



# Inanimate Object Introduction to Dialogic Pedagogy in Historical Learning

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**Abstract:** This article discusses dialogic in historical education, where historical narratives can bring life to an inanimate object, in the hands of creative and innovative teachers it can also provide meaning from historical narratives that are brought to life on an inanimate object. some history teachers still hegemony historical knowledge without providing sufficient opportunities for students. History learning must provide natural thinking opportunities for students. This aim is to find a way to provide freedom of perspective on the importance of providing history in learning for students. The method used in this research is literature study, both technical and non-technical literature. The result is that freedom of thought in history learning can make the learning process effective and efficient. The history of thinking from inanimate objects can develop students' logical and systematic reasoning abilities because different interpretations of freedom of diversity make the learning process run in a dialogical manner.

**Keyword:** Inanimate Object Introduction, Dialogic Pedagogy, Historical Learning

## **Introduction**

The paradigm shift in education in Indonesia is essentially the result of participants' interpretations through a dialogue process with empirical reality, in the dynamics of scientific and technical development, globalization, the demands of the world of work, democracy, pluralism and other ideologies. which is currently still being discussed. Educational institutions and their contents are mechanisms, structures and at the same time a forum for the emergence of interpretations as standard text discourse. If the text cannot be separated from interpretation, then educational institutions cannot be separated from interpretation, which is then realized in the vision, mission, and goals and implemented in the curriculum and learning process.

In addition to the fact that the competencies that are currently used as a reference in curriculum development are also an interpretive process. The formulation of competence is essentially an interpretation, namely the interpretation of skills or abilities with the demands of the outside world from a different perspective. In formulating the competence of a teacher, it is the same with hermano, who tries to translate or interpret how certain competencies are in accordance with the needs and demands of the actual department.

More broadly, he emphasized that education cannot be separated from hermeneutics. In this case, the history teacher must be amazed by the revival of living things as teaching materials into historical stories, so that every teacher and student has a real impression of inanimate objects that create the sounds of a historical story, so that dialogue arises from desires and mind in learning.

## **Method**

This study uses a qualitative method (literature study). Bogdan and Taylor (Moleong, 2008) define qualitative methods as research methods that produce descriptive data in the form of written or spoken words of people and observed behavior. The data analysis technique uses Miles and Huberman's (1992) statement that "the ideal model for collecting and analyzing data is to create it from the ground up." It can be interpreted that the method is a research method to



describe and analyze phenomena, events, social activities, attitudes, beliefs, thoughts of people individually or in groups.

## **Finding**

The point of view of the importance of providing freedom of historical thinking in history learning for students in providing a stimulus from inanimate objects can make learning come alive, among others, as follows:

### **1. Freedom to Think History**

According to Paulo Freire, in the concept of bank-like education, knowledge is the giving of knowledge to those who are not considered to have knowledge. To assume absolute ignorance of others, which is a hallmark of the ideology of oppression, is to deny education and knowledge as a search process. Not surprisingly, educational concepts such as banks see humans as creatures that can be compared to objects and are easy to control. Kochhar (2008) explains that history teachers play an important role in all history learning. One of them, the history teacher plays a role in developing students' creative, critical and analytical thinking skills. In order for students' skills to develop well, it is about giving freedom of thought, freedom of thought is what one needs in life. By thinking about all the possibilities, people can learn the truth from the thoughts that pop into their heads. The most common definition of thinking is the development of ideas and concepts (Bochenski, 2001). In this case, freedom of thought gives birth to various tendencies and progress. When studying history, students must be given freedom of thought. The purpose of this award is to train and develop their ability to handle historical facts and data.

A good history lesson is to confront these historical facts so that we can see their relationship, cause and effect today and in the future and relate them to the surrounding environment. An example of how a history teacher can provide meaningful learning when the surrounding contextual environment cannot be faced to create dialogue in learning, in this case the history teacher must not only think creatively and imaginatively, but the history teacher must also be able to do so. magic



by giving students inanimate objects related to historical material so that students can argue and dialogue occurs in learning.

The process of learning history is so closely related to the process of thinking. In the process of thinking, individuals create relationships between the subject matter and the pieces of knowledge that already exist. Part of knowledge is all that is received in the form of understanding. The history learning process that gives students freedom of thought does give rise to different perspectives and interpretations. However, it was not the teacher's problem. The more diverse students' arguments and interpretations of historical events, the better the student's abilities. History teachers must understand that the study of history as a discipline is not limited to knowledge transfer or essentialism. According to the Ministry of Education and Culture (2017), one of the goals of history subjects is to shape behavior based on values and morals that reflect the character of self, society and nation. This goal will not be achieved if the history learning process only focuses on memorizing difficult historical facts and definitions written in hard books. The goal of learning history is achieved without a reasoning process, ie. think logically and systematically. Arguments do not include illogical and non-analytical thinking (Sumantri, 2003).

The truth obtained through a thought process that does not involve reasoning is of course subjective. But actually learning history in the process is not ideal. Differences of opinion between students and history teachers create dialectical history learning. Objective truth is indeed the goal of the historical learning process, but to achieve objective truth, the teacher must give students freedom of thought to create dialectical and dialectical history learning. Freedom of thought is not related to certain values, thinking about them is allowed in any sense. Freedom of thought does not mean justifying the results of thought. Freedom of thought does not hurt as long as the results are not considered absolute. In this context, however good and valid the idea may be, it must be understood as an open and dynamic theory of relativity (dialectics). When studying history, freedom of thought affects learning and students.



The learning process comes alive not only in a fun and communicative sense, but students also understand that history learning must be considered a serious process. In addition, freedom of thought trains students' reasoning abilities, because learning history requires good reasoning skills. Students also feel that their presence in the learning process is considered because they are given sufficient space to express their thoughts. Teachers can realize freedom of thought while learning history by using various teaching models and methods that promote student activity. For example, the inquiry learning model, discovery or problem solving combined with simple discussion or research methods. History teachers must distance themselves from students in the learning process in the sense that students must be given sufficient freedom and space to train themselves in processing historical facts and information. It involves students interpreting and analyzing any historical event. The role of the history teacher in the learning process is as a guide and evaluator. But at the end of the lesson, the history teacher must guide students to draw conclusions.

## 2. Has Meaning and Value

History learning plays an important role in the use or purpose of history learning. History learning should encourage students' vision to learn and realize the use of history in their daily lives as individuals and as a nation. Since studying history means studying history, it is necessary to develop a different approach to studying history. To study history from a historical perspective, learning objectives in terms of cognitive, affective and psychomotor aspects are unified, so that history learning produces students who have knowledge, appreciation and behavior in accordance with the historical values studied (Isjon, 2007).

Learning history can be made interesting and fun in many ways, for example by inviting students to historical events around them. The environment around students includes a variety of historical events that can help teachers develop students' understanding of the past. In general, students are more interested in history lessons when associated with real situations around them, so students can describe past events as in history



lessons. In addition, studying history has goals and benefits, such as gaining significant experience from past events to learn from these mistakes so as not to repeat them, and the ability to act more intelligently and wisely, especially when making decisions. Therefore, it is expected that all teachers can present pictures or examples directly in the classroom to create dialogue in learning, such as miniatures or pictures from history, so that students can make arguments and dialogues from what they see directly.

It is appropriate for the younger generation to study history, because according to Cleaf (Isjon, 2007), history should help children understand and appreciate their heritage and traditions. The children must then be able to compare the progress of their nation with other nations.

### 3. Effective and Efficient

History teachers do not need to visit historical places to initiate historical stories and students' historical voices, but creative teachers provide pictures or objects related to history so that these objects can be used in dialogue learning. Students' arguments are provoked by inanimate objects to involve each student's argumentative perspective, in the hands of history teachers who create inanimate objects can bring historical stories to life and students' freedom of thought so that dialogue in learning creates efficiency without necessity. go to historical places to explore.

The aim of contextual learning is to improve student learning outcomes by increasing their understanding of the meaning of the subjects studied, linking the material studied to the context of their own lives, families, citizens and future workers. This goal is achieved when supported by teachers with appropriate contextual awareness; understand relevant learning materials for students; You have teaching and learning strategies, methods, and techniques that can activate students' enthusiasm for learning, you have teaching tools that include contextual nuances, school atmosphere and atmosphere, so that school life situations are similar to real students. life to the environment. Contextual learning prioritizes learning that is fun and not boring so that students can



collaborate, learn actively, share information resources between students, encourage critical and creative thinking.

### **Conclusions and Recommendations**

History learning allows teachers to develop students' understanding of the past by organizing lessons that relate historical material to real-life situations around students so that students can describe past events as in history lessons. This innovation is known as contextual learning, whose implementation has principles that link learning materials to the real life of everyday students in families, schools, communities, and citizens, with the aim of finding materials that are suitable for their lives.

In learning situations away from historical events or in an environment without students, it can be annoying if the history teacher doesn't have bright ideas and valuable lessons to live for, this article contextualizes how history teachers live life. objects that do not exist in schools or institutions that directly present the history learned in a given curriculum. In this case the history teacher should provide inanimate objects related to historical material, such as miniatures, heroic photos, etc., so that students can meet and meet face to face, so as to create a dialogue about student freedom.

I think inanimate objects in the hands of history teachers can coexist with historical narratives in the minds of students and teachers, expressed from the point of view of each student. Freedom to think historically inanimate objects can develop students' reasoning abilities logically and systematically, because there are different interpretations of the diversity of thinking that makes the learning process dialogic.



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