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LEARNING MEDIA BASED ON MAP OF HINDU-BUDDHIST TEMPLE IN TULUNGAGUNG: AN ALTERNATIVE TO IMPROVE SOCIAL ATTITUDE

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ABSTRACT

This study aimed to examine the effectiveness of the implementation of Hindu-Buddhist temple maps in Tulungagung in improving social attitudes. This research used mixed methods. The research subjects were class X IPA 3 as the experimental class and class X IPA 1 as the control class. Data collection techniques were interviews (qualitative method) and questionnaires (quantitative method). Data analysis were descriptive narrative and t-test (independent sample t-test). The results of the research showed: 1) the social attitudes of students at MAN 2 Tulungagung were still not optimal due to the lack of use of learning media. 2) the implementation of Hindu-Buddhist temple map media with a constructivism approach was very effective in improving students' social attitudes.

KEYWORDS: Social Attitudes, Hindu-Buddhist Temples, History Learning

INTRODUCTION

Social attitudes are individual actions in treating other individuals around their environment. Social attitudes such as honesty, discipline, responsibility, tolerance, mutual cooperation, courtesy, and self-confidence are important as well as the basic capital that must be instilled in students as the next generation of the nation (Hogg & Smith, 2007). Students who have good social attitudes will be easily accepted by the environment (Birsyada, 2015). Given these aspects as provisions in social life. The importance of social attitudes in education is explained in the 2013 curriculum. In Core Competencies (known as KI), the position of social attitudes is in the second, above the aspects of knowledge and skills. This implies that the students are required to have knowledge based on a good attitude (Kemedikbud RI, 2016).

In fact, not all students behave based on social attitudes. There are still some student's behaviors such as being dishonest in doing assignments, not being disciplined to participate in learning, lacking a sense of tolerance for others proven by favoritism. These problems arise due to the lack of examples from the environment. The school has a responsibility to shape the character of students since most of their activities are spent there. Exemplary can be explored in learning activities, one of them is through history learning (Hasan, 2019).

Periodization in historical events describes the dynamics of social life from each era. Starting from the pre-literate to the contemporary era, each has problems as well as values. Positive values can be taken on the good side and be used as a source of example for students. The author chose the Hindu-Buddhist period. Evidence of relics of Hindu-Buddhist temples shows civilization in the past. In this way, social life can be reconstructed based on the enshrinement site. The choice of location in Tulungagung on the grounds that is close to the students' area makes it easier for the students to contextualize it with everyday life (Izza, 2014). One way to make it more effective is to package the material with map media, whose existence will activate students' spatial intelligence. In this way, a comprehensive understanding of the events will be obtained. Students become aware of aspects of time, place, and space. This article will guide readers regarding the existence of Hindu-Buddhist temple map media with positive stories in it to improve students' social attitudes.

METHODS

This research used mixed methods. The research location was in MAN 1 Tulungagung and MAN 2 Tulungagung, East Java, Indonesia. The population of the study was the first-grade students of senior high school. The research samples were class X IPA 3 (MAN 2 Tulungagung) as the experimental class and class X IPA 1 (MAN 1 Tulungagung) as the control class. The total number of samples in the study was 66 students.

The first step that the researcher did was using the qualitative method. The researcher analyzed the learning through interview method (Sukmadinata, 2015). The purpose of the learning analysis was to find out the gaps that occurred in the class related to the lack of optimal social attitudes. The gap in learning then became the basis for developing learning media for digital maps of the distribution of Hindu-Buddhist temples.

The second step was done by using the quantitative method. The goal was to test the hypothesis. The data collection used a questionnaire (Creswell, 2014). The steps taken by the researcher were to divide the 66 research samples into two classes, the experimental class (when learning history using Hindu-Buddhist temple map media with a constructivism approach) and the control class (when learning history using power point learning media). After implementing the media in the experimental class and control class, the students were given a social attitude assessment questionnaire. All data were subsequently analyzed using t-test.

RESULT AND DISCUSSION

1. Social Attitude of MAN 2 Tulungagung Students

The social attitude of class X students at MAN 2 Tulungagung was still not optimal. During the learning process, there were several indicators indicating that social attitudes were not optimal. First, related to the responsibility and self-confidence. It was shown in the learning process when students were given a kind of quiz about the periodization of the Hindu-Buddhist kingdom, they just remained silent or busily pointing at each other which then made the class noisy.

Second, in relation to tolerance. It was associated with students' concern for cultural heritage objects as indicated by their attitude in violating the appeal to hold statues in one of the temples. Even though these rules have a basis, if they hold the cultural heritage objects, they will possibly damage them.

Third, regarding the honesty. It was shown when the teacher gave assignments about the theory of entry and the development of Hindu-Buddhist religion in Indonesia, it was still found that some students had not made information reports such as their thoughts, and they were still copying answers from their friends. Fourth, related to discipline, which was shown by the fact that some students still submitted assignments that were not on time according to the instructions from the teacher. Fifth, related to the tolerance. It was shown by assignments in the group work format, where there were students who were still reluctant to cooperate with classmates. However, if you look closely, historical materials contain value education related to everyday life. Of course, this is related to the less-than-optimal aspect of gotong royong, namely the ability to work together to achieve common goals. In fact, mutual cooperation is very necessary as long as the purpose is good (Supriatna, 2012).

Problems related to the lack of optimal social attitudes were possible due to the material being studied by students was still abstract. The impact was learning history only became rote and consequently made it easy for students to forget the material they have learned. Historical material should ideally be presented in a systematic manner that is easily accepted by students. Good reception of material will make it easier for them to interpret the narrative of historical events. History has an inspiring function to reflect and guide behavior. With regard to teaching media, it has an important function to clarify concepts that are still abstract in history learning (Arsyad, 2019).

Historical material that is packaged with the right media will make it easier for students to understand. Successively, students' good understanding of the material makes it easier for teachers to invite them to interpret every historical event. One of them relates to social attitudes. Remembering historical events is a reconstruction of past lives, which could provide examples of social values that can be passed on to the current generation. The existence of MAN 2 Tulungagung which is located close to historical sites during the Hindu-Buddhist period makes it easier for students to come into contact with historical events, especially the Hindu-Buddhist period. So far, history learning has not been directed to the material around students, but they were still taught in the scope of national history instead. Ideally, students are supposed to be given learning materials connecting the history around them with national history to provide a continuity (Hariyono, 2017). This is a potential for history teachers to present nearby history which is elaborated with the national one. In addition, the development of information technology has the opportunity to present learning more systematically in order to make it easier for students to understand historical material.

Finally, a good understanding of historical material will make it easier for teachers to optimize aspects of core competencies in the curriculum, namely attitudes, knowledge, and skills.

Optimizing social attitudes can be done in various ways. One of them is the use of learning media adapted to the development of technology and information in the digital era as it is today. The development of technology and information at this time has an influence on the learning paradigm in schools. It is hoped that the existence of interesting and appropriate media will affect students' cognitive changes which can be in line with their understanding of social reality. Furthermore, a good understanding of past social realities can serve as a means of reflection to understand today's social realities so that it will improve students' social attitudes (Hadi, Sariyatun, & Yamtinah, 2019).

So, it can be concluded that media innovation in history learning is needed in order to encourage students' motivation to have a higher spirit of learning history. It will also reduce the stigma associated with history subjects which are considered synonymous with rote, boring, and unimportant. Utilization of media that is often used by students can be employed as an effective capital to develop learning media. In this study, the media was in the form of smartphones. The fact that students cannot live far from smartphones currently could be benefitted to the development of learning media providing them some advantages.

2. Implementation of Hindu-Buddhist Temple Distribution Media With Constructivism Approach

The learning activity began with the first observation: students were given instructions to observe the content in the map media which contained photos, pictures and narrative material. In this case, students observed the thematic map of the distribution of Hindu-Buddhist temples in Tulungagung along with the pictures and narrations in it. Teachers could play a role by providing stimulus questions to students in order to activate their cognitive realm. For example, "try to look at the spatial aspect of the distribution of the temple and understand the function of the temple and find the social values contained in it" (Supardan, 2016).

Second, construction of interpretation: students interpreted the results of their interaction with the map media and were ready to provide explanations by referring to the stimulus questions given by the teacher. Third, contextualization which was concerned with the ability of students to build contexts for their explanations, here the teacher played a role in providing direction to students to relate their understanding of the content of the map media to the realities of life around them. Fourth, learning cognitive skills emphasizing the importance of the teacher's position to assist observation, student mastery, interpretation, and contextualization (Supardan, 2016).

Sixth, multiple interpretations, students gained cognitive flexibility by having the ability to show various interpretations from various perspectives. Seventh, plural manifestations, students obtained transferability by seeing various manifestations of various interpretations (Supardan, 2016). So from here, various kinds of new knowledge would be found regarding the social values of the existence of the Hindu-Buddhist temple in Tulungagung.

3. The Effectiveness of History Learning Using Hindu-Buddhist Temple Distribution Map Media to Improve Social Attitude

The effectiveness of history learning to improve social attitudes was seen from the results of the social attitude questionnaire. Researcher used quantitative method with experimental design. The class used as the experimental class was 10 IPA 3 (MAN 2 Tulungagung) while the class used as the experimental class was 10 IPA 1 (MAN 2 Tulungagung). To see the effectiveness, researcher collected post-test data in the experimental and control class. Researcher used SPSS 22 to test the effectiveness through the t-test (independent t-test).

The steps taken before the t-test were testing the normality and homogeneity. The results of the normality test showed 0.22 in the experimental class and 0.71 in the control class. The result was more than 0.05 (> 0.05), thus the data in both classes were significant. So it could be concluded that the data were normally distributed. The homogeneity test showed 0.861. The result was more than 0.05 (> 0.05), thus the data were significant. So, it could be concluded that the data were homogeneous.

The last step was to test the effectiveness through an independent test. The results of the effectiveness test showed the number 0.001. These results were smaller than 0.05 (< 0.05) or with a significance level (α) less than 0.05. Thus, it could be interpreted that H_0 was rejected as well as there was a significant difference in population data on the level of social attitudes in classes taught using the distribution map of Hindu-Buddhist temples and classes taught using power point. To sum up, the map media was found effective in improving students' social attitudes.

CONCLUSION

Social attitude is one of the four components that must be achieved by students. In learning history, social attitudes are taken from historical stories and narratives during the Hindu-Buddhist period, especially the relics of the Hindu-Buddhist temple in Tulungagung. The temple in Tulungagung which was made as a learning media proven to have effectiveness in improving social attitudes. The existence of map media which was integrated with constructivism approach affected students' imagination in constructing the life of Tulungagung in the past. The ability to construct good media will make students understand the social reality of humans in the past. Social realities in the past store social values that can be imitated by students to be applied to present and future lives.

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