

Conference Paper

Historiopreneurship and Commercialization of History Laboratory in Universitas Negeri Semarang

Tsabit Azinar Ahmad¹, Nurdian Susilowati², Edi Subkhan³, and Syaiful Amin¹

¹Department of History, Faculty of Social Sciences, Universitas Negeri Semarang

²Department of Economic Education, Faculty of Economics, Universitas Negeri Semarang

³Department of Curriculum and Educational Technology, Faculty of Education, Universitas Negeri Semarang

Abstract

To communicate learning material, appropriate learning media are needed. This aims to make learning work effectively. However, the media used by teachers is still very simple and less varied. For this reason, it is necessary to develop production units that produce interesting learning media and provide training for teachers about the use of media. Through the activities of the Campus Intellectual Product Business Development Program (PPUPIK), intends to make the center of the industry and instructional media training, produce products that have the potential for campus industrial products, and become a training center to improve the skills of history teachers in making learning media. Activities are carried out starting January - November 2018. Through this activity Overall in the first year it has successfully sold products with a total of IDR 42,625,000. This amount is mostly obtained from book sales as much as 79%. Then, Poster sales were only 13% and 8% were obtained from the training. In the field of institutional and business facilities, the equipment is complete and runs well. However, limited resources require more attention to produce production. In the field of product marketing various strategies and utilization of information technology and social media have been carried out. Business opportunities in book sales are very good, especially if you can collaborate with local partners in accordance with the theme of the book.

Keywords: PPUPIK, production house, learning media.

1. Introduction

To help deliver messages through two-way communication between students and teachers in the learning process, channels are needed in the form of learning media. Each subject requires media so that the essence of the material can be conveyed to students in a complete and clear manner. Likewise with historical learning, appropriate learning media are needed so that the material is conveyed to students. Media in historical learning does play an important role and position. This is because the media helps describe and provide information about events that happened in the past. The other role of the media is as the developer of the concept of generalization and helping

Corresponding Author:

Tsabit Azinar Ahmad

azinarahmad@mail.unnes.ac.id

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in providing experiences from abstract material such as textbooks to clear and tangible material. Thus to realize the effectiveness of historical learning must be optimized to use learning media (Ahmad, 2016: 219).

During this time in communicating learning material, teachers use media that are less optimal and appropriate, so the effectiveness of historical learning is small and not in accordance with the target. The media used by teachers are very simple and seem not to have the intention to use media in learning history. For example, the teacher continues to take care of using PowerPoint Point slide media. The slide content is not too interesting and less interactive, because it only copies pasted material in the book into slides, without sprinkling sweetenings like adding images that support the material on the slide. As a result, many students are less interested and motivated to study history seriously. As the results of a study by Verliedde, N et al (2011) that: "The comparison of the effectiveness of the three different learning media designs shows one very significant difference". This means that the comparison of the effectiveness of three different learning media designs shows one very significant difference. This shows that the use of media affects the effectiveness of learning, so that the optimization of media use must be considered in selecting and using media.

According to Tsabit Azinar Ahmad (2010) the utilization of history learning media by teachers has several weaknesses in terms of (1) preparation, (2) availability, (3) affordability, and also (4) utilization, so that it is clearly seen, weaknesses in above which makes teachers reluctant to create and develop learning media suitable for historical learning in the classroom. In addition, currently the need for varied and innovative learning media in supporting historical learning in schools is very high. This together with the lack of skills of history teachers in creating interactive and innovative learning media; so the teacher's desire to make history learning media itself is minimal and small. Not to mention, the absence of production units that produce and offer comprehensive historical learning media training for history teachers.

For this reason, the development of production centers and media training in the field of history is urgent to be carried out, in order to assist teachers in developing and using appropriate and appropriate historical learning media, because so far there has not been a production center that produces learning media specifically for historical subjects. Most existing production centers and coming to schools offer learning media for science subjects such as Natural Sciences (IPA) and Sports. Even if you search the Internet, historical learning media exist, the number is limited and sometimes it is made not according to what the teacher wants.

Seeing these conditions and opportunities, the Department of History of the Faculty of Social Sciences, Semarang State University as an institution that prepares prospective teachers feels the need to develop production centers and training in the field of historical learning media. This activity was held in the scheme of activities of the Campus Intellectual Product Business Development Program (PPUPIK). The establishment of this media production and training center by the History Department Laboratory has been around for a long time. This production and training center embryo is supported by the results of lecturer and student research and development, so it needs to be developed with the aim of meeting market needs related to the provision of historical learning media. This production center aims to develop and produce learning media that are appropriate, appropriate, and suitable for use as historical learning media and can minimize weaknesses that are found in the use of instructional media by teachers.

Development of production centers and historical learning media training are part of the campus intellectual product development program that synergizes with the UNNES strategic plan. The development program for the production center and historical learning media training is in line with the UNNES Strategic Plan, a field of quality and character education innovation, especially media innovation and learning resources. To support Renstara, the Department of History through the Department of Media Laboratory, formed Mata Sejarah which aims to develop and produce historical learning media.

The impact and benefits of PPUPIK are given through opportunities for the community to duplicate, implement and use products / services in order to improve the social / economic life of the community, especially teachers and students, among others by making good use of historical learning media that have been produced to increase public knowledge and understanding. (1) Helping history teachers to obtain historical learning media that suits their needs; (2) Increase student motivation to learn history; (3) Lowering the history of learning images that are less enjoyable because they use the same learning method continuously; (4) Bring up historical learning media with interesting visuals; (5) Providing an alternative choice of historical learning media for history teachers other than the media that are often used such as Microsoft Power Point Slides; (5) Improve teacher skills in making learning media; (6) Developing the creativity of history teachers in making learning media that can adapt to the times.

2. Method

The first PPUPIK activity was held in 2018. The location is located in the History laboratory, History Department, Faculty of Social Sciences, Semarang State University.

The production center is located at Building C5 1st floor, FIS UNNES Sekaran Campus, Gunungpati, Semarang City. To carry out activities there are several stages. First, it is production. The main ingredients for history learning media products are as follows. Historical and historical poster. Historigraphic main material and historical posters are wooden frames and shrink plastic. Continuity of raw materials is limited because wood frames must be ordered only when production. Each year production is targeted to increase by approximately 5%. The quality of raw materials is monitored by the Quality control team using sound and safe methods (Mir and Jana, 2015). The quality control team consists of students who have experience in quality control of raw materials. For making books, printing activities are carried out through outside parties, namely printing in Yogyakarta. Meanwhile, the tools used include a computer, graphic design software such as Corel, Adobe Illustrator, and Microsoft Office. Other tools used are digital cameras and drones.

This production process cycles for each type of product and training. The quality control, evaluation and feedback mechanism is expected to satisfy consumers and expand the product marketing network and training. Talking about the quality of a product or service, it also concerns customer satisfaction with the product or service. The quality concept according to ISO 9000: 2000 is defined as the characteristics inherent in the product that meets the requirements or desires. According to Suardi (2003: 3), product characteristics include physical characteristics, behavioral characteristics, and sensory characteristics. Quality is a critical issue in this modern quality competition. Therefore, the quality of goods or services is always a major concern.

Business sustainability is determined by marketing success. Marketing aspects are more important than production, even marketing can be done before the product is produced. Before this business was carried out, the products had been introduced to the community, through various PMARs carried out by the departments, faculties and universities. Promotions are also conducted online through various social media. Consumers targeted at historical learning media products are social studies teachers and junior and senior high school history. Consumer training is directed to middle and high school teachers, students and the general public. Marketing is done by disseminating information as widely as possible.

3. Results and Discussion

Institutional Development and Branding of Production Houses

The initial strategy developed in the institutional arrangement of this program was by implementing institutional arrangements. With the decision letter from the Dean of the Faculty of Social Sciences, legally the existence of a production house has a strong position. The development of this production house then carries one name, "MATA SEJARAH."



Figure 1: Visual Branding of Mata Sejarah Production House.

Philosophically, Mata Sejarah (The Eye of History) means that through the product produced, the past can be visualized and seen clearly. We use this branding for production, especially by including it in the products produced, especially audiovisual media products.

3.1. PPUPIK infrastructure and human resources arrangement

The infrastructure owned by the PPUPIK program consists of several aspects, especially the availability of buildings for production activities. Activities that were originally incorporated into the media production room (picture attached) currently have their own secretariat. This greatly facilitates administration and flexibility in program development. The administrative space owned by PPUPIK is in room 130 of Building C5 1st floor. Originally this room was the room of a former professor who functioned as a place to store books that had not been arranged in the Archive and Library laboratory. After obtaining permission from the Head of the Laboratory, the PPUPIK team utilized and reorganized the room for the administration and storage of several tools. The following is the appearance of the administration room before and after arrangement.

In addition to the administration room, the PPUPIK team also arranged the completeness of the workshop facilities. This arrangement is done so that workshops that were originally narrow have become more lenient and able to produce media more freely. Meanwhile, for media production rooms because computer facilities and other equipment are very adequate, the PPUPIK team no longer has problems.

In addition to administration rooms, workshops and production rooms, the PPUPIK team also uses the journal room to be used as a stock storage in the form of printed products. The use of journal space is due to the product of this journal which since before the program began, the sales process has been going well. The PPUPIK team also made use of the hallway in the lobby of building C5 on the 1st floor as a product display.

In terms of human resources, in addition to the PPUPIK team as stated in the proposal, there are several additional personnel. First is Junaidi Fery Lusianto, S.Pd. He is a laboratory assistant at the UNNES History FIS Laboratory. As laboratory staff, Junaidi also technically assists in administration and standby in the secretariat room. Its presence in the secretariat room does not interfere with daily work as a laboratory because the location of the secretariat is right next to the laboratory room, so he can be mobile to his room. In addition, the team was also assisted by Taufik Harpan Aldila, S.Pd., a history department alumnus who is currently continuing his Masters in History Education. Its existence is needed to assist in terms of media production, especially in making posters and infographics. In addition, there were also students from relevant subjects who were also seconded. In the Even semester, seconded students who participated in Cinematography lectures were taught by one of the PPUPIK teams, namely Syaiful Amin, M.Pd. Meanwhile in the upcoming even semester, students will be assisted by the Source and History Learning Media students who are taught by the PPUPIK team leader, Tsabit Azinar Ahmad, M.Pd. the existence of students who take lectures is very supportive of the productivity of the work produced.

3.2. Results of production house

Production center and history learning media training, producing several products and services, among others. First, historiography, is a learning media that combines historical material with infographics. This means that historical materials are presented in the form of infographics. This media is print media. According to the research of Taufiq Harpan Aldila (2016), about the development of media collections of infographic material on the history of the Islamic empire in Java, it can increase student motivation and learning achievement. The making of this historigraphic uses easy-to-obtain raw materials, such as wooden frames, shrink plastic for frame coatings, tacks, double-sided tape, and masking tape.

Second, historical posters, are historical learning media in the form of print with designs like posters in general. The purpose of the making is the same as the poster

in general, namely to invite the reader, but in this case the historical poster is used as a medium in conveying character values that exist in historical learning. The making of this historical poster uses raw materials that are easily obtained, such as wooden frames, shrink plastic for frame coatings, tacks, double-sided tape, and masking tape. For the historiographic design itself, it was printed at a printing press outside the production location, due to the limited facilities for printing A3-size historiographic designs (297 mm x 420 mm).

Third, the History-Based Learning Media Android, or we call it Merahsisan. Merahsisan application is a mobile-based learning media that can be used on smartphones based on Android. Making applications such as making other android applications, but using a developer tool developed by Google and MIT Massachet, namely APP Inventor 2.

Fourth, historical books and journals. This product contains books written by lecturers or students from the history department published by the department. In addition there are also journals that have been developed by the Department of History.

Fifth, training in interactive power point learning media and / or prezi. This training is designed according to consumer needs. The implementation of this training was held at the Computer Laboratory of the Department of History of the FIS-UNNES. The output of this training is learning media that are ready for use by teachers, and the issuance of training certificates issued by the organizers.

Sixth, learning videos, and documentary films, and profiles, are audiovisual learning media that serve as media for learning history. The aim is to increase student motivation in learning history. Historiographies made with the help of this program include the infographics of characters and events as shown below.

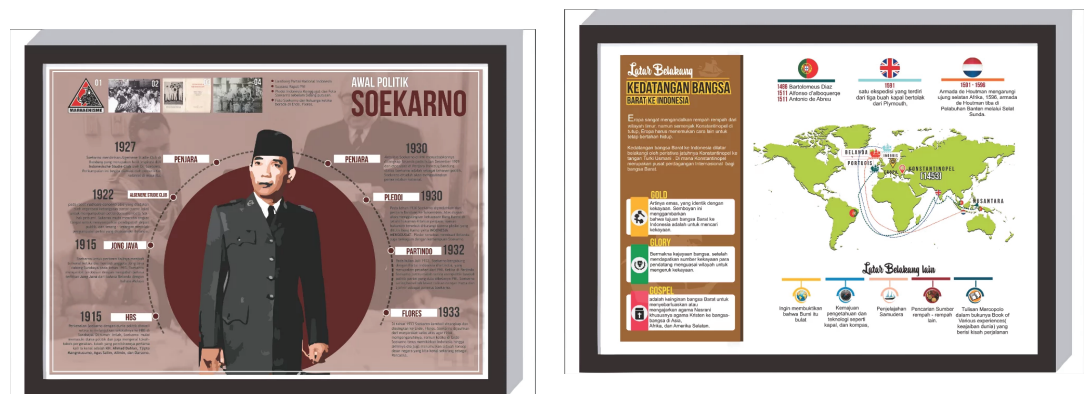


Figure 2: Sample of infographic product.

Meanwhile, for posters, 40 posters have been developed containing old photos of Banjarnegara. This development was due to a request from the Indonesian Young Friends Foundation which organized the ancient Banjarnegara photo exhibition during

the commemoration of the National Awakening Day in May 2018. This year, the PPUPIK program successfully reprinted the Paramita journal and published three new books.

At present, the PPUPIK team is completing three books (1) Collection of infographics on the History of Indonesia during the Islamic Empire; (2) G30S events in Infographics; (3) History of Nahdlatul Ulama in Semarang City. This year, 6 video productions were produced, consisting of 1 profile video, 1 documentary video about Gedongsongo, and 4 learning videos.

The development of the media by the PPUPIK team is continuously carried out for the success of the program and progress at Semarang State University. The hope is that in the future this program can run stably and provide income generating for universities based on campus intellectual products.

3.3. Promotion product

Various strategies have been carried out to support the success of PPUPIK activities. Some of the strategies carried out include (1) optimization of social media, (2) online shop creation, (3) network expansion, (4) cooperation with students. First, optimization of social media is done by making Youtube instances and channels. Making these two social media is expected to provide a broad range of products that have been produced. The Youtube Channel contains videos that have been made by the PPUPIK team using the Historical Eye branding.

Meanwhile, Instagram is used to socialize the activities that have been carried out. In addition, also to display a short video (1 minute) that has been made by the team. Second, making an online store. Making an online store is done to accommodate sales trends that have spread through cyberspace. By utilizing the Bukalapak.com site, the PPUPIK team already has an online store and sells a variety of products produced.

Third, network expansion. Network expansion is done by building strategic communication with relevant partners. In addition to the City and Regency MGMPs in Semarang, PPUPIK has been a strategic partner that has been explored and made a positive contribution. The partners are (1) Indonesian Young Friends Foundation in Banjarnegara, (2) Head of the Banjarnegara Islamic Branch Office, and (3) Banjarnegara Regency Government. Banjarnegara was chosen as a strategic partner because some products are related to Banjarnegara, such as the Syarikat Islam Banjarnegara book and the Dieng Encyclopedia. Even books published by PPUPIK are specifically dissected. The fourth strategy is cooperation with students. This collaboration is carried out by

involving students who are in the middle of teaching practices or field work practices as product distributors or product consumers. Sales Analysis

Overall, this year we have successfully sold products with a total of Rp. 42,625,000. This amount is mostly obtained from book sales of 79%. Then, Poster sales were only 13% and 8% obtained from the training. Meanwhile from the film sector, it is still not producing because currently it is still under construction.

In this first year, the production of posters and infographics that have been sold was 65 posters. This still cannot meet the sales target of 380 units. Likewise with the creation of unsold Android applications. Meanwhile, for filmmaking, until now still working on orders from the History and Educational History Study Program to produce profile videos. Meanwhile, the training has been held once with 25 participants. This is still below the target of 110 participants. However, good results are obtained from the sale of books and journals. Sales of books and journals have become the main pillars of this program and have very good prospects, especially books for the benefit of lectures. The team realizes that the sale of learning media requires a special market share, so it depends on the parties involved. Therefore, in the future the PPUPIK team will increase promotion so that products that have been produced can be sold profitably.

4. Conclusion

PPUPIK activities in the first year as a whole have gone well. Overall, this year we have successfully sold products with a total of Rp. 42,625,000. This amount is mostly obtained from book sales of 79%. Then, Poster sales were only 13% and 8% obtained from the training. In the field of institutional and business facilities, equipment is complete and running well. However, limited resources require more attention so that production runs. In the field of product marketing various strategies and utilization of information technology and social media have been carried out. The achievement between the targets is still not optimal, hopefully in August-November there is a significant increase due to the large number of students who are practicing college in their fields. They can act as bridges between the users and PPUPIK. Business opportunities in selling books are very good, especially if you can partner with local partners that are in accordance with the theme of the book. Therefore, in the field of institutions and business facilities, it needs to be strengthened with additional human resources. In the marketing aspect, it is necessary to strengthen cooperation with agencies and stakeholders and prepare products that suit their needs.

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