

Improving the Creativity of Senior High School Teachers and Students in Learning History in Klaten District

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Abstract

In the current age of information technology, learning history and culture has its own challenges. The material is really complex that the teaching model and the restricted teaching hours require teachers to deliver the material more creatively. High school students are on the other hand, in a context of immense self-actualization. This, they need to be able to understand history with a new approach. Film is an appealing medium because it uses the language of images and dialog to encourage them to listen. History learning needs to improve in order to meet the aims outlined in the curriculum in the midst of the rapid flow of modernization with sophisticated information communication media. The right media for that are documentary films with the re-recording and reconstruction process. It is therefore necessary to undertake an activity aimed at equipping teachers with film-based teaching techniques, as well as increasing the creativity of high school students in Klaten to identify and record historical phenomena. The location of the service was chosen because of the fascinating historical and cultural potential that Klaten Regency has to record and reproduce. It is certainly not easy to process documentary films, especially historical themes. Skills are required to trace both oral and written sources that can be accounted for as material for the storyline of the movie. Students can practice historical techniques here as well as directly understand historical details and periodicity. The next stage is the professional method of filming, reviewing, editing, and screening films to be viewed in a forum.

Keywords

documentary film, history & culture study, historical method, senior high school teachers and students



I. Introduction

Klaten Regency has the potential to provide interesting historical and cultural education. The history of Klaten is dispersed in the records of the ancient and colonial archives, the ancient archives and the Javanese manuscripts. The note is as written in Serat Perjanjian Dalem Nata, Serat Ebuk Anyar, Serat Siti Dusun, Sekar Nawala Pradata, Serat Angger Gunung, Serat Angger Sedasa and Serat Angger Gladag. In the archive bundle the Surakarta Residency makes historical references to Klaten as listed in Soerakarta Brieven van Buiten Posten, Brieven van den Soesoehoenan 1784-1810, Dagregister van den Residencie Soerakarta 1819, Reporten 1787-1816, Rijksblad Soerakarta and Staatblad van Nederlandsche Indie. Babad Giyanti, Babad Bedhahipun Karaton Negari Ing Ngayogyakarta, Babad Tanah Jawi and Babad Sindula are other resources to trace Klaten's history.

Culture is a human attempt to increase life's dignity and identity by expressing creativity, initiative and work. Culture is one of the most important elements of social growth in a region in order to maintain tradition. According to Srinarwati (2018) Cultural performance involves the manipulation of various media that may be experienced by the eyes, ears, nose, tongue, and touch. Public performances are like social dramas, where groups unite and their ideas become a distinctive culture.

From history and folklore that developed in culture, religious, moral and nationalism are the noble values that shape the cultural features of the Klaten people. Klaten Regency has a very rich variety of cultures and until now it is still a habit or tradition of its people. Several cultures in Klaten Regency include chewing culture, padusan tradition, Syawalan tradition in Sidhoguri Hill, as well as several traditional Klaten ceremonies, namely the Apem Aawiyuu Ceremony, Bersih Sendang Sinongko Ceremony, and Sadranan Ceremony. These historical and cultural aspects are very important to be integrated in education.

Value education is the cultivation and development of one's self life (Sastrapratedja, 1994: 3–4). In value education, an educator has duties and obligations, namely first, seeing the implications of ethical values in each change process, second is helping to develop values in a person (students) and third is helping students to take attitudes and decisions, in planning a meaningful. Whether we know this or not, the approach to value cultivation in different societies is commonly used in general in promoting religious and cultural values. Religious believers tend to use this approach in carrying out religious education programs. (Superka, et. al., 1976). According to Sulaiman (2019) Education is expected to be able to answer all the challenges of the times and be able to foster national generations, so that people become reliable and of high quality, with strong characteristics, clear identities and able to deal with current and future problems.

There are several models of implementing value learning, especially inheritance through direct teaching, including indoctrination, second, the development of awareness of the ethical values of swatata, in which students are helped to grow from stage to stage looking for ethical independence or maturity. According to Flankel (1976: 116–118), there are three value approaches, namely (1) a clarification approach, (2) a moral reaction approach (3) an analytical approach.

Students are expected to be free to earn grades in the clarification approach, allowing students the widest possible freedom to respond to something that has been gained, whether from reading, listening and watching. In addition, to decide the alternatives of choice is to have freedom of thinking and action. It also makes students aware of values, good or bad, so that they can make rational decisions. In this approach students are given the opportunity to express their opinions or views on values to other parties. This can be done through discussion, basically the clarification approach is to train emotions and ratios, so that students are able to make judgments and choices through value assessment. Meanwhile, the moral reasoning approach is an approach by practicing problem solving, as an attempt to improve morals for students or students. In contrast to the approach intended to train students or students to think logically with natural study procedures.

A new approach that must be taken in value education, which includes components, (1) choosing, including cognitive aspects, in this case that values must be chosen freely, values must be selected from various alternatives and values are selected after considering the consequences of the choice, (2) respect, including in terms of effectiveness, values must be manifested in feelings, such as joy and happiness at the choice (3) Acting, including the psychomotor aspect; in this case a person will do something for his choice and repeat it again so that a pattern is formed (Sastrapratedja, 1997).

Documentary films have advantages over other media because they can build more complex narratives and provide more imaginative detail (Perkasa & Sayatman, 2015). The involvement of historical people in documentary film production will give its own character to the quality of the film itself. Historical documentaries will be more accurate in fact, of course without reducing the entertainment aspect itself (Ratmanto, 2018).

II. Review of Literatures

2.1 Partnership Problems

Based on discussions, direct surveys and prior activities to the location in understanding the condition of the community to be fostered, the proposer chose a group of MGMP History teachers of high schools and a group of senior high school students in Klaten Regency.

1. The teacher group revealed that history lessons are a subject that is less appealing to students. High school students receive history lessons from the tenth, eleventh and twelfth grade. For science, social studies and language programs, they spent like 2 hours of lessons in one week. The history of specialization, the tenth grade of Social Science and Language spent 3 hours in one week. The eleventh grade of Social Sciences, the twelfth grade of Social Sciences and Language gets 4 hours in one week. This condition requires a special strategy so that students not only learn from books, but also learn history from experience.
2. A groups of senior high school students experience boredom in studying history. This subject is not tested nationally, but it is still a compulsory subject. For that we need to find a method that is fun, done outside the classroom and provides new experiences. The proposer will help make a documentary film concept to document the history and culture of Klaten Regency so that it can be learned easily by students.

2.2 Solutions Offered

Broadly speaking, the methods used in implementing this activity are lectures, discussions, practice, and evaluation of the films produced. Each activity carried out, the details of the application of the method are as follows: 1) Historical method for documentary film making. Experts and teams give lectures and discussions with groups of teachers and students to provide concepts of historical methods in seeking information as a capital for making documentary films. The team and participants simulated historical methods in interviewing resource persons; 2) introduction to the documentary filmmaking process which includes discussions between the team and participants about the process and tools of documentary filmmaking; discussion of the concept of a documentary film to be made, reconstruction or direct recording of a cultural event; 3) the practice of making film documentaries, among others; the team and participants practiced making documentary films, starting from looking for informants, collecting data, making storyboards to learning technical editing; the team held a documentary film screening so that the results could be evaluated

III. Discussion

The word media is derived from Latin and is the plural form of the word "medium", which means an intermediary or introduction. Media is an intermediary or message messenger from the sender (communicator or source to the recipient). Meanwhile, according to KBBI, media can be defined as an intermediary, a liaison; communication

tools (means) such as newspapers, magazines, radio, television, films, posters, and banners, which are located between two parties (people, groups, etc.). Thus, in general, it can be interpreted that learning media is a tool for the teaching and learning process. Which is everything that can be used to stimulate thoughts, feelings, attention and abilities or skills of students so as to encourage the learning process of students. Learning media can also be interpreted as a tool or means or an intermediary used in the interaction process that takes place between teachers and students to encourage the teaching and learning process with the aim of acquiring knowledge, skills and strengthening what is learned and helping to achieve quality learning goals (Sabri and Gusmaneli, 2015). Learning media is an inseparable part of learning activities at school. The use of instructional media is also a creative and systematic effort to create experiences that can help students' learning process. This is because the media acts as a learning stimulator and can foster learning motivation so that students do not get bored easily in the teaching-learning process.

A documentary film is a film that documents reality. The term "documentary" was first used in the review of the film *Moana* (1926) by Robert Flaherty, written by The Moviegoer, John Grierson's pseudonym, in the *New York Sun* on February 8, 1926. In France, the term documentary is used for all non-fiction films, including travel films and educational films. Based on this definition, the first films were all documentaries. They record everyday things, for example a train entering a station. basically, documentary films represent reality. This means that documentary film means showing back facts that exist in life. A new chapter of Indonesian documentary films began in the late 1990s, in which documentary films move dynamically, among other things manifesting in the form of socio-political advocacy films, art and experimental films, travel and adventure films, community films, as well as alternatives. In the field of art and audio-visual, documentary films have turned into an audio-visual art genre that has both a democratic and personal character. Documentary films then provide an opportunity for everyone to present themselves, whether films that are capable of producing unique, original and distinctive works. With these characteristics, documentary films become works of an alternative nature, both in terms of ideology, content and form so that they are able to attract the interest of the general public and especially young people.

Departing from the two concepts above, this training activity was held in order to increase the interest of teachers and students in history lessons. High school students' level of interest in history is quite low. This is evidenced by the level of competition for Historical Science voters, who on average rank at the bottom of the Joint Selection for State Universities (SBMPTN). On the other hand, teachers also have the challenge of presenting historical material in an interesting manner. To overcome this problem, it is strategic enough to hold activities to increase creativity in making historical and cultural documentary films for teachers and high school students. Klaten district was chosen because of its historical and cultural aspects that have not been explored as a source of learning.

The activity carried out was a 4-day workshop by bringing in resource persons and trainers from film and history experts. Prior to the implementation of the workshop, socialization activities were held with potential participants. The documentary film-making socialization activity was held on August 1 and 2, 2019 at Senior High School (SMA) 2 Klaten. For invitations for activities, it will be cultivated from the province or service branch and in the activity certificate is written 32 hours. History is an interesting subject, but it faces many obstacles. Nowadays people are very familiar with gadgets (phones, Laptop, etc.). Therefore, this activity was carried out with the aim of adding to the knowledge of making historical documentary films so that teachers and students can make

videos that contain events. In addition, it also helps provide documentary film knowledge and training. The expertise that will be provided in this socialization is oral sources for documentary film content, historical methods, and film-making training (shooting techniques, review, editing to screening). The method of carrying out activities is that experts and teams provide concepts of historical methods for film material, then film making. documentary and the last practice of making films (giving independent assignments). The facilities that will be given are certificates, training hours and accommodation. Invitation letters will be asked for a recommendation letter from the regional branch office 5, the name column is left blank, and the delegation for socialization will be discussed by the teacher. The output of this socialization is to improve historical teaching methods, increase the ability to adapt to technology, increase understanding of history for K13 and increase creativity and competitiveness.

The workshop was held on 8 and 12 August 2019 for high school teachers (schedule attached). Meanwhile, the workshop for students was held on August 9 and 13, 2019. In these two activities, speakers who were suitable and understood by teachers and students were selected. From the activities that took place with the teacher, it can be seen that the enthusiasm of the teachers in participating in this event is quite large with an awareness that history is part of character education which is the foundation for the future of the nation. Therefore, history subjects high school teachers in Klaten Regency try to increase creativity by presenting historical documentary films as a learning medium. The workshop was divided into two meetings. On August 8, 2019 it was used as material by Dr. Denny Tri Ardianto about the definition and technique in making historical documentary films. The explanation is accompanied by examples and forms of historical documentary films or videos that can be used as learning media.

The session was also very dynamic with a series of questions and answers. For example, there are films that cause polemics, such as the G30S film, what is the status of the film? In the new history book for grade 12, there are 7 opinions about the G30S, official from the central education agency. Which one should be used for teaching? This question indicates that the teachers are very interested in knowing the extent to which learning media are used so that it provides objective historical knowledge. The speakers answered that there were many polemics about historical films, even after filming. All view from different perspectives because historical facts always contradict each other. It takes courage to tell historical facts. The conflict does not only occur outside the filmmaker but also internally. On the other hand, the foundation for mastery of the theme is valid data and direct experiences from the sources to be selected by means of the heuristic method. Historical films are based on contemporary sources (documents / people). The teacher also asks related to film editing, how to compress a film without changing the image or audio quality? This can be done with film reduction. If you edit a movie using editing software, the images can be cut into pieces so that the duration of the film is much shorter so that the file size is not too big in the end.

The second session of Dr. Susanto on oral history techniques. Oral history is very simple and helps research. Oral history itself is a recorded story or experience. In the process, what was recorded was a key figure such as Bung Hatta and others. This is different from recording people telling stories like legends which are usually called oral traditions. The function of oral history itself is to complement written history. The background of doing oral history is to deepen historical knowledge because history generally only tells about things or events that are on the surface. And many historical events are not recorded. This is what makes oral history necessary. Oral history can also expand on a rigid history that uses only data. Events that are not recorded by documents

can be recorded through oral history such as lifestyle. Changing events related to lifestyle are always dynamic from time to time so that in the process of change there is also a story behind it, because history is the science of change. Oral history cannot be separated from interviews. To conduct an oral history interview, there are three things that must be considered, namely 1) key person (such as the G30S incident, one of the interviewees is Untung Suropati), interview activities cannot be carried out simultaneously, therefore it is necessary to prepare one of them, namely CV. CV which will determine the source of the interview (such as to find out the war strategy, then the one who should be interviewed is the commander), 2) the understanding of the interviewee's profession, namely the interviewer must know the terms used by the interviewee, such as when interviewing a soldier, the interviewer must learn the terms in the world of the TNI, 3) prepare a recording device to show the scene of the recording.

On August 12, the activity was continued with a documentary film making technique by showing the tools and shooting methods to make a documentary film. The activities on the second day are accompanied by independent assignments for teachers that can be done in groups. The teachers were assigned to make short film recordings about pilgrimage activities and historical aspects at the grave of Sunan Pandanarang Bayat. This means that teachers can also simultaneously apply the use of a study guide book about the tomb of Sunan Pandanaran Bayat Klaten which has become part of the 2015-2017 research output. The distribution of tasks is carried out by the teachers themselves with an outline as follows: (1) formulating the title of the film or video; (2) formulating sources to be interviewed as well as making a storyline; (3) making questions as well as conducting interviews; (4) taking pictures; (5) doing editing assisted by the service team.

Activities with students were held on August 9, 2019 with documentary film technique speakers Arief Iman Santosa, S. Sn, M.Sn. A documentary has many genres and often the perception of documentary films is considered boring. There will be differences in taste in digesting a film depending on the presentation of the image. The father of documentary films is the Lumiere brothers who made a film about the journey of "Travelouge" in 1890. In 1926 the term documentary was reused through the work of a film entitled Moana. Documentaries tell reality through a particular perspective or point of view based on facts and data. Its development is the same as other fictional films, packaged in such a way as to attract the audience. It works together with other film productions, namely pre-production, production and post-production which are the standard of work. Pre-production determines the results of the film made. In pre-production, various things are determined such as themes, ideas, ideas and story development. At this stage, what will be produced will be determined (with what theme, what is interesting, have the audience seen the topic, how do people know the presence of the object, how deep the data and information have been raised. There are many stories around us, it's just how we process it). Packaged / presented how (edited in such a way using editing software). Who is the audience or audience (who is the target of the film or show / story for the story you are going to create, that will determine how the packaging one will do. Objects and information that can be raised (personal profile / biography, group / community profile, site or place, events or events. The forms of documentary films are poetic mode of subjective interpretation, expository mode, observational mode, participatory mode, reflective mode, performative mode. The narrative style and story in documentary films depend on the type of documentary film being made, such as dokudrama (dramatizing history based on data), these styles can be combined. Field work requires administrative preparation, budget, licensing, crew / team work and production

schedules. Schedule and budget are closely related, if the production time is long then the required budget is also large.

The basic competencies of film production are directing (story interpretation, style. Style, directing a film according to the script), editing, distribution / screening, camera and shooting. There are several types of cameras, namely celluloid film cameras, video cameras and digital cameras. In shooting, light is needed. Story fiction films pursue good pictures (aesthetics) while documentary films are the most important thing is reality and real conditions are allowed as is. Things that are outside the expectations of the film in the documentary are allowed. The existing camera depends on the light / sensitivity of the sensor. A good camera with noise (spots caused by dark space) has small images. The types of shooting are long / full shot, medium shot, medium close up, close up, extreme close up, wide shot / angel, bird eye, high angle, low angle). Every image that you produce must be managed. In a film there must be a story graphic (opening, prefix, middle, ending). Students who take part in this activity are spread out from 20 schools and already have skills and interests in the field of film. Thus, the material provided can be immediately understood by the participants. In the second activity on August 13, 2019, students were given training on using editing tools and techniques that were easy to understand. Then students are given independent activities in the form of making a video or documentary film about 5 stations in Klaten district, namely: Delanggu, Ceper, Klaten, Srowot, and Brambanan. Each station is operated by 2 to 3 schools simultaneously. The flow of work distribution is as follows: (1) Formulating the title of the film or video; (2) Formulating sources to be interviewed as well as making a storyline; (3) Creating questions as well as conducting interviews; (4) Taking pictures; (5) Doing editing assisted by the service team.

The training for teachers and students is continued with a process of mentoring and consultation with the facilitator. From the consultation process, it was found that each group had its own difficulties. The teacher group can produce good storytelling themes but it has technical weaknesses. On the other hand, the group of students experienced advantages from the technical side of taking pictures but were not so deep when describing or digging up information. In accordance with the expected output of this activity are as follows:

Output target	Senior high school teacher		Senior high school student	
	Condition	Target	Condition	Target
The improved historical teaching methods	Monotone textbook	Being able to use new media to teach history	Boring material is difficult to understand	The increase in the renewed passion for studying history the value of history subjects
The Increased in adaptability to technology	LCD, laptop for teaching only	Using a smartphone or camcorder to record information	Smartphones are for social media use only	Introducing the ins and outs of broadcasting tools, especially film
The increased in understanding of history for 2013 Curriculum	Not available	The teachers need to develop their own method	Not available	Increasing students' creativity in absorbing information through direct experience of making films
The increased in creativity and competitiveness	Not available	History teachers are able to create their own learning methods	Not available	Interested and creative students can be encouraged to enter documentary film competitions at the national level

The results obtained are as follows: Teachers can conceptualize new media for teaching, even make their own films to teach history. Teachers can already use smartphone technology to record an event and know how to make stories with technology media. In Curriculum 13 teachers are required to be independent in developing their own learning methods. To increase creativity and competitiveness, high school teachers in Klaten can develop their own learning methods. Students have a passion for learning history, because they learn while doing activities. This is because students are familiar with broadcasting technology; students become more creative in understanding history subject matter; students are encouraged to excel by using historical documentaries.

IV. Conclusion

Based on the activities that have been carried out, the conclusions that can be drawn are: Teachers and students in history learning need a learning media model that is entertaining but at the same time full of material so that it can overcome boredom in learning history; teachers actually experience problems not only with the making technique but with the substance of historical documentary films because there are many versions in circulation; students already have soft skills in film media, and often get assignments to make films. So that in workshop activities it is easier to receive material. Klaten Regency has a lot of historical and cultural potential that can be explored as local content.

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