

# Students' Need Analysis of History Lesson Based on a Local Historical Figure of the King Sang Nualuh Damanik

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## ABSTRACT

History is a subject that instills students' enthusiasm to always advance the nation and country as a sense of pride and gratitude for the services of the heroes who had struggled to defend and win Indonesia's independence. Encountering the history of the struggle of the heroes able to encourage younger generation to have a high historical awareness that is reflected in everyday life. Learning history in a school which meets the students' needs effects a good historical awareness for the students. This study aimed to analyze the students' needs in learning history based on the local historical figure of the King Sang Nualuh Damanik. This research was conducted at a state high school in Indonesia. Participants in this study were thirty-four of eleventh grade students and a history teacher. This study used a qualitative method by collecting data from questionnaires to thirty-four students and interviews with a history teacher and five students. The results showed that students needed learning media that were integrated with technology in the teaching learning process of history based on local historical figure of the King Sang Nualuh Damanik.

**Keywords :** History Awareness, Need Analysis, Technology

## I. INTRODUCTION

Historical education is one of the subjects in schools that opens up knowledge about the heroes' struggle in fighting and defending the homeland from the invaders who want to conquer it. The role of the heroes experienced very valuable for younger generation. The history of the struggle of local figures is an effort of the heroes to defend their territories from the colonization of other nations. The story of the struggle of the heroes became a lesson and model for younger generation in filling independence. Getting to know the local heroes is one of the history lesson's materials contained in basic competencies.

Today's life is inseparable from technology integration. With the conveniences offered by technology, this

makes it easier for human business. The changes of technology is very rapidly in whole aspects of life. Technology affects the educational aspect (Erkhan, 2013), it can support effective teaching and learning. Teacher as a facilitator in learning activities should have the ability to master technology then makes an innovation for learning media so that the effectiveness of teaching and learning is realized.

Many researchers use technology as the teaching media. Akhyar (2018) investigated the perception of junior high school history teachers in developing digital book as teaching materials. The results of the study showed that teachers responded positively to the development of digital book teaching materials. However, in classroom teaching practices, the use of technology should be adjusted to the availability of the

facilities in schools. In the study conducted by Akhyar, there were obstacles for the teachers in the form of limited time to teach and limited access to technology.

To set up more meaningful historical awareness to students, they need to study local historical figures. In this study, researcher discussed a local historical figure from North Sumatra, namely the King Sang Nauluh Damanik. As students who study in a school of North Sumatra area, namely in the Pematangsiantar, students need to know the historical figures who had served in the struggle for independence from their territory. This research aims to analyze the learning needs of history lesson based on the struggle of the local historical figure of the King Sang Nauluh Damanik. The selected high school in Indonesia became the research setting and thirty-four students and one history teacher became the research participants.

## II. LITERATURE REVIEW

Teaching history lesson often becomes a dilemma for teachers (Erdogan, 2003). Teaching history is a series of facts that are often taught through remembering and aiming to complete examinations or as a culture of reading (Whelan, 1997). Teach students through speech method make it difficult for teachers to motivate students to be interested in history lessons. Students assume that history lesson is a rote learning in which students describe history with no end, boring, and just wasting times to learn it (Safran, 2006).

Learning sources are things that bring benefits to students and educators as sources for learning materials and learning experiences in accordance with the objectives to be achieved (Sanjaya, 2006: 172). Teaching history method generally involves three components, namely teacher, students, and textbooks, and this is the communication that conveyed to students (Safran, 2002). Textbooks as the only source of subject matter have limited scope of material to

adjust to the proportion of other material and also the allocation of time available. According to Jaedun (2010), the use of textbook as a learning source makes learning based on text which is not effective to be applied.

Learning media is a tool in the learning process that is carried out both inside and outside the classroom. Further, learning media is a component of learning sources or a physical vehicle containing instructional material in the student environment that can influence students to learn (Arsyad, 2011). Media is a learning information delivery tool that has the following benefits: (1) clarifying the message so that it is not too verbalistic, (2) overcoming the limitations of space, time, energy and sense power, (3) fostering enthusiasm for learning, more direct interaction between students and learning resources, (4) allowing children to learn independently according to their talents and visual, auditory and kinesthetic abilities, (5) providing the same stimuli, experiences, and perceptions, (5) a learning process containing five communication components, namely the teacher as a communicator, materials learning, learning media, students as communicants, and learning objectives (Daryanto, 2013, p. 5-6). So, it can be concluded that the media has a positive influence in motivating learning by involving active communication between teacher as a communicator and students as communicants, providing an understanding that learning activities can take place easily, fun and has a great possibility in achieving learning objectives if learning media is available.

Building good communication between teachers and students can support the effectiveness of teaching and learning process. By creating a friendly atmosphere between the teacher and students in the teaching process, it will generate a strong emotional bond between them. Connection on the one hand is characterized academically according to the level of

school education and on the other hand is emotionally characterized (Semiawan, 2017: 34).

The use of instructional media in learning history can realize the main purpose of historical education. Teaching media in learning history can make students easier to understand the subject matter by looking at the appearance of instructional media that is interesting and fun. The media of teaching history also makes history come alive, vivid, and relevant to the lives of students with the present or future orientation (Kochhar, 2008: 210). Thus, the use of historical teaching media can improve the history learning outcomes. The use of teaching media in schools must be adjusted to the condition of the school, whether the facilities and infrastructure in the school support or not.

Submission of more innovative teaching materials can be done through the digital world. This tool becomes an alternative in conveying knowledge (Grand-Clement, 2017). In addition, digital technology has a positive influence on the younger generation. Comparison between the younger generation and the adult generation, that the younger generation who grew up in the era of technological mastery has cognitive and affective abilities that are characteristically different from the adult generation (Suh, 2011). Teaching history that is integrated with technological and multimedia tools provides motivation for generations born in the digital age where they are accustomed to learning, communicating, playing, and interacting using screens (Moura, 2008, p. 142).

Students who appreciate local history have a better understanding of increasing sense of belonging (Aktekin, 2010). Students who have historical awareness show psychological change significantly in behavior based on history education (Demircioğlu, 2005). Meanwhile, according to Sulistiyono (2009), events of a local history where students live can build

students character, foster an attitude of social solidarity, and as a means of reconciling social situations.

### III. METHODS AND MATERIAL

This research is a descriptive qualitative research. The data in this research were taken from the results of filling out a questionnaire distributed to a total of thirty-four of eleventh grade of state high school students in Indonesia. Data were also obtained from interviews with five eleventh grade students selected using the purposive sampling method, and a history lesson teacher at the same school.

The questionnaire contained eleven statements about students' needs for learning history based on local historical figures. Students fill out a questionnaire by choosing the statement "Yes" or "No". While the interview contained questions relating to the current state of history learning at school, learning needed by students, and students' historical awareness of the local historical figure of the King Sang Nualuh Damanik. Henceforth, the data from questionnaire and interview were analyzed using interactive methods from Miles, Huberman, and Saldana (2014). The steps of data analysis consist of four stages, starting from the stages of data collection, data condensation, data display, and drawing conclusions or data verification. Furthermore, method and theory triangulation were carried out to guarantee the validity of the data obtained.

### IV. RESULTS AND DISCUSSION

#### A. Results

The researcher distributed a questionnaire about the history learning conducted in the school and needed by students. The questionnaire consisted of eleven statement items with the answer choices "Yes" and "No". Also, the researcher conducted interviews with

five students and a history teacher. The results of the questionnaire were displayed in the form of a percentage. While the interview data was used as reinforcement data from the questionnaire analysis results of the students' needs.

The first item is students' interest of history learning. Total 29% of students answered yes. This means that 71% of students disagreed that learning history was fun.

The second item states that history lesson is students' favorite lesson. Some students agreed, which was 24%, while the majority of students (76%) did not make history as their favorite subject. Student statements that history lessons were not favorite subjects were also conveyed through interviews conducted by student AAP. The student said that he did not particularly like history because it was boring. According to AAP, the subject matter came from textbooks provided by schools, and teachers gave lectures in front of the class for students to listen to. The same statement was conveyed by student EG as follows:

*"So far, Sir, I don't really like it because it's a bit boring by the way the teacher teaches is delivered from the front of the class, followed by a presentation in front of the class, and always so at each meeting."*

According to student EG, history lessons bore students because of the monotonous way of teaching.

The third item showed that from a total of thirty-four students who filled out the questionnaire, only one student stated that history lesson was not difficult. Most students considered history to be a difficult subject. The results of an interview with one student named DS showed that history lesson was considered difficult by students.

*"It's difficult, Sir. The history lesson makes me bored as the teaching method is monotonous. It is difficult because when the teacher gave the lesson, we tend to ignore the teacher explanation and it resulted in the unknown of the answers to questions delivered by the teacher. We could not answer the teacher's questions, especially the students sitting far from the teacher."*

In the interview, DS explained the reasons why history lessons are difficult to understand. Students tended to get bored with teaching methods in class, so students cannot focus on the material delivered by the teacher. This has an impact on students' lack of understanding of the material being studied.

Next, item number four discusses the availability of textbooks on history in schools whether there is enough for one student to get one textbook. The results of the questionnaire stated that all students thought that the history textbooks were sufficient for students. The use of teaching materials in the form of textbooks was also delivered by teacher MD at the interview. The teacher explained that the teaching material used was taken from textbooks available at school. Occasionally the teacher displayed videos and other material obtained from Youtube and browsing in which students could not access freely because of the limited opportunities given to students to access the internet through the students' cellphone.

Item number five is a response from the previous student statement on number one, two, and three. Students need interesting historical teaching material, and from this statement all students stated that they needed it. The data was supported by the results of interviews conducted with students. The student DS explained that students would not be bored if the history lesson conducted using instructional media that consisting of interesting music, videos, and images. Students liked it because they could access videos too. Then, student FM stated that the students were more

interested in the lesson that were accompanied by video playback based on the material being taught.

*"Yes, it has a picture, Sir. If possible, the video can also be made so that it doesn't get bored. I am more interested if the lesson is accompanied by a video showing the lesson explained by the teacher. It makes me not sleepy. "*

The statement from the student FM was also the same as that conveyed by TED and AG. The students liked the subject matter that contained pictures and videos.

Then item number six is about the use of technology in history learning. Thirty-two students stated that they liked learning using technology, and only two students said no. Student statements on this item were in accordance with the results of interviews conducted by several students about the need for teaching materials they wanted when learning history. The use of teaching materials by integrating technology was also approved by teacher MD. Teacher MD also explained that learning integrated with technology can facilitate students in learning. Students will be more interested in technology in the millennial era as it is today.

*"They are so fond of everything related to technology and always access everything by using technology. They are quite proficient and enthusiastic in using cellphones and computers. "*

The teacher MD also said that the school had been facilitated with two computer laboratory rooms, each containing 40 computers that could be connected to the internet. However, teachers still rarely use technology in teaching so that the laboratory is not maximally used in teaching and learning activities.

Item number seven is the students' statements about the subject matter of history. From the results of student statements through a questionnaire, as many

as 74% of students know the struggle of national heroes. This means that more than half of the total students are familiar with the subject matter of history that deals with national heroes. However, for items in the next number which contain statements that students know about the struggles of local heroes, only 29% of students said yes.

Next to item number nine is the local hero figure, namely the King Sang Nauluh Damanik. As many as 85% of students do not know about the figure of the King Sang Nauluh Damanik. Data from the interviews show that students know the local historical figure of the King Sang Nauluh Damanik only by name. Students DS and FM stated that the local figure of the King Sang Nauluh Damanik, was a hero who came from the Siantar area, North Sumatra. Student EG explained that he knew the local historical figure of Sang Nauluh Damanik because the name of the hero was used as the name of a stadium in the City of Pematangsiantar. From the results of the interview, it was concluded that the students did not know deeply about the profile of the King Sang Nauluh. The teacher conveys the historical figure of the King Sang Nauluh Damanik in a History lesson at a glance, so the students do not yet know the characters from their area. Then the MD teacher explained that the material about local historical figures was only briefly mentioned in the textbooks used by students.

*"They don't know much because it is not included in the teaching materials in the textbooks. Even though the textbooks mentioned that there are resistance movements in the regions, but it is only a small amount. "*

The limited explanation that is available in the textbooks about local historical figures is one of the reasons for the lack of students' knowledge about local historical figures.

Item number ten is about students' needs for teaching materials that are integrated with the figure of King Sang Naualuh Damanik. As many as 100% of students stated that they needed teaching materials that were integrated with the local historical figure. Teacher MD argued that the integration of historical teaching materials with the local historical figure of the King Sang Naualuh Damanik was needed.

*"If I think well enough, yes, because this is a king who is quite well-known as our local figure, so it is natural and appropriate for him to be learned for students."*

Next to the last item is a statement that the local history teaching material of the struggle of the King Sang Naualuh Damanik. It was used as a learning source in schools. All students who filled out the questionnaire agreed with the statement. Then teacher MD also stated the need for local history material to be taught in schools.

*"If I think it is needed, seeing students now more familiar with artists on television on YouTube in the comparison of heroes in their own regions, this is very sad especially there is a Batak's proverb "ulang lupa bona" which means that you don't forget the origin, now this is quite dangerous for students who do not know the history of the region which turned out to be quite extraordinary and can be our pride as Pematangsiantar community."*

The following is the summary of the data obtained by questionnaire showing on the table of students' need analysis.

TABLE I. STUDENTS' NEED ANALYSIS

No	Aspects Observed	Students' Response (%)	
		Yes	No
1	Learning history that has been going on is fun.	29	71
2	History lesson is my favourite subject.	24	76
3	History lesson is difficult for me.	97	3
4	The history lesson textbook is available at school (one book for one student)	100	0
5	I need teaching materials that makes me interested in history lesson.	100	0
6	I like teaching materials that are supported by technology.	94	6
7	I know the struggle of national warrior.	74	26
8	I know the struggle of local heroes.	29	71
9	I know the struggle of Raja Sang Naualuh Damanik.	15	85
10	I need teaching materials which are integrated to the struggle of the King Sang Naualuh Damanik.	100	0
11	I agree if the history learning materials of local history of the struggle of the King Sang Naualuh Damanik is used as the learning source at school.	100	0

## B. Discussion

Analysis of the needs for historical learning materials in the eleventh grade of students at a state high school in Indonesia formulated several theories of research

results. The history learning process by using printed media in the form of textbooks gave rise to responses from students and teachers about the usefulness of the book. The results of a research conducted by Darwati (2011) showed that the obstacles in using a textbook as learning source and media occurred such as from choosing to using the book and the new history discourse had not been accommodated yet, also the limitation of the textbook availability. The limited material available in textbooks requires teachers and students to get material from other sources to expand student knowledge.

The students' condition in learning history such as students feeling bored and having difficulty in understanding the material presented by the teacher is an impact experienced by students because of the monotonous teaching methods and less attractive to students. Teaching with the lecture model is one of the teaching methods applied by some teachers. Jaedun (2010) argues that the use of textbooks as learning resources makes learning based on text, and methods such as these are ineffective to apply. Therefore teachers need to innovate to utilize teaching materials that make students interested in history lessons.

One teaching medium that can be developed to increase students' attractiveness to historical teaching materials is to develop technology-based teaching media. By using technology in the learning process, students will be more interested because they almost always use technology in everyday life. Research on the use of teaching media integrated with technology in history lessons has been conducted by Izmi (2016). In that study, Izmi used mobile learning media in the form of an android to increase historical awareness for high school students in Indonesia. The results of the study indicate that the media is effectively used to increase students' historical awareness. The interview results show that students prefer teaching material in the form of audio, video, and images. With the integration of technology aside from textbooks,

students become more motivated to learn. This fact is consistent with the statement from Cahyono (2015) which states that the media can be used to visualize historical facts as historical sources in history lessons. By using instructional media in the form of audio, video, or pictures, students will more easily understand the history of the past.

So it can be concluded that if the method of teaching history in the class is interesting and makes students motivated to follow the learning process, students will no longer feel bored with history lessons, students will pay attention to the subject matter seriously, students will choose history lessons to be their favorite subject, and in the end they will assume that history is easy and fun. This research is in accordance with the results of research conducted by Lestari, Suryani, Musadad (2019) in their research on the use of historical teaching media showing that the learning process in the classroom using interactive learning media such as interactive multimedia can encourage interest and motivation in learning.

Students have a low level of historical awareness of local historical figures. Many students do not know the historical figures in their area of residence. The history of local figures is included in the subject matter of history, but the explanation of these local figures is very limited.

## V. CONCLUSION

The results of this research on analyzing students' needs in history lessons based on local historical figures of the King Sang Nauluh Damanik showed some students' needs for effective learning. Learning history at school had made students feel bored. This was caused by the teaching method in the form of lectures with material sourced from textbooks provided by schools. Students were difficult to learn effectively and to understand the material delivered by the teacher. Therefore, most students considered

that history lessons were difficult subjects. Students needed teaching materials that made them interested, namely teaching materials that are integrated with technology. Teaching materials completed by pictures, audio, and video made students became motivated to learn. Then, students' knowledge of national history was good because teacher often conveyed the lesson. Students were also familiar with the names of national historical figures. However, students had limited knowledge when being asked about local historical figures. This was because the teaching material was delivered briefly by the teacher and also the limited local history material in the textbooks students use as a learning reference book. Historical awareness reflected the national identity. The need of historical awareness for students was to make students aware of the importance of maintaining and filling independence. By integrating local history into teaching history using technology media in teaching learning process, it makes students have a historical awareness, especially the history of the struggle of local heroes in their area.

The results of this study can be used as a reference for teachers in designing an interesting learning atmosphere and to further activate teaching and learning activities in the classroom so that learning targets are achieved. Teachers and students also need to develop innovations in learning by utilizing available technology. For other researchers working in the field of education, especially teaching history, this research can be used as a reference to conduct other research which relevant to this research, particularly research of the technology integration in education.

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