ANALYSIS OF STUDENT'S HISTORICAL AWARENESS LEVEL AS THE BASIS OF DEVELOPING HISTORICAL LEARNING MEDIA BASED ON MOBILE LEARNING

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ABSTRACT

This study aims to analyze the level of historical awareness of the students of SMA Negeri 1 Sumberejo. The research method used is descriptive quantitative method. The place of this research is SMA Negeri 1 Sumberejo with 101 students of class X IPS as respondents. This is done in order to obtain valid data to describe the state of students' historical awareness. Based on the results of the discussion, it can show that the level of historical awareness of students is at a score of 63.05 (42%), which means that the level of historical awareness of students at SMAN 1 Sumberejo is still relatively low. The results of the analysis of the level of students 'historical awareness have an important role because they become one of the bases in developing mobile learning-based historical learning media at SMA Negeri 1 Sumberejo to increase students' historical awareness.

KEYWORDS: Historical Awareness, Learning Media, Mobile Learning

INTRODUCTION

History is one of the subjects that has an important position in the 2013 curriculum. Where, history subjects have the mandate to shape the character of students through various positive values contained in them (Agustinova, 2018). These values include exemplary values, pioneering, heroism, patriotism, nationalism, and an unyielding spirit which forms the foundation for the formation of a student's character and personality (Amelia, 2015).

The results of learning history also concern an assessment of historical awareness and nationalism (Amelia, 2015). Historical awareness is an awareness 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 (Widja, 2002). Meanwhile, Soedjatmoko (1984) states that this historical awareness is an intellectual orientation, an attitude that needs to be instilled in a nation to shape the nation's personality. This shows that it is very necessary to instill and foster historical awareness from within each student to maintain the identity of a nation.

Given that at this time the national values and morals among the younger generation began to fade (Aman, 2014). One of the reasons for this is globalization, which makes it easier for everyone to exchange information without any filters. So that the role of this historical awareness is to balance the

rate of development of science and technology which often seems to be accelerating rapidly and wildly without limits, and development does not always have to be material but also needs spiritual balance (Daliman, 2012).

With the historical awareness that continues to grow in a nation, it is hoped that it will be able to strengthen the sense of nationalism so that it can strengthen the life of the nation and state (Susrianto, 2012). Historical awareness also plays an important role in the process of shaping the personality of students. Where there is a close relationship between history and education in the process of forming historical awareness. This is supported by the opinion of Sartono Kartodirdjo in Aman (2011), which states that the spirit of nationalism cannot be cultivated without historical awareness. but in a broad sense, this historical awareness can also function in various social aspects, one of which is useful for human life (Vubo, 2003).

History will not function for the educational process that leads to the growth and development of the character of the nation if these historical values have not been manifested in real patterns of behavior. Seeing all that, to grow and raise awareness of the history of our youth, it can be done in various ways. One of them is improving the quality of history learning in the classroom. The role of teachers and educators is very vital in this case because they are the ones who deal directly with students and receive complaints during learning. Teachers can see students' needs for learning activities, such as choosing learning methods and media that suit student needs.

The selection of the appropriate historical learning media will determine the success of students in achieving learning goals. Daryanto (2010) in (Gunawan, 2014) states that the use of learning media can lead to a passion for learning, overcoming the limitations of space, time, energy, and senses. The learning media needed today must of course lead to the development of the era and the current pandemic conditions. For example, using mobile-based historical learning media by utilizing students' smartphone ownership. because mobile learning-based learning media can be applied to history subjects (Meihan, 2020). According to BPS data for 2018, the percentage of the population in Indonesia who owns/controls cellular phones is recorded at around 62.41 percent (Central Statistics Agency, 2018). This shows that the ownership of cellular telephones in Indonesia is quite high. coupled with the covid 19 pandemic which requires students to learn from home. Of course, the selection of mobile learning as a medium for learning history is one of the right options.

Based on the explanation that has been given above, this research will focus on analyzing the level of historical awareness of students as the basis for the development of historical learning media based on mobile learning.

THEORETICAL REVIEW
1. Historical Awareness

Historical awareness is an awareness 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 (Widja, 2002). Then, Soedjatmoko (1995) said that historical awareness is an intellectual orientation and mental attitude necessary to properly understand the understanding of the national personality. Another opinion says that historical awareness is a full awareness of the historicity of everything that is now (Present) and the relativity of all opinions (Hans George Gadamer in Sjamsudin, 2012).

Based on the opinion of the experts above, it can be concluded that historical awareness is an awareness within a person that shows a level of appreciation of the meaning and essence of history as a guide to facing the present and the future.

2. Historical Awareness Indicator

Historical awareness in students can be seen and measured through historical awareness indicators. Warto (2017) said, in historical awareness, there are several aspects, namely: 1) knowledge of historical facts and their causal relationships; 2) filling our minds with logic; 3) enhancing our conscience with wisdom and wisdom, to face the present and future by studying and reflecting on past experiences. Another opinion says, indicators or elements contained in historical awareness include: 1) Living the meaning and essence of history for the present and future, 2) Knowing oneself and the nation, 3) Cultivating history for the development of the nation's culture, 4) Maintaining the history of the nation (Aman, 2011).

Based on the description above, indicators of historical awareness in this study are: 1) Cultivating history as a national cultural development; 2) Knowing themselves and their nation; 3) Understanding the cultural values of the nation; 4) Respecting and maintaining the nation's historical heritage; 5) Understanding the meaning of history for the present and the future.

3. Mobile Learning

Gunawan (2014) explains that mobile learning is a learning medium using mobile devices such as cellphones, PDAs, and tablet PCs, thus offering convenience in accessing learning materials from anywhere and anytime. Meanwhile, another opinion defines that mobile learning is part of e-Learning which is more inclined to the use of the sophistication of cellular phones (Setyadi, 2017).

Based on these opinions, it can be concluded that the use of mobile learning as a learning medium is very beneficial for students and teachers in the learning process.

RESEARCH METHODS

The research method used is the descriptive quantitative method. Quantitative research is one of the studies on education that determines what will be studied using specific questions, collects quantitative information and respondents, analyzes numbers using statistics, collects data objectively, and then presents structured data analysis (Cresswell, 2016). This statement was supported by Nana Sudjana

(2005) who explained that the descriptive research method with a quantitative approach had the aim of describing an event or events currently happening in the form of meaningful numbers.

The place of this research is SMA Negeri 1 Sumberejo with 101 students of class X IPS as respondents. This is done to obtain valid data to describe the state of students' historical awareness.

RESULTS AND DISCUSSION
1. Instrument Validity and Reliability
Before testing the instrument to students, the instrument must first be tested for validity and reliability. This validity and reliability test using 20 students as respondents and the analysis used the SPSS 16 application. The following are the results of the validity and reliability of the instrument:

Validity

Table 1. Instrument Validity

Instrument Items	R Count	Criteria	Instrument Items	R Count	Criteria
1	0.878	**Valid**	16	0.690	**Valid**
2	0.945	**Valid**	17	0.803	**Valid**
3	0.936	**Valid**	18	0.850	**Valid**
4	0.635	**Valid**	19	0.692	**Valid**
5	0.736	**Valid**	20	0.748	**Valid**
6	0.641	**Valid**	21	0.719	**Valid**
7	0.723	**Valid**	22	0.703	**Valid**
8	0.947	**Valid**	23	0.906	**Valid**
9	0.929	**Valid**	24	0.761	**Valid**
10	0.945	**Valid**	25	0.735	**Valid**
11	0.929	**Valid**	26	0.808	**Valid**
12	0.862	**Valid**	27	0.640	**Valid**
13	0.862	**Valid**	28	0.673	**Valid**
14	0.898	**Valid**	29	0.695	**Valid**
15	0.692	**Valid**	30	0.829	**Valid**

Source: Research data processing for 2020

Based on the table above, it can be seen that all instrument items are valid because the calculated r-value obtained is greater than r table (0.44) with a significance of 5%.

Reliability

Table 2. Reliability Statistics

Cronbach's Alpha	N of Items
.978	30

Based on the table above, it can be seen that Cronbach's Alpha coefficient shows the value of 0.978> of r count (0.44), so it can be concluded that the instrument is reliable.

2. Students' Historical Awareness Level

To determine the level of historical awareness, students were distributed questionnaires that had been tested for validity and reliability above. The historical awareness questionnaire consists of 30 items with historical awareness indicators including 1) Cultivating history as a national cultural development; 2) Know yourself and the nation; 3) Understanding the cultural values of the nation; 4) Respect and Safeguard the nation's historical heritage; 5) Understand the meaning of history for the present and the future. The questionnaire was distributed to 101 respondents of class X IPS, with the following calculation results:

Table 3. Students' Historical Awareness Level

No.	Indicator	Number of Questionnaire Items	Average Student Score	Percentage
1	Cultivating history as a national cultural development	6	12.19	41%
2	Know yourself himself and his people	6	12.25	41%
3	Understand the cultural values of the nation	6	13.81	46%
4	Appreciating and Maintaining the nation's historical relics	6	12.32	41%
5	Living the meaning of history for the present and the future.	6	12.45	42%
6	Total	30	63.05	The percentage of total student score of 42%

Source: Research data processing for 2020

If described in diagrammatic form, it is as follows:

Diagram 1. Students' Historical Awareness Level for Each Indicator
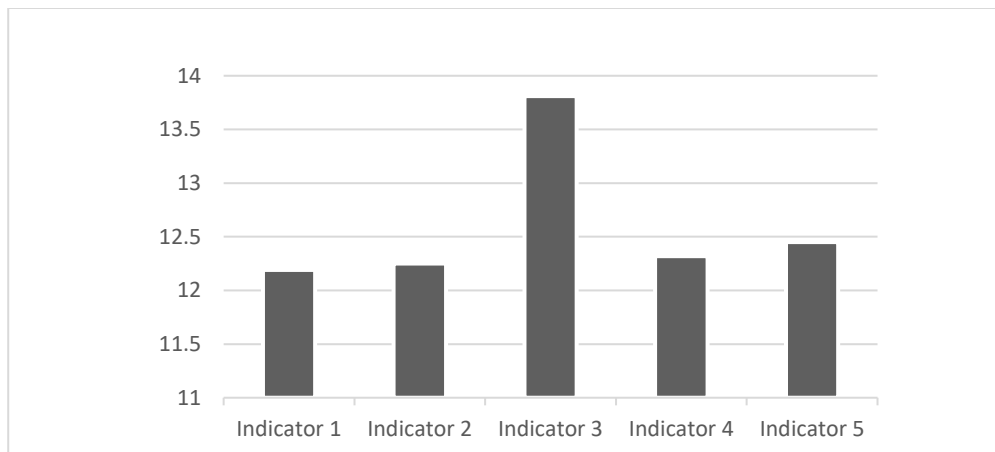
Source: Research data processing for 2020

Information:

Indicator 1: Cultivating history as a national cultural development

Indicator 2: Know yourself and the nation

Indicator 3: Understand the cultural values of the nation

Indicator 4: Appreciating and Maintaining the nation's historical heritage

Indicator 5: Understand the meaning of history for the present and the future.

To describe the level of historical awareness of students from the scores that have been obtained, data categorization can be done with the following formula:

Table 4. Data Categorization Description Formulas

Low	$X < M - 1SD$
Medium	$M - 1SD \leq X < M + 1SD$
High	$M + 1SD \leq X$

Information:

Minimum Score Instrument	: Number of questions X Largest Scale Score
Instrument Maximum Score	: Number of Questions X Smallest Scale Score
Range	: X max - X min
Mean	: 1/2 (Maximum score + Minimum score)
Deviation Standard	: 1/6 (Maximum score - Minimum score)

(Azwar, 2012)

Table 5. Data Categorization for Each Indicator

Low	$X < 14$
Medium	$14 \leq X < 22$
High	$22 \leq X$

Source: Research data processing for 2020

Based on the results of calculations that have been done by looking at the data categorization table above, it is known that the level of historical awareness of students per indicator is:

1. Cultivating history as national cultural development, with an average score of 12.19 is still low
2. Know yourself and your nation, with an average score of 12.25, which is still low
3. Understand the cultural values of the nation, with an average score of 13.81 is still low
4. Respect and protect the nation's historical heritage, with an average score of 12.32 is still low
5. Understand the meaning of history for the present and future, with an average score of 12.45 is still low

Then to find out the overall score, you can see the overall score description table below:

Table 6. Categorization of Overall Student Historical Awareness Data

Low	$X < 70$
Medium	$70 \leq X < 110$
High	$110 \leq X$

Source: Research data processing for 2020

If you look at the description table above, the average total score of historical awareness of students is 63.05 (42%) which means that the level of historical awareness of students at SMAN 1 Sumberejo is still relatively low.

3. Seeing the Level of Students' Historical Awareness as The Basis for Developing Mobile Learning-Based History Learning Media

An important stage in the development research process is needs analysis. Because needs analysis aims to obtain information related to students (Otilia, 2015), this needs analysis itself can also provide insight into the beliefs, opinions, and views of students and teachers (Thiruvengadam, 2014: 1). Through a needs analysis, a researcher will be able to obtain information precisely to determine the needs that students need during the learning process.

Starting from the results of the data described above, it can be concluded that the historical awareness of SMA Negeri 1 Sumberejo students is still low. Therefore, we need a way to overcome this problem. Researchers try to develop instructional media that can increase students' historical awareness according to student needs and the times. The choice of mobile learning media is one solution to overcome this problem.

Darmawan (2012) defines mobile learning as an alternative that learning services can be implemented anywhere and anytime. Meanwhile, according to Gunawan (2014) mobile learning is a learning medium using mobile devices such as cellphones, PDAs, and tablet PCs, thus offering convenience in accessing learning materials from anywhere and anytime. through this definition, it explains that mobile learning has benefits to assist students in learning, where students can manage themselves when they want to learn and from wherever the learning sources they want.

The selection for the development of historical learning media based on mobile learning is also carried out based on the needs of this pandemic, where students are required to learn from home. With this mobile learning media, it is hoped that students can learn independently anywhere and anytime via their smartphones. Mobile learning has also been proven to be able to increase students 'historical awareness, this is by the results of research conducted by Rizal Ismi KSW (2016) which shows that the use of mobile learning media can influence increasing students' historical awareness attitudes.

CONCLUSION
Based on the discussion that has been presented above, it can be concluded that the level of historical awareness of SMA Negeri 1 Sumberejo students is at a score of 63.05 (42%), which means that the level of historical awareness of students at SMAN 1 Sumberejo is still relatively low. The results of the analysis of the level of students 'historical awareness have an important role because it is one of the bases for the development of mobile learning-based historical learning media at SMA Negeri 1 Sumberejo to increase students' historical awareness.

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