Utilization of Multimedia in the Introduction of Biographies of Heroes Through History Lessons

Dini Nur Aisyah

dininuraisyah16@upi.edu

Master Student of History Education Department

Universitas Pendidikan Indonesia

Tarunasena

tarunasena@upi.edu

Universitas Pendidikan Indonesia

Abstract: The teacher-centered learning process results in students becoming monotonous in accepting existing learning. This is influenced by the use of monotonous learning methods, so students feel bored and less motivated to learn. In the end, it has an impact on the difficulty of achieving the learning outcomes you want to achieve. These problems must be addressed immediately so that learning objectives can be achieved with optimal results. The use of multimedia in the introduction of hero biographical figures can be a solution to overcoming this and at least can change the stigma of history lessons, namely boring learning. Learning history in the 21st century is ideally conveyed through various innovations both in terms of media, methods, or learning models. The use of suitable media, methods, or models will greatly help the effectiveness of the learning process and the delivery of lesson content. The use of multimedia in learning history provides a new color to the phenomenon of teaching and learning activities in the classroom. In this era, the millennial generation has a brain structure that prioritizes the development of visual aspects, therefore learning must be presented in a visual form. This study uses a qualitative method with a literature study approach. This article study focuses on the use of multimedia in the introduction of hero biographies through history lessons.

Keywords: Biography, Multimedia, Learning History

Introduction

The conventional teaching and learning process is very boring for most students because only listening to explanations from the teacher and using textbook media makes students pay less attention to the material delivered by the teacher, for this reason, the use of information technology can help the process of delivering material to make it more enjoyable (Indarti, 2017). In line with that, Lestari (2020, p. 5) explained that learning always requires interaction so that the subject matter is more easily absorbed and understood and avoids student boredom. Interaction occurs when students do not act as passive recipients of information but are involved in learning by providing actions that will be responded to through the subject matter presented. In general, the benefits that can be obtained are that the multimedia learning process is more interesting and interactive, and the amount of teaching time (lectures) can be reduced. The quality of student learning can be better and teaching and learning can be done anywhere and anytime (very flexible) and students' learning attitudes and attention can be improved and focused.

Interesting and fun learning is an alternative for teachers to improve their quality in educating students. For this reason, teachers must know the nature of good learning and learning (Dianto, 2018, p. 28). Based on these demands and obligations, a teacher is required to be able to compile innovative and creative teaching materials by the curriculum development needs of students and developments in information technology (Zuriah, Sunaryo & Yusuf, 2016, p. 36). Interesting learning can use learning media. Susanto & Akmal (2019, p. 24) are of the view that media has practical value in arousing learning motivation, making abstract concepts concrete, for example in explaining historical stages through graphic films, overcoming classroom boundaries in displaying objects that are too large like a temple, and can also overcome differences in the personal experiences of students from one another. Media can also display objects that are too small and rare to observe directly. So in this case the media in learning activities at school is very useful to achieve the goal so that the teaching and learning process can take place effectively and efficiently.

According to Wiraatmadja, it is necessary to teach history as a preparation for the maturity of the younger generation in responding to various future challenges. The challenge of learning history in the modern era is to keep moving forward with the times, including the development of technology and media. The presence of fun learning models is more able to attract students' learning interests (Wiraatmadja, 2002). One thing that can be a solution to several problems in learning history is the use of multimedia. Multimedia is a combination of various media (file formats) from text, sound, images, and video. From the combined media, it is integrated into the computer to be stored, then processed and presented simultaneously. Multimedia itself has been widely used in various fields including learning media, games, films, medicine, military, business, design, architecture, sports, hobbies, and advertising/promotion (Lestari, 2020, p. 4).

Along with the development of information technology, many devices have been created to make it easier to access information. One way to make history easily accepted by the younger generation is to make history a way of life, make history lessons more unique and interesting and adapt to the times. The reality is that the packaging of material in history learning is still conventional. Information systems about the history of Indonesian heroes are still dominated by books (Wibowo, 2021, p. 198). Therefore, various efforts from teachers are needed to provide stimulus and increase the interest of students so that they are more interested in getting to know national figures. One of them is increasing the knowledge of historical figures through the introduction of biographies. The biographical introduction is taught using audio-visual learning media (Rahmadani, 2022, p. 51). Based on the explanation above, the researcher is interested in studying the use of multimedia in introducing biographies of heroes through learning history.

Research Methods

This research uses qualitative methods with literature studies. The literature study method is a series of activities related to methods of collecting library data, reading and taking notes, and processing research materials (Zed, 2008, p.

3). This literature study is related to the use of multimedia in the introduction of hero biographies through learning history.

Results and Discussion

Regarding increasing student interest not only in the realm of developing the learning media used. History learning content is also a focus that must be observed. Nowadays how can content be developed according to student needs? The curriculum that has been implemented by the government is the 2013 curriculum which then emphasizes the development of the attitude or affective domain. The content of teaching materials is intended and arranged following the ideals of the nation. Through history textbooks, students are expected to be able to think historically to explore the past and understand the context of its era. Understanding this history can be a process of "humanizing" humans. So that they can act as a whole human being who has feelings, is wise, wise, and of course becomes far-sighted, thorough, and critical of assessment and thought in facing all challenges (Darmawan & Mulyana, 2016).

Adilla's research (2019, p. 145) explained that students have an interest in heroism or heroes who have the passion to fight for the Indonesian people. However, students have not been able to absorb what values are given to each character. They still generalize the value of each character.

The 21st century is dominated by information technology. Overall information technology and multimedia have brought unprecedented developments to the fields of economy, society, and science, as well as historical leaps into innovation in schools and teaching. An important symbol of the modernization of education is the modernization of teaching facilities. Modern multimedia technologies are increasingly being used in higher education. All disciplines use modern information technology teaching (Long & Nie, 2021, p. 2). The packaging of multimedia learning content must consider the arrangement and various elements of the media content (images, video, sound), grouping them into modular elements (slides or pages that tell a story that links the media elements), sequencing of modular elements to support the lesson, and

interactive elements embedded as part of modular elements (Jagust & Boticki, 2019, p. 5).

Forms of multimedia in learning history include the integration of text, images, sound, and video in learning history. The development of information technology has facilitated the integration of these various components. The use of multimedia in history learning is very diverse, starting from very simple forms to complex multimedia uses. A simple example of using multimedia in history learning is the use of hyperlinks in making slides in the Microsoft PowerPoint application. Apart from going through the slides of Ms. PowerPoint, a form of multimedia in learning history can also be in the form of documentaries, digital museums, augmented reality, and various other forms of multimedia that can be utilized in learning history (Susanto & Akmal 2019, p. 77).

Even now, alternative history documentaries are still dominated by academic activism or people who are truly historical observers. He is still separated from the general public who should benefit from these academic activities. The main objective of showing these alternative historical documentaries is to reconstruct historical knowledge so that the general public knows and to form a generation that is more humane and critical of the nation's history (Mahardika, 2022, p. 127).

History lessons can be sorted chronologically, geographically, nationally, ethnically, to topically. In this national category, there is an interesting history lesson about heroes who fight for the country. Learning the history of heroes is an important part of Indonesian education, especially from elementary to secondary levels. Based on Presidential Decree No.116/TK/2015, the number of Indonesian national heroes is 168 people. However, not all of these large numbers are discussed in the reference books used in schools. The national reference books only discuss a few heroes who have played a big role for the Indonesian nation nationally. Unfortunately, apart from textbooks which have become a curriculum for students in Indonesia, access to stories from other Indonesian heroes still uses conventional methods such as visiting national or

regional museums to search the internet which tends to be boring (Imam et al, 2017, p. 32). Whereas the development of heroic content helps in terms of the basic understanding needed to support history learning in classrooms.

According to (Hasan, 2012, p. 87) history lessons have a strategic meaning in the formation of dignified character and form Indonesian people who have a sense of nationality and homeland. With the character stated in the Regulations of the Minister of National Education, history education, both as part of social studies and as a subject, is one of the subjects that has great potential in developing character education.

This can be done by using multimedia in the introduction of hero biographical figures. The benefits of the biography itself are: 1) Knowing in depth about the character such as a biography that explains the biography even to the end of the life of the character, 2) Being an example for readers who can be used as a guide and example about good things to do and things to do -things that are not good not to follow, 3) Provide motivation and enthusiasm for readers by transmitting enthusiasm and optimism for success in achieving life, 4) Appreciating and respecting idol figures by the struggle, 5) Invite us to think (Maulida, 2021, p. 6). This is in line with the views of Komalasari & Saripudin (2017, p. 184) Interactive multimedia applied in class is value-based. The values of life are integrated into interactive multimedia, so that learning media not only motivate students to learn and understand the material but also explore, clarify, internalize values and apply them in everyday life.

Multimedia technology is expected to make it easier for students to study the history of the struggles of heroes through character biographies. With interesting and easy delivery, it is hoped that students can increase the spirit of heroism, namely being brave, never giving up, being willing to sacrifice, and putting the interests of others first (Budiman, 2014, p. 36).

Conclusion

The use of learning media in the 21st century is very diverse. This is adapted to

the times and technology, besides that the use of innovative learning media can attract students' interest in participating in learning. The use of multimedia in learning can be one of the innovations in learning media, moreover, this multimedia is used to introduce biographies of heroes. Apart from being a media, it can also be an effort to instill nationalist values through the biographies of heroes.

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