Initial Requirements for Android Based History Learning Media Development in Australian and Oceania History Courses to Support Distance Learning

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Abstract. The purpose of this article is to identify the initial requirements for the development of Android-based history learning media to support distance learning. Qualitative descriptive methods were used in this study. According to the results of interviews with lecturers, digital-based learning media is used to improve the high-quality of gaining knowledge of in records subjects, which can also be tailored to an all-sophisticated era; In addition, android-based learning media can be used to learn anywhere and anytime. The results of the questionnaire also revealed that 98.3% of students need android-based history learning media to support distance learning. This demonstrates the importance of creating a history learning medium in Australian and Oceanian history courses to support distance learning.

Keywords: learning media · digital-based learning media · history learning

1 Introduction

The government gives sizable guide inside the area of education because it performs a important role inside the improvement of a kingdom. The 1945 constitution of the Republic of Indonesia, that is primarily based on divine values, Indonesian national way of life, and responsiveness in each dynamism of time, is the foundation for countrywide training, in step with regulation of the Republic of Indonesia No. 20 of 2003, in order to acquire the goals of national training, the national schooling gadget is a complete and interconnected issue of training as a whole.

Referring to the laws that have been made, that education must adapt to the changing times. This is in line with the opinion of Teni (2018), Education is defined as a conscious effort to prepare youth to welcome and face the development of the times in the global era [1]. Therefore, teachers or educators are required to always be active and keep up with the times. Education that adapts to the times in this case means that education must adapt the use of the curriculum to the ongoing times, besides that also in terms of learning must adjust to the times, such as Nowadays, the use of learning using digital learning media is very necessary to support distance learning.

Learning media is one of the most important learning competencies, with the existence of learning media students are expected to be able to receive learning more quickly and learning objectives can be achieved. Media is a very helpful tool in the teaching and learning process, according to Indriana (2011) [2]. Learning media, on the other hand, are described by Azhar Arsyad as "anything that can be used to convey messages or information during the teaching and learning process in order to stimulate attention and interest in learning." According to some of these experts, one of the most crucial elements of a learning activity is learning media. The use of more digital media in education is mandated in the current global era in the hopes that doing so will help students adapt to the times.

Considering that students are the milineal generation or generation Y. This agrees with according to Howe and Strauss (2000) Generation Y is different in terms of being confident, group-oriented, protected, wanting to believe, and feeling depressed because of the difficulty of the task. They value relationships with technology used to support the value of friendship. They are open to parents, comfortable with parental morals, and understand the rules and standards that apply to make life easier.

Access to information whether it be news, entertainment, social media, or other types of information is also becoming easier thanks to advancements in increasingly sophisticated cell phone communication technology. It is closely related to the ease with which a smartphone or smartphones can access the Internet. When using the Internet for communication, a person takes advantage of an interconnected network between one device and another. Consistent with the Indonesian internet service companies association (APJII) and the crucial information company (BPS), the range of net users in Indonesia on the cease of 2013 reached 71.19 million. With this figure, and when compared to the total population of Indonesia, Internet penetration in Indonesia is around 28%. [3]. Seeing this reality in learning activities or lectures, a lecturer must also think about using technology in learning.

One of the efforts that lecturers can do is to use digital-based learning media or android applications. Considering that based on the survey results that have been described above, a person in this era cannot be separated from a cellphone. The same thing was also conveyed by Purbasari (2012) [4]. Advances in science and technology brought more and more significant changes and ushered in a more practical era. In the field of education, advances in information technology have penetrated both management and learning systems in the classroom. The increasingly diverse use of media by teachers poses challenges in carrying out their duties as teachers in schools in order to achieve learning objectives.

Useful digital-based media that is available as an Android application. A ready-made program called an Android application is made to carry out tasks for users of application services and the use of other applications that the target audience can use. The executive computer dictionary defines an application as "a method of solving a problem using an application's data processing methods that typically race on desired or expected computing or expected data processing" [5].

In Lampung Univeristas, History Education Study Program, There are courses in Australian History and Oceania. This course is one of the important and compulsory courses in the History Education Study Program. However, since online learning, lecturers and students have experienced difficulties in delivering and using the right media, because there is no digital-based learning media that is able to support the delivery of material during the delivery of remote material.

In this study, researchers wanted to know the initial need for the development of android application-based learning media in the Australian and Oceania History courses. This is done because since online learning the delivery of learning materials is not optimal. In addition, there is also no android-based learning media to support remote learning carried out by students, so it is hoped that in the future it will further increase students' understanding of the material in the Australian and Oceania history courses. This andorid application also once made can be an example and can be used in other universities that have australian and oceania history courses.

2   Research Methods

In order to address the initial requirements of product development, this study employs qualitative descriptive methods. According to Brogdan and Taylor, a qualitative study is one that generates written or spoken descriptions of people or observable behaviors as descriptive data. Three different methods—interviews, questionnaires, and documentation—were used to gather data by the researchers. The qualitative analysis proposed by Miles and Hubeman is the primary focus of the data analysis for this study. The stages of data analysis include data reduction, data presentation, conclusion-drawing, and verification (Fig. 1).
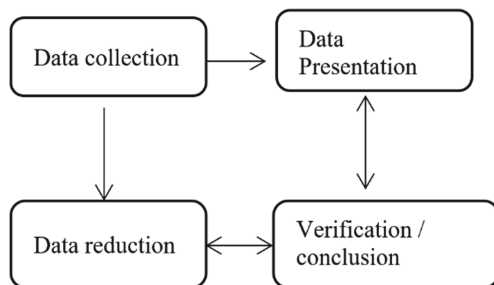

Fig. 1. Interactive analysis of Miles and Huberman

3   Results and Discussion

Researchers conducted interviews and gave questionnaires to students in this research activity to determine the level of need for developing android-based history learning media in Australian and Oceanian history courses. Based on the results of interviews with lecturers, Australian and Oceanian history courses in learning activities have used digital-based learning media, but they have not been optimal to support distance learning. Furthermore, the historical media used cannot be accessed at any time or place, making it difficult for students to carry out learning activities. There needs to be a learning medium for Australian history that can be used and carried anywhere to make it easier for students to learn.

The questionnaire given to students regarding the use of learning media also shows that a digital learning media is needed for learning the history of Australia and Oceania, which can be seen below.

Following information was gathered based on the needs analysis conducted using educator questionnaires and observations: (1) The degree to which historical learning media are necessary for students' thinking and behavior, all students stated that learning media makes students think and act. 100% of students think that learning media can make students think and act, so learning media is needed in history learning (Fig. 2).

Most students know some learning media that can be used in history learning, namely 98.3% know and 1.7% do not know. Although some students are familiar with the learning media commonly used in history learning, students still feel bored and unmotivated, resulting in unsatisfactory results. In other words, new, more innovative learning media are needed to foster student learning motivation and achieve average learning outcomes. The average number of students has also increased (Fig. 3).

The use of learning media to teach history to students makes learning those subjects easier for all of them; In fact, 100% of them agree that using learning media makes it easier for them to understand the lessons taught. Accordingly, it is able to be concluded that the introduction of new instructional media is essential to interest students and facilitate the studying of their records (Fig. 4).
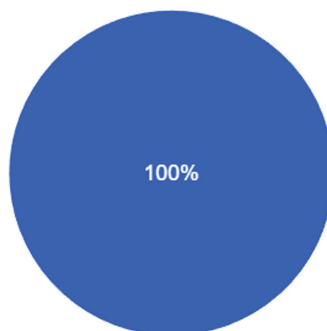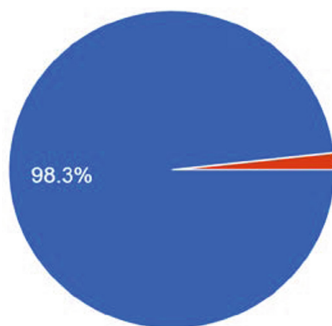

Fig. 2. History Learning Media Needs

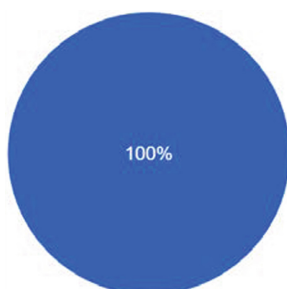**Fig. 3.** Students' Understanding of Learning Media
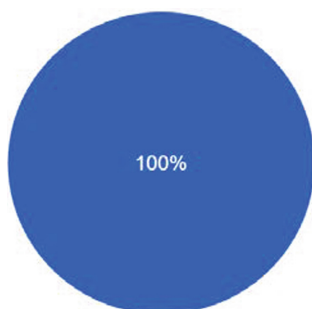

Fig. 4. Use of learning media

Fig. 5. Presentation of students' interest in digital studying media

Based on the needs analysis carried out, students' initial knowledge of digital learning media shows that all students like digital-based learning media. Therefore, history education requires the use of digital learning materials (Fig. 5).

Digital-based history learning media makes it easier for students to understand the subject matter, with 98.3% of students finding it easy to understand the learning material when using digital learning media and 1.7% answering no. So it can be concluded that
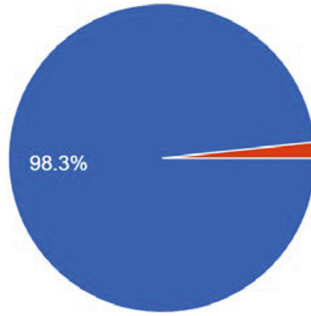
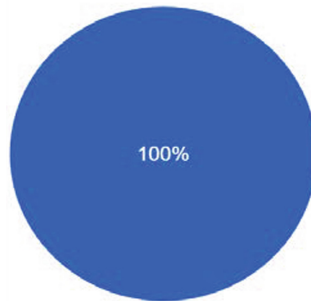**Fig. 6.** The Influence of Digital-Based Learning Media on Student Understanding

Fig. 7. Motivated student presentations using digital learning media
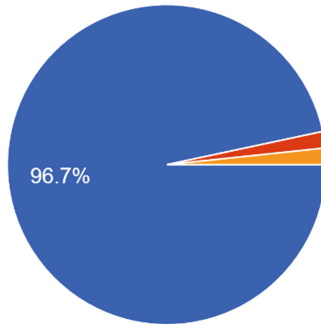

Fig. 8. Use of learning media by lecturers

new digital-based learning media must be developed in order to attract students' interest and make it easier for students to understand the subject matter (Fig. 6).

As evidenced by the percentage of students who are 100% motivated to respond to digital history learning media, students are motivated to learn through digital history learning media. In other words, a brand-new, more cutting-edge digital-based history learning tool is required to boost learners' motivation (Figs. 7 and 8).
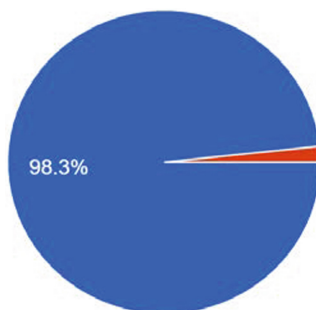
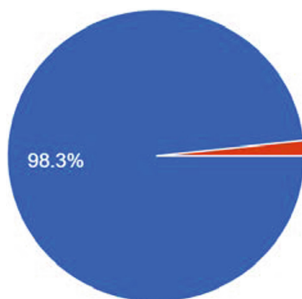**Fig. 9.** Utilization of Android application media as a Medium for Learning History

Fig. 10. Android-Based History Learning Media Needs

Learning media plays an important role in conveying information to students; 96.7% of respondents said that lecturers use it in the classroom, while 1.7% say no and 1.7% say they do it sometimes. It can be said that most lecturers use learning technology in the classroom. Learning applications, websites, laptops, powerpoints, learning videos, and Android devices are some of the media used.

Since Android is a part of everyday life, students should use it as a learning medium. According to the needs analysis, 98.3% of students believe that they need to use Android as a learning medium, while 1.7% believe not. Therefore, Android is needed as a digital-based learning medium in history education (Fig. 9).

History learning media makes it easier for students to understand the learning material. Most stated students could easily understand the material provided by the learning media android, with 98.3% of students finding it easy to understand the learning material when using andori learning media and 1.7% stating no. So it can be concluded that new Android-based learning media is needed to help students understand the learning material (Fig. 10).

4   Conclusion

The evaluation of researchers' wishes aims to accumulate information on how students analyze records the use of virtual-primarily based getting to know media and what

studying media are used by academics while teaching history topics. The records demonstrates the types of learning media which are currently required through instructors and students. According to the findings of interviews with academics, the fine of getting to know in records topics is more suitable by means of the usage of digital learning media, which also can be adapted to a noticeably state-of-the-art technology; further, android-primarily based gaining knowledge of media may be used to examine anywhere and anytime. The questionnaire data additionally revealed that 98.3% of students need android-based history mastering.

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