

## **Empowerment Of History Education Media at SMK Negeri 6 Padang**

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### **ABSTRACT**

This article aims to describe the forms of media in the implementation of history learning education, and how to empower powerpoint media in the history learning process at SMK Negeri 6 Padang. This study uses a descriptive qualitative research method belonging to the field research conducted at SMK Negeri 6 Padang. Informants in this study were history educators, school principals, waka curriculum and students of SMK Negeri 6 Padang. Data collection techniques used were interviews, observations, and documentation studies submitted to history educators, school principals, waka curriculum and students of SMK Negeri 6 Padang. The results of the study are as follows (1) The forms of media in the implementation of history education at SMK Negeri 6 Padang, the media used by educators are diverse (2) Empowerment of powerpoint media in a historical learning education process at SMK Negeri 6 Padang, educators display media that will be used and then explain it. In the educational process, an educator (educator) is more dominant in empowering the use of educational media. By empowering media in the educational process where students can concentrate more on delivering teaching materials by educators (3) The impact of empowering powerpoint media on historical education can create a more pleasant learning atmosphere, students are interested and more enthusiastic in learning, so that students pay attention to the teacher when explaining the teaching material.

**Keywords:** Media, Power Point, History Education

### **INTRODUCTION**

Everyone experiences an educational process throughout his life. Therefore, education is an effort to develop self-potential in a sustainable and continuous manner like a spiral from one level to a progressive level following the needs of the community in society at large. This is also conveyed by Ahmad Qurtubi in his book Comparative Education, that life long education provides the meaning of education, not only preparing oneself for the future, but education is the meaning of life itself.

This means that education is the responsibility of humans as subjects for themselves, especially those who are adults so that they continuously increase their independence socially, economically, psychologically, and ethically (Qurtubi, 2019).

Saefuddin and Berdiati (2014) in their book say "that effective learning is a learning activity in a condition that is deliberately created. There all learning components are played optimally in order to achieve the teaching objectives carried out. Learning literally means learning activities. Learning can be interpreted as a process of adding knowledge (knowledge) and insight through a series of activities carried out consciously by someone that results in changes in him, so that positive changes occur, in the next stage new skills, skills and knowledge will be obtained.

According to Gilang K, (2020) in his book on the implementation of Online Learning in the Covid-19 Era, writing online is an abbreviation of "in the network" as a substitute for words that we often use in relation to internet technology. Online is a translation of a term which means being connected to the internet. Online learning means learning that is carried out online, using learning applications and social networks. Online learning is a learning method that uses an internet-based interactive model (LMS), such as using and others.

Vocational High School/Madrasah Aliyah Vocational School (SMK/MAK) is a form of formal education unit that organizes vocational education at the secondary education level as a continuation of SMP, MTs or other equivalent forms or a continuation of learning outcomes that are recognized as equal/equivalent to SMP or SMP. MTs (Kemdikbud, 2010). If in high school there are only three majors, it is different at the vocational level, there are nine areas of expertise which are broken back into several study programs of expertise and specialization again into competency skills. Vocational education is secondary education that prepares students especially to work in certain fields. Vocational education consists of Vocational High Schools and Vocational Madrasah Aliyah. According to Shamad (2003) in his book History of Methodology Perspective and Research Reference, he states that the subject of history is "one of the social science subjects in school/madrasah educational institutions that studies events and past events of mankind.

According to Wingkel (2004) in his book Psychology of Teaching said that, learning media is "a way, tool or process used to convey messages from the source of the message to the recipient of the message that takes place.

in the educational process." Through the use of learning media is expected to enhance the quality of the teaching and learning process which in turn can affect the quality of student learning outcomes. The use of media in learning or also called media learning in the teaching and learning process can generate new desires and interests, generate motivation and stimulation of learning activities, and even bring psychological effects on students.

Based on a preliminary study conducted with history teachers at SMK Negeri 6 Padang. Stating that in delivering learning material the teacher uses the lecture method and students take notes in the learning process in class, using media in learning makes it easier to attract students' attention, especially during the last hours of class, if it cannot attract students' attention, of course it will make students feel bored in learning.

In learning activities, students during history subjects, educators do not use the media properly, educators are less than optimal in using media that are in accordance with the Learning Outcomes being taught because, in using media, teachers use media as they are, so when the media should be needed more specifically, here the teacher can use general media, and conceptualize that the media used as an example. In connection with the description above, it can be concluded that the media can be used as a learning medium to optimize the teaching and learning process in history learning

## **METHOD**

The research with the title Media Empowerment in History Education of Students at SMK Negeri 6 Padang is a qualitative descriptive study. According to Sukmadinata (2006) in his book Educational Research Methods, that a form of research aimed at describing existing phenomena, both natural phenomena and man-made phenomena. The phenomenon can be in the form of forms, activities, characteristics, changes, relationships, similarities, and differences between one phenomenon and another is descriptive research. Sources of data in this study in the form of primary sources and secondary sources. Primary data can be obtained by conducting observations, interviews and documentation. In this study, researchers conducted interviews with informants, namely history teachers, school principals, waka curriculum, and students of SMK Negeri 6 Padang, about media empowerment in history education. This secondary data can be obtained through the internet, school profiles, photos, and documentation.

An Orientation, that the qualitative approach is "an approach which is also usually called an investigative approach, because the researcher collects data by means of face-to-face (pace to pace) and interacts with people at the research site." (Iskandar, 2009) Qualitative research can also be intended as a type of research whose findings are not obtained through statistical procedures or other forms of calculation. However, the data collected from qualitative research allows for analysis through a calculation.

## ***Interview***

An interview is a conversation with a specific purpose and purpose. The conversation was carried out by two parties, namely; the interviewer or who asked the question and the interviewee or who provided the answer to the question.

The type of interview conducted by the researcher is an in-depth interview, namely the process of obtaining information for research purposes and the method of questioning and answering face to face between interviewers and informants, using interview guidelines, where interviewers and informants are involved in a relatively long social life.

to primary data sources, namely history educators, school principals, waka curriculum, and students. The expected data from the interview is about the use of media in learning history of students at SMK Negeri 6 Padang.

### ***Observation***

According to Sugiyono (2016) that observation is "a complex process, a process composed of various biological and psychological processes." In this method, researchers are required to make observations either directly or indirectly on the object under study.

The object of research in the observed qualitative research is called the social situation, which consists of three components, namely (place), (perpetrator), and (activity).

- a. The place of research, namely SMK Negeri 6 Padang
- b. The perpetrators were history teachers, school principals, and students at SMK Negeri 6 Padang.
- c. Activities related to the use of media in learning history of students at SMK Negeri 6 Padang.

### ***Documentation***

The technique of collecting data with documentation is the retrieval of data obtained through documents. The documentation method the author uses to find data about the profile of SMK Negeri 6 Padang.

The research sample in principle is part of the population taken by the researcher to represent the existing population. There are two important conditions to be selected as a sample, namely a large enough number and representative of population characteristics. In this study, the technique of selecting the sample used is because a researcher determines someone to be a member of the sample.

Another opinion says that it is "a model similar to the usual reality in countries with cold climates. In winter, if we are on the hill. And from the top of the hill rolled a fist of snowball. The snowball will roll down the hillside and the longer the ball rolls, the bigger the snowball will be" (Sukardi, 2003).

## RESULTS AND DISCUSSION

### *Media forms in the implementation of historical education at SMK Negeri 6 Padang*

Based on the results of research conducted by researchers at SMK Negeri 6 Padang which was carried out through observations and interviews with history subject educators, school principals, waka curriculum and students. Schools are held online or have been dismissed due to the COVID-19 pandemic, according to a circular that on October 6, 2021, face-to-face schools will be postponed. However, for students who have difficulty learning during online learning, schools can serve students to attend school while still paying attention to health protocols. When the research was carried out by the author, SMK Negeri 6 Padang applied appropriate offline learning with the provisions that apply because, vocational learning requires practice in schools.

Year	Researchers	Precentage
2015	2	1,18
2016	1	0,59
2017	0	0,00
2018	8	4,73
2019	36	21,30
2020	54	31,95

Based on the results of interviews with educators, in which the question was how the students responded to history subjects, he answered:

"Because they have been at home for too long, then there is a slight difference between face-to-face before COVID-19 and now. Especially in the way of learning and the feeling of laziness increases, because it is already convenient online."

Then the author asked the same question to the Deputy Head of Curriculum, which he answered:

"With creative educators in learning, learning will be fun for students, unlike complicated math lessons, storytelling history is very fun."

The author also asked the Principal the same question, which he answered:

"Response here means the response of students to the learning that has been carried out, especially a good learning model can provide a positive response for students after they take KBM."

Based on observations made to students, it can be seen that during the hours of history lessons, it is true that the attitudes and focus of students are not optimal as expected. Likewise with other subjects, because they have experienced learning when online is implemented.

It can be concluded that the response of students in learning history during the Covid-19 pandemic was not good enough because of the circumstances and atmosphere that had to be accepted, so the teacher tried to attract the attention of students by using media in history

learning, and for media created by teachers the aim is that the media fit the needs of students for online learning.

History learning media is a tool in delivering teaching materials so that the objectives of history learning can be achieved. The use of media can help the implementation of learning, because not all teaching materials are delivered orally, it is necessary to use media so that the implementation of learning is more effective.

Based on the results of interviews with educators, in which the question was what forms of media did you use in the implementation of history learning, she answered:

"The media that you use in power points, concept maps, maps, pictures and Ifilm. But the media that I use most often is power point, because this media is very effective."

In addition, the researcher also conducted interviews with several students, regarding what forms of media were used by educators in learning history. They answered:

"When studying history, the teacher uses film media, power points, concept maps, maps, and pictures."

From the study of documentation on the use of media in the entry and development of Hindu and Buddhist culture in Indonesia, researchers can find that the media used is a power point that includes material and pictures of the material to be taught. So it can be concluded that the media used by educators at SMK Negeri 6 Padang varies. educators need to be creative in choosing the media to be used, especially when the media is very easy to obtain. Most of the media used today are electronic based.

SMK Negeri 6 Padang uses a new curriculum, in the new paradigm curriculum there is no use of lesson plans or the terms KI and KD which are competencies that must be achieved by students after going through the learning process, but are replaced with a new term, namely Learning Outcomes (CP) which is a series of knowledge, skills, and attitudes as a unified continuous process, so as to build a complete competence. Therefore, every learning assessment that will be developed by the teacher must refer to the achievements that have been set.

From the documentation study of the modules owned by educators, the allocation of time they have is 2 hours of learning (2x45 minutes). Initial competence is about the entry and development of Hindu and Buddhist culture in Indonesia with the planned learning media in the form of power points. The media used by educators in teaching has been adjusted to the plans that have been made. Power point is a computer program that is designed in such a way that it is suitable for use in many ways and can be used as a medium for learning history. Media is the presence of materials and tools. Indeed, power point is categorized as a tool, but it will turn into a medium if it is equipped with teaching.

History learning media is a tool in delivering teaching materials so that the objectives of history learning can be achieved. Media empowerment can help implement the learning process, because not all teaching materials are delivered orally, media is needed so that the implementation of learning is more effective. From the modules owned by history educators at SMK Negeri 6 Padang, educators plan history learning media as previously discussed. In teaching students, educators use learning media, of course, educators have prepared the media to be used, for that the authors conducted interviews to get more information.

Based on the results of interviews with educators, which is the question where did you get the history learning media that you used? He replied:

"There are media that you use that you make yourself, schools also provide media, such as the internet."

The researcher also conducted an interview with the principal regarding whether the school provided history learning media facilities, he answered:

"Specifically the school does not provide history learning media, but the school has provided it in every class, so it is left to the teacher to use the media from the internet provided."

Based on observations made to educators, educators use learning media. The material he taught was about Islamic cultural heritage in the archipelago. Learning media used in the form of power point. The power point that he uses contains points so that students can understand easily. This power point will be sent through the group to students to be downloaded and used. The learning media used by educators is in accordance with the teaching materials. It can be concluded that the media used by history educators at SMK Negeri 6 Padang is in accordance with the material to be taught. With this appropriate media, students' understanding of the material makes it easier to remember lessons.

### ***Empowerment of Powerpoint Media in the History Learning Process at SMK Negeri 6 Padang***

The next stage in the use of learning media is how educators use the media that will be used in history learning. Learning media is a means to facilitate educators deliver teaching materials and students more easily understand the lessons delivered.

For this reason, researchers conducted interviews with educators on how the techniques used by educators in empowering history learning media, he said that:

"The technique of using history learning media must be in accordance with the lesson plan that has been designed. If the method implemented in the learning process is the lecture method, then the media used is the media that supports the method. At the initial stage, the mother explained the objectives, methods and media that would be used today. When using media, students are asked to pay attention to the media used.

The researcher also conducted interviews with the school principal about how, according to the mother, the techniques used by history educators in using history learning media, she said that:

"The technique used by history educators is a technique that is in accordance with the provisions of the curriculum because schools have implemented an independent curriculum, where educators are free to use their method in planning learning according to the characteristics of students."

From the study of documentation of the existing learning techniques in the educator module, that learning uses the model, this is a combination of face-to-face learning with the process. This is very helpful for students because some students still need face-to-face meetings in class to discuss and complete the learning process that has been passed through the internet.

The researcher also conducted interviews with Student B, where the question was how the techniques used by educators in using history learning media were, he answered:

"After we are absent, mother will convey what media was used and ask questions about yesterday's learning, after finishing that, mother will send today's learning media directly with practice."

Then the researcher also conducted an interview with Student C, still with the same question, he said that:

"Usually educators will send learning media to the group and we will download them to be able to start the next activity. But on offline days, educators usually ask us to bring the focus to the classroom, then pair it up. When learning, the teacher asks students to pay attention to the media used."

From the study of documentation on the suitability of the media used with the context, the researcher can explain that the power point media can be said to be appropriate with the material for the entry and development of Hinduism and Buddhism in Indonesia. By using power point media to describe the material, students will be able to understand in detail what happened and understand well.

Here it can be concluded that before using media, educators convey what media will be used in learning. In using it, educators ask for the full attention of students to the media used.

Based on the results of interviews with Student D, where the question is what is Ananda's opinion on learning history using learning media, with the answers:

"It is very necessary, because for friends who are smart and also have an interest in history lessons, whatever strategies and methods are implemented by educators, maybe they will understand and pay attention during the rote learning process like this history, but there are characteristics that are not like that. So, educators must be more creative to use media that is fun and makes us not bored. In history learning, we hope that educators don't just tell stories."

The researcher also conducted an interview with Student E, still with the same question, saying:

"History lessons are indeed a lot of memorization, but if history educators in the learning process always use a variety of media, even though the material is a lot. Then it will be easier for us to understand the material, and even to face the objectives we do not have to read from the beginning, because with the media used. Moreover, the media that we designed ourselves, it will increase our level of understanding and attention and understanding of the material. little by little the negative view of history lessons will decrease and our level of attention will be increased by using the media."

From observations and interviews conducted by researchers at SMK Negeri 6 Padang, it can be concluded that learning is still centered on educators even though they have used media. The task of educators is to teach students. Learning is not only conveying material to students but how students understand and are involved in the process. In learning by using media educators must be able to direct students to pay attention and be active in learning.

### ***Impact of Powerpoint Media Empowerment on History Learning at SMK Negeri 6 Padang***

Everything that is used in the learning process has various kinds of influences on the learning objectives to be achieved. Learning objectives will be achieved if the learning process is carried out in accordance with the learning implementation plan that has been designed and compiled by educators in accordance with the school curriculum. Likewise with the media used in the history learning process. The use of media in history learning has many influences. Related to the problem the author will discuss the impact of the media on the attention of students' learning.

Based on the results of observations made as discussed above. When educators use media in learning, students pay attention to educators in delivering teaching materials. Although there are some students who still do not pay attention to the teacher teaching. To find out more the author conducted an interview.

Based on the results of interviews with educators, in which the question is, what is the impact of media in the history learning process on students, he answered:

"Materials using media in the history learning process not only make students' attention focused, but also make their level of understanding about the importance of history lessons be felt. Those who initially underestimated and considered history to be of no use, but after educators used learning media that related to the video of the struggle, then they say how important history lessons are for future guidance."

The researcher also interviewed the principal about the impact that she encountered from the use of media in learning history on the students, she answered:

"According to my mother, apart from focusing students' concentration on learning, the use of media in teaching and learning activities, both history and other subjects, facilitates, helps, optimizes students and teachers in the classroom because media is only a means of delivery, but has a flexible function."

Based on the interview of student D, where the question is how the other students respond when learning to use learning media, he answered:

"During the history learning process, friends were very enthusiastic about participating, so when the media was used by educators, they focused their attention and listened to the material explained by the educator. However, there are still those whose attention is not focused, such as being late in responding to the teacher."

The researcher also interviewed Learner E on the same day, he said that:

"Friends responded, but not a few of them only took absences because being online at home gave a bad signal, he said. friends prefer film media. "

From the results of the observations and interviews above, the researcher can conclude that using media in learning has a good impact. the use of media in history learning can create a more pleasant learning atmosphere, students are interested and more enthusiastic in learning so that they pay attention to educators when explaining. But back again online, students are constrained by signals in poor home locations.

Furthermore, the researchers made observations on the involvement of students in history learning when history educators were teaching. When teaching using media, he teaches using media, students look interested and pay attention to him teaching. In teaching he explains more, so that students are less involved and dominant in listening to what the teacher says.

Student learning outcomes, namely the level of success of students in studying history subject matter at school. In the activities of teachers who use media, students can play an active role in exploring skills and enriching their understanding of the concepts being studied. The media used by students can guide and as a guide in the process of implementing history learning.

In learning history, students must be able to take advantage of historical learning resources such as media. By utilizing these learning media, the process of learning history in class becomes fun. With the learning media, students are easier to accept and understand the material in the learning process.\

The history educator who teaches in class X Clothing 1 stated that:

"The media used in learning brings quite good results. Activities that exist in the media can directly involve students in the learning process, making it easier for students to conduct experiments because the media has been arranged in a coherent manner, making it easier for students to formulate conclusions. And the results in the learning value of students by using the media can complete the learning objectives."

This was also confirmed by students, based on the results of interviews with Student A, by saying:

“Using powerpoint can help us in learning and can add insight and make creative thinking. In it, the media materials are easy to understand and we also answer questions easily and help us study at home, so we don't just study at home, we can learn.”

The researcher also interviewed Student B, regarding the same subject, he said:

“If the teacher does not use the media when studying, history will be less followed, because it will be boring to pay attention to the teacher only lecturing in front of the class for 2 hours of lessons.”

Based on the results of interviews with history educators and students, it can be concluded that in learning history using powerpoint media, the impact on student learning outcomes is quite satisfactory. Because in the media students can not only learn but also can solve the questions that will be given at the end of the lesson to add value and also use the media to study at home.

## **CONCLUSION**

Based on the description in the previous chapter, in this chapter several conclusions will be presented as follows:

1. The forms of media in the implementation of history education at SMK Negeri 6 Padang vary, but educators dominantly use PowerPoint as a media for history learning, and the internet provided by the school is very helpful in providing history learning media.
2. The use of media in the historical education process at SMK Negeri 6 Padang is done quite well, from the forms of media used which varies. The media used by educators is in accordance with the teaching materials. With the use of media in learning, students pay attention to educators in delivering teaching materials. How to teach using the media still does not involve students. Sometimes educators do not use the media even though it has been planned.
3. The impact of using media on history learning gives good results. the use of media in history learning can create a more pleasant learning atmosphere, students are interested and more enthusiastic in learning so that they pay attention to educators when explaining teaching materials. Results in the use of media, students can play an active role in exploring skills and enriching their understanding of the concepts being studied

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