



CULTURAL HERITAGE IN THE CLASSROOM (Interactive Learning Media Based on the Sragen Cultural Heritage Catalog)

Atik Dwi Kurniasih^{1*}, Sunardi², Sariyatun³

^{1,2,3}Sebelas Maret University, Indonesia

*atikdk@student.uns.ac.id

ABSTRACT

This article contains a study regarding the use of cultural heritage in learning history. This research focuses on developing interactive history learning media based on the cultural heritage catalogue in Sragen district. This learning media is created based on problem analysis and the background of students' learning styles in class XI SMA Negeri 3 Sragen. This research is a type of qualitative research with a case study approach. Data collection techniques used were literature studies, interviews, observations, and questionnaires. The research results showed that 75% of respondents or 111 students needed learning media that was integrated with local history/local heritage in Sragen, and 110 students were interested in learning media in the form of interactive digital catalogs based on cultural heritage.

Keywords: cultural heritage, interactive learning media, history learning

1. INTRODUCTION

Law Number 11 of 2010 states that cultural heritage is the nation's cultural wealth as a form of thought and behaviour in human life, which is essential for understanding and developing history, science, and culture in the lives of society, nation, and state. Cultural heritage can be considered as the cultural roots of a nation that builds national identity and is coloured by local patterns or distinctive local wisdom (Kemdikbud, 2020). As part of the nation's culture, cultural heritage is the nation's cultural heritage, which contains important socio-cultural values. Therefore, cultural heritage must be preserved.

Preserving cultural heritage is a dynamic effort aiming to maintain its existence and value, consisting of three types: protection, development and utilization (Kemdikbud, 2020). In every effort to preserve these activities, the role of the community is significant and needed in efforts to protect cultural heritage, especially the local community. The public's sense of concern and understanding of the importance of preserving cultural heritage has a significant influence on the sustainability of cultural heritage.

One effort to preserve cultural heritage is to use cultural heritage as a learning resource for students in history learning. The history learning outcomes in the Merdeka Curriculum are mentioned at the end of the class (Kemdikbudristek, 2022). In phase F, students in classes XI and XII can develop basic historical concepts to study historical events in local, national and global trajectories. In the independent curriculum, progressive history learning is required to contextualize various events that occurred in the past with the current situation in terms of learning technology content knowledge, so history teachers are required to utilize technology in teaching.

One use of technology in learning history is by creating exciting learning media for students. The existence of innovative learning media in learning can make it easier for students to learn and understand the material and learning objectives. Students can achieve learning outcomes (Porcu, 2020). The most important use of engaging learning media in learning history is to make students interested in learning history by providing reconstructions of events that occurred in the past (Sulistyo & Nafiáh, 2019). One innovative learning media that students can use easily is to create interactive learning media, where the learning sources come from local history by utilizing the existence of historical cultural heritage in the students' surroundings. (Kurniasih et al, 2023). National history



material in the independent curriculum provides an opportunity to touch on regional feelings where teachers are free to develop their learning by highlighting local content integrated into a historical narrative.

One of the innovations in creating learning media is maximizing smartphone use. Smartphones are available in various operating systems, including the most frequently used ones, namely Android, iOS, and Windows Phone (Lee, 2011). One learning model that utilizes information and communication technology is usually called mobile learning. Mobile learning is a learning model that involves a moving device so that users can access learning material without time limits and wherever the user is (Warsita, 2010). A digital catalogue is one of the history learning media that can be categorized as mobile learning. Digital catalogues are learning media that can attract students' interest in learning and are easy to access and practical (Wahyu et al., 2021). Research conducted by Zubaidah and Musadad (2022) states that using digital catalogue media in learning can facilitate the teaching and learning process where students will be encouraged to think critically and creatively.

The material displayed in the digital catalogue is material regarding heritage from the colonial period to the post-independence period in the Sragen district. This selection was based on the fact that in the environment around SMA Negeri 3 Sragen, there are many relics from the colonial and independence periods. These cultural heritage buildings will be made into a digital catalogue based on cultural heritage in the Sragen district. Based on the background above, it is necessary to develop history-learning media based on a digital catalogue of cultural heritage in the Sragen district.

2. METHODS

The research method used is a descriptive qualitative research method with data triangulation techniques. Research data was obtained from SMA Negeri 3 Sragen with 3 stages (Sugiyono, 2014). The first stage was literature study, observation and interviews with the History teacher at SMA Negeri 3 Sragen and 5 class XI students. The second stage was distributing questionnaires via the Google Form link to class 8 class. The results of filling out the questionnaire were 148 respondents. The third stage was an analysis of teacher documents in the form of teaching modules and learning outcomes.

3. RESULTS & DISCUSSION

The initial stage carried out was by interviewing with the class meanwhile, the results of interviews with students also provide the same statement that so far, history teachers in their classes rarely use learning media that attract students to learning and are limited to books and power points and occasionally watching videos. The results of interviews with teachers also obtained data that teachers only sometimes asked students to visit historical places or cultural heritage sites in the Sragen district. Based on the questionnaire distributed via Ling G Form, it is known that they need learning media that is integrated with local history/local heritage in Sragen, as shown in the following diagram:



Apakah kamu membutuhkan media pembelajaran yang terintegrasi dengan sejarah lokal/ peninggalan lokal di Sragen?

148 jawaban

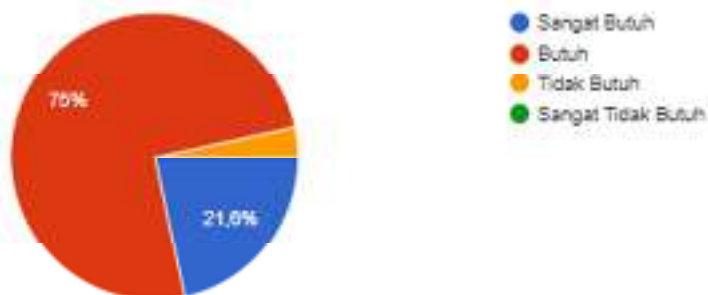


Figure 1. Diagram of the Need for Learning Media that Integrates Local History

Figure 1 shows that 75% of respondents, or 111 students, need learning media integrated with local history/local heritage in Sragen, 21.6% of respondents or 32 students, really need learning media that is combined with local history/local heritage in Sragen, and the remaining 3.4% of respondents or 5 students do not need learning media that is integrated with local history/local heritage in Sragen. The selection of cultural heritage-based learning media in the Sragen district is also supported by the results of the student questionnaire, which is shown in the following table:

Table 1. Frequency Distribution of Students' Interest in Learning Media Based on the Cultural Heritage of the Sragen District

Category	Frequency	Total
Very Interested	33	22,3%
Interested	110	74,3%
Less Interested	0	0
No Interested	5	3,4%
Total	148	100%

From the table above, it is known that 22.3% of students are very interested in cultural heritage-based learning media in the Sragen district, whereas, 74.3% of students are interested in artistic heritage-based learning media in the Sragen district, and 3.4% of students are not interested in cultural heritage-based learning media. Cultural heritage in Sragen district.

The learning media designed is an interactive digital catalogue media based on the cultural heritage of the Sragen district for class (Kemdikbudristek, 2022). An interactive digital catalogue media based on cultural heritage in the Sragen district will focus on colonial heritage in the Sragen district, especially in the Sragen Kota sub-district. Sragen Kota sub-district itself has quite a lot of cultural heritage from the colonial era compared to other sub-districts in Sragen district.

The interactive digital catalogue media specifications based on cultural heritage in the Sragen district were designed using Canva to create the initial design. Canva itself was chosen because it is an online graphic design tool that is easy to use and free. The resulting media format extensions are in the form of apk and html, which can be installed on students' smartphones and can be accessed online or offline. The content of an interactive digital catalogue media based on the cultural heritage of Sragen district was developed containing colonial relics in



Sragen district, especially in Sragen Kota sub-district, including: (1) Rupbasan/House for storing looted goods (Inventory No. 02/Srg/DISPARBUDPOR/2015); (2) Modjo Sugar Factory (Inventory No. 01/Srg/DISPARBUDPOR/2009); (3) Abattoir/Cow Slaughterhouse (Inventory No. 03/Srg/DISPARBUDPOR/2015); (4) District Livestock and Fisheries Service Office. Sragen (Inventory No. 04/Srg/DISPARBUDPOR/2015); (5) SMU 3 Sragen School Building (Inventory No. 05/Srg/DISPARBUDPOR/2015); (6) SMP 1 Sragen School Building (Inventory No. 06/Srg/DISPARBUDPOR/2015) (Sajekti, 2021). Each discussion of cultural heritage buildings is equipped with a menu feature in the form of photos and descriptions of each cultural heritage building. There is a choice of explanation for students whether to read the information themselves or listen to a voice recording containing an explanation of the cultural heritage building. Another part of the interactive digital catalogue based on cultural heritage in the Sragen district is media use instructions, evaluations and references.

4. CONCLUSION

The development of an interactive digital catalogue media based on cultural heritage in the Sragen district was created based on students' needs for learning media sourced from the environment around students so that students learn by students' natural nature. The use of cultural heritage in history learning is intended as an effort to increase historical awareness where in phase F (classes XI and -historical heritage sites. This is in line with the mandate in Law Number 11 of 2010 which states that preserving cultural heritage requires community involvement, in this case involving students as the nation's next generation.

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