

Conference Paper

Historical Pocket Book Application As an Alternative Media of History Learning

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Abstract

The use of technology will never be separated from aspects of human life. Even now in the world of learning is required to utilize information technology as a support. Like wise with history learning, it is appropriate to adopt various existing information technologies to support history learning. Historical pocketbook based on Android is one of the alternative media innovations in learning history. The use of this application can support effectiveness and reduce the students' view of history learning which has always been negative.

Keywords: application; media; learning; historical pocketbook

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1. Introduction

Today the development and utilization of technology, especially mobile technology is increasing rapidly. Do not miss the world of education also utilizing this technology, especially to increase the effectiveness of learning in the classroom. There is currently online learning. Students can learn without having to face to face directly with tutors. Through certain applications or websites, they can learn anywhere and anytime. Of course this makes it easy for students to learn.

This development is an innovation in the world of education, especially for classroom learning. In the context of learning technology, innovation refers to the use of advanced technology both software (hardware) and hardware (learning) in learning [8]

One of the innovations in learning is the use of Android-based mobile technology that is currently increasingly global. The growing popularity of Android-based mobile technology in learning because this technology can be used anywhere and anytime. A small, lightweight device that can include more learning is the reason. The lack of learning that utilizes this technology can be aimed at complementing and providing opportunities for students to learn material more easily, efficiently and effectively. [9]

One subject that can utilize this Android-based mobile technology is history learning. Why is history learning? this is due to the various assumptions and perceptions of

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students who tend to be negative towards learning history in the classroom. Factors that trigger it can be from various things, such as models and methods used by tutors / teachers, the media used, and also historical material that is considered too much compared to other subjects [3].

The tendency is students are too lazy to read history textbooks. Moreover, many textbooks that are packaged are less attractive. Proportion between the text presented with the supporting image is not balanced. But that is history learning, students are required to understand the various chronologies and historical complexities that exist, so that the material presented seems boring to students.

An innovation is needed for learning history, especially innovation in the use of technologies such as Android-based mobile technology that is currently commonly used. The nature of mobile technology that has a high degree of flexibility and portability allows students to access material, direction, and information related to learning and can increase students' attention to learning material [10] especially for history learning. Especially at this time with Android-based mobile devices such as smartphones already mushrooming among students and no longer a luxury item as before or prohibited from using it in school. Seeing this condition, there is an innovation of Android-based mobile technology that can be used is historical pocketbook based on Android. Historical pocketbook is an android-based learning media application that was developed as an alternative media for history learning.

2. Urgency of Information Technology Approach to History Learning

2.1. Information technology approach in history learning media

Learning is to teach students to use the principles of education and learning theory which are the main determinants of educational success. Learning is two-way communication, teaching is done by the teacher as an educator, while learning is carried out by students [5]. Meanwhile, according to learning as an activity organizes or regulates the environment as well as possible and connects it with students so that the learning process occurs. Not only the learning environment, but also includes teachers, teaching aids, libraries, laboratories and so on. [7]

Learning is essentially a process of interaction between students and their environment, so that behavior changes occur in a better direction, where in the interaction

there are many factors that influence it, both internal factors derived from individuals, and factors external coming from the environment [4].

Then related to history, an understanding of history learning arises. Then what is history learning? History is a branch of science that systematically examines the overall development of the process of change and the dynamics of people's lives with all aspects of their lives that occurred in the past. Whereas according to [2] defines history in two meanings, namely in the broad sense and narrow meaning. In a broad sense history embodies records of things that have been said and done by humans. Thus history can [2].

Thus, history learning is the process of interaction between students and their environment, so that behavioral changes result from their interaction with studying history. History learning not only memorizes and remembers past historical events. But history learning has the goal that students are able to develop competencies to think chronologically and have knowledge of the past to be able to understand and explain the process of development and change of society with socio-cultural diversity in order to discover national identity, and can grow their identity as a part of Indonesian nation. In order to achieve the above objectives, in the history study, it is necessary to develop instructional media to facilitate the delivery of the expected competence of history learning.

One form of media development is to implement an information technology approach. This means that the learning media that is developed must include information technology components such as one of them using software or applications as learning media, the internet, and also computers as hardware. That way will increase the effectiveness of the media as an intermediary for the delivery of learning material. Limitation of media according to AECT (Association of Education and Communication Technology) as all forms and channels used to convey messages or information. Aside from being a delivery or introductory system, the media is often replaced by the word mediator, with the term media mediator shows its function or role, which is to regulate an effective relationship between the two main parties in the learning process, namely students and content. In short, the media is a tool that delivers or delivers teaching messages [1].

Anderson (1987) in explained that media can be divided into two categories, namely learning aids (instructional aids) and learning media (instructional media). Learning aids or tools to help teachers (educators) in clarifying the material (messages) to be delivered. [8]

Therefore learning aids are also called teaching aids. For example OHP / OHT, film frames (slides) photos, maps, posters, graphics, flip charts, models of real objects and up to the learning environment that is used to clarify learning material.

By applying the information technology approach in learning materials, especially learning history will certainly increase the benefits of the learning media itself. Nana Sudjana and Ahmad Rivai (2002: 2), suggested the benefits of learning media in the student learning process, namely: (1) Learning will attract students' attention so that it can foster learning motivation; (2) Learning material will be more clearly defined so that it can be better understood by students so as to enable it to master and achieve learning objectives; (3) The teaching method will be more varied, not merely verbal communication through the telling of words by the teacher, so that students do not get bored and the teacher does not run out of energy, especially if the teacher teaches at each lesson hour; and (4) Students can do more learning activities because they not only listen to the teacher's description, but also other activities such as observing, demonstrating, exhibiting, etc. [6]

3. The Urgency of the Information Technology Approach for History Learning

At present educational institutions in general, and in the learning process in particular are in dire need of the presence of information technology. The use of information technology in the learning process is carried out in various forms including the provision of online teaching materials (stored teaching materials in the form of books or articles on the internet), computer assisted learning programs, teaching aids or simulations, Moodle and Facebook learning and distance learning (open school). The provision of teaching materials online makes it easy for educators or students to find teaching materials so that the learning process is not constrained by instructional materials that are not available.

The availability of teaching materials in a timely manner will facilitate and help educators or students to comprehend learning material comprehensively so that learning is avoided by misconceptions (misconception). Learning with the use of teaching aids or simulations through information technology will facilitate the subject matter to be understood by students and will have an impact on students' interest or attention in history learning. The presence of teaching aids with the application of information technology will make history learning more enjoyable and attract students' attention.

The function of information technology in learning is (1) functioning as a learning aid. (2) Technology functions as a science. (3) information technology functions as material and helps to learn (literacy). [11]

In this case information technology is interpreted as learning material as well as a tool to master a competency. In this case the position of information technology can function as a facilitator, motivator, transmitter, and evaluator.

Some information technology applications that can be used as alternative options include: the use of information technology as a learning resource, the use of multimedia presentations, the use of learning media, the use of interactive computer-based learning, and the use of the internet as a learning resource. Thus, the actual use of information technology can improve the quality of learning. Problem solving quality learning efforts can be pursued by using various learning resources and learning media that serve as a tool and increase the level of student learning outcomes.

4. Application of Historical Pocketbook As an Alternative Media in Learning

Android-based historical textbooks are the development of learning media in the form of smartphone applications that can be used by students. This application can function as a historical learning media. This application is an offline application that can be used by students without using a data plan, so it does not charge student data package expenses. This application was created using App Inventor 2 software. App Inventor 2 is an application builder android program developed by Google in collaboration with MIT Massachusetts. The advantage of App Inventor is that the application coding process is very easy. Encoding in App Inventor 2 is not as complicated as other Android application builder applications, just like a puzzle coding on App Inventor 2 it only adds and reduces existing commands.

The development of this historical Android pocketbook starts with designing the application flow. The application flow in question is a sequence of steps when the application is running. After that, compile the material that will be made into an application. Preparing material must consider content and context. The next step, is to change material into graphic form. This is because App Inventor 2 only accepts content in the form of graphics or text. Next, after all the content has been inputted, a simulation of the application is arranged based on the application flow. This simulation aims to find errors in the application before it will be built into a real application. If no error is found, the application is ready to be turned into an application that is ready for use.

The next stage is the application validation test stage. This stage is carried out to determine the feasibility of the application made. Validation was carried out by four experts who consisted of two learning media experts and an Android-based application expert. The following are the validation results from experts.

TABLE 1: Results of validation.

Media Aspects (in percent)				
Indicator	Stage 1	Stage 2	Average	Interpretation
Application interface (navigation)	64.5	78.5	71.5	
Menu	70.5	76	73.25	
Display design	72.5	80	77.75	
Material	85	88.5	86.75	
Language	80	85.5	82.75	
		Average	93.25	Good / Decent

Based on the results of the validation above, a conclusion can be drawn that the historical pocketbook application is suitable for use as a learning medium. Thus the effectiveness of the media can be seen in learning history in class.

5. Historiocal Effectiveness of Pocketbook

After knowing the feasibility of a product, an effectiveness test is needed. This is to find out how effective the product is created if it is used by the user. The effectiveness of historical books in learning can be seen from various aspects. The following are the results of the test of the effectiveness of historical pocketbooks based on Android.

Overall student response to historical pocketbook applications based on Android is very good. The application is above the standard position and receives a positive response from students. Students' understanding of the material presented also increases and students can absorb the material well. Thus it can be said that the historical Android pocketbook application is effectively used as a learning medium. This result is supported by Junaidi's research (2017), that the use of historical pocketbooks based on Android as a learning media for social history also received a positive response among students.

TABLE 2: Result of effectivity test.

No	Indicator	Percentage (%)	Interpretation
1	Completeness, attractiveness, and completeness of the material	82	
2	User interface (navigation) is easy to use	71	
3	Language is easy to understand	88	
4	The questions are clear and easy to understand	74	
5	Increasing student motivation to study history	87	
6	Encouraged to study history independently	80	
7	Understanding of the material presented in the application	85	
Average		81	Effective

6. Conclusion

Thus it can be concluded that in history learning is needed an innovation, especially learning innovation by utilizing information technology as its support. One of the innovations that can be done is to utilize mobile technology-based media combined with an Android system on smartphones, thus creating an android-based historical pocketbook as a historical learning media. Based on the results of research on the use of historical pocketbook based on android as an alternative media to increase the effectiveness of history learning. This is evidenced by the increasing understanding and application of students to the material presented. This result is also supported by previous research which states that this media received a positive response from students.

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