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RESEARCH ARTICLE

CREATE VIDEO BASED HERO BIOGRAPHY TO INCREASE HISTORICAL COMPREHENSION, HISTORICAL ANALYSIS, AND INTERPRETATION ABILITY

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Abstract

This study aims to see the effect of using the project-based learning model through making videos based on hero biographies on historical comprehension, historical analysis, and interpretation skills. This study used a quasi-experimental method with populations at SMA Negeri 2 Majalaya and samples in class XI IPA 1 and XI IPA 2. Sampling in this study was carried out using a simple random sampling technique. Data collection techniques use tests as a research instrument consisting of objective questions and description questions. The instrument test includes validity, reliability, difficulty level, and discriminatory tests. The results showed that there was an increase in historical comprehension, historical analysis, and interpretation abilities seen from the results of the posttest after learning using the project-based learning model through making videos based on hero biographies.

Keywords: historical analysis; historical comprehension; interpretation; Project-based learning.

INTRODUCTION

Historical comprehension and historical analysis and interpretation are two of several aspects that are components of the ability to think historically. Historical comprehension or understanding of history is important for students to develop because to understand historical events is not only about memorizing names, dates, or years of events but more than that historical events must be interpreted and understood properly. This is in line with the explanation of Nurjanah & Pelu (2016, p. 76) that understanding history can be interpreted as a process, action, and ability to capture meaning, as well as mastery of the materials studied so that it can be concluded that understanding history must be owned by everyone., this is because, with an understanding of history, everyone will be able to take meaning from the phases of life that have been passed and make it a way of life. This is reinforced by Zed's explanation (1999, p. 27-30), students need to have this ability to capture historical phenomena through various forms of the dimensions of historical events that are fixed or changing. In addition, students also need to have the ability to reconstruct historical events from facts and explain or interpret facts, because facts cannot explain historical phenomena by themselves.

History cannot be separated from narratives that students must read and understand. Learning history is the development of students' potential, namely writing, dramatization, and other creative abilities (the ability to communicate historical knowledge and understanding) (Isjoni, 2007, p. 91), while one of the goals of historical education that cannot be separated from literature is to develop the ability to search, process, packaging, and communicating information (Hasan, 2012). Thus, this potential cannot suddenly appear in students in learning history, but this ability must be developed in various ways, be it in selecting models, methods, or learning strategies.

The learning process is an important part of History Education. Through a variety of learning activities, the learning process provides students with opportunities to develop their potential into abilities. This means that activities for teaching history must give students opportunities to learn about, comprehend, and be aware of changes that have occurred in the past, recognize or identify changes that are taking place right now, and learn how to adapt to these changes. to be a piece of human existence, the capacity to collaborate in support to decide changes from here on out (Hasan, 2019). Current historical comprehension and historical analysis

and interpretation skills need to be developed because they are by the demands of learning in the 21st century.

Today's 21st-century learning emphasizes skills that are often termed 4C (Communication, Collaboration, Critical Thinking and Problem Solving, Creativity, and Innovation). Therefore, we need a learning that contains six 21st-century skills. It is hoped that the application of six 21st-century skills in history lessons can erase the impression of being boring and of no practical use among students (Ayundasari, 2019). History is a rich source of value. One of the noble historical values is a valuable experience for humanity which is as if we did it ourselves and could be given to all of us (Ismaun, 2004). Referring to this argument, the form of instilling historical value can be done by presenting the biographies of the heroes. Historical events can bring forth and give birth to hero figures (eventful men), or conversely, heroic figures who because of their intelligence and leadership can determine the course of historical events (the even-making man) (Wiriaatmadja, 2015, p. 24). The existence of learning by raising heroic values from biographical heroes can also generate a sense of empathy as in research by Wiyanarti (2011).

An article by Purnaman (2015) found an increase in historical thinking skills in history lessons through the use of character biographies conducted in a school in West Java. This is in line with Hasan's explanation (2018) that learning about historical figures is important to learn values that can be applied to the present or adapted to the needs of today's spirit. Soekarno and Hatta as well as other national figures studied their roles from a historical perspective, the values they espoused in life, their views on the nation, and how they contributed to the existence, development, and glory of the nation.

Behind all this idealism there are several differences from those in the field or class, including learning problems, namely an obstacle, problem, or problem in the learning process that must be solved so that the learning process runs optimally. Amid such historical struggles, we are faced with another problem, namely the young generation's low interest in history. This phenomenon is found in the practice of learning history in schools. Based on several observations in class, it was found that some students showed a lack of interest in learning. This is supported by several studies showing similar symptoms.

At school, students consider history lessons to be an uninteresting subject because they have to memorize past events, royal names, and year numbers (Warto, 2017). History learning is a classic problem in schools because of the image popular among students that history is a subject that relies on memorization and

tends to be boring (Sayono, 2013). This is in line with the explanation students frequently experience feelings of boredom while learning history, which is a problem (Susanti, 2019).

There are several reasons why the above happened. One of the choices of conventional teaching models or methods is that this gives the impression that history learning is monotonous and boring. This is in line with Supriatna's explanation (2005, p. 199) teachers spend most of their time talking and a little listening to students express opinions, thus communication is one-way, ideologically this way of learning is included in conservative education. This is also reinforced by the explanation of Yulifar & Agustina (2020, p. 4606) teachers still use simple media in delivering historical material, on the other hand, students only listen to the teacher's explanation without knowing what the teacher is explaining. The method is not wrong, but to be able to bring out the ability of historical comprehension and historical analysis and interpretation students in learning history is less precise.

In light of the clarification above, it is important to find a solution to overcome this. The model is one of the important elements in learning history. Choosing a learning model, the main consideration that must be considered is the learning objectives to be achieved. 21st-century skills, the model chosen must be compatible with 21st-century skills, namely learning models that can develop critical thinking skills and problem-solving, train creativity, build collaboration and leadership, and train communication skills. Syaputra & Sariyatun (2019, p. 23). The need for in-depth discussions and studies regarding the use of project-based learning models through making videos based on hero biographies historical comprehension and historical analysis and interpretation.

METHOD

This study uses a quasi-experimental method. Experiments in this study using nonequivalent control group design or non-equivalent control group design (pre-test and post-test). The population in this study were students of class XI SMAN 2 Majalaya with samples from class XI IPA 1 and XI IPA 2. Sampling in this study was carried out by teknik simple random sampling. The initial stages of this study were initial observations to see the initial conditions of the research site, then developing learning instruments and devices. The instrument used in this study was a test. Testing the instrument and analyzing data from the test results to determine the level of difficulty, discriminating power, validity, and reliability. The implementation stage of the

research is carrying out a pretest, process learning with learning models PJBL through making videos based on hero biographies in class XI IPA 1, conventional learning in class XI IPA 2, and carrying out post-tests. The data analysis technique used is to calculate cognitive learning outcomes, namely the normality test, homogeneity test, n-gain, and mean difference test through dependent sample t-test and independent sample t-test.

RESULT AND DISCUSSION

Learning process or treatment in the experimental class carried out by the teacher three times a meeting on the discussion of hero biography material to maintain independence from the threats of the allies and the Netherlands carried out by teachers with a project-based learning model. At the first meeting, the teacher carried out 2 initial stages of project-based learning. The first stage is to determine the basic questions. The second stage is designing the project plan. At this stage, the teacher directs students to form groups of 6 people and determine the management structure and division of tasks through deliberation. The teacher explains that in project work it is necessary to have communication, coordination, collaboration, and control between group members so that it runs smoothly. In addition, the teacher guides students to determine a project schedule with a work limit of 7 days.

In the second meeting, the teacher conducts face-to-face monitoring or via WhatsApp, and the teacher also conducts face-to-face or via WhatsApp assessment of the progress of student projects through project results reports. The third meeting with the teacher provides an opportunity for students to present the results of the project in the form of a video to their friends in class. The video resulting from this project is also uploaded on the class YouTube channel account. In addition, the teacher reflects and reinforces to avoid students' misconceptions, and the teacher provides opportunities for students to express their experiences during project creation in the form of making videos based on hero biographies.

While the activities of teachers and students in the control class in conventional model history learning use the lecture and question and answer method. The material presented is the strategy and forms of struggle of the Indonesian nation to maintain independence from the threats of the Allies and the Netherlands. Through the lecture method, the teacher plays a dominant role in communicating the subject matter, while students listen to the teacher's explanation and record things that are considered important.

This learning process is carried out through the following stages: 1) Preparation, teachers and students

prepare learning conditions; 2) Implementation, the teacher conveys material regarding the strategy and form of the struggle of the Indonesian nation to defend the independence from the Allied and Dutch threats by conveying a brief biography of the heroes involved in the event; 3) Question and answer, after the material is delivered the teacher prepares several questions to be asked to several students at random. Questions and answers were conducted to determine the level of mastery of the material by students; 4) Closing, the teacher gives conclusions from the material that has been presented and ends the lesson.

Historical Comprehension

The capacity to fully comprehend historical stories and narratives, to recognize the fundamental components of a narrative or story structure, and to develop the capacity to describe the past based on the experiences of historical actors, historical literature, art, artifacts, and historical records from his time are all components of historical comprehension (Ma'mur, 2008). Garvey & Krug (2015) explain three basic activities of understanding history, (1) using time to identify changes and developments in history; (2) imagination based on evidence in compiling history; and (3) developing a comprehensive understanding of the past by analyzing the various factors that made history happen.

Tabel 8.1. Historical Comprehension Ability Eksperiment Class and Control Class Students

Class	Historical Comprehension					Gain	Gain Category
	Pretest		Posttest				
	Average	Std	Average	Std			
Eksperiment	68.00	6.6	83.11	4.6	0.48	Middle	
Control	67.89	5.5	72.89	4.3	0.05	Low	

Source : Author data

Based on Table 8.1 the results of statistical tests on the posttest scores between the experimental class and the control class showed that there was a difference in the mean scores of students' historical comprehension ability. It is known that the posttest score of the experimental class is higher than the control class, and there is a difference in the gain value between the two classes, where the gain value of the experimental class is higher than the gain value of the control class, so the hypothesis can be accepted, that there is a difference in influence between the application of history learning using the project model based learning through making videos based on hero biographies and conventional historical learning models of historical comprehension.

This difference explains that learning history using

the project-based learning model through making videos based on hero biographies more effective in increasing students' historical comprehension than conventional historical learning models.

The difference in the mean post-test scores in the experimental class and the post-test average scores in the control class can be seen in the indicators of historical comprehension abilities such as the experimental class is more prominent in each indicator 1) skilled at reconstructing the literal meaning of a historical passage by identifying through 5W+1H historical events, 2) skilled at distinguishing historical facts and historical interpretations, 3) skilled at expressing the values, strengths, human side, and weaknesses of each character involved in historical narratives, and 4) skilled at identifying the meaning (value) of history.

Historical Comprehension or understanding of history in learning history must be built, because in understanding historical events as a whole students must have historical comprehension skills. Understanding history is not fixated on rote memorization, more than that understanding history requires students to also be able to understand and interpret every historical event. As explained by Ma'mur (2008) through understanding history students can understand the elements of history itself, both the events, their values , and meanings, and also other aspects that support them, so that students understand historical events as a whole.

The reality that was in the classroom based on the results of observations during the research process built up in students' stigma that history lessons focused a lot on rote memorization, most students were unable to make connections between the material they studied and its use in real life. The understanding of history that students have is only something abstract, it has not touched the practical needs of students' lives. Conventional learning that students receive is only a protrusion of the level of memorization of various historical topics but has not been followed by a deep understanding that can be applied when they are faced with new situations in their lives.

The set history subject material is quite ideal, unfortunately, the operational elaboration still needs to be arranged. Based on the objectives and considering what is learned, at least teachers and related parties must be motivated to take steps that can ensure the achievement of the goals of learning history as it is called. That is, a learning process must be pursued that can guarantee the achievement of the expected competencies and goals (Sayono, 2013). Therefore, past historical material must be processed to produce material that is relevant to

present and future life. Historical events that occurred in the past are still meaningful, always related to the present and the future. (Tuahunse, 2009).

Historical learning activities can be maximized by teachers with the use of appropriate models and strategies. The use of the PJBL model is an alternative solution. Project-based learning is a learning model that is suitable for students in reconstructing past events so that they can foster students' critical thinking about historical events. By carrying out Project Based Learning-based learning, students hone their critical thinking skills so that students can be directed to create a project based on historical events. This is supported by Susanti's research (2019) which fostered a project-based learning model through vlogs. through project assignments, Students can effectively comprehend the material being studied through project assignments. The venture task is through making a Vlog reasonable for use in history subjects. This is due to the fact that vlogs are typically activities that involve storytelling and produce a video (audiovisual output). Students can be more creative and motivated to learn history through the use of Vlogs because they are given problems to pique their curiosity as they make them.

Based on the above, it can be understood that the PJBL model through making videos based on hero biographies can be an alternative solution used in classroom learning. Instead of just memorizing and reading facts over and over, this model may require students to be actively involved, think about and explain their reasoning, and comprehend the various relationships between themes and concepts. In addition, research conducted by Hidayah, Marjono & Umamah (2016) explains that the application of project-based learning methods can improve student history learning outcomes. Student learning outcomes that are measured are psychomotor aspects seen from the creativity of students in making products in the form of historical writings.

Other research related to the use of the PJBL model was carried out by Anggarani and Hidayat (2019) who stated that the PJBL had a positive influence on students and could improve students' skills in learning activities, that with the PJBL model, this raises interest and makes students more active, enthusiastic and not bored with the material presented in learning activities with group discussions, and exchanges ideas with each other when conducting discussions and providing responses to the results of discussions which have been presented in front of the class by each the group.

The increase in historical comprehension and what happened in experimental class with the PJBL model

of historical learning through making videos based on hero biographies shows that active learning is more effective in learning history. Active learning strategies can increase students' interest in seeking information about history, enhanced abilities are analyzing primary sources, understanding reading and writing, conducting research, and thinking critically (Perrotta & Bohan, 2013).

After learning was carried out using the PJBL model by making videos based on hero biographies in experimental class, the average pretest score for students' historical comprehension skills was 68.0 and the average post-test score was 83.1. Through statistical tests, the results show that the average post-test score is greater than the pretest average score. The existence of these differences means that the hypothesis can be accepted, which means that there is an effect of PJBL through making videos based on hero biographies on students' historical comprehension. The influence given is positive, because this influence increases students' historical comprehension skills after using the PJBL model through making videos based on hero biographies in history learning.

Historical Analysis and Interpretation

Historical analysis and interpretation are historical skills that must be possessed by students to understand historical stories and analyze the relationship between the various factors that influence the occurrence of these events. The ability to analyze and interpret a historical event is based on students' thoughts and considerations of past events. That is, students are trained to be able to take meaning from what happened, the results of which are obtained from the construction of understanding that they have before

Tabel 8.2. Historical Analysis and Interpretation Ability Class Eksperimen and Class Control Students

Class	Historical Analysis and Interpretation					
	Pretest		Posttest		Gain	Gain Category
	Average	Std	Rerata	S.B		
Eksperimen	54.1	4.4	75.1	5.1	0.46	Middle
Control	52.5	5.0	55.0	5.1	0.14	Low

Source : Author Data

Based on Table 8.2, the statistical test results on the post-test scores between the experimental class and the control class showed that there was a difference in the mean scores of students' historical analysis and

interpretation abilities. It is known that the posttest score of the experimental class is higher than the control class, and there is a difference in the gain value between the two classes, where the gain value of the experimental class is higher than the gain value of the control class, so the hypothesis can be accepted, that there is a difference in influence between the application of history learning using the project model based learning through making videos based on biographies of heroes and conventional historical learning models for historical analysis and interpretation. This difference explains that learning history using a project-based learning model through making videos based on hero biographies is more effective in improving students' historical analysis and interpretation than conventional historical learning models.

The difference in the average post-test score in the experimental class and the average post-test score in the control class can be seen in the historical analysis and interpretation ability indicators such as the experimental class is more prominent in each indicator 1) skilled at comparing differences in several thoughts by responding to a historical event, 2) skilled identify developments that exist in each era and region, 3) skilled at analyzing cause-effect relationships and several other causes such as the influence of each individual's thinking.

Learning history in class is important not only to pay attention to historical comprehension skills but also to pay attention to historical analysis and interpretation skills. This is because the ability to understand history that has been possessed will grow and develop into the ability to analyze cause-and-effect relationships as well as influences based on several factors which will eventually develop to argue or interpret historical events based on the understanding that has been previously owned. historical analysis and interpretation is important to have because this ability can train students to be able to take meaning from what happened, the results of which are obtained from the construction of understanding that has been previously owned.

During the research activities, it was discovered that students' weak historical analysis and interpretation of historical material were caused by the way the teacher delivered the lesson. This relates to the approaches, models, and methods used by teachers in learning history. So far, learning activities have only focused on one direction, namely lectures and questions and answers. There is nothing wrong with the lecture method, but to be able to hone students' historical analysis and interpretation skills, the method used by the teacher is not quite right. As with the typology of history

teachers put forward by Ema, et al (2023, p. 307), there are various types of teachers including: conservative, normative, inspirational, imaginative, and innovative. This conservative type of teacher tends to focus on conveying historical facts and this is what many teachers often do. This type of teacher is not wrong, but sometimes in learning 21st-century history a normative, inspiring, imaginative, and innovative type of teacher is needed. Especially when viewed from the characteristics of history learners in the 21st century, teachers are required with several things to be able to facilitate students' needs. History teachers must have good knowledge of the use and operation of new mechanical aids, such as epidiascopes, filmstrip projectors, and film projectors (Susilo & Sarkowi, 2019).

The solution to solving this problem is by implementing various strategies and models or ways of learning that require students to be more active, creative, and during the research process, it is found that students' low historical analysis and interpretation abilities are caused by the attitude of the teacher who focuses on delivering material in one direction so that lack of guiding students in finding information accessed both from books and from the internet for additional resources in learning. The lack of teacher guidance will lead to a lack of source criticism of the information obtained, so it is feared that it will provide a different understanding of the historical events being studied, and also do not train students in analyzing and interpreting a historical event.

After implementing learning using the PJBL model through making videos based on hero biographies in the experimental class, the average pretest score for students' historical analysis and interpretation skills was 54.1 and the average post-test score was 75.1. Through statistical tests, the results show that the average post-test score is greater than the pretest average score. The existence of these differences, the hypothesis can be accepted, meaning that there is an effect of learning the Project Based Learning model through making biographical-based videos on students' historical analysis and interpretation. The influence given is positive, because this influence provides an increase in students' historical analysis and interpretation abilities after using the Project Based Learning model through making biographical-based videos in history learning.

Implementation of learning with the project method will produce a project result that can be observed directly (real). Students will report their findings in writing, orally, or in some other form of presentation in front of the class, study group, or teacher. This method allows students to be very creative, and in addition to presenting

project results, reports can improve students' ability to communicate (Daryanto & Karim, 2017, p. 251).

The presentation of the results above shows that the use of the PJBL model through making biographical videos is very appropriate for learning history. PJBL model through making biography-based videos helps and facilitates students in developing the ability to analyze and interpret (historical analysis and interpretation) obtained from the process of listening, reading, and understanding a historical narrative so that students are automatically able to explain or describe past events based on understanding, experience, and knowledge gained through making videos based on hero biographies.

The results of the study show that the PJBL model through making videos based on hero biographies in the experimental class is more successful than the conventional model of history learning in the control class. This proves that active learning carried out in historical learning with PJBL models through making videos based on hero biographies can improve historical analysis and interpretation. In addition, learning the history of the PJBL model through making videos based on hero biographies is considered more effective for students. Effective history learning, among other things, brings the subject to life and makes it emotionally appealing to students. This understanding is very important in creating an environment where students can gain mastery over historical concepts as well as improve their historical thinking skill (Boadu et al., 2014).

CONCLUSION

Based on the research results, it can be concluded that the use of PJBL models through making videos based on hero biographies is more effective in increasing abilities historical comprehension and historical analysis and interpretation capabilities, this is evidenced by the existence of significant differences in values posttest and the value of n-gain between the experimental class and the control class. PJBL model through making videos based on hero biographies can be an alternative model used in learning history in the 21st century.

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