Innovative History Learning through Virtual Field Trips Model

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ABSTRACT

The purpose of this research is to create an innovative history learning model by using a virtual field trip model. The problem will be studied in this study are: (1) what is the essence reality in learning history? (2) how is the application of the virtual field trip model to a history learning? Research method selected for this study is a literature study where the data material needed are obtained from books, journals, encyclopedias, articles and others. According to the study result, it defines a learning history is a teaching and learning activity regarding past events with conveyed meaning for the present. Within its development process in responding to the Covid 19 pandemic, an innovative virtual field trip model was created and designed to make students able to play an active role in the history learning process which can be seen from the following syntax: (1) Determining the learning materials, (2) Guiding the group/individual investigations, (3) Presenting the result of students' investigation and (4) Evaluation.

Keywords: *Learning Model, History Learning, Virtual Field Trips*

INTRODUCTION

The Covid-19 pandemic is a highly contagious disease that has spread into different countries globally, including Indonesia. In 2019, the World Health Organization (WHO) declared Covid-19 as a pandemic due to its worldwide spread beyond borders. This disease is highly contagious, and it is caused by a newly discovered coronavirus, which first emerged as an epidemic in Wuhan, China, in December 2019 (Yuliana, 2020). Within a short period, it became a pandemic and its significant impact was evident in all aspects of human life, specifically in the field of education.

Admittedly, the presence of this disease disrupted learning activities, hence, prompting various parties, including the education sector, to respond with innovation. In particular, history education requires information technology-based models to achieve maximum learning goals during the learning process. According to Milman (2015), technology-based learning allows students and lecturers to engage in learning processes despite being in different locations. An alternative learning method that can be carried out during the Covid-19 pandemic time is an online learning (daring) by maintaining the learning objectives (learning purposes) which have been previously formulated (Maulani et al., 2023).

Online learning alternative can reduce the student motivation, however, there are also students who experience an increase (Dewi, 2023). There are many studies

reported the student motivation decreases when learning activity is held through online method (Dewi, 2023; Puspita et al., 2023; Urrochman & Wardhani, 2023). Therefore, an innovation in online learning must be created so that learning activity becomes fun activity and able to increase the student motivation. Accordingly, one innovative learning model for history education during the pandemic is the virtual field trips, which enabled students to explore historical sites via a website accessible from their homes. The virtual field trips learning model is designed to accommodate students' high curiosity about the material and provide a safe and comfortable learning environment. With this model, students can acquire knowledge even if they cannot visit historical sites directly (Cheng, 2021; Delacruz, 2019; Obadiora, 2016).

The findings of previous research indicate a virtual field trip learning model will give students the experience of going somewhere without having to leave the classroom which also make the teacher easier to convey the lesson material (Larasaty, 2023). Moreover, it was further explained that the virtual field trip model can elicit feeling of joy and fun and increase the interest in learning for the students (Poor & Vasconcelos, 2023; Taneo et al., 2023). Through a virtual field trip model, learning will have a profound effect to the students' national vision (Gufron, 2023). The virtual field trip learning model has been widely used in education sector, such as applied in a virtual museum visits (Oliver & Teece, 2023; Zeleny, 2023).

There has been no research about virtual field trip learning model in history lesson, in particular to Indonesia History course during the Hindu-Buddhist period, therefore, the purpose of the research is to create an innovative historical learning model by virtual field trip model on the learning material of Hindu and Buddhist historical heritage in Borobudur and Prambanan temples. The material selection regarding Borobudur and Prambanan temples considered as relevant material to be applied in virtual field trip-based learning, since it will provide a pleasant experience and fosters students' interest in learning, as well as the affordable cost aspect for studying the material which expected able to achieve the expected learning objectives.

METHOD

The research method used in this study involves conducting a literature review, which includes thorough research in libraries and other scholarly sources. A literature review involves a series of activities that include collecting library materials, reading and writing, as well as processing research materials (Zed, 2018; Danandjaja, 2014). According to Creswell (2014), a literature review is a written summary of articles from journals, books, and other documents that describe theories and information from the past and present, which is organized into topics and documents needed for research activities. In other words, it is a method used to gather materials and information sources related to the research topic.

Based on the above definition of literature review, it can be concluded that in this research, a literature review was conducted to collect, review, and analyze several materials and other information sources, both in print and electronic form, related and deemed relevant to the research topic on the model of virtual field trips-based learning as a historical learning innovation during the Covid-19 pandemic.

RESULT AND DISCUSSION
The Nature of Learning History

According to Widja (1989), learning history involves a combination of learning and teaching activities that analyze past events closely related to the present. In

essence, history as a subject is related to historical facts, however, it also considers general educational goals. Based on this definition, it can be concluded that learning history is not just about memorizing historical facts. Instead, it is a combination of history and general educational goals. Nonetheless, history learning aims to present historical facts objectively within the framework of historical facts in line with educational goals.

Furthermore, Hasan (1997) asserts that learning history goes beyond memorizing facts, as it enables students to gain a better understanding of their nation's life and prepares them for a more successful personal and national life in the future. Meanwhile, Krug (1967) stated that learning history is the best means of strengthening nationalism and instilling the spirit of patriotism and a sense of love for the homeland. Kartodirdjo (1992) emphasizes that the strategic role of learning history in national development requires understanding and awareness. Such sensitivity toward history can arouse a high spirit of dedication and responsibility, as well as create aspirations and inspirations to carry out one's duties as a citizen. Therefore, learning history is crucial in cultivating a strong sense of citizenship and national pride.

History serves as the foundation for the formation of national identity, which is one of the most critical assets in building the nation, both in the present and future. Soedjatmoko (1976) emphasized that history is not an exclusive right or obligation of historians alone, rather, it is a matter that concerns the whole Indonesian nation. Furthermore, in the context of national identity formation, knowledge of history plays a fundamental function for the Indonesian people (Kartodirdjo, 1992).

According to Rowse (1963), it is evident that history is a subject of great educational value. Meanwhile, Carr (1972) further asserted that history is an unending dialogue between the present and the past, highlighting its essential nature in shaping people's understanding of the present. In the same vane, Renier (1961) also stated that "...without our past, we are unable to construct ideas about the consequences for our actions". Therefore, History has the potential to make people wiser. In this regard, Rowse (1963) also stated that history is as fundamental to humans as human life itself, emphasizing its crucial role in the everyday life of humans.

Following this, Collingwood (1973) stated more explicitly that "knowing yourself means knowing what you can do; and since nobody knows what he can do until he tries, the only clue to what man can do is what man has done. The value of history, then, is that it teaches us what man has done and thus what man is". The objective of history learning is, therefore, to instill values of heroism, love for the nation, identity, and character in students (Hugiono & Poerwantana, 1992).

Therefore, from the several objectives above, it can be concluded that the objective of history learning is to shape the spirit of nationalism, identity, and character of the Indonesian nation. These objectives can also enable individuals to act wisely and minimize the negative impacts that may arise in the future.

Virtual Field Trips Based History Learning Model

A model is defined as an item or object acted to be an imitation of the real object, such as a globe model from the earth, an airplane replica which usually put in display in travel agencies and others. In particular, the term of model is defined as conceptual framework used in carrying out an activity. Joyce & Weil (2000) gave a definition of a learning model as a conceptual framework that describes a systematic procedure for organizing learning experiences to achieve certain learning goals serves as guidelines in planning and implementing learning activities.

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According to Kemp (2001) learning model is a learning activity which must be conducted by teachers and students to make the learning objectives can be achieved in effective and efficient ways. In line with this theory, Dick and Carey (1985) also explained the learning model is a set of learning materials and procedures which used together to generate student learning outcomes. Sanjaya (2007) stated the concept of learning model tends to be prescriptive, thus, it is difficult to distinguish from the concept of learning strategy. Widja (1989) strengthens these theories by emphatically states the learning model is another term for learning strategy. According to Joyce & Weil (2000) the learning model constructed from 5 elements as follow:

a. Syntax: the learning operational steps
b. Social system: the atmosphere and norms applied in learning
c. Principle of reaction: the principle that describes the attitude of how teachers should view, treat and respond to students.
d. Support system: all facilities, materials, tools, and learning environment which supported the learning process.
e. Instructional and nurturant effects: the learning outcomes which obtained directly according to the objectives achieved (instructional effects) and non-targeted learning outcomes (the nurturant effect).

Then, it can be concluded, the learning model is a model contains of a series procedure or learning steps that presented by the teacher which completely illustrates from start to finish to accomplish the desired learning objectives. One learning model to achieve the learning goal to make students able to analyze Hindu and Buddhist historical heritage at Borobudur and Prambanan temples is by using the virtual field trip model.

The virtual field trips-based learning model is an innovative approach that employs internet-based platforms such as websites and video streaming to enable students to learn directly from experts in distant locations without leaving their classrooms. This model provides an exceptional virtual communication tool that allows students to witness various real-life events or phenomena. The students only need a computer and internet access (Raskind, 2005; Çaliskan, 2011).

Additionally, this model is particularly useful when students can't visit certain locations physically. For instance, virtual field trips are widely used in history classes and may include visits to museums, parks, monuments, memorials, temple ruins, and other historical sites (Zanetis, 2010). This learning approach enhances innovation and motivates students to learn history, thus, creating a more interesting and enjoyable learning environment (Tuthill & Klemm, 2003).

The virtual field trip learning approach can be executed through various methods, such as exploring websites, watching videos, or playing films interspersed with comments from the teacher. This approach enhances the delivery of information, creating a fun learning atmosphere that stimulates students' imagination and inspiration (Kenna & Potter, 2018). According to Supriatna and Maulidah (2020), this type of learning will encourage students to freely express their opinions and foster creativity, while enhancing their motivation to learn.

Admittedly, this learning approach is particularly enjoyable when students explore websites related to the natural beauty of places both within and outside the country. Virtual exploration of places from different parts of the world broadens students' global perspectives and imagination while promoting a love for local culture and resource wealth.

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The virtual field trip-based learning model in history education offers numerous advantages, some of which are (1) students can access information about historical places and events without the need for significant financial resources (2) students can have a better understanding of past events, which may have been expensive or difficult through real-life visits (3) this approach offers more convenient and less expensive access to historical locations (4) students can enjoy virtual field trip-based learning according to their preferences, from the comfort of their homes (5) students can obtain many sources of information related to the learning topic on various websites, making learning more interesting (6) this approach allows teachers and students to analyze historical situations that require understanding without the need to be physically present (7) provide interesting and attractive learning experiences for students, (8) allow flexibility of access to learning (time and place) (9) provide experiences that can be repeated and can be used to reinforce learning materials in the classroom (10) enhance and broaden students' experiences (11) present images from various points of view and at various different scales (12) present travel to inaccessible places and the variety and breadth of landscape diversity on field trips (Qiu & Hubble, 2002).

Several websites provide valuable materials on Hindu and Buddhist historical relics, such as the Borobudur and Prambanan temples, which are very interesting and can be used by both lecturers and students in history education. In the Indonesian History course during the Hindu-Buddhist era, some websites that offer virtual field trip-based learning are as follows:
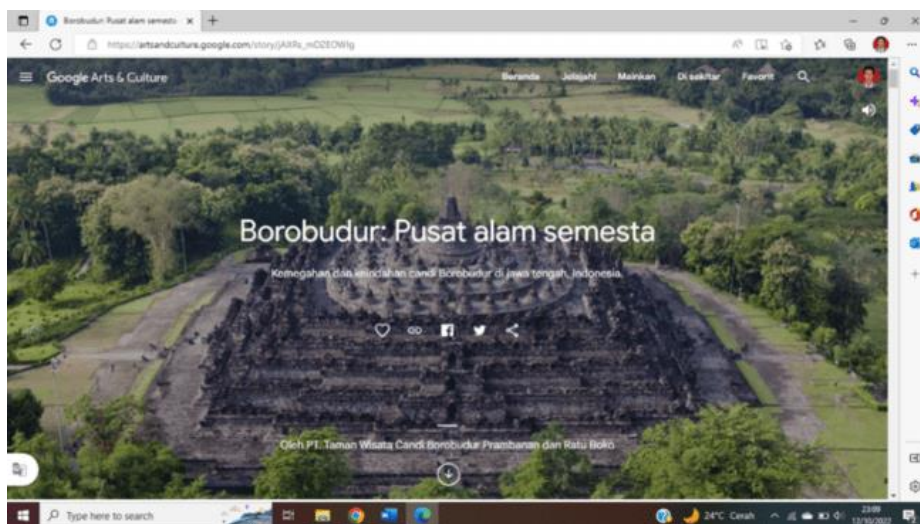
1) Virtual Field Trips in Borobudur Temple
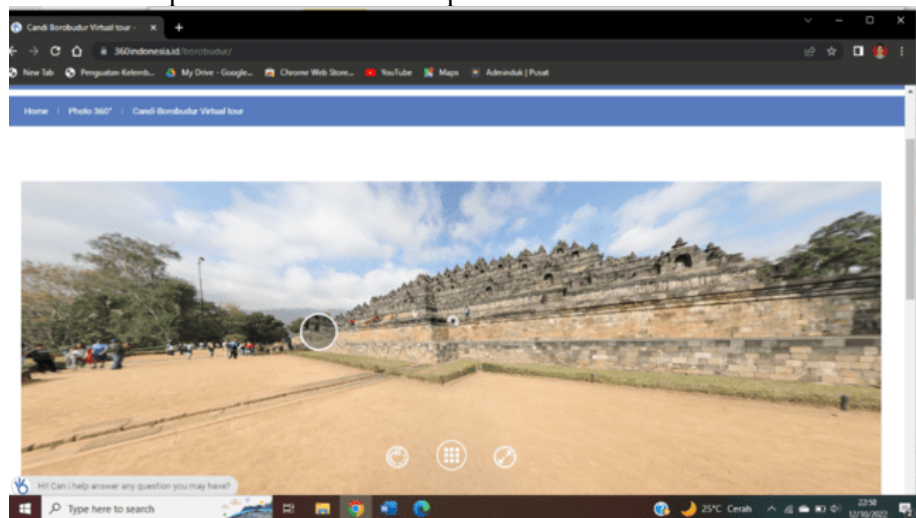
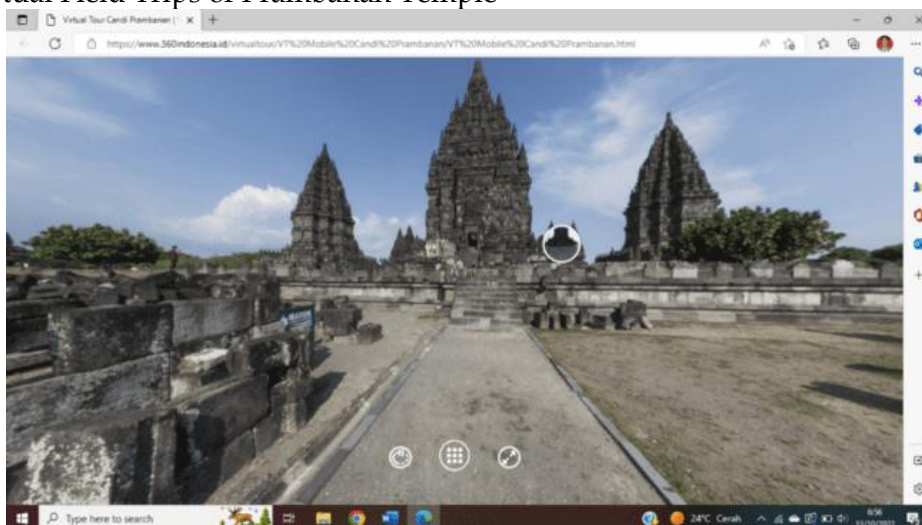Source: Captured by the researchers at 360indonesia.id
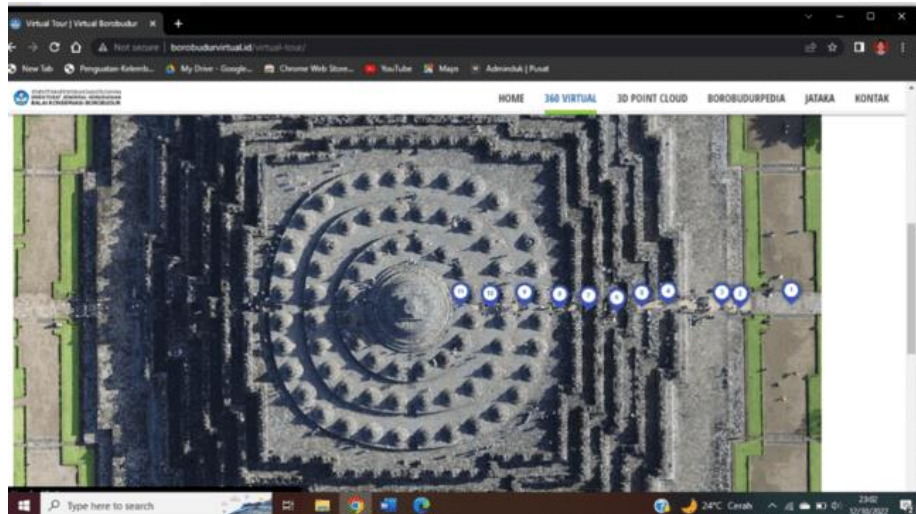
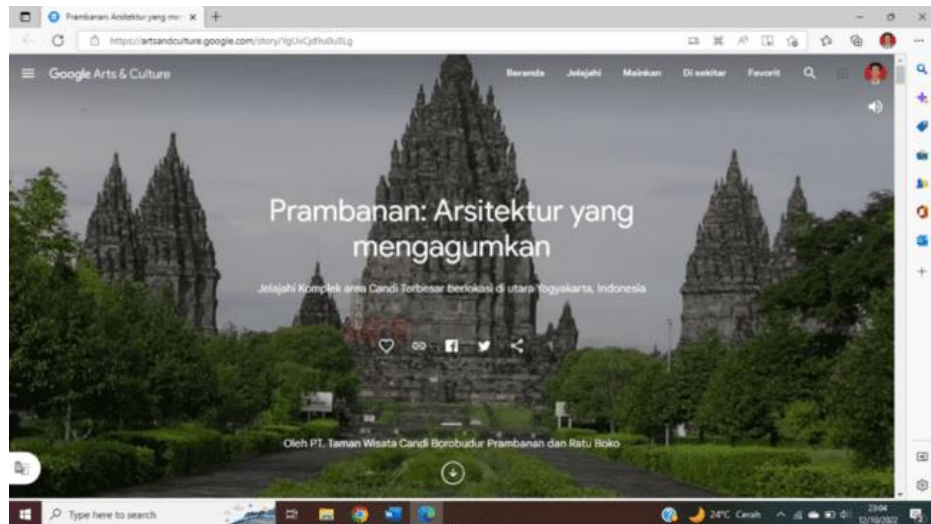Source: Captured by the researchers at borobudurvirtual.id

Source: Captured by the researchers at artsandculture.google.com
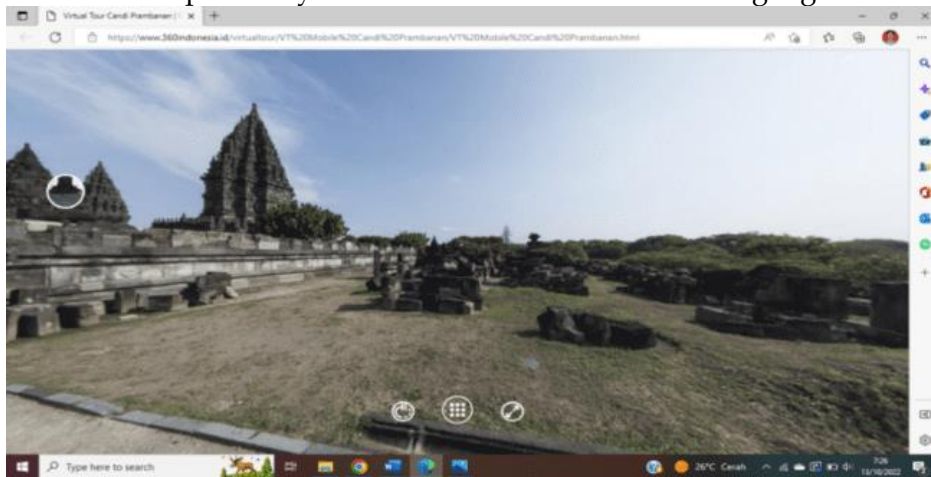
2) Virtual Field Trips of Prambanan Temple

Source: Captured by the researchers at 360indonesia.id

Source: Captured by the researchers at artsandculture.google.com

Source: Captured by the researchers at 360indonesia.id

The implementation of a virtual field trip-based history learning model can be applied in various educational aspects, for example, in the Indonesian History course to explore the historical relics of Hindu and Buddhist cultures, such as the Borobudur and Prambanan temples. The steps for executing the virtual field trip-based history learning model are outlined in Table 1 below.

Table 1 Syntax of Virtual Field Trips Based History Learning Model

Stage:	Lecturer Activities:	Student Activities:
Stage 1 Determining the learning material to be examined	• Explaining the learning objectives. • Explaining the learning materials. • Explaining the steps of virtual field trips-based learning. • Motivating students to actively participate in learning.	• Responding and providing feedback on the learned material and assignments. • Listening to the lecturer's explanation of the virtual field trips learning procedures and answering questions from the lecturer.
Stage 2 Guiding individual or group investigations	• Facilitating and guiding history learning activities based on virtual field trips.	• Conducting history learning through virtual field trips based on the previously shared website. • Writing, recording, and identifying virtual field trips learning material in the form of history learning result. reports.
Stage 3 Presenting the results of the investigation through virtual field trips based learning	• Providing an assessment of the history learning process based on virtual field trips. • Reinforcing the presentation of history learning outcomes based on virtual field trips. • .	• Presenting and discussing the results of the virtual field trips learning report on specific learning material. • Responding and answering questions from and by peers and the lecturer as the facilitator.

Stage:	Lecturer Activities:	Student Activities:
Stage 4 Evaluating the learning process based on virtual field trips	• The lecturer gives affirmation to the conclusions given by the students. • Reflecting on virtual field trips-based history learning as a whole.	• Collecting the history learning result report from virtual field trips, which can be in the form of written reports, photos, videos, posters, and others. • Summarizing the material obtained during the virtual field trips history learning process.

DISCUSSION

Virtual field trips are field trips that are conducted virtually using the internet and personal computers through websites and video streaming, to support the implementation of field studies without having to leave the classroom. Learning through virtual field trips is done because it is not possible for students to visit in real time. Frequent virtual field trips in social science education include trips to museums, parks, monuments, memorials, attending folk festivals, and a number of other historical places (Kirchen, 2011).

The purpose of learning history based on vrtual field trips is not to replace traditional field trips, but rather to introduce students to various aspects that are not easily researched directly due to safety reasons and large costs. Virtual field trips-based learning is expected to increase students' motivation and understanding of the material taught and is done as much as possible. However, in its implementation, there are often obstacles such as limited costs, distance, and time (Rosidi & Fitroh, 2021).

Virtual field trips provide a number of benefits for students, including increasing student learning activities, strengthening students' skills and confidence through experiences in a controlled learning environment and can increase the level of student involvement in learning the topic being studied (Cliffe, 2017). If virtual field trips are implemented well, they can make school more fun and provide more learning opportunities for students in kindergarten through high school (Morgan, 2015).

From the findings of previous research, it shows that the application of virtual field trips in social studies learning is able to increase students' learning motivation and reduce students' difficulties (Cheng & Tsai, 2019). Virtual field trips have the potential to be a very effective supplement to real field trips because they not only provide important prior knowledge for students, but also maximize the learning experience during real field trips (Seifan et al., 2019). Learning model using virtual field trips (VFTs) with inquiry learning and critical thinking process can improve science learning outcomes of junior high school students (Sriarunrasmee et al., 2015). Virtual field trip can be an effective substitute for real field trip and is considered as an appropriate and effective learning method (Fink et al., 2023).

Virtual field trips are able to present realistic field simulations and give students greater control in the presentation. Ease of control, relatively affordable cost, and ease of integration into existing computer programs and documents are the main advantages of virtual field trips (Hurst, 1998). Conducting virtual field trips (VFTs) to

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various locations around the world will allow us to present complex real-world situations to students. This can be used as a means to practice critical thinking skills (Jacobson et al., 2009). The exploration of problem-based learning through virtual field trips becomes an interesting and fun experiment (Procter, 2012).

Based on this explanation, it can be concluded that the virtual field trips learning method plays an important role in the history learning process. The difference with previous research lies in the syntax of applying the learning model. In this study, the syntax of the learning model used in learning is clear, which consists of lecturer and student activities that begin with determining the learning material to be studied, guiding the implementation of virtual field trips individually or in groups, presenting the results of virtual field trips-based learning, and finally evaluating the learning process based on virtual field trips.

However, there has been no research on the development of a virtual field trips-based history learning model. Therefore, the purpose of this research is to create a virtual field trips-based history learning model for students with the hope that through this learning model, lecturers can apply a virtual field trips-based history learning model that suits student needs. This learning model is expected to be used by lecturers as a guide in making learning models and making it easier for lecturers to develop their creativity regarding innovative history learning models.

The contribution of the results of this study is a virtual field trips-based learning model for lecturers and students to use that has a clear learning syntax and is feasible to implement in history learning. In addition, the advantages of this historical learning model are that it can be used by lecturers and students for learning Indonesian History of the Hindu Buddhist Period. The hope of the results of this study can improve students' critical thinking skills when using a history learning model based on virtual field trips. The use of virtual field trips model in history learning is believed to be able to help lecturers to improve the quality of the history learning process.

The limitations of this research only focus on the preparation of the syntax of the virtual field trips-based history learning model in the course of Indonesian History of the Hindu-Buddhist Period. In addition, this research was conducted in a specific context, especially on the content of historical learning materials used in virtual field trips-based learning, and the results may not be generalizable to other contexts. This study did not examine the effect of virtual field trips-based learning on students' learning outcomes and critical thinking skills.

Further research can examine virtual field trips-based learning models with different perspectives that include syntax, social systems, support systems, principle of reaction as well as instructional and nurturant effects. In addition, research is also needed on the development of learning models that can be carried out to improve learning based on virtual field trips in certain courses and even in subjects at the primary and secondary education levels so as to improve students' learning outcomes and critical thinking skills.

CONCLUSION

In conclusion, it is imperative for educators to constantly innovate in the field of education, specifically in history teaching. This is necessary to address the ever-evolving challenges of the times, specifically with the ongoing Covid-19 pandemic. Furthermore, lecturers should be innovative to ensure that students do not lag behind and can achieve the expected learning objectives. In this regard, to effectively address the challenges associated with the pandemic, a history teaching model based on virtual

field trips was innovated. As a result of this innovation, students can learn without the need for face-to-face interaction but can access historical learning materials virtually through a website. This approach facilitates teaching and learning activities for both students and lecturers, without being limited by time and place. Lastly, virtual field trips represent one of the innovative teaching models that can be effectively applied to the Indonesian History of the Hindu-Buddhist era course with a predetermined syntax, and as a result of this innovation, students and lecturers can collaborate efficiently towards achieving the set learning objectives.

ACKNOWLEDGEMENT

AUTHOR CONTRIBUTION STATEMENT

This research was conducted in collaboration between student and lecturers at the Faculty of Social Science Education Universitas Pendidikan Indonesia. MIR was responsible as the main author of the article and KKS as the translator of the article from Indonesian to English.

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