

Utilization of Historical Site Media by Teachers in Building Student Character in Junior and Senior High Schools in the Central Amanuban Sub-District

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Abstract

This community service activity explores the positive impact of using historical site media in an educational context, focusing on student character development. Training and mentoring are directed at improving teachers' skills in integrating such media into the curriculum so that students can better understand historical values and character. The activity method involves intensive training, mentoring, and evaluating the impact on the activity's success. The main target is social studies teachers in junior high and senior high schools in the Amanuban Central District. The stages of the activity are planning, implementation, evaluation, and reflection. The results show that 94.5% of teachers are very satisfied with this training activity and can provide practical guidance for teachers, schools, and related parties to integrate historical site media more effectively as a learning tool to shape students' positive character.

Keywords

Historical Sites; Learning Media; Mentoring; Training



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1. INTRODUCTION

Education is one of the important aspects in shaping student character. In addition to academic knowledge, character development also needs to be considered so that students are intellectually smart and have good moral values (Jadid, 2023; Ningsih & Wijayanti, 2019; Sari, 2021). In line with the development of information technology, media has become an integral part of education (Mfreke et al, 2020; Jufri et al., 2023). Historical sites are one of the media that can be utilized. Therefore, it is important for junior and senior high school teachers in Central Amanuban Sub-District, South Central Timor Regency, to receive training in utilizing historical sites as learning resources to shape student character.

Historical site-based learning media is an effective tool to teach history in an interesting and interactive way (Salihu, 2023; Nugroho, 2022; Putri et al., 2023). By utilizing this media, students can understand the historical context more deeply. History is no longer just a dry record but a living story relevant to current conditions. By utilizing this media, teachers can make learning more lively and captivate students' attention (Susanti et al., 2022; Shah & Shirazi, 2020). In addition, using historical sites can also develop students' skills in finding information. Students are invited to explore historical sources on the site, analyze them, and compile them into a complete understanding. This not only improves students' information literacy but also builds critical analysis skills that are indispensable in everyday life (Khafah & Suprpto, 2023; Nurfaizah et al., 2022).

Education is the main foundation for shaping a smart and characterful generation. In this digital era, the role of information technology is very significant in supporting the learning process. One form of technology utilization in education is through the media of historical sites. This media is not only a means of delivering information but also an effective tool in opening windows of history to the younger generation (Salihu, 2023; Yi et al., 2019). One of the challenges in teaching history is making material that tends to be dry and monotonous interesting for the student (Cole & Barsalou, 2006; Gustiar et al., 2021). History website media offers a different approach by presenting information in a more interactive and easy-to-understand format. With visualization, animation, and multimedia, students can more easily understand the historical context (Suryani, 2016). This makes learning history not only a recording of dates and events but also an interesting story.

Website-based learning media allows teachers and students to access historical sources that were previously difficult to reach. Students can delve deeper into historical events through online portals, virtual museums, and digital archives (Chen

et al., 2021; Ofianto et al., 2023). They can read original documents, view historical images, and listen to eyewitness accounts through audio or video recordings. This helps students to be more engaged and connected to the learning material. Historical site media can be a very effective tool to encourage student engagement in the learning process. In contrast to passive traditional methods, historical media allows students to actively engage in learning (Nugroho, 2022; Soluk & Buddle, 2015). For example, through interactive platforms, students can participate in educational games, online quizzes, or discussion forums that trigger critical thinking and historical analysis.

Using historical websites media not only provides historical insights but also helps students build digital literacy. They learn to navigate through websites, evaluate the reliability of online information sources, and use various digital tools to understand and present historical information. These skills are not only relevant in historical contexts but also become valuable assets in modern life dominated by technology (Tulchinsky & Varavikova, 2014). Through the medium of historical websites, teachers can connect history to contemporary contexts (Park & Cho, 2022). For example, by presenting news, articles, or videos that relate history to current issues, students can see the relevance of historical material in everyday life. This helps students understand that history is not rigid and separate but has an ongoing impact on today's world.

Every student has a different learning style. History website media can facilitate differential learning by providing different types of content and resources that can be customized to suit students' needs (Shemshack & Spector, 2020). More visual students can enjoy graphics and infographics, while auditory students can listen to audio recordings or history podcasts. By utilizing various media, teachers can create an inclusive learning environment that reaches different types of students. The utilization of historical site media is not only related to aspects of historical knowledge but can also be a tool to shape students' character (Sulistyo et al., 2022; Thorp & Persson, 2020). History often contains moral values and life lessons that can be taken as examples. Students can learn about values such as honesty, courage, responsibility, and cooperation through historical stories. Concrete examples from local and global history can be used as case studies to stimulate ethical and moral discussions in the classroom. Teachers can use crucial historical moments to discuss moral dilemmas and values (Löfström, 2021). For example, the story of Indonesia's independence struggle or great figures in world history can be used as reflection material to develop students' character.

Education is not only about transferring knowledge but also shaping students' characters to become resilient, ethical, and integrity individuals (Astuti et al, 2023; Saputra & Sapriya, 2024). In this context, utilizing the media of historical sites is a potential strategy to shape students' character. In this paper, we will explain how important it is to utilize the media of historical sites as an effective tool in student character building. History often holds inspiring stories that contain moral values. Utilizing the media of historical sites allows teachers to present these stories more profoundly and touchingly. Through strong narratives, students can understand how important values such as honesty, courage, and cooperation are in facing various historical challenges. By associating these values with historical figures or events, students can learn that strong character and good moral values are the main foundation in dealing with everyday life.

Historical websites allow students to feel and understand the experiences of people in the past. Students can develop a deeper sense of empathy by exploring human stories of hardship, struggle, or even success. This sense of empathy is a key element in character building as students learn to appreciate and understand the feelings and experiences of others. By understanding the diversity and complexity of human life through history, students can grow as individuals who care and are sensitive to the needs and suffering of others (Ford et al, 2015). History websites provide access to stories of people who have strong character and made positive contributions to society (Wilding et al., 2018). These stories can serve as role models for students, inspiring them to emulate these figures' positive traits and moral values. Having historical figures as role models encourages students to develop characters that reflect kindness, integrity, and leadership.

The use of historical sites can also help shape students' character through the discussion of social responsibility (Ramona & Supriatna, 2021). Students can understand their role in creating a positive impact by presenting stories of positive societal changes. They can learn that every individual has a responsibility to their community, and through small actions, they can become agents of change that help improve the quality of life together. Historical site-based learning media presents historical facts and builds students' analytical skills and critical thinking (Mujiyati et al, 2019; Jumardi, 2017). By asking questions that encourage students to reflect on the moral implications of an event or action, teachers can help students build a foundation of ethical thinking. An in-depth analysis of history can help students develop the ability to understand the consequences of moral decisions, consider different perspectives, and make decisions based on positive values (Gamage et al, 2021).

The history of a nation is a reflection of the values embraced by its people. Historical website media can help students understand the national values that underlie the historical development of their country (Haleem et al., 2022). By understanding the historical roots and values embraced by their society, students can better understand their role as citizens who contribute to the sustainability and progress of the country. According to initial information obtained from social studies and history teachers in Central Amanuban, they tend to focus on learning methods in the classroom. There is very limited time to visit historical sites because they are carried out during class hours. Teachers also rarely give project assignments to students to explore historical sites or create historical site media as part of their learning. Along with that, teachers have the view that learning outside the classroom will only take time without providing useful results. Therefore, the community service team took the initiative to conduct training on teachers using historical site media to build student character in junior and senior high schools in Central Amanuban sub-district, Central Timor South district.

Arif Rahman, in his research entitled “Utilization of Historical Sites as a Learning Source at MA Alma'arif Singosari Malang Regency”, concluded that students are more active in learning, do not get bored or bored quickly, have broad insights related to the material being taught, have a concern or social attitude with the surrounding community and make history lessons real (Rahman, 2017). In addition, Susilo, in his research entitled “Study on Historical Sites: Utilization of Colonial Period Historical Sites in Batu City as a Learning Source Based on Outdoor Learning,” concluded that learning history by utilizing sites as a source of learning history is an interesting thing to be applied in real practice. Not only presenting it in the classroom through media but also bringing students to visit and learn directly at historical sites (Djoko Sulisty, 2019). Mawarti concluded that the utilization of historical learning media by teachers is good because teachers prepare and use media to understand the learning objectives to be implemented and use innovative approaches in learning activities (Mawarti, 2011). Meanwhile, Alfiyah concluded that history teachers have an important role in building student character where teachers act as facilitators and as companions like parents in learning history based on local historical sites (Alfiyah NIM & Sejarah, 2017).

From the results of this previous research, the community service activities that we carry out show the role of history teachers in building student character through learning history based on historical sites. In addition, teachers also need to build awareness of the importance of the values contained in these historical sites and be

aware of preserving and maintaining historical sites for future generations. This community service activity targets secondary school teachers and students as sample classes to conduct learning simulations by visiting historical sites close to the community service activities.

The purpose of this community service activity is for teachers to carry out learning not only in the classroom but also outside the classroom by visiting historical sites as a learning resource and describing the role of teachers in building student character through history learning.

2. METHOD

Implementing activities is carried out by providing training, guidance, discussion, and evaluation. The implementation of this service activity by applying the service learning (SL) method (Taneo et al., 2022). Activities begin with intensive training for teachers, including an in-depth understanding of the use of historical site media and its integration into teaching history. After the training, there was ongoing mentoring, where teachers received direct support in applying the method. During this process, the method's effectiveness is evaluated, and feedback from teachers is collected. In addition, collaborative discussions between teachers were also held to facilitate the exchange of ideas and best practices. The method creates a dynamic and supportive learning environment, enabling teachers to shape students' character effectively through historical site media.

The implementation of activities can be done through training and mentoring. These activities are described in detail in Table 1 below.

Table 1. Forms and Materials of Training and Mentoring Activities

No	Form of Activity	Material
1	Training	<p>The concept of historical material is grouped to be explained using learning media.</p> <p>Creating instructions or how to design learning media</p> <p>Creating learning media based on historical sites</p> <p>Explaining how to use learning media</p> <p>Accompanying teachers in making learning media based on historical sites</p>
2	Mentoring	<p>Accompanying teachers in conducting learning simulations using historical site-based learning media</p>

3. FINDINGS AND DISCUSSION

3.1. *Implementation of Community Service Activities*

This activity was implemented for three days, from February 15-17, 2024. The activity was opened by the Dean of FKIP and the head of the community service team. It was continued by presenting material on learning concepts, learning media, and using technology in learning. On the second day, the activity began by compiling instructions or steps for making learning media, making learning media based on historical sites, and explaining how to use learning media. Furthermore, on the third day, activities were carried out by conducting classroom learning simulations with participants utilizing the learning media that had been produced. The participants who attended this activity comprised 40 junior and senior high school teachers in Amanuban Central sub-district and class X students of SMA Negeri 1 Amanuban Central, totaling 35 students as a learning simulation class. Although this training activity was carried out for three days, assistance was still provided to teachers who wanted to make learning media online based on the history system by the community service team. The form of utilization of historical sites as a learning resource implemented in schools varies depending on the factors supporting learning from each school. The effectiveness of using historical sites as learning resources can be seen from two things, namely, the process of student understanding and the results achieved. In terms of the process of student understanding, each school differs in its level of effectiveness. The evaluation results of the implementation of the utilization of historical sites also show ineffective results (Lestari, 2011).



Figure 1. Opening activities by the dean while presenting the first material

In this first activity, the material presented was related to learning concepts that can be explained using learning media and technology in learning. In the discussion session on the first day of this activity, participants were enthusiastic in asking

questions, expressing opinions, and sharing their experiences. Considering that the participants consisted of junior and senior high school teachers, the method of delivering the material was adjusted to the needs of the teachers.

The results of the activities on this first day show that the teachers involved in this service activity understand the concept of learning that can be explained by using learning media, and the use of technology in learning and being able to make historical learning media based on historical sites. This is certainly in line with what Putra said: whether or not the goals set in the learning process are achieved depends on the delivery strategy and media use (Putra, 2013). This is in connection with the need for learning tools or media to create a learning process that is fun, interesting, interactive, and effective. It also helps students understand teaching material so that learning objectives can be achieved properly. In addition, the use of learning media in learning history can also realize the main objectives of history education (Alvionita, 2014).



Figure 2. Assistance to teachers in making learning media based on the history system

The activities on the second day were more focused on assisting teachers in preparing instructions or steps for making learning media, making learning media based on historical sites, and explaining how to use learning media. Teachers can produce learning media that will be used in classroom learning. In this activity, teachers were grouped by subject because not only social studies or history teachers were present; there were teachers of other subjects who took part in this training. During this mentoring process, teachers were very proactive in making learning media; some even became peer tutors because they were proficient in using learning-related applications. This is certainly very helpful for the community service team in assisting teachers who do not understand how to make learning media.

If, on the first day, more emphasis was placed on the concept of material and the use of media in learning history; the second meeting was more focused on helping teachers in preparing instructions or steps for making learning media, making learning

media based on historical sites, and explaining how to use learning media. The results obtained from the activities on this second day showed that the teachers who participated in this training could make learning media based on historical sites as learning resources. In addition to producing media, teachers also understand how to use the learning media produced. These results also align with the training activities carried out by Suparman, et al. Implementing the service program for making interactive learning media for history based on the spring suite has been successfully carried out well and maximally. The participants participated in the entire training series well and enthusiastically, as seen by the number of teachers attending and participant responses during the training (Suparman Arif et al., 2022).



Figure 3. One of the teachers simulates learning in the classroom

The last day of this training activity simulates learning in the classroom using the history learning media produced on the second day. Students were enthusiastic about learning in class by paying attention to learning media and doing learning activities well. Furthermore, closing activities were carried out by the Community Service team. The results of the activities on the last day showed that the teacher understood the use of learning media that had been produced on the previous day. Teachers can bring a more active classroom atmosphere where students are enthusiastic about learning and receive excellent feedback. This is certainly in line with the results of research conducted by Kollo, which concluded that using historical learning media can increase student learning motivation (Kollo, 2020).

3.2. Community Service Evaluation and Reflection

Before the closing ceremony, teachers were given a questionnaire containing statements related to the community service activities. Questionnaire results can be seen in table 2 below.

Table 2. Questionnaire Results

No	Question	Percentage
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1	This training and mentoring activity can help teachers use learning media in the classroom learning.	100%
2	Teachers feel confident in utilizing learning media in the classroom to help build student character	90%
3	The use of learning media in the classroom can improve students' understanding and character	85%
4	Teachers feel the need to get special training to improve their ability to use learning media	95%
5	This training and mentoring activity can motivate teachers and students to be more active in learning	100%
6	Training and mentoring on the utilization of learning media can help develop students' positive attitudes toward the values contained in the given subject matter	90%
7	There are no obstacles to making learning media and using it in classroom learning.	100%
8	This training activity can increase student involvement in discussions or interactive activities when implementing learning by using learning media	100%
9	This training, with the utilization of learning media, can improve students' social skills outside the classroom	85%
10	Further support or assistance is needed to maximize the potential of learning media in shaping student character.	100%
Average		94,5 %

The questionnaire results show how important it is for teachers to be trained and assisted by the community service team to increase motivation and effectiveness of learning in the classroom using learning media. Training and mentoring in using historical site media by teachers is a strategic step to build student character at the junior and senior high school levels. This approach is important in the context of educational development, especially in the Central Amanuban Sub-district, South Central Timor District. They are learning media based on historical sites functions as a source of information and an effective tool to shape student character.

The importance of training and mentoring for teachers in utilizing historical site-based learning media lies in its great potential to develop students' historical understanding (Hiskiyya, 2021; Nugroho, 2022). In this way, students understand historical facts and relate them to moral and ethical values (Bartelds et al., 2020; Edling

et al., 2020). Teachers must have sufficient skills and understanding to guide students in exploring historical sites, extracting information, and formulating a deeper understanding.

This training can include technical aspects of using historical sites, such as navigation, information retrieval, and source evaluation. In addition, direct assistance in the learning process helps teachers integrate historical content into the curriculum in a way that is interesting and relevant to students. This will help students develop critical, analytical, and interpretative skills. Using historical site-based learning media can also broaden students' horizons about the world and enrich their learning experiences (Sulistyo et al., 2022; Wijaya et al., 2022). In the context of globalization, understanding history is no longer limited to the local or national level.

Through site-based learning media, students can connect with historical events and figures worldwide, opening their eyes to diverse cultures and perspectives. In addition, this training can positively boost students' enthusiasm for learning. Using historical site learning media can make learning more interactive and fun. Teachers can design challenging and engaging activities, such as educational games, online discussions, or collaborative projects. This increases student motivation and strengthens the sense of community in the learning process. In the context of student character building, using learning media based on historical sites can be directed to teach values such as honesty, responsibility, and tolerance. Teachers can choose historical content that contains inspiring stories about struggles and noble values that students can use as examples. Thus, history education is a learning material and a means to form a strong personality and character.

4. CONCLUSION

Training and mentoring in using historical site media by teachers in junior and senior high schools in Amanuban Central Sub-district significantly impacts student character. With the right skills and knowledge, teachers can effectively guide students in historical exploration, bridging their understanding of the past with relevant values for present and future life.

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