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Systematic Review of Integration of Local History in History Education in Indonesia Based on Learning Technology

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ABSTRACT

The study's overarching objective is to examine how learning technology is being used to include local history in Indonesian history classrooms. Well-known for its ability to help students better understand national history by incorporating local perspectives. This research employed a meta-analysis based on a systematic review. The research's journal data was culled from the Scopus and Sinta databases. The research method used is the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-analyses) method. The author uses this method because the research protocol of the PRISMA method is detailed and complete, which allows for avoiding subjective bias in conducting a literature review. This study only uses a literature review without conducting a direct field study. From the search results of Scopus-indexed articles using publish and perish (2017-2022) with the keywords "local history learning," Sinta indexes eight articles through Google Scholar with the keywords "Local History Learning" 23 articles are obtained. Papers that apply to learning technology-based local history learning have two articles indexed by Scopus and ten articles by Sinta. Technology-based learning is a must in learning history to face globalisation in the era of society 5.0. Thus, technology-based learning of local history makes learning history more meaningful, effective, and efficient. Limitations of research on the articles used are only Scopus indexed using publish and perish (2017-2022) and indexed Sinta. So, in the future, it can be updated by analysing articles that contain new research results.

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1. INTRODUCTION

History learning generally tends to be oriented towards mastery of knowledge following the demands of Competency Standards and Basic Competencies. The syllabus lists these demands for history subjects that the government has set based on the applicable curriculum. Even though the government has determined it, history teachers can develop learning materials based on indicators compiled to achieve the expected learning competencies. The development of history learning materials can integrate local history into history learning. Learning local history means bringing the learning environment closer to students (Sayono, 2013). Thus, teachers must continue to pay attention to the applicable curriculum but still pay attention to the conditions that exist in the environment around students.

Local history is not written in the Basic Competencies, but discussions about local history always arise because national history relates to local history. There is one example of Basic Competence in the Indonesian History subject, Class XII Odd semester, which reads, "Evaluating the role and values of the struggle of national and regional figures in maintaining the integrity of the Indonesian state and nation in the period 1945–1965" (Nafi'ah et al., 2021). Another example of the discussion of local history that can be discussed in history lessons is in class X, History of specialisation, which reads, "Understanding the steps of historical research (heuristics, criticism/verification, interpretation/explanation, and historical writing)." This basic competency allows teachers to convey local history or invite students to write down local history around them.

Local history in the curriculum is not officially written, but students must understand the history around them to get meaningful historical learning. The position of local history in the national history material strengthens students toward the national historical framework. Local history has a discussion that includes events about small communities, places, institutions, and communities, and usually, local historical objects are very close to people's lives in a particular arena or area (Robertson et al., 2021). Moreover, it is worrying that students understand more about warrior figures not from their area. Students generally tend to be more understanding and even fluent in narrating national historical events or national figures compared to local events and figures (Hariyono, 2017). Local history can strengthen students' understanding of National History/Indonesian History because local history complements national history (Bahri et al., 2021). Studying local history allows students to connect to the past and explore local history, increasing students' ability to actualise their historical thinking and engage in self-reflection (Saripudin et al., 2022).

The implementation of history learning has tended to be a lesson that only emphasises memorisation (Rahadian & Setiawan, 2021). This is because the history teacher has not been able to make students feel with learning objects, for example, in the events they are studying (Hardi, 2018). This is a consideration for history teachers not to present history learning based on material in textbooks provided by the government. The historical material in these textbooks is national historical material. National history material is needed to foster a sense of nationalism in students. On the other hand, the teacher must also be able to present historical material that is close to the student's environment. Inserting material about local events can give students an idea that historical events also occur in their environment (Mahardika, 2021).

Local historical events integrated into history learning also need the history teacher's creative and innovative touch. This is due to the situation and conditions of the times that have been growing. The development of the times can be seen in the increasingly advanced information technology, which impacts almost all aspects of life, including education. Good learning will be achieved if it is accompanied by the identity and integrity of the teacher in teaching, not only relying on teaching techniques (Rapanta et al., 2021). This is important for the process of improving the quality of history learning. So, the learning process is not only focused on students' abilities in the form of cognitive abilities but also on affective and psychomotor. The problem of learning history so far has focused on solid material regarding the number of years and events. This is in line with what was expressed by

Hasan (Nafi'ah et al., 2021) that negation occurs in history learning by using its historical character, which is related to the past, whether it is about events, year of events, names of actors, and lots of events. Highlight that teachers aren't used to fitting objects from a vast scope to the dimensions of a computer screen, which is why they don't employ the right technology for teaching history. (Abdulrahaman et al., 2020).

The focus of the article is to create a meta-analysis of the integration of local history in Indonesian history based on learning technology based on the following two research questions.

RQ 1: What forms of learning technology are integrated into local history learning in Indonesia?

RQ 2: How effective is the application of this learning technology to local history learning in Indonesia?

2. METHODS

The research method that I use is the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-analyses) method. The author uses this method because the research protocol of the PRISMA method is detailed and complete, which allows for avoiding subjective bias in conducting a literature review. This study only uses a literature review without conducting a direct field study. There are five important stages in the implementation of PRISMA, namely 1) Defining eligibility criteria, 2) defining information sources, 3) selecting literature, 4) collecting data, and 5) selecting data items (Moher et al., 2015). In defining the eligibility criteria, the articles used as references are the research results and studies written in both English and Indonesian.

These articles have substance in the discussion of the integration of local history; in historical learning relevant to this research. Furthermore, the literature search process defines information using publish and perish software and an online database through Google Scholar. The author uses Mendeley to help filter out duplicated articles. Exploration is done by selecting titles, abstracts, and keywords from search results based on eligibility criteria. Then, in the literature selection stage, the author determines based on a combination of local history keywords, historical education, and learning technology.

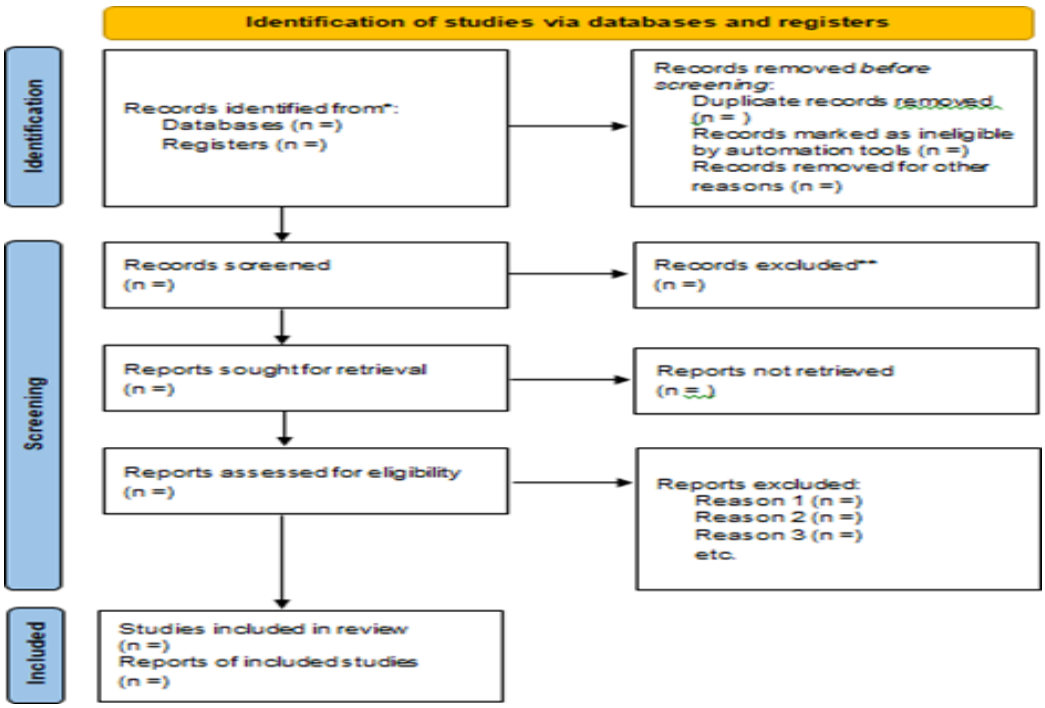

Figure 1. PRISMA Diagram (Rosyad et al., 2021)

Then read several articles in full and in part to determine whether they should be included in the next study. The selected reference list is then reviewed to find other related studies. In the data collection stage, the authors conducted manual collection through extraction based on article type, journal name, year, topic, title, keywords, and research method: the fifth stage is the selection of data items obtained from selected articles. Previous studies of the screening process relevant to this study contained 12 selected relevant articles.

From the results of these stages, the author then reconstructs the readings and findings to be synthesised in the discussion of this article, namely the integration of local history in history education in Indonesia based on learning technology. In analysing the data, the researcher used qualitative descriptive analysis, namely describing the actual situation in the form of a description in a sentence by taking the inductive method in concluding.

3. FINDINGS

The search results for Scopus articles through the Publish or Perlish application and Sinta-indexed articles through Google Scholar found 100 articles with details of 43 Scopus-indexed articles and 57 Google Scholar-indexed articles. From the search process, the final results were 12 reviewed articles.

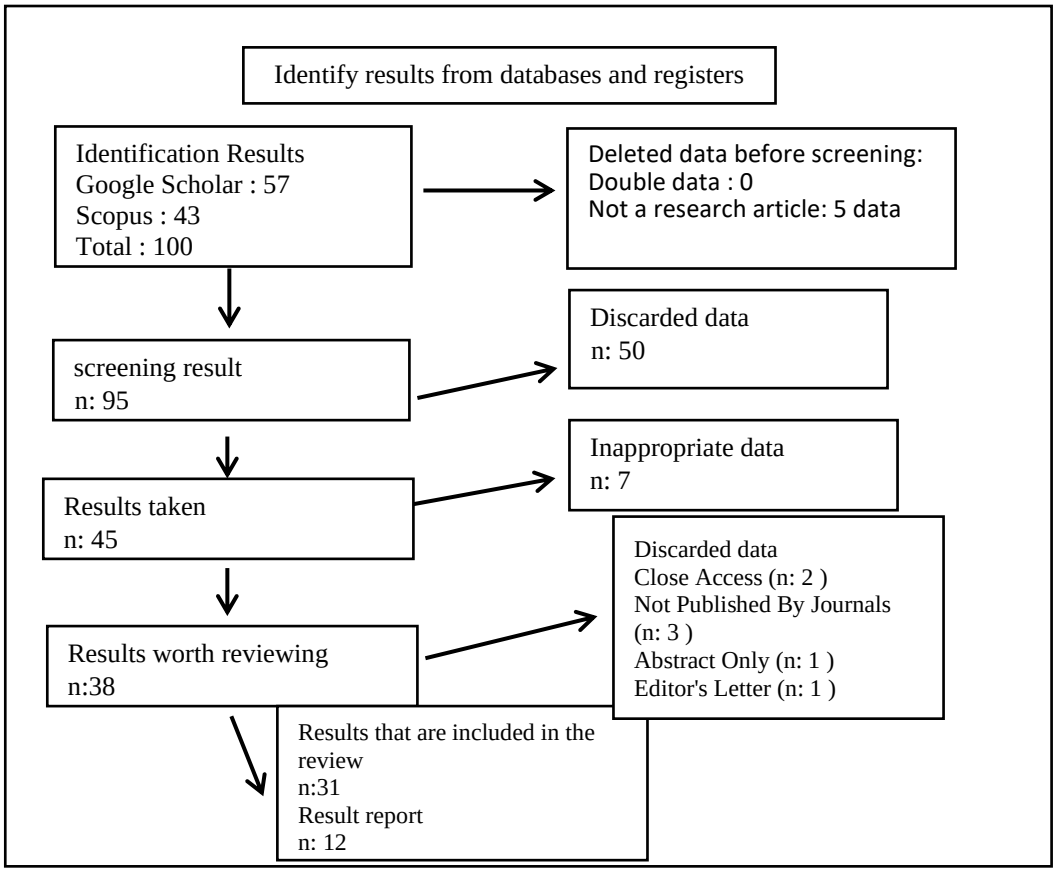

Figure 2. Database and register search results

The results of the methodological review of 12 articles showed that almost all articles belonged to the category of research development (R&D) with differences in the approach used, including development research using the Dick and Carey model (Azizha et al., 2020), the ADDIE model (Fiqri & Al Fikri, 2021; Asmi, 2019), Lee and Owens model (Agustiningsih & Pamungkas, 2018a), 4D model

(Sustianingsih & Yati, 2021), RAD model (Utari et al., 2021), experimental method (Saripudin et al., 2022). However, some articles do not mention the model or method used (Hartati et al., 2020; Utami, 2020; Putrianata & Chairunisa, 2020; Rachman & Widowati, 2018; Agustiningsih & Pamungkas, 2018). The articles reviewed used various development models, but both used qualitative and quantitative approaches in data collection and analysis.

4. DISCUSSION

Learning Technology in Local History Learning in Indonesia

Brian Garvey and Mary Krug explain the importance of studying history; studying history has several purposes, namely; (a) To acquire knowledge of historical facts (to acquire knowledge of historical facts). (b) To understand or appreciate past events, periods, or people. (c) To acquire the ability to evaluate and criticise historical writing. (d) To learn the techniques of historical research (to learn the techniques of historical research). (e) To learn how to write history (to learn how to write history) (Supardi, 2014). To achieve this goal, the role of the history teacher is needed. Teachers have roles, namely: (1) educating with an emphasis on providing direction, guidance, and motivation for the achievement of better learning goals, (2) providing facilities for achieving goals through adequate learning experiences, and (3) helping the development of students' aspects such as attitudes, values , and self-adjustment, are not only limited to teaching lessons but can stimulate students to be more active and creative (Slameto, 2015).

Furthermore, history teachers can integrate local history into history learning. Local history learning is more about guiding students to be able to motivate and interpret every event that happened in the past (Alfiyah et al., 2017). Furthermore, Taufik Abdullah explained that the characteristics of local history learning are (a) Local history learning focused on a particular event, the study of special events or what is called an eventual event, and (b) Local history learning that focuses on more emphasis on structure. (c) Learning local history takes the development of certain aspects in a certain period (thematic). (d) Study of general local history that describes the development of a particular area (Priyadi, 2012). With various opinions on the importance of integrating local history into history learning and the role of history teachers in providing facilities for achieving goals through adequate learning experiences, several studies discuss the application of history learning technology in local history learning.

Various learning technologies were developed to support local history learning. The technology for learning local history is in the form of an android application (Fiqri & Al Fikri, 2021) which is developed in the form of comics with local historical content, the form of Virtual Reality of Cultural Heritage for Local History Learning (Utari et al., 2021), the form of e-learning. Module with learning resources referring to historical sites and warrior figures (Azizha et al., 2020; Putrianata & Chairunisa, 2020), the form of the *ebooksejarah.id* website (Saripudin et al., 2022), the form of android-based local history teaching materials (Hartati et al., 2020), a form of Podcast-based Audio on Local History Materials (Asmi, 2019), a form of Digital Comic Learning Media Design for the Arca House History Laboratory as an Effort to Introduce Local History (Rachman & Widowati, 2018), a form of Muara Jambi Temple-Based Learning Media Video Local History (Agustiningsih & Pamungkas, 2018b), and Documentary Film Media Forms Based on Local Historical Sites (Sustianingsih & Yati, 2021).

The Effectiveness of Learning Technology on Local History Learning in Indonesia

The integration of local history in history learning in learning technology needs to be tested for effectiveness. According to Borg and Gall (Hendrayana, 2009), an effectiveness test is conducted on products that have been developed by involving potential product users. Then effectiveness can be defined by doing the right job. So it can be said that the effectiveness test is a feasibility test in development research; the aim is to see how far the effectiveness of the product that has been developed

is. The effectiveness test is also to evaluate the product, and it is hoped that input will emerge regarding the advantages and disadvantages of the developed product. So from the various shortcomings that improve the product, the right final results can be obtained to be used in the learning process in the field (Nandia F et al., 2016). However, several articles do not apply the effectiveness test (Utari et al., 2021; Utami, 2020; Rachman & Widowati, 2018; Agustiningsih & Pamungkas, 2018b).

The effectiveness of local history learning technology is presented in the form of a table as follows.

Table 1. Results of testing the effectiveness of local history learning technology

No	Related Article Identity	Effectiveness
1	Saripudin, D., Fauzi, W. I., & Nugraha, E. (2022). The development of interactive e-book of local history for senior high school in improving local wisdom and digital literacy. European Journal of Educational Research, 11(1),17-31. https://doi.org/10.12973/eu-jer.11.1.17	In the classroom, interactive e-books fall into the "low intensity" category. When it comes to the level of difficulty involved in using the interactive e-book Local History, several parts still require work. Nonetheless, the evaluations of e-books' usefulness, efficacy, and student satisfaction fall within the "enough" umbrella.
2	Azizha, F. S., & Umamah, N. (2020, May). The development of Patukangan local sites Situbondo e-module for history learning by using Dick and Carey model. In IOP Conference Series: Earth and Environmental Science (Vol. 485, No. 1, p. 012131). IOP Publishing.	Validation of the local history e-development module's indicated scores as high as 80% for language validation, 86.67% for expert validation from high school learning design professionals, and 93.33% from individual assessments. The findings of this study suggest that students can benefit from using e-learning modules focused on local history as a teaching tool.
3	Fikri, A., & Al Fikri, Y. (2021). Development of Android-Based Local Historical Comics as Media for History Learning. Candrasangkala: Journal of Education and History, 7(1), 76-81.	Experts in media, materials, and android applications were polled, and 84.6 percent of their responses were deemed valid or good. Students studying the Indonesian people's struggle to Dutch colonisation can benefit from using the Android-based local historical comic application. Students' familiarity with regional history could benefit from Android-powered digital comics.
4	Hartati, U., Kuswono, K., & Agustono, R. (2020). Development of Android-Based Local History Teaching Materials Containing Character Values. Journal of Lentera Pendidikan Research Center LPPM UM Metro, 5(2), 108-120.	The results of this development, after going through 2 stages of validation tests by 2 material experts and 2 media experts, can be declared feasible to be tested on UM Metro history education students.
5	Asmi, A. R. (2019). Development of Podcast-based Audio Learning Media on Local History Materials in South	The validity of this learning media was assessed by four teams of experts, namely material experts, language experts, and media

	Sumatra. Historia: Journal of Historical Educators and Researchers, 3(1), 49-56.	experts. The validity of the material has a value of 4.78 with a valid category, language validity of 4.38 with a valid category, media validity with a value of 4 with a valid category and learning design validity with a very valid category. This development research has been carried out and applied to students of Sriwijaya University History Education in the Ancient Indonesian History course 1. The potential effect of using Podcast-based Audio media at the field trial stage is an average pretest result of 36.42 with a very low category and then an average Posttest average of 82.32 with a good category. There was an increase of 45.9%, and the value of N-gain was 0.72 if 0.72 was 0.7, then it was included in the high category. This shows that Podcast-based Audio media on Sriwijaya material has been successfully applied and has a value of validity and an impact on effectiveness.
6	Putrianata, D., & Chairunisa, E. D. (2020). Development of an E-Module for Learning the History of the Struggle of Military Figures for Freedom Fighters in South Sumatra. Kalpataru: Journal of History and History Learning, 5(2), 152-157.	From the results of the study, it can be concluded that the research results obtained show that the e-module of history learning that was developed is feasible to be used as a learning medium for teachers and students in the teaching and learning process, based on the acquisition of the average value of the overall aspect score of the three validators, namely the aspect of presentation feasibility, namely: 3.82%, linguistic aspect 2.19% and graphic aspect 4.45% and the overall score of the student response aspect to the e-module is 80% with a very good category.
7	Agustiningsih, N., & Pamungkas, S. (2018). Development of Video Media for Learning Muara Jambi Temple Based on Local History in Indonesian History Courses Until the 15th Century, History Education Study Program, Jambi University of Batanghari. Scientific Journal of Dikdaya, 8(2), 320-333.	As a whole, the media expert evaluation yielded a score of 4.1, placing it in the "excellent" category and making it usable. In addition, the information is used as rated by media specialists, who gave it an overall rating of 4.3 (very good). Based on student evaluations in the pilot study, it was determined that the Muara Jambi Temple learning film based on local history in Indonesian history up to 15th-century subjects

		was very acceptable for use in learning activities, obtaining an average rating of 4.3 in the very good category.
8	Sustianingsih, I. M., & Yati, R. M. (2021). Student Responses to the Use of Documentary Films Based on Local Historical Sites. Kaganga: Journal of Historical Education and Socio-Humanities Research, 4(1), 62-70.	The results of the study, based on the calculation of the results of the response questionnaires filled in by the students, it was obtained that the average score of 75.6% of the students' responses was in a good category. This study concludes that overall, students responded positively and that the documentary film media based on local historical sites was quite liked when used in the learning process.

Based on the table, it can be concluded that the integration of local history in learning history based on learning technology can be used effectively in learning history.

5. CONCLUSION

Conclusions from the Systematic Review article related to the integration of local history in learning the technology-based history of learning, namely in the era of society 5.0, learning technology has become an unavoidable necessity. Despite the research articles' limitations, only Scopus indexed using published and perish (2017-2022) and indexed Sinta. So, in the future, it can be updated by analysing articles that contain new research results. This research contributes to explaining that local history learning will be more meaningful if it is made in the form of learning technology, which is expected to make history learning no longer boring and not just a rote lesson. Learning technology that has been integrated is feasible to be used in the history of learning.

Conflicts of Interest: "The authors declare no conflict of interest."

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