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**INTEGRATING HINDU-BUDDHIST HERITAGE OF BLITAR IN DIFFERENTIATED
HISTORICAL LEARNING TO IMPROVE HISTORICAL COMPREHENSION**

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Abstract

The research was based on the problem of historical comprehension among students of private Islamic High School in Blitar. This study aims at 1) understanding the integration of Hindu-Buddhist heritage in Blitar Regency in differentiated historical learning to improve historical comprehension, 2) understanding the improvement of historical comprehension in differentiated historical learning by integrating the topic of Hindu-Buddhist heritage in Blitar Regency. Classroom action research was applied in this research. The sample of this research was the students of Madrasah Aliyah Assalam Jambewangi Selopuro Blitar and Madrasah Aliyah Al Muhtaduun Tlogo Kanigoro Blitar. The result showed that 1) the integration of Hindu-Buddhist heritage of Blitar Regency in differentiated historical learning helped the student in understanding historical events, 2) differentiated historical learning improved students' historical comprehension by integrating the topic of Hindu-Buddhist heritage in Blitar. The average score of students' pre-test was 68,45, and it increased to 81,4 in Cycle I and to 95,425 in Cycle II.

Keywords: *Historical Learning; Historical Comprehension*

PENDAHULUAN

Integrated in historical subject. The topic of local history aims to help the students in constructing their historical comprehension in their environment. The concept of local history in Merdeka curriculum embedded in Phase E (Grade X), that covers four learning materials namely Introduction of History: The Origin of Ancestors and the Indonesian Spice Route, Hindu-Buddhist Kingdoms in Indonesia; and the Islamic Kingdom in Indonesia (Kemendikbudristek, 2022)

The integration of local history material in Indonesian history lesson is an alternative that can be chosen and applied in learning activities because it comes from living history, which is the history of their surroundings (Wibowo, 2016). Local history integration to historical learning can provide information about the culture that was developed in the region in the past. Consequently, the students will be proud of the local history in their surroundings.

Integrating local history in learning material also needs to pay attention to certain principles so that it can be integrated well to easy the transfer of knowledge and values to students. According to (Romadi & Kurniawan, 2017) principles for compiling learning material involve relevance, consistency and comprehensiveness. Relevance is related to the relationship between local history material and Core Competence and Basic Competence. Consistency means being consistent in learning, while coverage means that the material is sufficient and helps students to master the existing competencies. The materials should be adequate, not too much and not too little. The material can also be simplified and easy to understand.

The topic of local history is the basis for developing students' personality, culture and social competence (Fauzan, 2018). However, the integration of local history into historical learning should not create conflict with national



interests in the efforts to build national unity and integrity that is full of peace, tolerance and harmony. The process of integrating local history into historical learning must be done selectively to obtain relevant sources for the learning process.

Learning local history can build students awareness about their history in the past. There will be proudness that before they were born, there were historical events which played a role in forming awareness related to the present situation. The deeper the students explore local history, the more the locality will encourage them to show their historical, social and cultural identity (Nurdiansyah, 2021). Through local history, students' critical, analytical and creative thinking skills in social sciences can be developed so as to foster a sense of patriotism for the development.

Integration of local history can be implemented well when the students have historical comprehension. As stated by (Nurhabiah, 2022) that historical comprehension is a skill in reading and understanding as well as identifying historical events, that will help the students to find the correlation between history in the past and current situation. Students who master historical comprehension will be able to find out the importance of history in their life.

The teaching of historical learning in Madrasah Aliyah (MA) Al Muslihuun Tlogo Kanigoro Blitar dan Madrasah Aliyah (MA) Assalam Jambewangi Selopuro Blitar had not implemented historical comprehension. It was shown though conventional learning activities through teacher's lecture, with the teacher as the center of classroom activities. The students stated that the subject only required them to memorize years of historical events and names of historical figures. Textbook and worksheet became the only learning resources. In this case, historical comprehension is urgently needed to make the students able to understand the meaning behind historical events.

The importance of historical comprehension in historical learning is shown by (Lionar et al.,

2020) that the local wisdom of Tanjung Tanah can improve students' historical comprehension. The students who were initially only memorize the textbook, then able to improve their ability to comprehend the meaning behind historical events. In line with this research, the integration of local history of their surrounding are able to help them in achieving historical comprehension.

Another research by (Irawan & Hartati, 2018) showed a group of students, where 56.25% of them had historical comprehension in historical learning in topic of Indonesia Independence, while 43.75% did not have historical comprehension. Students who have historical comprehension are influenced by their interest, motivation and positive attitudes in historical learning. Improving historical comprehension will be easier to be achieved if students are given material that highlights historical events around them. It will easily encourage their interest, motivation and positive attitudes in learning history.

The study on students' historical comprehension in historical learning was also carried out by (Femia & Sumiyatun, 2020) that was developed by a pop-up scrap book on the topic of 1942-1945 Independence War. The use of various media will attract students in learning history, and make it easier to strengthen their comprehension. According to some previous researches, this paper presents the integration of Hindu-Buddhist heritage in Blitar Regency as an effort to improve students' historical comprehension in historical learning. It aims to; 1) understand the integration of Hindu-Buddhist heritage in Blitar Regency in differentiated historical learning as an effort to improve historical comprehension, and 2.) understand the improvement of students' historical comprehension in differentiated history learning by integrating Hindu-Buddhist heritage in Blitar Regency.

1. METHODS

Classroom action research (CAR) was applied in this research. According to (Hanifah,



2014), classroom action research is used to improve the learning quality in the classroom. In this case, this method was used to improve the learning quality in historical learning by increasing students' historical comprehension. The stages of the CAR in this research were adopted from Taggart and Kemis, as shown in the cycle below (Parnawi, 2020):

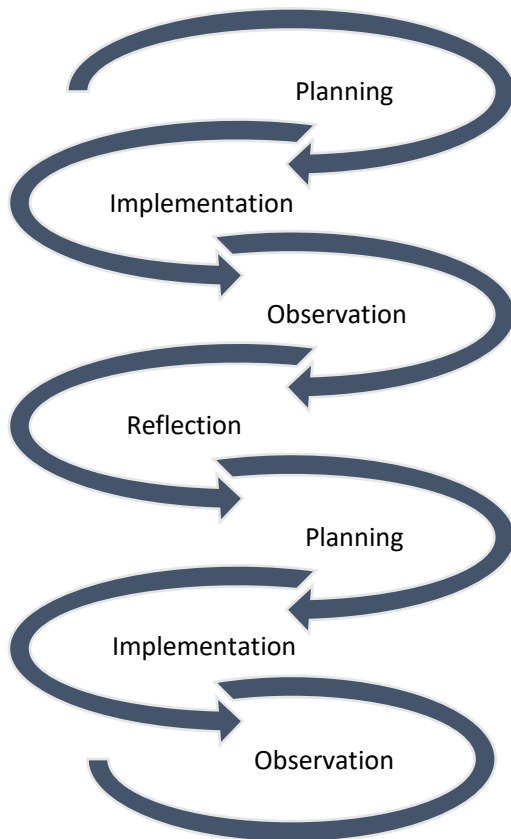


Figure 1. Cycles of CAR

This research was done in private Islamic High Schools in Blitar Regency. The sample was taken by purposive random sampling, as explained by (Lenaini, 2021) that is a sampling taken based on research interest to obtain good response. The sample involved 40 students of Grade X. Twenty students came from MA Al Muslihuun Tlogo Kanigoro Blitar and the other 20 students were from MA Assalam Jembewangi.

FINDINGS AND DISCUSSION

This classroom action research was implemented based on the principles of Merdeka curriculum. Merdeka curriculum is used as a guideline in implementing historical learning. This curriculum is designed by the government to improve students' learning creativity (Almarisi, 2023).

This research was done in two cycles. In the Cycle I, the initial stage was planning. In planning, teaching module was compiled based on Merdeka curriculum. The module was used as the replacement of lesson plan, and it had more varied content that included learning material, interpretation and evaluation to measure learning outcomes (Maulida, 2022). The content compiled was in the form of a digital encyclopedia of Hindu-Buddhist heritage in Blitar. Next, the researcher prepared a questionnaire of historical comprehension as an instrument for evaluating students' historical understanding.

The next stage was the implementation of Cycle I. Before the learning activity, the students had filled out the questionnaire of historical comprehension in order to know their initial historical understanding. Differentiated learning was carried out in the learning activities. Differentiated learning is an effort made to meet students' learning needs according to their abilities (Safarati & Zuhra, 2023). It was emphasized by (Hermawan & Farisi, 2023) that differentiated historical learning is the implementation of teacher's effort to prepare the learning process based on students' needs in order to achieve optimal learning goals.

Differentiated learning has three components, namely content, process and product differentiation (Jayanti et al., 2023). At the implementation stage, differentiation of content, processes and product was carried out by paying attention to the results of students' initial historical comprehension. Students' historical comprehension was divided into low, medium and high category. Students with a

mean between 23-69 were categorized as low, mean between 70-92 were medium and mean between 93-115 were categorized as high. The following is the data on students' initial historical comprehension at MA Al Muslihuun Tlogo Kanigoro Blitar and MA Assalam Jambewangi Selopuro Blitar:

Table 1. Students' Historical Comprehension Score before the Implementation Stage of Cycle 1

No.	Name	Score	Category
1.	AW	78	Medium
2.	FF	52	Low
3.	NAO	68	Low
4.	NAL	73	Medium
5.	DAM	60	Low
6.	YAA	90	Medium
7.	LM	57	Low
8.	LB	59	Low
9.	AA	69	Low
10.	RLS	58	Low
11.	NF	74	Medium
12.	MHQ	90	Medium
13.	AS	74	Medium
14.	MIS	63	Low
15.	NBK	62	Low
16.	AF	68	Low
17.	MM	51	Low
18.	WDS	78	Medium
19.	SBJ	90	Medium
20.	MR	76	Medium
21.	MYY	64	Low
22.	RD	67	Low
23.	AKN	63	Low
24.	BNK	65	Low
25.	MSR	59	Low
26.	UK	77	Medium
27.	SPA	60	Low
28.	TNA	76	Medium
29.	RMA	59	Low
30.	INA	50	Low
31.	RNK	62	Low
32.	MJKP	91	Medium
33.	FDA	89	Medium

No.	Name	Score	Category
34.	FAW	80	Medium
35.	MMH	64	Low
36.	MM	66	Low
37.	AFR	88	Medium
38.	AUA	62	Low
39.	NSR	50	Low
40.	AIL	56	Low

The students' initial historical comprehension from 40 samples showed the average score of 68.45. These results indicates that students' historical comprehension was still low.

Then, in the implementation stage, differentiation was carried out. Low historical comprehension students were directed to use discussion method about the topic of the relationship between Hindu-Buddhist historical heritage in Blitar and material on Hindu-Buddhist kingdoms. In medium level comprehension's students, students were studying by using problem-based learning (PBL) method to explore the importance of Hindu-Buddhist heritage in Blitar for current historical lesson and its significance for the social and cultural life of the community. The teaching material used was a digital encyclopedia of Hindu-Buddhist heritage in Blitar. In line with the opinion of (Krismawati et al., 2018), the topic of local history brings students to analyze events in the past and motivates them to solve current and future problems.

After the implementation of differentiated history learning, students were given questionnaire for the second time to check their historical comprehension. The result is shown below:

Table 2. Students' Historical Comprehension Score after the Implementation Stage of Cycle 1

No.	Name	Score	Category
1.	AW	98	High
2.	FF	88	Medium
3.	NAO	86	Medium



No.	Name	Score	Category
4.	NAL	84	Medium
5.	DAM	74	Medium
6.	YAA	91	Medium
7.	LM	63	Low
8.	LB	80	Medium
9.	AA	65	Low
10.	RLS	64	Low
11.	NF	85	Medium
12.	MHQ	113	High
13.	AS	80	Medium
14.	MIS	65	Low
15.	NBK	84	Medium
16.	AF	88	Medium
17.	MM	90	Medium
18.	WDS	84	Medium
19.	SBJ	102	High
20.	MR	88	Medium
21.	MYY	86	Medium
22.	RD	89	Medium
23.	AKN	65	Low
24.	BNK	86	Medium
25.	MSR	63	Low
26.	UK	87	Medium
27.	SPA	64	Low
28.	TNA	89	Medium
29.	RMA	61	Low
30.	INA	60	Low
31.	RNK	66	Low
32.	MJKP	94	High
33.	FDA	89	Medium
34.	FAW	90	Medium
35.	MMH	68	Low
36.	MM	68	Low
37.	AFR	92	Medium
38.	AUA	84	Medium
39.	NSR	80	Medium
40.	AIL	113	High

The results of Cycle I after the differentiated historical learning showed that students got improvement to achieve high historical comprehension, although it was only 5 students. From 40 students, the average score was 81.4, that included in the medium category.

The overall data showed that students' historical comprehension increased from low (68.45) to moderate (81.4) category.

In Cycle I, students commented that it was easier to understand the material because it provided direct examples of historical heritage around them. Students with low historical comprehension seemed enthusiastic in classroom discussions. Students started to understand that there are numerous relics from Hindu-Buddhist kingdom around them. So far, the students only familiar about Penataran Temple. Students also realized that existing historical heritage must be protected and preserved. After implementing differentiated history learning with Hindu-Buddhist heritage material in Blitar by using a digital encyclopedia, there were only 12 out of 25 students remained having low historical comprehension.

The use of a digital encyclopedia of Hindu-Buddhist heritage in Blitar with differentiated history learning helps the students to understand history (historical comprehension). For students with a moderate level of historical comprehension, they used PBL method. It was easier for students to explore the social and cultural essence of the society around them. Students became more aware that Blitar has many relics from the Hindu-Buddhist Kingdom era that are still preserved. Diverse socio-cultural society are able to live side by side in harmony. The legacy of the greatness of art and culture during the Hindu-Buddhist era is something that needs to be preserved. As a generation of the nation, students realize the importance of preserving Hindu-Buddhist heritage in Blitar, so that it will not extinct.

The differentiated historical learning by integrating of Hindu-Buddhist heritage in Blitar was carried out again in the form of a digital encyclopedia in Cycle II. At the planning stage, the learning module was designed based on Merdeka curriculum. The preparation of teaching module in Cycle II was done

according to students' historical comprehension level, by dividing them into low, medium and high category.

The implementation of differentiated learning for low historical comprehension students was carried out by using digital encyclopedia of Hindu-Buddhist heritage in Blitar through discussion method. Students with medium historical comprehension used PBL method, and students with high historical comprehension used the Project Based Learning (PjBL) method. This research is different from the research by (Wirda, 2018)) that only focuses on one method that was not able to accommodate various students' needs.

The use of discussion method made students able to find the relationship between the topic of Hindu-Buddhist Kingdoms and the Hindu-Buddhist historical heritage in Blitar based on a digital encyclopedia well. In differentiated historical learning, students with medium historical comprehension who used PBL was able to explore the problems of global diversity by taking a look at the evidence in Blitar Regency by preserving Hindu-Buddhist historical heritage. People can live side by side in harmony and respect each other's differences. Meanwhile, students with high historical comprehension had the skills to create a product in the form of a concept map of the relationship between Hindu-Buddhist heritage in Blitar and the Hindu-Buddhist kingdoms, as well as the role of this historical heritage in the socio-cultural life of the community.

After implementation differentiated historical learning in Cycle II, students' historical comprehension was measured. The results of students' historical comprehension in cycle II are:

Table 3. Students' Historical Comprehension Score after the Implementation Stage of Cycle II

No.	Name	Score	Category
1.	AW	98	High
2.	FF	100	High

No.	Name	Score	Category
3.	NAO	110	High
4.	NAL	114	High
5.	DAM	99	High
6.	YAA	101	High
7.	LM	93	High
8.	LB	80	Medium
9.	AA	85	Medium
10.	RLS	88	Medium
11.	NF	85	Medium
12.	MHQ	113	High
13.	AS	98	High
14.	MIS	105	High
15.	NBK	84	Medium
16.	AF	88	Medium
17.	MM	109	High
18.	WDS	90	Medium
19.	SBJ	102	High
20.	MR	88	Medium
21.	MYY	106	High
22.	RD	109	High
23.	AKN	89	Medium
24.	BNK	103	High
25.	MSR	83	Medium
26.	UK	87	Medium
27.	SPA	84	Medium
28.	TNA	102	High
29.	RMA	82	Medium
30.	INA	80	Medium
31.	RNK	86	Medium
32.	MJKP	94	High
33.	FDA	89	Medium
34.	FAW	102	High
35.	MMH	86	Medium
36.	MM	88	Medium
37.	AFR	111	High
38.	AUA	113	High
39.	NSR	80	Medium
40.	AIL	113	High

In Cycle II, there was a further improvement in students' historical comprehension. In Cycle I, the average score was 81.4 from 40 students. Meanwhile, in Cycle II, the average score of students'



historical comprehension was 95.425. This improvement of students' historical comprehension in Cycle I and Cycle II shows the advantage of the integration of Hindu-Buddhist heritage in Blitar based on digital encyclopedias in differentiated historical learning.

The results of this research show that the integration of local history in the form of Hindu-Buddhist heritage in Blitar can improve students' historical comprehension. This is in line with research of (Kartikasari, 2017) that learning history by integrating the topic of Dieng Temple gave students the ability to interpret historical heritage, thereby, increasing students' historical comprehension at SMA Negeri 1 Wonosobo. Meanwhile, this research focuses on religious-based private schools, that was also proven to give impact in increasing students' historical comprehension well through the integration of local history.

CONCLUSION

The integration of local history in this research was done by implementing the topic of Hindu-Buddhist heritage in Blitar that was delivered through digital encyclopedia. The importance of integrating local history is in line with the government policy in Merdeka curriculum to accommodate students' learning needs, especially in historical learning. Differentiated historical learning was chosen in the implementation of this research. From the research result, the conclusion can be drawn as follows:

- 1.) Differentiated history learning encourages student enthusiasm. Content differentiation accommodates the needs of historical comprehension. Process differentiation divides the students into three categories namely low, medium, and high historical comprehension. In process differentiation, the students are given various methods.
- 2.) The improvement in students' historical comprehension can be seen from the average score before Cycle I. The average

score was only 68.45. After implementing Cycle I, the average score became 81.4. Then, it increased again in Cycle II to 95,425.

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