



Effectiveness of Use of Historical Learning Media Based on Mobile Learning in Increase Awareness of History of Students at SMAN 1 Sumberejo

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Abstract

Education in this era requires technology as a supporting facility in facilitating the learning process. Based on observations made at SMA Negeri 1 Sumberejo, it was found that the history learning media used was simple, and the learning was still teacher-centered. Monotonous subject matter and teaching concepts that only memorize textbooks make students lazy to study. This problem affects students' historical awareness. The historical awareness of students at SMAN 1 Sumberejo is still low, as evidenced by the results of the distribution of students' historical awareness questionnaires in class X IPS of SMAN 1 Sumberejo, which obtained an average score of only 63.05 or around 42.03%. This study aims to determine how effective mobile learning-based history learning media is in increasing students' historical awareness at SMAN 1 Sumberejo. The method used in this research is the experimental research method. Based on the discussion results, it can be concluded that using mobile learning-based historical learning media at SMAN 1 Sumberejo has proven effective in increasing students' historical awareness. This conclusion is based on hypothesis H_0 is rejected, and H_1 is accepted because the independent sample t -test obtained a sig of 0.000. Or the t value has a significance level (2-tailed) < (0.05).

Keywords: *Word Learning History; Mobile Learning; Historical Awareness*

Abstrak

Pendidikan di era ini membutuhkan teknologi sebagai fasilitas penunjang dalam memperlancar proses pembelajaran. Berdasarkan observasi yang dilakukan di SMA Negeri 1 Sumberejo ditemukan fakta bahwa, media pembelajaran sejarah yang digunakan masih sederhana dan pembelajaran masih berpusat pada guru. Materi pelajaran yang monoton dan konsep pembelajaran yang hanya menghafal materi di buku teks, membuat siswa malas untuk belajar. Masalah tersebut memiliki efek terhadap kondisi kesadaran sejarah siswa. Kesadaran sejarah siswa di SMAN 1 Sumberejo masih rendah yang dibuktikan dengan hasil sebaran angket kesadaran sejarah siswa di kelas X IPS SMAN 1 Sumberejo dan diperoleh rata-rata skor hanya 63,05 atau sekitar 42,03%. Penelitian ini bertujuan untuk mengetahui bagaimana efektivitas penggunaan media pembelajaran sejarah berbasis *mobile learning* dalam meningkatkan kesadaran sejarah siswa di SMAN 1 Sumberejo. Metode yang digunakan pada penelitian ini adalah *experimental research methods*. Berdasarkan hasil pembahasan dapat disimpulkan bahwa penggunaan media pembelajaran sejarah berbasis *mobile learning* di SMAN 1 Sumberejo terbukti efektif dalam meningkatkan kesadaran sejarah siswa. Kesimpulan tersebut dilandaskan atas hasil hipotesis H_0 ditolak dan H_1 diterima, karena nilai uji independent sample t-test diperoleh sig sebesar 0,000. Atau nilai t memiliki taraf signifikansi (2-tailed) $< (0.05)$.

Kata kunci: Pembelajaran Sejarah; Mobile Learning; Kesadaran Sejarah

A. Introduction

The development of science and technology is currently running so rapidly that it affects various aspects of life, including education. Education in this era requires technology as a supporting facility in facilitating the learning process. So designing learning that utilizes technology according to student needs will increase students' enthusiasm for learning.

Learning history at school is always considered boring and has no benefits for students (Mujiyati & Sumiyatun, 2016). The classic problem encountered when studying history is that there is always a significant perspective among students who state that studying history is a lesson considered only rote, which is tedious and uninteresting (Sayono, 2013). The absence of innovation in teaching history will also make learning monotonous and dull.

Based on observations made at SMAN 1 Sumberejo, it was found that learning media for history subjects was still straightforward, and history learning was still teacher-centered. Monotonous subject matter and teaching concepts that only memorize textbooks make

students lazy to study. This problem affects students' historical awareness. The historical awareness of students at SMAN 1 Sumberejo is still low, as evidenced by the results of the distribution of students' historical awareness questionnaires in class X IPS of SMAN 1 Sumberejo and obtained an average score of only 63.05 or if it is reduced to 42.03%. For more details, the categories of students' historical awareness levels can be seen in the following table:

Table 1. Categorization of Students' Historical Awareness

Low	$X < 70$
Medium	$70 \leq X < 110$
High	$110 \leq X$

This lack of student interest in learning history can lead to low students' historical awareness (Sari et al., 2020). Historical understanding is essential for students to have in the current era. This historical awareness increases knowledge and awareness of the importance of developing cultural values (Naredi et al., 2018). Because if students have an understanding of history, historical awareness, and historical insight, it will enable students to find their own national identities in history (Ismaun, 2005).

A solution is needed to overcome the problems in learning history at SMA Negeri 1 Sumberejo. One is using technology to assist learning activities, such as using historical learning media based on mobile learning. Using historical learning media based on mobile learning will make learning more exciting and not dull. Mobile learning is a form of learning media that is easy to carry anywhere (Amirullah & Hardinata, 2017). This mobile learning uses communication and information technology devices as learning media (Martha et al., 2018). Mobile learning has also become one of the main trends in current educational applications related to technology (Wu et al., 2012).

Based on the background above, this study aims to determine how effective mobile learning-based historical learning media is in increasing students' historical awareness at SMAN 1 Sumberejo.

B. Discussion

1. Relevant Theory

a. History Learning

Learning is a process of setting changes experienced by students. The changes experienced by students, both cognitive, affective, and psychomotor changes, are the result of a teaching and learning activity. Learning is essentially a process of organizing and managing the environment around students so that they can grow and motivate students to complete the learning process (Pane & Dasopang, 2017). So that in learning, there will be an interaction between students and teachers to realize the expected changes. In other words, there will be two-way communication between teachers and students. Communication between teachers and students is oriented toward the goals set (Trianto, 2009). Learning is a process in which a person is involved in learning, which is the process of changing behavior resulting from the interaction of people with their environment based on experience (Arifin, 2012). Learning has many components and a relationship with one another, including teachers, students, objectives, materials, media, methods, and evaluation (Pane & Dasopang, 2017).

Suppose learning is related to interactions between students in managing their learning environment. In that case, learning history is the process of regulating or controlling learning in history subjects to achieve the goals of learning history. Learning history is an activity or learning process that aims to study various important events or phenomena in the past (Sapriya, 2009). Sapriya in (Zahro et al., 2017) explained that learning history is a scientific discipline that studies the origins and development of society and its role in the past. It contains wisdom values that can be used to develop students' intelligence and shape students' attitudes, character, and personalities.

So that it can be said that learning history is a process in which teachers teach students in their academic environment to study important events or series of historical events in Indonesia, including measurements of space and time to instill feelings of nationalism and patriotism in the homeland. Learning history is vital in shaping character and character by the nation's personality. In addition, we will be taught about understanding events and thinking historically by studying history. Critical thinking is also one of the goals targeted in learning history by elaborating competency standards and the essential competencies of the history curriculum (Muqoyyidin, 2012).

b. Learning Media

A tool/intermediary known as media is required to assist the passage of knowledge from teachers to pupils. The media is an intermediary for conveying information from sources to recipients (Anitah, 2008). With the media, the delivery of knowledge will be more readily accepted by students because the nature of learning media is to make it easier for students to understand the material or information provided by a teacher. Learning media will make the teaching and learning process more exciting and compelling. Because learning or educational media is a method, tool, and way to make interactions between teachers and students more effective in schools (Nurmadiyah, 2016). The exchange will occur in two directions involving students and teachers, which makes the class not dull.

Learning media will facilitate and assist students in understanding the material provided. Learning media will explain difficult information if it has to be explained verbally (Musfiqon, 2012). Teachers as facilitators and learning resources must choose learning media that suit their needs so that students easily accept the material provided. Learning media also helps teachers stimulate all student's activities to be interested in the material taught to make learning effective and efficient (Arsyad, 2014).

Media is generally divided into physical and non-physical, which are deliberately used during learning (Musfiqon, 2012). The selection of appropriate learning media will have an impact on the success of the learning itself. The success of learning can be seen from achieving the learning objectives set in the learning design. Good media has at least the following criteria: 1) Easy to understand, 2) according to the subject matter, 3) design does not reduce its benefits, and 4) can be made in the form of models, pictures, and charts (Supriyono, 2018).

Learning media has many benefits to help to learn. Dale in (Arsyad, 2014) explained that these benefits include making students understand each other better, changing attitudes in a positive direction experienced students, increasing learning motivation, and learning becomes interesting because there are innovations, meaningful learning, imagination, and increased participation which have an impact on learning outcomes, feedback, adding insight for new definitions or meanings, experience increases, guidance forms an idea by students. Students will feel the benefits obtained from the use of instructional media if the teacher can choose the media properly and according to the student's circumstances.

c. Mobile Learning

In the current era, the use of technology and information as a support in education cannot be denied anymore. Many teachers use technology-based learning media to help to learn activities to make students more interested in learning. One of the learning media used is

media based on mobile learning. Mobile learning is a form of learning media that is easy to carry anywhere (Amirullah & Hardinata, 2017). This mobile learning uses communication and information technology devices as learning media (Martha et al., 2018). Mobile learning has also become one of the main trends in current educational applications related to technology (Wu et al., 2012).

Mobile learning is a learning model that uses a single technology, such as a mobile phone, to learn in a flexible environment that can be opened anywhere (Rahardjo et al., 2019). Using learning media like this will make learning more interesting and make it easier for students to get information about the material being taught. Its flexible nature makes the material provided easier for students to understand.

The mobile learning system uses tools such as smartphones, laptops, tablets, cellphones, and all electronic devices that can be easily used anywhere and anytime. Especially smartphones, almost all students nowadays already have them. Mobile learning will answer the challenges of this digital era. Mobile learning is a distance learning concept that uses communication and information technology (Meilana et al., 2017).

d. Historical Awareness

Indonesia is a country that has a very long history. So many historical events in Indonesia can be used as lessons and motivation to love the nation and state even more now. By knowing the nation's history, we as citizens will be wiser. Feelings of nationalism and patriotism will arise if an understanding of history can be lived wholeheartedly. The sense of nationalism and patriotism possessed by Indonesian citizens will certainly make this nation and state strong in facing various threats that can divide the nation. A nation will be strong if its citizens can understand and live up to their nation's history, by the words of Ir. Soekarno, "a great nation is a nation that respects/appreciates the services of its heroes" This understanding and appreciation are related to the historical awareness that students must have.

Historical awareness shows an understanding of the meaning and character of history (historical dynamics) as a guide to see the present and the future (Nurchayyo & Hidayati, 2012). This historical awareness will be seen or reflected through the aspects that exist in the sense of nationalism and patriotism. Historical awareness is a psychological state that reveals the level of appreciation of the meaning and nature of history for present and future conditions, which forms the basic basis for the functioning of historical meaning (Nurdiansyah, 2021). This shows that with historical awareness, a student can interpret and live up to historical events well. This historical awareness is an intellectual orientation, an attitude of mind, which is necessary to correctly understand the concept of national identity (Soedjatmoko, 1986).

Historical awareness is an attitude that students must possess. Historical awareness is very important because with this attitude, we will have sensitivity to the dimension of time and when new cultures occur in society (Soedjatmoko, 1986). Historical awareness does not only mean broadening one's knowledge. It must also demonstrate that one consciously evaluates the cultural values associated with its development. Understanding history awareness is needed to illustrate that a nation is a social entity incorporated into the historical process. Given the importance of this historical awareness, a teacher must implement historical values in learning. In the aspect of historical awareness, there are at least several points, namely: first, knowledge of historical facts and their causal relationships; second, filling our minds with logic; Third, perfecting the conscience with wisdom and wisdom, responding to the present and the future by learning and reflecting on past experiences (Warto, 2017).

2. Methods And Techniques of Data Analysis

An experimental research approach was used in this study. Experimental research techniques are techniques used in research to determine how actions affect people in carefully supervised settings (Sugiyono, 2012). Researchers will conduct experiments in predetermined classes to obtain historical awareness data after using mobile learning-based learning media. This activity will generate various information related to the impact of using learning media, especially in increasing students' historical awareness. Class X IPS 2 will be selected as the experimental group that will receive treatment by utilizing mobile learning-based historical learning media. Class X IPS 3 will be selected as the control class that will utilize the media commonly used at SMAN 1 Sumberejo. The implementation of the effectiveness test of learning media was carried out using a quasi-experimental design which is explained in the following table:

Table 2. Quasi-Experimental Design

Class	Pre-test	Treatment	Post-test
Experiment	O_1	X	O_1
Control	O_2	-	O_2

Based on the table above, it can be described that 1) a pre-test will be given to students, which aims to determine students' initial historical awareness abilities. Students' initial abilities related to historical awareness will be a benchmark in explaining or describing an increase before and after learning activities. 2) Treat the experimental class with learning activities using historical learning media based on mobile learning. 3) After the implementation

phase, an evaluation is needed in the form of an assessment to determine the effectiveness of using the learning media. The results of this assessment are used to determine the extent to which students' historical awareness is used as feedback on the use of history learning media in the class.

Comparing the post-test values of the control and experimental classes will be a hypothesis test to see the benefits of mobile learning-based historical learning media in increasing students' historical awareness. The data obtained from the two classes will be the basis for determining the differences in increasing students' historical awareness. So to determine the existence of an increase in students' historical awareness, a research hypothesis is needed. The hypothesis used is as follows:

H₀: There was no significant increase or positive effect before and after being given treatment.

H₁: There is a significant increase and positive effect before and after treatment.

Test Results:

- If the t count has a significance level (2-tailed) (> 0.05), then H₀ is accepted, and H₁ is rejected.
- If the t count has a significance level (2-tailed) (< 0.05), then H₀ is rejected, and H₁ is accepted.

In order to obtain results on whether the use of mobile learning-based historical learning media has effectiveness in increasing students' historical awareness at SMAN 1 Sumberejo, a test was carried out using SPSS 16. An independent sample t-test, homogeneity test, and normality test will all be carried out to determine whether the averages of the two groups of paired data are different.

3. Effectiveness Use of Historical Learning Media Based on Mobile Learning in Increase Awareness of History of Students at SMAN 1 Sumberejo

The implementation of the research was carried out at SMAN 1 Sumberejo. SMAN 1 Sumberejo is a senior high school in Tanggamus Regency, Lampung. The school, which is under the slopes of Mount Tanggamus, has a very beautiful atmosphere. This school, which was officially established in 2001, has adequate facilities and infrastructure. The location area of SMA Negeri 1 Sumberejo is around 8747 M². which consists of a principal's room, teacher's room, teaching and learning room, laboratories (chemistry laboratory, language laboratory,

biology laboratory, physics laboratory, computer laboratory, as well as practical tools and materials), a mosque, one UKS room, and other infrastructure facilities.

This school has a vision that guides the school in taking steps and determining policies. "The realization of an advanced school based on faith and piety" is the vision of this school. So that students of SMAN 1 Sumberejo are always educated to become individuals with knowledge and good manners. Students at this school are always trained to be disciplined and polite to teachers. Extracurricular activities at this school are also diverse and related to the needs of students. Extracurriculars at SMAN 1 Sumberejo include: OSIS, Paskibra, PMR, Rohis, KIR, Achievement Sports, Arts, Drama, English Club, UKS, and 9K, and Scout extracurriculars are mandatory. The activity was attended by all students from class X to class XII.

Various factors contributed to the choice of this school as a research location due to the condition of the school by the themes and problems being researched. Based on observations made at SMAN 1 Sumberejo, it was found that learning media for history subjects was still very simple, and history learning was still teacher-centered. Monotonous subject matter and learning concepts that only memorize material in textbooks make students lazy to study. This problem affects students' historical awareness. It is known from the distribution of the questionnaire the low historical awareness of students as evidenced by the results of the distribution of students' historical awareness questionnaires in class X IPS SMAN 1 Sumberejo and obtained a score with an average of 63.05, or if it is reduced to 42.03%, this score indicates that students' historical awareness still low. This lack of student interest in learning history can lead to low students' historical awareness (Sari et al., 2020).

So a solution is needed to solve the problem. The solution is to use appropriate historical learning media to increase students' historical awareness. The learning media that will be used is historical learning media based on mobile learning. The implementation of mobile learning-based historical learning media at SMAN 1 Sumberejo was carried out in one meeting. The learning process will be implemented using a learning implementation plan (RPP) discussed with history teachers. Learning activities include an introduction, core activities, and closing activities. This test was carried out in class X IPS 3 as the control and X IPS 2 as the experimental class.

After implementing the two classes, data is obtained that must be tested first. This test includes tests for normality and homogeneity of data. The results of the two tests are as follows:

a. Normality Test Data

The normality test is useful for knowing and assessing whether the data distribution is normal. This test is one of the tests that must be passed before testing the effectiveness of learning media. The results of the data normality test are as follows:

Table 3. Normality Test

Class	Sig. Kolmogorov-Smirnov
Control Class Posttest	.072
Experiment Class Posttest	.060

Based on the table, it can be described that the Kolmogorov-Smirnov value is known to be 0.072 for the control class post-test in the experimental class, it is 0.060. This shows that the two classes are normally distributed because the significance value is more than 0.05. If it meets the requirements, it can be carried out to the next test, namely the data homogeneity test.

b. Homogeneity Test Data

The homogeneity test is a test that must be carried out before carrying out the t-test. This test aims to find out and obtain data that is homogeneous/the same (Usmadi, 2020). After going through the homogeneity test with the help of the SPSS application, the following results were obtained:

Table 4. Homogeneity Test

Levene Statistical Test	df1	df2	Sig.
.929	1	68	.338

Looking at the homogeneity test table above, it can be explained that the data is homogeneous because the significance value is more than 0.05, which is 0.338. The results of these data indicate that the requirements for carrying out effectiveness tests can be carried out. Then the next step is to test whether learning media is effective in increasing historical awareness or not.

c. Independent Sample T-Test

The prerequisite test shows positive results because it shows the results that are what is desired. So the next step is to do an Independent Sample T-Test to see the effectiveness of mobile learning-based learning media. This test was carried out to see differences in data using

mobile learning-based historical learning media at SMAN 1 Sumberejo and those that did not. The results of this test are as follows:

Table 5. Independent Sample T-Test

Type	t-test for Equality of Means	
		Sig. (2-tailed)
Student History	Equal variances assumed	.000
Awareness	Equal variances not assumed	.000

The table shows that the independent sample t-test obtained a sig of 0.000. Or t count has a significance level (2-tailed) $< (0.05)$. Then the results of the hypothesis show that H_0 is rejected and H_1 is accepted. So that the use of mobile learning-based historical learning media at SMAN 1 Sumberejo has proven effective in increasing students' historical awareness.

The use of mobile learning in learning really helps students understand the material. The nature of mobile learning, which is flexible and easy to use anywhere, can make learning more effective and efficient. Mobile learning will increase students' independence, especially in learning (Huda et al., 2019). Because learning content will be student-centered (Mehdipour & Zerehkafi, 2013). This makes students try to understand the material independently, after which it can be discussed with the history teacher.

The use of mobile learning is also the answer to the challenges of the times in the field of education. Where mobile learning will be integrated into student smartphones according to student needs. Based on a survey conducted by the eMarker digital marketing research institute, it has been found that active smartphone users number more than 100 million people in Indonesia (Hazima et al., 2023). So many smartphone users, including students in Indonesia, have enormous potential to use this technology in learning.

At SMAN 1 Sumberejo, all students also have smartphones, which greatly supports this research. The interesting use of mobile learning-based history learning media was also positively responded to by students studying in class. On the other hand, the school also supported this research because previously, students only used smartphones as a tool for playing games and social media, which were not very useful.

Mobile learning has also proven effective and attracts students' interest in learning, evidenced by the many previous studies that have used this learning media. Because mobile learning has many advantages, for example, increasing students' enjoyment and

participation(Yilmaz et al., 2022). This is what makes initiatives about mobile learning as part of support in learning increasing day by day (Criollo-C et al., 2021).

C. Conclusion

Based on the results of the discussion, it can be concluded that the use of historical learning media based on mobile learning in increasing awareness of the history of students at SMAN 1 Sumberejo has proven effective in increasing students' historical awareness. This conclusion is based on the results of hypothesis H_0 being rejected, and H_1 is accepted because the independent sample t-test obtained a sig of 0.000. Or t value has a significance level (2-tailed) $< (0.05)$.

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