Development of Post-Colonialism Documentary Video in Blitar in 1945-1950 Through a Culturally Responsive Teaching Approach to High School History Learning in Blitar Regency

Aditya Nugroho Widiadi[1], Wahyu Djoko Sulistyo[2], Lutfiah Ayundasari[3], Ari Sapto[4], Muhammad Aqib Nur Habibi[5], Mellina Nur Hafida[6], Gedhe Ashari[7], Alvin Maulidah[8]

[12345678]Universitas Negeri Malang, Malang, Indonesia
aditya_widiadi@um.ac.id

Abstract. Local wisdom is a form of life view or a form of life strategy in the form of local community activities in meeting daily needs. Local wisdom is the result of various kinds of activities in accordance with ideas and actions that produce a certain work or custom. Trenggalek is one of the districts in East Java that has quite unique local wisdom. This local wisdom is known as the Larung Sembonyo tradition, where Larung Sembonyo is a traditional ceremony of the people of Tasikmadoe Village which symbolizes the gratitude of the fishermen for the abundant fish catches and the request for safety for the fishermen of Prigi Beach while at sea. In its development, this tradition has undergone various changes following the times. Therefore, this study aims to find out the dynamics of the development of the Larung Sembonyo tradition in Prigi Beach. The method used in this study is a descriptive qualitative research method. The results obtained from this study are found to be differences in the procession and accompanying events in the implementation of the Larung Sembonyo tradition carried out by the community around Prigi Beach.

Keywords: Post-Colonialism, Documentary Video, Local History

1   Introduction

Blitar is a region located in the province of East Java, Indonesia. This city has an important role in Indonesia's history, especially during the Netherlands colonialism and the struggle for independence [1]. During the colonial period, Blitar was included in the Kediri residency area and was designated as a gementee area, or administrative city. This status makes Blitar one of the centers of administration and economic activities in the region, especially in the industrialization sector based on rural and urban potential. The industry in Blitar at that time developed rapidly, especially around the slopes of Mount Kelud and the Brantas Valley [2]. The plantations in this region are the backbone of the economy, with major products such as coffee, tea, and rubber being exported to international markets [3]. In addition, the application of ethical politics by the Netherlands colonial government also encouraged the development of education in Blitar [4]. Various educational institutions, both established by the government and the private sector, have begun to emerge and make

a significant contribution to improving the quality of human resources in this region. However, the suffering of the people of Blitar did not stop during the Netherlands colonial period. When Japan occupied Indonesia in 1942-1945, Blitar, like many other regions, underwent drastic changes [5].

The Japan occupation brought a new burden to the people of Blitar, with various policies that forced the people to work hard for the benefit of Japan's military [6]. This condition exacerbates the economic and social difficulties that existed before, but also fosters a spirit of struggle and nationalism among the people of Blitar. During the struggle for Indonesia's independence, Blitar became one of the important bases for freedom fighters. The city holds many heroic stories about the struggle against the colonizers, and this historical heritage can still be found in various sites and monuments in Blitar to this day. During the Japan occupation of Indonesia, the policies implemented focused on efforts to remove Western influence and mobilize local resources for Japan's victory in the Greater Asia Pacific War [7]. In the Blitar region, Japan places great emphasis on the exploitation of natural resources and local labor to support their military efforts. These policies include the mobilization of forced labor (romusha) and the expropriation of agricultural products for war needs, which have a major impact on the social, cultural, economic, and political life of the local community[8].

The influence of Japan's colonialism in Blitar caused various significant changes. In the social sphere, society is forced to follow various rules and norms set by Japan, including the use of the Japan language and the elimination of Western symbols [9]. In the economic field, the exploitation of natural resources by Japan led to a decline in the local economy, as most of the produce was transported to Japan to support their war efforts [10]. Meanwhile, in the political field, Japan formed various organizations and groups that aimed to mobilize support from the Indonesia community, although in the end many of these organizations were used by the people Indonesia as a means to fight for independence [11]. After Indonesia declared its independence on August 17, 1945, Blitar experienced significant political shocks. The occurrence of Netherlands Military Aggression I and II placed Blitar as one of the strategic areas for the preparation of Indonesia's military government [12]. Blitar's strategic geographical position made it an important base for freedom fighters in resisting Netherlands aggression. The existence of important military bases and logistics routes in this region also strengthens Blitar's role in the struggle to defend Indonesia's independence.

The study of Blitar history during the period of colonialism and the struggle of the movement has a very rich material potential when used as content in history learning. Although Blitar is one of the areas that is intense in the resistance and struggle against the Netherlands who are trying to regain control of Indonesia, the context of history learning in schools has not been discussed much about this [13]The period of physical revolution that is famous for local battles and resistance movements is often overlooked, even though many important figures and events from Blitar are worthy of being raised. The lack of local history studies needs to receive more attention in the history curriculum in high schools in Blitar. Discussing and presenting the local history of Blitar in learning will help students understand the importance of their region's role in the history of the nation's struggle. The study of local history not only

provides a broader insight into national identity but also strengthens students' local identity. This context is important in shaping teachers' sense of pride and understanding of the contribution of their region in the larger historical context.

The results of the initial analysis conducted in several high schools in Blitar show that history learning in these schools still focuses on national history in general. Teachers have not made much effort on local narratives in teaching history. The teaching approach used is often less relevant to the local context, so students feel less connected to the material being taught. In order to overcome this, history teachers need to be encouraged to include the study of local history in the learning curriculum. The preparation of learning modules that specifically discuss events and historical figures from Blitar is needed and can be developed as a post-colonialism documentary video in Blitar in 1945-1950 through a cuturally teching approach.

2   Method

The development of a documentary video about post-colonialism in Blitar in 1945-1950 through a culturally responsive teaching approach in high school history learning in Blitar Regency was carried out using the ADDIE method[14]. This method consists of five stages: 1) Analyze; 2) Design; 3) Development; 4) Implementation; 5) and Evaluation, each of which plays an important role in producing effective and relevant documentary videos [15]The first stage, Analyze, involves analyzing the need to understand the shortcomings in current history learning in high schools in Blitar Regency. This study found that the dominant history curriculum focuses on national events with a lack of local historical narratives. In fact, important events in Blitar in the 1945-1950 period, such as resistance to colonialism and the struggle for independence, have great potential as learning materials. The analysis also includes literature studies and interviews with history teachers to identify relevant content and appropriate learning methods.

The second stage, Design, involves designing documentary video content. At this stage, storyboard preparation, narrative determination, and selection of visual and audio materials to be used are carried out[16]. The main focus is to present the history of post-colonialism in Blitar in an interesting and easy-to-understand way for students. The *culturally responsive teaching approach* is used to ensure that the content presented is relevant to the local cultural context and can increase students' sense of connection with the history material being taught. The third stage, Development, is the stage of documentary video production. This stage includes the collection of visual materials, such as photographs and video recordings from local archives, as well as interviews with historical witnesses and experts. In addition, edits are made to produce informative and interesting videos. This process requires collaboration with a variety of parties, including local historians, cultural communities, and multimedia experts, to ensure the accuracy and quality of the content produced.

The fourth stage, Implementation, involves the integration of documentary videos into history learning in several high schools in Blitar Regency. At this stage, documentary videos are used as a tool in the teaching and learning process, where

teachers use them to enrich the subject matter and encourage class discussions. Students are invited to watch videos, reflect, and engage in interactive learning activities. The culturally responsive teaching approach is implemented to ensure that learning is not only informative but also meaningful for students. The fifth stage, Evaluation, is the stage of assessing the effectiveness of the use of documentary videos in history learning. The evaluation was carried out through surveys, interviews, and classroom observations to measure the improvement of students' understanding of local history materials and their impact on student involvement in the learning process. The results of the evaluation showed that the use of documentary videos significantly increased students' interest and understanding of the history of post-colonialism in Blitar, as well as strengthened their local identity and sense of pride in their region.

3   Results and Discussion

3.1   Problems Of High School History Learning In Blitar Regency

The problem of learning history in high schools in Blitar Regency is rooted in several aspects, with the main focus on inadequate curriculum and lack of exposure to local history. The history of the struggle to defend independence is an important part of Indonesia's national identity[17]. However, often this material is delivered conventionally through textbooks and lectures, which can be less interesting for some students. Audiovisual media can overcome this by presenting historical narratives in a more dynamic and interactive format For example, a documentary about heroic battles with historical witnesses can provide a more vivid picture of important events. This context not only helps students understand historical facts, but also fosters empathy and appreciation for the heroes who fought for independence [18]. In addition, the use of audiovisual media can support various learning styles of students. There are students who understand information more easily through visuals, some through audio, and some through a combination of both. By providing learning materials in audiovisual format, teachers can reach more students and ensure that each student gets the opportunity to understand the material in the most effective way for them. This is important to increase student engagement and participation in the teaching and learning process. Audiovisual media can also help relate historical material to local contexts, which are often overlooked in national curricula. For example, in Blitar Regency, documentary videos highlighting local events during the independence struggle can provide a more in-depth and relevant perspective for students [19]. They can see how people in their own areas contribute to the national struggle, which can foster a sense of pride and local identity. In this way, students not only learn about historical events, but also understand the important role their communities play in that history.

Today's history curriculum is more predominantly emphasizing national and global events, with little attention paid to local historical events[20]. This results in a lack of students' understanding of their region's contribution in the broader historical

context. While national events are important, the lack of emphasis on local history can make students feel disconnected from their own historical heritage. Blitar is an area that holds many memories of the struggle to defend Indonesia's independence. During the period of colonialism and post-colonialism, Blitar witnessed various important events, including resistance to the colonizers and a significant contribution to the struggle for independence. Many heroic figures and events from Blitar have not been exposed in the school curriculum, even though the potential of this local history material is very large and worthy of being raised in learning. For example, the story of the resistance of the Blitar people against the colonizers, the strategic role of Blitar in the battle, and local figures who made great contributions to the struggle for independence.

The lack of exposure to local history in the curriculum causes students to lack knowledge and understanding of the importance of their regional role. This not only reduces their sense of pride and attachment to their home region, but also eliminates the opportunity to learn from local contexts that are closer to their daily lives [21]. Blitar's rich local history can be a source of inspiration and meaningful learning for students, helping them develop a more comprehensive understanding of national history from a local perspective [22]. To overcome this problem, there needs to be an effort to integrate local history materials in the learning curriculum at high schools in Blitar. One effective way is through the development of learning media that highlight local history, such as documentary videos, learning modules, and extracurricular activities that focus on exploring regional history. Teachers also need to be encouraged and trained to incorporate local narratives in their teaching, using learning approaches that are contextual and relevant to students.

The strategy of enriching the history curriculum with local materials, learning history in high schools in Blitar Regency can be more interesting and meaningful. Students will be better able to relate historical events to their local context, foster a strong sense of pride and local identity, and enhance their understanding of their region's contribution to the history of the nation's struggle. This context not only strengthens students' historical knowledge, but also forms a younger generation who are more aware and proud of their region's cultural heritage and history. The use of audiovisual media in history learning is very important to explain the history of the struggle to defend independence [23]. Audiovisual media can be an effective tool to convey historical information in a more interesting and easy-to-understand way for students. The use of images, sounds, and videos, this media is able to present historical events in a more vivid and detailed way, so that students can feel the atmosphere and spirit of the era [24].

The development of audiovisual media in history learning encourages the use of technology in education, which is an important skill in today's digital era. Through projects such as making documentary videos or multimedia presentations, students can learn not only about history, but also about how to use technological tools to research, gather information, and present it in an engaging way [25]It is a useful skill not only for history lessons, but also for many other fields. Audiovisual media can change the way history is taught and learned in schools which makes learning more interesting, interactive, and relevant, this media can help students better understand and appreciate the history of the struggle to defend independence, as well as strengthen Blitar's national and local identity.

3.2 **Documentary Video Of Post-Colonialism In Blitar In 1945-1950**

The long history of struggles and movements in Blitar holds many important memories that are invaluable to the Indonesia nation. This city has witnessed various heroic and dramatic events that fill the historical pages of the nation's struggle against colonialism [26]. These events not only reflect the spirit of resistance of the people of Blitar but also illustrate their significant contribution to the struggle for Indonesia's independence. One of the tangible proofs of Blitar's contribution is the various historical sites and monuments scattered throughout this region. These sites, such as the tomb of Karno, Indonesia's first president, and several other memorial monuments, become important pilgrimage sites for citizens who want to remember and honor the services of heroes. Heroic stories about the struggle of the people of Blitar against the colonizers also continue to be passed down from generation to generation, keeping the spirit of nationalism alive in the hearts of the people. These monuments not only serve as physical reminders but also as irreplaceable symbols of struggle and sacrifice.

Blitar is also one of the areas that is intense in fighting for independence, especially during the physical revolution. The important battles and resistance movements carried out by local leaders show that Blitar is a center of revolutionary activity that cannot be ignored. The courage of the fighters from Blitar in facing stronger and more experienced enemies became an inspiration for other regions and contributed significantly to the nation's collective efforts to achieve independence. These events not only strengthened the determination of the people of Blitar but also showed that every region in Indonesia has an important role in the national struggle. The legacy of this struggle continues to be appreciated and remembered by the people of Indonesia to this day. Efforts to preserve and care for historical sites and revive heroic stories through education and cultural activities show the commitment of the Blitar people in preserving their historical heritage. More integrated local history education and the use of audiovisual media to document important events are concrete steps to ensure that young generations understand and appreciate their region's contribution to the nation's history.

The spirit of struggle inherited by the heroes of Blitar will never fade, and the values of nationalism and patriotism will continue to live on in each generation. Blitar is not only a place with a rich history but also an inspiration for the never-ending struggle to defend the independence and dignity of the Indonesia nation. The process of designing a documentary film based on the material applicable in learning the history of the Merdeka curriculum in phase F involves systematic steps to ensure relevant, informative, and interesting content. This design began with the selection of topics that were in accordance with the curriculum, namely the history of industrialization in Blitar and its influence on the local community. In phase F of the Independent curriculum, the focus is given on contextual understanding and critical analysis of historical developments, so this topic is very relevant and important. The first step in the design process is research and information gathering. It involves searching for primary and secondary sources, such as historical archives, government documents, old photographs, and interviews with historians or historical witnesses. This research aims to get a comprehensive overview of industrialization in Blitar, including the development of highways until 1923 and the existence of 45 plantation

companies in 1939. The information collected is then organized according to the storyline that will be presented in the documentary.

After the research is completed, the next stage is the preparation of the script and storyboard. The manuscript is written by considering the curriculum material and learning objectives, such as encouraging students' understanding of social and economic dynamics during the colonial period. Storyboards are created to visualize each scene in the film, including how the information will be presented visually and auditorily. For example, a scene about highway construction can show old maps and construction footage, while a scene about a plantation company can show photos of plantations as well as interviews with historians. The design process also involves the selection of narrative and sound. The narration is written to provide additional context and explanation, and is filled in by a narrator who can convey the information in an interesting and easy-to-understand way. Background sounds, including music and sound effects, were chosen to enhance the atmosphere and emotions in the film. Traditional Javanese music or the sounds of Blitar nature can be used to create a more authentic atmosphere and connect the audience with the local setting.

The next stage is production, where all the elements that have been planned are combined. Filming was carried out at historical locations in Blitar, including the remains of plantations and colonial highways. Modern technologies such as drones and high-resolution cameras are used to obtain clear and attractive images. In addition, interviews with local historians and locals who have knowledge of Blitar's history were recorded to provide a more in-depth and personal perspective. Once the production is complete, the editing phase begins. At this stage, all the footage and audio that has been recorded are edited to form a cohesive and engaging storyline. Visual effects and infographics are added to clarify and enrich the content. Editing also ensures that the duration of the film is in accordance with the set time, usually between 20 to 30 minutes for school learning materials. The design process of this documentary film ended with the evaluation and revision stage. Edited films are reviewed by the production team as well as historians to ensure the accuracy and relevance of the content. Trials were also conducted with small groups of students to get feedback on the film's comprehension and appeal. Based on the feedback, revisions were made to correct shortcomings and improve the overall quality of the documentary. With careful design and detailed production process, this documentary is expected to be an effective and interesting learning tool, helping students understand the history of industrialization in Blitar and its impact on the local community in accordance with the Merdeka curriculum in phase F of defending Indonesia's independence.

The film is set in the colonial period of the Netherlands, schools such as Europeesche Lagere School (ELS), Hollandsch-Inlandsche School (HIS), and Hollandsch-Chineesche School (HCS) provide basic education focused on teaching the Netherlands language and a curriculum dominated by Western culture. For secondary education, Meer Uitgebreid Lager Onderwijs (MULO), Jongens Normaalschool, and Meisjes Normaalschool continue this educational tradition, preparing students for administrative and professional roles. In addition, a prospective school for bumiputera leaders, Opleidingsschool Voor Inlandsche Ambtenaren (OSVIA), was established to train indigenous youth in colonial administration. Although the occupation of Japan (1942-1945) brought great changes,

industrialization in Blitar continued. Japan used the infrastructure that had been built by the Netherlands to support their war needs. The exploitation of natural resources and local labor is a major focus of Japan. They direct all available resources to support their military efforts in the Asia-Pacific, often without regard for the well-being of the local population.

Notable changes occurred in the field of education during the occupation of Japan. The education system that previously focused on the Western curriculum was replaced by education centered on the Japan language and military propaganda. Schools are taught to instill Japan's ideology and prepare students to contribute to Japan's military goals. In Blitar, advanced schools such as the Male Teacher School (SGL), which was established on January 10, 1943 and is known as Danshi Sihan Gakko (now SMAN 1 Blitar), as well as the Female Teacher School (SGP) or Joshi Sihan Gakko (now Campus 3 of the State University of Malang in Blitar), are examples of institutions that changed under Japan's education policy. The unstoppable memory in the history of education Indonesia can describe the colonial era Netherlands until the Japan occupation period, education in Blitar continues to adapt to political and social changes. Educational institutions that have been established since the colonial period until now are silent witnesses to the long journey and transformation experienced by Blitar, illustrating the resilience and adaptability of its society in facing the challenges of the times.

3.3 Results Of Implementation And Evaluation Of Post-Colonialism Documentary Video In Blitar In 1945-1950 At Sma Blitar

The implementation and evaluation of a documentary video on post-colonialism in Blitar in 1945-1950 at a Blitar high school showed significant results in improving students' understanding and interest in local history. The implementation process involved screening the documentary video in several history classes, followed by interactive discussions and related assignments. In doing so, teachers used a culturally responsive teaching approach. This is in line with the narrative constructed in the video documentary, about the local history of Blitar. The perspective of local people as witnesses and sources, supported by evidence of monuments and military fighters of Blitar district, is expected to provide an overview and historical awareness of students. The CRT approach was used to open students' perspectives and critical thinking on the role of Blitar local communities in defending independence [27]. The results showed a marked improvement in students' engagement and their understanding of the historical events that took place in Blitar during this important period. After the video screenings, teachers reported an increase in student interest in the topics covered. Students who were previously less interested in history lessons showed greater enthusiasm, as evidenced by their active participation in class discussions and group assignments. The documentary video succeeded in providing a clearer and more contextualized picture of the post-colonial struggle in Blitar, making the history lesson more relevant and understandable. Some students even stated that they felt closer to and proud of their city's historical heritage after watching the video.

Further evaluation is carried out through questionnaires and written tests designed to measure students' knowledge before and after watching documentary videos. The

results of the questionnaire showed that the majority of students felt that the video helped them understand the subject matter better. Written tests also show an increase in students' average scores, with many students who previously had difficulty understanding historical contexts now being able to answer questions more accurately and in detail. This shows that audiovisual media has a positive impact on strengthening history learning. In addition, teachers also gave positive feedback on the use of documentary videos as teaching aids. They note that the video not only helps in conveying information, but also saves time and effort in explaining complex concepts. Teachers feel that these videos allow them to focus more on in-depth discussions and critical analysis, rather than simply conveying historical facts. Some teachers also suggest integrating more audiovisual media in the history curriculum to keep students engaged and improve their understanding.

However, there are also some challenges identified during implementation. Some students have difficulty following information-dense video narratives, especially those with visual or kinesthetic learning styles. To address this, some teachers added a question-and-answer session and a small group discussion after the video screening to ensure all students understood the material presented. In addition, the technical quality of the video such as sound and image is also a concern, and there are recommendations to improve these aspects for future use. The results of the implementation and evaluation of post-colonialism documentary videos in Blitar in 1945-1950 at Blitar High School show that the use of audiovisual media can improve the quality of history learning. These videos not only help students understand the material better, but also increase their interest and engagement in the lesson. With the right improvements and adjustments, documentary videos can be a very effective tool in history education, helping students to develop a deeper understanding and appreciate their historical legacy.

The implementation and evaluation of a documentary video about post-colonialism in Blitar in 1945-1950 at Blitar High School showed significant results based on the quantitative analysis conducted. This research process involves collecting data through questionnaires, written tests, and classroom observations to evaluate the impact of the use of documentary videos on students' understanding and interest in local history. Of the 150 students involved in the study, 85% reported that the documentary video helped them understand the subject matter better. Before watching the video, the average history test score of students was 65 out of 100. After the implementation of the documentary video, the average score increased to 80 out of 100, indicating an increase of 15 points or 23%. This improvement is consistent across a variety of different classes, demonstrating the effectiveness of video in improving students' understanding in general.

A questionnaire distributed after the video screening showed that 90% of students felt more interested in local history topics after watching the documentary video. In terms of engagement, 78% of students actively participated in class discussions after the video screening, compared to 55% before the video implementation. This showed a 23% increase in student participation, indicating that documentary videos successfully motivated students to be more involved in the teaching and learning process. In addition, the teachers involved in this study also gave positive feedback. As many as 92% of teachers reported that documentary videos help them in delivering subject matter more efficiently. They noted that the video saves about 20% of

teaching time, which was previously used to explain complex concepts. This allows teachers to focus more on in-depth discussions and critical analysis with students. About 15% of students reported difficulties in following information-dense video narratives. To address this, 70% of teachers added question and answer sessions and small group discussions after the video screening to ensure all students understood the material presented. In addition, there are also inputs to improve the technical quality of the video, such as sound and images, to ensure a better learning experience for students. This study shows that the use of documentary videos in history learning at Blitar High School is very effective in increasing students' understanding and interest. An increase in average test scores of 23% and an increase in student participation by 23%, documentary videos prove to be a powerful tool in history education. Feedback from teachers also confirms its benefits in teaching efficiency. With some improvements and adjustments, documentary videos can continue to be used to enrich students' learning experiences and develop a deeper understanding of local history.

4   Conclusion

The implementation of a documentary video about post-colonialism in Blitar in 1945-1950 at Blitar High School proved to be effective in increasing students' understanding and interest in local history, with an increase in the average test score of 23% and an increase in student participation by 23%. Teachers also report higher teaching efficiency with the use of this audiovisual medium. However, some students have difficulty following the information-dense video narration, so it is recommended to improve the technical quality of the video and add a Q&A session and small group discussion after the screening to ensure a thorough understanding. The use of similar audiovisual media is recommended to be applied more widely in the history curriculum to improve the quality of learning and student engagement.

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