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## **Building history awareness through Kartini Film (2017) in History Subject learning at the high school**

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### **ABSTRACT**

A problem that often occurs during the process of learning history at the high school level is the tendency to receive information that is only delivered from teachers to students. The main goal in history learning is to build students' historical awareness individually or in groups achieved through a learning process. History subject learning in schools is more likely to use the lecture method so that history is often analogous to memorizing an event or figures in history. This kind of method pays less attention to intellectual skills and understanding of history awareness for the students. Therefore, a learning strategy is needed to build historical awareness for students so that history is no longer seen as mere rote knowledge. Currently, Generation Z is still in high school. Their general nature tends to be practical, which makes them ignorant of history. Historical films, especially Kartini film (2017), can invite students to understand the importance of historical awareness about past events that affect the present. In this study, the authors used a qualitative approach where this research is descriptive. This study aims to find out or describe the reality of the events under investigation to find out and understand how to build historical awareness through the Kartini film for generation Z. Results of this study show that students can realize historical events through the Kartini film and even able to explain in detail about the problems that occurred at that time and bring it to today's modern issues. Students can build historical values through film because film involves all the emotions within themselves. Learning history is no longer just sharing information from teachers to students but can be through the feelings presented in historical films.

**Keywords:** *history awareness; films; generation Z; teaching material*

## INTRODUCTION

History subject at the high school level is often considered an unimportant subject. Learning history is often identified with memorizing activities of past stories without any meaning. History becomes a supporting subject that comes after the compulsory subject. In fact, by learning history, students can understand the national identity that will be useful for their future. History can provide an understanding of past mistakes and will be able to help students to analyze so as not to repeat the same mistake. The main purpose of learning history is the students will be able to have history awareness individually or in a group (Pertiwi, 2018). The problem arises when the history learning process is not optimal, so how can the students get the meaning of history awareness?

Students in high school level can be categorized as Generation Z. In the generation theory explained by Codrington & Sue (2004) there are five categories of people based on their birth year, 1) Baby Boomer Generation, born in 1946-1964; 2) Generation X, born in 1965-1980; 3) Generation Y, born in 1981-1994, also called as Millennial Generation; 4) Generation Z, born in 1995-21010, also called as iGeneration, Net Generation or Internet Generation; and 5) Generation Alpha, born in 2011-2025. Those five generations have differences in terms of personality development growth.

Generation Z (born in 1995-2010) that is also called as iGeneration, Net Generation, or Internet Generation has similarities with Generation Y, they can do different things at one time such as playing tweeter using smartphone, browsing with PC, and listening music through headset. Whatever they do is mostly related with cyberspace. Since childhood they already know technology and are familiar with gadget which indirectly affect their personality.

Generation Z has difference characteristics with the previous generations, the following are the characteristics of Generation Z: 1) They are tech savvy. They are "digital generation" more resilient to information technology and other computer devices. They can access every information they need easily and quickly, both for educational purposes or their daily interest; 2) Social. They are so intense in interacting with people through social media, especially with their peers via network site such as Facebook, Twitter, or via SMS. Through those media, they can express what they feel

and what they think spontaneously; 3) Expressive. They tend to be tolerant with culture differences and they care more with the environment; 4) Multitasking. They are used to do many activities at one time. They can read, speak, watch, and listen to music at the same time. They want everything can be done quickly. They do not like everything to be slow; 5) They move quickly from one thought/ work to another thought/ work (fast switcher); 6) They like to share.

From the explanation about the characteristics of Gen Z above, it can be concluded that they are who currently studying at high school level tend to be practical and quick. They like quick and practical process in learning. It will definitely affect their way to learn something. History knowledge is not an instant knowledge that the result can be immediately seen. In the learning process, history subject emphasizes the meaning why you have to learn history until the students know and can get conclusion from a certain event. This thing cannot be learned instantly.

Learning history can be very interesting by using various methods, one of the methods in learning history is using history-themed films. The ability to process student information by applying film media in history learning has its own relevance in the learning process because with the appearance of film media it can be used as an effective medium for conveying information messages (Widiani et al., 2018). Nowadays, many historical films have been produced in documentary or commercial manner, which are shown in cinemas. Nice film setting with good storyline and played by famous artist has its charm to attract Generation Z.

Kartini film (2017) is one of the history-themed films in Indonesia. Kartini film is a national film produced by Legacy Pictures and Screenplay Film directed by Hanung Bramantyo. This film is present in Indonesian films has a spirit message of women's emancipation in it, especially in education field. Kartini film is a real proof of a biopic genre film, which is non-fiction films that talks about life or significant part of someone's life who was influential in that era. Biopic film is categorized as history-themed film because it narrates again and presents what has happened in the past. Kartini's figure that categorized as biopic film is not the first film played on the big screen. Previously, there are two films about Kartini. First, Kartini film that is directed by Sjumandjaja is closely related with feudalistic element that only focused on

Kartini's figure. Secondly, Kartini with her forward-thinking mindset is shown in *Surat Cinta untuk Kartini* film with slight touch of romance. It is different with those previous film of Kartini, Kartini film that is directed by Hanung Bramantyo tried to deliver a message about women's emancipation (Anbiya et al., 2020). This film narrates Kartini's struggle in changing the rules in her era that restrain women's activities, especially in getting education. Considering that Kartini's film is played on a big screen and in a big scale, the target is double-layered, so that all the people can watch this film. The important value of this film is the fighting spirit and a sense of nationalism inflamed by Kartini's figure (Widyasmara, 2019).

This is urgently needed by today's young generation whose spirit of nationalism begin to fade because their nationalism understanding is declining. If it is reflected with current condition, it is quite relevant. It can be seen by the emergence of conflicts in the name of ethnicity, religion, race, and social class in the midst of the dynamics of Indonesian political upheaval. Through this film, the values of struggle are presented and expected will strengthen the nationalism spirit again. The interesting thing is in the process of delivering the message, by Hanung Bramantyo, the fighting message is presented cinematically. This Kartini's film feels so special because the process of making this film is carried out carefully supported by the serious research work. The information obtained by Hanung Bramantyo then used as the basis for reviving the figure of Kartini. The result is there will be many viewers especially students and the government officials watch the film.

The purpose of learning history is to make the students have the ability, build their awareness about the importance of time and place that is part of a process happened in the past, present, and future, train students' critical thinking to understand the historical facts correctly based on scientific approach and science methodology, raise students' awareness to appreciate and respect the historical heritage as an evidence of the past Indonesian civilization, encourage students' understanding of the forming process of the nation through a long history which is still processing until right now and in the future, build students' awareness that they are is one of Indonesia nation that have pride and love for their homeland that can be implemented in every fields of life both nationally or internationally (Gafoor, 2012).

For this reason, it is necessary to develop historical lesson that can persuade the students to think critically to get advantages from learning history, to grow, and to develop their history awareness. Teacher is asked to develop and utilize various learning media, one of it is through watching history film. Based on the explanation above, the writer intends to elaborate how to build students' awareness through Kartini's film for Generation Z.

### **METHODS**

The method used in this research is qualitative descriptive. According to Kirk dan Miller in Moleong, qualitative research is a tradition in social science that depend on people's observation and his own area and related to these people in their language and terms (Moleong, 2002).

Qualitative method is used for several reasons, first, adjusting qualitative research is easier than dealing with realities faced by researcher in the fields; second, this method directly shows the nature of relationship between researcher and informants; third, this method is more sensitive and can adapt with the deeper influence and certain patterns encountered during the research (Moleong, 2002).

### **RESULTS AND DISCUSSION**

Based on the observation result in class X1 IPA, Senior High School 50 Jakarta, generally, the history teachers are already using film as learning media. The film uses is commercial film or documentary film. Biotic-themed films are still dominating in the teaching and learning activities. The media used in teaching is adjusted with subject material. The history material in class XI is about colonialism. Kartini film is considered appropriate to deliver the fighting story in in that era. This film talks about how Javanese women is far behind in any way. Javanese women are bound by many traditional rules that makes they experience discrimination. However, not all Javanese women accept that situation. One Javanese women does not accept or refuse with what happened in that era. She broke the prevailing tradition that is very unfair to her people. R.A Kartini struggle to break out the rules that bound her and the people.

Kartini has a dream to educate Indonesian women so they won't be enslaved anymore by system that harm them.

This film gives the basic knowledge how the situation of Indonesia nation in that era. Indonesia which is controlled by colonialist makes the people locked up in a difficult situation. In the Kartini film, the system of feudalism or landlord system is really shown off, the system which the society is based on how many and how wide the land they owned. Kartini was born from a mother who had no social status in the society. According to the rules, Kartini could not be raised by her own mother. The one who has the right to raise Kartini is the main wife of his father who has high social status in the society. Kartini's biological mother was indeed her father's first wife, Raden Mas Adipati Ario Sosroningrat was a commander appointed to be the regent of Jepara. Ngasirah did not has high nobility, then Ario Sosroningrat married to Raden Adjeng Woejan, a direct descendant of the King of Madura.

The understanding of the historical situation is clearly depicted in the historical film. Kartini's film can bring the audience into that era. This is indeed will be beneficial if viewed from an educational point of view. The visualization presented can give a picture of how Kartini's struggle at that time. This visualization is needed so that the students are interested in understanding how hard Kartini's struggle takes place.

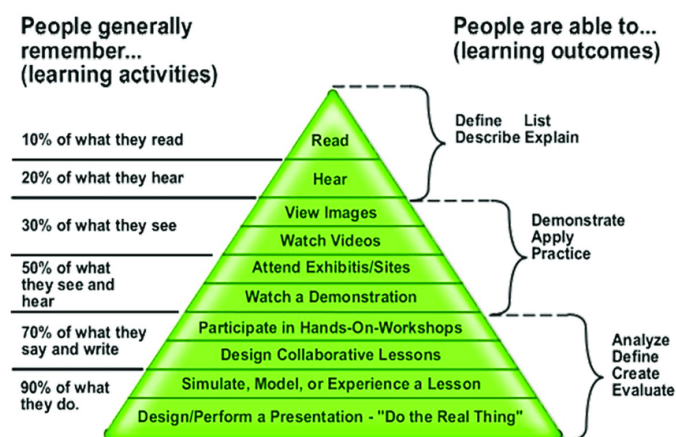
This film also gives different picture compare with their prior knowledge. Before watching Kartini' film, students only know that Kartini is a fighter for women's right. They do not know in detail how Kartini fought to achieve gender equality. Through this film, the students can understand that the reason why Kartini fought for it is because she saw there is educational gap between women and man. The gap is also come from where you come from. Javanese women who come from aristocratic families have more opportunities to get education, although not formally. Kartini had the support in her life. Her birth mother taught her how to read and write secretly. Kartini also had an older brother, Kartoni, who gives her book to read.

A detail understanding of the past can give the students a sense of nationalism. This can be seen from the interview conducted by the writer to the students in Class XI IPS. HN, not her real name, stated that his interest in learning history is indeed low.

Usually, history learning is done by just presentation, doing assignment and teacher explains the material in front of the class. Learning with this method seems boring, moreover, history talks a lot about the past. In HN's mind, history is just part of the past story that only need to be known, without having to apply it in daily life. He thought studying history is just to fulfill the needs of the subjects offered by the school. Simply by doing assignment and submitting it in time, you will get minimum score or standard score limit.

Learning with this kind of method will clearly not help the students to achieve the main goal in studying history. In studying history, the main goal is for students to achieve historical awareness both individually or in group. Historical awareness can be in the form of sense of nationalism and understanding that what happened today is influenced by what happened in the past. Historical science provides an analysis of how to prevent the mistakes from being repeated in the present. Film as a learning media can have a significant impact on history learning. To understand the role of media in learning history, Edgar Dale provides an overview in a shape of cone that is then called as cone of experience, as shown below:

**Figure 1**  
*Edgar Dale's Cone of experience*



Based on theories stated by Edgar dale, by seeing (visual) and hearing (audio), students can obtain 50 percent information. This percentage is more than reading activity that has only 10 percent or listening that has only 20 percent.

The interview was carried out again when Kartini's film was played in the class. HN stated that watching Kartini's film can make her having sense of nationalism and pride to be part of Indonesian women. HN believes that women can give a positive impact in various fields. HN assumes that even in modern era, people's negative view such as underestimating women's role still persist in this very day. This is stated by HN that there are still many people who underestimate the role of housewives compare to career women. In fact, a housewife has a very important role to educate the children, as exemplified by the figure of Kartini's birth mother.

Such a deep understanding is expected can be achieved in learning history. The characteristic of Gen z that tend to be practical and like everything instant can be resolved through film as a learning media. History subject can be fun to learn when they really understand how an event happened. This understanding can be obtained using film as a learning media. Kartini's film teaches how a process of gender equality can be achieved with persistence and support from many parties. This film can build students' awareness to have pride as part of Indonesia.

## CONCLUSIONS

In general, Kartini's Film (2017) offers historical knowledge to Generation Z, who has characteristics like having fast movement, having grown up using internet, and a generation that judges everything by its practical and speed. Learning history is learning a process; learn to understand the struggles of the figures in the past and their influence in the present and then applied it by themselves or a group. Kartini's film gives a valuable experience for to the students. They are amazed with how limited everything in the past and how in that state the thoughts of freedom arise. It is different from today that freedom is no longer expensive and it is not used optimally by the current generation. This film has a significant impact on the understanding historical awareness benefit. This can be seen from how they analyze the relation between colonial situation with the current situation. Building historical awareness on the students can be achieved optimally if the learning method used is appropriate.



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