based on the results of the above analysts, not only does multimedia forms history-based learning model change the teacher's perspective in building the learning climate, but it is very potential in building the national identity of students. There are three important elements discussed in this study. First, the characteristics of teacher activity in managing multimedia-based historical learning models as strengthening of students' national identity are as follows: (a) preparing learning tools (lesson plan LKM, Media) integrating historical sites, and local literary values, (b) application of android-based contextual learning models integration with nationality-oriented character education, (c) utilization of used goods (cardboard, clay, aqua bottles) as creative media animation, (d) field studies to historical sites structurally to find information related to the material that has been given . Secondly, the material characteristics in the multimedia-based historical learning model as a strengthening of students' national identity are as follows: (a) organizing learning material based on chronological order of historical events and material with higher complexity becomes simple and easily understood and implemented material, (b) presentation of learning material through LCD media in the form of images, graphics, data, maps, charts or charts, exposure or power points, and in the form of documentaries in accordance with the learning material. Some material can be accessed through school`s blogs and websites. Learning models are basically a form of learning that is described from beginning to end presented by the teacher, (c) the material is delivered with audio, visual and audio-visual media (documentary-assisted films, e-learning, and pictorial portfolio. The third characteristic of student activity in multimedia-based history learning is to strengthen students' national identity through: (a) the use of historical sites, through field studies directly to historical objects, (b) role playing movements, directly involving the active role of students in learning, (c) online learning based on Android with nationality.

REFERENCES

[1] Soedjatmoko. 1992. "Antara Filsafat dan Kesadaran Sejarah" dalam William H. Frederick dan Soeri Soeroto. 1982. Pemahaman Sejarah dan Sesudah Revolusi. Jakarta: LP3ES, hal.56.

[2] Kennedy. 2001. Buat Diri Menghadapi Abad ke-21, Diterjemahkan oleh Yayasan Obor Indonesia. Jakarta: Yayasan Obor, hal.491-493.

[3] Lukitaningsih, *Pembelajaran Sejarah Indonesia dengan pendekatan Postmodernisme untuk meningkatkan kemampuan Berpikir Kritis Mahapeserta Didik Kerjasama Sejarah FIS UM dengan Asosiasi Pendidikan dan Peneliti Sejarah* 27–28 September 2014, Hotel Savana - Kota Malang Tersedia:http://fis.um. ac.id/wp-content/uploads/2016/07/Prosiding-Seminar-Nasional-Sejarah-FIS-2014-1-Copy.pdfdiakses tanggal [12 Agustus 2016].

[4] Jumono. 2012.*Manajemen Pembelajaran Sejarah Berbasis Multimedia di SMA Negeri 1 Boja Kendal.* Skripsi tesis, Universitas Muhammadiyah Surakarta.

[5] Joko. P. 2006. *Metode Penelitian Dalam Teori dan Praktek*. Jakarta: Rineka Cipta.

[6] Naelofaria, S. *Guru Mulya Karna Karya*. Harian Waspada Medan RED 19 Desember 2015 05:58 WIB.

[7] Rusman. 2011. *Model-model Pembelajaran*, (Jakarta: PT Raja Grafindo Persada), hal. 136.

[8] Tobing dkk . 1990. "Model-model Mengajar Metodik Khusus Pendidikan Ilmu Pengetahuan Alam Sekolah Dasar. Makalah dalam Penataan Calon Penata Dosen Pendidikan Guru SD (Program D-II)".

[9] Agung, L. 2012. *Pengembangan Model Pembelajaran Sejarah SMA Berbasis Pendidikan Karakter di Solo Raya.*

[10] RE Mayer. 2009. *Pembelajaran Multimedia*. Yogyakarta: Pustaka Pelajar, hal.1-4.

[11] Sigit. 2008. *Pengembangan Pembelajaran dengan Menggunakan Multimedia Interaktif untuk Pembelajaran yang Berkualitas*. Diambil dari http://luarsekolah.blogspot.com.

[12] Suyanto. 2010. Urgensi Pendidikan Karakter. *http://www.mandikdasmen. depdiknas.go.id/web/pages/ urgensi.html.* di akses tanggan 23 April 2018.

[13] Setian, Puspita Pebri. 2018. Media Pembelajaran Wartop (Wayang Karakter Tokoh Pahlawan) Untuk Menumbuhkan Jiwa Nasionalisme Mahasiswa IKIP Budi Utomo Malang dapat diakses tanggal 13 mei 2018 file: /// C: /Users/Sejarah/Downloads/9749-23213-1-PB.pdf.

[14] Aman. 2014. Aktualisasi Nilai-Persediaan Kesadaran Sejarah Dan Nasionalisme Dalam Pembelajaran Sejarah Di SMA. Jurnal Pendidikan Karakter, Tahun IV, Nomor 1, Februari 2014 di akses tanggal 24 april 2018 https://media.neliti.com/media/publications/121364-ID-aktualisasi-nilai-nilai-kesadaran-sejara.pdf