

LamJourney: Innovation of Learning Media Based on Historical Places in Lampung to Increase Historical Awareness

Dila Wedyanida Futrie ¹, Rhoma Dwi Aria Yuliantri ¹, Ardian Fahri ¹

¹ Universitas Negeri Yogyakarta, Indonesia

✉ dilawedyanida.2021@student.uny.ac.id

ABSTRACT

The development of technology in education encourages results in learning media for students. Historical places in Lampung can be used as a medium of historical learning for the younger generation by utilizing technological developments. This research uses the Research and Development (R&D) model with the ADDIE model. This study aims to develop learning media and see the influence of media use on increasing students' historical awareness of places in Lampung. Data collection techniques in this study used Observation, Interview, Documentation, and Literature Study Techniques. Testing the media's effectiveness was conducted in the Experiment and Control Class using Nonequivaalen Control Group Design at SMAIT Insan Mulia Boarding School. The results showed that the "LamJourney" program effectively increased students' historical awareness of places in Lampung with the Paired Sample T-Test, which obtained a Sig. (2-tailed) value of $0.000 < 0.05$, it can be seen that there is a significant influence of the LamJernouy application on increasing historical awareness in students, with an average experimental score more potent than the control of 82.08.

Keywords: *Educational Media, Local History, Learning Media*

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INTRODUCTION

Technological advances have affected many aspects of life, including education. According to Safira (2023), global demands require the world of education to consistently and constantly adjust technological developments to improve the quality of education, significantly changing its use in the world of education, especially in the learning process. In education, technology has helped obtain information more easily and quickly that can be disseminated and accessed easily (Orhan, 2023). *Educational Technology* is a systematic process comprising the environment, humans, tools, and systems, including organizations, procedures, and ideas (Salsabila et al., 2020).

Education development also plays an essential role in shaping the ability of 21st-century students, which involves not only technical skills but also academic and social abilities. Developments in the era of globalization have caused significant changes in the education system (Moghadam et al., 2023). According to Linda & Sugandi (2023), education is one of the main assets that can create character and expand knowledge. 21st or 4C century skills include creative thinking, critical thinking and problem-solving, communication, and collaboration (Jannah & Atmojo, 2022).

The development of technology and information in the learning process becomes an opportunity and challenge that continues to grow; it encourages the emergence of

new learning methods with digital technology (Alkhabra et al., 2023). Technology-based learning can also be applied to history learning. The process of learning history that studies an event or event that occurred in the past can be carried out interestingly using technology. The history learning with technology integration can significantly contribute to the nation's character by developing historical awareness and students' critical and creative thinking skills; this can be done by encouraging student motivation. Motivation is considered a component that encourages students to perform superior tasks, and creativity encourages students to create new ideas (Çetinkaya, 2014).

History learning helps students understand the course of the nation's history and provides an understanding of the nation's identity and culture. According to Shavab & Yani (2020), History education has a considerable influence on shaping the consciousness and character of the nation. In addition, history learning can also help students understand the moral and ethical values needed to form good character. Optimization of local history is essential for the formation of character and awareness of student history. History education aims to create students with an appropriate character from the existence of values where they still have to pay attention to the character in history (Aswandi, 2022).

Learning Lampung's local history can help understand Lampung's identity and build historical awareness after the Covid-19 pandemic. (Du et al., 2021) stated that the pandemic brought significant changes and impacts on society and individuals. During the Covid-19 pandemic, many students could not visit historical places in Lampung due to restrictions on public mobility to prevent the Covid-19 virus. This results in a need for more understanding and awareness of the history of students, especially locally related to historical places in Lampung. Whereas through learning local history, students can learn about important figures and historical places in Lampung, such as Batu Brak Site, Palas Pasemah Inscription Site, Pugung Raharjo Antiquities Park Site, Argo Guruh Dam and the National Museum of Transmigration and take positive values from past events to shape the character and identity of students.

In order to optimize the local history of Lampung, educators need to develop creative and innovative learning methods. Exciting learning methods can help students be more interested in learning the local history of Lampung. In addition, educators also need to optimize the use of technology to facilitate learning local history by conducting development. Development is identified as an activity's preparation, implementation, assessment, and improvement (Nurgiyantoro, 2008). The need for development and innovation with technological developments in this digital era can make history learning in high school more interesting, one of which is Android application-based history learning media that attract students' interest in learning history (Aswandi, 2022).

Learning the local history of Lampung can also help students build historical awareness and nationalism. Through an understanding of the history of Lampung, students can build a sense of pride in Lampung's identity. Thus, technological advances and educational developments can strengthen historical learning. Local history can be a development of history learning materials in shaping student character (Aswandi, 2022), including the local history of Lampung, which in turn can help shape students' character and historical awareness. It is also crucial because the character and solid historical awareness are essential in forming a strong and characterful young generation, contributing to the nation's progress.

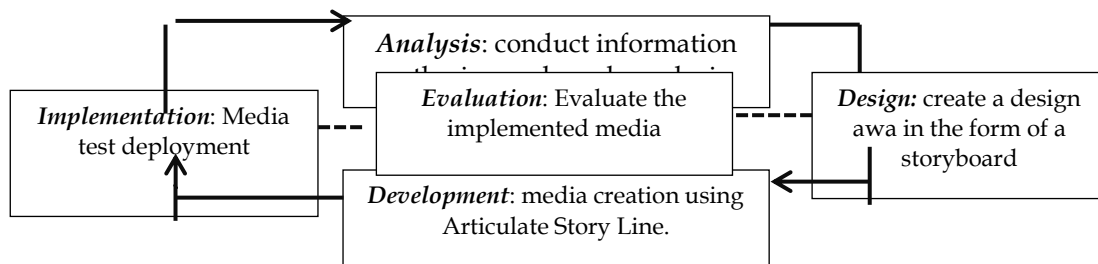
In addition, optimizing the local history of Lampung can also help overcome the problem of loss of cultural identity. This problem can occur when the younger generation needs to understand the cultural and historical values embraced by the people of Lampung. Learning local history can help students build a sense of pride and love for Lampung culture and history to maintain Lampung's cultural identity and strengthen the nation's unity. The public can learn and appreciate Lampung's history through various activities, such as museums, exhibitions, or visiting historical places in Lampung. This can help strengthen overall historical and cultural awareness.

Optimizing the local history of Lampung needs support from various parties, such as the government, educational institutions, and the community. Technological advances and educational developments can help optimize history learning, including problems related to historical places in Lampung. Learning the local history of Lampung can help shape students' character and historical awareness, strengthen the nation's unity, and maintain its identity. This research aims to develop learning media applications related to history and local wisdom about historical places in Lampung to increase students' historical awareness. Researchers hope that this research will contribute to the development of learning innovations for learners and can be used as a source of literature for readers that other regions can adopt to increase awareness of community history.

RESEARCH METHODOLOGY

Research and development aim to produce learning media products useful for students and educators, especially those in Lampung Province. This research uses Research and Development (R&D) research method with ADDIE Model (Analysis, Design, Development, Production, Implementation, or Delivery and Evaluations). The following is the flow of learning media development:

Figure 1. ADDIE Development Model



Researchers use Data collection techniques in this study: Documentation, Observation, Interviews, and Literature. Researchers collect documents in videos, the history of places, and documents in the form of historical buildings. Collection activities with observation are carried out by directly observing the research object's location and conducting interview activities. Data analysis techniques in this study were carried out in three stages: testing research instruments, testing media effectiveness, and conducting analysis by triangulation of data sources. The instrument test in this study was carried out through a validity test with the Product Moment Correlation formula and a Reliability Test using the Alpha Chronbach formula using the help of the SPSS.26 applications on 20 items of Historical Awareness questionnaire questions to 25 respondents at SHSIT Insan Mulia Boarding School.

The media effectiveness test was implemented using a quasi-experimental method with the model "Non-equivalent control group design." This test uses two

classes, namely the Experimental Class. This class is treated using LamJourney Educational Media with 25 students and a control class with Powerpoint media with 25 students. The following is an overview of the process of testing the effectiveness of media to raise historical awareness:

Figure.2. Effectiveness Test Process

Class	Pretest	Treatment	Posttest
Experimental Class	O ₁	X _a	O ₂
Control Class	O ₃		O ₄


In the picture, it is known that O1 is the pretest treatment of the historical awareness questionnaire in the experimental class before being given Xa (Media LamJourney) treatment, and Q2 is the Postets of historical awareness in the Experimental Class. At the same time, Q3 is the Pretest of the control class, and Q4 is the Postets of the historical awareness questionnaire control class. In the control class, history learning using Powerpoint is only given. Test results in implementing this research were then carried out as prerequisite tests consisting of the Normality Test and Homogeneity Test. The Hypothesis Test is implemented using the T-Test, which consists of the Paired Sample T-Test and the Independent Sample T-Test, to determine the influence of media use on students' historical awareness.








RESULT AND DISCUSSION

LamJourney App Development

Application Development is a series of processes in making an application starting from the initial stages, such as needs analysis to prototype the application, implementation, and final testing until the application is complete and ready to use. Application development in this research is carried out with a model (Analysis, Design, Development, Implementation, and Evaluation), a system development method that has been widely used in education. The development of this application produces an educational media that explore historical places, tourist attractions, and local culture in Lampung Province. This application was developed using Articulate Storyline, through the use of the software, can produce engaging educational media and can be used in the learning process. Endarto (2022) stated that educational media is essential in assisting educators in encouraging, guiding, and facilitating students. The result of the development of this research is a Local History Learning Application based on Historical Places in Lampung. The following are the features of the LamJourney application:

Table.1. LamJourney Application Display

No	Feature Display	Information
1		<p>Application Initial View: This section is the initial display containing:</p> <ol style="list-style-type: none"> 1. Logo Aplikasi " LamJourney", 2. Three colors are: Gold: Siger Lampung, Red: Saibatin Community, White: Pepadun Community, and Hands and Mobile Phones. 3. Jargon: Traces of Lampung History in Your Hands and Historia Vitae Magistra

2		<p>Home Menu Display: consists of 6 Features in the Application namely Learning Materials, Lampung Info, History Place Maps, Learning Videos, Quizzes and Author Info with Muli Mekhanai Lampung Interactive.</p>
3		<p>Material Menu Display : Contains a feature of desitination of Historical Places in Lampung Province located in 13 Regencies and Cities in Lampung, as well as interactive animations that guide users.</p>
4		<p>Historical Places Material in Lampung: This section consists of information and explanations about historical places in Lampung and is complete with links that can lead to youtube and news about these historical places.</p>
5		<p>Info Section: contains information about the History of Lampung Province, diversity in Lampung Province and other interesting things equipped with next and beck menus.</p>
6		<p>Maps section: contains a map of Lammpong Province with the location of historical places in Lampung in 13 regencies and cities.</p>
7		<p>Video Menu: Contains learning videos about live that are displayed interestingly.</p>
8		<p>Quiz Section: This section contains questions about historical places in Lampung, when the user has completed the quiz, the user can see directly the scores obtained.</p>

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Author Section: This section contains information about the LamJourney app builder.

"LamJourney" application that discusses historical places and local culture in Lampung Province. Many values can be exemplified by studying local history in Lampung while preserving cultural and historical heritage. The "LamJourney" application can also be a means to promote historical places and local culture in Lampung Province so that it can attract tourists to visit and get to know more about the culture and history in the area. Thus, developing the "LamJourney" application with the ADDIE method using the help of the Articulate Story Line application can provide significant benefits for the community and tourism in Lampung Province. This application can not only increase public awareness of local history and culture but also can be a means of promotion and increase tourist interest in visiting the area. This application has several components that can help users explore the Lampung area. Users can find information regarding popular historical places in the area. Features in this application, such as Historical Places, Materials, Videos, Interactive Games, Info, and maps, are packaged attractively to help users better understand the culture and daily life of the people of Lampung.

The Effect of the LamJourney App on Increasing Historical Awareness

Testing of the effect of the application on increasing historical awareness is carried out in several stages. This test is carried out after media development is carried out and has received input from experts such as media experts, material experts, and learning implementation experts. Researchers then trialed a research instrument consisting of 20 questions about historical awareness. This instrument has been discussed with the supervising teacher.

Table.2. Results of Obtaining Values from Experts

Media Expert				
No	Indicators	Number of Values	Average	Classification
1.	Text Readability	11	3,6	Good
2.	Image Quality	8	4	Good
3.	Audio Quality	8	4	Good
4.	Media Use	18	4,5	Excellent
5.	Media Benefits	9	4,5	Excellent
Total Number of Values		54	4,12	Good
Ahli Materi				
1.	Quality of Content and Learning Objectives	20	4	Good
2.	Instructional Quality	17	4,25	Excellent
3.	Language and Typography	9	4,5	Excellent
Jumlah Keseluruhan Nilai		46	4,25	Excellent
Ahli Pelaksana Pembelajaran				
1	Text Readability	13	4,3	Excellent
	Image Quality	9	4,5	Excellent

	Audio Quality	8	4	Good
	Media Use	19	4,75	Excellent
	Media Benefits	9	4,5	Excellent
	Jumlah Keseluruhan Nilai	58	4,41	Excellent
2	Quality of Content and Learning Objectives	13	4,33	Excellent
	Instructional Quality	18	4,5	Excellent
	Language and Typography	9	4,5	Excellent
	Jumlah Keseluruhan Nilai	40	4,4	Excellent

Source: 2023 Research Data Results

The data is the result of an assessment from experts, the assessment of media experts was carried out on Mrs. Nurul Reza Pertiwi, M.Pd and obtained a value of 4.12, according to Sukardjo (2005) stated that if you get a score of $3.40 < X \leq 4.20$ is included in the good category. While the assessment carried out by material experts was carried out with Ani Sutriati, M.Pd getting a score of 4.25 and included in the Very Good category, while the learning implementation expert, namely Mr. Adriansyah, S.Pd got a score of 4.41 in the Very Good category, and 4.4 Very Good. This study also tested 20 items of historical awareness research institutions in the form of questionnaires. This test was carried out with Validity Test with Product Moment Correlation and Reliability Test using Alpha Chronbach with the help of SPSS.26. The Validity Test is intended to see the validity of the instrument while reliability is for the consistency and mockery of the instrument.

Table.3. Validity Test Results

No	R-count	R-table (n=20)	Information
1	0.470	0,444	Valid
2	0.666		Valid
3	0.528		Valid
4	0.462		Valid
5	0.558		Valid
6	0.666		Valid
7	0.567		Valid
8	0.612		Valid
9	0.517		Valid
10	0.464		Valid
11	0.798		Valid
12	0.510		Valid
13	0.656		Valid
14	0.812		Valid
15	0.593		Valid
16	0.556		Valid
17	0.669		Valid
18	0.669		Valid
19	0.505		Valid
20	0.459		Valid

Source: Data Processing Results 2023

Based on the results of data analysis with the help of SPSS.26 it can be seen that out of 20 items of the instrument declared valid, this is based on the decision that if the r-count value > r-Table then the instrument is declared valid.

Table.4 Reliability Test

Reliability Statistics	
Cronbach's Alpha	N of Items
.898	20

Source: Data Processing Results 2023

Based on the results of the analysis, it is known that 20 items of instruments obtained a Cronbach's Alpha value of 0.898; from this, it is known that it is included in the very high category, so it has consistency in research instruments. This application was tested in the Experimental class at SMAIT Insan Mulia Boarding School with a total of 25 students and a control class of 25 students. The Lamjourney application was used in the experimental class, while the control class used PowerPoint. At the initial stage, all classes are taken with Pretest data, then treated with media, and then posttest data is taken. After all these data, the researcher conducted prerequisite tests in this study, namely the Normality Test to determine the distribution of normally distributed data and the Homogeneity Test to determine homogeneous data. The following are the prerequisite test results:

Table.5. Test of Normality and Homogeneity

One-Sample Kolmogorov-Smirnov Test					
		Pretest_Eksperi men	Posttest_Eksperi men	Pretest_Kon tral	Posttest_Kon trol
N		25	25	25	25
Normal Parameter sa,b	Mean	68.72	82.08	71.76	74.00
	Std. Deviation	6.367	3.628	5.487	5.252
Most Extreme Difference s	Absolu te	.107	.120	.138	.128
	Positiv e	.105	.057	.077	.084
	Negati ve	-.107	-.120	-.138	-.128
Test Statistic		.107	.120	.138	.128
Asymp. Sig. (2- tailed)		.200 ^{c,d}	.200 ^{c,d}	.200 ^{c,d}	.200 ^{c,d}
a. Test distribution is Normal.					
b. Calculated from data.					
c. Lilliefors Significance Correction.					
d. This is a lower bound of the true significance.					
Test of Homogeneity of Variances					
Hasil					
Levene Statistic		df1	df2	Sig.	
2.206		1	48	.144	

Source: Processing Researcher Data in 2023

Based on the results of data analysis in Table 5, it can be seen that the value of Asymp. Sig. (2-tailed) of 0.200 in experimental and control class pretest and posttest data is more significant than 0.05, so the research data is normal and can be tested with paired t-test samples. In the homogeneity test results, the significant value of 0.144 is greater than 0.05, so the results of this study are homogeneous. An independent sample t-test was carried out.

Table.6. Paired Test Sample T-Test

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pai r 1	Pretest_Eksperimen - Posttest_Eksperimen	- 13.360	7.129	1.426	- 16.303	- 10.417	-9.370	24	.000
Pai r 2	Pretest_Kontral - Posttest_Kontrol	-2.240	.723	.145	-2.539	-1.941	- 15.482	24	.000

Source: Processing Researcher Data in 2023

Based on the results of the Paired Sample T-Test in Table 5, it can be seen that the values obtained by Sig. (2-tailed) $0.000 < 0.05$ significantly influences LamJernouy's application of increasing historical awareness in students. In addition, researchers also conducted Independent Sample T-Test testing to determine the difference in influence on each class. The results of this study are:

Table.7. Independent Test Sample T-Test

Independent Samples Test									
	Levene's Test for Equality of Variance s		t-test for Equality of Means						
	F	Sig.	t	Df	Sig. (2-tailed)	Mean Differenc e	Std. Error Differenc e	95% Confidence Interval of the Difference	
								Lower	Upper

Hasi l	Equal variance s assume d	2.20 6	.14 4	6.32 9	48	.000	8.080	1.277	5.513	10.64 7
	Equal variance s not assume d			6.32 9	42.65 5	.000	8.080	1.277	5.505	10.65 5

Source: Processing Researcher Data in 2023

The results of this test show that Sig. (2-tailed) is 0.000. Because of Sig. (2-tailed) $0.000 < 0.05$, there is a significant difference in influence between historical awareness in the experimental and control classes. The results showed that the value of historical awareness was more significant in the experimental class shown on the average score. Testing is also supported by quantitative descriptive results as follows:

Table.8. Descriptive Statistics

Descriptive Statistics					
	N	Minimu m	Maximu m	Mean	Std. Deviation
Pretest_Eksperi men	25	59	81	68.72	6.367
Posttest_Eksperi men	25	74	88	82.08	3.628
Pretest_Kontral	25	59	80	71.76	5.487
Posttest_Kontrol	25	62	82	74.00	5.252
Valid N (listwise)	25				

Source: Processing Researcher Data in 2023

The test results above show that it can be seen that the average value of the experiment is greater than the control which is 82.08, this shows that lamjourney media is able to increase historical awareness in students.

DISCUSSION

The development of the LamJourney Application is an innovation in integrating local history learning with technological developments. According to Bahra (2005), development is an activity to compile a new system to thoroughly replace the old one or improve the existing one. With this, application development is essential for and participates in building the complexity of learning local history, especially in the field of historical studies in Lampung. Based on the results of an interview with Adriansyah, S.Pd as the Learning Implementing Expert obtained the following results:

sTabel 9. Interview Results

No	Question	Answer
1	What do you think about the use of learning media that integrates the local	I believe that the use of learning media that combines the local history of Lampung with technology, such as the LamJourney

	history of Lampung with technology such as the LamJourney application?	application, is very important. Local history is an integral part of a region's identity, and studying it can evoke a sense of pride as well as increase students' understanding of their cultural heritage
2	What benefits can students gain from using learning media that integrate local history and technology such as LamJourney?	The use of learning media such as LamJourney can spark students' interest in local history, making learning more interactive and interesting. They can explore the history of Lampung in depth with various interactive features offered by the technology, such as interactive maps, multimedia content, and quizzes. This can improve their memory and provide a more enjoyable learning experience.
3	How do you approach integrating the LamJourney application into learning Lampung's local history in the classroom?	I tend to use an approach that is based on student activity. I introduce the LamJourney application as a tool that allows students to explore the history of Lampung independently. I give them walkthrough assignments, educational games, and LamJourney-based projects to motivate them to understand and appreciate local history more thoroughly.
4	How do students respond to the use of learning media such as LamJourney in local history learning?	"In general, student responses to the use of LamJourney have been overwhelmingly positive. They show great enthusiasm because the technology allows them to learn in a more interesting and interactive way. Students also feel more involved and have a desire to explore more deeply about the history of Lampung."
5	Are there any challenges in implementing learning media such as LamJourney in learning Lampung's local history?	Of course, there are some challenges that need to be faced. A major challenge is the accessibility of technology in the learning environment. Not all students have the same access to technological devices or internet connections. Therefore, we need to ensure that all students have equal opportunities to use the app, both at school and at home, where possible.

Source: 2023 Interview Results

The results of an interview with Adriansyah, S.Pd, an expert on learning implementation, emphasized the importance of using learning media that integrates the local history of Lampung with technology such as the LamJourney application. This integration provides great benefits for students, arouses interest, and deepens their understanding of Lampung's cultural heritage. Although student response to using LamJourney has been overwhelmingly positive and the app provides an engaging learning experience, the main challenge that needs to be addressed is the accessibility of technology in the learning environment, ensuring equal opportunities for all students to access the app, both at school and at home.

Teachers as facilitators in the learning process must also be able to develop learning media that are by the times of students because, according to (Femyliati & Kurniasari (2022), creative educational media will attract the attention of the target so that the results of the education are expected to bring better changes to the target. This must also be balanced by conducting instructional design and application to cultural, historical, and activity theories (Serna Dimas, 2023). From this, it can be understood that education is a message that needs to be conveyed to learners so that they understand a goal and as an effective source, such as utilizing technological advances in web-based history, mobile phones, and social media. Historical preservation through the web, social media, and others is an inspiring source for reconstructing history in its time (Allegrezza, 2022).

The LamJourney application is a breakthrough and new media in the implementation of history learning which is equipped with exciting components and features, able to be an effective medium for learning local history in Lampung. According to Lionar & Fithriah (2023), the presence of character education-based learning resources sourced from local historical figures will have implications for strengthening value transformation in history learning. In addition, according to Chalimi (2023), local history is still urgent for educators in the learning process. With material containing local history, it makes it easy for students to understand the truth of a nation's past events and build the complexity of National History. It must also always be supported by parents and teachers, who must pay attention to what a student is learning and how the student learns it (Stephanou & Mpiontini, 2017).

The test results for the use of the LamJourney application obtained positive data. Based on the assessment of experts, it can be seen that this media is suitable for use in the process of learning history. The assessment of media experts obtained a score of 4.12 in the Good category, material experts obtained a score of 4.25 in the very good category and learning implementation experts obtained a score of 4.38 in the very good category. The implementation of LamJourney learning media is carried out in class X with Basic Competence 3.2. i.e. about Understanding the concepts of change and sustainability in history and skills 4.2. i.e. Apply the concept of change and sustainability in studying historical events.

The implementation of this study also aims to see the influence of the use of LamJourney media on increasing students' historical awareness. Measurement of students' historical awareness was carried out by distributing research questionnaires with the research model "Non-equivalent control group design," which used two classes, namely the Experimental Class as a class that was given treatment using LamJourney Educational Media with a total of 25 students, and the control class with Powerpoint media with a total of 25 students. The instrument in this study has been tested for validity and reliability, and it can be known that 20 questions on 20 respondents are declared valid with decision-making; if the r -count value $>$ r -Table, then the instrument is declared valid. Reliability tests show that Cronbach's Alpha value of 0.898 with categories so high that historical awareness instruments are worth using.

The Hypothesis Test in this study shows that the Paired Sample T-Test test results in Table 5 can be known as the values obtained by Sig. (2-tailed) $0.000 < 0.05$ significantly influences LamJernouy's application of increasing historical awareness in students. While the results of the Independent Sample T-Test show that Sig. (2-tailed) is 0.000. Because of Sig. (2-tailed) $0.000 < 0.05$, there is a significant difference in influence between historical awareness in the experimental and control classes. The

results showed that historical awareness scores were more significant in the experimental class, shown in higher average scores than in the control class. Based on the results of quantitative descriptive data analysis, it can be seen that the experimental class Pretest score obtained a value of 68.72 while the experimental class posttest obtained a value of 82.08; from this, it can be seen that there was a significant increase in students' historical awareness of 13.36 after being treated using LamJourney history learning media, while in the Kontrol class with a control class Pretest score of 71.76 and a class posttest score control 74.00 which means there is only an increase of 2.24 using Powerpoint media. LamJourney, therefore, has a significant influence on increasing historical awareness because historical awareness is essential for character building.

This is in agreement with (Graça et al., 2023), who state that the use of Technology, Information, and Communication by students in the learning process can lead to developing historical awareness and digital literacy in the historical learning process. Historical awareness is an essential means of stimulating citizens' morale through history education, so it is essential for students. (Umami et al., 2022). In addition, according to (Yati et al., 2022), historical awareness is the implementation of historical knowledge from historical learning results owned by an individual. Increasing the historical awareness of students can be done by optimizing local history in the student's environment, such as the struggle of historical figures and places in Lampung. Historical awareness in students can help form morals and character and help individuals develop critical thinking, broaden perspectives, and appreciate the cultural heritage.

The main findings regarding LamJourney, a learning media innovation based on historical sites in Lampung, highlight several important aspects. First, LamJourney makes a major contribution in raising historical awareness among students. History is "the science of humans in the dimension of space and time (Ayundasari, 2022). According to S. Rahadian, H. Setiawan. (2021) states that the role of history education in preparing Human Resources (HR) in the era of Society 5.0 can be applied to the process of developing historical learning praxis. Because so far in school, usually the subjects that are considered boring by students include history lessons (S. Rahadian, H. Setiawan. 2021). The development of the Local History application has a reliable reference source that can be used as teaching material for local history to increase historical awareness (Muhtarom, Andi, (2023), because history learning also functions as education, inspiration and recreation (Wibowo et al., 2020). The field of education itself should use existing technological developments to help the process of progress in the field of education (Robin, Jumardi (2023).

Through an interactive approach and the use of technology, this application has succeeded in reviving the local cultural and historical heritage of Lampung, making it more interesting and easy to understand by the younger generation. Second, LamJourney opens the door to a more thorough and immersive learning experience. With its interactive features, such as interactive maps, multimedia content, and quizzes, students can actively explore the history of Lampung, increasing their understanding of local history in a fun and engaging way. Third, LamJourney is an effective tool in integrating technology with local history learning. Although technological accessibility challenges are still a concern, LamJourney's success in combining local history and technology provides a solid foundation for a more memorable and engaging educational approach to introducing and preserving regional history.

The difference with other research is the findings of the implementation of LamJourney as a learning medium that integrates the local history of Lampung with technology compared to other research, among others, LamJourney provides an interactive and interesting learning experience for students. Features such as interactive maps, multimedia content, quizzes, and educational games make the learning process more enjoyable. This application allows students to explore the history of Lampung in more depth. With access to complete and diverse information, students can understand local history better. LamJourney has succeeded in increasing students' awareness of the history and cultural heritage of Lampung. Through an engaging and innovative approach, the app helps students appreciate the cultural heritage of their area. LamJourney is a great example of how technology can be integrated into learning. This not only increases student interest but also allows for a more modern and effective approach to learning. These advantages show that LamJourney has great potential in supporting the learning of Lampung's local history in an innovative, fun, and effective way for students.

The use of LamJourney in learning Lampung's local history has major implications in a technology-based learning approach that emphasizes regional history. This gave impetus to the development of similar platforms that could be applied in studying local history in other areas, expanding the scope and introduction of local cultural heritage. In addition, the use of this kind of application is also able to increase student participation and foster their interest in local history materials, presenting more interesting and relevant learning. On the other hand, limited technological accessibility is the main challenge that needs to be considered in implementing LamJourney in the educational environment. Inequality of internet access and devices can reduce the effectiveness of using these applications in supporting learning. In addition, students' reactions to LamJourney may vary depending on their technological capabilities, affecting the success of the application in achieving learning objectives.

Further Need/Area for Research or Expansion of Ideas is to be The next step in research is to focus on the long-term influence of using LamJourney on understanding local history. Studies on how these apps affect students' attitudes towards cultural heritage and whether their use impacts their participation in social activities to preserve local historical heritage, also become necessary. In addition, conducting a comparative analysis of the effectiveness of LamJourney with similar applications in the context of learning local history in various regions will also provide a more complete picture of the benefits, challenges, and implications of using these learning media.

CONCLUSION

LamJourney application development is carried out using the Articulate Story Line application. The LamJourney app has several vital components that users need to understand. These components can include the user interface, application features, and how these components interact with each other. This application is expected to make it easier for the community, especially the younger generation, to know and learn about historical places in Lampung to increase historical awareness. The LamJourney app has a significant influence in raising historical awareness. Through its features and content, the application successfully expands the accessibility of historical information. It encourages users to study and understand history interactively and engagingly, and this is done by testing the effectiveness of higher historical awareness in practical

classes. The Independent Sample T-Test showed that Sig. (2-tailed) was 0.000, so there was a significant difference in influence between historical awareness in the experimental and control classes. Quantitative descriptive data analysis can be seen that the experimental class Pretest score obtained a value of 68.72 while the experimental class posttest obtained a value of 82.08; from this, it can be seen that there was a significant increase in students' historical awareness of 13.36 after being treated using LamJourney history learning media. In contrast, in the Kontrol class with a control class Pretest score of 71.76 and a control class posttest score of 74.00, there is only an increase of 2.24 using Powerpoint media. The author advises history teachers in order to be able to raise and integrate history learning with technology so that it is more interesting.

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