



Utilizing Online History Learning Resources (Kitlv, Delpher Kranten and Beeldbank) in History Learning Class X SMA Negeri 3 Palu

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Abstract: *The use of online learning resources significantly influences students' learning needs, especially with the distance learning system implemented at SMA Negeri 3 Palu, including the selection of student learning resources. The implementation of community service aims to provide knowledge to students in the context of utilizing online history learning resources kitlv, delpher kranten and beeldbank in learning history class X SMA Negeri 3 Palu. History teachers and students attended this service activity, they were very enthusiastic about participating in service activities. The resulting output is that student and teacher knowledge related to online learning resources can be used for further learning activities.*

Introduction

Knowledge and technology that continues to change influence the world of education, especially the existence of learning resources¹. A teacher is required to have the ability to create, create, develop, or utilize learning resources². Improving the quality of learning is determined by interconnected components in the form of teaching activities (teachers), learning (students) and learning resources³.

In today's era, the availability of learning resources is diverse, wide, and easily accessible to teachers and students. The use of learning resources, most of which come from the internet / official website, will significantly impact learning,

¹ Roni Yudo Kuncoro, Triyanto, and Rini Triastuti, "The Existence of the Internet as a Learning Resource for Civic Education Teachers," 2020; Zamroni Zamroni, "Innovation of Learning Management in Madrasah Level," *Dinamika Ilmu* (2019).

² Deby Gemysa Faradiba and C Asri Budiningsih, "Science Teachers Competence in Utilize Learning Resources at Junior High Schools," *Unnes Science Education Journal* (2020); Mustakim Sagita Khairunnisa, "PEMANFAATAN E-LEARNING BAGI PARA PENDIDIK DI ERA DIGITAL 4.0," *Jurnal Sosial Humaniora Sigli* (2019); Mustakim Sagita and Khairunnisa Khairunnisa, "E-Learning for Educators in Digital Era 4.0," *Budapest International Research and Critics Institute (BIRCI-Journal): Humanities and Social Sciences* (2020).

³ Slameto, *Belajar Dan Faktor-Faktor Yang Mempengaruhi* (Jakarta: Rineka Cipta, 2010).

because it will create a contemporary and *up to date* impression. Moreover, if a teacher can modify the learning design by making learning resources part of his study material, this will certainly make students more proud and satisfied with learning⁴. Such conditions are rarely found in schools, there are still many teachers who do not use learning resources. This encourages empowerment activities by providing material related to the use and utilization of learning resources in learning activities⁵.

History subjects are very broad and diverse, the availability of learning resources largely determines the success of learning objectives. In addition to the covid-19 pandemic situation that does not allow for a lot of face-to-face or direct contact between students, online learning resources are very efficient for students. Online learning resources in this case are websites that can be accessed for free by users (learners), such as KITLV (*Koninklijk Instituut voor Taal-, Land- en Volkenkunde*), *Delpher Kranten*, and *Beeldbank*. The website is an official website managed by the Dutch government such as KITLV, which specializes in providing Indonesian welfare documents. These sites contain photos, news, documents, and images that students can use to understand better complex historical material, the content or content contained in the site are matters related to Indonesia during the Dutch East Indies era until independence.

Based on observations made by the Service Team at SMAN 3 Palu, history learning activities that took place online, the teacher did not direct students to take advantage of official online learning resources such as the KITLV website. Most learners in studying or doing assignments, only use learning resources sourced from sites or bloggers that are not competent for history. Indeed, many in the google search page contain historical content, but the author / creator is not a person who is truly competent in the field of history. It is feared that this can create a bad *copy paste* culture among the younger generation, moreover, the learning/reference resources taken are not from official and transparent sources.

Therefore, the direction in selecting appropriate learning resources by teachers is needed, to direct students to learn optimally. Therefore, according to the service team, it is necessary to use online history learning resources (KITLV, *Delpher Kranten* and *Beeldbank*) for students at SMAN 3 Palu as an effort to improve the

⁴ Jamal Ma'mur Asmani, "Tips Efektif Pemanfaatan Teknologi Informasi Dan Komunikasi Dalam Dunia Pendidikan," *Yogyakarta: Gava Media* (2011).

⁵ Reny Kristyowati and Agung Purwanto, "Pembelajaran Literasi Sains Melalui Pemanfaatan Lingkungan," *Scholaria: Jurnal Pendidikan dan Kebudayaan* (2019); Tatta Herawati Daulae, "PEMANFAATAN KAWASAN-KAWASAN TEKNOLOGI PENDIDIKAN DALAM MENINGKATKAN HASIL BELAJAR," *Darul Ilmi: Jurnal Ilmu Kependidikan dan Keislaman* (2020); Inge A. Pool et al., "Motives and Activities for Continuing Professional Development: An Exploration of Their Relationships by Integrating Literature and Interview Data," *Nurse Education Today* (2016); Markus Oci, "Manajemen Kelas," *JURNAL TERUNA BHAKTI* (2019).

quality of history learning and can increase students' knowledge in understanding history.

Method

Community worship activities are carried out at SMA Negeri 3 Palu with the target of History Teachers and students. The implementation of the service is organized into three activities, namely; 1) Initial observation on August 23, 2021, 2) the implementation of the service on August 26, 2021, and 3) the implementation of the mentoring process on August 27, 2021. The selection of locations and targets is based on needs related to service materials that can be applied during online learning so that the objectives of history learning can be achieved.

Time and Place

The timing of the implementation of service activities is planned according to the schedule of activities, namely; a) Initial observation on August 23, 2021, b) the implementation of the service on August 26, 2021, and 3) the implementation of the mentoring process on August 27, 2021. The activity was carried out at SMAN 3 Palu precisely on Jalan Dewi Sartika.

Object

The target audience for community service is history teachers and students with a total of 25. Through mentoring activities, it is hoped that insights and skills using Online History Learning Resources (Kitlv, Delpher Kranten And Beeldbank) in History Learning can be maximized at SMAN 3 Palu.

Method Implementation of Service

The methods used in Community Service activities are as follows:

1. Planning, by making preliminary observations at SMAN 3 Palu on August 23, 2021 with the team.
1. Implementation
 - Implementation by providing assistance related to:
 - a). Source Search via KITLV, Delpher Kranten and Beeldbank
 1. Search for related documentary sources through browsing by the Service Team.
 2. Ability to collect historical learning documentation resources through KITLV, Delpher Kranten and Beeldbank.
 3. The collection of documents as a source of learning history.
 4. Coaching and mentoring school resources, namely history teachers and students through KITLV, Delpher Kranten and Beeldbank

b) This service activity goes through stages in the form of:

1. Preparation of a laptop and Preparation an LCD for the activity of presenting how to browse documents.

In addition, the community service proposing team conducts a dialogue with the principal, teachers and students who will be involved as participants. This is done to bring together ideas in developing media that teachers and students can use to trace historical data.

Evaluation Design

As a follow-up to the implementation of the activity, communication between the service team and the partner in this case the SMAN 3 school with teachers and students must be established to support assistance for developing skills in classroom learning. Community Service often continued the service team is involved with teachers and students regarding the problems experienced by history teachers and students in searching documents through KITLV, Delpher Kranten and Beeldbank.

Result

The independent service activities were implemented by 2 senior lecturers of History Education FKIP UNTAD, namely Dr. Nuraedah, M.Pd, and Drs. Charles Kapile, M.Hum and young lecturers, namely Fajar Nugroho, S.Pd., M.Pd. There were also 2 students, namely Muh. Fikar and Moh. Syahrir plays a role in administrative management and in implementing service. During the implementation of service activities, service providers continue to follow the health protocols set by the government, namely by wearing masks, maintaining distance and providing *hand sanitizers* for service participants.

This community service activity with the title "Utilization of Online History Learning Resources (KITLV, Delpher Kranten and Beeldbank) in Learning History Class X SMA Negeri 3 Palu" has several stages in the implementation process, namely as follows:

Initial Stage

The initial stage of the implementation of the service activity begins with making preliminary observations at SMA Negeri 3 Palu which aims to ensure the condition of the facilities and infrastructure needed as a support in the implementation of service activities as well as meeting with the principal and history teacher to discuss the form of service activities that will be carried out. In this process stage, the Service Team coordinates with partners to implement service activities. Administrative completeness such as permits, assignment letters and

community service proposals are also submitted and given to partners for the smooth implementation of activities.

Implementation Phase

In general, the implementation of PKM runs smoothly by the targets set by the service team with the number of participants who continue to follow government health protocols. The indicators can be seen from several things, including: good student enthusiasm in participating in service activities, even during the pandemic, the students appointed by the history teacher are still trying to come to the school to participate in socialization and positive responses from the principal, vice principal and history teachers, as well as support and participation from teachers during service activities.

Evaluation Phase

At this stage, mentoring activities are carried out after the material presentation activities are completed. The service team assists and guides students in accessing online learning resources in this activity.

The provision of PKM material to service participants is carried out based on a predetermined plan, as for the title of the material, namely:

1. The role of learning resources for students, by Dr. Nuraedah, M.Pd.
2. Primary sources and secondary sources in history, by Drs. Charles Kapile, M.Hum
3. Online history learning resources KITLV, Delpher Kranten and Beldbank, by Fajar Nugroho, S.Pd.,M.Pd.

The provision of service material went well, followed by a question and answer activities that also took place interestingly. Overall, PKM activities are running well and by the goals set.

Discussion

The implementation of service activities took place well and smoothly with satisfactory results, the service participants consisted of History Teachers and students who followed the service enthusiastically. This can be seen in the number of participants asking questions and providing responses / feedback during the discussion session. The provision of material related to online learning resources was welcomed by service participants, because it was considered relevant and necessary in the ongoing online learning situation during the pandemic.

History learning resources *KITLV*, *Delpher Kranten* and *Beldbank* are a site or website that contains content about Indonesian History, in addition to articles there are also photos, videos, images, newspapers and other important documents that can be accessed / downloaded by students. Access to reach or obtain all the

information on the website is very easy, users go directly to the website and carry out the search process for the theme or topic needed⁶.

The process of mentoring students in tracing learning resources is carried out systematically and in detail, and the steps are followed properly and correctly. At this stage, the service team also conducts a question and answer activities and discussions with teachers so that the editing process runs smoothly⁷.

learners need learning resources because history is not only about numbers, dates and years. Learning history also provides knowledge, experience and meaningful values contained in every past event that can help learners run present life well and better organize their future life⁸.

The history learning at the secondary education level during the Covid-19 pandemic has indeed become more consistent in its implementation, but with good learning opportunities a teacher can explore the pedagogical abilities of students in creating quality learning processes.⁹

To realize the learning process by the goals set, requires creative and structured interaction between students and various learning resources. In the process, students' success in utilizing existing learning resources requires a teacher to guide, foster, and direct to broaden the horizons of the cognitive, affective and psychomotor realms.

Conclusion

Community service activities aim to provide knowledge to students and history teachers at SMAN Negeri 3 Palu related to online history learning resources *KITLV*, *Delpher Kranten* and *Beldbank* that can be utilized or used in the learning process. The implementation of service activities took place smoothly and produced satisfactory service outputs as planned. The participants of the service were very enthusiastic and serious in following the course of this activity, much from those who argued, asked questions and responses related to the devotee's material. The availability of various learning resources that students can easily access is needed during the online learning conditions applied by SMA Negeri 3 Palu, so that the achievement of historical learning objectives can be realized easily.

⁶ Wilman Rahman and Farhan Alfaizi, "Mengenal Berbagai Macam Software," *Surya University, Tangerang* (2014).

⁷ Samuel J. Polizzi et al., "Social Network Data from Teacher Leader Development," *Data in Brief* (2019); Vivien Berry, Susan Sheehan, and Sonia Munro, "What Does Language Assessment Literacy Mean to Teachers?," *ELT Journal*, 2019.

⁸ Sri Susanti, "Praktik Pembelajaran Sejarah Pada Masa Pembelajaran Jarak Jauh (PJJ)," *Historis: Jurnal Kajian, Penelitian dan Pengembangan Pendidikan Sejarah* 5, no. 2 (2020): 102–106.

⁹ Firmansyah, dkk. 2021. Urgensi dan Implementasi Pendidikan Karakter dalam Pembelajaran Sejarah pada Masa Pandemi Covid 19. *Dalam Jurnal Research % Learning in Elementary Education*. Vol. 5 No 5 Hal. 4060

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