Effectiveness of Using Timeline Media Based on Focusky Applications to Improve Chronological Thinking Skills

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ABSTRACT

Chronological thinking skill is very important in history learning to maximize the achievement of learning. This study aims to develop learning media designed to support the improvement of chronological thinking skills in the form of timeline media. This type of research is experimental students from two schools, namely two classes from SMAN and one class at MAN. The data of this research are in the form of quantitative data, namely data obtained from the feasibility and practicality questionnaire as well as the effectiveness test result sheet. This research produces a media timeline that is feasible and practical to use as a medium in history learning and can improve students' chronological thinking skills in the process of learning Indonesian history at the SMA/MA level.

Keywords: Timeline Media, Chronological Thinking Skill, History Learning.

INTRODUCTION

Today's history learning does not only demand the ability of students to know about past events, but rather the ability to criticize and understand events. Lack of skills in analyzing events that occur often leads to excessive radical attitudes from today's young generation. History learning should be able to be a solution to the problem of students' inability to understand and analyze events in history learning that kind of learning is historical thinking skills are needed.

Historical thinking in history learning according to Seixas & Peck (2004) is an ability that must be developed so that students can distinguish the past, present, and future. Past historical events talk about society by always paying attention to the significance of space and time (Abdurahman, 2007). According to Ofianto (2015), historical thinking skills in history learning are also needed so that students' abilities become more critical and have character and historical thinking can be defined as scientific steps in history learning.

Chronological thinking is one of the most basic skills that must Browne students when they study history (Ofianto, 2016). A common practice in learning history is that teachers usually teach students about history by using flowcharts or other media to describe events chronologically (Awang et al, 2016). The ability to think chronologically is considered very important for students because based on the demands of the 2013 curriculum, the goal of learning history has three components to be achieved, namely academic, nationalism, and historical awareness. divided into two, namely soft skills and hard skills in history learning. Soft skills are historical thinking skills and the most basic level is chronological

thinking skills so that students can process past events, students are expected to have chronological thinking skills. Based on the background of the problem from the observation that the teacher has not used media that can train students' chronological thinking skills and the chronological thinking ability test at SMAN 1 Sungai Penuh is known to be still low, it is necessary to make efforts to improve the problem so that history learning can take place properly and learning objectives can be achieved. Students will more easily accept learning material if the learning is carried out in a fun way. The researcher offers a solution, one of the tools that can help students and teachers in learning activities, especially in understanding historical events in a good time sequence is to use the media timeline. A timeline is a list view of events in chronological order successively (Rosenberg et al, 2012) reveals in the book Cartographies of Time what the form of historical writing looks like and how to draw a time and text. History has long been the subject of critical analysis that requires a more efficient and simpler form of explanation.

Improving chronological thinking skills by using timeline media including research by Mala Dara & Setiawati (2017) "*Pengaruh Penggunaan Media Timeline terhadap Kemampuan Berpikir Kronologis Pembelajaran Sejarah di SMAN 2 Metro*", as well as research from Antopani (2016) "*Penggunaan Media Time Line untuk Meningkatkan Kemampuan Berpikir Kronologis Siswa dalam Pembelajaran Sejarah* ". The results of his research stated that timeline media can be a solution to overcome the problem of the low chronological thinking ability of students, so researchers innovate by trying to develop other timeline media with interesting applications and different materials.

Learning media as a supporter in the learning process, in this case, namely conveying the material must be innovative, creative, and interesting. Focusky is one of the applications that are recommended by researchers to develop learning media. Focusky applications are applications that can attract students' interest with captivating and not boring effects and take advantage of zoom and paths (Muntanadiroh et al, 2021).This research was conducted at SMAN 1 Sungai Penuh and MAN 1 Sungai Penuh for the academic year 2020/2021. The resulting product is in the form of media in the form of a timeline designed using the focusky application and combining it with other applications. Where in the media timeline explains material about colonialism and western imperialism as well as the strategy and resistance of the Indonesian people against Europeans.

METHODS

Based on the aims and objectives of this research which are classified in this research. This research includes Pre-Experimental research with a researcher who observes the main group and intervenes throughout the study. In this design, there is no control group to compare with the experimental group which is called pre-experimental design (Cresswell, 2009). By the needs of the media used, validation has been carried out which has been declared feasible to test the effectiveness of the use of media by giving pretest and posttest to see an increase in student skills and research activities are also based on considerations of the conditions and length of time research.

RESULTS

The results of the timeline media effectiveness test can be seen in the results of the development of learning media in the form of a focusky application-based timeline at the analysis stage, namely needs analysis, student characteristics, and curriculum needs analysis focused on analyzing the use of media by teachers in the field and student analysis, namely finding the characteristics of students. class XI SMA/MA level. The results of field trials by conducting an effectiveness test were conducted to evaluate how students' ability to think chronologically before and after using timeline media. To see students' ability to think chronologically, a pretest before learning and posttest after learning using the timeline media in class XI MIPA 2 and XI MIPA 6 were carried out and the action in XI MIPA 4 MAN 1 learning was carried out online via WhatsApp the action was carried out by the teacher directly and researchers because of the conditions during the pandemic. The results of the effectiveness test were carried out in classes from SMAN 1 and one class from MAN 1 involving 80 students in class XI which were processed using the average formula with the following results.
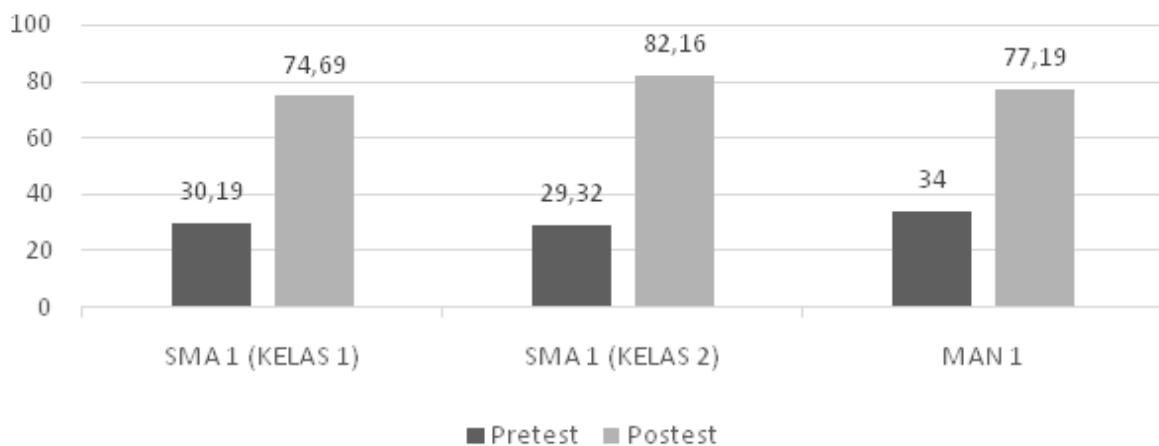

Fig 1. Effectiveness test results

It can be interpreted that the use of media timelines in history learning has increased from before to after giving the media the students' chronological ability to see the category of data success and then describe it with the percentage in class XI MIPA 2 with a percentage of 74.69%, class XI MIPA 6 with a percentage of 82.16 % and class XI MIPA 4 with a percentage of 77.19% of the total area in the 60-80% classification with a good category. Based on the average score and the posttest percentage results after using the timeline media using the Focusky application, it is categorized as good to use to support the improvement of students' chronological thinking skills in Indonesian history learning, but based on the findings, it was also found that there were still some students based on individual scores who did not have chronological thinking skills. the good one.

CONCLUSIONS

This study shows an increase in history learning outcomes with an orientation to increasing chronological thinking skills using timeline media, an increase means that the timeline media that utilizes this focusky application can help teachers deliver material both directly and online. The results of media effectiveness show a classification percentage of 60-80% with a good category so that the media can be used as a medium in learning and can improve the quality of student learning.

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