

The influence of Using Martha Christina Tiahahu Struggle History Module on History Awareness of Muhammadiyah High School Students Raha

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Abstrak

Penelitian ini bertujuan untuk mendeskripsikan pengaruh penggunaan Modul Sejarah Perjuangan Martha Christina Tiahahu terhadap kesadaran sejarah siswa SMA Muhammadiyah Raha. Subjek dalam penelitian ini adalah siswa kelas XI SMA Muhammadiyah Raha sebanyak 60. Penelitian ini merupakan penelitian eksperimen dengan menggunakan kelas eksperimen (Modul sejarah) dan kelas *control* (buku teks biasa). Obyek penelitian ini adalah siswa kelas XI SMA Muhammadiyah Raha tahun pelajaran 2019/2020. Hasil penelitian menunjukkan bahwa Nilai koefisien regresi modul sejarah (X) adalah 0.360 dengan tingkat signifikansi sebesar $0.001 < 0.005$ sedangkan Nilai F ditemukan sebesar 9.206 dengan tingkat signifikansi sebesar 0.001. serta Nilai R² (*R Square*) ditemukan sebesar 0.627 yang dapat diartikan bahwa variabel bebas yaitu modul sejarah mempengaruhi variabel kesadaran sejarah siswa sebesar 62,7% sedangkan sisanya sebesar 30,73% adalah faktor unik yang tidak dapat diteliti dalam penelitian ini. Dengan demikian dapat disimpulkan bahwa modul sejarah perjuangan Martha Christina Tiahahu (X) berpengaruh terhadap kesadaran sejarah siswa SMA Muhammadiyah Raha.

Kata Kunci: modul, martha christina tiahahu, kesadaran sejarah.

Abstract

*This study aims to describe the effect of using the Martha Christina Tiahahu Struggle History Module on the historical awareness of Muhammadiyah Raha High School students. The subjects in this study were 60 students of class XI SMA Muhammadiyah Raha. This research was an experimental study using the experimental class (history module) and the control class (regular textbook). The objects of this research are students of class XI SMA Muhammadiyah Raha in the academic year 2019/2020. The results showed that the regression coefficient value of the history module (X) was 0.360 with a significance level of $0.001 < 0.005$ while the F value was found to be 9.206 with a significance level of 0.001. and the value of R² (*R Square*) was found to be 0.627 which means that the independent variable, namely the history module, affects the student's historical awareness variable by 62.7%, while the remaining 30.73% is a unique factor that cannot be investigated in this study. Thus, it can be concluded that the struggle history module of Martha Christina Tiahahu (X) affects the historical awareness of the students of SMA Muhammadiyah Raha.*

Keyword: moduls, martha christina tiahahu, hystorical awareness.

INTRODUCTION

From the early stages, the teacher often presents information that history is about knowing the past, fermented deeply with very monotonous dates. Textbooks are considered an ideal resource for

reproducing the 'past' in the classroom.

The teacher only dictates the information stated in the textbook. So the *National Curriculum Framework* (2005) highlights that teaching history is book-centric and

the information loaded is not related to students' daily lives.

Students just memorize so they can get good grades. Students are not given the space to critically analyze historical facts according to their interpretation. It is this attitude towards the teaching of history that gives rise to the perception of history as a useless subject, having no relevance to the present or the future (Kochar 2008; Wineburg 2008; Kriti Issar 2020).

This phenomenon makes history learning less attractive. The hope of achieving the goals of history learning still seems to be in the form of hope, because the teaching of history is still in the spotlight. The highlights include teaching methods, history learning resources, media, behavior, and students' attention to history learning.

According to Wardo (2017), history is not enough to be memorized and understood textually, but it is necessary to live up to its meaning so that it can influence and shape attitudes and behavior. Thus, history lessons are not enough to only provide historical chronicle elements such as what, who, when, where about an event, but also must include diachronic elements that describe the process of the course of events (how something happened) and the causal relationships of various events. factors that influenced the event (why this event occurred).

In this regard, history teachers must be able to bridge this gap to break the irrelevant and useless stereotypes attached to history learning (Purwanta, 2019). The presence of history should help students to understand the complexities of community life, the process of change, the diversity of society and the relationship between different groups, as well as their own identity in the face of all the changes and challenges of the times (Wineburg and Wilson 2011; Kriti Issar 2020).

Despite all the bad stereotypes, history teaches how to make choices, weigh different opinions, and tell stories. History can unite. History isn't just names and dates, it's about judgment, care, and vigilance. History is a subject that also teaches character because it creates an attitude of humility in the face of limited human abilities to know the breadth of human history (Wardo 2017).

History can provide wisdom for those who study it, which is briefly formulated by Bacon "histories make man wise". History itself concerns continuity and change from which every human being can learn. Every human being certainly does not want to repeat the mistakes of the past. While success certainly needs to be imitated and if it can be improved again (Wineburg 2008).

History learning should be carried out dynamically in the sense that there is a dialogue process between teachers and

students as an effort to help students think critically (Yusuf 2020). This is relevant to the research results of Jeremy D. Stoddard and Alan S. Marcus (2010), ideally, history learning involves students in some form of higher thinking and a deep understanding of a problem or event that has occurred so that historical awareness will be formed in students.

Robert F. Berkhofer (1969) a historical philosopher from the United States, stated that historical consciousness is based on awareness of time (consciousness of time) through past experiences. According to Warty (2017), historical awareness is a mental attitude or mental attitude and state of mind which is the power to actively participate in the dynamics of the nation. Through historical awareness, we can use common sense, logic, and imagination, and be careful in utilizing historical sources that are meaningful.

To increase awareness of history, students can use media that can arouse students' thinking about all events that occurred in the past (Jeremy D. et al 2010). On the other hand, Aldila, Musadad, & Susanto (2019) stated that increasing students' historical awareness is not only in the realm of the media, but there is something more important, namely the content of learning history that must be a focus that must be observed.

Today, how then can content be developed according to the needs of students. The curriculum that has been implemented by the government is the 2013 curriculum which then puts forward the development of the attitude or affective domain. The content of teaching materials is intended and arranged under the ideals of the nation. Through history textbooks, students are expected to be able to think about history to explore the past and understand the context of the era. Understanding this history can be a process of "humanizing" humans.

Research similar to Fernández (2013) states that in increasing students' historical awareness, teachers must be able to integrate heroic values and maintain the prevailing order in society. These heroic values include matters of character, the disposition of the spirit of sacrifice, historical mindedness, the difference between history and myths, legends, and historical (Aman 2014; Wardani 2016).

This integration can be done by developing material content about heroes in the history module. One of them is Martha Christina Tiahahu who is a national hero from Maluku whose name is not yet known by many people. The lack of discussion about the character of Martha Christina Tiahahu has implications for history learning, where students

become less familiar with the figure of a national hero.

The process of internalizing heroic values, fighting spirit, nationality is very important to be taught to students as an effort to foster a sense of patriotism, amid the challenges of globalization that present the spectacle of heroic figures that do not reflect eastern values (Wiriadmadja 2002; Wiriadmadja 2002; Marpelina 2020)

The results of research by Dahalan, Ahmad, and Awang (2020) that the history module is very effective in increasing historical awareness and higher-order thinking skills among students. The purpose of this study is to hope that the application of the history module can have a positive influence on the historical awareness of high school students. The application of this module is not only beneficial academically but can also help improve soft skills and creativity in the learning process at school.

METHODS

This study uses experimental quantitative research methods using the experimental class (history module) and the control class (regular textbook). The object of this research is the students of class XI SMA Muhammadiyah Raha in the academic year 2019/2020. Sampling used random sampling which determines the experimental class and control class.

The data collected in this study included a student history awareness questionnaire. The type of instrument used is the result of a student history awareness questionnaire which was tested for validity using Product Moment correlation and reliability using Cronbach's Alpha. The research instrument test used the Kolmogorov Smirnov normality test, and the homogeneity test used the Bartlett test at level =0.05. The hypothesis test in this study uses a simple regression analysis test) to determine the effect of the interaction between A and B. The hypotheses in this study are:

H₀: There is no influence of History Module (X) on Students' History Awareness (Y).

H₁: There is an influence of History Module (X) on Students' History Awareness (Y).

RESULTS AND DISCUSSION

Instrument Testing

Before the instrument is used to collect the required information, the instrument is tested first to obtain valid and reliable/reliable statement items empirically using the SPSS 26 program.

Uji Normalitas

The normality test is guided by the Kolmogorov Smirnov test. The results of the normality test are as follows.

Table 1. Normality test

NO	Variabel	Asymp. Sig. (2-tailed)	Alpha	Description
1	(X)	0.170	0.005	Normal
2	(Y)	0.199	0.005	Normal

Based on the table above, it is known that the sig variable X value is $0.170 > 0.005$ while the sig variable Y is $0.1999 > 0.005$. Thus, it can be concluded that the data is normally distributed.

Uji Linearitas

Table 2. Linearitas Test

	Sum of Squares	Mean Square	F
(Combined)	565.947	29.787	.794
Linearity	272.183	272.183	7.256
Deviation from Linearity	293.764	16.320	.435
	565.947	29.787	.794

Based on the results of the linearity test, it is known that the sig Deviation from Linearity value is $0.966 > 0.005$, so it can be concluded that there is a linear relationship between the history module and students' historical awareness.

Hypothesis testing

Simple Regression Analysis

Simple linear regression analysis is a statistical technique to determine the effect of independent variables on the dependent variable. The purpose of using this analysis is to see:

The effect of Module (X) on students' historical awareness with the following formula:

$$Y = a + bx$$

Y = Student History Awareness

A = Konstanta

B = Koefisien Regresi

X = Module History

The results of the analysis are as follows:

Table 3. Regression Analysis Results

Dependent variable	Independent Variable	Regression Coefficient	Significance
(Y)	Konstant	68,337	0.000
	Modul (X)	0.360	0.001
	F	9.206	0.001
	R ²	0.627	

Sumber: Hasil Pengolahan data SPSS 26

From the results of the simple regression analysis above, the linear regression equation is obtained as follows:

$$Y = a + bx$$

$$Y = 68,337 + 0.360x$$

From the linear regression equation above, it can be interpreted as follows:

1. The regression coefficient value of the history module (X) is 0.360 with a significance level of $0.001 < 0.005$. These results can be interpreted that the historical module variable (X) has a significant effect on the historical awareness variable (Y). Therefore, the first hypothesis (H₁) of the study states that "the history module has a significant effect on students' historical awareness" is accepted.
2. The F value was found to be 9,206 with a significance level of 0.001. Thus, it can be concluded that the independent variable, namely the history module, simultaneously

affects students' historical awareness.

3. The value of R² (R Square) was found to be 0.627, which means that the independent variable, namely the history module, affects the student's historical awareness variable by 62.7%, while the remaining 30.73% is a unique factor that cannot be investigated in this study.

So, it can be concluded that the struggle history module of Martha Christina Tiahahu (X) has a positive effect on History Awareness of High School Students (Y) with a total effect of 62.7%. This positive influence means that the more the history module increases, the more it will affect the historical awareness of high school students.

The findings from this study are in line with research conducted by Anggoro (2020) that the history module of the hero's struggle is effective in increasing student nationalism. In addition, Meng, C. C., & Idris (2015); Osman, N., & Kamis (2019) found that student-centered teaching will have a positive impact on learning and motivate students to study history and be able to increase students' historical awareness.

Historical knowledge is a condition sine qua non (absolute requirement) to form and strengthen national identity and personality. Therefore, the development of historical

awareness, through historical knowledge, can evoke feelings of social and moral responsibility for all nation-building activities (Sartono Kartodirdjo 2017).

According to (Wiriatmadja 2002) the need for teaching history is a preparation for the maturation of the younger generation is responding to various future challenges. The challenge of learning history in the modern era is to keep moving forward following the times, including the development of technology and media. History will also inspire students so that they can move attitudes and behaviors that are armed with historical values and struggles, such as love for the homeland, self-sacrifice, solidarity, spirit of unity (Alfian 2011).

However, the myriad uses of history become real if the awareness to think critically and act rationally begins to be built (Fadli, *et al.*, 2021). This mindset and action can be obtained by developing historical awareness, moreover the recent phenomenon (or criminal case) 'using' history as its main ammunition (Amboro, 2015). All people of the nation and state must instill historical awareness from an early age so that various historical 'falsifications' can be avoided (Cakranegara 2020).

Conclusion

The results showed that the regression coefficient value of the history module (X) was 0.360 with a significance level of $0.001 < 0.005$ while the F value was

found to be 9.206 with a significance level of 0.001. and the value of R² (R Square) was found to be 0.627, which means that the independent variable, namely the history module, affects the student's historical awareness variable by 62.7%, while the remaining 30.73% is a unique factor that cannot be investigated in this study. Thus, it can be concluded that the struggle history module of Martha Christina Tiahahu (X) affects the historical awareness of the students at senior high schools (SMA) Muhammadiyah Raha. Therefore, to raise students' historical awareness, it must be done in creative and innovative ways so that the goals of history learning can be realized. History learning resources must be the focus of attention because they become a reference in learning activities.

Suggestion

For all history observers, both academics, practitioners and teachers to be able to work together to improve the quality of history learning. This is not the time to blame each other but to support each other so that the goals of history learning can be realized. Because if young people don't understand history, Indonesia will lose its identity.

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