

THE LEVEL OF STUDENT'S HISTORICAL AWARENESS IN HISTORICAL EDUCATION PROGRAM AS A NEED ANALYSIS OF DIGITAL LEARNING MEDIA DEVELOPMENT

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ABSTRACT

This research aims to analyze The Level of Student's Historical Awareness in Historical Education Program in Jambi University. This study represents pre-analysis research to see how far the level of historical awareness of students and as a reference for the development of digital learning media in the Distance Learning Era. The hypothesis in this study is the level of historical awareness of students is estimated to be at a good level, and the development of digital learning media can be carried out. The research method used is descriptive quantitative, data collection was carried out by distributing questionnaires. Next, the validity and reliability of the instruments were analyzed using SPSS 25 software. The subjects in this study were 30 students of the History Education study program, University of Jambi. Respondents were selected through purposive sampling technique. The results showed that the overall level of students' historical awareness was in the range of 96.5 scales, which can be concluded that the historical awareness of students in the history education study program is rated "Good" and can be further increased to the "Very Good" level. Based on this, it can be concluded that they accept the concept of historical awareness so that it can facilitate the steps for developing learning media in the study program.

KEYWORDS: Historical Awareness Level, Needs Analysis, Learning Media Development

1. INTRODUCTION

History has a critical role in formulating the greatness of a nation. Without being based on history as a unifying cultural symbol, the Indonesian people face difficulties in formulating their identity and of course, it will be easily scattered (Warto 2017). Obviously, history grants us to accept the present through the engineering of the past, and it allows us to plan for the future for a country (Elijah 2017: 3).

However, on the other hand, there are still many who believe that history is beneficial for life. By looking or learning from the past, humans try not to make the same mistakes in the future. These admirable people are influential people for their nation and country. One of them was the first President of Indonesia, Ir Soekarno, who created a remark that inspires history activists or even the entire Indonesian people, namely "JasMerah" stand for "Jangan sekali-sekali melupakan sejarah" which means never to forget history. The classical philosopher, Cicero (106-43 BCs), called history as "Historia Magistra Vitae" which means History is the Teacher of Life (Kreuze 2010: 283). Then Pompa

(1990: 217) also explained that the results of historical studies might strengthen historical awareness and even historical awareness might represent the basis for distinguishing facts from myths in the process of historical reconstruction. Academically, history lessons are responsible for educating students to be able to discover and explain the various historical phenomena being studied (Purwanta, 2019).

It should be noted that this awareness refers to a condition where a person can feel, think, and perceive. Soedjatmoko (1984: 66) says that this historical awareness is an intellectual orientation, an attitude that needs to be instilled in the nation to form a national personality. Historical awareness is a perception that shows a level of appreciation of the meaning and essence of history (historical dynamics) as a guide to facing the present and the future. Meanwhile, Kapp (1998: 105) sees the development of this historical awareness as a change from traditional didactic teaching by teaching a new focus on society and in education in a particular regional environment.

Every citizen must develop historical awareness to generate a spirit of nation and state (Rosenlund 2011: 1). At that time Thorp (2014: 4) explains historical awareness is the main concept that has an important and significant role in didactic history. It can be stated that people who study history have the ability to compare the differences between historical periods, cultures, and social systems. This ability is critical for historical awareness among individuals (Aisiah, et al. 2016: 109). In a broad sense, historical awareness can function in various social aspects that are useful for life (Yenshu Vubo 2003: 536).

The function of this attitude isn't necessary to make someone aware of the existence of history in their environment, like what Syahputra (2020: 81) has stated that historical awareness is not only to commemorate dark events in the past like wars, defeats, and destruction, but historical awareness is to receive lessons from every incident in the past as a spur of the struggle to enhance the national identity.

However, if we examine it more deeply, there are actually many good attitudes to develop and to build a good society and the world. These attitudes include self-respect, tolerance, empathy, fairness, honesty, non-suspicion, friendship, cooperation, mutual understanding, and justice. (Syahputra 2020: 39).

Therefore, to develop historical awareness among the nation's generations, it can be achieved by developing historical learning.

This is the urgency that we should pay attention to Indonesia, our country is gradually becoming a country that is blind to its own history. To prevent a history (people who don't understand history), it is the duty of all historical education practitioners in Indonesia through history learning and development in order to increase historical awareness. The task of history teachers and lecturers is to develop teaching materials and learning media to increase level of historical awareness, especially

during the digital era and the pandemic era. Sariyatun et al (2018: 19) who say the development of science and technology brings new colors to the education system, learning becomes more interesting and more practical and efficient. In fact, there are many ways to develop digital learning media. Especially in local history.

In line with the above, Hariyono (2017: 166) also explains that local history can be an interesting theme in the learning process in SD, SMP, SMA, even though in college. Not only learning, but local history is also a fascinating study in research, which if it is developed in a deep and professional manner, will produce a work that can be used as teaching material or become quality reading.

By developing and utilizing local history that is around them, it can strengthen the identity of students as Indonesian citizens who respect their nation, this is interesting to analyze because to carry out further development, we must identify the level of historical awareness of students, especially in the history education study program Jambi University. Considering that the history education study program at Unja is a relatively new study program, media developments and history teaching materials are urgently needed.

Therefore, the researcher focuses on the analysis to observe how the level of historical awareness of students in the study program with the title "Analysis of Historical Awareness Levels in History Education Study Program Students" The formulation of the problems in this study is: (1) To ensure the level of historical awareness of education study program students history as a need analysis to develop digital learning media.

II. RESEARCH METHODS

In this study, to analyze an attitude the author uses descriptive quantitative methods. According to Cresswell (2016: 171), Quantitative Research is one of many educational studies that determines what will be studied using specific questions, collects quantitative pieces of information and respondents, analyzes numbers using statistics, collects data objectively, and then presents structured analysis data.

In line with that, Nana Sudjana (2005) also explains the descriptive research method with a quantitative approach aims to describe an event or an event that is happening now in the form of meaningful numbers. Meanwhile, Sugiyono (2013: 14) argues that quantitative research can be interpreted as a study method based on the philosophy of positivism, used to research on certain populations or specimens, sampling techniques are generally carried out randomly, data collection uses numerical data analysis research instruments or statistics to test the hypothesis that has been set.

The research location is at Jambi University to be precise in the history education study program. The sample attends 30 students who were determined using the purposive sampling technique, which means that the technique of collecting samples is not based on random, regional, or strata, but based

on considerations that focus on certain objectives (Arikunto 2013), as well as sampling-based on certain considerations such as population characteristics or formerly known characteristics.

IV. RESULTS AND DISCUSSION

Historical awareness is a consciousness that shows a level of appreciation of the meaning and essence of history (historical dynamics) as a guide to face the present and the future. In order to arrive at the proper meaning of history, two preconditions (objective conditions) need to be developed. In society, the original essence of this historical awareness was not only a link between dark events in the past, but to always take lessons from every incident in the past as a trigger for a spirit of struggle to strengthen the foundation of love for the country and strengthen national identity. Historical awareness provides four indicators that develop this theory of social attitudes (Aman, 2011) namely: 1) Living the Meaning and Essence of History, 2) Knowing oneself and the nation, 3) The Meaning of Historical Events, and 4) Maintaining historical legacies nation. It is from these four indicators that a Historical Awareness questionnaire is compiled.

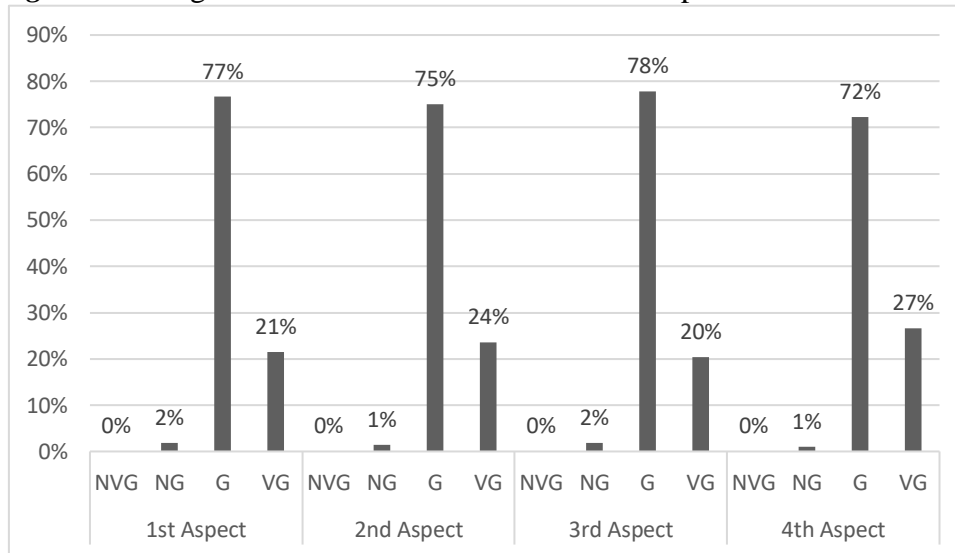
a. Historical Awareness Level

To identify how the initial form of historical awareness in the history education study program at Jambi University, the writer made observations and used a descriptive questionnaire in collecting preliminary data. The questionnaire statement items consist of 40 items and are arranged in accordance with the historical awareness indicators that have been described in the previous discussion. Sampling in this preliminary study was conducted on new history education students who contracted the History of Hindu Buddhism course. The number of samples taken was 30 students utilizing purposive sampling technique.

Table 1 Percentage of Students' Ability for Each Aspect of Historical Awareness

Aspects	Indicators	Percentage
Living the Meaning and Essence of History	Understand the facts of historical events, including: what (event), who (character), when (period), where (place) and why (cause)	77%
Knowing themselves and the nation	Identify the history in the environment including his own history	75%
The Meaning of Historical Events	Interpret the positive impact, negative impact and positive values of historical events	78%
Maintaining historical legacies nation	Maintain all forms of historical heritage in the surrounding environment, in Indonesia, and in all places.	72%

Figure 1 Histogram of Students' Abilities in Each Aspect of Historical Awareness



Aspect Description

- 1st Aspect Living the Meaning and Essence of History
- 2nd Aspect Knowing themselves and the nation
- 3rd Aspect The Meaning of Historical Events
- 4th Aspect Maintaining historical legacies nation

Table 2 Percentage Descriptions

Percentage Description	Scale Description	Scale Description
0-24 %	NVG	= Not Very Good
25-49 %	NG	= Not Good
50-74 %	G	= Good
75-100 %	VG	=Very Good

(Source: Arikunto, 2013)

Based on the results of data analysis, it can be concluded that the level of readiness of history education study program students of Jambi University can be said to be Good. If this is explained in the per-indicator analysis, it is recognized that in the aspect of:

- 1) *Living the Meaning and Essence of History*, it is shown that 77% answered Good, 21% Very Good, 2% Not Good, and 0% for Very Bad.
- 2) *Knowing themselves and their nation* shows that 75% of students answered Good, 24% Very Good, 1% not good, and 0% very bad.

- 3) *Meaning of historical events*, 78% reacted good, 20% answered very well, 2% was not good, and 0% answered very bad.
- 4) *Maintaining the nation's historical heritage*, 72% answered Good, 27% very good, 1% for not good, and 0% for very bad.

It can be concluded that the per-indicator percentage using a scale of 4 of the four indicators explains that the level of historical awareness of students is rated "Good".

Next, to calculate the overall score, each component is calculated to obtain a scale range. According to Umar (2011: 225) calculating the score for each component is multiplying all data frequencies by the weighted value:

Specifying the Scale Range:

$$SR = \frac{n(m-1)}{m} = \frac{30(4-1)}{4} = 22,5$$

With:

SR= Scale Range

N = Number of Samples

M = The number of each attribute

Specifies the lowest and highest ranges:

Max = Lowest Range = 1xn = 1x30 = 30

Min = Highest Range = 4xn = 4x30 = 120

Assessment of Each Criteria:

Table 3 Guidelines for the Scale Range of Each Criteria)

Skala	Historical Awareness Level	Scale Range			
1	Not Very Good	Min	Min +SR	30	52.5
2	Not Good	Min+SR+1	Min+2SR	53.5	75
3	Good	Min+2SR+1	Min+3SR	76	97.5
4	Very Good	Min+3SR+1	Min+4SR	98.5	120

(Source: Umar, 2011)

Based on the guidelines above, by multiplying the score by the number of respondents and taking the mean value of all statement items, the following results are obtained:

Table 4 The Final Result of All Statement Items

Scale		Statement Items		A
1	1	up / to	40	V
1	0	up / to	0	E
2	4	up / to	0	R
3	51	up / to	33	A
4	44	up / to	76	G
Total	99	up / to	109	E
				96.5

Based on the data above, it is indicated that the average score is 96.5 which, when adjusted to the scale range table, falls into the "Good" category. It can be said that the level of historical awareness of students is in accordance with the hypothesis put forward by the researcher and this proves that the level of historical consciousness of them is considered good and is ready to apply historical lessons and developments of local history-based learning media.

Validity and Reliability of the Questionnaire

The researcher evaluated the validity and reliability of the questionnaire used for further treatment with SPSS 25 software. The importance of the validity of the research instrument will help in obtaining a valid measurement of historical awareness attitudes. As well as reliability is carried out to see how reliable this instrument is. Here is the explanation:

• Validity:

Rtable = 0.3494 (30 Respondents)

Table 5 Questionnaire Validity Test

No of Items	R _{xy}	Invormation	No of Item	R _{xy}	Information
1	0.4497	Valid	21	0.5136	Valid
2	0.5134	Valid	22	0.5117	Valid
3	0.6117	Valid	23	0.5788	Valid
4	0.6117	Valid	24	0.5434	Valid
5	0.6959	Valid	25	0.6430	Valid
6	0.5134	Valid	26	0.5864	Valid
7	0.6430	Valid	27	0.5616	Valid
8	0.5434	Valid	28	0.2121	Unvalid
9	0.5580	Valid	29	0.4525	Valid
10	0.4172	Valid	30	0.4343	Valid
11	0.5343	Valid	31	0.5122	Valid
12	0.5699	Valid	32	0.4135	Valid

13	0.4907	Valid	33	0.5136	Valid
14	0.5670	Valid	34	0.5788	Valid
15	0.5122	Valid	35	0.5788	Valid
16	0.4885	Valid	36	0.6430	Valid
17	0.5443	Valid	37	0.3969	Valid
18	0.6430	Valid	38	0.5434	Valid
19	0.5630	Valid	39	0.3966	Valid
20	0.4012	Valid	40	0.2120	Unvalid

If R_{xy} is bigger than 0.3494, then the item can be said to be valid.

- Reliability

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded ^a	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.925	40

From the calculation results, it is found that the Reliability Statistics shows Cronbach's Alpha reliability coefficient of 0.925, which means that the reliability coefficient is > 0.700 ($0.925 > 0.700$), it can be concluded that the historical awareness attitude instrument has high reliability.

b. Historical Awareness Level as a Needs Analysis of Digital Learning Media Development

The Importance of Needs analysis in development is a crucially stage to determine the next steps in the realm of research development. Kaufman (1993) defines a need as the gap between the real condition and ideal condition. Meanwhile, Pusphanathan (2014: 1) explains that this needs analysis can provide insight into the beliefs, opinions, and views of students and teachers. Needs analysis finds and describes development requirements using analysis of learning practices that characterize the target situation in a particular community.

Preliminary research in this study was conducted to determine the initial condition of students' historical awareness in history education study program. Based on the data that has been described in the previous section, it can be concluded that they can understand historical awareness attitudes so that it can make it easier to teach these attitudes to their students later and they will also easily apply the values of historical awareness to everyday life.

Various kinds of previous research have also discussed the importance of developing historical learning media to increase awareness of this history. For example, research from Syahputra et al (2018:

22) utilizes the values of the Selimbur Caye oral tradition, which found that the application of its tradition, was very effective in increasing students' historical awareness. Next research from Febriyanti et al (2017: 29) which developed History Learning Media Based on audio-visual media of the Pugung Raharjo Ancient site to increase historical awareness of Class X students of SMA Negeri 1 Kotagajah.

In line with that, Pihlainen (2013) argues that the development of media to increase historical awareness of historical awareness does not always focus on the interpretation and knowledge provided by historical institutions but can increasingly be determined by popular understanding and consumer needs. So the developer can adapt to what is in the field, for example, using specific local historical material for areas with potential historical heritage, developing instructional media for schools in need, and so on.

As might be expected, they must have a very good level of historical awareness, this can be increased again by being given treatment such as the development of learning media on the campus. From the explanation above, agreed that some samples on average have understood the concept of historical awareness itself, then in field observations, the researchers also provide an additional understanding that to develop historical awareness can be realized by understanding the histories around us. Through the development of digital learning media for history in the environment around us, we can add knowledge and can directly protect and appreciate the historical remains of our ancestors. This is the result that makes us a nation that has a solid foundation, a clear identity, can respect our fellow human beings.

CONCLUSION

From the previous explanation, it can be concluded that the level of historical awareness of students as a whole is in the 96.5 scale range, which means "Good." Based on the scale range guidelines, the level of initial awareness of students can be increased to "Very good" considering research studies are carried out on campuses where the majority of students will become teachers, this historical awareness needs to be raised again to a more elevated stage. To make this happen, it is necessary to develop learning media that can increase their historical awareness.

Analysis of the level of historical awareness has a crucial role in the reference for the development of digital history learning media in the History Education Study Program of Jambi University, because by looking at this attitude, it can be practiced as a reference and a convincing reason for developing digital learning media.

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