THE DESIGNING OF TECHNOLOGY BASED HISTORY LEARNING (THE APPLICATION OF TECHNOLOGY BASED SURVEY RESULT IN THE LECTURES OF HISTORY EDUCATION STUDY PROGRAM AT UHAMKA AND UNJ)

by Rudy Gunawan

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Rudy Gunawan[1]

ABSTRACT

The 2013 curriculum is developed for anticipating the development of sciences in the age of 21st century, either in the treatment or in the model of teaching and learning. The Model of learning that should be had developed by the teachers was the model which could shape the ability of students to have the competition to access any kind of information, so that they are enable to develop their own knowledges by their selves. The History education is the material subject that was full of the information and could use any kind of sources formally from internet. This research was the survey to the lectures of history education program study in Uhamka and UNJ about the use of technology in learning and supporting the failure from many sides. From the result of the survey was made the design of history learning by the technological basis, so that the students enable to use the sources that could make the history learning process became fun and meaningful.

Key words: History Learning, Technology, Uhamka, UNJ

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Introduction

The developing of curriculum that was done by the government or usually called as the 2013 Curriculum, has its purpose that is to produce the great Indonesian people who have the following characteristic productive, creative, innovative, and have the sense of affection in their selves through empowering their integrated behaviour, skill, and thought (SISDIKNAS 2012). The 2013 Curriculum is developed to anticipate the growing of human living to anticipate the development of sciences and knowledges in the 21st century, either developing the model of learning.

Picture number 13.1 shows the change of paradigm of learning in 21st Century:

Based on the picture above the model of learning developed by the teacher is a model that is shape the capability of students to able have competencies to produce the information. That skill should be able to make the students independent in making their own knowledge aided by the skills to use the technology. By the help of technology the students will feel easier to get the information and they able to ask critically to answer any kind of questions. The model of learning that is developed must be adaptive and can be implemented for the students in twelve years period of learning begining from elementary until levels senior high school.

Learning is not only the process of knowing from the answers to the questions or the fragment of the body of knowledge, or even the attaintnent of some new values from the explanation of the teacher in front of the class. Learning is the life time journey, the un-ending exploitation to create the understanding of self personally (Rose and Nicholl 2002: 14).

The process of learning was adapted to the demand of the contemporary life and to accommodate the growth of the age to be placed for the students to imply what they got from the schools. Teachers are hoped to create the connection among the students with the real world, so that the students are given the skills and abilities to compete in the global scale. By the coming of 2013 Curriculum, teachers will have more authority in preparing the students to face the 21st century if the teachers are able to use the media of information and technology.

Meanwhile, the teachers still have the limitation in the use of technology, with the reason if they with the excuses that they do not belong the age where the technology is growing. So that why today it is needed for the university or high education institution to prepare to produce teacher candidates who have experties in handling the using technology. The lecturer has the role for creating the subject of study with the technology basis by designing the material subject, competency, strategy of learning and the evaluation. But, it could not be done, until the lectures of the High Education are ready to give the model of education that can accommodate the technology based teacing, and not only come from the books.

The design of learning was the prove of the seriousity of the lectures and teachers to raise up the continuity of qualified process of students in learning. Becouse as the stake holders, lectures have the strategic function as the agent of change from the un-known to known, and un-understood to understood (Munthe, 2009: 1). The main element of the

design of the specific learning such as subject design, competency design, and the design of learning and evaluation (Munthe, 2009: 6). In that case the design of learning is made by seeing the result of the survey to the lecturers of history education program study in the Muhammadiah University Prof. Dr. Hamka (Uhamka) and the Jakarta State University (UNJ).

The history education is the activity to gain the knowledge through the facts of history, the understanding or apperception about the events that came from the past. The ability to evaluate and to critisize the history writing, to study the technique of history research and to know how to write a good history writing (Arif 2008: 171). Therefore this research focus onthe history learning in the Senior High School.

Technology has been the inseperated part of human life and it has changed the way to communicate and to search the information revolutionary among people, so they people adapt to the technology which has become the basic skills (Eggen and Kauchak, 2012: 25). The concept of computer has awaken for first time came from the Arthur Luehrman in 1971 (Bolick et al, 2003: 301) who said that the computer science was the skill in the use of technology. The technology enable someone to connecting with the source of power wider and much outside the class, so that why the collection of the main sources of the subject is easier to do (Waring and Torrez, 2010: 295).

The former researches that told about the implication of technology in the process of learning in the history education program study might be done by the lecture, that was enable from the research by Bolick, Berson, Coutts and Heinecke in the year of 2003 as the member of The Collage and University Faculty Assembly (CUFA). The research studied that

the use of technology was less in the history learning, they recommended to continue the use of techlogy optimally and doing some publication of the information. The research by Salinah, Bellows, and Liaw in the year of 2011 to the educator of the University in the Southwest in United State of America about the shaping of the skill of the thinking using digital resources. It showed us that the result of the use of the digital sources have not done yet optimally by the teacher, because they kept on using traditional sources such as textual books that tecnology has not been maximized yet in the teaching.

Generally this research aimed at getting the image of the role of the lecturers of History Education in designing the learning by the basis of technology. Specifically this research aimed to knows:

1. The way of the lecturer of history education to use the computer/note book in the class.
2. Support and restriction in the use of technology in the learning process.
3. The design of learning which was unable to integrate the technology and the learning of history.

Based on the explanation above the writer was interested to do research through giving the questioner to the lecture of High Education about the behavior in the use of technology. The subject of questioner was the lecturers of the history education study program in the Uhamka with 13 and UNJ with 17 despondences, they came from reputable university with 'A' accreditation, whose academically and functionally qualified as the educator.

The choose of history education program was caused by the sources of history learning that accessible anywhere from the media either offline or online, so it might be said that

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the skills in the use of technology absolutely was needed in designing the learning plan. The survey showed that how the lecture of history education implicated the technology in the learning process, and designed by the basis of technology.

The Use of Computer/Note Book in the Learning Process

The result of survey to the lecture of history education study program in the Uhamka and UNJ imagined to the description of how often the lectures use the computer/notebook in the making of SAP and the subject materials, the use of chat, email, and video conference, the use of internet and multimedia. The questions were divided into two parts, first part was given in the shape of Likert Scale; and the second was the opinion of the use of the technology in learning process to the high students. Table number 1 showed us the result of the survey:

Tabel 13.1

The Use of Computer/Note Book in the Learning Process

No	Questions	Never	Rare (1-3 times)	Often Enough (4-7 times)	Almost Every times (> 8 times)	Total of Respondences
1	Using technology in learning	2	5	13	10	30
2	Preparing syllabus and SAP with the Word Office program	1	2	10	17	30
3	Developing syllabus and SAP by the software	5	7	10	8	30
4	Using syllabus and SAP whom downloaded from internet	7	16	5	2	30
5	Accessing the subject material from internet	1	10	12	7	30
6	Accessing the subject material from software about history	5	10	13	2	30
7	Doing communication by chat (YM, Facebook etc.)	5	10	8	7	30
8	Doing communication by email	2	9	11	8	30
9	Doing communication by video conference	18	9	2	1	30
10	Developing presentation individually or groups	2	4	16	8	30
11	Uploading material subject to internet	6	15	6	3	30
12	Developing presentation by multimedia	2	7	17	4	30

13	Developing SAP by using excel (spreadsheet) dan databases program	7	16	4	3	30
14	Using learning tools such as video, camera, scanner.	3	11	12	4	30
15	Preparing learning process by the help of hardware	4	11	11	4	30
Total Average of the Respondence Percentate (%)		**5** **15,56 %**	**9** **31,56 %**	**10** **33,33 %**	**6** **19,56 %**	

Based on the result above on the table 13.1, from 30 respondences who filled the questioner, generally the number of 5 respodences (15.56 percent) never use the computer/notebook, 9 respondences (31.56 percent) just 1 up to 3 times in the use of computer/notebook, 10 respondences (33.33 percent) almost often in the use of it as much as 4-7 times of class meeting, and 6 respondence (19.56 percent) almost every time in the using of computer and notebook in the learning processes.

The development of syllabus and SAP, the majority of respondences (17 people) usually make the word office and only one person who don't use it (second question). It might be that the respondence who never uses the notebook just one person, because generally syllabus and SAP are rightly made by using the word program. Syllabus and SAP were developed personally by the respondence, it was proved from the result of the survey, there were only two respondences who used syllabus and SAP that came from download from internet (4th question). It showed that respondences have the ability in developing the learning design based on the needs of the students. Beside of it, software which facilitated the syllabus and SAP were limited, it caused a little number of respondences

who use it (questions number 5). SAP and syllabus prefer made by the word program that supporting more than any other offices program on computer such as excel (question number 13).

The majority of respondences had token the subject material from the internet for developing the subject, but just a little who use the material that came from the software and have not been downloaded yet. Survey proved that the majority of respondences (19 people) often download the subject materials from the internet, and only one person who never download from the internet (question number 5). The openness era of communication and the high access to internet, have made people easier to collaborate the subject materials from such kind of sources. It could enriched the subject matter for the high students. But, there are only two respondences who used the software for learning (question number 6). From 30 respondences only 3 who always use it. They got it from the internet, that was really accessed.

The access communication to the internet today is easier, either by chatting, social media, video conference, or email. The survey proved that 18 respondences did

not communicate using video conference (question number 19). The less networks became the factor of the its limitation, and the classical system meeting might the cause of the rare of the use of the video conference. Respondences prefer to use the email question number 8) and social media. They felt easier to access especially using the gadget begining from the low to the high levels. Another facilities that are usually are used by the respondence in optimalizing the learning process is the using of multimedia, and the developing of presentation and the technology except the computer. Even not in every meeting, the survey showed us that respondences often use that facilities.

The using of power point/ multimedia and another were helped the learning activity to be more interactive and interesting.

From the result of the survey, generally the respondences have used the technology in the learning process. They have believe that the main role of teaching by using the technology as the help for high students to integrate between technology and learning process (10 people/ 33.33 percent) and developing the skills of high students in using the technology to make them adaptable when they become the teacher someday (17 people: 56.57 percent) and there is only one person who thought that technology has any role in the development of learning.

Support and restriction in the Learning by Using the Technology Basis

Table 13.2

Support to access technology

NO.	Questing	Very Agree	Agree	In Doubt	Unagree	Very Unagree	Respondences
1	I have the access to computer in campus/ faculty/ and study program	17	9	2	1	1	30
2	faculty/ and study program have the relevant software that adaptable with technology and accessible to use.	10	9	8	1	2	30
3	The campus has the hardware (such as: computer, printer, infocus, etc.). I need it for the affectivity of learning.	17	8	4	-	1	30
4	The university gives the computer training for students to help them integrating technology with learning.	10	15	4	-	1	30

5	I feel satisfy to the institution and lecture who have integrated technology with learning.	5	13	7	5	-	30
6	I feel satisfy with technical support that I got from my campus.	3	12	8	7	-	30
7	I have the times for using computer in learning process.	10	19	1	-	-	30
8	I joint with my partner to develop and collaborate the learning with technology basis.	8	16	6	-	-	30
9	I join people outside the campus to develop and collaborate the learning with technology basis.	6	9	11	4	-	30
10	Technology increases the efficiency (time and money) at my faculty.	12	16	2	-	-	30
11	to develop and collaborate the learning with technology basis the affectivity (such as: quality and effect to learning) at my faculty.	14	12	2	2	-	30
12	I get support and training from institution outside the campus.	6	11	8	1	4	30
13	The head of faculty is actively promoting the use of technology in campus.	4	13	9	4	-	30

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14	The head of study program is actively promoting the use of technology in campus.	4	18	4	4	-	30
15	The partners are actively promoting the use of technology in campus.	4	19	4	3	-	30
16	The support of technology in campus reflected the face of learning process condition.	9	17	4	-	-	30
	Total	**139**	**216**	**84**	**32**	**9**	**480**
	The Total Average of the Respondences	**9**	**14**	**5**	**2**	**1**	**30**
	Percentage %	**29 %**	**45 %**	**18 %**	**7 %**	**2 %**	**100 %**

The table 13.2 showed the answer of respondences to the support of any sides who took the benefit of the technology. 74 percent respondences (23 people) said that they agreed to support the use of technology that came from many sides. There were only 3 respondences (9 percent) who said that they did not get any support for every side. The available times helps the respondences to take the benefit from the computer on the learning process, so it might help the optimalization of the technology in the classes. The support also could be felt from the campus that had the facility of hardware (such as: computer, printer, infocus, etc.)

The high education institutions facilitated the computer course which helped the respondences to integrate the computer in the learning. They felt satisfy with any kinds of supports either from institution, friends, or technical supports, that could increase the affectiveness and efficiency at the faculties where they work. Except that the use of technology by the head officer of the faculty and the head of study programs have pushed the using of technology in the learning process.

The respondences filled what restrictions they found when the implicating they were technology in the class. From every answers of the respondences the score between 1-6. The number 1 for the less and 6 the most. The complete result showed in the following table 13.3:

From seven questions that were given, majority of the respondences thought that the restriction that they found were too heavy, they felt less exercising and did not have enough time to do exercise in the house. Meanwhile, the thought of computer, and the hope to the head masters the place where the teacher work, their patience when face problem in the technology, access to the source of technology and the demands to lecture for using the technology that preserve the functional position become the neither as the high restriction nor the less in the developing of technology.

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Table 13.3
Restriction in Implicating the Technology

NO	Questions	1	2	3	4	5	6	Total
1	The lack knowledge of the computer and software.	2	10	9	6	1	2	30
2	The lack of head master to the using of technology by the teacher.	2	6	11	5	3	3	30
3	The lack of exercising	2	5	7	10	4	2	30
4	The lack of patience in the using of technology.	4	5	12	5	2	2	30
5	The lack access to the technology (such as: laboratorium, wifi, etc.)	3	6	9	5	5	2	30
6	The less of the times for exercising.	2	3	9	4	8	4	30
7	The lack of demand for lecture to use the technology, caused by the functional position.	2	10	9	2	2	5	30
	Total	17	45	66	37	25	20	210
	Average of total respondence	2	6	9	5	4	3	30
	percentage %	8,10	21,43	31,43	17,62	11,90	9,52	100,00

History Education Design by the Technology Basis

The implementation of the 2013 curriculum using the competency basis demanded the lectures to have the skills of making the design method of collegian material holistically, competency, process/strategy, and research (Munthe, 2009: 2). In the era of information, technologies, the condition of competitions, and the quality of graduations in high education are absolutely needed to have abundant skills in the use of technology in the way to increase the professionalism of the lecturers in lecturing, so it might answer the demand of the satisfaction of educational services for the high students. The competency as high as with the quality of competitions needed.

Based on the survey, the lecturers have used the computer in the making of SAP, could be the example for the high students to be a good teacher, when they make the learning plan that suitable with the basic

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competency required by The Institution of National Education Standard.

The learning plan is specified on the syllabus to direct the learning activity of the student in the effort to reach the basic competency (the Minister on National Education, 2007: 7). Learning plan was completely and systematically played as the design for learning because inside the plan there was the material, competencies, strategy of learning, and evaluation.

The lecturers of history education enable to design the collegian subject materials in the shape of anything, starting with the collecting of information directly or indirectly correlated with the subjects held. The information are sourced from the books, internet, journals, and the result of research and the sharing with partners and seniors. How the lectures in the designing of the material should be informed to the high school students, so when they become the teacher they know how to seeks the subject materials from the internet.

There are three major questions (why, what, and how) for the lecturers in designing the competencies. They enable to give the questions to the university students, for what purpose the students and the lecturer learn that subject? Why they learn that subject? How is the change that will happen after the subject material were mastered? There was a plan for the competencies that might be mastered by the students from all those three questions (Munthe, 2009: 27). Competency means a set of clever action, and full of responsibility, that might be had by someone as the condition for being confessed as compatible by the society in doing the tasks in the specific fields of works. All those behaviors, skills, and knowledgeare measurable (MONE, 2007: 17).

Lecturers and teachers are enable in designing the competencies suited to the field of sciences they hold. For the lecturer the designing of the competencies suited to the designofthecurriculumwiththeconsideration of vision, mission, and the purpose of the institution of high education and the study program, places where the subject materials were taught. The competency was suited with the 2013 curriculum must considerate the competency standard, basic competency, and indicators. The standard of competency was the qualification of the minimum skills of the students that describ the subject mastered, attitude, and skills reachable and attainable in every steps of education degree in the class and in every semester.

7 Standard competencies are number of skills that should be mastered by the students in the subject matters as the preference in the arrangement of competency indicators in one subject matter. Competency indicator is the behavior measured and/or observed to show the reaching of basic competency that become the leading of judgment of the subject. The indicators of competencies are formulated by the using of operational verb which observable and measurable, and consist of knowledges, attitudes, and skills (The Minister of National Education, 2007: 8).

The integration of technology might be deepened during the lecture was designing the learning strategy. The design of learning strategymustbesuitedwiththecompetencies that want to be reached by lecturer and students. The strategy of learning might be said correct if the tools or media suited with the competency as the totality of the learning result which was developed such us cognition, affection, and the psychomotor (Munthe, 2009: 55). The strategy of learning is various, and demand the lectures to be

cleaver to chose the right strategies. In the history education it might be experienced that the global perspective approach strategy as the impact of the growth of technology and science, and the coming of globalization, have caused to the multidimensional effects. One of the changes that demands the teachers to renew their professional skills in teaching.

One of aspects of the demands of globalization to the skills method of teaching is the teacher must enable to present and design various kinds of history education with the global perspective. The global perspective means various kinds of thinking and perspective that use the global view as the basic of thinking, and how they see various kinds of problems in the perspectives of global needs. It has been show by the process of learning when teachers not only become the only one resources for learning, but also the students must have the ability to collect the information from various sources avaliable. The history education is not only the material subject to be memorized, but also educational experience when the students can actively to participate in the learning process. Teachers can push the student from working independently and with groups by giving them the relevant tasks (Wiriaatmadja, 2002: 276-277).

In designing technology based learning strategy, lecturer present the following aspects (Eggen and Kauchak, 2012: 29):

1. Knowledge, the skills and work process representing a innovative professional in the global and digital society.

2. The capability in the system of technology and the transfer of knowledge in the current situation and condition.

3. Working together with the students, partners, and the member of society, using tools and digital sources to support learning success and students innovation.

4. The way to communicate the information and the ideas relevant to the students and partners using the media and digital format.

5. Model and facility of the effective use of the current digital tools, and in the middle of the growth, of the way people seek, analyze, evaluate, and use the source of information to support learning.

Based on the applied strategy done by the lecturers, the purpose that want to reached by the students, has directed the active and innovative design of learning. The design might be applied in various model of learning, because the most important thing the process that involves the student actively and the lecture the facilitator. The process of learning will be successfull if it was various such as interactive learning, restatement, group discussion, individual and collaborated learning.

After the defining the strategy of learning, the lecturer enable to process the evaluation using the features on the computer such as excel and demonstrating how to use it. Evaluation design consists of test, measurement, and judgment. Test is questions or tasks in every points, it has the answers, and it is defined as true if it receives the information about the ability and the competency (before and after following the learning process). Measurement is defining as the score in every questions or tasks based on the rule or formula and the clear standard or criteria. The characteristic of measurement usually uses the specific scale or number. Judgment was the process of taking the decision either good or bad for the result of study by the using of test or non-test

instrument after doing some of the specific measurement (Munthe, 2009: 89).

The process of learning demands the participation of students actively and aimed to grow the cognition, affection, and psychomotor ability in the self of student, so the various measurement is needed in order not only the objective test. By that way, the skills of students in doing the activity either when they should experiment or create the creations that might not be described yet. It is included when the student activity is as long as the teacher teaching, the task of them is to do experiment, modeling, and observation.

The model of discussion and classical learning enable to use the explanation above, because specifically it is designed to help the students to understand the body of knowledge systematically, this modal matches with the technology especially internet (Eggen and Kauchak, 2012: 424). Internet was the rich source of information. The sources of history learning easily might be found there, such as the subject materials about the war, revolution, etc. This way gives student to arrange the information more efficient and minimize the cost and time. The information to finds the line of concept of the body of knowledge. So that, the student will be more interested in learning the history subject.

For example the lecture might be totally altering the phase of presentation from one subject and giving the task to student related to the topic of study. When the students search the information by the internet and prepare the presentation, lecture/teacher enable to use computer/notebook to make the notes and to make the conclusion at the end of the class, and that lead the students to do some discussion as the next phase of talkative-discussion. The tasks to search the information from the internet would help student to learn the skill of searching, even there will spent a lot of time to watch to the social network media.

Assessment to the model of direct learning focused on the understanding of student to the relation of the topics which they learned and implemented it in the new situation. Giving an essay and asking the students to describe the relation among the questions that related to the hypothesis, is effective to judge the topics being taught by the talkative-discussion model. Except that the student might be given the list of concepts systematically to judge the subject that was taught by my talkative method.

Conclusion

The survey showed that generally the respondences have used the technology in the learning process, they have believe that the major role of teaching using the technology could help the student to integrate the technology and learning (10 people; 33.33 percent) and develop the skills of students in using the technology to make them enable to use it when they become the teachers (17 people: 56.67 percent) and there was only one respondence who thought that the technology did not give anything to the learning process.

The high education institutions gave the computer training that could help the respondences to integrate the computer in the learning process, they felt satisfied with any kinds of support from the institution, partner, and the technical support, that made the technology suited to increase the efficiency and affectiveness of the respondences who work at the faculty. The using of technology by the head of faculty and the head of study program and the colleagues also pushed the

respondeces to use the technology in learning activities.

The implementation of the 2013 curriculum using the competency basis has demanded lecturers to have the skills of designing the subject material method for collegial, competency, process/strategy, and judgment. Learning design with the use of talkative-discussion model might be attainable to use because it is specifically planned help student to understand the body of knowledge systematically, this model matched with the technology especially the internet. []

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