

## Development of Video Based on Historical Thinking on the History of Islamic Civilization in Indonesia



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**ABSTRACT:** Learning resources are the most urgent thing in the learning process, including history learning. However, until now there have been no learning resources in the form of books or other media made based on the characteristics of history itself, namely Historical Thinking. Historical thinking is only discussed as part of historical scholarship. In fact that is the main purpose why history should be taught. In essence, by studying history, students understand chronology, have the ability to analyze causality, causal relationships of each event, are able to interpret events correctly, think three dimension of time, and are able to take values from events that can be applied in today's life. Based on this, this study aims to produce learning resources in the form of video media designed based on Historical Thinking. Where historical material is not focused on describing facts, but analyzing facts and inviting students to practice historical thinking.

**KEYWORDS:** Historical Thinking, Video, Islamic Civilization, Historical Source, History Learning.

### INTRODUCTION

In general, history learning has three main objectives, namely academic ability, historical awareness, and nationalism. The purpose of academic skills is to practice historical thinking skills. Many historians have reviewed historical thinking, from Sam Wineburg (Professor of Education and History at Stanford University, America) to Mestika Zed (Professor and Historian at the Department of History, Universitas Negeri Padang, Indonesia). Wineburg (2006) explain historical thinking is "*Charting the future of teaching the past*". The past can be meaningful if it is used for present and future life. The indications are the continuity of the past that shapes the present, and changes in elements, values, and social order as a form of reinterpretation of the changing times. Wineburg provides an interesting study of how to use history as a means of thinking. We are systematically invited to enter the psychological dimension of teaching and studying history, without leaving the realm of contextual thinking. Mestika Zed emphasized that Historical Thinking is part of an effort to increase the spirit of critical thinking in history, so that history learning is closer to the scientific spirit (Zed, 2018).

Historical thinking as historical cognition as specified by as the process by which students employ procedural knowledge and disciplined inquiry (Seixas & Peck, 2004). Historical thinking cannot stand alone, it is a combination of several elements of thinking which consist of many components which then form a single unit. The components that build historical thinking are chronological thinking, causality thinking, interpretation, three-dimensional time thinking, and the skill of taking moral values from each historical event. It is clear that all these components are interrelated with each other (Hastuti et al., 2021).

The urgency of historical thinking skills so that it becomes one of the goals of learning history which is contrary to the reality that is happening today. The dominance of history learning which only reviews events written in the text, minimally applies critical thinking and interpretation (Basri et al., 2020). So it is not surprising that students are not able to 'learn from history' both about events, and in taking values as learning for everyday life. So do not be surprised if history as a lesson loses its meaning. History remains in the past, which creates a wide gap or distance with human life today (Hastuti, 2021).

At the ideal level, history learning should be able to become a consultant for various problems in society, based on lessons from the past that are transferred to the present and the future. Historical thinking introduces students to the wonders of the past, cultivates, and makes judgments about the present (Grant, 2013). For decades, the main goal of historical education has been a shift from factual knowledge to competence in historical thought. Historical thought also emphasizes the interpretation and reasoning of historical texts, interpreting the past in a particularistic, selective, and spiced with perspective. It means to think history is to understand the past (Bertram et al., 2017).

This historical thinking problem is very important to be followed up. There is a large gap between the way historians think about the process of conducting historical research and the knowledge and skills of students as prospective teachers in understanding history (Wineburg, 2010). Therefore, a solution must be found so that students know how to think historically. Seixas emphasizes that one must know what changes, and what remains, then historical thinking will be meaningful with substantive content. (Peck &

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Seixas, 2008). Even Margret suggested to train teachers to apply higher order thinking through the application of historical thinking (Margret et al., 2019).

There are many studies on teaching and learning, various methods, models, strategies and learning media refer to the same goal, namely to achieve learning objectives. The overall results of these studies can generally be used or applied in all fields of science (Basri et al., 2020). History as one of the compulsory subjects in schools uses a lot of learning media in its delivery in class. However, not all learning media can be applied in history learning (Rosida et al., 2020). Video that prioritizes the balance of audio and visual quality to the maximum is one of the learning media that can be applied in history learning (Cahyo & Hastuti, 2020). In addition, this video media as a literacy media can help students know the media system, critical thinking, and skills (Carlsson, 2019). In general, the use of video as a technology-based media can motivate students to improve the learning process (Dewi et al., 2020).

Actually, video is not new as a historical learning media, such as documentary videos or historical animation videos. However, these videos are only limited to presenting facts and events, only a kind of "Digital Storytelling" which only emphasizes knowing how to tell a story about an event (Robin, 2016). To the knowledge of the researcher, there has never been a history learning video whose presentation of the material is based on an analysis of historical thought. In fact, no matter how sophisticated the history learning media is made without being guided by the components of historical thought, it is tantamount to transferring textbooks, or teaching materials circulating in the market into video form. The use of video has a very big role in generating students' motivation in learning history. Carrying a thick history book is no longer considered practical, it is enough to open a book or digital resource via a cellphone or laptop for each lesson (Imansari et al., 2019). In addition, it is also considered to choose video media as a solution in this study, namely adjusting to the current situation, where we are in the "fourth generation" which is characterized by distributed technology in digital form and distributed interaction (Woolfitt, 2015), then the existence of the video as one of the elements that distribute it.

### METHOD

The method of research is Research and Development (R&D). Research and Development in education is the process of researching consumer needs and then developing product to fulfill those needs. It is not formulate or test theory but to develop effective products for use in schools (Gay, L.R., Mills, G.E & Airasian, n.d., 2011). Development studies aimed at design principles, and validation studies aimed at theory development and validation (Plomp, 2013). R&D is a series of steps to develop a new product or improve an existing product (Zafri & Hastuti, H., 2021).

In this study, R&D was used to produce a product in the form of a history learning video by presenting the material (content) in the video using historical thinking analysis, and testing its practicality. Needs analysis is the basic foundation in the development of history learning videos so that historical learning video products based on historical thinking are produced, and of course to test the effectiveness of these products so that they can function properly in learning (Sugiyono, 2009). The development model used in this research is the ADDIE Model. ADDIE development is effective and dynamic in supporting the performance of the program itself (Warsita, 2017). The ADDIE model has five components that are systematically structured and interrelated, meaning that its application in research must be carried out systematically from the first stage to the next stage so that it cannot be done randomly. In practice there are various kinds of adaptations of the ADDIE model that form the stages starting from analysis, design, development, implementation, and finally evaluation (Sugiyono, 2015).

Januszewski & Molenda (2008) explain the things that are done at each stage are as follows; 1) Analysis; At the analysis stage, the definition of learning problems, learning objectives, and learning objectives is carried out. In this phase, identification of the current learning environment, knowledge and skills of students is also carried out. 2) Design; The design stage is related to targeting, assessment instruments, exercises, content, and analysis related to learning materials, lesson plans and media selection. 3) Development (Development); In this phase, the content assets that have been designed in the design phase are created and combined. Activities carried out in this phase include the creation or collection of the necessary media, using the power of the internet or electronic media to present information in various multimedia formats. 4) Implementation; In this phase, training procedures are developed for the trainees and their instructors/facilitators. The training for facilitators includes curriculum materials, expected learning outcomes, delivery methods and testing procedures. Other activities that will be carried out in this phase include copying and distributing materials. 5) Evaluation: the evaluation phase consists of two parts, namely formative and summative. Formative evaluation occurs at every stage of the ADDIE process. Summative evaluation consists of tests designed for domains related to certain criteria and providing opportunities for feedback from users.

### RESULTS AND DISCUSSION

There are three important interrelated components in history. First, history is all past events or events that really happened (history is actuality) and has a relationship with the present. Second, history is the method historians use to reconstruct the past. History in this case is intended as a science tasked with investigating these changes. Third, history is the written opinion of historians about the past, which is commonly referred to as historical interpretation (Sjamsuddin, 2012; Kuntowijoyo, 2013; Suhartono, 2010).

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History is essentially a process of human struggle in achieving a picture of all of their activities that is scientifically compiled by paying attention to the time sequence, given critical interpretation and analysis, so that it is easy to understand and understand. History can provide an overview, human actions and deeds with all its changes. These changes are studied by history. Taufik Abdullah and Abdurrachman Surjomihardjo (1985) stated that history is not just a picture of the past, but as a mirror of the future. The explanation of history can be a measure of action in life, as Dilthey argues; life only takes transparency measures based on historical reasons (Kartodirdjo, 1959). History does not only tell about events but also reviews people's perceptions and views (Adam, 2005). The various changes and continuity presented in the historical explanation will provide a picture of life and show important values that must be the measure of action.

The presentation of historical concepts above confirms that history is a science that has a very big mission to improve human civilization. History provides many lessons about meaning, values that are important in facing the life to come (Zafri & Hastuti, 2018). History also teaches us how we understand humans in the context of the past to make decisions in the future. This explains that history is not as simple as just a name, event, time and place of occurrence. History should be seen as an effort to increase the awareness of individuals and society to be able to become good citizens (Zafri et al., 2021).

History learning aims to acquire knowledge, skills, and instill mental attitudes or values (Hastuti et al., 2019). History as learning has a very important mission and task. As stated by Richard Aldrich, *the three duties of the historian of education; the duty to the people of the past, the duty to our own generation, and the duty to search after the truth*. History as learning has three important tasks, first, the function of history for people in the past, meaning that learning history, recording and interpreting events that occurred in the past must be as accurate as possible. Then the task of the current generation is through education, where past events are useful for mapping current problems and seeing their relevance in the future. Furthermore, the next task of history is to find the truth. That history exists to seek the truth, history is often controlled by people who have power so that sometimes events that occurred in the past are not the real truth. For this reason, history in education studies and analyzes many aspects that influence the occurrence of an event (Wright, 2006).

The importance of the role of history learning, so that various methods or strategies are needed to achieve these goals, one of which is by using the right media which of course contains all the elements of historical thinking that must be mastered by students. As discussed in the introduction, this research produces a historical learning video that contains all the elements of historical thinking in its presentation, starting from chronological thinking, causality thinking, interpretation, three-dimensional time thinking, to the values contained in these historical events. The video contains material for Islamic Civilization in The Nusantara, before being tested in the field, a validation test is carried out, both by validators of media experts and validators of historical material experts. The results of the analysis of the historical material validation test were obtained, namely 3.43 with valid and appropriate categories, then validation by media experts obtained a value of 3.76 with a very feasible and valid category.

Before entering the practicality test stage, a revision of the history learning video was made according to the validator's suggestions. The practicality test was carried out on students of the History Department of FIS UNP class of 2020 who are members of the New Indonesia History 1 course whose entire lecture material discusses of Islamic Civilization in The Nusantara, from the beginning of entry to the decline of Islamic Civilization. The practicality test is carried out through a zoom meeting to provide direction and explanation of the lecture material and also about the designed videos that have been inputted into e-learning at each meeting. This means that students have used learning videos from Islamic Civilization in The Nusantara since the first meeting of the lecture until the fourth meeting. So before the practicality test, it is certain that students have their own thoughts and opinions with this video, and of course have almost the same experience in using it. This practicality test involved three lecture sessions on New Indonesia History 1 with 61 respondents. From the results of the analysis of the practicality test carried out, a score of 3.43 was obtained, in other words, the learning videos compiled based on historical thinking were included in the practical category used as a medium for learning history with input and development materials in Islamic Civilization in The Nusantara.

The use of video as a medium in learning, especially history learning is not new. The use of video as a learning medium generally functions as a tool to convey the thoughts of educators to students which can be seen clearly by the five senses of students. *Video production can function as a mindtool that promotes critical inquiry and motivates students. It can serve as a powerful visualization tool that helps learners convey meaning and make their messages more easily interpreted* (Swain et al., 2003). The advantages of video media, of course, are in visualizing events and descriptions delivered orally, to support visualization. Video is also able to motivate students in learning, apart from the advantages it has, students also get a different learning experience.

### CONCLUSION

The use of video as a medium in history learning is a common thing to do, but designing history learning videos using historical thought analysis is still very rarely done, if you don't want to say it has never existed before. The importance of thinking about history as one of the goals of history learning places history learning no longer only as a subject that must be studied by students as stated in the curriculum. However, making history learning has more benefits in students' daily lives. This research is the first step in increasing the value of history learning, which should appear out of nowhere. We discuss history no longer limited to telling

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stories about the past or just romance, but we discuss history to identify life phenomena that are happening today, both in society and in a nation. All aspects of life need history, because without history we are like blind people who enter a dark cave and are told to tell what is in the cave.

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