Development of Historical Comics to Strengthen Student Nationalism in SMA Negeri 1 Metro, Lampung, Indonesia

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ABSTRACT

One of the goals of history learning is to instill nationalism in students. Nationalism is very important for the life of the nation and state amid the strengthening of globalization. Cultivating nationalism through historical education can use a local historical approach that contains a local identity. Local history has a more contextual position from the perspective of students because it is closer and is around students. Therefore, the use of learning media that utilizes local history is important. This research uses the first level Research and Development method, with a focus on designing learning product designs. The results showed that the design of the Historical Comics learning media with the material of the Second Dutch Military Aggression in Metro was following the core competencies and basic competencies in the 2013 Curriculum. The results of the validation by the stage I design experts were 75% with the criteria "Eligible", the stage 1 design experts were 94.10% with the "Very Eligible" criteria, while the results of the validation of the material experts for stage 1 were 80% with the criteria "Very Eligible", expert stage 2 material of 93.75% with the criteria "Very Eligible". The results of the responses of students towards the design of instructional media by 97% (Very Eligible). It was concluded that the history of learning media in the form of Historical Comics with the material of the Second Dutch Military Aggression on Metro deserves to be tested as a medium of historical learning to strengthen the nationalism attitude of students in high school.

Keywords: Learning Media, Historical Comics, Nationalism

INTRODUCTION

Globalization is very influential on the life of a country, especially Indonesia, there are positive and negative influences depending on how the Indonesian people respond to the effects of globalization. The influence of globalization is in various fields such as economic, political, social, cultural, and others that affect the nationalism values of the nation. Given the importance of learning local history, of course, understanding the history that is around students is very important because knowledge of localization can be useful as an identity amid globalization or the expansion of global culture that will obscure unique and distinctive identities.

The local history around students, close to them gives a lot of information about how they came from. The information is stored as a form of memory that is in historical stories, local wisdom, to historical relics. The legacy is a trail of predecessors that shaped and manifested the current situation. In this regard, Lampung as an area that in the past as an area controlled by the Dutch East Indies many historical events occurred and left a trail in the form of historical relics and monuments. The Second Dutch Military Aggression in the capital, Yogyakarta, also had an impact in Lampung, especially on the Metro. Metro as an area where there had been incidents of

fighting during the Second Dutch Military Aggression, leaving traces in the form of battle locations and memorial monuments that save the collective memory of the community to date. However, its existence has not been maximally utilized by the community, also in the context of education. Though these events can be a reminder and reinforcement of nationalism because it explains the struggle of the predecessor in opposing colonialism and maintaining independence.

Aman mentioned that in the conception of historical learning the objectives of historical education specifically such as historical awareness, nationalism, patriotism, humanities insight, besides academic skills (Aman, 2012). This shows that history lessons can not only be a process of transfer of knowledge, but history lessons also carry the task of instilling the attitudes of Nationalism and national character carried out through the learning process in schools. Therefore learning history is very important in creating a sense of love for the homeland of the younger generation. Learning history is an effective means of increasing the integrity of the nation, the methods used in learning history must be effective and efficient. Nationalism is the most important part of the concept of state to foster a spirit of love for the motherland (Muttaqin, 2015). Therefore to remember the struggle of the nation it is necessary to strengthen the love of the motherland or nationalism. Each country must have a different history because the history of the nation is the nation's identity including Indonesia, which is a nation that has a lot of history of struggle.

One of the educational institutions in Metro that has the best educational institution qualifications is SMA Negeri 1 Metro. However, in learning history, it has not yet optimized the existence of local history, local events, sources, and learning media related to the context of localization, which is very close to students. Seeing the conditions in SMA Negeri 1 Metro that the learning media in SMA Negeri 1 Metro are already quite complete but the media that support students in linking national history material with local history has not been done, plus the limited learning resources or information that discusses the local history.

Asyhar revealed that learning media is anything that can convey or channel messages from a source in a planned manner so that a conducive learning environment occurs where the recipient can carry out the learning process efficiently (Asyhar, 2011). Learning media that can be used to support history learning are historical comics because comics as a media that not only presents writing but are also supported by images that make it easier for readers to remember and understand. Several previous studies have shown the use of instructional media as needed, giving a positive impact to the optimal achievement of learning goals (Agustina & Amboro, 2018; Ernasari & Amboro, 2017; Rafika & Amboro, 2018).

One of the interesting media for students who are part of the younger generation is comics. The use of comic media has long attracted the attention of many individuals who love to read it. So that the use of comics as a medium in history learning is very possible to optimize the achievement of historical learning goals, it is hoped that learning with comic media can increase students' understanding of history and strengthen their nationalism. Comics are expected to not only be limited to imagining stories but can be visualized through a series of images contained in the comics the values of nationalism reflected in the story can provide inspiration as well as student motivation.

Comics are a form of a cartoon that expresses character and plays a story in a sequence that is closely connected with the picture and is designed to provide entertainment to the reader (Prawiradilaga, 2013). Cartoons are very dependent on the impact of a single vision, then comics consist of a variety of situations to be continued. As explained Prawiradilaga

comic is a cartoon story that has a character or actor where the story can entertain and attract the attention of readers so that comics are an alternative to learning. Several studies in prior history learning have shown that comics can be used as media in history learning (Apreliawati, 2018; Pangestika, 2016; Pratsoko, 2016). The accuracy of comics is used as a medium of historical learning, it can be seen that historical learning is learning that presents important events that occurred in the past so that by presenting historical learning in the form of comics will make it easier for students to learn.

METHODS

The research method used in developing learning media is a development model adapted from Sugiyono level one research (Sugiyono, 2015). This research was conducted at SMA Negeri 1 Metro with the following research steps:

Potential and problem analysis. This research begins with an analysis of potential and problems. Potential is everything if utilized has added value so it is known that the development of learning media needed in the field. After making observations, interviews with teachers and students at SMA Negeri 1 Metro, there were problems in learning, namely the lack of a unique, creative learning media and contextualizing local history material in schools.

Study of literature. After the potentials and problems are obtained, then it is necessary to gather various information that can be used as material for the planning of certain products that are expected to overcome these problems. A literature study is conducted to find a theoretical basis and the results of previous studies that have been carried out to be a material to consider determining the design of learning media be developed. The results of the literature review in this study focus on theories of instructional media, types of instructional media, learning comics, local history especially the Second Dutch Military

Aggression material in Lampung and previous studies that examine the problems of developing instructional media, learning comics, and contextualization local history in the subjects of Indonesian history.

Product Design. The intended product design is the initial product design that will be validated, the results of the analysis of potential and problems, as well as the collection of information. The product design that will be developed in this research is in the form of a history learning comic that uses the Second Dutch Military Aggression learning material in Lampung, especially in Metro. The result of this stage is the preparation of the initial product design, which is ready to go through the validation test stage in several stages. Based on a systematic format for writing historical comics, the first step of this activity is to determine the material to be developed, then to draft a comic script.

Product design validation. Design validation is a process of activities to assess whether the product design is feasible or not. The validator or expert to validate this historical comic learning media is a lecturer from Muhammadiyah Metro University as a design expert and media expert, history subject teacher at SMA Negeri 1 Metro, and the results of class XI students' responses at SMA Negeri 1 Metro as users.

Product Design Improvement. After the product design is validated, the advantages and disadvantages will be known. Then design improvements were made to complement the shortcomings and request re-correction of matters relating to the appearance and feasibility of the learning media presented. The results of this revision are expected to form a historical comic learning media on the Second Dutch Military Aggression material in Lampung especially Metro in class XI in SMA Negeri 1 Metro. The product design improvement phase is declared complete if it meets certain criteria, that is, if the product draft has been declared feasible and ready by the validator to be tested in the field.

RESULTS AND DISCUSSION

Utilization of History Learning Media in SMA Negeri 1 Metro

Based on interviews and observations that have been made to history subject teachers on the use of instructional media conducted on November 23, 2018, at SMA Negeri 1 Metro, the results of these interviews and observations found that the use of history learning media is quite good but in this case, history learning has not been maximized and contextualize with local history material, the media used in printed books and LCD projectors so that the process of learning history is still considered to be less than optimal. The media of learning history in SMA Negeri 1 Metro has not used the media of historical comics as a medium of learning in contextualizing local history so that in this case students lack understanding of the local history that is around them. The use of learning media that is used as a support in the learning process needs creativity and variation in learning methods to achieve learning objectives.

The use of instructional media in the form of printed books and LCD projectors has been maximally utilized by subject teachers, almost all students own or use printed books and LCD projectors as a medium in learning history.

Analysis of the Needs of Teachers and Students in Learning History in SMA Negeri 1 Metro

Starting from the unavailability of learning media in the form of historical comics that relate to local historical events, the learning media currently needed by teachers are those that contain local historical content. The results of observations made by researchers indicate that teachers have prepared learning strategies that can facilitate the utilization of local historical content. However, learning media that are used and are available are limited to textbook modules which generally do not link, contextualize with local history or local historical events that are around students. Whereas historical

learning relating to local knowledge that exists around students is very important, and educators need to teach it to their students through contextual approaches (Barton & Levstik, 2008; Booth, 2003; Kyvig & Marty, 2010). Teaching local history will open students' understanding of history more concretely and be an initial means to build effective aspects that are relevant to history (Amboro, 2013, 2015). Utilizing local history that is around students, will facilitate students to find historical significance as part of historical thinking skills that need to be built from historical education both formally and informally (Amboro, 2020; Clark & Levesque, 2018; Levesque, 2008).

Based on the results of the needs analysis, it can be concluded that history learning at SMA Negeri 1 Metro requires the development of learning media that contains local historical content. The study developed learning media in the form of historical comics that contained local historical material, namely the Second Dutch Military Aggression in Lampung, especially in Metro. The process of developing the material content is adjusted to the analysis of Core Competencies and Basic Competencies that have been specified in the 2013 Curriculum.

Design of Historical Comics Developed

Based on the results of the needs analysis that illustrates the conditions on the ground do require learning media that can be developed for the learning of students by needs, the researcher will develop a special historical comic discussing the Second Dutch Military Aggression Resistance event in Metro that occurred in the village of Tempuran. This is done by looking at the Core Competencies and Basic Competencies to link the material to be developed. In developing the development model that has been presented, there are several component aspects, including: (1) aspects of material appropriateness, (2) presentation aspects, (3) language aspects, (4) appropriateness of evaluating historical

comics for learning history, (5) comprehensive display historical comics.

After determining the Core Competencies, Basic Competencies, determination of Indicators, and materials following the 2013 Curriculum, the next step is to collect data related to the Second Dutch Military Aggression Resistance material in Metro. After the material is arranged, the next step is to compile the design of historical comics, there are basic elements that are physically contained in historical comics, namely, the front cover of the book, the contents and the back of the book. This development product is in the form of historical comics that tells about events that have occurred in the Metro.

Comics are a form of a cartoon that expresses character and plays a story in a sequence that is closely connected with the picture and is designed to provide entertainment to the reader (Prawiradilaga, 2013). Cartoons are very dependent on the impact of a single vision, then comics consist of a variety of situations to be continued. The comic that the researcher will develop is a comic in the form of an educational comic book that contains several pages that are bound. Comics developed in this study, according to Bonnef, are a type of Science Fiction comics, namely comics that contain stories created by writers or comic artists based on real-world knowledge, which contain knowledge according to the theme raised (Khasanah, 2019).

The flow compilation of historical comics is completed, the next step is design validation and material validation. The feasibility test of historical comics developed based on the assessment of experts, in determining the validator there must be a consideration in its ability to assess the products that researchers develop, namely historical comics. The evaluation conducted by the validator also contained suggestions and comments from the validator team.

Product Validation Data Presentation

Historical comics on the Second Dutch Military Aggression material in Metro that has been developed will then be validated by a team consisting of two design experts who assess aspects of the cover and design aspects of comic content, then two material content experts who judge historical comics in physical appearance, presentation of material, language, and then soliciting responses from 10 students of class XI of SMA Negeri 1 Metro as users.

This stage is an activity where to assess the rational design of products carried out by experts. Each validator and student will fill in the questionnaire sheets provided by the researcher by putting a checklist ($\sqrt{}$) in the column that corresponds to the assessment aspects or indicators.

Historical Comic Validation Test

From the data obtained in the media validation conducted by two validators with the aspects assessed are cover design aspects, content design aspects. In the validation stage 1 gets the results of the assessment with an average value of 3.44 with a feasibility percentage of 75% with the criteria "Eligible". While the validation of historical comics by stage 2 design experts obtained an average value of 4.70 with a percentage of the feasibility of historical comics is 94.1% with the criteria "Very Eligible". The results of the validation carried out by design experts between stage 1 and stage 2 increased by 19.1%. The following is a description of the results of validation by design experts in stage 1 and stage 2 are as follows:
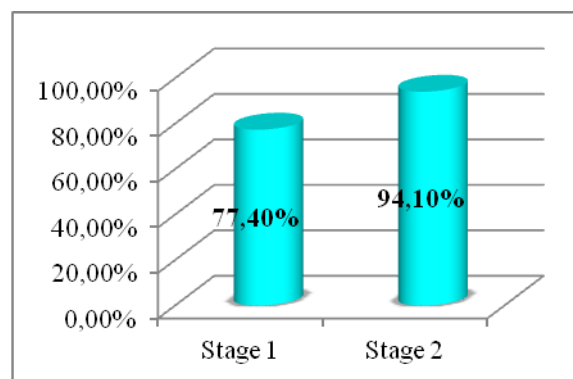

Figure 1. Results of the design validation assessment in stages 1 and 2

Based on the above data it can be concluded that historical comics have fulfilled the design feasibility to be tested.
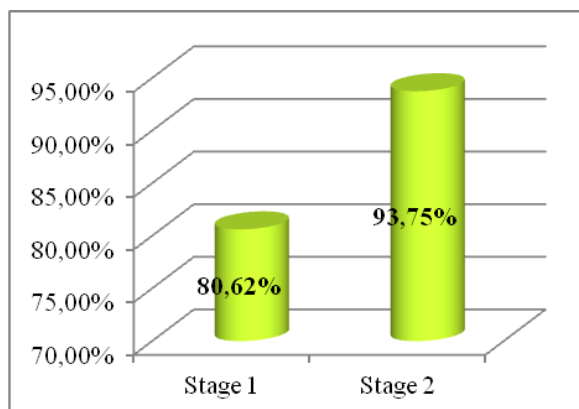

Figure 2. Results of the evaluation of the validation of historical comic material in stages 1 and 2

Whereas in the material validation test stage, there is a comparison of results from the material validation test for stage 1 and stage 2. In the material validation test phase 1, values were obtained with an average of 4.00 with a percentage of the feasibility of historical comic material at 80% with the "Eligible" criteria. Furthermore, in the validation test of historical comics stage 2 historical comics

obtained an average value of 4.68 with a percentage of 93.75% with the criteria "Very Eligible". The following is an illustration of the percentage results of the validation test of historical comic material in stages 1 and 2.

Based on the validation test data above it can be concluded that the learning media in the form of Historical Comics with the Second Dutch Military Aggression material in Metro that has been developed, and has fulfilled the requirements and several criteria at the validation test stages 1 and 2. Historical comics that have been stated deserves to be tested for history learning class XI can be one of the references in the history of learning media that can provide insight in linking local history material. To see a clearer picture related to the results of validation by design experts and the media, material experts and responses by 10 students of class XI of SMA Negeri 1 Metro by getting a final average score of 4.85 with a percentage of 97% with the criteria "Very Eligible" is as follows:
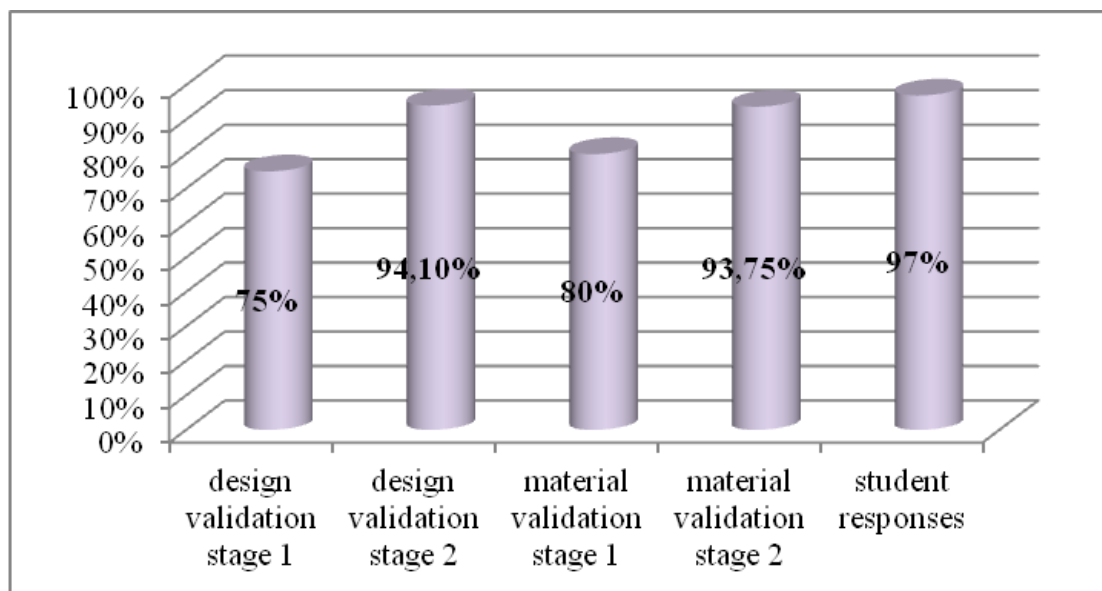

Figure 3. The results of percentage evaluation of design and media validation, historical comic material in stages 1 and 2, and student responses to the draft of historical comic media products.

Based on the above data it can be concluded that the draft of the product development in the form of historical

comics has fulfilled the design and media feasibility, the material worthiness, and positive responses from students to then

enter the next stage which is the testing phase.

Strengths and Weaknesses of Developed Historical Comic Media

Based on the results of the development of instructional media products in the form of Historical Comics with learning materials for the Second Dutch Military Aggression in Metro, it can be identified the advantages of the draft product that has been prepared and is worthy of the trial is as follows:

1. Historical Comics with the Second Dutch Military Aggression learning material on Metro can be one of the reference media for learning that is creative, innovative, and has local historical content. Can help students to better understand historical events that have occurred in the immediate environment and the vicinity.
2. An interesting presentation in the form of comics, following the psychological development of students in secondary schools, can increase student motivation.
3. Historical Comics with learning materials for the Second Dutch Military Aggression in Metro is packaged in such a way as to pay attention and consider various criteria of learning media and good comics so that they can be used at all ages.

Meanwhile, those who are still lacking in learning media products in the form of Historical Comics with the Second Dutch Military Aggression learning material on Metro are as follows:

1. This historical comic learning media has a limited scope, which is only the Second Dutch Military Aggression and is local. The limitations of the scope of this material certainly do not describe or represent similar events that occur in different places, although there are similarities in the time events occur.
2. This research is a level I development research, so the product effectiveness results have not been obtained after being tested.

CONCLUSION

Media Historical Comics with the Second Dutch Military Aggression learning material on Metro has been declared valid or feasible from the validator team's assessment. This is based on the results of validation by stage 1 design experts by 75% with the criteria "Eligible", stage 1 design experts by 94.10% with the criteria "Very Eligible", while the results of the validation of the material for stage 1 experts by 80% with the criteria of "Very Eligible ", expert material stage 2 of 93.75% with the criteria" Very Eligible ", as well as the responses of students obtained a percentage of 97% with the criteria of" Very Eligible".

Suggestion

The suggestion from the first researcher is to continue the development of this Historical Comic learning media up to the trial phase. The second suggestion is to deepen the material because there is still much that can be explored from Indonesian history to the present. Then make developments either teaching materials, media, or worksheets with different Indonesian historical materials to improve the quality of education, especially learning history.

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