

## **Utilization of History Club to Improve Historical Consciousness in Senior High School**

**Noer Hadi Pratomo, Didin Saripudin, Erlina Wiyanarti**

**Universitas Pendidikan Indonesia**

**Bandung**

**([nhpratomo@gmail.com](mailto:nhpratomo@gmail.com))**

**Abstract:** Along with the progress and development of digital technology, historical consciousness in the public sphere has begun to increase. The rapid flow of information obtained from social media today has also attracted public attention to history, and people have begun to dig back into their identities. Historical consciousness can be interpreted as a form of sensitivity and appreciation of the past which can be a reflection on how humans should determine their attitude toward the present as well as the future. The consciousness of history is the mental process through which the contemporary human being orient through time, in light of historical experiences and knowledge, and in anticipation of a specific future development. Students are also part of the community, one of the efforts to increase formal historical consciousness is to involve students by forming a community that has an interest in and concern for history. Historical consciousness is not formed naturally but needs to be facilitated to develop according to the interests, and spirit of the times of students who are part of a society or community. This community makes it possible to interpret history with a different approach, namely by visiting places of historical value so that they are closer to historical sources. The method used in this research is a case study by gathering information from observations, interviews, and documentation. Information is obtained from teachers, students, and components in the history of this club. The results of the research show that there is an increase in historical consciousness. They can realize that they are an inseparable part of the past, besides that, they also show attitudes and reflections that as the younger generation we should preserve the historical heritage around them which are very valuable so that they become historical actors in their time.

**Keywords:** historical consciousness, history club, public history.

### **RESEARCH BACKGROUND**

Historical education has a strategic role in the formation of a dignified national character and civilization and in the formation of Indonesian people who have a sense of nationality and love for the motherland (Hasan, 2012:87). In order to achieve human beings who have character and are civilized, historical education must be able to touch students' self-awareness. However, there are still many students who view that learning history in general, is still limited to something that is memory, memorization, and events with piles of information that deals with the past, so their impression of learning history is information that is not so important and influential for study because it is not too related to the context of the present and the future. According to Supriatna (in Syaputra & Sariyatun, *Historical Studies Journal*, 3(1), 2019:20) learning history is considered a failure in realizing students who have critical-analytic and creative thinking skills as a basis for problem-solving and basic provision in facing global

competition. Learning history is considered not able to fully contribute to the development of 21st-century skills for students.

The ability to act in the present through observing and interpreting the past can be built from the concept of historical consciousness. Historical consciousness or historical consciousness according to Throp (2014:498) is defined as "the concept that deals with people's understanding of the relation between the past, the present, and the future; an understanding of how past, present, and future relate to each other in history". Historical consciousness is the ability to understand the relationship between the past, present, and future. The three concepts of time in historical consciousness are related to one another. The potential for historical consciousness is actually owned by every individual, it's just that not all individuals are able to reflect on their historical consciousness to become meaning and attitude in today's life and in the future. In addition, historical consciousness must also be able to place individuals as historical actors, at least for themselves.

Historical consciousness within the framework of historical education is very important to be facilitated to develop according to the interests, and spirit of the times of students who are part of a society or community. In addition, students are a group of people who are still looking for an identity. The ease with which adolescents interact, as well as their openness in accepting influences or something new, should be considered a good opportunity for history education to be able to facilitate adolescents in the process of finding their own identity. Therefore, History Education must be present and able to provide an interesting space or place for teenagers who are forming their identities. History education must also be able to touch the awareness of its students so that what they learn from historical stories can be more memorable and meaningful. One of the efforts to increase historical consciousness is to involve students by forming a community that has an interest in and concern for history. Along with the progress and development of digital technology, historical consciousness in the public sphere has begun to increase. The rapid flow of information obtained from social media today has also attracted public attention to history, people are starting to dig back into their identities and identity.

Therefore, in historical community activities (history club) which are also part of public history, students are expected to be able to study in the classroom as well as outside the classroom by utilizing historical sites in the city of Bandung so that students can gain experience that is not found in the classroom. In addition, according to Hasan in Supriatna (2018:23) learning history which is able to connect problems with the surrounding environment will make learning history more meaningful for students. Isjoni (2007:15) reveals that learning history to be interesting and fun can be carried out in various ways, including inviting students to historical events that happened around them.

## **REVIEW OF RELATED LITERATURE**

### **Historical Consciousness**

Josefsson in Surbakti (2014:15) put forward several concepts of historical consciousness, some of which according to Ericson: that there is a historical consciousness in each and every one of us, no matter how that consciousness takes shape, it is still there. people in the world both created by history as well as active creators of history. If it is understood that the human element in history is the actor of history, then the notion of historical consciousness or

historical consciousness here can be understood that human existence was created by history or as the creator of history. Dr. Djoko Suryo in his writing entitled "Historical Consciousness" also mentions that historical consciousness can actually be experienced individually, which is reflected in memory and so on (1985:24).

Historical consciousness demands sensitivity to the reality around us, that everything has historical value, and allows us to reinterpret and give new meaning to history. Soedjatmoko in Kutoyo explains that historical consciousness is an attitude of the soul and a way to confront oneself with reality, with social reality, in today's perspective, in the perspective of the past, but also in the perspective of the future (Kutoyo, 1985:40). This is in line with Karlsson's opinion in Surbakti (2014:15) regarding historical consciousness. development'. Consciousness of history is a mental process of present-day human beings oriented all the time, remembering historical experience and knowledge, as a form of anticipation of specific future developments. In the end, this historical consciousness is expected to encourage someone to be able to make connections between the past, understand the present, and perspectives on the future.

### **Public History**

Public history can simply be interpreted as history in the public space. Public history discusses how the past is present in the memory and imagination of the people at this time. Robert Kelley (1978:16) in his writing "Public History: Its Origins, Nature, and Prospects" 1978 defines "public history refers to the employment of historians and the historical method outside of academia: in government, private corporations, the media, historical societies, and museums, even in private practice". Public history refers to the work of historians and historical methods outside the academic field, involving various elements within the public. Public history provides an opportunity for anyone to tell a story, in the Webinar on Public History Practices in Indonesia on 4 February 2021 which was held by the Center for Social and Cultural Research FIB UI, one of the speakers at the activity, Professor Susanto Zuhdi quoted the opinion of Carl Becker who stated that "every man is his own historian". History is an open science, anyone can do it. If we depart from the opinion above, then in fact history is not only the business of a historian, but also the public or society as owners also have the right to understand and work on history.

In relation to students, Purdue (2021:70) in his writings emphasizes that: For students and teachers of public history, this provides unparalleled access to a rich and diverse body of public history practitioners and the opportunity to 'learn on the job' through placements and informal engagement with representatives from the region's national museums, archives, and heritage organizations, broadcast and media production companies, arts and cultural organizations, local museums, and community initiatives.

That is, public history provides opportunities for teachers and students to be involved in historical projects, they can collaborate to learn while working. They can act as actors of history according to their era, in other words, the ability to build awareness can be realized through the application of this public history. Ronald J. Grele (1981:48) in his article entitled "Whose Public? Whose History? What Is the Goal of a Public Historian?" explains the role of society in public history participation "by its name, public history implies a major redefinition of the role of the historian. It promises us a society in which a broad public participates in the construction of its own history." Students are part of the community itself, thus enabling them

to process their own history.

### **Historical Community**

Learners are a group of people who are still looking for an identity. Self-identity is very important in individual self-development, Erikson in Hakim argues that during adolescence the main goal of all development is the formation of self-identity (Hakim, et al, 2021:18-31). Students at the senior high school level can be categorized as teenagers who are experiencing a period of transition from child to adult. At this time they are trying to build an identity, and want to be recognized by the surrounding community. In addition, adolescents also tend to identify themselves with their peer group to fit in and not be isolated in a particular community. In the community, they try to have social interaction with other members. Social interaction itself is the key to all human life, therefore without social interaction, there would be no human life (Soekanto, 1985:54).

One of the efforts to increase historical consciousness is to involve students by forming a community that has an interest in and concern for history. Along with the progress and development of digital technology, historical consciousness in the public sphere has begun to increase. The rapid flow of information obtained from social media today has also attracted public attention to history, people are starting to dig back into their identities and identity. Historical community activities (history club) which are also part of the public history of students are expected to be able to study in the classroom and outside the classroom by utilizing historical sites in the city of Bandung so that students can get experiences that are not found in the classroom. in the classroom.

To build meaningful history learning, the teacher's role is very important to guide and facilitate so that students can play an active role in learning the history around them. The teacher must also be able to be a role model and inspire and carry out his duties as a facilitator so that he can make history learning meaningful. One way to realize meaningful history learning is to initiate the formation of a history learning community in the school environment.

### **RESEARCH METHOD**

This research uses a qualitative approach with a case study method. Bogdan and Taylor (1993:30) argue that research with a qualitative approach will point to research procedures that produce qualitative data, expressions, or notes of the people themselves or their observed behavior. The approach to those studied is carried out continuously and integrates with them without any boundaries or barriers, trying to understand the language and their interpretation of the world around them. Qualitative research basically has a natural background as a whole, relies on humans as a research tool, conducts inductive data analysis, directs its research objectives to discover theory from the ground up, is descriptive in nature, places more importance on process than results, limits studies with a focus, has a set of criteria to examine the validity of the data, the research design is provisional, and the research results are agreed upon by both parties (researchers and research subjects) (Moleong, 2007:44)..

Furthermore, this study uses the case study method. The use of the case study research method is used to obtain questions relating to how and why. This case study research method includes choosing an event or symptom to study. Case study research is a research strategy in which researchers carefully investigate a program, event, activity, process, or group of individuals. Cases are limited by time and activity and researchers collect complete information using

various data collection procedures based on a predetermined time (Stake in Creswell, 2010:20). According to Yin (2014:1) the type of study in this study uses an explanatory type, namely the study of a special case to obtain links, namely how a historical community in schools is able to increase historical consciousness, how are the efforts of the historical community to implement participants' historical consciousness students, and what obstacles and solutions were made by the historical community.

This research was conducted in the history community of BPI 2 Bandung High School, which is a community that has a program for historical discussion supported by museum tours and visits to several historical sites in the city of Bandung. In this study, data techniques will be collected through three sources, namely: documents, interviews, and observations:

#### **a. Observation**

Data from these observations can be obtained through visits by researchers to research subjects and their relation to this study. Observation data can be obtained when the history community of SMA BPI 2 Bandung pays visits to several museums in Bandung such as the Bandung City Museum, besides that they also make visits to several places. such as the zero-kilometer point in the city of Bandung, the Bandung Well in the PLN Building, and the Tomb of Wiranatakusumah II who was the founder of the City of Bandung. Later researchers can see what happened when students made a visit to the site and also researchers could analyze the efforts of the BPI 2 Bandung High School history community in increasing historical consciousness.

#### **b. Interview**

To conduct this research the researcher will conduct interviews with various parties including subject teachers to obtain an overview, then interview students who are involved in the historical community, as well as several colleagues from the historical community in Bandung who are involved in assisting the historical community at school. Furthermore, interviews were conducted to obtain data on how the BPI 2 SMA history community's efforts increased students' historical consciousness, then implemented student consciousness, and found out the obstacles and solutions in the field in implementing historical values.

#### **c. Documentation**

According to Yin (2014:104), documents are important to support and add to evidence from other sources. Document data in the form of; letters, memorandums, official announcements, agendas, meeting conclusions, written event reports, administrative documents (proposals, progress reports), research on the same website, and clippings in the mass media.

## **RESULT AND DISCUSSION**

This research focuses on the efforts of the historical community at SMA BPI 2 Bandung in increasing students' historical consciousness. Previously this community had been established in 2019, but during the Covid-19 outbreak, this community's activities carried out more of its activities online. Then at the end of 2022 when the covid-19 outbreak began to subside this community returned to carrying out its activities directly to make several visits to museums in

the city of Bandung, besides that this community also visited several historical sites in the city of Bandung. This community consists of students from all levels at SMA BPI 2 Bandung, they usually make visits every weekend. Based on the agenda determined by this historical community, on March 11, 2023, they organized a museum tour to the Bandung City Museum which is located at Jalan Aceh No. 47. They chose the Bandung City Museum because they wanted to find information about the development of Bandung City. As many as 12 students and 3 teachers attended this agenda, then the BPI 2 SMA history community also collaborated with one of the historical activists, namely the Student Rihlah Indonesia community.

At 09.00 community members started their activities by entering the museum room which tells the story of how the city of Bandung was founded. In the earliest room, there is a portrait of a fairly large character along with a description. The figure is Sultan Agung who is a well-known ruler of the Islamic Mataram Sultanate, then based on observations made by researchers, students begin to discuss how a Sultan from Islamic Mataram who is located quite far apart has a connection with Bandung. Then one of the students named R related the lesson that had been studied in class, namely when Bandung at that time was part of the Islamic Mataram Sultanate which was still called the "Ukur" area. When they heard the name "Ukur" they began to associate it with one of the street names in Bandung, namely Dipati Ukur. Then A, responded that Adipati Ukur was the representative of the Islamic Mataram Sultanate in the western part of Java. Then L from the Student Rihlah Indonesia community began to explain that it was true that "Ukur" or Bandung now used to be part of the Islamic Mataram Sultanate, one of the legacies was the existence of the "undak-usuk" language which is known by today's Sundanese people before Sundanese people knew Language "undak-usuk" is used to using egalitarian language, but when it comes into contact with Islamic Mataram culture, they experience cultural acculturation in terms of the language culture. In addition, members of the BPI 2 SMA history community also began to understand that the naming of roads in the city of Bandung, known as toponymy, was based on historical facts in the past. The researcher also interviewed the accompanying teacher, namely L, that by visiting the Bandung City museum, learning felt more enjoyable and meaningful. Students get more hands-on experience, with the help of learning resources such as museums which are quite complete with explanations, students are expected to be more active in exploring their knowledge in communities that have an interest in history.

Next, they move on to other parts of the museum which depict how the capital city of Bandung moved from Krapyak to the present Bandung Kota area which is adjacent to the Cikapundung River. History teacher L, tries to invite students to remember the reign of Daendels with the transfer of the capital city of Bandung. One student A began to say that the move to the capital city of Bandung was due to geographical conditions in Krapyak which were frequently flooded, so based on the agreement between the Regent at that time, Wiranatakusumah II and Daendels, the capital moved from Krapyak to an area near the Cikapundung river. History teacher L then made it clear to students that almost all civilizations must be close to rivers, rivers are the source of life. But unfortunately, the river in Cikapundung is in quite poor condition, so by digging up historical events in the past, the younger generation should also be able to pay attention to the existing environmental conditions. From this statement, students' historical consciousness is not only related to the past but also to the present. How are we supposed to take care of the city they live in at least by not throwing garbage into the river, because the river which used to be a source of life but now seems neglected in its condition. Furthermore, L from the Student Rihlah Indonesia community also mentioned that, apart from the river, there is also a historical site in the form of "Bandung Well" which was the

consideration for Wiranatakusumah II to move the capital city of Bandung. But unfortunately in the museum information about the site "Bandung Well" was not disclosed. One of students A. then suggested that the historical community on the next agenda could visit the site so they could see it first hand.

The community's agenda that day was to get to know the beginnings of the city of Bandung, so the discussion was also limited according to the theme of the day's activities. However, community members are given the freedom to be able to explore every part of the museum that tells Bandung from the beginning to the post-independence period. The researcher then interviewed one of the community members named K about how the experience was gained after visiting the Bandung City Museum. Based on his narrative, we, as the younger generation who especially live in the city of Bandung, should study its history, because most of them were born and raised here, but many are still ignorant of its history. By understanding the history of the city of Bandung in the past, it can be used as a reflection for the younger generation to love the city of Bandung, even though we are not experts in history, we can make Bandung viral in the past and its development. So this could be an interesting discussion at a time when several other younger generations are more interested in foreign cultures. This is not wrong, but we should also know more about the history that is close to their environment. The researcher also conducted an interview with teacher L, that on agenda this time community members were invited to understand the history of the city of Bandung before they would visit several historical sites in the city of Bandung so that they could better understand and interpret what they learned at the museum by what they will see on historical sites so that students' historical consciousness is expected to increase. The agenda for the day was then announced at 12.30 and community members gathered to share their experiences. From the impressions expressed, they were happy to be able to study directly at the museum and they were also able to realize that they were an inseparable part of the past. Several community members, namely A and A, after touring the museum, shared an interesting short video that recounted their experience visiting the museum. Even though it doesn't show historical narration, the video seems to be able to motivate other young people to be more interested in studying history museums, the video was then uploaded to the Instagram account @historyclub\_smabpi2.

In accordance with the agenda planned by the community, the next visit was to explore the "Titik Nol Kilometer Bandung" on March 18, 2023. As many as 21 students and one teacher took part in the activities that day, and also from the Student Rihlah community was also present. As explained earlier, today's agenda is to link students' understanding that has been obtained at the Bandung City Museum with historical sites that they see first-hand. At 11.00 am community members started moving to the first site, namely the Zero Point of Bandung City which is located on Jalan Asia Afrika. Then teacher L began to relate it to the learning in class while showing pictures of Jalan Raya Pos while asking the question "Does anyone know why Jalan Raya Pos has turned towards Priangan?" Then one of the students, L, answered that Bandung is a potential area for coffee cultivation. The teacher appreciates the students' responses and invites students to see that the road they are walking is Jalan Raya Pos made by Daendels when he mastered Java. Then one of H's students responded that even though this Highway was made with the sufawang experienced by the workers, today we can enjoy the facilities that were once made by the Daendels government. From the student's responses, it can be understood that by seeing it directly, students can reflect on their experience that this history provides deep meaning, he is aware that making Jalan Raya Pos has both negative and positive impacts. Back to the discussion that Bandung is a potential area for coffee cultivation, one Y student gave the opinion that "means that there are indeed many coffee places in

Bandung with a history." From this statement, indicators of historical consciousness can be considered as already owned by members of the community, then with the agenda of the historical community visiting various sites, it is hoped that it can increase historical consciousness as an attitude that they are also historical actors in accordance by the spirit of the era.

Then the community members continued their journey to one of the government-owned buildings, namely the PLN building. Inside the PLN building, there is a site "Sumur Bandung" which was discussed at the previous meeting. Finally, they can directly see the spring which is the source of life for the people of Bandung today. Actually "Bandung Well" is also found in another place which is located in the former Palaguna building, but it's a shame it hasn't been given too much attention. Historical activist L then gave an understanding that it was this "Bandung Well" that later became Wiranatakusumah II's consideration in moving the capital from Krapyak. Community members also have the opportunity to draw water from the well so they feel how to fetch water, this is something that they rarely do or perhaps have never done because access to water today is easier. They looked very happy because they were finally able to visit the historical sites that witnessed the founding of Bandung. After that, community members moved to the final site, namely the tomb of Bandung's founder, Wiranatakusumah II. One of the students, namely A, gave a very deep impression whether we will be remembered like this, as great people. Then teacher L, responding and concluding the day's activities, said that what we have done today is an effort so that we can take lessons from the past, to behave better and wiser today so that we can be remembered as humans who made a minimum contribution. in its immediate environment. So, this is the importance of historical consciousness that needs to be instilled in students so that it can encourage them to be able to connect between the past, understand the present, and perspectives on the future. As expressed by Thorp regarding historical consciousness that "to explain how people understand history, orientate themselves in contemporary society, perceive themselves and their fellow human beings, act morally, make history, analyze and take part in historical culture, and gain insights about themselves contemporary society and history" (2004:20). Community members can also show attitudes and reflections that as the younger generation it is supposed to preserve the historical heritage around them which is very valuable so that they too can become actors of history according to their era.

## CONCLUSION

Historical consciousness is actually owned by every member of the community because they previously received information and understanding from learning in class. To increase students' historical consciousness, this historical community can become a forum for students who have more interest in history. They collectively can visit museums or historical sites directly in order to capture deep understanding and meaning. History as past events can be packaged into a more interesting form that is adapted to today's conditions and developments. One way to narrate history is to teach historical stories that are unique to a region or can also be called local history. Through examples of events around the student's environment, history is not only limited to teaching that emphasizes aspects of knowledge but also to appreciating the values of historical events.

To build meaningful history learning, the teacher's role is very important to guide and facilitate so that students can play an active role in learning the history around them. The teacher must also be able to be a role model and inspire and carry out his duties as a facilitator so that he

can make history learning meaningful. One way to realize meaningful history learning is to initiate the formation of a history learning community in the school environment.

Therefore, it is important for history teachers to be able to develop historical consciousness in learning history, for example by teaching students about various important aspects of history, such as moral values, and social, political, and economic changes. In addition, students also need to be given the opportunity to develop higher skills in thinking processes such as analysis, synthesis, and evaluation in studying history, so that they can develop a more comprehensive and critical understanding of history. In addition, historical consciousness in learning history must also be able to foster educational content that is virtuous, reflective consciousness such as a sense of nationalism and patriotism, namely a sense of pride as a nation that must be inherited in a sustainable manner for students so that they can show historical identity and identity. social and cultural as a part of the group, region, and culture of society and nation (Nugraha, 2018:13).

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