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## **Resources of history learning in conventional and modern continuum lines**

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### **ABSTRACT**

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In the field of history education, there are still educators who rely primarily on themselves as the main source of knowledge. However, history learning resources are diverse and encompass a wide range of materials based on historical content, which can be utilized based on the teacher's creativity. This study aims at identifying and evaluating the use of historical content-based history learning resources, both in theory and in practical implementation. To achieve this, a literature review was conducted, involving the collection of data from books, journals, notes, research reports, and internet sources. The process involved identification, conceptualization, and interpretation of the gathered information. The analysis reveals that historical content-based history learning resources exist on a continuum between conventional and modern sources. Rather than being mutually exclusive, these sources can complement each other. The discussion incorporates Edgar Dale's Cone of Experiences theory and examines benchmarks such as national archives and museums, as well as the History Education Doctoral Study Program of Faculty of Social Sciences Education (FPIPS) of Universitas Pendidikan Indonesia (UPI). In conclusion, historical content-based history learning resources offer an alternative approach that provides valuable insights to history educators beyond the confines of formal classroom settings. Educators can utilize both newly designed history learning resources and existing resources tailored to their specific needs and learning objectives.

**Keywords:** history learning resources, continuum line, Edgar Dale's cone of experience

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### **INTRODUCTION**

The future of Indonesia relies on the quality of human resources capable of effectively navigating the dynamically evolving global competition. The quality of Indonesian citizens is fostered through the provision of high-quality education facilitated by professional teachers and lecturers.

The Indonesian Law Number 14 of 2005 regarding Teachers and Lecturers emphasizes the importance of academic qualifications, competencies, educator certificates, physical and mental health, and other qualifications mandated by the educational institution where teachers/lecturers are assigned. It also highlights the need for educators to contribute to achieving national education goals. The acquisition of educational certification is traditionally pursued through the consecutive model curriculum, which has replaced the concurrent model (Hufad, 2011).

In response to the disruptive era faced by higher education, the government has identified five areas of research innovation to realize Golden Indonesia 2045. These areas focus on the Green Economy, Blue Energy, Digital Economy, Tourism, and Health sectors. The five themes serve as the chosen fields and schemes for the Lecturer and Education Personnel certification program introduced in 2022 (Direktorat Sumberdaya, 2022). These regulations further underscore the expectations placed upon teachers and lecturers as professionals, explicitly and implicitly, to possess various competencies, including the ability to develop and manage learning resources.

However, it remains unclear whether history educators have optimally utilized history learning resources in the teaching and learning process.

Historically, research has revealed persistent challenges within the subject of History. The assumption that History is boring, uninteresting, or induces sleepiness is prevalent. This perception may stem from teachers/lecturers solely focusing on teaching the memorization of sequential events, year numbers, place names, and names of historical figures (Fru, 2015; Milo, 2015; Fowlkes, 2010; Yulifar & Agustina, 2020). Additionally, this subject is often underestimated by some individuals (Santosa, 2017; Septiyaningsih, 2016).

This prevailing stigma may be attributed to the reliance of most teachers on their own knowledge as the primary source of historical information. However, the resources available for learning history are vast, diverse, and abundant. A creative history teacher who effectively utilizes historical learning resources is essential, as a teacher equipped with creative pedagogical competence can cultivate a rational history teacher who fosters imagination (Supriatna, 2020). Regrettably, educators possessing these characteristics remain scarce, frequently relying on textbooks and verbal lectures within the classroom (Susilo & Sofiarini, 2020). Nevertheless, integrating imagination into the learning process can offer fresh and enriching educational experiences for both instructors and students (Kompas-Griya Ilmu, 2018). Hence, it is evident that the problem lies in teachers' suboptimal development of creative history learning resources, resulting in student perceptions and responses that have remained largely unchanged over the past few decades, as reported by researchers. Given this scenario, it becomes crucial to conduct further identification and classification of history learning resources, guided by relevant concepts or theories. This will enable history educators to make informed choices while considering the measurable impact of their decisions regarding these learning resources. Hence, this study's outcomes take the shape of a mapping that delineates historical learning resources across the spectrum of conventional and modern approaches. This mapping was analyzed through the lens of Edgar Dale's cone of experiences theory and the typology of learning resources (See Figure 14).

## **METHOD**

This study adopts a qualitative approach through a literature study or library study (Katz, 1982). Wibawa & Awaliah (2023) refer to this as descriptive-qualitative analysis method, in which the data were collected through literature review and documentation.

The researcher examines various sources, including books, journals, notes, visual materials (such as pictures), internet sources, reports, and other relevant literature related to the problem under investigation. The data collection process involves gathering information from textbooks, journals, scientific articles, museum collections, and literature reviews that encompass concepts, theories, and practices in the field pertaining to the identification and re-mapping of historical content-based history learning resources. This kind of literature review is known as integrative review (Snyder, 2019)

Subsequently, the analysis begins with organizing the collected material in a sequential manner based on relevance, significance, and applicability to the research problem. Important sections and their relevance to the research problem are recorded to maintain academic integrity and avoid plagiarism (Darmadi, 2011). Proper citation and inclusion in the bibliography are ensured to acknowledge the sources of information used.

Next, the significant difference from other methodologies is that it does not directly deal with the object under study but indirectly accesses information from a variety of literature, which is generally referred to as the "non-contact". Education researchers shall fully share information, conduct research literature to master sources of relevant research and scientific developments, and understand what our predecessors have achieved, and the progress made by other researchers (Lin, 2009).

## FINDING AND DISCUSSION

### Finding

#### *Types of history learning resources*

In general, learning resources can be categorized into two main groups based on the classification proposed by Warsita (2008) and Prastowo (2018), learning resources by design (intentionally made) and learning resources by utilization (usually readily available). Here are examples of history learning resources based on these categories (Table 1).

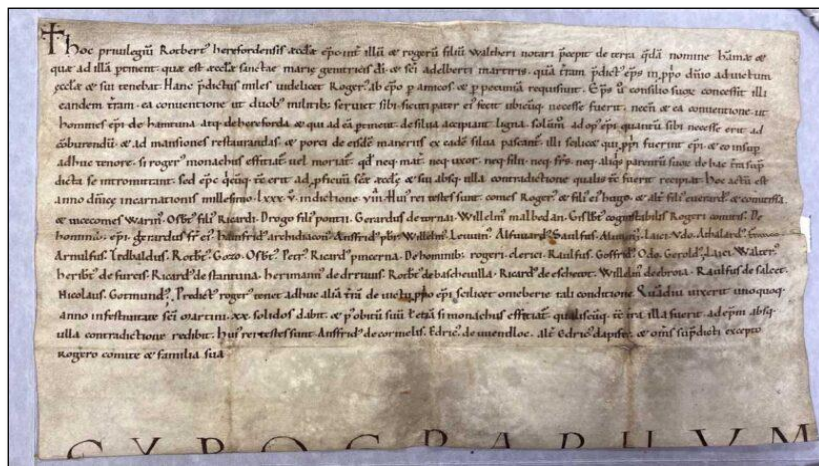
**Table 1. Type of learning resources**

No	Classification/Type	Example
1	Learning Resources by Design (Intentionally Designed Learning Resources for Specific Learning Objectives)	Textbooks, worksheets, modules, practicum instructions, films, encyclopedias, brochures, film strips, slides, videos, maps, etc.
2	Learning Resources by Utilization (Existing and Available Learning Resources Used for Learning Purposes)	Newspapers, television broadcasts, YouTube, social media, various applications, markets, museums, zoos, mosques and religious leaders, historians, historical figures (historical actors and witnesses), libraries, archive offices, historical sites (cultural heritage), historical historiography.

Referring to the grouping of types of history learning resources, it is important to note that both categories encompass historical content, whether in physical or digital form.

#### *Learning sources from analog to digital*

The National Archives of the United Kingdom (UK) has a program consisting of a series of activities that provide a unique experience for students. Starting from historical events like Magna Carta to Suffragettes, students have the opportunity to engage with original primary sources, which they are allowed to observe and even touch following certain procedures. These activities offer an engaging way for students to interact with historical materials. In the historical method, this activity is known as the stages of gathering sources (heuristics). Additionally, prominent historians are invited to speak, giving students an understanding of the research procedures (See Figure 2 & 3). These interactive workshops make studying history from distant historical events enjoyable, with the full support of the staff at the National Archives organization. Figure 1 is an example of archive documentation containing historical facts.



Source: Mascio, 2023

**Figure 1. The Oldest Document is a Grant of Lands from Robert of Lorraine, Bishop of Hereford to Roger Fitz Walter, dated 1085, Catalog Reference: C 115/59, Item 4095**



Source: Horrie & Hillman, 2019

**Figure 2. Introduction the Historical Method to Students**



Source: Horrie & Hillman, 2019

**Figure 3. Learning History from Historical Content in the Form of Archives in Family Time Club Sessions**

Historical content is also found in museums. After undergoing an accuracy process by a curator, it is registered as a museum collection by the registrar and exhibited by the museum preparator, with museum guides (educators) ready to assist visitors. The exhibition layout can be based on time chronology or thematic organization. Therefore, the historical content found in museums is part of the history learning resources. Nowadays, many museums in developed countries utilize the latest technology to present immersive collections through Augmented Reality (AR), Virtual Reality (VR), and mixed reality. However, the high cost of technology implementation is the reason why only a few museums in Indonesia present technology-based collections (See Figure 4-6).

### ***Museum***

Yangzhou Museum, located in Yangzhou District, China, showcases the history of the city, which was founded around 2500 BC. The museum houses a collection of 30,000 works of art, including five permanent exhibition halls and 300,000 artifacts of ancient Chinese lettering tools. Serving as a place for conservation, research, education, and tourism, the museum is also popular for its role in patriotism education among the younger generation of Yangzhou. Visitors can immerse themselves in ancient Chinese civilization through the historical contents on display (<https://artsandculture.google.com/partner/yangzhou>) (See Figure 7).

The other international museum is the National Museum of Korea. The National Museum of Korea presents historical content through its exhibition system, comprising the Permanent Exhibition, Special Exhibition, Immersive Digital Gallery, and Exhibition Online.



Source: National Education Museum of UPI, 2023

**Figure 4. Visitor to the Museum Accessing Digital Historical Content in a QR Code**



Source: National Education Museum of UPI, 2023

**Figure 5. Example of Digitizing Historical Content-Based Collections in a QR Code**

Lain Belanda, lain Jepang

Warga pribumi harus ikut berperang untuk Jepang

<p>SC01 - dur (37")</p> <p>Negeri Matahari Terbit, Jepang, adalah bangsa berikutnya setelah Belanda yang menduduki tanah air Indonesia.</p> <p>Pada masa ini kehidupan warga pribumi tidak menjadi lebih baik dibanding masa pendudukan oleh Belanda, termasuk dalam hal sistem pendidikannya.</p> <p>Bahkan dalam beberapa hal terkait sistem pendidikan, ditemukan sejumlah kemunduran.</p> <p>Hal ini tidak terlepas dari kebijakan perang kekaisaran Jepang yang menempatkan warga di wilayah penjajahan sebagai sumber daya yang dapat membantu Jepang melawan sekutu pada konteks perang dunia kedua yang dihadapinya.</p>	<p>SC02 - dur (26")</p> <p>Posisi Indonesia saat itu yang dijadikan pangkalan perang oleh tentara Jepang menjadikan suasana kehidupannya identik dengan medan peperangan.</p> <p>Semua kalangan usia, laki-laki-perempuan, tua maupun muda dikerahkan untuk membantu peperangan pasukan Jepang.</p> <p>Pria dewasa dididik kemilteran untuk menjadi serdadu. Para guru harus bekerja untuk Jepang, anak-anak sekolah dimobilisasi untuk membantu menyediakan keperluan perang.</p>
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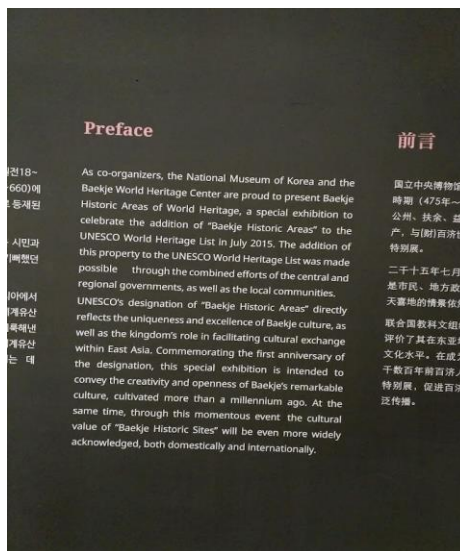
Source: National Education Museum of UPI, 2023

**Figure 6. Content Module: The Japanese Occupation in Indonesia in Pre-Production of the Digitization Process**



Source: private documents

Figure 7. Yangzhou Museum, China



Source: private documents

Figure 8. National Museum of Korea, Seoul

With a collection of 12,044 artifacts, the museum exhibits the history of Korean development, covering themes from prehistoric to contemporary times. Students and university students are provided with informative video materials, activity sheets, research materials, and other relevant data ([https://www.museum.go.kr/site/eng/content/permanent\\_exhibitions\\_guide](https://www.museum.go.kr/site/eng/content/permanent_exhibitions_guide)) (Figure 8).

Then, the National Education Museum of Universitas Pendidikan Indonesia. In 2021, as the Head of the DIKTI Matching Fund Program Team, the author received funding from Rp 2.6 billion. Part of the program involved the digitization of the museum's collections of Universitas Pendidikan Indonesia (UPI/Indonesia University of Education), which are currently enjoyed by an average of 5,000 to 6,000 visitors per month. The collections are located on floors 1a, 1b, and 4. The museum collection includes the stories of Berretty, the first owner of Villa Isola and founder of the Anetta News Agency (now Antara) (See Figure 9). This collection was developed through a research collaboration between the researcher and Dr. Coen Vant Veer, a lecturer at Leiden University and author of the Biography of William Dominique Berretty and his son Dodo Berretty. The historical digital content of Berretty is commercialized through the Pentahelix collaboration, which involves the government (Ministry of Education, Culture, Research, and

Technology), the university (UPI), and the business and industrial sector (PT. Rumah Media Interaction, a digital-based company). Marketing is done in collaboration with PT. Multidaya Dinamika (Digital Economy) and PT. Multi Manage Tourism.

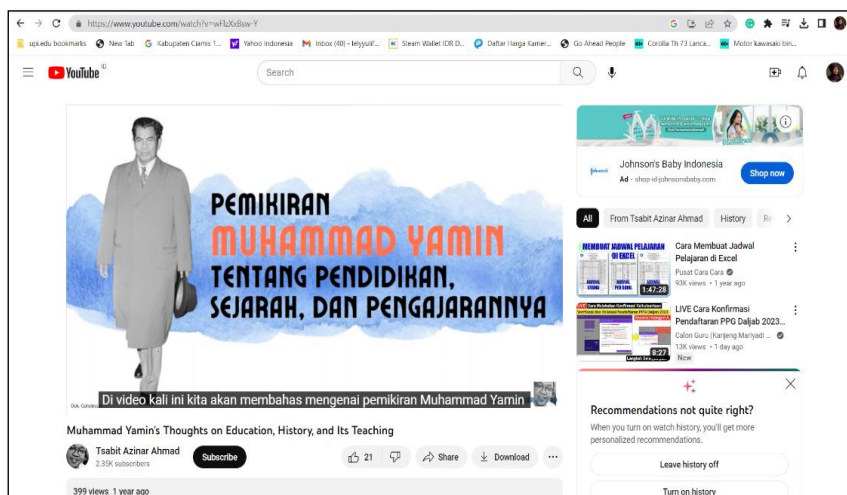


Source: National Education Museum of UPI, 2023

**Figure 9. Grandson of William Dominique Berretty's Nephew Viewing the Digital Collection of Berretty's Videography**

***Work by doctoral student from historical content research to digital content***

The 21st Century History Learning Resources course in the History Education study program utilizes a Project-Based Learning approach. The course consists of two main stages. First, students engage in the reconstruction of selected historical themes or events, agreed upon by the supervising lecturers. Second, students develop the historical content in digital form. Upon passing the assessment by the museum curator, an agreement is made to include the work in the collection of the National Education Museum at UPI. Figures 10-12 are some pictures showcasing the work of the doctoral students.



Source: Ahmad, 2022

**Figure 10. Content-Based History Learning Resources: Muhammad Yamin's Thoughts Work**



Source: National Education Museum of UPI, 2023

**Figure 11. Videography of the Story of K.H. Ahmad Dahlan Based on Historical Content**



Source: National Education Museum of UPI, 2023

**Figure 12. The Development Islam in Indonesia**

### ***Development of historical content-based history learning resources***

The author's dissertation work (Yulifar, 2014), which explores historical events in Ciamis regency during the Dutch colonialization period and was later developed into a book, serves as an example of historical content-based history learning resources. Additionally, as the supervisor of YS's dissertation, which focuses on the story of the Ciamis regents, it was further developed into teaching materials (2021/2022) in the form of an encyclopedia of the Ciamis regent. This resource expanded to include several other colonial-era regents of Ciamis. The teaching material is utilized as a historical learning resource at the university where YS was affiliated.

Furthermore, an article titled "Kabupaten Ciamis 1916-1925" (Ciamis Regency 1916-1925) was presented at an international seminar and became part of a book series published in History Education by Yogyakarta State University (2014). Collaborating with YS and other advisory teams, another article was published in an international proceeding titled "Development of Encyclopedia as Teaching Material based on Local Leadership Concept" (Sofiani et al., 2022). The publication with an ISBN makes these works accessible to the public, beyond just the academic community. According to Nuttal (2021), articles included in book series and proceedings fall into the category of history learning resources that provide accurate and up-to-date information.

History learning resources, such as textbooks and encyclopedias based on historical content, are traditionally published in printed form with an assigned ISBN. These resources fall into the conventional category, aligning with basic (fundamental) research in the field. However,



considering Edgar Dale's Cone of Experience, it is acknowledged that reading activities alone contribute to a mere 10% of students' comprehension. Consequently, it prompts the researcher to contemplate alternative approaches to integrate history learning resources within Edgar Dale's experiential cone, which offers greater potential for enhancing students' absorption and understanding.

The opportunity to enhance absorption and understanding at a higher level arose when the author assumed the role of an OAKS promoter (2022-2023). During this time, the dissertation material focusing on the District Head of Ciamis Regency underwent digitization, incorporating additional content on the history of District Heads during the Colonial Era in Tasikmalaya. The content-based history learning resources were then developed in the form of an Android-based gamified application. Trials of the application were conducted at the History Education Study Program at Siliwangi University-Tasikmalaya and Galuh-Ciamis University. This signifies that the content-based history learning resources fall under the category of applied research, with a Technology Readiness Level at level 4. The aim is for students to achieve a comprehension level of 70%-90% according to Edgar Dale's principles, as the content-based history learning resources foster interactions among students and between students and digital technology/applications, under the guidance of teachers/lecturers. Together with the historical education doctoral candidates, several articles have been published at the international level, including "The economic situation of Sukapura regency during the reign of Raden Adipati Aria Wiratanuningrat" (Shavab et al., 2023).

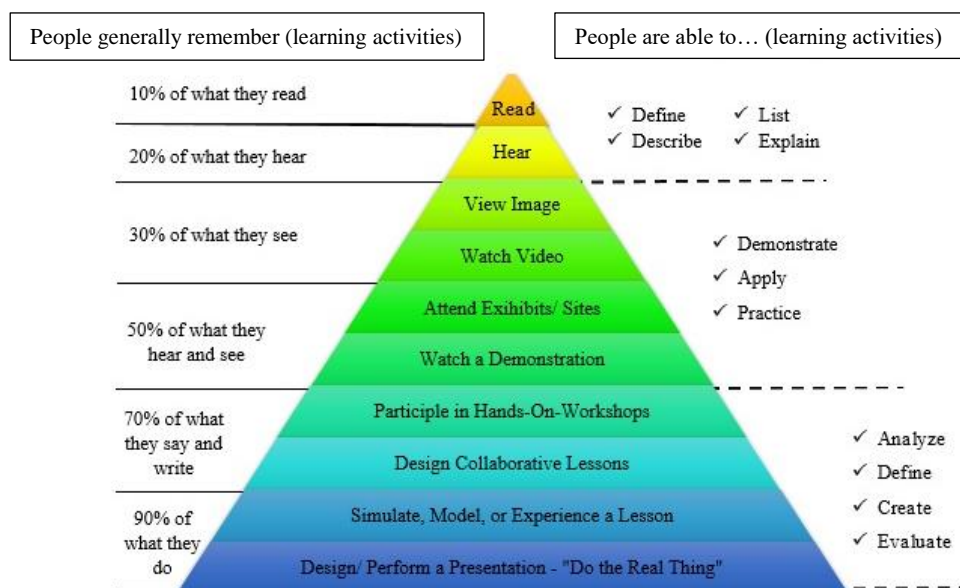
The pinnacle of downstream research is commercialization, a stage that only a select number of researchers can easily attain. The data from the Directorate General of Higher Education indicates that only a small percentage of development research reaches this level. In 2023, with the support of business and industry partners, the research roadmap expanded to encompass the theme of "Stories of the Ciamis Regents", which was further extended to "Stories of West Java Regents". The proposal, with an elevated applied level ranging from Technology Readiness Levels 4 to 6 and 7 to 9, has successfully passed the selection process with a multi-year scheme spanning three years. Collaborating with alumni who currently serve as lecturers at Siliwangi University, the researcher intends to develop history learning resources under the title "Development of edutourism-based museum collections through augmented reality local wisdom stories of West Java regents to encourage engagement and historical empathy". In the third year, which represents the commercialization stage, a partnership will be established with the National Education Museum of UPI. This collaboration aims to make the content-based history learning resources accessible to the public, while also elevating students' understanding to 90% of the Edgar Dale version using AR/VR and/or mixed-reality technology. The immersive studio on the 4th floor of the National Museum of Education of UPI will serve as the platform for these presentations. Consequently, these historical content-based learning resources represent the most advanced form and are considered part of the digital collections of the National Education Museum of UPI. Therefore, the journey from conventional basic research leads to the development of historical content-based learning resources utilizing technology and digitalization. It is anticipated that these steps will dispel the perception that history is boring, monotonous, and purely memorization based. The millennial generation will engage with their gadgets and embark on a journey through the time tunnel.

### ***Edgar Dale's cone of experience***

By applying Edgar Dale's framework (Figure 13), it becomes evident that historical content from various sources, such as the UK's National Archives, Yangzhou Museum, National Museum of Korea, National Education Museum of UPI, History Learning Resources Classes in the History Doctoral Program at FPIPS UPI, and the researcher's own portfolio of research, can be identified and mapped as content-based history learning resources. It is observed that these resources exist along a continuum, highlighting the diverse range of historical learning materials available. Further elaboration is presented in Table 2.

The continuum of history learning resources, as identified in Table 2, highlights the importance of teachers gaining insight to determine learning resources according to their needs.

It can be interpreted that the escalation of achievement of historical learning goals will be optimal if teachers choose the appropriate resources. The continuum includes historical content used in passive learning, such as manually printed textbooks.



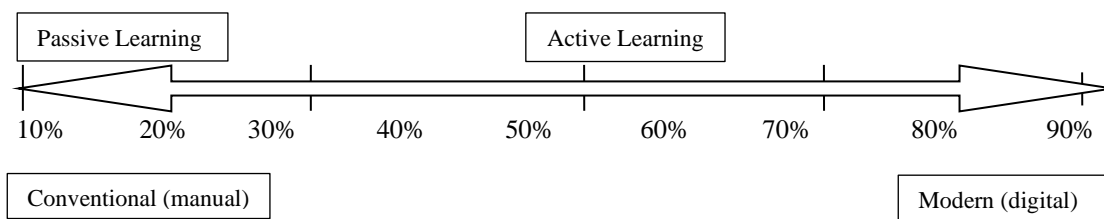
**Figure 13. Edgar Dale’s cone of Experience**

**Table 2. Identification and mapping of history learning resources**

Observation Object	Learning Resource Category	Program Service	Understanding Level (Edgar Dale)
National Archive UK	Learning resources by utilization	Active Learning	90%
Museum Yangzhou	Learning resources by utilization	Passive and Active Learning	10-90%
National Museum of Korea	Learning resources by design and utilization	Passive and Active Learning	10-90%
National Education Museum of UPI	Learning Resources by design and utilization	Passive and Active Learning	10-90%
History Learning Resources Classes in the 21st Century History Doctoral Program at FPIPS UPI	Learning resources by design	Passive and Active Learning	10-90%
Researcher’s Portfolio	Learning resources by design	Passive and Active Learning	10-90%

However, when these textbooks are developed into digital form, whether through the presentation of AR/VR or mixed reality, the historical learning resource shifts to the right of the continuum line. This is because the use of historical content in the form of textbooks is still prevalent, alongside the emergence of digital history learning resources.

Thus, the history learning resources in the form of a continuum (Figure 14) can be understood as a diversity of existing historical learning sources that do not eliminate each other but rather complement each other. The choice of resources will depend on the context and needs of educators or students. By selecting appropriate resources, teachers can obtain the benefits of using learning resources and achieve the desired level of student absorption, ranging from the lowest percentage (10%) to the highest (90%) as described by Edgar Dale in his cone of experience. A wise teacher who aims to overcome the stigma of unattractive and boring history lessons will choose learning resources with a higher percentage, positioning themselves as professional educators.



**Figure 14. History learning resources in the continuum line**

### Discussion

Before delving into the explanation of history learning resources, it is important to understand the general terminology of learning resources. According to Barber & Mourshed (2007), learning resources refer to the tools and materials that teachers can access to enhance their professional development and improve their teaching practices, whether during pre-service or in-service training.

Drawing from this perspective, learning resources encompass a wide range of materials that teachers can utilize to enhance their teaching effectiveness. Pebriana et al. (2021) further emphasize that learning resources are anything that can facilitate the teacher's delivery of instruction, making it easier for students to comprehend the learning content. This ease and convenience are achieved when teachers effectively translate their professional competencies into the classroom environment (Schieb & Karabenick, 2011). The use of these learning resources by teachers is significant, as teacher quality is often regarded as the most influential factor in determining the effectiveness of a school system (Barber & Mourshed, 2007).

According to the Association for Educational Communication Technology (AECT) cited in Prastowo (2018), learning resources encompass data, individuals, or objects that can be utilized to facilitate learning for students. Furthermore, Yusuf (2010) elaborates that learning resources encompass various types of media, objects, data, facts (events), ideas, people, and other elements that facilitate the learning process for students.

The significance and benefits of utilizing history learning resources are evident and can be observed through various advantages. In this regard, the researcher has adapted the perspective of Nuttall (2008), who highlights the following points: 1) Provide direct and concrete learning experiences to students, such as organizing field trips to historical sites, tombs of historical figures, museums, temples, and places of worship (mosques, churches, temples); 2) Present elements that are not easily accessible or observable directly, such as floor plans, mockups, replicas, sketches, photographs, films, magazines, maps, and manuscripts (archives); 3) Expand and enrich the range of resources available in the classroom, including various types of history books (Global history, regional history, national history, local history, city history, visual history, and thematic history). These resources can include the perspectives of historians, witnesses, and historical actors (Yulifar, 2019); 4) Provide accurate and up-to-date information through sources such as journals, book series, monographs, encyclopedias, reputable blogs and websites, applications, newspapers, online news, YouTube, and other digital platforms. In the era of the New Normal, the use of social media as a learning resource can be particularly beneficial for students, as it often offers cost-effective options (At Thariq, 2020). Learning history from actual events can greatly contribute to understanding current events (Kochhar, 2008); 5) Help address educational challenges at both the macro level (e.g., through the use of modules and online learning when offline learning is not possible) and in instilling values of heroism, multiculturalism, and minimizing ethnocentrism (identity politics) through the use of digital technology that presents virtual reality (VR), augmented reality (AR), and mixed reality experiences of historical events. This approach encourages the development of historical thinking, historical consciousness, historical comprehension, and the ability to think chronologically.

Stimulate creative and innovative thinking, encouraging students to take measured risks, through learning from the exemplary values of historical figures (e.g., biographies of Soekarno, Hamka, Rahmah El Yunusiah, Dewi Sartika, etc.).

### ***The constellation of history and history education***

The incorporation of history into the educational realm is evident through its inclusion as a subject in schools. The organization of history as a subject is structured within a curriculum that is influenced by philosophical and political foundations. Agus Mulyana, in the introduction of Hasan (2012), highlights the need for the selection and arrangement of historical material that is imbued with values, and aligning with the objectives of national education. In essence, historical material serves as a source for learning history, with the aim of achieving specific educational goals. It is crucial for history teachers at both the high school and tertiary levels to be aware of and comprehend this, especially given the growing importance of technology in education. However, it is equally important to recognize that a teacher's competence in mastering historical content remains paramount. In fact, criticism has arisen from historians regarding history teachers who encounter various historical facts in textbooks and educational technology applications that are either devoid of historical context or contain incorrect interpretations.

According to Hasan (2012), historical education material is a powerful medium for introducing students to the past activities and lives of their nation and people, connecting them to their national identity. Thus, historical works or events serve as educational media. As we know, educational media is an integral part of learning resources. Consequently, historical content, as a product of historical science, serves as a fundamental source for learning history. Prastowo (2018) categorizes events as a type of historical learning resource based on their utility.

Historical content can be accessed through various categories of learning resources outlined in the classifications by Warsita (2008) and Prastowo (2018). It can be intentionally created as part of designed learning resources, such as textbooks, monographs, journal articles, proceedings, and other printed or electronic media. Alternatively, historical content can be obtained from historical sites, museums, regional or national archives, and through the expertise of historians, witnesses, and historical actors, falling under the category of utilized learning resources. Historical content forms an integral component of all history learning resources. Without this content, history education would cease to exist. However, the challenge lies in effectively transforming this content into suitable educational resources for students. Consequently, this underscores the significance of teachers comprehending the array of history learning resources available, both within and outside the classroom.

### ***History learning resources through Edgar Dale's Cone of experience***

Fourth It is recognized that the vast range and variety of learning resources necessitate efforts to identify and classify them effectively. In this discussion section, the classification framework proposed by Warsita (2008) and Prastowo (2018) is presented. Additionally, in order to assess the level of absorption and understanding achieved through different types of learning resources, the researcher has adopted Edgar Dale's cone of experience, which was initially articulated in 1946 (Jacobson, 2009). Despite being formulated 77 years ago, Edgar Dale's insights remain pertinent and can be employed as a theoretical framework for analyzing the types and effectiveness of learning resources. His ideas concerning the experiential learning gained through instructional media are both foundational and forward-thinking. Utilizing Dale's cone of experience not only aids in the identification and classification of learning resources but also allows for the measurement of their effectiveness, expressed as a percentage (Figure 5).

Figure 12 illustrates the division of learning into two categories: passive and active. In passive learning, reading activities contribute 10% to mastery and memory of the material, while listening contributes 20% and direct observation contributes 30%. Listening and observing activities combined contribute 50%. On the other hand, during active learning, such as when a teacher provides explanations, teaches, demonstrates, or engages in discussions, understanding and memory of the material can reach a score of 70%. However, when actively engaged in all of these stages, these activities can contribute up to 90% to the understanding and memory obtained from the learning process

## CONCLUSION

In the era of disruption, history learning resources continue to play a crucial role in conveying historical values and achieving national education goals alongside other subjects. Content-based history learning resources have the ability to transform from conventional to modern forms, incorporating the latest technology to make history learning Resources more digital and interactive. This transformation is evident in activities conducted in learning resource centers such as national archives, museums, classrooms, and research portfolios. It is through downstream historical research that innovation is generated, leading to commercialization. Commercialization can involve the dissemination of research results or carry economic value, such as royalties received by inventors from users.

It is important to note that different types of learning resources exist on a continuum line, ranging from conventional to modern historical sources. Conventional resources are characterized by manual use and passive learning, while modern resources utilize the latest technology, such as digitization and immersive experiences, promoting active learning. These modern resources can include augmented reality (AR), virtual reality (VR), and mixed reality. Researchers, through their dissertations, contribute to fundamental research, applied research, and development, resulting in digital collections that museum visitors can enjoy with a Technology Readiness Level between 7-9. By embracing the continuum of history learning resources and utilizing modern technological advancements, history educators can demonstrate their dedication to achieving the goals of history education at various levels. They can also overcome the stigma that history lessons are uninteresting and boring, thereby becoming professional teachers who inspire a love for history in their students and the general public component.

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