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The Development of 'CABASA' Application as History Learning Media Based Cultural Heritage

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KEYWORDS	ABSTRACT
learning media, history learning, heritage	Historical awareness related to Indonesia is mandatory for all Indonesians, namely awareness that we started from the same historical journey of the nation. This research aims to develop the 'CABASA' application as Sragen cultural heritage-based historical learning media is capable of displaying descriptions, as well as photos of cultural heritage. This Development uses three main steps adopted by Borg and Gall: the preliminary stage, the planning stage, and the testing stage. The trial results of the 'CABASA' product developed are suitable for use in the history learning process. The conclusion is the development method adopted in this research is simplified into three main steps. Preliminary development studies and the final stage are product trials. With the product trial results being very feasible, it can be concluded that 'CABASA' can be used as an interactive learning media based on cultural heritage in the Sragen district, which is following current developments where this learning media is straightforward to use.

Introduction

Historical awareness related to Indonesia is mandatory for all Indonesians, namely awareness that we started from the same historical journey of the nation (J. Setiawan & Wulandari, 2020). Significant events that occurred in various periods and regions in Indonesia have strengthened the sense of unity and oneness as a nation (B. Setiawan & Widiputera, 2020). Indonesia's historical journey has been influenced by multiple local historical events that occurred in areas ranging from Java, Sumatra, Kalimantan, Sulawesi, Bali, Nusa Tenggara, Maluku, and Papua.

In implementing the independent curriculum, history subjects are required to be able to train students to learn to think critically, remember to feel, learn to empathize, learn to reflect, and learn to create. Transforming knowledge of past history is very important to contextualize in contemporary life and as material for projections into the future in strengthening the identity of the Indonesian nation in local, national, and global dimensions (Mukhibat & Effendi, 2020).

In connection with the local dimension, history learning can be packaged excitingly and adapted to the nature of the student's lives by exploring as many historical events and

historical heritage as possible in the environment around which they live. The history learning that utilizes local history will make students not just learn about the past but learning history will benefit their lives now and in the future (Kochar, 2008).

The Development of local history material in history learning can utilize historical relics or cultural heritage located around where students live and can become an attraction for history learning. (Firmansyah & Bibi, 2020) Law No. 10 of 2010 concerning Cultural Heritage Article 91 states that the maximum use of Cultural Heritage is for the Development of education, science, culture, society, and tourism. Thus, cultural heritage is something that must be optimized as a learning resource, one of which is in history learning (Saptawuryandari, 2014).

Based on Ki Hajar Dewantara's philosophy of thought, learning should pay attention to the nature of the times, apart from nature. Education is dynamic and follows the times in which students live. History teaching must be transformed with innovative and technology-based media so that it can motivate students. Optimizing cultural heritage combined with technology can be expressed through learning media that is contextual and attractive to students (Purnomo, 2018).

Based on interviews with Drs. Hartono, a history teacher at SMAN 3 Sragen, said that many students at SMAN 3 Sragen still did not know the heritage around them well. The Development of historical material should pay attention to the locality where students live. To teach local history, you can start from the historical heritage closest to where students live. From the results of interviews with 15 students at SMAN 3 Sragen, ten students did not know that the SMA Negeri 3 Sragen building was a cultural heritage building. Of the 148 respondents who filled out the Google Form questionnaire, 74.3% said they needed learning media based on cultural heritage and integrated with technology, while 20.30% said they needed it (Andriansyah et al., 2018).

Seeing the need for cultural heritage-based local history learning media, developing an application containing local historical material in Sragen Regency based on cultural heritage is necessary. Researchers developed the smartphone-based 'Cabasa' application as a historical learning method that visualizes cultural heritage in the Sragen district. Apart from that, it aims to test the quality of the product based on the quality and feasibility of using the 'Cabasa' application in history learning (Hidayat & Ula, 2020).

The novelty of this research is encapsulated in the development and implementation of the 'CABASA' application, a groundbreaking educational tool that integrates local cultural heritage with historical learning. This application uniquely focuses on the cultural heritage of Sragen Regency, providing students with an immersive and contextually relevant historical education. By utilizing a smartphone-based platform, 'CABASA' not only makes historical learning more accessible and engaging but also aligns with the dynamic nature of modern education. This innovative approach responds to the identified need for technology-integrated learning media, as evidenced by the survey results, and addresses the gap in students' knowledge about their local heritage. Consequently, 'CABASA' serves as a transformative medium that enhances students' historical awareness and appreciation of their cultural surroundings, fulfilling educational goals in a contemporary and impactful manner.

Research Methods

This research uses the Research and Development (R&D) method. Research and Development aims to develop a product using accountable steps. This research aims to produce a product called 'CABASA.' The application called 'CABASA', an abbreviation

for Sragen Cultural Heritage is a smartphone-based interactive history learning media application. The development process carried out in this research was in the development stages using Smart APPS Creator (SAC) software. Smart Apss Creator is a desktop application for creating Android and iOS mobile applications without requiring programming, with the resulting product formats being HTML5 and EXE. (Azizah, 2020)

In R&D research, products are produced, and the effectiveness of the products is tested (Sugiyono, 2013). The results of research and Development in the education sector can be in the form of hardware, such as books, modules, and other learning aids, as well as software, such as learning models. The general procedures of this research are grouped into three major stages: (1) Preliminary study, (2) Model development, and (3) Model testing.

Results and Discussions

Development of the 'CABSA' Application as a History Learning Media Based on Sragen Cultural Heritage.

CABASA is mobile learning, which is used as a historical learning medium on Android and iOS smartphones. As a historical learning media based on the cultural heritage of the Sragen district, it has a function as a medium for introducing the history of the Sragen locality by visualizing the cultural heritage in the Sragen district, where this application contains descriptions and pictures of various cultural heritages in Sragen district (Ali et al., 2022).

The development stages of the 'CABSA' application that have been passed are the preliminary stage, model development, and model testing.

The preliminary stage is to analyze the problems and needs of cultural heritage-based interactive learning media by interviewing history teachers at SMAN 3 Sragen and distributing questionnaires to students at SMAN 3 Sragen. Interviews are a technique for collecting data face-to-face between researchers and sources (Sudaryono, 2015), which aims to find the core of history-learning problems related to the Development of local history materials and history-learning media.

The results of the interview are:
a. The implementation of history learning is still monotonous using conventional methods where teachers still lecture a lot and do not use much learning media to support the teaching and learning process.
b. Lack of references for developing local history material in history learning, especially in the history of Sragen Regency
c. There is a need for interactive learning media that contains local history/heritage content to support the Development of local history material, especially because many students still do not know what cultural heritage is in Sragen Regency.
d. The use of technology in learning is still low, where almost every student has a smartphone, but there has been no development of interactive learning media using smartphones.

What was conveyed by the history teacher during the interview can be concluded that in teaching history, learning media is needed which contains local history material, in this case, related to the local history of Sragen, based on cultural heritage to support history learning and can be used by teachers and students at any time and can be anywhere.

Meanwhile, an analysis of the needs of students revealed that of the 148 respondents, 66.2% or 98 students answered that they needed learning resources that were

integrated with technology. In contrast, 31.8% or 47 students responded that they needed learning resources that were integrated with technology, while the remaining 2 % or three students answered that they did not need it, as seen in the picture below:

Do you need the development of historical learning resources that are integrated with technology?
148 answers
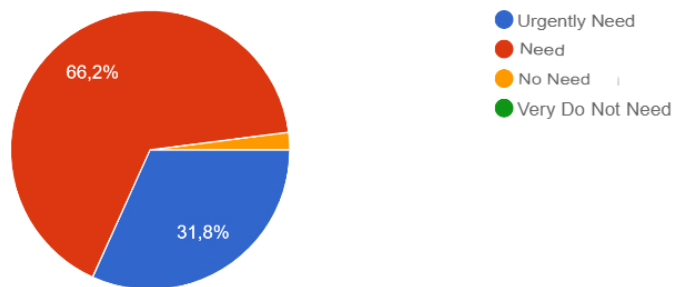
Meanwhile, students' needs for learning media content that is integrated with local history/local heritage in Sragen can be seen from the following diagram:

Do you need a learning media that is integrated with local history/ local heritage in Sragen?
148 answers
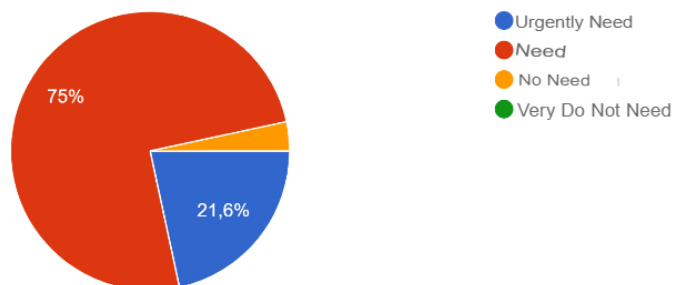
In the picture above, a total of 148 respondents answered that 75% or 111 students needed learning media that was integrated with local history/local heritage in Sragen, 21.6% or 32 students responded that they needed learning media that was integrated with local history/local heritage in Sragen. Sragen, while 3.4% or five students answered that they did not need learning media that was integrated with local history/local heritage in Sragen.

After carrying out a needs analysis, the next stage is that the researcher carries out planning to create application product specifications that will be used as an interactive historical learning media, where the product development is an application as a learning media that contains messages related to the local history of Sragen, in this case, the cultural heritage in Sragen district. In this research, the product that will be made is in the form of interactive learning media where the interactive media in question is an intermediary or liaison based on information and communication technology regarding

software and hardware, which can be used as an intermediary to convey the content of teaching materials from learning resources to students and is equipped with tools. The user can operate a controller to choose what is desired for the following process (Amatullah & Ab, 2022).

Product specifications determined based on the results of interviews with history teachers are as follows:

a. The product was developed in the form of media that can support history learning, especially local history
b. In developing Sragen local history material, we utilize cultural heritage found in the Sragen district area
c. This product, which contains the cultural heritage of the Sragen district, will be developed in the form of a smartphone or mobile learning application that can be used on Android and iOS-based smartphones.

The next stage, after the preliminary stage, is the development stage, which begins with the product's design. The design phase starts with selecting the learning outcomes that students will pursue. The learning outcomes chosen are that students demonstrate attitudes and behaviors of historical awareness and empathy to analyze the connection between the past, present, and future and relate various historical events in Indonesia within the local scope. A material map is created to limit the content or material in compiling material.
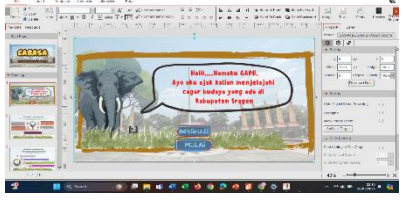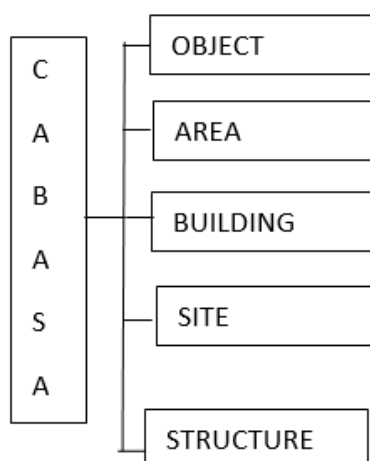

Material Map Image

The next stage is to create a design that will be used in media development. The design creation is described through a flowchart, which has been designed as follows:
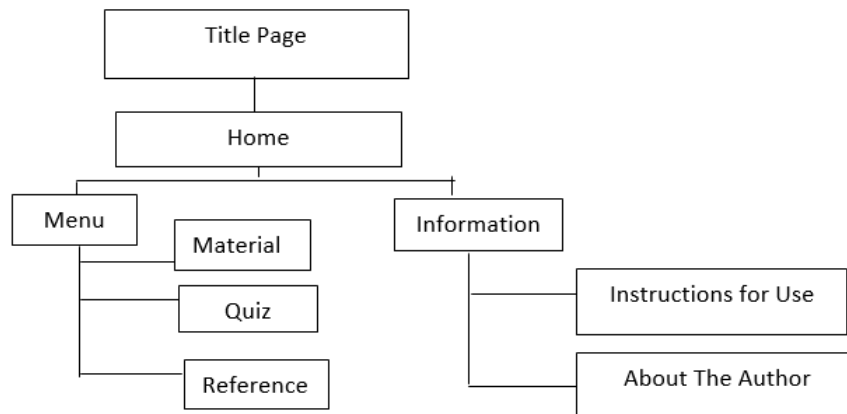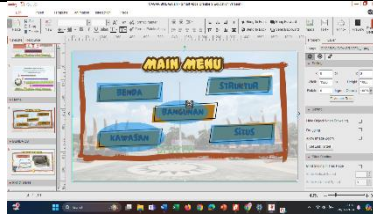
After the flowchart is complete, create a storyboard. The storyboard is a product design that provides an overview of the product that will be produced (Widiastika Asti et al., 2021). The results of the design stages and the appearance of the application can be seen in the following table:
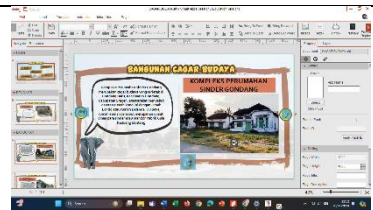
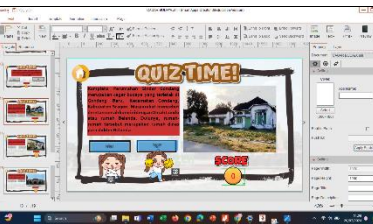| Design View	App View	Information
		The opening page on which the application is first opened contains the name CABASA, which stands for Sragen Cultural Heritage.
		The initial display page of the application contains information and start button options. This first page begins with a greeting introducing the character used throughout this application, namely GAPU, which stands for ancient elephant, where one of the icons of the Sragen district is the ancient elephant tusk. Apart from that, the background image on each page is a picture of the Sragen district square.
		The button option on the home page selects information about cultural heritage accompanied by a cultural heritage logo and writing with a colored background to make it attractive. Apart from that,

		on this page, there is also an arrow button to scroll to the next page or the previous page.
		The menu page will appear if the start button is selected on the front page. This menu page has six button options: objects, buildings, structures, areas, and sites. If you touch each button, you will be directed to a material page containing a menu for each button.
		The material page contains images and explanations of the pictures displayed; apart from that, there is a button with the house logo. If this button is selected, it will return to the menu page.
		Practice questions or quiz pages are made as attractive as possible and accompanied by animated images. The score changes if the user presses the answer to each question. The accumulative score is obtained if the user has completed the work to completion.
		Reference page used in preparing cultural heritage-based learning media.

The final stage is the model/product testing stage, which is used to see the quality of the 'CABASA' application, along with the material test stage and the use test stage or field trial. In the results of testing the material/content included in the 'CABASA' application, researchers used observation techniques. The results of these observations can be seen in the following table:

No	Material Content Type	Score	Maximum Scor
1	Introduction to Sragen Cultural Heritage	1	1
2	Description of Sragen Cultural Heritage	1	1

3	Photo/Visualization of Sragen Cultural Heritage	1	1
Total		**3**	**3**

The table above shows that the material/content test carried out by the user, namely the history teacher, follows the reference source, with the calculation results reaching 100%. It can be concluded that 'CABASA' is suitable for use as a history learning medium because, as a whole, it contains descriptions and photos of the reserve. Culture in Sragen district. Next, the product trial was carried out by filling out a product analysis questionnaire by three teachers, which produced data in the following table:

No	feature	Validator Score			Score Category
		1	**2**	**3**	
1	Conformity of Content to the Curriculum	4	4	4	Very Worth It
2	Accuracy of facts and concepts	4	4	4	Very Worth It
3	Language suitability	4	4	4	Very Worth It
4	Ease of access to use	3	4	4	Worthy
5	Presentation of material/content	3	3	3	Very Worth It
Amount				56	Very Worth It

Product/media trials were carried out on 36 students as application users, namely students of SMAN 3 Sragen class X J during history lessons. Students are asked to use the 'CABASA' application on their smartphones and then fill out the distributed questionnaire. From the results of the questionnaire, data was obtained that students were interested and enthusiastic about using the interactive learning media 'CABASA' with a student response percentage of 92%, and students were interested in using the 'CABASA' learning media in studying cultural heritage in Sragen Regency with a result of 93.33% shows that students are interested in the 'CABASA' application.

Conclusion

Developing the 'CABASA' application by utilizing cultural heritage in Sragen Regency is one form of creating interactive learning media in history learning. So far, developing history learning media that uses cultural heritage as a learning resource is still scarce. Utilizing local potential is a unique attraction, considering history learning still focuses on national studies. The development method adopted in this research is simplified into three main steps. Preliminary development studies and the final stage are product trials. With the product trial results being very feasible, it can be concluded that 'CABASA' can be used as an interactive learning media based on cultural heritage in the Sragen district, which is following current developments where this learning media is straightforward to use.

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