Utilization of Digital Learning Resources in History Learning at SMA Negeri 5 Depok

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Abstract

This study aims to determine the strategies, constraints, and impacts of using digital learning resources in the history learning process of students at SMA Negeri 5 Depok. This research uses qualitative methods with a case study approach. Observation, interviews, and document studies collected data. The data were analyzed with data analysis techniques. The results showed that digital learning resources have benefits, advantages, and disadvantages in history learning. Digital learning resources can help teachers deliver historical material and increase student learning motivation. However, digital learning resources also have operations, access, validity, and development constraints. Digital learning resources are only adequate and critical enough in history learning if appropriate learning strategies and active student engagement accompany them. This research recommends that history teachers design professional and creative learning strategies in utilizing digital learning resources to improve the quality of history learning.

Keywords: digital learning resources, History learning, learning strategies.

INTRODUCTION

Technology dramatically affects human life in Indonesia, including education. One affected field is history, a subject that studies past events. Teachers and students must adapt to rapidly evolving and widespread technology. Technology has revolutionized not only the methods of learning history but also the resources used for learning. History textbooks, once the primary source of learning, are now being replaced by other more modern and interactive learning resources, such as the internet, social media, movies, games, and others.

Learning history is learning about humanity in all aspects, which can make a person wise, empathetic, and authentic. Studying history can also develop logical, critical, analytical, and creative thinking skills in facing the challenges of today’s life (Rohani & Kurniawati, 2020). History learning is a learning process that studies past events using historical sources that have been researched and analyzed. History learning has a crucial role in education, namely to awaken empathetic awareness,
identity, and character of students as the nation's next generation (Santosa et al., 2018).

History learning materials must include material that can explain the reality of present life, the direction of change that is happening, traditions, moral values, and the spirit of struggle that lives in society when a historical event occurs and is still inherited today. History learning materials must also present human examples, leadership, pioneering, attitudes, and actions in their groups that cause changes in human life (Rulianto & Hartono, 2018).

Learning resources are anything that can help teachers and students in the process of learning history. Learning resources have essential functions and roles, such as increasing productivity, individuality, and scientific and strengthening learning (Samsinar S., 2019). Learning resources must also be selected with appropriate criteria, such as according to learning objectives, economical, practical, simple, readily available, and flexible. Teachers must have the ability and skills in selecting and utilizing effective and efficient learning resources.

Learning resources can be divided into deliberately planned learning resources and Learning resources that are utilized or learning resources that are planned or with preparation in advance (Literati, 2018). Intentionally planned learning resources, such as history textbooks as well as other learning resources, such as movies or videos, are components of a directed and formal instructional system. Learning resources, Such as mass media, are not explicitly designed for learning but can be found and applied. Depending on their form and use, learning resources can also be categorized into non-print printed learning resources, facilities, activities, and environments.

According to AECT, learning resources can be divided into six types: messages, people, materials and programs, tools, methods, and settings (Handoko et al., 2022). A message is a material or information that can come from a formal or informal source. People are learning resources that can be teachers, instructors, or community leaders. Materials and programs are formats for storing learning messages, such as books, modules, videos, and others. Tools are hardware devices presenting materials and programs, such as multimedia projectors and tape recorders. Methods are methods or steps used in learning, such as demonstrations, discussions, and lectures. The background is the situation and condition of the learning environment inside and outside the school.

The technological era does require teachers and students to adapt to more modern and interactive learning resources, which are managed with the help of digital technology. Digital learning resources can provide educational advantages, including history because they can present broader, actual, and exciting information and knowledge.

The internet is a valuable digital learning resource for teachers and students in history learning. Through the internet, teachers and students can access various information, references, journals, research results, and primary sources related to history. The internet also allows teachers and students to become familiar with digital history, the study of the past using historical sources electronically reproduced and presented in text, images, or artifacts.

Social media is one of the digital learning resources that can be utilized by teachers and students in history learning. Through social media, such as Facebook,
Instagram, Twitter, and YouTube, teachers and students can access digital historical sources that have been processed electronically, such as text, images, and artifacts. Digital historical sources can provide broader, actual, and exciting information and knowledge about past events.

Digital learning resources can improve interaction and feedback between teachers and students in the history learning process. Digital learning resources can also improve the quality, actuality, interactivity, and creativity in History learning (Adzandini & Tarunasena, 2019). Nevertheless, students' use of social media must be supervised by teachers so as not to impact learning negatively. In addition, teachers must also improve competence and skills in developing innovative digital media to convey historical material more creatively and interestingly.

Based on a review of documentation from several previous studies, several studies are related to using digital learning resources in history learning. Research conducted by Oka Agus Kurniawan Shavab (2020) shows how Teachers utilize Edmodo media to provide historical resources that students can access and design exciting learning activities with features available in Edmodo and oriented towards digital literacy. By using Edmodo, teachers allow students to select and analyze information relevant to history learning in the classroom (Shavab, 2020). Eva Dina Chairunisa and Ahmad Zamhari’s (2022) research examines the use of e-module for History Learning Strategy courses. The results showed that this e-module received a positive assessment from experts and small-group field respondents. They find this e-module interesting, informative, systematic, and easy to use to meet the needs of students. In addition, this e-module can also help students improve their digital literacy because they can interact with digital media that are interactive and useful for learning (Chairunisa & Zamhari, 2022).

One school that began implementing a history learning pattern using digital learning resources is SMA Negeri 5 Depok. The school is located in Sawangan and has creative and innovative history teachers. The researcher was interested in observing one of the history teachers at this school, Mr. AM, the core informant in this study. Mr. AM provides digital learning resources from the internet or social media and involves students in finding and creating their digital learning resources. The digital learning resources Mr. AM and his students use are diverse, ranging from videos, podcasts, articles, and other digital works. This digital learning resource contains relevant and interesting historical knowledge, both general history and local history. Thus, Mr. AM made the history learning process fun and meaningful for students.

This research is entitled "Utilization of Digital Learning Resources in History Learning at SMA Negeri 5 Depok". This study aims to determine the strategies, constraints, and impacts of using digital learning resources in the history learning process of students at SMA Negeri 5 Depok. Digital learning resources are learning resources that use electronic applications and contain historical information in multimedia form. This research is motivated by the problems faced by history teachers in the digital era, namely rapid and dynamic changes, low literacy or understanding of digital learning resources, and technical problems such as limitations in operating and accessing the internet. This research is innovative.
because it examines using digital learning resources as one of the learning strategies that can increase student motivation and history learning outcomes.

METHOD

The research entitled Utilization of Digital Learning Resources in History Learning at SMA Negeri 5 Depok uses qualitative methods with a case study approach. Researchers will research at SMA Negeri 5 Depok in Sawangan, Depok. Researchers will also conduct a series of studies ranging from observations to interviews with Mr. AM, a history teacher at the school. In addition to these teachers, researchers also conducted interviews with two students from class XI social studies. In this study, researchers will focus on how history teachers utilize digital learning resources in history learning at SMA Negeri 5 Depok. Observation, interviews, and document studies carry out the data collection process.

During data collection at the research site, researchers must maintain the validity of the data by applying validity and reality in qualitative research. The results of the data analysis then draw conclusions about the perceptions and concepts conveyed by teachers in the process of utilizing digital learning resources in history learning. This study used data analysis techniques developed by Miles, Huberman, and Saldana (2014). The data analysis consists of condensation, data review, and conclusion drawing or verification. Data condensation refers to selecting, simplifying, abstracting, and transforming data. Data condensation continues throughout the qualitative research process. The presentation of data is the second thing that is very important to do in the process of data analysis. Good data presentation is inseparable from solid data analysis, and this data presentation can be processed and designed to present easily accessible and more concise data so that it can analyze the available information to conclude.

RESULTS AND DISCUSSION

In a study entitled Teacher Strategies in Utilizing Digital Learning Resources in the Student History Learning Process at SMA Negeri 5 Depok, Mr. AM, a history teacher at the school, revealed that he used digital learning resources in the form of learning websites and PowerPoint applications in the history learning process. AM gets these digital learning resources through the school where he teaches and searches for them through the Google search engine. Mr. AM uses a laptop device to visualize historical material through the digital learning resources he uses. That is also supported by observations that researchers made several times while conducting history learning at SMA Negeri 5 Depok. Mr. AM mentioned and described the application he applied in conducting history learning activities for students.

AM, a history teacher at SMA Negeri 5 Depok, considered that the digital learning resources he used in the history learning process had helpful value. According to him, these digital learning resources can help him learn history, and students can easily understand it. Mr. AM considers that the digital learning resources he uses in the history learning process have their advantages and are
often used in the history learning process. However, Mr. AM still needs a specific learning strategy for utilizing digital learning resources in the classroom.

From observation, Mr. AM only explained the digital learning resources he used in history learning activities to students. In his description, Mr. AM stands in front of the class or sits at the teacher's desk. Then, he presents historical material through learning websites and digital learning resources in the PowerPoint application until class hours end. It explained that although there was no history learning strategy that Mr. AM used in the learning process, he applied the lecture learning method. That is, Mr. AM only delivered historical material to students at length, and students only quietly listened to Mr. AM explain the material he had.

The use of digital learning resources in history learning is very profitable. However, behind the good benefits, it turns out that digital learning resources have obstacles. As a teaching staff at SMA Negeri 5 Depok, Teacher AM mentioned several obstacles he experienced regarding using digital learning resources in history learning. From the results of interviews with researchers, the teacher said that the digital learning resources he used simultaneously still changed a lot. He added that digital learning resources that discuss history lessons still have much to learn.

In today's technological era, models or forms of digital learning resources are diverse and numerous. Some are in the form of videos, where digital learning resources with this format can be obtained through the Youtube platform to the Netflix streaming service. In addition, digital learning resources in the form of videos can also be found on social media such as Facebook, Instagram, Twitter, and others with short video features. Then, digital learning resources are also available in a visual format, meaning they only display an image or writing that does not move, such as a video. In this format, there are also many related digital learning resources, including infographics that briefly contain content or information about historical knowledge and display a few images. There are also articles from online media and other platforms that review historical knowledge.

Mr. AM, a history teacher at SMA Negeri 5 Depok, revealed that he faced several obstacles in utilizing digital learning resources in history learning. One of the obstacles he experienced was needing help to operate the digital learning resources he got. According to him, there are several digital learning resources that have slightly complicated operations. In addition, Mr. AM also faced problems with the inadequate internet network at SMA Negeri 5 Depok. That makes him have to use a separate internet network or tethering hotspot available on Mr. AM's cellphone to be able to present information or historical knowledge presented to students.

Five grade XI social studies students at SMA Negeri 5 Depok experienced similar obstacles in utilizing digital learning resources in the history learning process. They said that the absence of a Wi-Fi network in their school made using digital learning resources in the history learning process less effective. They must be willing to use the tethering hotspot or quota available on their cellphone to find digital learning resources available anywhere and use them. In addition to internet network constraints, they also experience other obstacles, such as the validity of information and historical knowledge from digital learning sources used and teachers' ability to explain historical knowledge by utilizing digital learning resources has yet to be effective.
In a study entitled Digital Learning Resources Can Increase Student Motivation in the History Learning Process at SMA Negeri 5 Depok, two different answers were from teacher Mr. AM and five students from class XI. Regarding the increasing motivation of students in learning history at SMA Negeri 5 Depok, Mr. AM has his answer to this. From interviews conducted by researchers with the teacher, he assessed that digital learning resources could increase student motivation in class. For him, utilizing digital learning resources is effective in replacing history teaching in the classroom. He was also helped in terms of understanding by utilizing digital learning resources.

In addition to increasing student learning motivation, Mr. AM said that digital learning resources could be used as auxiliary materials for him in the history learning process. Moreover, Mr. AM considered students' interest when he explained historical material using digital learning resources. However, on the contrary, AN considers that utilizing digital learning resources might increase learning motivation in the classroom. Moreover, he said that his learning motivation increases when teachers teach directly, using digital learning resources in the classroom.

Other students from class XI social studies at SMA Negeri 5 Depok, namely SM, have opinions about increasing learning motivation by utilizing digital learning resources in the history learning process. Overall, of the five students the researchers interviewed, each responded that digital learning resources could increase motivation to learn history. In addition to when and after utilizing digital learning resources in the history learning process was able to increase learning motivation, the five students gave their assessments on other things. Teachers providing history subject matter using digital learning resources can also increase their learning motivation. Although digital learning resources can improve student motivation and learning outcomes, the five students responded differently. Regarding students' historical knowledge becoming critical or not after using digital learning resources, only three people who did not give answers abstained, one person answered not, and one was able to make historical knowledge critical.

**Discussion**

Based on the results of an interview with Mr. AM, a History teacher of SMAN 5 Depok, he admitted that he needed a learning strategy in the history learning process related to using digital learning resources. That certainly needs attention. Teachers in providing history subject matter to students by utilizing digital learning resources, of course, must have their strategies. As a teacher, he must design strategies for learning history efficiently and enjoyably. In the learning process, especially history, teachers should identify everything related to the learning process.

Teachers also need to know who their students will be, how their level of intelligence varies, what background the students come from, whether students come from the same or different programs, how motivated, and so on. If students do not do that process, the teacher will achieve the goal achieved, which is how students can understand all subject matter, especially the history given. In addition,
the learning process will be constrained if it runs without direction and leads to a learning atmosphere that is not conducive.

Therefore, the name learning strategy is needed so that students can absorb the learning provided by the teacher. With this learning strategy, technical problems in the historical learning process and the above can be resolved and controlled. Learning strategies certainly have specific definitions. According to Frelberg & Driscoll, instructional strategies can be used to achieve various objectives of delivering subject matter at different levels, for different learners, in different contexts (Yasin & Nasruddin, 2022).

Gerlach and Ely say that learning strategies are chosen to deliver the subject matter in a particular learning environment, including the nature, scope, and sequence of activities that can provide student learning experiences (Hidayat et al., 2020). They added that there needs to be a link between learning strategies and objectives to obtain adequate and efficient learning activity steps. Romiszowsky (in Nasution, 2017) said strategies in the context of learning activities contain meaning, namely to optimize teaching and learning activities by choosing methods to develop student learning activities more actively.

Therefore, Romiszowsky assessed that every learning strategy developed must always reflect a theoretical position regarding how learning should be carried out. Conversely, Dick & Carey argue that learning strategies are limited to activity procedures and include learning materials or packages (Meiningsih, 2021). A learning strategy consists of all the components of the subject matter and procedures that will help students achieve specific learning objectives.

Thus, the learning strategy is a way or method chosen by the teacher to deliver the subject matter to students with the aim that students can absorb and understand the subject matter well. This strategy must be adjusted to the conditions and characteristics of students and the learning objectives to be achieved. Therefore, teachers must design learning strategies carefully so that the teaching and learning process can run smoothly and effectively.

One of the learning strategies that can be utilized in today's technological era is blended learning, which is a blend of traditional classroom learning with technology-based learning. This strategy developed around the 2000s and is now widely used in various countries and educational circles. This strategy is relatively new in Indonesia, including in history learning. Blended learning has several advantages, such as allowing students to learn independently over the time, place, sequence, and speed of learning, combining the advantages of face-to-face and online learning, and developing student skills needed today. However, this strategy also has limitations, such as needing to be able to replace conventional learning activities in the classroom entirely. Therefore, blended learning should be a powerful tool for enrichment programs.

In history learning, one of the learning strategies that can be used is discovery learning, which is discovery-based learning that occurs in problem-solving situations. This strategy emphasizes students' role in building their own knowledge based on experience, knowledge, principles, and experimental results, with the help of teachers as facilitators and guides. This strategy has several objectives, including increasing direct and active student participation, reducing student dependence on teachers, training students in utilizing the environment as a
learning tool, and improving students' cognitive skills and processes. This strategy also has six learning stages: stimulation, problem statement, data collection, data processing, verification, and generalization. These stages aim to enable students to realize their passions, drives, and needs for the importance of learning history, formulating hypotheses, gathering information, determining alternative answers, providing evidence, and drawing conclusions from their learning process.

As a History teacher at SMAN 5 Depok, Mr. AM faced several obstacles in utilizing digital learning resources at school. These obstacles include changes in digital history resources that often occur, lack of literacy or understanding of digital learning resources, and technical problems such as limitations in operating and accessing the internet. History teachers should have professional and creative competencies in developing and using digital learning resources to improve the quality of history learning. History teachers not only act as teachers who deliver subject matter but also as educators who guide students to be able and able to educate themselves. History teachers must also be able to blend content, technology, and pedagogy appropriate to the situation and needs of history learning.

In addition, history teachers must also know ten essential competencies that must be possessed by a teacher, namely mastery of teaching materials, management of teaching and learning programs, classroom management, use of media and learning resources, mastery of educational foundations, management of teaching and learning interactions, assessment of outstanding students, introduction to guidance and counseling programs, introduction and implementation of school administration, and understanding the principles and utilization of results research. One of the crucial competencies for history teachers is using media and learning resources, including digital learning resources and electronic learning (e-learning). Electronic learning is a breakthrough in the world of education, especially for millennials who grew up in the era of information and communication technology. E-learning can help students to learn more flexibly, effectively, and enjoyably.

One of the other obstacles Mr. AM faces in utilizing digital learning resources is the need for more understanding of digital history, namely the digitization of historical sources that can be accessed online. Digital history is an alternative that can help students and teachers find learning materials, references, and insights into historical science. Digital history is also the result of the development of information and communication technology that significantly affects the world of education today. With digital history, historical sources become easier to search, access, download, and manipulate. That is very different from the previous period, where access to the source was minimal. Digital history also allows each individual to access various historical sources needed to obtain the information needed. However, digital history also requires history teachers to have professional and creative competencies in developing and using digital learning resources to improve the quality of history learning.

In addition to the above obstacles, teachers and students in utilizing digital learning resources in history learning are also constrained by the internet network. Indeed, the internet is a technology that is their intermediary to find digital learning resources from anywhere. Salsabil et al. (2021) said that the Internet network is an essential factor affecting the success of electronic learning (Salsabila et al., 2022). If the internet network is unstable or weak, the learning process will be disrupted.
That, of course, will reduce the effectiveness and efficiency of e-learning. Therefore, teachers and students must ensure the internet network is solid and smooth enough to support electronic learning.

One way to improve students' motivation and history learning outcomes is to use digital learning resources, which are learning resources that use electronic applications and contain historical information in multimedia form. Mr. AM also did that as a SMA Negeri 5 Depok History teacher. Because students can study historical material thoroughly using digital learning resources, they can be motivated to study independently and achieve their learning goals. Digital learning resources can also increase students’ understanding of historical material because digital learning resources can provide more concrete, interesting, varied, and actual information about history. Through Internet facilities, digital learning resources can also improve students’ communication skills, collaboration, and simulation with teachers and fellow students. Digital learning resources can also increase student independence in learning because students can learn flexibly without depending on teachers or time.

One example of a digital learning resource that can be used in history learning is the hypercontent e-module. Hypercontent e-module is a teaching material that uses electronic applications consisting of various content such as text, audio-visual, images and sounds that are packaged systematically and designed so that students can learn independently and fun. The hyper-content e-module has advantages over the print module, which is a hyper-content e-module complete with interactive media such as video, audio, animation, and other interactive features that students can play back when using the e-module. Hypercontent e-modules also have good cognitive functions because hypercontent e-modules can help students measure whether they already understand the subject matter. Hypercontent e-modules are also innovative because hypercontent e-modules can display teaching materials that are complete, interesting, interactive, and carry good cognitive functions.

One example of another digital learning resource that can be used in history learning is e-books. E-books are digital books that make it easy for students to read hundreds of book pages in just one file and save money on buying books. E-books also help students streamline learning time because digital data is straightforward to carry in many files. E-books can also present more concrete information and allow individual learning because it does not depend on the information provided by the teacher so that students can learn according to their needs, abilities, talents, and interests; learning is more directed and can provide direct knowledge of the results of the reading.

CONCLUSION

In the digital era, history teachers must have professional and creative competencies in utilizing digital learning resources to improve the quality of history learning. Digital learning resources are learning resources that use electronic applications and contain historical information in multimedia form, such as hypercontent e-modules, e-books, Rumah Belajar platforms, documentaries, and
others. Digital learning resources can provide more interesting, varied, and actual information about history through digital history, namely the digitization of historical sources that can be accessed online. Digital learning resources can also increase students’ motivation, understanding, skills, and independence in learning history flexibly, effectively, and enjoyably. However, history teachers also need help utilizing digital learning resources, such as rapid and dynamic changes, low literacy or understanding of digital learning resources, and technical problems, such as limitations in operating and accessing the internet.

Therefore, history teachers must design learning strategies per the conditions and characteristics of students and the learning objectives to be achieved. One of the learning strategies that can be utilized in today’s technological era is blended learning, which is a blend of traditional classroom learning with technology-based learning. However, Mr. AM does not have a specific learning strategy for utilizing these digital learning resources. Mr. AM only uses the lecture method and does not involve students actively. Students perceive that digital learning resources need to be improved and prefer to learn directly from the teacher. Students also argue that digital learning resources do not make their historical knowledge more critical. Thus, it is essential for history teachers to continuously improve their competence in utilizing digital learning resources and designing effective learning strategies to improve the quality of history learning. That will help students better understand and appreciate history and improve their thinking.

REFERENCES


