

# *Visualize The Colonial History of The Dutch East Indies Government in Lampung as A Local History Learning Media*

Maskun, Henry Susanto, Sumargono

History Education Department, Faculty of Teacher Training and Education,  
Universitas Lampung



**Abstract** – The FKIP History Education of Lampung University courses has a "local history" course. However, until now, learning is still not optimal, so learning results are meager. Limited teaching materials are the source of learning, and learning media facilities are rarely used, such as documentary films about the materials taught. Therefore, efforts are required to develop teaching materials and learning media that meet the student's social and cultural environment. This research aims to visualize the history of Lamphong's Dutch East Indies colony through the use of documentary products packaged in CD to develop learning media for local history courses. The research method used is a research method or research and development (R&D) adapted and modified by Borg&Gall. The procedures include 1) preliminary research, 2) realization of media development and media use, and 4) product effectiveness testing. Product effectiveness testing is carried out through experimental methods. According to the analysis of the validity test results, there are differences in the learning results of the experimental class after the test, which is higher than the control group. The average score of the experimental class score (the group that has received advanced learning media) = 87.68 > the average score of the control class learning score test (the group that has received too much) = 80.81. It proves that by visualizing the history of the Indians in the East of the Netherlands in the Lampung colony to learn media products, and effectively developed documentary products to enhance the prestige of local historical achievements.

**Keywords** – Learning Media, Local History, Visualization.

## I. INTRODUCTION

As stated in Law No. 20 of 2003 on the National Education System, education has become the government's priority for national development. National education aims to develop the ability and form a noble national character, educate the national life, develop students' potential, make them believe in and respect Almighty God, have a noble character, healthy, knowledgeable, capable, creative, independent people. , And become a democratic and responsible citizen. The national education goals are comprehensive, not only academic skills but also other skills such as religion, personality, and social skills.

In order to achieve these goals, the national education system at all levels must be organized systematically. Among the educational courses of colleges and universities, especially the "History Education Research Program", there is a "local history" course. Local history writing plays an essential role in improving people's understanding of national history and preventing students from ignoring the surrounding historical values. Wasino pointed out that history learning should start with historical facts close to the children's living environment (Jumardi, 2017). Therefore, it should be introduced into the content of each student's local historical value in the historical study.

Teaching local history in tertiary institutions is an assessment of the history of a limited area around a student residence/campus which is a short travel distance away, using capable sources (Benda, Budaya; Juniardi, 2015; Stefaniak, A., Bilewicz, M., &

Lewicka, M. 2017). Reachable by students. Local history teaching can be a "living history advocate" for students or "history experienced by the students themselves" (Shared history).

Based on observations and interviews with lecturers and students of the History Education Research Program (FKIP) of Lampung University, the course includes a local history course. However, learning is still not optimal, so learning outcomes are due to limited teaching materials (insufficient resources) and the minor use of learning media facilities (such as documentaries on the materials taught). Therefore, it is necessary to work hard to develop teaching materials and learning media adapted to the social and cultural environment of the students.

Lampung is one of the regions in Indonesia with a multicultural society. The ethnic diversity of Lampung people includes Lampung indigenous, Javanese, Sundanese, Bantenese, Padangnese, Balinese, Semendo, and other ethnicities. Historically, the immigrants in Lampung Province are attributed to Lampung as the destination of immigrants (Romli, 2010). Since the Dutch East India Government implemented its colonial policy, Lampung Province has begun to have immigrants. The Dutch colonial government implemented its first colonial rule in 1905, moving 155 families from the Kedu residence in Central Java to the Gedongtataan colonial area in Lampung. The Dutch East Indies government's implementation of colonies can be divided into three periods (Handayani, 1994): the experimental colonization period between 1905 and 1911, the Lampung People's Bank period between 1911 and 1929, and 1930-1941. The colonial history of the Dutch East Indies Government in Lampung is one of the materials included in the local history curriculum. It requires media facilities and infrastructure so that learning can be carried out effectively to achieve learning goals. The local history course is not a subject that needs to be remembered, but it needs to be learned, understood, and imitated to form a complete personality. According to this idea, it is necessary to visualize the history of the Dutch East Indies government colony in Lampung to inherit historical values and consciousness by learning local history. It is consistent with Salamah (2017) and Mitchell (2005) view that visual-based media play a vital role in learning. Visual media can also speed up understanding, increase students' memory, increase students' interest, and most importantly, provide the relationship between the topic (lecture) and the real world. The hope is that by visualizing the colonization activities of the Dutch East Indies government in Lampung and recording it, it can also be an effective way to learn local history (August 30, Marzius Insani as a lecturer in the local history course Interview, 2019). This research aims to develop and test the effectiveness of local history curriculum learning media by visualizing the history of Homer's East Indies colony in Lampung and documentary products packaged in the local history learning CD.

## II. LITERATURE REVIEW

### A. Local history learning

According to Widja (1989) in (Mustika Zahro, Sumardi, 2017), history learning is scientific. Its goal is to allow every student to understand the importance of time and place the past, present, and today a process. In the future, the participants' students will realize that they are part of the Indonesian nation, and they have a sense of pride and love for this country, which can be used in various domestic and international lives. History learning is expected to build awareness, knowledge, insights and values about the environment in which they live. History study plays a vital role in striving to form national characteristics and inculcate cultural values.

Good history learning refers to building current conditions by linking or seeing the past as the basis of history learning topics, thereby cultivating students' abilities (Subakti; 2010., Zin, N. A. M., Jaafar, A., & Yue, W. S.; 2009). This view is consistent with the view of Fernand Braudel (Fernand Braudel) cited in Lecthe (2001) (Sumargono, 2015), that is, to understand history from the perspective of time. According to him, in the process of understanding history, there are three-time frames, namely event history (short-term), conjugation (medium/medium), and *duire duree* (long-term). In addition, history is discussed from a spatial perspective that cannot be ignored.

The thoughts of Fernand Braudel explained that in history learning, students must understand the change within the concept of their time and it must be realized by students. It is also possible to focus on the increasingly globalized contemporary developments in historical learning to become a means of cultivating intelligence and pride in the past and improving the quality of people's lives, socio-economic and cultural politics.

People in the socio-economic and cultural and political fields. In addition to having a positive impact, the increasingly rapid trend of globalization is also seen as a threat. Globalization has brought loss, confusion, and alienation to those who are not ready

to face globalization. One of the ways to survive in the wave of modernization and globalization is by confirming and strengthening the original identity. The best way to satisfy this desire is to provide a transcendent awareness of the meaning of life by learning local history (Warto, 2017)

(Priyadi, 2012; Hoskins, W. G., & Hey, D. 2014) states the local history has a geographic scope that historians can limit themselves with acceptable reasons. The story of the abandonment of groups or groups of people bound by cultural, ethnic unity in a limited or specific geographic area or limited by their research is the concern of local historians. A historical locality is a form of one's identity or life identity. Identity can be interpreted as a characteristic or sign that explains the awareness of one's own self, group, community group, or State itself. Historical locality can be defined as an awareness of personal identity regarding subjective feelings that are consistent and develop over time.

The theoretical basis of local history is based on the sociocultural theory by Vygotsky. The structural theory is a theory that can help the learning process. Structural theory considers that society and culture can be used as a source of knowledge. Social habits, beliefs, values and language are part of a person's identity and reality. A person's mentality is based on his social and cultural background. The statement issued by Vygotsky (Kozulin et al., 2003:246) in (Lestariningsih & Suardiman, 2017) further proves this:

Learning awakens various internal developmental processes, which only work when the child interacts with and cooperates with people in the surrounding environment."

This shows the importance of social interaction among students in the school environment and the community in which they live, so that they can establish cooperation in the process of self-development.

Waterman (in Ninggrum, 2013: 44-45) cited by Kusnoto & Minandar (2017) pointed out that identity has a clear picture and includes many goals, values, and beliefs that an individual wants to achieve. Self-identity is an essential part of showing individual personality. The better the structure of one's self-understanding develops, the more aware individuals are of the uniqueness and similarity of others and aware of individual weaknesses in living life. The understanding of localization or historical locality is the core identity of the life of an area that has the virtues and characteristics of the region.

### **B. Learning Media**

The word media comes from Latin which in the plural is medium. Media is an intermediary or messenger of messages from sender to recipient (Sadiman, 2010). The definition of the meaning of media is comprehensive. However, in this discussion it will be limited to the meaning of learning media, namely the media used as a tool and material for learning activities (Daryanto, 2010). Learning media is a set of tools or supplements used by teachers or educators to communicate with students (Sudarwan, 2013). The definition of learning media is consistent with Arsyad (2011). The latter explains that if the media carries messages or information that have guiding significance or contain teaching purposes, the media is called learning media. Learning media has functions and benefits in the learning process. Suprahatingrum (2013) explained that learning media has the following six main functions:

1. Attention function, attract students' attention by showing interesting things in the media;
2. The role of motivation is to improve students' awareness and make them learn more actively;
3. Emotional function, to cultivate emotional awareness and student attitudes towards the subject and others;
4. Compensatory function, accommodating students who are weak to accept and understand lessons that are presented in text or verbally;
5. Psychomotor function, accommodating the student to carry out an activity in a motor way.
6. Evaluation function, capable of evaluating the ability of students to respond to learning.

Aqib (2013) also emphasizes the benefits of learning media as follows:

1. Standardize the delivery of the material;
2. Learning is more precise and more attractive;
3. The learning process is more interactive;

4. Time and energy efficiency;
5. Improve the quality of learning outcomes;
6. Learning can be done anytime, anywhere; foster positive learning attitudes towards the learning process and material;
7. Increase the role of teachers in a more positive direction.

A good learning medium is a medium that can activate students to provide answers, comments and encourage students to do excellent practice. Learning media consist of several forms, one of which is audiovisual media. According to Sudrajat in Hamdani (2010: 245), cited by Arwudarachman, Setiadarma, and Marsudi (2015), it is stated that audiovisual media are media that contain sound elements and also have visible image elements, such as video recordings and films. Audiovisual media has several benefits, such as aiding understanding by putting students in direct contact with concepts and working in real-life situations. Ashaver (2013) emphasizes that audiovisual media help teachers overcome physical difficulties in presenting the subject. It means that with audiovisual media, communication barriers, distance, weather conditions, and culture can be brought into the classroom with the help of slides, films, film strips, and projectors.

The development of science and technology further encourages the development and use of technological outcomes in the learning process. Teachers/lecturers are required to use learning media and develop innovative learning media in schools/campuses. Teachers can improvise in local history learning where previously in local history learning, conventional lecture-only learning was used. The media used were limited to maps and two-dimensional photographs.

(Sunarno, 2010; Boulianne, S. 2015) states that the use of educational media can strengthen the learning of local history in many ways, including;

1. help students gain first-hand knowledge of historical knowledge;
2. make the story seem real, clear, vital, engaging, and realistic;
3. help develop learning materials;
4. books of supporting reading material;
5. Increase fun and interest in learning. The use of learning media that are not adequate impacts the learning results obtained and is not optimal. The media must be a learning aid that can promote the achievement of learning in the learning process.

The development of visual processing by the lecturer on the colonization of the Dutch East Indies on Lampung Island will help students understand the past events of the colonization of Lampung Island on the Dutch East Indies, which is impossible to achieve. Students can according to their own time, but through this visualization, students can see the required time sequence during the lecture. Students will also be able to see historical artifacts. Because visualization is audiovisual, it does look real before their eyes. Through visualization, it will be added to the lecture materials in the form of media. The students will be delighted and interested in participating in local history lectures, so it is not surprising that they enthusiastically watched the visualization of events during the colonization of the Dutch East Indies in Lampung Province.

### **III. RESEARCH METHODS**

This research used the research and development method. Thus, the research design used is that the research and development design from Borg and Gall (1983: 95) in (Basri and Sumargono, 2018), namely the merchandise development administered includes ten stages of activities, namely (1) needs analysis, (2) media planning, (3) development, (4) individual trials, (5) revisions, (6) small group trials, (7) revisions, (8) large group trials, (9) revisions, (10) distribution and reporting. Furthermore, this research was adapted into three stages of research, namely: (1) a preliminary study which incorporates literature study and field surveys; (2) the event stage, which incorporates the making of documentary audiovisual learning media, validation of fabric experts with subject lecturers, validation of media experts and continued with small class tests with nine students (3) Test of the effectiveness of documentary media with t-test statistical techniques (t-test) student learning outcomes of local history courses. The t-test was wont to compare the treatment classes, namely the experimental class and the control class.

#### IV. RESULTS AND DISCUSSION

##### A. Preliminary Research Results

Following the formulation of the matter, namely the conditions of using learning media, are often described the obstacles that are often faced by lecturers and students in local history lectures, namely:

First, Even though the lecturer already understands the importance of learning media within the smooth running of the lecture process and supports students' understanding of local history material. The fact is that lectures only believe learning media within point slides, albeit they are considered not optimal.

Second, the thought of developing local history learning media for documentary films of the Dutch Malay Archipelago colonization in Lampung is supported by a teacher who teaches local history courses within the History education study program. From the student's perspective, it has been revealed that thus far, they need only learned to believe point media. It has been explained by fellow students who get a presentation assignment and a shred of evidence from the lecturer ahead of the category at the top of their recovery. Students only listen and note the reason, it causes boredom, drowsiness and lack of interest in scholars in local history lectures. Likewise, the training media used only believe power points at every meeting, it makes students bored and has no interest in the material being taught. With this documentary, which is employed as a medium and learning resource, besides having the ability to develop students 'cognitive, the documentary media is predicted to be ready to raise students' learning motivation to improve student learning outcomes tests.

##### B. Development of Learning Media for Documentary Films of the Dutch Indies Colonization in Lampung

The theoretical framework was used because the basis for learning media for documentary films is the learning of local history, which refers to the philosophy of constructivism. So during this view of constructivism, students are expected to possess the power to think to develop their knowledge then solve any problems they face by connecting to the knowledge they need to be understood.

First, learning media is one of the training resources employed by students to coach students to construct or develop their thinking from the fabric captured on the training media then implement or connect it into their lives. Like documentary media which contains audio-visual media. This media is one among the training media which will be wont to build students' understanding of the fabric being taught. Levie and Lentz (Sukiman, 2012; Astra, I. M., Nasbey, H., & Nugraha, A., 2015), especially visual media, suggesting that educational media has four functions:: attention function, affective function. , cognitive function, and compensatory function. The function of visual media attention is that the core is to draw in and direct the eye of scholars to consider the content of the lesson associated with the visual meaning that's displayed or accompanies the text of the topic matter. The cognitive function of visual media are often seen from research findings which reveal that visual symbols or images facilitate the achievement of goals to know and remember information or messages contained in images. The compensatory function of learning media is often seen from the results of the study that visual media that provide context for understanding text helps students who are weak in reading arrange information within the text and commit it to memory again. In other words, the training media serves to accommodate students who are weak and slow to accept and understand the lesson's content, which is presented with text or presented verbally.

Second, in terms of scholars' characteristics, one among them is often seen from the training sorts of students. The training sorts of the participants contain several types including visual types (how to find out through what they see), auditory learners (how to find out through what they hear) and kinesthetic learners (how students learn through motion and touch). of those various sorts of learning styles, a teacher needs to be ready to facilitate students in lecturing activities so as to form it easier for college kids to realize knowledge. Learning by using multiple senses (sight and hearing) will provide benefits for college kids. This is often following Dale's view (in Arsyad, 2013) describing learning outcomes through the senses of sight and hearing. The difference is highly prominent. Dale estimates that the acquisition of learning outcomes through the sense of sight is around 75%, through the hearing senses 13%, and thru other senses around 12%. So one thing that lecturers can do is make and develop learning media within the sort of documentary films and therefore the use of cooperative methods in learning activities in order that all students with various characteristics can do the training objectives that are set. Supported the above considerations, an area history learning media was developed with the fabric of the history of the Dutch Malay Archipelago colonization in Lampung within the sort of a documentary related to cooperative methods to enhance student learning outcomes and understanding.

After the student needs and characteristics analysis is administered, the subsequent step is to formulate learning outcomes and indicators of learning outcomes. After identification, the achievements of local history learning are one among them: Analyzing the



history of colonization of the Dutch Malay Archipelago government in Lampung. From the training outcomes, the subsequent indicators are described, such as: a). Analyzing the experimental colonization of the Dutch Malay Archipelago in Lampung (Gedong Tataan), b). Analyzing the planned Dutch Malay Archipelago colonization in Lampung (Metro).

A subsequent step from the design stage is to formulate material items. During this research, additionally to developing learning media within the sort of documentary films. The subsequent step within the drawing board is to formulate a hit measurement tool. During this study, measuring the extent of student success consisted of objective tests (to measure achievement), filling out a questionnaire on the results of observation in learning activities, and compiling assessment instruments for experts.

The last stage of designing the event of local history learning media is making a media program script. The manuscript is formed supported by the fabric that will be taught to students written within the sort of a documentary. Furthermore, after the design stage is complete, media production is administered. The assembly stage is administered by entering the fabric that has been compiled within the Storyboard into the pc. The resulting data is then integrated with the Adobe Premiere Pro program. In any case, these processes are complete, the subsequent step is on the disk drive or CD. The CD will later function as a medium for learning local history.



Figure 1. Display of documentary Based Local History Learning Media

Source: Researcher's Documentation

#### Expert Validation

##### a. Material Expert Assessment

This validation is administered before the competency test to minimize these errors when applied within the learning process. The fabric expert within the local history learning media for developing documentary films was Prof. Dr.Hermanu Joebagio, M.Pd., professor of Sebelas Maret University Surakarta.

The results of the validation from the educational media material experts have a complete value of 23. averaged at 4.6 and when converted supported a scale of 5, the general assessment of the fabric experts on the developed media are often stated all right in order that it is often applied within the learning process after being corrected with input from experts. Material within the sort of the necessity for adding text in documentary films to effortlessly understand it by students.

##### b. Learning Media Expert Assessment

The media expert who validates or evaluates the merchandise of documentary learning media is Prof. Dr. Nunuk Suryani, M.Pd, a teacher within the History Education study program for undergraduate, postgraduate and doctoral degrees also as a teacher within the Master of Educational Technology Department, Faculty of drugs, Sebelas Maret University, Surakarta. The validation of media experts includes linguistic feasibility, presentation aspects, media effects on learning strategies, and aspects of the general appearance of feasibility. The evaluation results by media experts are within the sort of values using a Likert scale starting from 1 to five. The evaluation of conformity is within the sort of suggestions and or comments about the developed documentary film-based instructional media products. Below, the table is often seen as a summary of the assessment by media experts.

Table 1. Data on Media Expert Validation Results

No.	Assessment Aspects	Statement	Score				
			1	2	3	4	5
1	Communication	Ease of media exposure				V	
		Logic thinking					V
		Interaction with users					V
		Video clarity					V
		Use of language					V
2	Technical Design	Text format					V
		Image switching time					V
		Image quality					V
		Video quality				V	
		Sound quality					V
3	Display format	Serving order					V
		Transitions between pictures					V
		Video display					V
Amount					2	11	
Total X Score					8	55	
Total number		63					
Average		4.84					
Information		Very good					

Source: Learning Media Expert Trial Questionnaire

The results of the validation of the media expert, this learning media features a total value of 62 if the typical is 4.84 and when converted supported a scale of 5, the general assessment of the media on the developed media are often stated all right in order that it is often applied within the learning process after being corrected with input from Media experts within the sort of need for improvement of public pages, data from various parties who played a task in making the documentary, and thanks at the top of the screening of the film to those that helped the documentary making process.

**c. Trial Assessment on Students**

One-on-one trials, small groups, and field trials were administered on Class A Semester 3 students of the History Education Study Program who attended local history recovery.

Table 3. Data on Small Class Trial Results

No.	Assessment criteria	Scoring scale				
		1	2	3	4	5
1.	Feasibility of Linguistic Aspects				V	
2.	Presentation Aspect Feasibility				V	

3.	Feasibility of Media Effect Aspects on Learning Strategies				V	
4.	Feasibility of Whole View Aspects				V	
Amount					4	
Scale X Total					16	
Total number		16				
Average		4				
Information		Good				

Source: Small Class Trial Questionnaire

Based on the data from the small class try out, overall, it can be concluded that the documentary film learning media developed by the researcher is good according to the students. Suggestions and product revisions given by students are the need to improve the back sound which is sometimes too loud so that the narrative material is not maximally heard and several image transitions need to be corrected. In small group trials, the objective is to determine whether the use of the product developed has a positive impact on the expected development results and improve the product's quality so that the product is ready to be applied in a wider field.

**C. Test of the Effectiveness of Using Documentary Film Learning Media in the History Education Study Program of the Department of P.IPS FKIP, University of Lampung**

To test the effectiveness of the documentary film learning media developed is to test the learning outcomes. To conduct this competency test involves two classes, namely the class that uses the developed documentary film learning media (experimental class), namely in class A and the class using PowerPoint media (control class), namely in class B. The questions for the learning outcome test are 20 items. Furthermore, carried out on October 29, 2019. Data on the test results of learning in students can be seen that the average score of the experimental class achievement test (the group that was subjected to the developed learning media) was 67.68 in the pre-test and 87 post-tests 68. Meanwhile, when viewed from the control class (the group subjected to PowerPoint media), the pre-test score for the achievement test is 67.63, and the post-test score is 80.81. Learning result test scores.

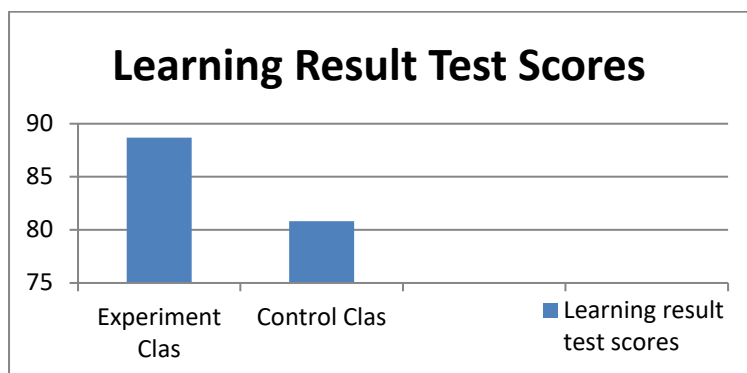


Figure 2. Diagram Comparison of Learning Outcomes

Pre-Requirements Test.

1. Normality Test

The normality test used here is that the normality test using the t-test. This test is performed on a variable that has two or more groups of knowledge. So this test is meant to determine whether each data group comes from a traditional population or not (Dwi Priyatno, 2008). This study used the info normality test and variance using the One-Sample Kolmogorov-Smirnov test with a significance level of 0.05. Data is normally distributed if the importance is more significant than 5% or 0.05 (Priyatno, 2008). Based on the Kolmogorov-Smirnov normality test results, learning outcomes show a significance level more significant than a ( $p > 0.05$ ). The info is said to possess a traditional distribution or features a normal data distribution.



## 2. Homogeneity Test

The homogeneity test is employed to work out whether the population variance is that the same or not. This test is additionally a requirement for using the t-test. If the population variance is not equivalent, the t-test cannot be used as an analysis tool. The homogeneity test is employed to determine whether the sample data comes from populations with an equivalent variance. Supported the info above, it is often seen that the sample features a significance level greater than 0.05 ( $0.767 > 0.05$ ). So it is often concluded that the sample of learning outcomes from the population has an equivalent variance (homogeneous).

## 3. Hypothesis testing

The experimental design utilized in this study was the Matching Only pre-test-post-test control group design. The utilization of this design is to ascertain the results of the two groups being compared statistically within the final state after the treatment is given. To work out the ultimate state after the treatment was given (between experiment and control), a post-test was administered to 2 groups of subjects who got different treatments, namely the training media. Hypothesis testing during this study using t-test. From the SPSS 16 analysis results, it is known that it is significant at  $0.000 < 0.05$ , which suggests a big difference between the experimental class and, therefore, the control class after being given treatment.

Because the mean of the experimental class learning outcomes test (the group that was subjected to the developed learning media) =  $87.68 >$  the mean score of the control class learning achievement test (the group that was subjected to the facility point) =  $80.81$  so it are often concluded that the developed media is effective student learning outcomes.

## V. CONCLUSION

The utilization of minimal and inaccurate media with student characteristics gives an impression of learning local history that is not interesting and boring for college kids, resulting in unsatisfactory learning outcomes. Media development is administered through a development procedure ranging from planning, production of instructional media within documentary films of local history learning, and expert validation. The general validation results state that the documentary media developed can be produced and utilized in history learning. The test implementation of documentary films in local history learning has led to a rise in learning outcomes. Supported the analysis of the effectiveness test results, the post-test results of the experimental class (using developed media) were above the control class (using power points). This statement is proven supported data from the results of the SPSS 16 analysis. It is known that it is significant at  $0.000 < 0.05$ , which suggests a big difference between the experimental class and the control class after being treated. Because the mean score of the experimental class learning outcomes test (the group that was subjected to the developed learning media) =  $85.71 >$  the mean score of the control class learning outcomes test (the group subjected to the facility point) =  $78.75$ , so it are often concluded that the developed media is effective to enhance student learning achievement. The outline above proves that historical learning media's merchandise uses documentary films developed effectively to enhance student learning outcomes.

## REFERENCES

- [1] Aqib, Z. (2013). *Model-model, Media, dan Strategi Pembelajaran Kontektual (Inovatif)*. Bandung: Yrama Widya.
- [2] Arsyad. (2011). *Media Pembelajaran*. Jakarta: Rajawali Pers.
- [3] Arsyad, A. (2013). *Media Pembelajaran*. Jakarta: Raja Grafindo Persada.
- [4] Arwudarachman, D., Setiadarma, W., & Marsudi. (2015). Pengembangan Media Pembelajaran Audio Visual untuk Meningkatkan Prestasi Belajar Menggambar Bentuk Siswa Kelas XI. *Jurnal Pendidikan Seni Rupa*, 3, 237–243.
- [5] Ashaver, D. (2013). The Use of Audio-Visual Materials in the Teaching and Learning Processes in Colleges of Education in Benue State-Nigeria. *IOSR Journal of Research & Method in Education (IOSRJRME)*, 1(6), 44–55. <https://doi.org/10.9790/7388-0164455>
- [6] Astra, I. M., Nasbey, H., & Nugraha, A. (2015). Development of an android application in the form of a simulation lab as learning media for senior high school students. *Eurasia Journal of Mathematics, Science and Technology Education*, 11(5), 1081-1088
- [7] Basri, M. dan S. (2018). *Media Pembelajaran Sejarah*. Yogyakarta: Graha Ilmu.

- [8] Benda, V., Budaya, C., & Juniardi, K. (2015). *PEMBELAJARAN SEJARAH LOKAL ( Studi Kasus di IKIP-PGRI Pontianak Tahun 2012-2013 ) Dalam kurikulum pendidikan Program Studi Pendidikan Sejarah Sekolah PGRI ) Pontianak terdapat matakuliah Sejarah Lokal . Namun sampai sekarang sistem.* 2(1), 22–35.
- [9] Boulianne, S. (2015). Social media use and participation: A meta-analysis of current research. *Information, communication & society*, 18(5), 524-538.
- [10] Daryanto. (2010). *Media Pembelajaran*. Yogyakarta: Gava Media.
- [11] Handayani, S. A. (1994). *Transmigrasi di Indonesia Dalam Prespektif Sejarah*. Jember: Universitas Jember.
- [12] Hoskins, W. G., & Hey, D. (2014). *Local history in England*. Routledge.
- [13] Jumardi, J. (2017). Peranan Pelajaran Sejarah Dalam Pengembangan Karakter Siswa Melalui Pembelajaran Berbasis Nilai Sejarah Lokal di SMA Negeri 65 Jakarta Barat. *Jurnal Pendidikan Sejarah*, 6(2), 70. <https://doi.org/10.21009/jps.062.08>
- [14] Kusnoto, Y. F., & Minandar. (2017). *Pembelajaran Sejarah Lokal*. 4(1), 125–137.
- [15] Lestariningsih, N., & Suardiman, S. P. (2017). Pengembangan Bahan Ajar Tematik-Integratif Berbasis Kearifan Lokal Untuk Meningkatkan Karakter Peduli Dan Tanggung Jawab. *Jurnal Pendidikan Karakter*, 7(1). <https://doi.org/10.21831/jpk.v7i1.15503>
- [16] Mitchell, W. J. (2005). There are no visual media. *Journal of visual culture*, 4(2), 257-266.
- [17] Mustika Zahro, Sumardi, M. (2017). The Implementation Of The Character Education In History Teaching. *Jurnal Historica*, 1(2252), 1–11.
- [18] Priyadi, S. (2012). *Sejarah Lokal, Konsep, Metode, dan Tantangan*. Yogyakarta: Ombak.
- [19] Priyatno, D. (2008). *Mandiri Belajar*. Yogyakarta: Mediakom.
- [20] Romli, K. (2010). The Relation Dynamics Between Javanese Migrants And Lampung Community Of Lampung Selatan Regency, Lampung Province (A Study of Intercultural Communication). *Kom & Realitas Sosial*, 1(1). Retrieved from <http://jurnal.ubl.ac.id/index.php/JIK/article/view/365>
- [21] Sadiman, A. S. (2010). *Media Pendidikan*. Jakarta: PT Raja Grafindo Persada.
- [22] Salamah, E. R. (2017). Premiere Educandum. *Jurnal Pendidikan Dasar Dan Pembelajaran*, 7(1), 9–18. Retrieved from <http://e-journal.unipma.ac.id/index.php/PE>
- [23] Stefaniak, A., Bilewicz, M., & Lewicka, M. (2017). The merits of teaching local history: Increased place attachment enhances civic engagement and social trust. *Journal of environmental psychology*, 51, 217-225.
- [24] Subakti, Y. R. (2010). Paradigma Pembelajaran Sejarah Berbasis Konstruktivisme. *Paradigma Pembelajaran Sejarah*, 24(1), 1–23.
- [25] Sudarwan, D. (2013). *Media Komunikasi Pendidikan*. Jakarta: Bumi Aksara.
- [26] Sukiman. (2012). *Pengembangan Media Pembelajaran*. Yogyakarta: Pedagogia.
- [27] Sumargono. (2015). *Pengembangan Media Pembelajaran Sejarah Nasional Berbasis Macromedia Flash Untuk Meningkatkan Nasionalisme Siswa Kelas XII SMA Surakarta*. Universitas Sebelas Maret, Surakarta.
- [28] Sunarno. (2010). Upaya Meningkatkan Prestasi Belajar Kompetensi Berbagai Variasi Kelompok Sosial dalam Masyarakat Multikultural Melalui Pembelajaran Bermedia. *Teknodika*, 8(2), 147.
- [29] Suprahatiningrum, J. (2013). *Strategi Pembelajaran Teori dan Aplikasi*. AR Ruzz Media: Yogyakarta.
- [30] Tuan, L. T. (2011). Matching and Stretching Learners' Learning Styles. *Journal of Language Teaching & Research*, 2(2).
- [31] Warto, W. (2017). Tantangan Penulisan Sejarah Lokal. *Sejarah Dan Budaya : Jurnal Sejarah, Budaya, Dan Pengajarannya*, 11(1), 123–129. <https://doi.org/10.17977/um020v11i12017p123>

- [32] Zin, N. A. M., Jaafar, A., & Yue, W. S. (2009). Digital game-based learning (DGBL) model and development methodology for teaching history. *WSEAS transactions on computers*, 8(2), 322-333.