Research Paper

Design of Pop Up Scrapbook Media to Strengthen History Comprehension Ability in SMA Negeri 1 Pekalongan, Lampung, Indonesia

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ABSTRACT

Learning history requires an understanding so that history can be understood more meaningfully. Not just remembering the facts of the past, but also connecting them with the present. To strengthen students' historical understanding, historical learning media are needed that are interesting for students. This research aims to design of learning media for pop-up scrapbooks and describe their eligibility for use in high school. This research is the Research and Development level of the first, with a focus on designing learning products. The results of the study showed that the design of the learning media pop-up scrapbook following core competencies and basic competencies in the Kurikulum 2013. The results of validation by material experts in stage I with a percentage of 81% (Very Strong), stage II of 95% (Very Strong), there was an increase of 14%. The results of validation by learning media experts in stage I are 76% (Strong), stage II of 97% (Very Strong), there is an increase of 21%. The results of the responses of students to the design of instructional media by 97% (very strong). It was concluded that the history of learning media in the form of pop up scrapbooks should be tested as a medium of learning history to strengthen the students' historical comprehension abilities in high school.

Keywords: Learning Media, Pop Up Scrapbook, Historical Comprehension, History Learning

INTRODUCTION

Education has a large role in advancing the country. The quality of human resources can be improved through education so that they can participate in building the nation and country, and are ready to compete globally. That is, education and humans can not be separated. Because education is needed by humans as an effort to improve the level of root thinking can maintain life.

Activities in learning that provide experience and understanding, different experiences to understand the knowledge, skills, and values contained in the learning material. Learning that is fun and motivates students can be applied. Such learning needs to be developed also in learning history one of them by using variations of learning media. Because learning history is one of the compulsory subjects studied by students. The subject of history is science aimed at making students able to understand past lives as a reflection of life in the present.

This is following government regulations Republic of Indonesia National Education System Law No. 20/2003 Article I which states that "Education is a planned effort to create an atmosphere of learning and learning process so that students actively develop their potential to have spiritual strength, self-control, personality, intelligence, noble character and the skills needed by themselves, society, nation, and country".

In history learning activities, students need a picture in understanding historical events. The picture was created because of reason. The process of reasoning that provides a

picture is very important in learning history because it helps students in combining historical facts in their minds, describing events that take place at a time so that learning is more interesting and imprinted within them. Encourage students as if they were in a historical event. In their minds, a picture emerged that they witnessed, felt, involved, and even became historical actors themselves so that students were able to understand historical events.

Koentjaraningrat states that "with the process of individual reason can form a new abstract depiction, so humans can make a description of certain places on this earth" (Koentjaraningrat, 2009). Strengthening the understanding of history (historical comprehension*)* in students needs to be done because it will make students understand how the formation of a historical event so that it can link between the events of cause and effect. Sunaryo revealed that "intellectual skills and abilities are a demand in schools and colleges, which involves understanding" (Sunaryo, 2012)**.**

The understanding gained by students in learning history makes history more meaningful, no longer learning to memorize a series of facts, because historical comprehension can make students interpret past events, be able to relate to the present and apply them as lessons in life. "History is not only a series of dry and dead facts but has a deep meaning for human life." (Aman, 2012).

According to Ma'mur (Setyorini, 2018) historical comprehension includes The ability to hear and read historical stories and narratives with full understanding, to identify the basic elements of a narrative or story structure, and to develop the ability to describe the past based on the experience of the actor. history, historical literature, art, artifacts, and historical records from his time

The problem now is how to develop media that can convey facts that will be processed in the minds of students, connecting and forming historical comprehension. According to Arief (Arief,

2014) "media education as one of the learning resources which can deliver a message so that it can overcome the problem of learning the communication process that is often ineffective and inefficient".

With the limited learning media that discusses the history of Indonesia and the lack of availability of learning media about the history of Indonesia, especially about the struggle to realize Indonesian independence 1942-1945. Therefore, researchers developed a scrapbook learning media to support and support the history learning process. This is supported by research conducted by Kumalasari (Kumalasari, 2016) on Developing Student's Historical Comprehension in Learning History Through the Application of Phenomenography. Based on the indicators developed in writing, the results of the study show the achievement of student learning outcomes in each implementation of the action has increased. So, through the application of phenomenography bring improvements in student learning outcomes in the classroom (Kumalasari, 2016).

Subsequent research by Irawan on Analysis of Students' Historical Comprehension Ability on Independent Indonesian Material (From Rengasdengklok to Pegangsaan Timur) Class XI IPS Even Semester Academic Year 2017/2018. Get the results of research that show that the total students who have a historical understanding of 56.25% while those who do not have a historical understanding of 43.75%. Factors of students who can understand history are, high interest, high motivation, positive attitude when learning and the maximum utilization of learning resources by students while those who do not have historical understanding are low interest, low motivation, negative attitudes and the use of learning resources less than the maximum (Irawan, 2018).

Research conducted by Negara (2017) on the Development of *Bupop Ah* Learning Media (History pop-up books)

on the French Revolution Material based on Love Peace Character Education for Class XI Students in High School. The results of the validation of the material experts get a score of 76 with a percentage of 95%. The results of the validation of media experts got a score of 67 with a percentage of 93%. The results of small group trials in the field get a score of 374 with a percentage of 93.5%, the large group trials get a score of 1245 with a percentage of 94.5%. The pre-test results obtained an average of 35.1 and the post-test results obtained an average of 76.3. Then the learning media of Bupop Ah can be said to be effective for use in learning history related to the learning outcomes (Negara, 2017).

From the studies above, it shows that pop-up learning media has been widely studied and developed. However, learning media for pop-up scrapbook material struggle to realize Indonesian independence 1942-1945 no one has reviewed and developed it. So, the development of scrapbook pop-ups is expected to be able to solve the problems that occur. The purpose of this research is to develop scrapbook pop-up media as a medium of learning history to strengthen students 'historical comprehension and to describe the feasibility of scrapbook pop-up media as a history learning media to strengthen students' historical comprehension.

METHODS

The research method used in developing learning media is a development model adapted from Sugiyono level one research (Sugiyono, 2015). The research steps are as follows:

Potential and problem analysis. From the results of observations and interviews with teachers and students in SMA Negeri 1 Pekalongan, students in learning history cannot yet review the material that has been discussed. Existing media is less interesting, but it also feels boring, making students not optimal in learning which results in a lack of strong historical   comprehension abilities. Therefore, learning media are needed that

can strengthen students' historical comprehension abilities. It is expected that the visual learning media Pop Up Scrapbook on the subject of History can facilitate students in understanding a historical event and learning becomes more meaningful and inherent in students so that students can take the wisdom of each event and can be applied in everyday life.

Data collection. After the potentials and problems are obtained, then it is necessary to gather various information that can be used as material for the planning of certain products that are expected to overcome these problems. Data collection techniques carried out by observation, interviews, questionnaires, and tests. Observations and interviews are used to obtain research data in the form of conditions for the use of learning media that have been used and an overview of the level of understanding using learning media in class XII students in SMA Negeri 1 Pekalongan. Interviews were conducted with subject teachers and students to find out their responses about the learning media of pop up a scrapbook. Interviews were conducted verbally in face-to-face meetings. Meanwhile, the questionnaire contained a list of questions to be answered by respondents. The type of questionnaire used in this study was a closed questionnaire. The type of questionnaire used was the Likert scale (the highest scale). By using a Likert scale, the variable to be measured is used as a starting point for making instrument items in the form of questions or statements that need to be answered by respondents. Each answer is related to the form of a question or attitude support expressed. The questionnaire compiled included three types according to the role and position of the test subjects in this research and development, namely a questionnaire for material experts, a questionnaire for design experts, and a questionnaire for students as media users.

Product Design. The intended product design is the initial product design that will be validated, the results of the analysis of potential and problems, as well as the

collection of information. The final result of this activity is a complete initial product design and is ready for validation and due diligence. The steps taken in this activity make the design by the scrapbook pop-up media components and their indicators and following historical comprehension indicators.

Product design validation. Design validation is a process of activities to assess whether the product design is feasible or not. The validator or expert to validate this scrapbook pop-up learning media is a lecturer from the Universitas Muhammadiyah Metro as a design expert and material expert, history subject teac er at Pekalongan 1 High School, and the results of the XII grade students' responses at SMA Negeri 1 Pekalongan.

Product Design Improvement. After the product design is val dated, the advantages and disadvantages will be known. Then design improvements were made to complete the shortcomings and request re-correction of matters relating to the appearance and feasibility of the learning media presented. The results of this revision are expected to form a media for learning pop-up scrapbooks on the struggle material to realize Indonesian independence class XII in SMA Negeri 1 Pekalongan.

RESULTS AND DISCUSSION
The Use of Historical Learning Media in SMA Negeri 1 Pekalongan

Based on observations and interviews with history subject teachers on the use of instructional media in SMA Negeri 1 Pekalongan, it was found that the use of instructional media was still focused on textbooks and worksheets, supporting facilities and infrastructure such as LCD Projectors with a very limited amount so that in the history learning process was still deemed ineffective, because of the limited use of instructional media which makes it difficult for teachers to channel their understanding of historical material, especially Indonesian history.

The use of media such as textbooks has been utilized to the maximum by the teacher, students working on the questions in the textbook. The limited number of facilities and infrastructure such as LCD projectors make teachers must have the creativity and effective ways to provide variety in the history learning process.

Related to the use of instructional media on the material struggle to realize Indonesian independence in 1942-1945, the unavailability of media focused on these materials. In presenting the material, the teacher relies on a textbook, but there is a drawback, namely the depiction of the event that can facilitate students in understanding an event. The teacher hopes that there are media that support textbooks in terms of describing an event so that the delivery of material can be carried out optimally.

Students' Understanding of the Material of Struggle to Achieve Indonesian Independence 1942-1945

Indonesian historical material is very important to be understood by students including the struggle for the realization of Indonesia's independence in 1942-1945. Participants students should be able to understand the material because of the struggles of the heroes who do not just learn but admired and inspiring for learners and can affect their lives. Therefore, the material is very important for students to understand.

The results of interviews with history subject teachers in SMA Negeri 1 Pekalongan can be concluded that students have not fully understood the material for the struggle for Indonesian independence from 1942-1945. They only know characters who are often heard only and cannot explain the cause and effect and the interrelationships between events. The description of an event is needed by students in understanding the material. The absence of event illustrations is major factor students lack understanding of an event. Images help learners in combining facts in history, describing events so that learning is more imprinted in themselves.

Based on interviews with students, revealed that the media used was less varied. The use of textbooks is often less interesting. Students also think that books with a lot of text make them lazy to read and their lack of interest in learning makes it difficult to understand the material.

Forms of Media Needs for Historical Learning Required in SMA Negeri 1 Pekalongan

Based on the results of the interview above, in the history of learning in particular, the use of print media in the form of textbooks is maximally utilized by the teacher. The media is very important to use because, in addition to helping students understand the material, it also helps the teacher deliver the content. Media that can distribute various kinds of messages contained in the material is very much needed at SMA Negeri 1 Pekalongan especially giving a deeper understanding of the material struggle to realize Indonesian independence.

In addition to media in the form of textbooks that do not facilitate students in strengthening their understanding of history, other supporters such as LCD Projectors are still very limited even though they are very useful in displaying a picture of an event so that students only get information from textbooks commonly used in learning. According to (Arsyad, 2010) "to be effective, visuals should be placed in a meaningful context and students must interact with the visual (image) to ensure the process of information". Therefore, students' understanding of the struggle to realize Indonesian independence in 1942-1945 is still low.

This condition became the basis for researchers to combine the two media, Pop up and Scrap. According to Tiyani (Tiyani, 2014) "pictures that appear to appear from pop-up books are in great demand because they are not monotonous, seemingly alive, unique". According to Iva Hardiana (Hardiana, 2010) "scrapbook is the art and technique of decorating a family or personal photo album so that it looks more beautiful". Pop up Scrapbook is a book-shaped media that has a three-dimensional element and there are beautifully written writing and pictures.

The researcher made a scrapbook pop-up that could be used as a support for textbooks and presented information about the struggle for realizing Indonesian independence from 1942-1945 with images related to learning material. The images in the media are presented attractively and help students in understanding an event that occurs. "Learning that listens alone will differ in the level of understanding and duration of memory enduring compared to learning that learns through seeing or simultaneously listening and seeing" (Jalinus & Anbiyar, 2016).

Preparation of the Initial Draft Pop up Scrapbook Material of Struggle to Achieve Indonesian Independence 1942-1945 to Strengthen Student's Historical Comprehension

The current field conditions require scrapbook pop-up media to strengthen students' historical comprehension, this is known based on the needs analysis that has been described. So, researchers will develop a special media to discuss the material struggle to realize Indonesian independence 1942-1945. In preparing this media, it can be arranged based on the terms and development model of Sugiyono (Sugiyono, 2015) which refers to level 1, which is about potential problems which are then carried out with literature studies and also the collection of information that will be used to design products that will be used up to the validation stage to revise the product that will be used by experts or experts so that the product can be said to be feasible for testing.

To be understood by students, in developing media that will be used must refer to the material. In preparing the media, several aspects need to be considered, namely the appropriateness of the material, the presentation aspect, the linguistic aspect,

the appropriateness of the media's assessment to strengthen the historical comprehension, as well as the overall appearance of the media. The preparation of this learning media starts from determining the curriculum analysis on aspects related to core competency and basic competency to be taken into consideration in determining the subject matter of learning to be achieved.

Data Presentation and Product Draft Revision

The scrapbook pop up that has been developed, will then be validated by a team of experts. Material Expert to assess the feasibility of the contents of the discussion material with the media that has been developed. Media experts to assess the feasibility of media design, media use, and also techniques in the media. In the development of this media, critics and suggestions from experts are needed to help researchers create media that can help students in understanding the material and assist teachers in channeling information optimally and as a complement to the media that are at school.

This stage is an activity to assess product design carried out by researchers. Each validator will fill in the questionnaire sheet that has been provided by the researcher by putting a checklist ($\sqrt{}$) in the column that corresponds to the existing assessment aspects or indicators.

From the data obtained in the material expert validation, there is a comparison of the results of the data by 2 validators. To provide a clearer picture related to the results of the validation by material experts stage 1 and stage 2 can be seen in the following table.

Table 1. Results of Validation of Material Expert and Media Expert

Aspect	Validation stage I	Validation stage II	Conclusion
Design Media Experts	76	97	increase 21%
Material Expert	81	95	increase 14%

Source: Research Result (2019)

Table 2. Results of Student Responses

No.	Indicator	Total Score
1	Interest in reading increases	96
2	Interest in material	100
3	More interesting than modules	100
4	Utilization as a source of learning reference	100
5	Sentences are easy to understand	94
6	Interesting 3-dimensional elements	96
7	Attractive appearance and content	96
8	Retention of material	96
9	Interest in learning history	96

Source: Research Result (2019)

Pop-up media scrapbook material struggle to realize Indonesian independence 1942-1945 to strengthen the students' historical comprehension has been declared valid/worthy of the assessment of expert teams, including material experts, media experts, and students' responses. This is based on the results of the validation by the material experts in phase 1 by 81% with the criteria "Very Strong", media experts for the stage 1 by 76% with the criteria "Strong", the results of the validation of the material experts in stage 2 by 95% with the criteria "Very Strong", stage 2 media experts by 97% with the criteria "Very Strong", as well as the responses of students obtained a percentage of 97% with the criteria "Very Strong". Based on the above data it is concluded that the scrapbook pop-up media struggle material to realize Indonesian independence can be tested to strengthen the students' historical comprehension in SMA Negeri 1 Pekalongan.

Presentation of Final Product Validation Draft Product

After the validation of stage 2 is completed, the final product of the pop-up scrapbook media is created, the struggle material to realize Indonesian independence 1942-1945. Consists of front cover, first page, second, third, fourth, fifth, sixth, seventh, eighth, ninth, and back cover. On the second page to the seventh page, there is a QR code or Barcode on each material to be scanned using the Barcode Scan application on android which can be downloaded at Play Store. After being scanned, the android will be connected to the youtube address that contains the discussion of the material.

The first page contains an editorial team, core competency, and basic competency, concept maps, and instructions for use. The second page contains the prologue and the roled card. The third page contains the bombing of Hiroshima and Nagasaki by the Allies and Japan's surrender of the Allies. The fourth page is about the Rengasdengklok incident. The fifth page contains the formulation of the proclamation text. The sixth page contains the reading of the proclamation text. The seventh page contains Soekarno's appointment as president and Hatta as vice president. Page eight, there are 20 multiple choice questions and 5 essay questions. Page Nine, containing source images, bibliography, and curriculum vitae of the author.

CONCLUSION

Pop-up media scrapbook material struggle to realize Indonesian independence 1942-1945 to strengthen the students' historical comprehension has been declared valid/worthy of the validator team's assessment. This is based on the results of the validation by the material experts in phase 1 by 81% with the criteria "Very Strong", media experts for the stage 1 by 76% with the criteria "Strong", the results of the validation of the material experts in stage 2 by 95% with the criteria "Very Strong", stage 2 media experts by 97% with the criteria "Very Strong", as well as the responses of students obtained a percentage of 97% with the criteria "Very Strong".

Suggestion

The suggestion from the first researcher is to continue developing the scrapbook pop-up media to the testing phase. The second suggestion is to deepen the material because there is still much that can be explored from Indonesian history to the present. Then make developments both teaching materials, media, or worksheets with different Indonesian historical materials can improve the quality of education, especially learning history.

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