

# Development of learning media for the history of colonization and resistance of the Indonesian nation through Sway for class XI Indonesian history subjects

Devi Efrianty Hendiar

Jember University

**Abstract:** *This article will explain the use of new media in the teaching and learning process of the history of colonization and Indonesian resistance in Indonesian history subjects in Senior High Schools (SMA). Globalization not only has an impact on economic matters but also has an impact on understanding historical knowledge. Digital natives' closeness to various information technologies means that history subjects are no longer interesting to listen to. The impact is that history subjects only become rote subjects, as is the general opinion regarding historical knowledge today. In fact, the opposite is true, historical knowledge is considered a foundational subject for every Indonesian. Furthermore, knowledge about colonization and the era of the struggle for independence is the main foundation for the nation's current journey. If history is not taught in an interesting way, this can threaten the loss of national character. The purpose of writing this article is to teach a more comprehensive history subject using the Sway application developed by Microsoft. This application is much more interactive compared to slides on Microsoft Powerpoint which were also developed by Microsoft. By using more interactive applications, it is hoped that learning participants can increase their creativity. In this way, history is understood in its entirety, not just memorized. Learning methods use Sway can make students learn effectively about the history of colonization and the struggle for Indonesian independence. By using constructivism in educational theory which emphasizes the dynamism and depth of learning through action. Furthermore, students can utilize information technology and digital devices at their disposal to produce history teaching materials. On the other hand, with this method students can develop various technical media skills and digitize their work. Finally, teaching history can go hand in hand with advances in technology and information.*

**Keywords:** globalization, sway, colonies and the struggle for independence of the Indonesian nation, information technology, media.

## Introduction

Learning can be interpreted as an interaction process carried out to: (1) gain knowledge; (2) instilling concepts and skills; (3) forming attitudes (Djamaluddin & Wardana, 2019, p. 11). In general, the learning process is experienced throughout life by humans and applies everywhere. However, in relation to other definitions of learning or learning, it has characteristics that are described by several characteristics, namely changes in behavior, a learning process that requires time, and having a directed goal. In the educational context, learning can be understood as a process of interaction between students and educators and learning resources in a learning environment (Djamaluddin & Wardana, 2019, p. 13). Djamaluddin (2019) explains that learning is assistance provided by educators so that the process of acquiring science and knowledge, concepts and skills, or forming attitudes occurs. Learning success can be seen from changes in behavior which also become student learning outcomes. Learning activities will run smoothly if students have the motivation to learn. This motivation becomes the driving force and driving force that arises within students when learning activities take place. Teachers can apply various strategies to foster learning motivation in students. Thus, the process of fostering motivation is a two-way action, namely on the students themselves and stimulation by the teacher through the students' learning environment. Therefore, it is important for teachers to continue to develop learning strategies. The learning strategy or method developed can be in the form of using media in the learning process.

According to Sudjana (2009) teaching methods are methods that teachers must use in the process of interacting with students during learning. The interaction process between teachers and students will run ideally if students are active and able to participate in the learning process. Therefore, implementing learning methods that must foster student participation and activity is considered necessary. So far, the learning methods that are often used are in the form of lectures, discussions, demonstrations and so on. This learning method was criticized more than 3 decades ago by Paulo Freire. Freire (2019, pp. 57-58) terms this method banking style education (*bank education*). He described the educational situation as being implemented using an authoritarian model. The teaching and learning process only occurs in one direction as if students are empty vessels that are continuously being filled. In this case the teacher is considered to know everything and the students know nothing; teachers think and students don't think; teachers are disciplined and students are disciplined. An important solution initiated by Freire is to create interesting education and enable students to think critically about themselves, the environment and the social problems around them. This solution was later called by Freire the method of facing problems.

## New Media and Learning

Freire's criticism of banking style education can be taken as a basis for the application of new methods in the learning process. By eliminating the tendency of the learning process to be one-way. Like Freire, learning participants and teachers must be positioned together as subjects. Thus, the learning method applied is learning that fosters students' motivation and critical thinking. To be able to go beyond that, the main thing that must be achieved is students' love for the continuity of the learning process in class. These various arguments can be achieved by using new learning methods.

The use of learning methods cannot stand alone, there is a need for media as a tool to convey material or information to students. Kiki and Ardiana (Musfiqon, 2012) explain that learning media is used as a means of supporting the learning process in order to achieve the goals targeted by the teacher. The learning media used by teachers in delivering material can be physical or non-physical tools. In this way, the learning material is received more quickly by students as a whole and attracts students to learn further (Andriani, Kiki, Ardiana, 2022)

Epistemologically, media is any form that functions to send messages, stimulate students' thoughts, feelings, attention and will so that they are able to support the learning process (Setyawan and Arumsari, 2019). Media has the ability to convey messages from the person who gives the message to the person who receives the message either through hardware (*Hardware*) or software (*software*). Furthermore, Nunuk Suryani and Leo Agung in (Windawati and Koeswanti, 2021) stated that learning media are tools, materials or techniques used in the learning process. The purpose of learning media is to use it so that the process of conveying information provided by teachers to students can take place appropriately and usefully. In this case, media is a tool that functions to innovate the development of the learning process. However, observations must be made because the use of media is not only a teaching tool but also an inseparable part of the learning process.

Media learning methods are everything related to communication media which includes printed words and graphics, sound, still images and moving images delivered using any technology. Media learning methods in the modern world can be described as a process of personality development with media assistance and materials which aims to form a culture of interaction with media, develop creative, communicative, critical skills, thinking, perception, interpretation, analysis and evaluation of media texts, teaching various forms of media learning, self-expression using media technology. Learning methods using media are able to help someone to actively use the information opportunities provided by television, radio, video, film, press and the internet (Fedorov, 2014, p. 57).

The current widespread popularity and information technology can be used as a bridge to connect the above goals. The inclusion of information technology in the learning process can at the same time activate and improve the student learning process-*centered* (student-centered) and this differentiates it from traditional ways of learning. Apart from that, this method can also improve students' abilities in technological matters. Thus, this method will be a new learning.

### Why Learning Through Media is considered Important

Conventional and traditional learning processes often experience several obstacles. One of the most common obstacles faced by students is feeling that the learning process is boring and less interesting. One of the subjects that does not attract students' attention is history. History lessons are often taught in lectures and taught textually so that students cannot grasp the learning outcomes because they do not have a complete picture of the material presented by the teacher. Furthermore, history lessons taught in educational institutions or schools tend to be dry and boring because they use a different approach *chronicle* by directing learners/students to memorize rather than understand (Gazali Far-far, 2020, p. 110). According to Hamid (Abdul Rahman Hamid, 2014, p. 39) teachers should prioritize appropriate approaches to answer students' needs in the learning process. This is important so that students do not feel bored, lazy and not enthusiastic about participating in the history learning process. Teachers must be able to change students' perceptions that learning history is not just memorizing dates, years, places or figures.

In high school, history is studied with material on colonization and national resistance in class XI with achievements; (1) analyze the interrelationship of factors in the birth of colonialism and imperialism as well as dynastic policies; (2) explaining the VOC trading partnership strategy as a collaborative way of exploitation; (3) analyze the relationship between Dutch colonial policies in exploiting colonial lands; (4) explain the conflict between England and the Netherlands over Java; (5) analyze the relationship between the erosion of local cultural wisdom and the suffering of the people with the resistance of Tuanku Imam Bonjol; (6) analyzing the relationship between the resistance of Tuanku Imam Bonjol in Minangkabau and Prince Diponegoro in Java; (7) analyze the relationship between forced cultivation policies and the emergence of open door politics, ethical politics and the relationship between ethical politics and educational consent; (8) analyzing the relationship between ethical politics and the exploitation of Indonesia's natural resources (Kemendikbud History Module: 2-3).

In reality, the learning process that has been implemented so far, using textbooks as a source of information, by teachers is still too abstract and not concrete so that students cannot imagine and describe the events above. Meanwhile, media is an ideal and practical choice to help the interaction process between students and teachers. In accordance with the adage "*bringing history to student's life*" or bringing history to their lives (Iqbal, Dhinianty and Fairuz, 2022, pp. 77-78). Furthermore, the ideal goal is for students to be able to realize past events even though they have been separated for quite a long time.

### SWAY Application and New Way of Learning History

Media learning methods using technology must be utilized to support good and efficient teaching concepts. The learning process using media must be encouraged towards creative and constructive designs. Media innovation and its combination have the opportunity to develop more modern teaching. In today's era of globalization, it is necessary to have a conventional learning method scheme using books and teacher lectures, but it requires a new innovation. This is the background to the need for learning media that is capable of creating *meaningful learning* one way is by using the sway application. The sway application is a technology development for online learning as a means of online presentations (Huda, 2017: 126).

Budi Usodo, et al in (Huda, 2017: 126) stated that the sway application is a presentation tool that is created and accessed online on the sway.com page. The results of the presentation can be shared with participants or students in the learning process using the link created by the teacher. On the sway.com page, various presentation design templates are available that creators can choose from. To use various features *filter* on sway.com, users only need to create an account first using email via outlook.com. In general, the sway application is an online-based presentation tool with various features so that it can run presentations using text, images, video and sound. The sway application is also a form of multimodal text which can be combined with images and certain shapes. Actually, the way sway works is almost the same as power point, but the difference is the features *filter* from more sway, more diverse design choices and can be used online so you can display your creations creatively.

Based on the description above, the author wants to research using the sway application as a learning medium for history subjects with the theme "Colonization and resistance of the Indonesian nation". In this research, the sway application will be used as an alternative tool to teach the process of colonization and resistance as learning media by providing material on the colonization and resistance of the Indonesian nation by combining images, video and audio so that students can understand it. The subjects in this research were class XI students at SMA Tegaldlimo, Banyuwangi. It is hoped that the material taught using sway media can increase the enthusiasm, motivation and understanding of Tegaldlimo High School students. Furthermore, so that it can become the latest innovation which is expected to be used continuously.

### Research methods

Development research methods or *Research and Development* (R&D) is a research method used to produce a particular product and test its effectiveness, as Sugiyono said in (Okpatrioka, 2023). In order to obtain certain product results, research is used that is needs analysis and to test the effectiveness of the product so that it can function in society at large, so research is needed to test the effectiveness of the product. This type of research and development is longitudinal development (running continuously and consistently).

According to Borg and Gall *Research & Development* is a research process used to develop and validate a model or product of education. R&D research is research that begins with research activities which is then continued with development. Research in question is an activity to obtain information about existing research data, while development is an effort to produce a particular product (Dr. Diplan and M. Andi Setiawan n.d, 2015: 64)

Research and Development is research that is systematically structured in designing, developing and evaluating programs that are being processed so that they can meet existing validity and reliability standards. According to Sujadi in (Siregar, Harlin, and Syofii, 2017) *Research and Development* is research that uses steps or procedures in developing a new product, or perfecting a product and the validity of the product can be accounted for.

Sukmadinata in (Amanda, Reffiane, and Arisyanto, 2019) stated that *Research and Development* is a process for developing a new product to improve existing products. R&D research is a method of connecting or breaking the GAP that occurs between basic research and applied research. Basic research is theoretical research, while applied research is practical research. In implementing R&D research, there are several methods used, namely descriptive, evaluative and experimental (Dr. Diplan and M. Andi Setiawan n.d, 2015:65). Descriptive research is the first step to collect data regarding conditions currently occurring in the field. These conditions are that existing products are used as potential product candidates to be developed in the research process. Second, the parties who use the product such as schools, teachers, principals, students or other users. And third, namely the obstacles and advantages found in R&D which are influenced by several human factors, facilities, costs, management and the environment.

### Challenges of Technological Progress in Education

---

In this modern era, globalization cannot be avoided, developments in science and technology have shifted the meaning of education. Everything moves and changes following patterns of change that are not only felt in Indonesia but throughout the world. The changes that occur affect the economic, social and cultural conditions of society, thereby encouraging many parties to respond quickly and appropriately. No exception, the learning process requires special strategies that involve many components to adapt to the demands of the times.

The current learning transformation is not easy because of old habits, namely that students become objects in the teaching and learning process. Nowadays, teachers cannot just stand idly by, creativity and innovation are needed to build superior quality human resources through sustainable creative and innovative education. Students must be prepared as skilled and tenacious learners so that in the end they will produce a generation that is strong, relevant to the needs of the times, and ready to become leaders with a high national spirit.

The teaching and learning process carried out by students is usually limited to providing learning material through textbooks provided by the school. Therefore, it is necessary to develop learning media that teachers need in the teaching and learning process, especially in the subject matter of colonization and the resistance of the Indonesian people to defend Indonesia's independence. Previously, teachers provided material through conventional methods, namely through lectures read in books and giving practice questions. However, with the development of social media, learning methods need to be evaluated by teachers in the teaching and learning process.

Learning innovations can be done easily, such as: *Virtual Learning Environments* (VLE). Digitally enhanced learning as a high potential offer for the development of learning media. The digital revolution will greatly influence learning innovation. Development of learning media through audio visuals in Indonesian history subjects, especially for teachers and students. The learning material is made interesting by adding pictures and videos related to the material taught by the teacher. Musfiqon (2012) in (Huda 2017) argues that learning using multimedia shows more effective and efficient results and can improve student learning outcomes. Audio-visual media itself is included in the type of multimedia, which is a type of media that apart from having sound elements also has image elements that can be seen, such as video recordings, various sizes of films, slide shows and so on. The use of audio visuals can increase students' attention by using a more attractive display. Students also don't want to miss out on the story in the video if they are distracted from their concentration and attention. This is because audio visual media displays real images and information during the teaching and learning process, thus increasing students' self-activity.

Teachers have a big role in the teaching and learning process, teachers must be tasked with selecting, designing, preparing and developing learning material that will be delivered to students. Previously and until now, teachers delivered lessons related to the history of colonization and resistance of the Indonesian nation conventionally using lecture methods which made students feel bored and unpleasant. In this era of globalization, teachers are required to be more creative in providing learning material by using learning methods and media that are able to provide students with an understanding of the material presented. The media delivered by the teacher can be audio visual media, slide shows and films. Providing learning materials that will be given to students. Sway is very useful as a learning media, where sharing learning material becomes effective and interesting.

### **Presentation and Creativity**

In the era of globalization, teachers are required to follow the spirit of the times in conveying material to students. Teachers must be more creative and innovative by using learning methods and media that are able to make students easily understand and be interested in the material presented. The media delivered by the teacher can be audio-visual, *slide show* and in the form of a documentary film.

The main function of learning media is as a means to achieve learning goals. The more effective the learning media used, the more effective the learning process will be. Thus, choosing the right media will greatly influence the success of the learning process.

Microsoft Sway is a presentation application developed by Microsoft, designed for creating and sharing interactive reports, personal presentations, and more. Sway is part of the Office suite and offers a different approach compared to PowerPoint. Sway allows users to write and organize content easily through an imagination-based interface *drag-and-drop*. Users can enter text, images, videos and other media from various sources such as OneDrive and YouTube. One of Sway's advantages is its ability to produce responsive designs, which means the presentations created can appear well on various devices, from computers to smartphones. Move automatically adjusts the layout based on what is added, allowing presentations to look like professional content without the need for complicated manual adjustments. Sway also provides various themes and styles that can be applied, making it easier for users to get the appearance that suits the user's wishes. Sway is very useful as a learning media, where sharing learning material becomes effective and interesting.

In this research, researchers want to provide learning material using audio-visual media related to the history of colonization in Indonesia, which began when Europeans first reached the archipelago, with the Portuguese opening trade routes to Asia. The colonial domination in the archipelago was controlled by the Dutch who started their activities with *Dutch East-India Company* (VOC). The VOC succeeded in establishing several trading posts and controlling important spice production throughout the archipelago. After the VOC was disbanded in 1799 the Dutch government took over and expanded its influence through forced cultivation which burdened the local people. Throughout the colonial period, various forms of resistance from various groups in the Indonesian archipelago took place, although they often failed. Indonesia's struggle reached its peak in the period after World War II, when Japan defeated the Dutch and took over the archipelago in 1942. Although initially welcomed as liberation, Japan then implemented equally harsh policies, but Japan's presence sparked a spirit of nationalism. Nationalist leaders such as Sukarno took advantage of this momentum to strengthen the independence movement. After Japan surrendered to the Allies on August 17 1945, Sukarno and Hatta proclaimed Indonesia's independence. This proclamation was followed by intense armed and diplomatic struggle against Dutch attempts to return to power. Finally, the Dutch officially recognized Indonesia's independence on December 27 1949 with the signing of sovereignty.

The use of learning media through audio visual slide shows will make it easier for teachers to convey learning material and provide a more concrete picture to students. The learning media in the form of audio-visual materials, images and films are used. This audio visual media can build students' imaginations according to the subject matter of the films that students watch.

### What Students Like

The aim of the educational process is that students can understand the material. With various flexibility in the teaching and learning process, it is hoped that education can be implemented well. Instead of using forum discussions in class, discussions can take place in an interesting way using media. Moreover, using the Sway application does not require special skills for its users.

Later terms *digital native* often associated as a character of the current generation. *Digital native* can be understood as a generation born into a world situation that is integrated by digital culture as a result of technological advances. The term digital natives was introduced by Mark Prensky in 2001 (Sadiku, 2017). They are a generation that understands and can understand various audio-visual media and internet-based media (*internet-based media*) such as Facebook, Twitter, TikTok, Instagram and other social media. Characters like this are of course very attached to the generation born after the 1980s. With this understanding, it makes perfect sense to say that the current generation (students in class XI) is part of that generation. Almost none of them don't have social media. Social media is not only a means for socializing but also a place for them to gain knowledge. On social media, there are many accounts that share various information in the format of images, infographics, interesting videos, unfortunately they have limited time duration. However, the limited duration is not an obstacle considering the increasing development of delivery formats. Short information (*trivia*) is often considered as true knowledge by the current generation. Therefore there is quite a bit of misinformation and perception even *hoax* spread easily. However, if you put that aside, in general students prefer to learn something in audio-visual and short format. Of course, this is in contrast to teaching and learning conditions which only use text-based media such as books, slides (*slide show* in *powerpoint*), or demonstration of teaching materials.

The above conditions are an advantage for the teaching and learning process. Educators can bring lessons into a format preferred by students. Moreover, this format can increase the creativity of students and teachers. The teaching and learning process will be much more enjoyable and stimulate a more comprehensive understanding. In this way, they can cover up the lack of knowledge they gain on social media.

### Learning History in a New Way

So far, teaching history is often considered rote knowledge, because students are asked to remember years and events. This understanding is not only found in students, but is also understood by students' parents. Misunderstandings like this have an impact on many things. There is quite a bit of evidence that history majors in various educational institutions are less popular (read: less interested) than other humanities and social science majors. Apart from that, students tend to underestimate all knowledge about history and history classes in teaching and learning activities are often not interesting for students.

In fact, what happens for history students is the opposite. History is an interesting knowledge because it covers various kinds of knowledge and scientific disciplines. A wealth of historical knowledge is the foundation for important affairs of the nation and state. However, if this is collided with the general assumptions above, it is possible that in the future there will no longer be anyone who studies history, or there will even be no one who likes history. This can be used as a joint reflection by history teachers in secondary schools regarding the way history is taught itself. Novelty in presenting material is considered the initial solution to making history more than just rote knowledge. Moreover, by using Sway, it is hoped that the aim is so that history can be understood comprehensively.

## Conclusion

In this modern era, globalization cannot be avoided, developments in science and technology have shifted the meaning of education. Teachers have a big role in the teaching and learning process, teachers must be tasked with selecting, designing, preparing and developing learning material that will be delivered to students. Previously and until now, teachers delivered lessons related to the history of colonization and resistance of the Indonesian nation conventionally using lecture methods which made students feel bored and unpleasant. In this era of globalization, teachers are required to be more creative in providing learning material by using learning methods and media that are able to provide students with an understanding of the material presented. The media delivered by the teacher can be audio visual media, slide shows and films. Providing learning materials that will be given to students. Sway is very useful as a learning media, where sharing learning material becomes effective and interesting.

Learning methods use *Sway* can make students learn effectively about the history of colonization and the struggle for Indonesian independence. By using constructivism in educational theory which emphasizes the dynamism and depth of learning through action. Furthermore, students can utilize information technology and digital devices to produce history teaching materials, as stated by T. Mills Kelly in his book about teaching history in the digital era. On the other hand, with this method students can develop various technical media skills and digitize their work. In this way, the general perception in historical pedagogy that it is considered outdated will slowly disappear. Finally, students will understand the history of colonization and the struggle for independence better and more comprehensively.

## BIBLIOGRAPHY

- Amanda, Niken, Fine Reffiane, and Prasena Arisyanto. 2019. "Development of Budel Media (Windowed Books) on the Theme of My Family." *Journal of Educational Research and Development* 3(2): 97. doi:10.23887/jppp.v3i2.17384.
- Andriani, Kiki, Ardiana, Firman. 2022. "Teaching Media A EFL Classroom: What Are They and Why Select Them." *Journal of Language Testing and Assessment* 2(1): 87–97. <https://ojs.fkip.unismuh.ac.id/index.php/jlta>.
- Dr. Diplan, M.Pd, and M.Pd M. Andi Setiawan. *Educational Research Methodology*. Purwodadi-Grobogan, Central Java: CV. Sarnu Untung.
- Dr. Indra Kertanti, M.Sc. 2023. *Innovative Learning Models & Methods for the Digital Era*. Jambi: PT. Sonpedia Publishing Indonesia.
- Fedorov, Alexander. 2014. "Media Education around the World : Brief History MEDIA EDUCATION AROUND THE WORLD : BRIEF HISTORY." (December 2008).
- Gazali Far-far. 2020. "Development of a History Learning Model Based on Local Historical Sites at SMA Negeri 5 Ternate City." *Pedagogics and educational dynamics* 8(2252–6676): 109–17.
- Huda, Khoirul. 2017. "DEVELOPMENT OF HISTORY SOCIAL SCIENCE LEARNING MEDIA THROUGH THE SWAY APPLICATION WITH INDIAN CONTENT AT SMP NEGERI 8 MADIUN INTRODUCTION Education from the Perspective of Experiencing In Indonesia, Viewed Currently, There Are Many Problems Concerning the Synergy of Padang's Various Teaching Components. Hal In." *History* 5(2): 125–41.
- Okpatrioka. 2023. "Research and Development (R & D) Innovative Research in Education." *Journal of Education, Language and Culture* 1(1): 86–100.
- Rahman, Abdul Hamid. 2014, *Learning History*. Yogyakarta: Waves.
- Sadiku, Matthew N.O, et.al. 2017. "Digital Natives". *International Journals of Advanced Research in Computer Science and Software Engineering Vol. 7 Issue 7*. 125-6.
- Setyawan, Dedi, and others in Arumsari. 2019. "E-Issue 2615-451x." *educultural* 1(2): 1–10.
- Siregar, Lery Rahmatullah, Harlin, and Imam Syofii. 2017. "Development of Learning Media for Electronic Modules for Vehicle Diagnosis Courses in the Mechanical Engineering Education Study Program, Sriwijaya University." *Journal of Mechanical Engineering Education* 4(1): 45.
- Windawati, Ririn, and Henny Dewi Koeswanti. 2021. "Development of Android-Based Educational Games to Improve Student Learning Outcomes in Elementary Schools." *Jurnal Basicedu* 5(2): 1027–38. doi:10.31004/basicedu.v5i2.835.