



Documentary Film Based History Learning Media Material on the Japanese Occupation in Pontianak

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ABSTRAK

Guru sejarah di Sekolah Menengah Atas memerlukan variasi penggunaan media pembelajaran di dalam kelas. Penelitian ini bertujuan untuk merancang media pembelajaran sejarah berbasis film dokumenter pendudukan Jepang serta menganalisis kelayakan produk tersebut. Penelitian dan Pengembangan (R&D) dengan model ADDIE menjadi metodologi yang digunakan. Subjek yang terlibat dalam penelitian terdiri dari waka kurikulum, guru sejarah, dan peserta didik. Metode pengumpulan data yang digunakan yaitu observasi, wawancara, dan angket penilaian. Kemudian analisis data yang dipakai adalah kualitatif dan kuantitatif. Hasil validasi meliputi validasi ahli materi mendapatkan kategori baik, validasi ahli media mendapatkan kategori baik. Sedangkan penilaian guru mendapatkan kategori baik, penilaian peserta didik pada uji coba kelompok kecil mendapatkan kategori baik, serta uji coba kelompok besar mendapatkan kategori baik. Temuan ini menunjukkan bahwa media pembelajaran sejarah berbasis film dokumenter Pendudukan Jepang layak digunakan dalam pembelajaran sejarah. Oleh karena itu, media ini praktis dapat menjadi alternatif utama dalam memberikan variasi penggunaan media pembelajaran dalam kelas.

ABSTRACT

History teachers in senior high schools need variations in the use of learning media in the classroom. This research aims to design history learning media based on documentary films of Japanese occupation and analyze the feasibility of the product. The methodology used was research and Development (R&D) with the ADDIE model. The subjects involved in the research consisted of the head of curriculum, history teachers, and students. The data collection methods used were observation, interview, and assessment questionnaires. Then, the data analysis used was qualitative and quantitative. The validation results include material expert validation getting a good category and media expert validation getting a good category. While the teacher's assessment got a good category, the assessment of students in the small group trial got a good category, and the large group trial got a good category. This finding shows that the history learning media based on the documentary film of the Japanese Occupation is feasible to use in learning history. Therefore, this media is the main alternative in providing variations in the use of learning media in the classroom.

1. INTRODUCTION

Education is a structured process that seeks to help individuals reach their full potential by providing them with the knowledge, skills, and values they need to become productive and responsible members of society. History education is essential in high school because it helps students understand the development of human civilization, culture, and important events that have influenced the modern world (Sanjaya, 2021; Wirawan & Sukarini, 2021). Studying history enables students to understand the origins of their society, appreciate cultural differences, and understand the background of global issues. In addition, history education at this level also provides critical, analytical, and interpretive thinking skills essential for students' intellectual growth (Afrillyan et al., 2021; Pratama, 2017). The material presented in history learning requires the role of learning media to maximize the delivery of the material and help improve students' understanding. Based on the results of observations made by researchers, the material on the Japanese occupation in Pontianak is very much needed by history teachers who are members of the Subject

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Teachers' Deliberation (MGMP) of Pontianak City because it is felt to be very relevant to the Tyranny of the Rising Sun material in grade eleven of Senior High School (SMA). However, in the process, every history teacher experienced several obstacles in Pontianak City, including the lack of local sources related to the history of the Japanese occupation. Ten high school history teachers in Pontianak City complained about the difficulty of finding local sources related to the material on the Japanese occupation in Indonesia. Therefore, the history teachers of Pontianak City High Schools suggested that researchers develop more specialized material, namely the Japanese occupation in Pontianak. In addition, the Japanese occupation in Pontianak is discussed in the material on the Tyranny of the rising sun, which can provide relevance to be poured into documentary film learning media so that it can be conveyed through audiovisuals. In addition, the Japanese occupation in Pontianak should be able to be told in a historical film narrative, one of which is a documentary film. In addition, based on the results of interviews with 30 students, 28 students experienced difficulties understanding the material on the Tyranny of the rising sun.

The problems experienced by history teachers and students at Pontianak City High School can be overcome by choosing documentary films as a learning medium that is useful for classroom learning. Documentary films tell real events, and their production is not engineered (Firmansyah et al., 2022; Ratmanto, 2018). Documentary films are very relevant when associated with history subjects in schools. The reason is that history is quite challenging to teach students because it involves analyzing past events using facts that have been recorded (Afrillyan et al., 2021; Sanjaya, 2021). In addition, documentary films provide a new color to history learning so that they are interesting and interactive and can convey historical messages through audiovisuals (Firmansyah et al., 2022; Husmiati, 2017; Maskun et al., 2021; Wagner, 2018). Therefore, documentary-based learning media is needed to deliver historical material in schools.

Several previous relevant studies support this research. One is researching using Documentary Films as a Media for Learning History. However, the research only focuses on reviews of media use without being based on media research and testing of the media concerned (Firmansyah et al., 2022; Pratama, 2017). In addition, there is a study on the Effectiveness of Historical Documentary Films as Information Technology in Improving Student Learning Outcomes. The study's weakness is that the films presented only focus on Dutch imperialism in Indonesia, so they do not touch on the material of the Japanese occupation of Indonesia (Astuti, 2023; Maskun et al., 2021). In addition, there needs to be more innovation in learning media. As a result, documentary-based history learning media, which was originally intended to help learning run according to learning objectives, cannot increase students' interest and enthusiasm for learning history and the creativity of history teachers (Dannari & Muna, 2019; Wirawan & Sukarini, 2021).

The development of historical learning media based on documentary films of the Japanese occupation in Pontianak provides innovation by meeting the needs of the curriculum, history teachers, and students in Pontianak City High Schools. The existing suitability can encourage students to think critically while history teachers can achieve their learning objectives (Borish et al., 2021; Diansari et al., 2017; Fitzgerald & Lowe, 2020; Wagner, 2018). History learning becomes meaningful, so it seems more varied and attracts students to play an active role (Rizkinta et al., 2019; Utaminingsih & Cahyani, 2020). The development of historical learning media based on documentary films of the Japanese occupation in Pontianak aims to design historical learning media based on documentary films of the Japanese occupation and analyze the product's feasibility. This research can provide variations to history teachers in classroom learning by providing an overview of the social, economic, and political conditions at the beginning of the arrival of the Japanese military government and the beginning of its government in Pontianak.

On the other hand, the benefits of this development theoretically provide an understanding of documentary films about the Japanese occupation in Pontianak as a learning media for history. While the benefits of the development in practice, learning media based on documentary films of the Japanese occupation in Pontianak are used by history teachers in learning at school. This study aims to design historical learning media based on documentary films of the Japanese occupation and to analyze the feasibility of the product.

2. METHOD

The Research & Development (RnD) research method was used in this study. The research and development method is a scientific method for researching, designing, producing, and testing the validity of produced products (Kurnia et al., 2019; Sugiyono, 2021). The development procedure used in this research is the ADDIE procedure (Hasbi & Zafri, 2022; Hidayat & Nizar, 2021; Nababan, 2020; Puspasari, 2019). The ADDIE instructional model consists of five phases: (1) Analysis stage, including performance analysis or problem-based and needs analysis. (2) The design stage is carried out, including designing learning media, determining teaching materials that will later be included in documentary-based media, determining learning objectives and material arrangement systems, determining the parts that form learning devices,

developing the design of historical learning media based on documentary films on the Japanese Occupation in Pontianak and designing assessment instruments for documentary-based learning media. (3) In the development stage, the feasibility of documentary film learning media is assessed by material experts, media experts, history teachers, and then the media that has been developed. (4) The implementation stage is carried out by conducting small group and large group trials when the documentary-based learning media on the Japanese Occupation in Pontianak that has been developed has been declared suitable for use; and (5) Evaluation stage is carried out to determine the quality, usefulness, and responses of experts, history teachers and students to the documentary-based learning media on the Japanese Occupation in Pontianak. The results of this analysis are then used as a reference in the improvement process so that the media is suitable for use.

Through assessment stages, document-based learning media became a product that researchers developed to measure the validity of the product's feasibility, using material expert trials, learning media experts, small group trials, and large group trials. The expert assessment stage was intended to obtain input as material for improving the Japanese Occupation Documentary Film-based learning media in Pontianak before being used in the next stage, namely small-group trials and large-group trials. The development instrument grid is presented in Table 1.

Table 1. Development Instrument Grid

Aspect	Indicator	Total	Number
Content	Content Quality	5	1, 2, 3
	Instructional/Learning Quality	4	4, 5, 6, 7
	Language and Typography	2	8, 9
	Text Readability	3	10, 11, 12
Media	Image Quality	2	13, 14
	Audio Quality	2	15, 16
	Media Use	4	17, 18, 19, 20

(Source: Researcher Processing)

The development instrument grid above has undergone an instrument validation test. Material experts, media experts, and history teachers considered it suitable for reference in their assessments. After the media had passed the expert test, it was continued with a small group trial involving 15 grade eleven IPS students at SMAN 10 Pontianak and SMAS Mujahidin Pontianak. They comprised seven students from SMAN 10 Pontianak and eight from SMAS Mujahidin Pontianak. The small group trial was intended to obtain knowledge related to student responses to media products based on the Japanese Occupation documentary film in Pontianak, the results of which would be used as a reference for revising the product. The sample was determined voluntarily. Afterward, a large group trial involved 35 students representing the two schools. This was intended to obtain a collection of research data. Data collection in this study was divided into two parts: qualitative data came from the results of observations and interviews, while quantitative data was obtained from expert, teacher, and student assessment questionnaires. Then, the data obtained was analyzed using qualitative and quantitative descriptive analysis.

3. RESULT AND DISCUSSION

Result

Development of a documentary film on the Japanese occupation in Pontianak to help eleventh-grade IPS students overcome difficulties in understanding the material on the Tyranny of the rising sun. This study uses the ADDIE development procedure consisting of (1) analysis, (2) design, (3) development, (4) implementation, and (5) evaluation. In this study, the analysis stage uses two types of analysis: (a) performance analysis and (2) needs analysis. This stage is carried out by direct observation and interviews at schools with history teachers, curriculum vice principals, and students. This is done to discover the problems encountered during the history learning process, including the curriculum's suitability, learning objectives, and characteristics of students. The second stage is design. Steps are taken in selecting topics adjusted to the Tyranny of the Rising Sun material for grade eleven IPS to integrate local history into the national historical narrative. Furthermore, the design of the product display in the form of a film script includes the opening stage, middle stage, and closing stage by paying attention to the quality of images, audio, materials in the form of written archives, videos of the Japanese occupation, maps of 1934, maps of 1943 and sketches of the initial attack of the Japanese occupation in Pontianak. In addition, it is adjusted to the purpose of learning history to provide information to students regarding the nature of the Japanese

occupation and the response of the Pontianak community when Japan took control. Making and editing a documentary film as a media for learning history uses the help of the Adobe Primer Pro application. Meanwhile, footage in photos, videos, and archives was obtained through YouTube and Google; some were shot in location. The results of the development of historical learning media based on the documentary film "Japanese occupation in Pontianak" are presented in [Figure 1](#).



Figure 1. Results of the Development of Historical Learning Media Based on the Documentary Film "Japanese Occupation in Pontianak"

Before being assessed by material experts, the instrument in the form of a questionnaire or survey was first assessed by experts. Based on the validator assessment table above, the research instrument was declared suitable for use with the condition of several revisions. In addition, no instrument items were declared unsuitable for use. However, all instruments declared suitable must be revised to become truly suitable for use. After the revisions, the approved instrument was used to assess documentary-based learning media to experts. The development stage of this research was a review of the feasibility of the product carried out by material experts, media experts, learning implementation experts, and history teachers. The results of the validation of material expert 1 got a score of 3 (good), validation of material expert 2 got a score of 3.9 (good), validation of media expert 1 got a score of 3.4 (good), validation of media expert 2 got a score of 3 (good), assessment of teacher 1 got a score of 3.9 (good) and assessment of history teacher 2 got a score of 3.8 (good). Next, entering the implementation stage, small group trials were conducted using a voluntary sampling system with 15 students from SMAN 10 Pontianak and SMAS Mujahidin Pontianak. This stage got a score of 3.4 (good). After that, the large group trial stage, with a total of 35 students, assessed the product developed by the researcher in documentary-based learning media, and a score of 3.5 (good) was obtained. The last stage is evaluation (Evaluation), after implementing documentary-based learning media to obtain a picture of the data on the condition of the learning media used. The results obtained in the large group trial stage at SMAN 10 Pontianak and SMAS Mujahidin Pontianak showed no revisions students gave. Therefore, this documentary film product is ideal for history learning at SMA Kota Pontianak.

Discussion

The ADDIE model develops learning media based on documentary films about the Japanese occupation in Pontianak. The ADDIE model was chosen because of its simple procedures and structured implementation ([Astuti, 2023](#); [Hidayat & Nizar, 2021](#); [Kurnia et al., 2019](#)). In addition, this model can provide periodic evaluations so deficiencies can be found and revised in each phase. The resulting product will be ideal for application. The ADDIE model can be used at minimal cost and not too long, and it is considered more rational ([Hasbi & Zafri, 2022](#); [Nababan, 2020](#); [Puspasari, 2019](#)). Based on the assessment of material experts, the material presented in the documentary film of the Japanese occupation in Pontianak received a suitable category. The aspects assessed in the learning material were content quality, instructional quality, and language and typography. The learning material presented in the quality of the documentary film content must be adjusted to the learning objectives, basic competencies, accuracy of the selection of material concepts, and ease of the material delivered and systematic. This is intended to help history teachers create effective history learning per the needs of the history curriculum ([Firmansyah et al., 2022](#); [Susanto et al., 2021](#)). The instructional quality used in the documentary should make it easy for students and attract their attention. The language and typography used should be easy for students to understand.

According to the assessment of media experts in terms of documentary-based learning media, the second aspect is the suitable category for use. The aspects assessed include text readability, image quality, audio quality, media usage, and benefits. Text readability must pay attention to the type of font, selection of

font size, and regularity of distance and spacing in documentary-based learning media. Image quality is also considered in the appearance of images and the suitability of images and illustrations used in documentary-based learning media to clarify information visually and influence students' attitudes in understanding the material presented. To better understand the presentation of images, they must be accompanied by audio quality that pays attention to accompanying music and the suitability of the music volume for documentary film media. Students become focused and concentrate on learning materials (Susanto et al., 2021; Tampubolon & Tamba, 2022). Media use is seen from its ease of use and can be used in online and offline learning. The benefits of media are that it makes teaching and learning activities more interesting and not boring and makes it easier for teachers to deliver teaching materials (Irfan Ismail et al., 2019; McCowan, 2019).

History teachers' assessment results regarding the use of learning media based on documentary films of the Japanese occupation in Pontianak are suitable. The aspects assessed are content quality, instructional quality, language and typography, text readability, image quality, audio quality, media use, and benefits. Documentary films must present video content by the material (Putri et al., 2019; Setiawati et al., 2021) so students can easily understand real events. Font selection is also very important in documentaries to make it easier for students to read clearly. A good font to use in audiovisual learning media is sans serif. The font size should be manageable, as it can interfere with students' vision in reading and disturb concentration.

Based on the discussion of documentary-based learning media on the Japanese occupation in Pontianak at SMA Kota Pontianak class eleven IPS, it is suitable for the learning process. The existing findings are reinforced by the suitability of documentary-based learning media from several previous studies, which state that documentary films can help improve learning outcomes (Andriyani & Susilawati, 2019; Putri et al., 2019). Documentary film-based learning media is declared suitable and valid for use (Dewi et al., 2023; Susanto et al., 2021). Documentary film media is declared suitable for use in history learning in grade eleven of high school. The documentary film media developed is categorized as good in terms of assessment. The presentation of the documentary film about the Japanese occupation in Pontianak will attract students' attention. The advantages of learning media based on documentary films about the Japanese occupation in Pontianak are that it makes it easier for students to understand the material presented by history teachers. The implication is that learning media based on documentary films of the Japanese occupation in Pontianak can solve the lack of variation in learning used by history teachers in Pontianak City High Schools. This study has a drawback: the documentary film developed is limited to the content of the Japanese occupation in Pontianak for grade eleven of high school, and the video archives about Japan in Pontianak used are very limited. Therefore, it is hoped that it can be improved using video archives about Japan in Pontianak.

4. CONCLUSION

The results of developing historical learning media based on the Japanese occupation documentary film in Pontianak at SMAN 10 Pontianak and SMAS Mujahidin Pontianak class eleven were declared good and feasible. This learning media based on the Japanese occupation documentary film in Pontianak can solve the lack of learning variations used by history teachers at SMA Kota Pontianak. Researchers can suggest that this documentary film is likely useful for history teachers and students as a history learning media at school and independent history learning media at home.

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