



The Concept of Indonesian History Learning Oriented Creative Products with Commercial Value

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Abstract. Education is an effort to humanize humans. One of the indicators of a perfect human being is a human who is able to fulfill his needs. However, the reality on the ground shows that there is educated unemployment due to a lack of job opportunities. Education should respond to this by emphasizing learning on entrepreneurial skills. Learning in order to improve entrepreneurial skills actually already exists in the curriculum structure, for example the subjects of Creative Products and Entrepreneurship. However, it is possible for other subjects to take part in the development of entrepreneurship skills. Learning Indonesian history can contribute to improving entrepreneurship skills. This can be done by making Indonesian history learning oriented to creative products that have commercial value because Indonesian history can be an inspiration in developing a creative product. Efforts that can be taken are to carry out learning activities with project based learning through project assignments to produce creative products of commercial value.

Keywords: Creative products · entrepreneurial skills · Indonesian history learning

1 Introduction

Education is a term that describes an activity of interaction between teacher and students. The interaction between teacher and students that occurs promotes a process of transferring knowledge, values, and skills [1]. So, it can be said that education is important and useful for a student to live his life in the future because essentially education is carried out to prepare humans to become fully human. A complete human being can be interpreted as a human being who can take advantage of all the potential and insights that exist within him to live life. Therefore, education is seen as an activity that is universal and lasts throughout human life, so that every human being there is an educational activity [2].

Education has an important role in life. One of the important roles of education is to make it easier for someone to fulfill their life needs by obtaining knowledge which is one of the things that makes it easier for humans to get a job. This is because someone who has a high level of education is seen as easier to get a job opportunity. The opposite

applies to someone who has a low level of education because the opportunity to get a job is certainly not better than someone with a high level of education. Indeed, education is one of the benchmarks for companies to accept employees, so it is not excessive if education is seen as an investment [3]. Therefore, it is also not surprising that there is a study which states that education has a positive and significant influence on economic growth in society [4].

There is a view that education makes it easier to get a job. However, it is undeniable that today many educated people are unemployed or commonly referred to as educated unemployed. The causes of educated unemployment are related to the problem of the quality of education and the gap between the number of comparisons of the labor force and the number of available job opportunities. The problem of unemployment can be overcome by several things, such as creating job opportunities or instilling an entrepreneurial [5]. Therefore, it is not surprising that educational activities in schools at this time have integrated entrepreneurship-laden subjects in their curriculum. One of them can be exemplified by the subjects of Creative Products and Entrepreneurship in the Vocational High School (SMK) education level which aims to increase students' knowledge, skills, and interest in entrepreneurship [6].

Entrepreneurial nuances have indeed been integrated into the curriculum structure in schools. However, it is possible to carry out a form of improving the skills and interests of students in entrepreneurship issues through existing subjects, including Indonesian History subjects. This may sound unusual because Indonesian History subjects are often related to the issue of inculcating the value of nationalism rather than the issue of entrepreneurship [7]. In practice, it may also face some challenges because learning Indonesian History also has a stigma that is worrying because it is seen as focusing on tedious memorization, causing a lack of student interest. This is even though not entirely true because Indonesian History teachers have tried to carry out an interesting learning activity [8]. In addition, related to the usefulness of getting a job, learning Indonesian History is also seen as lacking and not too related to the needs in the world of work [9].

History learning which is seen as tending to focus on memorization issues can be turned into interesting learning if the teacher develops and implements an interesting learning design as well. This can also be done to direct entrepreneurship-oriented history learning. What is more, at this time teachers are given an opportunity to develop and innovate in learning activities. Teacher creativity in learning activities is useful to attract the enthusiasm and interest of students in participating in learning activities. Therefore, it is not surprising that the creativity of teachers in innovating in learning activities can improve the quality of learning [10].

Indonesian History Learning can be oriented towards entrepreneurial issues if an innovation has been carried out and the application of learning designs developed specifically with the aim or oriented to entrepreneurial issues. As for in depth, a learning design that is oriented to entrepreneurship, especially creative products with commercial value can be appointed. Creative products can be said as a product that is the result of an innovative or creative idea. The product must of course have commercial value because later it can provide an opportunity to be traded [11]. Creative products that have commercial value can be made armed with ideas from various things, including the history of Indonesia. Therefore, it is not surprising that there are several creative products based

on Indonesian history that have commercial value in the community. This can be exemplified by the existence of brands such as Djoelang Cloth which produce t-shirts with historical themes [12].

2 Research Method

This research is a qualitative research type with a descriptive approach. The research was conducted to seek to describe the research topics raised in depth, comprehensively, and in detail. The research was conducted by means of a literature study, so that an analysis of the data sources in this study consisted of books, scientific articles, and other sources that could provide information or data on the topic being researched. Researchers conduct research by dealing directly with research sources in the form of text. Various texts used are already available and are generally secondary sources or are not obtained directly from the research process in the field. The research is not limited by time and space because the research data is fixed data [13].

Various data obtained from data sources will then be analyzed. The analysis process is carried out in several stages according to the interactive data analysis developed by Miles and Huberman. The data analysis stage begins with reducing data from various data obtained from data sources so that the data is more directed to the problems in this study. Furthermore, a form of data presentation is carried out so that a pattern of relationships between data is seen, so that various data are easy to understand. After that, a verification effort was carried out and obtained a conclusion from the various existing data [14].

3 Result and Discussion

A. Indonesian History Subjects in the 2013 Curriculum

Indonesian History subjects first appeared in the 2013 Curriculum. Before the emergence of the 2013 Curriculum, Indonesian History was integrated with Social Sciences (IPS) subjects, precisely at the time of implementation of the Competency-Based Curriculum (KBK) 2004 and Education Unit Level Curriculum (KTSP) 2006. Social Studies at that time consisted of several subjects, such as Indonesian History, Geography, and Economics. In its development, the 2006 KTSP underwent a renewal into the 2013 Curriculum. As for the emergence of the 2013 Curriculum, there were also Indonesian History subjects that stood alone as a compulsory subject [15].

Indonesian history is indeed one of the subjects contained in the 2013 curriculum structure. Indonesian history occupies a special place as a compulsory subject in the 2013 curriculum. In practice, learning Indonesian history is carried out in every level of secondary education and its equivalent [16]. Indonesian history which is a compulsory subject indirectly bears a responsibility to succeed in the goals to be achieved from the 2013 Curriculum. The intended purpose is to create an Indonesian man who is faithful, productive, creative, innovative, and affective to provide a form of contribution to society, nation, state, and the world. Therefore, learning Indonesian history can be seen as having an important role in providing guidance to students so that the expectations or goals of the 2013 Curriculum are achieved [15].

The position of Indonesian History subjects as compulsory subjects certainly poses challenges and opportunities. The challenges that arise come from the view of the audience who see subjects related to history as trivial subjects. So, there is a challenge for Indonesian History teachers to develop an effective and innovative subject so that Indonesian History subjects are not seen as trivial, so that Indonesian History subjects can also be seen as valuable subjects. In addition, the issue of opportunity should be realized because learning Indonesian history that is carried out can be a means of maintaining the integrity of the nation, increasing nationalism, and developing historical awareness which is expected to lead to changes in students' attitudes and behavior. Therefore, Indonesian history has an important position because it has something to create the nation's future through fostering students with the values contained in the subject matter of Indonesian history and learning [16].

As a compulsory subject, it is proper that Indonesian History learning has a comprehensive learning portion for all students. So, it is not surprising that Indonesian History learning at the beginning of the implementation of the 2013 Curriculum received a portion of 2 h of lessons every week for grades X, XI, and XII at all levels of senior secondary education and other equal schools. However, in its development there has been a reduction in the portion of history learning in vocational high schools (SMK). In the 2013 Curriculum revision in 2016, Indonesian History learning in SMK was reduced to 2 h of lessons every week only for grades X and XI. It doesn't stop there, in Indonesian history learning in the 2017 revised 2013 Curriculum, history learning in SMK gets a portion of 3 h of lessons every week only for class X. The change in the portion of Indonesian History learning in the 2016 and 2017 revised 2013 Curriculum does not reduce the portion of History learning Indonesia in senior high schools that are not vocational high schools [15].

The portion of learning Indonesian history is indeed less and too crowded for students at the vocational education level or the like. However, apart from that, Indonesian History learning is still on going to provide guidance to students with material related to Indonesian History. The Indonesian History learning that is still being taught in schools can still be used in an effort to improve the quality of students, including the cultivation of entrepreneurship skills through Indonesian History learning which is oriented towards producing a creative product with commercial value which is of course based on Indonesian History.

B. Creative Products and Entrepreneurship Based on Indonesian History

Creative products in Feldman's view (1980) can be described as a product that has a form of authenticity or originality in the product. The creative product can also be a product of a combination or a product of variations from other products that have existed. The process of combining and varying the product can ultimately produce a product that has an authenticity and is different from existing products. The process of blending and variation that is carried out can of course be classified as an experimental process from the developer or creator of the creative product [17]. Creative products when associated with the creative economy can be classified into the types of animation, architecture, design, photography, music, crafts, culinary, fashion, research and development, publishing, film, advertising, interactive games, performing arts, fine arts, information technology, television and radio, and video [18].

Creative products will always be related to the creative industry. This is according to Simatupang (2008) because the creative industry relies on a form of creativity, talent, and skill that comes from an individual as the main element of the running of the industry. The main element of course must have a potential to improve welfare because the creative industry is also related to the creative economy. However, when viewed in depth, the creative industry process has a uniqueness because an offer to sell a product involves offering a form of intellectual creation which is the result of creativity. Therefore, it is not surprising that a product in the creative industry focuses on human qualities which are the source of a creativity that appears. Uniquely, the creative industry is more likely to emerge from an industry group that is in the small and medium class, not a large industrial group [19].

Creative products will indeed be related to a creative industry and creative economy. This linkage should also be understood by every creative industry player. Creative industry players must also have a way to create a product that has commercial value, in addition to innovating or being creative. This makes sense because in an industrial context, creativity products must be able to sell in a buying and selling transaction, so that they can generate profits for the industry players. Therefore, product advantages must be improved in order to compete in the market [20].

Indonesia certainly can and has the opportunity to create creative products of commercial value. One of the opportunities could come from the socio-cultural diversity of the Indonesian people, which can be a source of inspiration for creative industry players to make a creative product that has commercial value. This actually needs to be explored and developed, so that the creative products produced have commercial value and also have Indonesian characteristics [20]. Seeing this potential or opportunity, it is also an opportunity for Indonesian History to be used as a source of innovation in the creation of creative products.

The history of Indonesia does have an opportunity to be an inspiration in efforts to create new creative products. This statement is reinforced by the existence of several evidences of creative products based on Indonesian history that have been produced. Creative products based on Indonesian history, of course, have commercial value because they have been spread and traded in the community. The examples of creative products based on Indonesian history can be exemplified by the existence of creative products in the form of written batik inspired by the reliefs found in Candi Kidal. The relief on Candi Kidal was used as an inspiration and resulted in six new batik motifs, including left-handed singhapadma, right-handed singhapadma, left-handed padma, left-handed padma tendril, left-handed medallion, and Wisnu Kencana medallion [21]. Another example can be seen from the creative industry group Djoeng Cloth which produces a creative product in the form of a t-shirt with a screen-printing design with the theme of history and nationalism [12].

Based on this description, Indonesian history can be utilized in the development process or innovation process to produce a creative product. The creative products that have been produced can be called creative products based on Indonesian history. Creative products that are developed must of course have an authenticity or novelty that comes from the results of creativity. These creative products should also pay attention to the commercial value in them because creative products must also be traded, so that they

can become a means of increasing welfare. Therefore, indirectly Indonesia's history can improve welfare by making it an inspiration in the development of creative products.

C. Indonesian History Learning Oriented Creative Products with Commercial Value

Indonesian history has the opportunity to be used as inspiration in developing creative products with commercial value. This can indirectly be one of Indonesia's historical contributions to improving people's welfare. Seeing these opportunities, of course learning Indonesian history which is a compulsory subject at the secondary school level can be oriented to produce creative products of commercial value as well. Therefore, creativity and innovation are needed in the development of learning activities, so that Indonesian history learning can be oriented to produce a creative product.

Learning history of Indonesia has the opportunity to be developed to be oriented to creative products with commercial value. This can be done by implementing project based learning in learning Indonesian history. Project based learning is an innovative learning model with students as the center. In the implementation of project based learning the teacher is placed as a facilitator and motivator. It is not surprising that in the practice of project based learning, students are given a great right to learn when completing a project. So, it is not surprising that project based learning is seen as being able to create a form of learning environment that can encourage students to construct their knowledge and skills [22]. Project based learning is considered suitable to be applied in learning Indonesian history which is oriented towards creative products that have entrepreneurial value because of the output in the form of completion of a project, including products in the implementation of project based learning.

Project based learning can certainly be implemented in learning Indonesian history in schools. However, it is necessary to understand the existence of a form of advantages and disadvantages of project based learning. Project based learning once presented by Wena (2014) has advantages, including the learning motivation of students can increase, increase the ability of students in finding and finding a solution to problems, an increase in collaborative activities between individuals and groups, as well as an increase in resource management skills. In addition, there is a lack of project based learning, include the need for a fairly large amount of time in solving problems, requiring a lot of financing, requiring equipment that is not simple [23].

Project based learning should understand the implementation steps, before learning is carried out. Learning project based learning has a step execution carried out, ranging from the determination of the basic questions, the design project to be carried out, the preparation of project schedules, monitoring the progress of the implemented projects, an assessment of the results of the project, as well as an evaluation of the experience of the project [24]. The steps in its implementation in learning Indonesian history to produce output in the form of creative products of commercial value can be done in several steps, including: (1) Teacher provide problems from a learning material to students to be solved in groups and asked to make a project in the form of a creative product of commercial value as a result; (2) Students are asked to make a concept of a creative product of commercial value that will be made referring to the given problem; (3) Concepts that have been made by students are collected, then assessed and given input by teacher; (4) Students are given time to work on products that have been conceptualized; (5) The product is presented in class learning according to the specified time; (6) Teacher assess

creative products of commercial value that have been produced by students; (7) Students are also asked to give each other assessments and input on products that have been made by other students [23].

The application of project based learning in learning Indonesian history basically still requires the role of teacher. Basically, Indonesian history teacher are important in selecting appropriate learning materials according to the learning objectives. As for this issue, of course, it leads to output in the form of creative products of commercial value. So, in order to make it easier for students to produce creative products of commercial value, teacher can also provide a limit on the types of creative products produced. This can be exemplified in learning materials about Hindu-Buddhist kingdoms in Indonesia and teacher want to direct learning activities to produce creative products of commercial value. In the end, teacher decided to use project based learning in the learning. Teacher give a limit to students that the resulting project is to produce creative products of commercial value in the form of fashion and crafts. Therefore, in its development, students can develop and implement a project and be more focused. The history of the Hindu and Buddhist kingdoms in Indonesia in the end is not only a narrative history, but has undergone a change to become the basis for development and produce a creative product that is certainly of commercial value.

Based on this description, the process of implementing project based learning must of course be integrated in every process of developing learning activities starting from the learning planning process, learning implementation, and learning evaluation. In simple terms, learning plans are prepared by teacher regarding the learning plans that will be implemented. This is usually made in the lesson plan (RPP). In the implementation of learning, the designs already contained in the lesson plans are implemented in learning activities. Then, learning evaluation is a process that must be carried out to assess the level of competency achievement of students after participating in learning activities [25].

4 Conclusions

In the learning process as part of education, there should not only be a process of transferring knowledge or character, but also emphasizing the issue of skill transfer. Skills in the future can be a provision for students to survive, one of which is entrepreneurship by making and selling creative products of commercial value. Creative products with commercial value can be made with Indonesian history as inspiration in product development. This is an opportunity for learning Indonesian history to be oriented to creative products of commercial value. Moreover, Indonesian history is a compulsory subject in the 2013 Curriculum. Efforts to do this can be done by implementing project based learning in Indonesia history learning activities. The project appointed is a project to produce a creative product that has commercial value.

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