Utilization of ICT-Based Learning Media in Local History Learning

Bahri¹, Humaedi², Rizal³, Mahfud M. Gamar⁴, Misnah⁵, and Andi Dewi Riang Tati⁶

¹History Education Study Program, Faculty of Social Sciences, Makassar State University
²Physical Education Health and Recreation FKIP, Tadulako University
³PGSD FKIP, Tadulako University
⁴Tadulako University
⁵FKIP, Tadulako University
⁶Elementary School Education Education Study Programs, Faculty of Education, Makassar State University.

*bahri@unm.ac.id

Abstract. This research aims to understand how students' perceptions and lecturers regarding the use of ICT in learning Local History at the Historical Education Study Program of the Faculty of Social Sciences, Makassar State University. This research uses a qualitative approach with a case study design. Data collection techniques carried out, including observations, interviews, documentation and literature. Data analysis was carried out using the model developed by Mire and Huberman, which is collecting data, data reduction, data display, drawing conclusions. Local history learning is considered not able to have a positive impact on both cognitive and affective aspects of students. This happens because the learning media used do not present learning that is fun and seems conventional. From the results of the research concluded that using ICT-based learning media can help students to understand the material of the Gowa Kingdom's resistance to the VOC properly and chronologically.

Keywords: Media, ICT, Local History

1. Introduction

Rapid advances in information technology have important implications for students throughout the world [1]. The use of ICT (Information and Communication Technology) or Information and Communication Technology (ICT) in learning plays a very important role. Utilization of ICT is needed in an effort to improve the efficiency and effectiveness of learning so that it leads to improving the quality of educational outcomes. Utilizing ICT media in learning makes it easy for educators to prepare learning materials and helps in creating an independent, effective, active, creative and enjoyable learning environment. The level of learning success is influenced by various factors, including learning strategies and techniques which are the media used by educators in directing learning activities to achieve goals. Learning tools can visualize teaching materials that will reduce cognitive load so that teaching materials are easier which will ultimately improve learning outcomes.
[2]. Pedagogical innovations and positive learning outcomes can be obtained by applying technology [3]. Various learning media that use ICT effectiveness, such as power points using LCD. Other media are blogs that can convey material online. By using ICT the learning process functions to show more real cases, so learning, especially learning history is not boring because it only tells about past events that contain a series of years. Learning history, including local history which only emphasizes the past causes students to be bored and less desirable [4]. A focus is needed on maximizing the use of technology in learning history, including local history.

Learning history is lacking in applicative and student life and its environment [5]. In addition, the role of educators (both teachers and lecturers) in the history of teaching in the use of ICT as a source of learning is needed because until now educators have not provided satisfactory historical lessons, teaching history does not arouse students' motivation. Educators are still bound and practice the traditional learning styles in delivering material [6]. Learning local history requires strategies, one of which is utilizing ICT media so that it can increase students' interest and motivation to learn, so that it is not only focused on historical events that are macro but also micro, including learning history with themes that are living history because actually local history is a complement to national history.

2. Method

research utilizes a qualitative approach with a case study method. Case study research is a methodology that is flexible, challenging and most commonly used in social science research [7]. The case study method can support a single case more quantitatively and systematically [8]. Defining case studies, there is no single definition included in social science as there are fairly broad definitions [9], [10]. The definition of the case study in this research is a rule in associating the facts of the field so that the utilization of ICT in local history learning can be known according to the perception of lecturers and students. Data collection techniques carried out, including observation, interviews, documentation and literature. Data description is carried out using the model developed by Mile and Huberman, namely data collection, data reduction, data display, and drawing conclusions [11]. This research was conducted at the Historical Education Study Program of the Faculty of Social Sciences, Makassar State University, Makassar City, South Sulawesi Province, November-December 2019.

3. Results and Discussion

In learning activities, various learning models are known that can be used as alternative learning by taking into account the situations and conditions encountered in the classroom. In the use of ICT-based learning media in local history learning, the media used is based on the principle of function, which is helping students to understand the learning delivered. Based on this, lecturers must be able to understand the correlation between the media used and the material being taught. The following are the characteristics of the media put forward by Newby, Stepich, Lehman and Russel (2000) [11].

| Media | Characteristics of Media |
|-------|--------------------------|
| Real Objects | 1) Can be touched and seen by students |
| Texts (hand outs, books, modules and others) | 2) After learning can be used as a reference |
| | 3) During learning takes place, the media can be used drawing and writing |
| | 4) This media can be used independently by students |
| | 5) Easy modified |
| | 6) Easy to sort |
| Markers, whiteboards | 1) During learning, the media can be used to draw and write |
| | 2) Students have the opportunity to interact |
| | 3) Easy to modify |
| | 4) Allow responses together |
| Slide, OHP, powerpoint | 1) During learning takes place, the media can be used to draw and write |
In the use of media learning, the main thing that educators need to do is to conduct a study related to the objectives and characteristics of the course. The purpose of the course is related to the classification of types and structure of the course content. Identification of the characteristics of the course is done in order to be able to choose the media used in local history learning. In determining the media to be used in learning, several factors must be considered. According to Strauss and Frost (1999) there are nine aspects that need to be considered in the selection of instructional media, namely: 1) difficulty of institutional resources, 2) coherence with the substance of learning, 3) uniqueness or learners, 4) behavior and skills of educators, 5) goals or learning objectives, 6) interactions in the learning procedure, 7) learning positions, 8) duration of learning, 9) media distinctiveness [12].

In this research, the material taught is the resistance of the Kingdom of Gowa against the VOC. The media used are power point slides, videos and graphics. The consideration of the media selection is because it aims to provide understanding to students because of the resistance of the Kingdom of Gowa against the VOC, giving students an understanding of the course of the war and the figures involved in the incident. The first thing the lecturer did was to display a power point slide to convey the references used in the discussion of the material. In addition, educators conveyed the subject matter of the Gowa Kingdom's resistance to the VOC. Second, a video screening of the Gowa Kingdom's resistance to the VOC was conducted. Makassar War video playback through YouTube media with the link https://www.youtube.com/watch?v=Bz4mbGdJ7NM. This film was uploaded on June 26, 2016 by Edhaje. Another YouTube link that is used as a learning medium is

| Media                  | Characteristics of Media |
|------------------------|--------------------------|
| slides                 | write                    |
|                        | 2) Can be used to control individual learning speed |
|                        | 3) Easy to modify         |
|                        | 4) Easy to sort           |
|                        | 5) Enables joint response |
| Slides film            | 1) Showing real images    |
|                        | 2) This media can be used independently by students |
|                        | 3) This media can be used to check students' learning progress |
|                        | 4) Easily sorted          |
| Videos (Tape, CD, DVD, TV) | 1) Demonstrate activities |
|                        | 2) Demonstrate frames clearly |
|                        | 3) This media can be used independently by students |
|                        | 4) This media can be used to check student learning progress |
|                        | 5) Allow observation of hazardous processes or distant locations |
|                        | 6) Forming attitudes      |
|                        | 7) Presenting problem solving situations |
| Graphic (pictures, photos, diagrams) | 1) Showing frames clearly |
|                        | 2) This media can be used to check student learning progress |
|                        | 3) Easily sorted          |
| Audio (Tape, CD, DVD)  | 1) Displays sound         |
|                        | 2) This media can be used independently by students |
|                        | 3) This media can be used to check student learning progress individually |
| Computer software      | 1) activities             |
|                        | 2) DisplayingDisplayingvoices |
|                        | 3) participants students the opportunity to interact |
|                        | 4) This media is functioned independently |
|                        | 5) This media can be used to check the learning progress of students individually |
|                        | 6) Allow observation of distant locations |
|                        | 7) Presenting problem solving situations |
Video playback through YouTube is carried out to provide a background understanding of the resistance of the Kingdom of Gowa on the VOC, the course of the war and the consequences of that war. The third is to use graphic media images by displaying characters and their roles in the war, while the photos shown are actors of the war, for example Sultan Hasanuddin and Cornelis Speelman. Another photo displayed is the location of the war and the place where the Bongaya agreement was held between the Kingdom of Gowa and VOC as the end of the war between Gowa and VOC. The following are examples of media displayed in ICT-based local history learning.

Based on the learning process carried out using ICT media, students are very enthusiastic and do not cause boredom, like conventional learning. The role of media in learning is very important as one of the elements to realize learning objectives optimally. With the use of ICT-based media, it is easier for lecturers to explain the Makassar War effectively. Following are the opinions of students after learning by utilizing ICT-based media "by using media, both power point slides, pictures and videos, Local History learning on the theme of the Gowa Kingdom Resistance to VOC is more easily understood. The learning is relaxed and fun. It is better not only for this theme to use ICT-based media in learning (Fadli, 12/11/2019) ".
Based on the results of observations carried out, the learning process carried out using ICT media is of interest to students, giving rise to effective interactions between students and lecturers. The use of media in creating interaction and providing hope for collaboration and allowing students to be involved in making content and communication using media [13]. The development of technology makes e-learning an important learning method, multimedia teaching (ICT) in e-learning has proven to be very attractive to students' interest and attention [14]. With the realization of various positive impacts of the use of ICT in learning local history, the goal of learning local history is realized because it has been student-centered, educators have realized student independence. Educators also have a role in meeting the needs of students [15].

4. Conclusion
use of ICT in learning must be the primary choice for educators to support learning that is carried out. Historical learning, including local history, must integrate the use of ICT so that learning is no longer conventional. The role of ICT in learning is a tool in learning media, facilities / places of learning, learning media and as a form of love for the profession as a lecturer. Learning local history using ICT-based media makes it easy for students to be able to explain each event in chronology so as to create students who are cognitively intelligent, psychomotorically skilled and affective characters.

5. References
[1] D. Button, A. Harrington, and I. Belan, "E-learning & Information Communication Technology (ICT) in Nursing Education: A Review of the Literature," Nurse Educ. Today, vol. 34, no. 10, pp. 1311–1323, 2014.
[2] M. Sriadhi, "Analysis of Learning Media Characteristics and Motivation Based on Vocational High School Student Learning Styles," Educandum, vol. 8, no. 2, pp. 37–47, 2015.
[3] TC Reeves, "The Impact of Media and Technology in Schools: A Research Report Prepared for The Bertelsmann Foundation," Retrieved January, vol. 28, p. 2002, 1998.
[4] D. Gunning, The Teaching of History. Taylor & Francis, 1978.
[5] B. Weiner, Judgment of Responsibility: A Foundation for a Theory of Social Conduct. Guilford Press, 1995.
[6] TL Dynneson and RE Gross, Designing Effective Instruction for Secondary Social Studies. ERIC, 1999.
[7] DG Cope, "Methods and Meanings: Credibility and Trustworthiness of Qualitative Research.," In Oncology Nursing Forum, 2014, vol. 41, no. 1.
[8] D. Krampen and G. Krampen, Case Studies in Clinical Psychology: are We Giving Up a Publication Type and Methodology in Research on and Teaching of Psychopathology and Psychotherapy? Universitätsbibliothek Johann Christian Senckenberg, 2016.
[9] M. De Chesnay, Nursing Research Using Phenomenology: Qualitative Designs and Methods in Nursing. Springer Publishing Company, 2014.
[10] M. De Chesnay, Nursing Research Using Ethnography: Qualitative Designs and Methods in Nursing. Springer Publishing Company, 2014.
[11] MB Miles and AM Huberman, "Qualitative Data Analysis: A Resource Book About New Methods," Translated by Rohidi. Univ. Indonesia. Jakarta, 1992.
[12] RR Sinkovics, J. Bell, and KR Deans, "Using Information Communication Technology to Develop International Entrepreneurship Competencies," J. Int. Entrep., vol. 2, no. 1-2, pp. 125–137, 2004.
[13] J. Gikas and MM Grant, "Mobile Computing Devices in Higher Education: Student Perspectives on Learning with Cellphones, Smartphones & Social Media," Internet High. Educ., vol. 19, pp. 18–26, 2013.
[14] P.-C. Sun and HK Cheng, "The Design of Instructional Multimedia in e-Learning: A Media Richness Theory-Based Approach," Comput. Educ., vol. 49, no. 3, pp. 662–676, 2007.
[15] S. Actekin, "The Place and Importance of Local History in Secondary History Education," J. Theory Pract. Educ., vol. 6, no. 1, pp. 86–105, 2010.
Acknowledgment
This research is a non-tax state income which funded by the list of budget implementation entrie of Makassar State University. Our appreciation go to the chancellor of Makassar State University, the deam of the faculty of Social Sciences of Makassar State University, all of the lecturers and students of History Education Study Program. Our gratitude also go to Paris Van Java International Seminar 2020 who has pleased to accept our article as one of the participant in that activity.