

The Influence Of Local Content Of Traditional Arts In History Subjects On The Motivation Of High School Students

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Abstract: *Local history is a type of historical learning that must be understood by students as part of society. Through local history, students can get to know past events that occurred in an area in a structured and detailed manner. This research aims to examine the influence of local content of traditional arts in history subjects on the learning motivation of high school students. The research method used is literature study, by collecting and analyzing various relevant literature from books, journals and other academic sources. The research results show that the integration of traditional arts in history learning can significantly increase students' learning motivation. Traditional art taken from local culture makes learning material more relevant and interesting for students, so that they are more involved and enthusiastic in the learning process. In addition, this approach is in line with the concept of Merdeka Belajar, which gives teachers the freedom to develop innovative and contextual learning methods.*

Keywords— Local content, traditional arts, learning motivation, history learning

1. INTRODUCTION

Life in the 21st century requires all groups to be able to master skills in preparing themselves and facing the challenges that exist in the future. Mastery of these skills is supported by educational factors and mastery of technology. In the rapidly growing era of globalization, the existence of technology plays a vital role in various fields including education, so a form of innovation is needed that helps improve the situation in the education sector during the post-covid-19 disaster. The existence of globalization has eroded the nationalism of the Indonesian people who tend to forget noble values and cause moral character degradation in the younger generation (Ratih & Najicha, 2021). Through the decline in their sense of nationalism due to their interest in foreign culture, of course they forget about local culture. The impact of globalization makes students lose their identity and forget local culture due to changes in society (Kurniawan et al., 2024).

Globalization accompanied by the development of science and technology has led to various influences and shifts in values in world society. According to Widiyanti (2022), globalization has had a significant impact, especially on aspects of life such as culture, economy and social life. The absence of cultural boundaries, globalization has made local culture increasingly eroded and slowly starting to disappear. Even the concept of local culture has been considered outdated and unable to compete with the current modern era. Only a few people continue to try to maintain their local culture because they realize that the existence of local culture has values that can be acculturated with the progress of the times, without eliminating the culture of their ancestors. This is useful in raising awareness of a sense of belonging to culture as a guide

Education is a system of changing a person's behavior and attitudes in an effort to mature humans. Through

education, the future of the nation depends. According to Sukatin et al. (2023) stated that the correct education pattern can form people with good character and character. The existence of human resources with such characteristics can have a positive impact on the direction of a country's development. Formally, educational patterns are realized in schools through learning activities in which there are students and teachers. It is hoped that the students will have substantial changes in terms of their academics and character. One of the factors that influences the success or failure of the learning process is the existence of learning motivation (Aditya et al., 2020). Learning motivation in learning activities is defined as the overall process that moves students within themselves to want to learn, so that it can give rise to learning activities that ensure the continuity of these activities. Usually, someone who has quite high intelligence can fail because of a lack of motivation to learn.

In the current era, many students are less motivated to study, especially in history subjects (Rahardian & Setiawan, 2021). This can be seen from their attitude of being indifferent to the learning process, paying little attention to the teacher's explanations, and not carrying out the tasks given. History subjects are often considered less important, even though teaching history means teaching about life. One of the goals of history lessons is to awaken, develop and maintain the national spirit so that students are motivated to continue learning (Sudarto, 2021). Strengthening and instilling motivation to learn is in the hands of the teachers. Apart from students, teachers are the most important element in learning activities. Teachers are educators who play a role in pedagogical engineering. Based on this, history learning can be done by adding local content to the local area to increase students' learning motivation.

According to Puspasari et al. (2019) suggested that students' cultural environment can be integrated into learning. Teachers need to look for the best alternative approaches and methods to improve student learning outcomes, especially in

history subjects. If efforts and goals can be achieved well, there needs to be an increase in teaching and learning process activities in the classroom. In addition, student learning outcomes should not only focus on increasing their social knowledge. In line with the era of implementing Merdeka Belajar-based curriculum and learning, fostering and developing students' values, attitudes and social skills is equally important in efforts to build the character of national life (Hakim, 2023).

Learning history through the implementation of local content in regional arts is expected to direct students to encourage students to be motivated in taking history lessons. This aims to provide an introduction and experience that is oriented towards locally sourced material that contains values for students so that students can increase their learning motivation. Based on the explanation outlined above, the author carried out research with the title "The Influence of Local Content of Traditional Arts in History Subjects on the Motivation of High School Students".

2. Theoretical review

Learning motivation is defined as an important factor that can influence the success of students' learning process. According to Arianti (2019), learning motivation is internal and external encouragement that causes a person to act in order to achieve learning goals. Motivation can be divided into two, namely intrinsic and extrinsic. Intrinsic motivation itself comes from within the student, for example curiosity and interest in the subject matter, while extrinsic motivation is triggered by external factors such as praise, prizes, or high grades. The theory that researchers use regarding motivation is using L. Crow & A. Crow in the book (Djali, 2008), namely attitude, physical, emotional, talent, interest and intelligence.

History learning has an important role in shaping the identity and character of students. History not only provides knowledge about the past, but also teaches life values that can be implemented in everyday life (Lestari et al., 2018). However, history subjects are often considered boring by students, so innovative methods and approaches are needed to increase students' interest and motivation to learn. Lack of enthusiasm and attention of students in participating in history learning. Often students who are less enthusiastic about participating in this learning are busy talking to their classmates or playing with their cellphones during the teaching and learning process, so that the students do not pay attention to the material explained by the teacher. This shows that there are students whose motivation to learn is not optimal. Of course, in the learning process students need motivation to drive the activities within it (Arianti, 2019).

Learning history is sometimes also synonymous with traditional arts which are an important aspect of culture including various forms of art, such as dance, music, drama and handicrafts. Traditional art not only contains aesthetic values, but also social, moral and spiritual values which can be an effective learning medium (Afiqoh et al., 2018). By incorporating traditional arts into history subjects, it is hoped that students will be more interested and motivated to learn.

Traditional arts are usually included in the school's local content. Local content itself is part of the curriculum designed to accommodate the particularities of certain regions, both in social, cultural and environmental aspects. The aim of local content is to provide knowledge and skills related to the local social and cultural environment to students, so that they can appreciate and preserve the cultural riches of their region. It is hoped that the implementation of local content can increase the relevance of learning and make it more meaningful for students.

The concept of local content of traditional arts in the independent curriculum aims to provide flexibility to teachers and students in the learning process. According to Ali & Mulasi (2023), Merdeka Belajar can provide space for teachers to develop innovative learning methods that suit the needs and potential of the students being taught. In the context of history learning, the application of local content of traditional arts is in line with the principle of Freedom of Learning, because it gives teachers the freedom to integrate cultural elements that are relevant and meaningful for students.

3. Research methods

The research method in this article uses literature study through data collection by studying and understanding theories from various reading sources that are related to the research being carried out. This literature study research method uses various written sources such as scientific journals, books, articles and other official documents to be analyzed in depth to identify concepts, theories and findings that are relevant to the research topic. Literature study is useful in obtaining information from various literature that is related to the problem to be studied. Through this approach, a researcher can obtain more comprehensive and basic information, which can then be used to develop a theoretical framework and support data analysis in this research. There are four stages in a library study, namely preparing the necessary equipment, preparing a working bibliography, organizing time and reading or recording research material.

4. Results and Discussion

History learning has an important role in developing students' understanding of the past, as well as shaping their identity and perspective on the world. Various studies have been carried out to understand the best way to teach history so that it can achieve the desired learning objectives and not be boring. The use of primary and secondary sources in history learning has been proven effective in increasing students' understanding of certain historical periods (Persada et al., 2019). Primary sources, such as historical documents, newspapers, and artifacts, can help students gain a deeper understanding of individual perspectives and experiences in the past. Secondary sources include textbooks and historical articles, helping students gain broader context and interpretation of historical events.

The research results show that the integration of traditional arts as local content in history subjects has a

significant effect on the learning motivation of high school students. One of the main findings is that there is an increase in the relevance of learning material. Incorporating elements of traditional art originating from local culture makes history lesson material closer and more meaningful for students (Shavab & Yani, 2022). This not only makes students more interested, but can help students make connections to their own life experiences.

Students' intrinsic motivation also experienced a significant increase. Students show greater interest and deeper curiosity towards the subject matter. They are more active in the learning process, often ask questions, and are involved in discussions. This suggests that approaches that incorporate local cultural elements can activate students' internal drive to learn, which is critical for deep and sustainable learning. This increase in intrinsic motivation indicates that students are not only learning to fulfill academic obligations but also because they enjoy the learning process itself (Fadillah, 2018).

Students' active involvement in the learning process has also increased significantly. Through hands-on activities such as playing traditional musical instruments or dancing, students become more enthusiastic and actively involved in learning activities. This interactive learning experience can not only improve their understanding of historical material, but can also develop social and cooperative skills. Such activities can create a dynamic and collaborative learning atmosphere that supports more effective learning.

Apart from increasing motivation and engagement, the integration of traditional arts also helps in developing an attitude of respect for culture among students. Students become more aware of local cultural values and the importance of preserving cultural heritage. This attitude is important in forming the character of students who are proud of their local identity and have a sense of responsibility to maintain and preserve this culture. Thus, traditional arts-based learning not only provides knowledge, but also forms positive values and attitudes.

There are challenges in implementing local content of traditional arts in history learning. One of the main challenges is the availability of adequate resources and teaching materials. Teachers also need additional training to effectively integrate traditional arts into the curriculum. Of course, without adequate support, this effort can be hampered and not provide optimal results. Therefore, there needs to be a commitment from schools and educational policy makers to provide the resources and training needed so that students are motivated to learn.

The role of the teacher certainly plays a key role in the successful integration of traditional arts in history learning (Istiqamah et al., 2023). They must be creative and innovative in preparing teaching materials and learning methods that involve traditional arts. Apart from that, teachers must also be able to create a learning environment that supports and motivates students to participate actively. Support from teachers can increase students' self-confidence and their desire to learn further. Therefore, increasing teacher capacity in this regard is very important

Research conducted by Prasetyo & Kumalasari (2021) explains that students who are involved in history learning which integrates elements of traditional arts from their local culture show increased interest and motivation towards learning. Students are more enthusiastic about attending class, participating in discussions, and showing greater interest in seeking additional information related to lesson material.

Similar findings were also revealed by Hidayat & Ula (2020), students who learned about history through an approach that combined the traditional arts of their region showed increased intrinsic and extrinsic motivation. Students become more enthusiastic about completing assignments, share knowledge with classmates, and show greater interest in historical topics. In addition, research by Pujiartati et al, (2017) shows that students who are involved in history learning that emphasizes the richness of their local culture have a higher level of satisfaction with learning and feel more connected to the lesson material.

Overall, this research shows that the local content of traditional arts in history subjects has a positive influence on the learning motivation of high school students. This integration not only makes history learning more interesting and relevant, but also helps in developing students' attitudes and social skills. Therefore, it is recommended that schools and education policy makers better support the use of local content in the curriculum, including providing the necessary resources and training for teachers. This approach can be an effective strategy to improve the quality of education and build student character who respects their culture.

5. Conclusion

Based on the explanation explained above, it can be concluded that the integration of traditional arts in history learning can significantly increase students' learning motivation. Traditional art based on local culture can provide relevance and emotional closeness for students, so that students feel more interested and involved in the ongoing learning process. This approach not only makes the subject matter more interesting, but also creates a fun and interactive learning experience, which ultimately motivates students to be more active and enthusiastic in learning history.

Apart from that, the implementation of traditional arts in history subjects is in line with the concept of Merdeka Belajar which emphasizes flexibility and innovation in the learning process. Of course, this gives teachers the freedom to integrate elements of local culture, so that learning becomes more contextual and meaningful for the students themselves. The research results show that this approach not only increases students' intrinsic motivation, but also helps them develop social skills, cultural appreciation, and a sense of nationality. Thus, the use of local content in traditional arts can be an effective strategy for improving the quality of history education in high school.

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