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7
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Local history online learning strategies: teacher's perception

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Abstract. The purpose of this research is to determine the appropriate strategy in teaching local history according to the teacher's perception. Usually, local history learning is done directly by making visits to historical places so that it can build a complete picture of an event. However, when learning is being carried out at home, the teacher must be able to determine how to properly teach local history online. This study used a case study research design by taking cases that occurred in the province of DKI Jakarta. Data were collected from history teachers who were involved in history teacher forums and conducted online through interviews and observations via online videos. The results of this study indicate that local history learning can be done online by providing information to students on online site addresses related to local history in DKI Jakarta cultural heritage sites. Hands-on practice carried out by students can help students think critically and give them awareness about the importance of knowing the local history around them to see the world comprehensively.

1. Introduction

Local history is the history of a place, a locality whose boundaries have been determined by historical writers in other words, local history is the study of past events, or a group of people in a certain geographic area. The focus of local history can be places, people or events in a particular location. Research on local history is mostly conducted in Indonesia on places, ethnicities, figures and cultures in one area, given the variety and breadth of the Indonesian state [1]–[4].

Research on local history was carried out to see how much students understand the history in their environment. Local history is often unknown to students, they are more familiar with national history which is taught in schools and supports the existence of Indonesian independence [5]. Whereas major (national) historical events can originate from local historical events, because basically history is a dialogue between past events and future developments [6], [7]. Australia sees the concept of history as a subject in schools as an idea to raise historical awareness rather than just an intuitive understanding based on past memories [8]–[10].

History learning aims to mature students by understanding the identity and personality of the nation through understanding historical events [11]–[13]. History learning is a complex material that includes the transformation of subject matter, because it teaches students to obtain meaning from past events, but at the same time must be able to apply it to present life. [14], [15]. Local history is a part of historical material that can get students closer to history in their own area [12], [16]–[19].

Teachers play an important role in providing effective history education and teaching even though there are different perceptions about effective learning [20]–[22]. The effectiveness of local history learning depends on the teacher's ability to present teaching materials to students. The teaching materials can be in the form of textbooks, historical novels, visits to historical sites, biographies of figures and access through historical sites where students come from. [22], [23]. However, when Covid-19 forces learning from home, teachers must change their learning strategies. Teachers are forced to master online learning media so they can stay connected with their students who usually meet face to face in class [24]–[28].

Problems arise when teachers have different perceptions about online learning, moreover material about local history is often difficult to find online. Based on this, this research investigated the



perceptions of history teachers in DKI Jakarta about local history, learning local history and strategies in providing local history material.

1.4 Methods

This study uses a case study research design in the form of written questions. In an educational context, this design can explore problems and cases [29]–[31]. This approach is used to obtain information about the local historical knowledge possessed by the teacher. Written surveys are used when the research question is related to contemporary online learning phenomena [32]–[35].

This study used a purposive sampling method to select history teacher participants in DKI Jakarta. Participants who were given the questionnaire were members of the History Subject Teacher Conference (MGMP) through the Head of the History MGMP. The use of google form is done because the condition of the school from home make it impossible to submit directly. All participants are informed and asked to confirm their consent that the information provided will be used for search and publication of research results. All participants who filled out a statement of willingness to fill out the survey and interview were deemed to agree to take part in this research.

Data collection was carried out with two instruments, namely questionnaire and interviews which were given via google form. The use of this is carried out in order to explore gender, length of work, and online learning mechanisms and the factors that influence them. The written survey was given with the consequence that the data obtained was limited to each answer filled out by the teacher via google form.

Data analysis was performed by reading the data over and over again by reducing the data. Responses in the written survey were checked and coded by a second author because the interpretive and iterative nature of data analysis could not rely on inter-rater capabilities.

3. Results and Discussion

3.1. Result

This research is focused on exploring and analyzing the readiness of history teachers in online learning of local history material. The results of the research form the following themes: (1) Knowledge of local history (2) Learning local history before the Covid pandemic (3) Local learning after the COVID-19 pandemic (4) teacher comfort in teaching (5) Local history learning strategies at the time the Covid-19 pandemic.

The number of participants based on gender and length of service can be seen in the following figure:

Table 1. Teaching Experience based on Gender

Teaching Experience	Man	%	Woman	%	Total
< 5 years	6	13	6	13	12
5-10 years	10	22	3	7	13
10-15 years	2	4	4	9	6
> 15 years	6	13	9	20	15
	24	52	22	48	46

Based on table 1, the number of male participants is 24 people and the number of female participants is 22, with the most work experience over 15 years of 15 people (33%). As many as 55% of the participants (25 people) had more than 10 years of teaching experience. As many as 34 participants (74%) had more than 5 years of teaching experience so that the participants were experienced and representative in filling out the survey.

Teacher knowledge of local history

All participants answered information related to teachers' knowledge of local history. Of all the participants, 5 teachers (T) admitted that they never taught local history material, namely T7, T8, T22, T34 and T41. Teachers' knowledge of local history varies, their answers can be seen in the following table:

Table 2. Knowledge of Local History

Point	Answer
1	Participants T6, 9, 10, 15, 17, 19, 25, 28, 29, 38, 41, and 42 answered if local history is the history of a particular area.
2	Participants T3, 8, 12, 13, 18, 22, 27, 31, 32, 35, 40, 44, and 45 answered that local history is history that only occurs in certain areas.
3	Participants T1, 5, 20, 24, 33, 37 answered that local history is a history that contains local content to add roles and a part of national history.
4	Participants T7, 26 and 39 answered that local history is a place that has historical sites in their respective neighborhoods.
5	Participants T2, 16, 18, 21, and 34 answered that local history is a past event and only occurs in Indonesia but has an impact on certain areas.
6	Participants 23 and 36 answered that local history is a study of people, places, institutions and communities around us which aims to build a picture of past events and their characters and what was done.

The answers of the majority participants (points 1 and 2) indicate that local history was the history of a particular area or region (25 participants). Meanwhile, the answers from 6 participants indicated that local history can enrich national history (point 3). In point 4, 3 participants assume that local history exists if there are historical sites in their respective areas. Meanwhile 5 participants (point 5) argued that local history only happened in Indonesia but had an impact on certain areas. Furthermore, 2 participants (point 5) explained in more detail about local history. The knowledge of most participants still assumed that local history was still related to an event and a place, this shows that teachers' knowledge is still limited about local history.

This can be seen when participants are asked to provide an example of local history material being taught to students. For the DK1 Jakarta area and its surroundings it is represented by several random participants as follows:

T2 "History of national movements."

T5 "History of Batavia 1900."

T13 "The role of Betawi champions in fighting Dutch colonialism. Betawi Jawara has the ability in *silat* martial arts known as *silat cingkrak*. The figure known to the Betawi community is si Pitung."

T14 "K.H Noer Ali's struggle and the Tarumanegara Kingdom."

T17 "In West Jakarta. Fatahillah Museum, is a historical museum that was built in 1707 which functions as a city hall equipped with office space, dungeon and courtroom. In 2974 (perhaps what is meant by 1974 -researchers-) it changed its function to become a museum."

T22 "The story of "Entong Gendut", the rioting of Tanjung Priok, the story of Daan Mogot, the prince of Jayakarta."

T27 "the history of Depok, the origin of the name Depok city planning and administration during the Dutch colonial period."

T31 "*Geger Pacinan*, also known as the Angke Incident in 1740. This happened because the VOC was worried about the increasing number of Chinese people and their descendants in Batavia. There were frequent disputes and at the peak the governor general of the VOC decided to arrest and kill Chinese people inside and outside the Batavia fortress.."

T33 "the history of the villages in Jakarta, the history of colonialism in Jakarta."

T42 "*Betawi Cengkareng Day*"

T43 “The struggles of the teachers at High School 68 during large-scale demonstrations as a series of processes leading to the 1998 Reformation era. The burning tires that were burned in front of the school stop and the paralysis of traffic at that time caused teaching and learning activities to stop and the atmosphere was tense and there was a sense of fear from the teacher and Students.”

The answer of T2 shows national history, because national movements occurred in all parts of Indonesia after independence in 1945, while answers T14 and T27 represent local history material in Depok and Bekasi, which are on the border and as a buffer city for Jakarta. Other answers show their knowledge of local history in the DKI Jakarta area, such as Entong Gendut, a Betawi figure (the name for the native of Jakarta), the leader of the peasants' revolt in 1916 who dared to fight Dutch colonialism..

3.1.2 *Learning local history before the Covid-19 pandemic*

Prior to the Covid19 pandemic, local history learning was provided to students face-to-face. Lecturing, watching movies and role playing are some of the methods teachers use. Some of the participants gave assignments as was done by T4, T23, T36. The majority of participants gave the task of visiting historical objects, sites and museums and then asked for written reports. Some of the answers from participants can be seen as follows:

T4 “Make structured assignments, namely simple research with historical resource competencies and historical research methods with an article product, infographic and video blog.”

T10 “Lectures, Movies and Role Playing”

T13 “By showing the evidence of relics both in the form of videos and pictures. Then students were asked to explore more deeply about the local history.”

T18 “I gave it on the sidelines of the core/essential material, like before, I put the fat bag on the material of colonialism in Indonesia.”

T25 “Teaches by introducing the names of the streets in the area”

T46 “Give through video shows and visit museums in Bekasi City”

The provision of teaching materials on local history material varies, given the lack of books that discuss local history. Most of the participants (35 people) provided material in the form of power points, pictures, and other printed media. Only 3 participants gave video views. The rest asked students to immediately search the internet and provide a summary of the results of their search for local historical material (8 participants).

3.1.3 *Local learning after the Covid-19 pandemic*

At the time of the Covid19 pandemic, all teachers changed their learning designs because they were required to go to school from home. Teaching on local history material changes by using virtual classes. The use of online media can be seen in the following figure

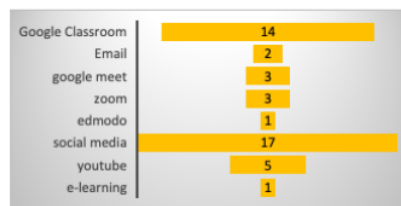


Figure 1. Online media used by teachers

Figure 1 illustrates that as many as 17 people (37%) used social media, 14 people (30%) used google classroom, 5 participants (11%) asked their students to search on Youtube, 6 people used google meet and zoom video conferencing (14 %), as many as 2 participants (4%) used e-learning and as many as 2 participants (4%) communicated using email. Furthermore, to get additional information, several participants gave their answers in writing how they taught local historical material through online media. Researchers took answers that are completely different from each other, because the rest of the answers given are almost the same.

T15 “Because they are not allowed to leave the house, it is changed to make a historiography of how they live there, so they can ask their parents, and I give it via zoom.”

T17 “By using video/pictures/spoken/written through google meet so that students can still explore local history without having to come directly to the location of historical events”

T18 “Maybe later it will be included in the e-learning system”

T32 “By uploading material to google classroom”

T43 “Online, such as providing link recommendations for material resources or learning videos.”

T46 “I will take students to the museum”

Participants T18 and 46 seemed confused by the concept of online learning, T18 still spoke “maybe” which indicates that there was no certainty about how learning was carried out. Participant T46 answered that the online media used was asking students to watch YouTube, but when he is asked how to provide teaching materials the answer would be invited to the museum. But in general, participants already understand the concept of learning through online media.

Teacher comfort in teaching

Teachers who experience online learning can compare comfort in teaching. Researchers asked about the comparison of online and face-to-face learning and most of the participants agreed that it was better to answer face-to-face for various reasons. Even if it has to be online, the largest portion is still given to direct learning (face to face). Some of the teachers' reasons for staying face to face can be seen in the following answers:

T1 “face to face, because online learning cannot interact directly with students.”

T3 “Both have advantages. But I prefer face to face, there is a strong emotional bond.”

T10 “Yes, it is better face-to-face, because in addition to a more effective transfer of knowledge, face-to-face learning will improve the social relations of educators and students..”

T15 "Because the communication relationship is less clearly disturbed by signals, less able to express material, cannot see students' expressions to know whether they understand or not, it's better face to face."

T18 "It is better face to face because it is better able to get the emotional side and can be more interactive so that we know which are the weak and strong sides of children's abilities in each material."

T23 "It should be combined (blended learning) and depending on the character of the subject. There is no online or face-to-face value stratification, maybe only an option that is tailored to the situation and conditions."

T30 "For now, the best is Online because of the Pandemic conditions. Even with all the limitations, every teacher tries their best to provide the best service."

T38 "Obviously face to face is better to be able to immediately get to know the character of students. Online learning has many limitations."

T45 "Each of them has its advantages and disadvantages. Technological sophistication is very helpful in finding information online, but how teachers can touch student characteristics will be difficult, because teachers only see students on a glass screen or in a virtual world without having face-to-face dialogue."

Their answers indicated that online learning had to be carried out during the Covid-19 pandemic. However, direct learning still provides comfort because it is more interactive, can immediately recognize the character of students and improve social relations between teachers and students. With direct learning, communication is smoother and two-way in nature.

We also questioned the constraints in providing local historical material online. They provide answers to the question "The biggest obstacle in learning local history material online?", The answers given include.

T8 "Network and internet quota"

T11 "There are still many sources of reference that have not been published online."

T15 "The material is not conveyed clearly, students do not express themselves whether they understand it or not."

T17 "Not all students know their own area"

T29 "the teaching materials used are still lacking."

T31 "The internet connection is sometimes unstable, there are limitations in providing guidance and there is difficulty controlling students who do not do assignments."

T38 "Cannot survey local historical places and figures."

T41 "Students are less interested in reading."

Participants' answers were represented by some of the participants above, ranging from dislike of reading, network and quota problems, few reference sources, material that could not be delivered optimally and many students did not know their own area. This indicates that the readiness of teachers and students is required to be the same so that local history learning continues to run well even though it has to be online because of the Covid-19 pandemic.

13
Local history learning strategies during the Covid-19 pandemic.

During this pandemic, history teachers still have to provide material, even with all their limitations. We asked about the right strategy in providing material on local history during the Covid19 Pandemic to all participants. Participants' answers varied about this.

T4 "This is a momentum where students are involved and a meaningful learning scheme where students participate in learning designs and assessments such as authentic assessment with the direct learning strategy assignment method to conduct historical research around the student's living environment which has the potential to become local history..

T6 "search for material by browsing through google and google map."

T17 "By delivering the streets virtually to these local historical locations."

T18 "Given a kind of infographic on the sidelines of the main material."

T20 "The right strategy is online learning through online applications. However, the teacher still explains that local history material is inserted in history learning, especially Indonesian history, virtually with the video conference application."

T26 "Take first students through virtual tours that become objects of their local history, project assignments, portfolios."

T29 "Even though the location of the local history is in the vicinity of the neighborhood, due to the Covid-19 pandemic it does not allow students to visit there because student health is the main thing. Therefore, audio-visual learning through broadcasts from Youtube is the most appropriate strategy."

T30 "Maximizing existing digital sources or references such as encouraging students to become members of the National library so that they can borrow open material support online. And updates on the National Archives web, Archeology hall and other historical web.

T44 "Create their own YouTube channel so that students have references from the teachers' initial sources and can be seen anytime and anywhere."

T45 "Teachers must make more learning videos or interesting teaching materials so that students want to know more about the local history around them."

The participants' answers indicated that the teacher was still enthusiastic in providing local history material even though it had to go through online learning. Making learning videos and teaching materials that were attractive and easily accessible to students was something that was revealed by some of the participants. Another strategy is to ask students to create their own YouTube channel and become members of historical websites so that they can enrich their insights. Virtual tours can also be used as a strategy in teaching local history online

2 3.1. Discussions 2

In this study, each finding was analyzed and the relationship between the five themes was sought to obtain comprehensive information and understanding of the readiness of history teachers to provide local history material online. When connecting teachers' knowledge of local history with the way they taught before the pandemic and after the pandemic, there is an illustration that the majority of participants know the description of local history is the history of an area / region, so history teachers assume that students do not know the history of the area. will be able to learn local history. Whereas local history is an event in the past that involves events, places and figures that are geographically limited as well as the emergence of emotional factors, patriotism, heroism and pride. [1], [36].

Conventionally, local history is considered as writing about a city, region or country written from the perspective of the local community [3].

Historians expand the parameters of local history to include the work of geographers and anthropologists, local history is a mansion and local historians are as diverse as their readers. Local history is a study based on various kinds of documentary evidence and placed in a regional and national comparative context, by following the general rules of historical research, namely open-mindedness, honesty, accountability and accuracy. [37], [38]. The learning also varies between direct and online learning. In Australia, local history learning is something that is given from an early age [37]. While in Indonesia there are many local histories only the books are still limited [23].

When teachers are faced with online learning, many technical obstacles occur both from the teacher and student sides. Inevitably, the Covid-19 pandemic has created disruption in education systems around the world, affecting nearly 1.6 billion students in more than 190 countries [39]. A study conducted by the United Nations revealed that the top priority of world leaders and the education community is to prevent the learning crisis from becoming a disaster for a generation. The Global Education Coalition consisting of UN agencies, international organizations and representatives of communities mobilized by UNESCO has been actively involved in supporting a new campaign called Save Our Future which will provide global support for education around the world.

The obstacles that occur in online learning do not only occur in Indonesia, on the African continent, the results of the study show that as many as 82.6% of the class is affected by Covid-19 but only 38.5% offer e-learning options [40]. It is feared that this will have an impact on the quality of education in Africa in the long term, so teachers must determine a strategy that is acceptable to all parties so that learning is more comfortable to do.

The principle of online learning should be known by the teacher, several researchers previously explained that if this principle is implemented, it will at least help teachers and students reflect on learning during pandemic and pandemic times. Online learning should be simple, understandable, interesting and easy to use. In addition, it is better to complement and support self-improvement and innovation. It also requires a technology solution that is affordable and inexpensive for all parties [41], [42].

4. Conclusions

In conclusion, the three objectives put forward can be answered based on the investigation process. History teachers' perceptions about local history show that history teachers know the basic concepts of local history and students are given material according to where the students and teachers are located. Although the concept of local history is still narrow on an event, when explaining it to students, the story of the incident includes aspects of the perpetrator, place and background of the event. The local history learning process also changed when the Covid19 Pandemic hit Indonesia. Usually the teacher can invite students to immediately see the location of historical events, when online learning the teacher must be more creative in thinking about how local historical material is given. Virtual visits, making interactive and interesting learning videos, encouraging students to become members of sites that manage history are a small part of the local history learning strategy, so that students can keep up with the lessons. Of course obstacles still exist, especially those caused by economic factors (internet quotas), infrastructure factors (internet networks) and the skills of teachers to teach online.

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