



STUDENT-BASED INTERACTIVE HISTORY LEARNING MEDIA IN DEVELOPING ANALYTICAL SKILLS IN HISTORICAL EVENTS

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Keywords	Abstract
<i>History Learning, Interactive, Historical Events</i>	<i>In a teaching and learning process, two very important elements are teaching methods and learning media. These two aspects are interrelated. The choice of one particular teaching method will affect the type of learning media that is appropriate, although there are still various other aspects that must be considered in choosing media, including teaching objectives, the types of tasks and responses that students are expected to master after teaching, and the learning context including student characteristics. As a presenter and distributor of messages, learning media in certain cases can represent teachers presenting learning information to students. If the media program is well designed and developed, then this function will be played by the media even without the presence of a teacher. History is an event, a process, and history is the motion of change. This means that what is not an event, what does not describe the process, and what does not analyze change, is not history. Assembling historical material with a structured model, the first step in its application can use the motion of change table with the basic pattern of development by examining facts, concepts, and principles or historical causality.</i>
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INTRODUCTION

Learning is an action taken by teachers and students in a learning environment. It requires various elements, such as learning objectives, materials, educators or teachers, learners or students, methods, media, situations or environments, and evaluation. Supported learning media will make learning easier for students or learners to understand and comprehend. The delivery strategy and the use of media greatly affect the achievement of learning

objectives. To achieve learning objectives well, learning aids or media are needed to make the learning process fun, interesting, interactive and effective. Learning aids or media must also help students understand the teaching material. Starting from the aforementioned background, the author's goal is to produce interactive learning media about history written in the form of script-based writing.(Arsyad in (Putra, 2013)

History materials in schools are abstract, like the concept of fairy tales or stories, and teachers often use them to make it difficult for students to understand. This causes a lot of difficulties for students to learn, especially for students at the lower levels as they are still not able to think critically. Therefore, these ideas should be packaged well so that students can understand the lessons through real experiences. Providing media for the learning process is one way to help students understand difficult information.(Mahmudi in (Cahdriyana & Richardo, 2016)

METHODOLOGY

In this research, Qualitative method is used to collect secondary data from books and journals. This data is then analyzed thematically to find out how interactive history learning media helps students learn to analyze historical events.

RESULTS AND DISCUSSION

According to the Big Indonesian Dictionary (KBBI), interactive media is an intermediary or connecting tool related to computers that operate actively and interact with each other. Tejo in Arliza in (Neha et al., 2023) describes interactive media as a delivery system that uses computer control to present recorded video material to the audience. Viewers can not only see and hear video and sound, but they can also provide active responses, which determine the sequence and speed of delivery. According to Yasa in (Neha et al., 2023) According to Yasa in (Neha et al., 2023), interactive media is a medium that has a controller that can be used by users so that they can choose what process they want.

According to Dewi in Amatullah (Neha et al., 2023) interactive learning media is an intermediary used in the learning process where the sender and receiver of the message interact with each other. According to Gayestik in Priyambodo in (Neha et al., 2023) Interactive learning media is a computer-based effective communication system that has the ability to create, store, present, and re-access information in various formats, such as text, graphics, sound, video, or audiovisual. The media in question is called interactive because it is designed to actively involve the user's response.

Interactive learning media enables communication between teachers and students through electronic media and systems and infrastructure such as application programs. The media in question is called interactive because it is designed to actively engage the user's response. The media in question is multimedia.

The role of student-based learning media

As mentioned earlier, the appropriate use and utilization of learning media is one of the steps taken by teachers to ensure that students learn in an effective and efficient manner and that learning objectives are achieved with the expected results. There are several patterns that teachers use to do this, including using learning media in a way that is appropriate to the learning objectives. (Rusli, 2021)

In accordance with what has been discussed previously, so that learning activities can run effectively and efficiently and achieve learning objectives, one of the main tasks assigned to teachers is to ensure that learning media are used appropriately. Related to the use and application of learning media mentioned above, there are several steps taken by teachers, namely the application of learning media in the classroom environment and the use of learning media in various classroom environments. However, in this study, the use and utilization of learning media, especially in classroom situations, are adjusted to the characteristics or vocabulary to be taught. (Tarigan & Siagian, 2015)

One of the most important characteristics of interactive learning media is that students are encouraged to participate in class discussions rather than just paying attention to lectures or objects. Broadly speaking three types of interaction can be distinguished. In programs the student first, for example, fills in the blanks in the program text. After that, students interact with machines, such as computer terminals, simulators, learning labs, or learning machines. The four interactive media are those that facilitate casual, non-programmatic interaction between students in a tertiary manner.

Benefits of Interactive Media in History Learning

Interactive media in history learning has a very important role in improving student understanding and motivation. Here are some of the key benefits of using interactive media in a history learning context:

1) Increased Motivation and Interest in Learning

Interactive media, such as multimedia that combines audio, video and animation, can contribute to a more engaging student learning experience. This will encourage and motivate students to learn the material more thoroughly. Research shows that the use of this kind of media can make learning more fun and interesting for students, so they are more engaged in the learning process.

2) More Creative and Innovative Material Presentation

When interactive media is available, educational material can be presented in a more innovative and creative way. Through the use of infographics and two-dimensional animations, students can more easily understand the context of the lessons being taught. This is different from the more monotonous traditional method where students only read textbooks.

3) Accessibility of Learning Materials

Interactive media allows students to access materials anytime and from anywhere. After the first download, students can use the app or educational

materials without the need to be online. This gives students the flexibility to learn independently and customize the materials to their needs.

4) Interactions that Enhance Understanding

Through passive interaction with educational media, students can actively participate in the learning process. For example, they may have some subjects they want to study or engage in a discussion about a scene from an animated movie. This not only makes the learning process more interesting, but also helps students understand the material more thoroughly.

5) Support for Teachers in the Teaching Process

Interactive media also helps teachers in teaching academic material. By using tools like Ispring Suite to create educational media, teachers can increase their effectiveness and better meet the needs of students.

Overall, the application of interactive media in history learning not only increases students' motivation and interest in learning but also enriches their learning experience. With innovative material presentation and high accessibility, this media has great potential to improve the quality of education in the field of history. (Dahlan et al., 2022)

Definition and Importance of Analytical Skills in History

The foundation of historical thinking, or epistemological thinking, is the ability to help students understand past, present, and future events, observe and assess evidence, compare and contrast historical narratives, analyze historical illustrations and records, interpret historical narratives, and create new historical narratives based on analysis of previous narratives. Understand the time sequence of historical events and identify the past, present, and future. Identify the moral dimension of each event. Historical analysis includes a series of processes to understand and interpret historical events.

Historical thinking activities are important because historians do not directly write in historical records to obtain information, there needs to be steps taken, namely using scientific research methodology methods so that the results can be thoroughly tested. Historical research methods include heuristics, summary and critical verification, interpretation, and historical research. History learning can build on this historical thinking activity. Starting from the perspective of historical thinking in education, teaching with andragogic principles, or teaching to older students, can also be an effective way to improve students' verification capacity.

Students can use the experience as a benchmark for further education. In addition, students in andragogic education will focus on problem solving and are expected to be able to find solutions to problems that arise. It is hoped that by emphasizing education and based on the idea that adults can learn through education, students will be able to overcome challenges in everyday life, including being more selective in receiving accurate information.

The importance of this historical thinking skill is students' critical thinking ability. Students learn from the past to improve their critical thinking skills (Nurjanah, 2020) Students ask critical questions and engage with arguments

supported by factual evidence. Critical thinking skills are very important because they encompass one very important quality that every student should have in the 21st Century. (Nurjanah, 2020)

Strategy for Developing Analytical Skills through Interactive Media

The strategy for developing analytical skills through interactive media can be done in several steps, as follows:

1) Comprehensive Content Design

Use a combination of media such as graphics, text, images, videos and animations to illustrate the teaching material. This can make the information easier to understand and digest.

2) High Interactivity

It gives users the ability to manage the learning process, choose the right subjects, and adjust the pace of learning. This allows students to learn independently and flexibly.

3) Feedback Response

Integrate a feedback feature that gives students feedback on their answers. This feature helps students understand mistakes and improve their analysis

4) Learning Modularization

Using computer-assisted learning modules allows students to learn at their own pace, time and ability. These modules can be revised and updated to meet diverse learning needs.

5) Motivation and Interest

Using interactive multimedia to make learning materials fun and interesting. This can increase students' motivation to learn and understand the material better.

6) Integrated Evaluation

Conduct periodic evaluations to check students' analytical skills. These can be online tests, interactive quizzes, or projects that require detailed analysis.

By implementing the above strategies, interactive media can be an effective tool to improve students' analytical skills.

Example of Historical Event Analysis Model with Interactive Media

The use of interactive media in history education has been the subject of much recent research. Below are some examples of examples of analyzing past events using interactive media, as well as the approaches and results of this research.

a) Interactive multimedia design of Indonesian History.

This research develops interactive multimedia as a student learning program at school. The aim of this project is to increase students' enthusiasm in learning history by using audio, images and animation. This plan addresses the

problem of teachers who do not have the skills to create effective learning content, thus providing a creative and interesting learning experience for students. shows that the use of video platforms can increase student engagement and understanding of historical information compared to traditional methods such as PowerPoint. The results showed a significant increase in student learning outcomes in the experimental class using this model.

b) Development of local history interactive learning platform

Using the research and development method, the developed media received excellent reviews from property and media experts. Product testing showed that this barrier is excellent for use in the history curriculum and helps students understand national and regional statistics in the context of independent authority wars.

c) Analyzing history learning needs in a digital world

This research analyzes the need to develop interactive multimedia in learning history in high school. Research shows that students are less interested in learning because they do not use digital media. Therefore, the development of interactive multimedia is essential to improve students' ability in the digital world. The various models developed show their effectiveness in creating a more dynamic and engaging learning environment and helping students to understand the historical context through direct interactive experiences and teaching materials.

Implementation of Student-Based History Learning Media

So far, the learning of history in schools has been of little interest to students, history lessons are considered as boring lessons because they tend to be "memorized". In fact, most students consider that history lessons do not bring benefits because the events are in the past and have no significant contribution to the dynamics and development of the nation. Some indicators show that history subjects are not interesting or important are the values of history lessons are not too high and the social science program (IS) and in high school is considered the number 2 program after natural science (AI). Meanwhile, according to Prastowo in Ningrum in the reality of education in the field, we see many educators who still use conventional teaching materials, namely teaching materials that are just used, buy instantly. As well as without planning to prepare and compile their own (Putri et al., 2022)

The use of interactive learning media in history is essential to improve student motivation and learning outcomes. Here are some approaches and results from research related to the implementation of student-based history learning media.

1) Interactive Multimedia Development Needs

Research shows that students' low motivation in learning history is due to the limited use of digital media. Therefore, the development of interactive multimedia is considered an effective solution to improve the quality of history

learning in the digital era. Necessary facilities include projectors, computers, and sound systems.

2) Interactive Media Creation Training

One of the approaches implemented is training for teachers in creating interactive learning media using software such as i Spring Suite. This training aims to improve teachers' ability to present material creatively and innovatively, so as to attract students' interest and create a more enjoyable learning atmosphere.

3) Interactive Multimedia Design

The design of interactive multimedia for history learning involves elements such as audio, video and animation. It aims to provide a more engaging learning experience and help students understand the material better. For example, the use of cartoon visual concepts can improve students' understanding of Indonesian history.

4) Research and Evaluation Results

The results showed that the use of interactive learning media can improve students' motivation and learning outcomes. Evaluation of the developed media products showed that they received excellent ratings from material and media experts, and classroom trials showed a significant increase in students' understanding of historical material.

The implementation of student-based history learning media through interactive multimedia development and teacher training has proven effective in improving motivation and learning outcomes. By utilizing information technology, the history learning process can become more interesting and meaningful for students, and help them understand the historical context better.

Impact of Interactive Media Use

The use of interactive learning media in education has changed the paradigm of students in learning and achieving better academic results. Interactive learning media includes a variety of tools and technologies such as computers, educational software, mobile applications, and other electronic devices designed to enhance student engagement in the learning process. In recent years, the use of interactive learning media has increased significantly in many educational institutions. (Ummah, 2019). One of its main benefits is the ability to present information visually and interactively, which helps students understand concepts better.

By using multimedia elements such as images, videos, animations and simulations, interactive learning media can facilitate a deeper and more engaging understanding for students. In addition, interactive learning media can also increase students' learning motivation.

Obstacles and Solutions in Using Interactive Media

a) Obstacles in Using Interactive Media

Interactive media is an important tool in modern education, but it also has some obstacles that need to be overcome. Some of the obstacles that often occur are:

1. Implementation Challenges

Software and Hardware: The use of interactive media requires adequate hardware and software. Not all schools or regions have adequate access to the necessary devices and internet connections.

2. Interference and Distortion

The potential for distraction and distortion is another drawback. Students may be tempted to play games or not focus on the learning objectives, so it is important for teachers to manage the learning environment to keep students focused.

3. Budget Limitations

The difference between the reality and the aspirations of staff costs is often a big issue. Schools may not have enough budget to purchase the necessary software and hardware.

4. Technical Bugs

Technical bugs are often hard to avoid, even after hours of editing. It's important to constantly check the approved version to identify potential problems or small errors that may have been missed earlier.

5. Non-Compatible Formats

Compatibility between browsers and software versions can be a hurdle. Browsers may display text incorrectly, or SCORM and non-SCORM versions work differently.

6. Diverse Student Interests

Simple instructions may not be understood by all students. Good UX design and demographically diverse tests can help overcome this problem.

7. Uneven Access

Not all schools or regions have adequate access to the necessary devices and internet connections. This can lead to a gap in learning between students who have access to technology and those who do not.

There is a lack of comprehensive understanding of the true effects of using interactive media on students' learning and academic achievement. Further research is needed to understand the interaction between students and interactive learning media in depth.

b) Obstacles in Using Interactive Media

1. Teacher Training

Teachers need to be adequately trained to use interactive learning media effectively and creatively in their learning environment.

2. Strategic Integration

Integration of interactive media with effective learning methods. Teachers need to ensure that the use of interactive media is not just a decoration, but is closely related to the learning objectives and strengthens students' understanding.

3. Continuous Evaluation

Regular evaluation and monitoring of the use of interactive media. Teachers need to regularly evaluate the effectiveness of using interactive media in achieving learning objectives. Feedback from students can also be a guide to improve the use of interactive media in the future.

4. Team Collaboration

Collaboration between teachers, students and parents. With good cooperation, teachers can understand students' needs and adjust the use of interactive media appropriately. This collaboration also helps overcome challenges that arise in the implementation of interactive media.

By applying these strategies, the advantages of interactive media can be optimized, and the disadvantages can be overcome, thus increasing efficiency and effectiveness in the learning process.

CONCLUSIONS

In today's digital era, the utilization of student-based interactive learning media is very important in learning history. Through this approach, students are not only the recipients of information, but also actively participate in the learning process. By using the right tools and techniques, we can help students develop their analytical skills towards historical events. Interactive learning media allows students to explore, discuss and relate historical facts to a broader context, so that their understanding becomes deeper and more critical.

We would like to thank all those who have contributed to the development of this interactive history learning media. Thank you to the educators, students and history experts who have provided input and support. Hopefully our joint efforts can improve the quality of history learning and help students become critical and creative analysts in understanding the events that shape our world. Let us continue to collaborate to create an inspiring and rewarding learning environment.

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