Transformation of Historical Learning Towards Public History

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ABSTRACT
Technological developments in this digital era have influenced science a lot, including the process of learning history. This influence can have an impact on the perpetrators or human resources of history learning such as the way of thinking of lecturers and history teachers. Likewise, learning media are used as tools in conveying the material or substance of history learning. The use of learning media based on the development of information and technology that is most felt by history students is the change from offline with various lecture methods to online systems with learning viewing methods with documentary films and animations.

Keywords: Natural disasters; History learning, various lecturer

1. INTRODUCTION

The development of information and technology has made important changes in the history learning system from various lectures to digital history publics. The lecture method varies, the teacher must first prepare a learning implementation plan according to the method to be used so that the learning process can run well. The use of various lecture methods can be done through several stages, namely the preparation, implementation and evaluation stages. Varied lecture methods also have various responses and impacts on students, such as they feel happy, feel more enthusiastic when learning and all of that is inseparable from the teacher's role in class, and for the impact caused by the process of using the varied lecture method, students feel more interested. to learn, increase motivation to learn, and be able to reconstruct historical events and apply existing values in everyday life. However, this lecture method has obstacles for both teachers and students, such as teachers being required to be more creative, being required to master the material better, and being able to reconstruct learning materials well. Meanwhile the obstacles from the students' side are lack of literacy, lack of confidence in interacting in class, and all of these things can be overcome with good cooperation between students and teachers.

The era of technology and information is a new era that removes the rigidity of thinking towards flexible thinking that is present in the technological system, including the delivery of historical learning to practical history (practice history) or public history. Lyotard's Influence on History Learning.

It is felt by lecturers and history teachers at school. Postmodernism according to Lyotard [1] also tries to present multiple realities and provides many alternatives. The black and white dichotomistic modern cultural heritage has given birth to rigid thinking which in turn makes people trapped in the abyss of universalism essentialism. This way of thinking is another form of totalitarianism, an understanding that according to Lyotard is no longer suitable and relevant to the information technology era [3].

2. RESEARCH METHODS

The main purpose of studying history is to make a person wise [6][7]. Studying history is a door to learn and find wisdom for what has happened. Studying history is learning about humanity in all its aspects. Learning history will give birth to an awareness of the nature of the development of human culture and civilization, the result of this learning which is then known as historical consciousness.

The way of delivering information or subject matter is through oral narratives, which vary in use by delivering other teaching methods such as discussions, questions and answers, giving assignments, and others. The varied lectures in some of our studies in schools are no longer attractive to students in today's digital era. Likewise, in several services regarding the application of public history materials, it was found that students were always actively and enthusiastically participating in learning by introducing public history or practical history. The historical learning objectives of the lectures vary, including:

1. Build students' awareness about the importance of time and place which is a process from the past, present, and future.

2. Train students' critical power to understand historical facts correctly based on a scientific approach and scientific methodology.

3. Growing students' appreciation and respect for historical heritage as evidence of the civilization of the Indonesian nation in the past.

4. Growing students' understanding of the process of the formation of the Indonesian nation through a long history and is still in progress to the present and the future.

5. Growing awareness in students as part of the Indonesian nation who has a sense of pride and love for the homeland which can be implemented in various fields of life both nationally and internationally (Permendiknas, no 22 of 2006).

3. DISCUSSION

3.1 *A Development of Learning Substance.*

The public history approach is very important in its contribution to the history learning process and the oral history method supports this with the large number of digital public data in cyberspace. So the trend of learning history with the oral lecture learning method is not the era anymore because you have to choose a digital learning method using a public history approach. The public history approach displays historical discourse in the form of documentaries, animations, cartoons, visualizations of museums and digital archives, to the use of holograms. This is what is called the transformation of the learning history of varied lectures to public history. This is in line with "Procurement of more representative audio-visual media. To be able to study history, it is better to prepare a history room that allows students to study independently. The existence of this space will also help teachers in carrying out learning. If the history room is not possible, then audio-visual media such as VCDs and tape recorders should be attempted. Laptops and VCDs are now widely used class equipment."[4] An example of a documentary about the history of Kampung Wani can be seen at this documentary link: https://www.youtube.com/watch?v=zOk1FElGn6o&t=8 60s. This link is one of the lessons delivered in the local history course at the History Education Study Program FKIP UNTAD.

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The substances presented in this documentary film Kampung Malambora include: First, there is a social change from people who do not know Islam to become a society of Muslims, complete with the grave of Ulama Sayed Al Mahdali and the old Malambora Mosque as the center of Islamic civilization which was built in 1906. in Palu, Central Sulawesi. Second, this documentary is a film that shows the diversity of the people of Palu City, namely there are people of Arab descent, Bugis and local Kaili people who live in the same environment. Third, the film about the Wani settlement proves that Palu City is one of the centers of the archipelago's trade network, where in Malabora Village there is an old port called Wani port. This port became one of the buffer ports of the Donggala Port in the past.

Furthermore, online learning will provide good effectiveness in conveying the substance of blended learning materials or online and offline learning. Local history learning materials and public history materials are delivered in the Nusantara module lecture process as one of the learning exchanges for the Independent Learning and Independent Campus (MBKM) students. Materials about the Central Sulawesi Museum can provide a lot of information about the diversity of local history of Central Sulawesi. Thus the You Tube link about the presentation of the Central Sulawesi Provincial Museum as follows: https://www.youtube.com/watch?v=2riT9kclLbA&t=45 3s. There are several things that we get in this link for history learning: First, visually we immediately see the collection of the Provincial Museum.

Central Sulawesi such as collections of geology, archeology, ethnography, history, biology, philology,

ceramics, heraldry and so on for local history learning materials. Second, all objects that are a collection of both artefacts, socifacts, and ecofacts as historical sources can be shown and explained. Likewise the development of museums from manual to digital museums. Thus the development of the Museum of Central Sulawesi Province for the sake of learning history in Indonesia.

4. CONCLUSION

Changes in the lecture learning process vary to public history (public history) influenced by the development of information and technological advances. The use of learning media based on the development of information and technology that is most felt by history students is the change from offline with a variety of lecture methods to an online system with the method of showing learning with documentary films and animations. Likewise with the development of Indonesian history learning materials including the characters of historical figures. Then, based on two documentary films of Kampung Malambora and an online presentation about the Central Sulawesi Museum, it provides a detailed description of the substance of history learning materials, including the development of learning materials because they are directly seen by students.

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