

PREPARING STUDENT LEARNING INDEPENDENCE: THE ROLE OF DIGITAL TEACHING MATERIALS BUNG TOMO'S STRUGGLE IN HISTORY LEARNING IN THE 21ST CENTURY ERA

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Abstract. The purpose of this research is to explain the role of digital teaching materials for the history of Bung Tomo's struggle in preparing student learning independence in the 21st century. This research is a type of descriptive qualitative research. Methods of data collection using literature study. Research data were obtained from several sources of literature, such as books, articles, proceedings, and various other literature. The data that has been obtained, then analyzed and processed to serve as discussion sub-chapters in this study. The results of the study show that the role of digital teaching materials for Bung Tomo's struggle in the history learning process has the potential to encourage the creation of independent learning for students. This is because digital teaching materials are equipped with learning objectives, steps for using digital teaching materials, learning materials, and evaluation questions. So that it can encourage students to study independently without having to have a teacher and friends, students can study anytime and anywhere, and students can also find out firsthand their own learning progress.

Keywords: independent learning, digital teaching materials, bung tomo's struggle, history learning, 21st century.

INTRODUCTION

Independent learning is a learning activity that is carried out independently, without feeling dependent on other people. The implementation of student independence in learning is usually driven by a strong will, initiative, and full responsibility for solving problems in learning (Ahmadi & Nur, 1991: 13). The attitude of independent learning is very important for every student to have, because having an attitude of independent learning can encourage students to be able to analyze the problems they experience in a complex manner, to be able to study and work individually or in groups, and to have the courage to convey their ideas. Independence in learning can also be said as one of the goals that must be achieved for the implementation of a learning that has been undertaken by students.

The attitude of independent learning should be owned by every student in the process of participating in learning. However, in reality, there are many student behaviors that do not reflect the attitude of independent learning. This can be proven from some of the behavior of students at school, such as: students talk with their friends during class hours, students do not pay attention to the teacher when delivering learning material, students do not listen and take notes on the material explained by the teacher, students are lazy to do assignments from the teacher, students cheat other friends when the exam is in progress, etc (Rohandi et al., 2016: 11–21). These useless activities can be used as a benchmark for the low attitude of student learning independence and it can be said that students have not been able to regulate themselves in participating in learning.

Seeing some of the problems related to the low attitude of independent learning above, it is appropriate that the attitude of independent learning must be applied and improved by all subject teachers in schools, one of which is the history subject teacher in senior high schools. History teachers should be able to provide a new innovation to create independent learning in the learning process. But in reality, history subjects are often considered by students as boring and make them sleepy. This is because most history teachers in delivering learning material are still teacher center, that is, the teacher explains and the students listen. One of the reasons could be due to the teacher's lack of creativity in designing an interesting learning process, especially in the teaching materials used. Most history teachers only use textbooks as learning guides, even though the material content in textbooks tends to be complex and monotonous (Aldila et al., 2019: 141–152).

The solution that can be applied to overcome these problems is that the teacher must be able to develop and utilize teaching materials to support and prepare students for independence in learning. Utilization of this teaching material later should be adapted to the current developments. The development of the current era is closely related to the digital era, almost all student activities can be done using a smartphone. In the era of the 21st century, it should be able to take advantage of the sophistication of digital technology as a supporting medium in the learning process, so that later it can provide new innovations in history learning and it is hoped that it can support the creation of student learning independence (Ghofur et al., 2015: 176–180). One of the uses of technology as a tool in history learning is by utilizing and using digital teaching materials by teachers.

Digital teaching materials are teaching materials in the form of a combination of text, images, audio, and video that are compiled and made into digital form (Subiyantoro, 2014: 27). These features in digital teaching materials can later attract interest and motivate students to be enthusiastic about participating in history lessons. Basically digital teaching materials tend to be more in demand by students compared to ordinary printed books, because digital teaching materials are more practical and equipped with attractive features. There are several benefits of using digital teaching materials that can later be felt by teachers and students in the learning process. The benefits of digital teaching materials for teachers are such as being able to save time in teaching, the teacher acts as a facilitator, and can produce a more effective and efficient learning process. Then the benefits of digital teaching materials for students are like students can study anytime and anywhere, students can study independently without having to have teachers and friends, students can study according to their own pace, and digital teaching materials can be used as study guides for students who easy to access and carry anywhere.

The material content in digital teaching materials can be made and packaged by the teacher as attractively as possible (Prastowo, 2012: 40). In this research, the theme of Bung Tomo's struggle in defending Indonesian independence in Surabaya will be used as learning material in digital teaching materials. Historical material contained in digital teaching materials with the theme of Bung Tomo's struggle can later be taught to compulsory history class XI students, more precisely on Basic Competency 3.10. In Basic Competence 3.10 it reads namely: analyzing the strategy and forms of struggle of the Indonesian people in an effort to defend independence from the threats of the allies and the Netherlands. Digital teaching materials will also include learning objectives, steps for using digital teaching materials, learning materials, evaluation questions, etc. So that it is hoped that learning can be created that is interesting and encourages the creation of an attitude of independent learning for students. Based on the background described above, the authors are interested in conducting research with the title "Preparing for Student Learning Independence: The Role of Digital Teaching Materials Bung Tomo's Struggle in History Learning in the 21st Century".

RESEARCH METHOD

This research is a type of descriptive qualitative research. Descriptive qualitative research is research that aims to see the meaning of social events that occur (Creswell, 2016: 4). The data collection method in this study is using the library study method. Literature study is a method of collecting data obtained by the author through library sources, such as books, articles, proceedings,

and various other literature to form a theoretical basis for this research. The data obtained is in the form of secondary data which later aims to answer the problems that exist in the research. Then the writer conducted a data search by visiting libraries and bookstores to find sources related to the research theme. On the other hand, the author also conducts data searches by searching for writings in certain journals. The data that has been collected is then analyzed further and after that it is processed into sub-chapters for discussion in this study.

RESULT AND ANALYSIS

1.1 Independent Learning

Learning independence is an individual attitude or students who have the ability to learn independently, not depend on others, then have the initiative and activeness in participating in learning. That way independent learning can also be said to be a process of students to have self-driven awareness to participate in learning in achieving a certain desired goal. This is in line with opinion Susilowati (2009: 7–8) which states that learning independence is an attitude of students shown through several behaviors, such as: having responsibility in learning, having an independent attitude, independence does not mean being alone, having knowledge and skills, being able to study activities under any conditions, and having critical and open thinking.

According to Piskurich (1993: 359) states that independent learning is a learning training design made by the teacher, where students are required to be able to master the material that has been determined at their own pace, without the help of others. The definition of independent learning in Piskurich's opinion is more focused with the aim of training students in overcoming the needs they experience during the learning process. The training design that has been made by the teacher will later contain practice questions, class processes, and learning mentors. Through this training design, it is hoped that students will be able to complete the training questions that have been made by the teacher according to their abilities, each student with a predetermined time limit.

Learning independence is an important part which is the ultimate goal in the learning process (Sobri et al., 2020: 64–71). This is in line with the Regulation of the President of the Republic of Indonesia No. 87 of 2017 concerning Strengthening Character Education which is actually in the framework of creating a cultured nation through strengthening religious values, honest, tolerant, disciplined, hard working, creative, independent, democratic, curiosity, national spirit, love of the motherland, respect for achievements, communicative, peace-loving, fond of reading, cares for the environment, cares for the social, and is responsible. That way learning independence is very necessary for every student to have, because the attitude of independent learning can support the achievement of a learning goal.

1.2 History Learning

History Learning is an activity that studies events in the past and is closely related to human development and the values in it. This is in accordance with the opinion Kochhar (2008, 54–56) who stated that in history learning there are values that can support students' needs, such as the value of knowledge, ethics, and nationalism. By studying history can be used as a guide to live in the present and the future. The following are some of the objectives of history learning, namely:

1. Build students' awareness of the importance of past events for the provision of life in the present and the future.
2. Train students' critical power to understand historical facts that have credibility based on scientific methodology and a scientific approach.
3. Growing students' awareness to study and appreciate all forms of relics as evidence of civilization in the past.
4. Growing students' understanding of the long history of the formation of the Indonesian nation and will continue to be processed in the present and in the future.
5. Growing students' sense of awareness to love and be loyal to the Indonesian nation, and to have the courage to sacrifice to participate in protecting the nation's sovereignty from all forms of threats that come.

Seeing some of the objectives of history learning above, the process of history learning at the high school level should not just be rote learning. But through the learning process is expected to foster a critical attitude of students towards all forms of information they get. On the other hand, through the process of history learning, it should be able to foster students' historical awareness and be able to take meaningful values in history learning to be implemented in everyday life. Therefore history learning is an important lesson to always be taught and as a guide for living in society.

1.3 Digital Teaching Materials

In the current era of globalization and modernization, the development of the times has accelerated. The use of digital technology should be applied in all lines of human life. The use of digital technology has also spread to the world of education (Asy'ari et al., 2022: 170–177). That way it should be that the world of education always gives birth to new innovations by utilizing technological sophistication to be applied in the learning process. One of the uses of technology to support the learning process is the use of digital teaching materials. Digital teaching materials are a collection of materials arranged by teachers systematically in digital form to serve as learning resources for students. Some examples of digital teaching materials, such as digital books, digital modules, etc. This digital teaching material contains information in the form of text, images, audio, and video which is packaged in a practical and innovative manner, making it easier for teachers and students to support learning activities (Ruddamayanti, 2019: 195).

In the current era of progress, there are many learning resources that were originally in the form of printed teaching materials only, then changed to digital teaching materials. The use of digital teaching materials in the learning process can make learning more interesting and innovative, so it is hoped that students will be more motivated to be enthusiastic about participating in learning. On the other hand digital teaching materials can be accessed by students anywhere and anytime without the need for the help of teachers and friends. The use of digital teaching materials in learning means that there have been technological developments that have spread to the world of education. Digital teaching materials here are basically an attempt to create a learning environment which contains a lot of multimedia-based materials, making it easier in the learning process (Shiratuddin, 2011: 1–16).

According to (Jannah et al., 2017: 186–198) stated that digital teaching materials were a new innovation that changed printed teaching materials into electronic data form, then entered into digital devices. The presence of digital teaching materials indicates a new innovation in the world of education which is expected to make the learning process easier and more innovative. Basically digital teaching materials can make it easier for teachers to carry out learning and students are more interested in using digital teaching materials, compared to ordinary printed teaching materials. On the other hand digital teaching materials are packaged more practically, compared to printed teaching materials and besides that they are equipped with attractive features, so that they can encourage students to be enthusiastic about participating in learning and facilitate the learning process.

In line with the opinion above, according to Riyanto (2009: 316) stated that the presence of digital teaching materials is expected to make it easier for readers to access the learning materials contained therein. The presence of digital teaching materials has several advantages, namely easy access at any time, easy to carry anywhere, effective and efficient. The development of digital teaching materials is currently accelerating accompanied by innovation and an attractive appearance. The shape and design of digital teaching materials is currently in great demand by the public, especially those who are involved in the world of education. In accessing digital teaching materials, you can use electronic devices, such as computers, laptops, and smartphones (Andina, 2011: 79–95).

1.4 Bung Tomo's Struggle in the Battle of Surabaya

Bung Tomo's is one of Indonesia's national heroes who is closely related to the events of the 10 November 1945 battle in Surabaya. Bung Tomo's real name is Sutomo. Bung Tomo's was born on October 3, 1920 in Kampung Blauran Surabaya and died in Mecca while carrying out the pilgrimage on October 7, 1981 (Gumanti, 1982: 13). Bung Tomo's is the son of a married couple

named Kartawan Tjiptowidjojo and Subastita. Bung Tomo's father, Kartawan Tjiptowidjojo, was the head of the family who had more skills. This is proven from his experience in work. He has worked in various places, such as government staff, private company staff, tax office assistant, and municipal police. Meanwhile, Bung Tomo's mother named Subastita had worked at the Singer sewing machine company as a local distributor.

In the 1930s Bung Tomo's had to help his parents work to provide for his family's economic needs, because at that time there was an economic crisis that hit the world and the country of Indonesia was also affected. Then Bung Tomo's national spirit of nationalism was born and began to be honed, when he joined the membership of the Indonesian Nation Scouting. Bung Tomo's best achievement when he became a member of the Scouts of the Indonesian Nation was when he succeeded in reaching the rank of Scout Garuda, which caused his name to become famous, because at that time there were only 3 people who made it to that rank. On the other hand, Bung Tomo's also has expertise in the field of journalism, this was proven when he was once a journalist for the Domei news agency.

It was the expertise and achievements shown by Bung Tomo's that later made the Youth of the Republic of Indonesia organization recruit Bung Tomo's into its membership and place Bung Tomo's in the information sector. After receiving the news of the proclamation of Indonesian independence, after that a transition of government was held and Bung Tomo's was also involved in negotiations with the Japanese to carry out the seizure of weapons that were still owned by Japanese troops in Surabaya. One of the reasons for the Surabaya battle was the arrival of British troops and their allies to Surabaya on October 25, 1945 with the aim of controlling and re-colonizing Indonesia. This made Bung Tomo's angry and tried to fight back.

Finally, before the British troops and their allies came to Surabaya, Bung Tomo's was already prepared by forming "Barisan Pemberontakan Rakyat Indonesia (BPRI)". BPRI was formed with the aim of accommodating fighters ready to fight against British troops and their allies in Surabaya. The formation of the BPRI originated from Bung Tomo's disappointment when he came to visit Jakarta, where in Jakarta there were still many British or Dutch people who roamed freely in the capital city of Jakarta. Within the class organization BPRI has a powerful weapon called "Radio Pemberontakan". This radio pemberontakan was formed and established by Bung Tomo's with the aim of encouraging the fighters in the Battle of Surabaya which occurred on November 10, 1945. Bung Tomo's used the media of rebellion radio by making speeches on the spirit of struggle to always fight to the last drop of blood. This then made it difficult for the British and their allies to control Surabaya more quickly. The British and their allies initially predicted that they would be able to control Surabaya in just 3 days, but with the fighting spirit of Bung Tomo's and the other fighters, the bloody battle in Surabaya lasted for more than three weeks.

The Battle of Surabaya has claimed many victims, at least approximately 6,000-16,000 Indonesian fighters who died and became victims, and there were approximately 200,000 people of Surabaya who fled. Then from the British there were around 600-1000 soldiers who died. In this bloody battle, it took a lot of lives, especially Indonesian troops to defend independence. But on the other hand, the battle for Surabaya encouraged the Indonesian people in other areas to fight against all forms of foreign colonialism. Finally the Surabaya battle which took place on November 10, 1945 was designated as Hero's Day by the Indonesian government and is celebrated every year to remember and honor the fallen warriors and fought to defend the independence and sovereignty of the Indonesian nation.

1.5 The Role of Digital Teaching Materials Bung Tomo's Struggle in History Learning to Prepare Student Learning Independence in the 21st Century Era

In the 21st century era or closely related to the digital era, it should be able to integrate the role of using technology in the learning process, especially history learning. The author sees that in history learning there are still problems related to the teacher's lack of creativity in using or utilizing innovative teaching materials in the learning process. On the other hand, history teachers often use conventional learning methods in conveying learning material, namely the teacher explains and the students listen. This is what later history learning is often considered by students as learning that is boring and makes them sleepy. Therefore it is felt necessary for a history teacher

to develop and utilize digital teaching materials in the learning process. The use of digital teaching materials as a source of material in history learning has an important role. According to Tomlinson (1998: 2) explained that the use of digital teaching materials in the learning process can facilitate the learning process and can enrich students' knowledge.

Digital teaching materials in this study were proposed by the author with the theme of the history of Bung Tomo's struggle. The use of digital teaching materials for the history of Bung Tomo's struggle is felt to have an important role in creating an effective and efficient learning process. Where later in digital teaching materials the history of Bung Tomo's struggle will be equipped with learning objectives, learning materials, learning activities, and equipped with evaluation questions to measure the level of mastery of student material and the success of the learning process that has been carried out. Using digital teaching materials makes it easier for teachers to design more varied learning materials. Where the teacher not only displays long material texts, but the teacher can also provide interesting material by taking videos from YouTube or creating their own video content. With an attractive design like that, it can encourage students to be enthusiastic about participating in learning and make it easier for students to understand learning material (Chairunisa & Zamhari, 2022; 84–96).

Digital teaching materials for the history of Bung Tomo's struggle can later be used and taught by teachers to compulsory history class XI students, more precisely on Basic Competency 3.10. In Basic Competence 3.10 it reads namely: analyzing the strategy and forms of struggle of the Indonesian people in an effort to defend independence from the threats of the allies and the Netherlands. The use of digital teaching materials for the history of Bung Tomo's struggle can provide convenience for students to be able to increase their understanding of the learning material that has been studied and can encourage the creation of student learning independence (Duncan et al., 2016: 209–238). The attitude of independent learning is felt necessary and important to be owned by every student. This is because it can encourage students not to depend on others and to be more independent in solving their own problems in the learning process. Therefore, with the existence of digital teaching materials for the history of Bung Tomo's struggle which are equipped with interesting features in it, it is hoped that it will encourage students to prepare for independent learning in the 21st century era.

CONCLUSION

Digital teaching materials are a collection of materials arranged by teachers systematically in digital form to serve as learning resources for students. Some examples of digital teaching materials, such as digital books, digital modules, etc. Digital teaching materials contain information in the form of text, images, audio and video which are packaged in a practical and innovative manner, making it easier for teachers and students to support learning activities. In this study using digital teaching materials with material on the history of Bung Tomo's struggle. Digital teaching materials for the history of Bung Tomo's struggle will later be equipped with learning objectives, learning materials, learning activities, and equipped with evaluation questions to measure the level of mastery of student material and the success of the learning process that has been carried out. Digital teaching materials for Bung Tomo's struggle will be designed as attractive as possible and equipped with features that are expected to help encourage the creation of independent learning for students in the 21st century era. Digital teaching materials for the history of Bung Tomo's struggle can later be used and taught by teachers to students. compulsory history class XI, more precisely on Basic Competency 3.10. In Basic Competence 3.10 it reads namely: analyzing the strategy and forms of struggle of the Indonesian people in an effort to defend independence from the threats of the allies and the Netherlands.

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