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Notes from the Editor!

The problem with history education today lies in conventional media and teacher performance which has not yet reached optimal levels. The use of conventional media which is dominant and tends to be monotonous has created an atmosphere of boredom among students, and learning is not going as expected. We believe that a scientific discussion moderated by scientific journal managers is needed to build knowledge about new learning media which has an impact on improving the quality of teacher teaching. So, history can be recognized as a fun subject.

In Volume 8 Number 2 September 2023, we promote an issue: "New Media in History Learning". We published ten manuscripts from three countries; Spain, Nigeria and Indonesia. We promote important themes in history learning today, such as: global diversity perspective in history learning, reflection on history learning in times of emergency, the latest media to improve history learning, and strengthening IT-based history learning. All of these themes are promoted within a critical learning framework.

We would like to thank the editors, reviewers, and authors involved in the publication process of this volume. We hope that this publication can satisfy readers in an effort to strengthen the position of history learning with a critical and creative paradigm with the support of new media.

Regards,

Editor-in-Chief: Ganda Febri Kurniawan

Co-Associate Editor: Junaidi Fery Lusianto

The Effectiveness of Historical Memes on High School Students' Interest in Learning History

Aris Nur Vaizin¹

Abstract

This research aims to: (1) Understand the history learning process for class in history learning at SMA Jakenan Pati (a High School); (2) Analyzing the effectiveness of history learning using historical memes at SMA Jakenan Pati; and (3) Knowing the influence of the use of historical memes on students' interest in learning history at SMA Jakenan Pati. This research uses a quantitative research method that uses an experimental research design. The research results show (1) teachers are good at teaching history but teachers do not use the facilities provided by the school such as wifi facilities, LCD projectors in each class. Teachers still use the lecture method; (2) The first indicator of respondents was doubtful at 20.75%, strongly agreed and agreed at 76.85%, and a small portion disagreed and strongly disagreed at 2.4%. The second indicator which discusses learning more quickly, effectively and efficiently shows that 29.44% are unsure, 67.56% strongly agree and 3% disagree; and (3) Based on the summery model table which has been analyzed using the SPSS 25 program, it shows that the R Square value is 0.228= 22.8%. These results show that the independent or non-free variable (historical memes) influences the independent variable (interest in learning) in history learning for class Meanwhile, the remaining 77.2% is explained by other factors not covered in this study.

Keywords: *Effectiveness, Historical Memes, Students' Interest, Learning History*

Introduction

The subject of history has been given at the basic education level as one of the materials of the social studies subject, while at the secondary and higher education levels it has been given as a separate subject. History subjects at Elementary School history are taught with an aesthetic approach, which aims to instill a sense of love for the struggle, heroes, homeland and nation. History at Junior High School is given more with an ethical approach, which aims to provide an understanding of the concept of living together, so that apart from having a love of struggle, heroes, homeland and nation, they are not awkward in an increasingly diverse society, whereas for High School history must be given more critically, they are expected to be able to think about why, what and how these events could occur (Kuntowijoyo, 1995, pp. 3-4). But every learning process always has its own problem process. This problem is caused by several factors, and each factor is different depending on the type of subject, school or other factors (Amin, 2019: 130).

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History itself is a subject that discusses various kinds of incidents and incidents that occurred in the past and is unique in nature and cannot be repeated specifically in the future, so that it can be studied so that these incidents or incidents do not happen again in the future. Due to some of the importance of history, this history subject is studied from elementary school to high school or similar, although the history discussed is not complete unless if you want to study it further, you can continue to college (Hidayah, 2018, p. 5). However, unfortunately, history subjects are still considered to be boring subjects and do not attract the attention of students (Sayono, 2015, p. 9). Most history teachers only provide stories that are repeated during the learning process, and students consider history teachers to provide useless lessons (Suharso in Atno, 2010, p. 93). In fact, education is a form of manifestation of a culture that is dynamic and full of development (Trianto in Munawar, 2019, p. 175).

The very rapid development of information and communication technology has encouraged various educational institutions to increase the effectiveness and flexibility of learning (Wibowo, 2014, p. 7). There is a lot of ease in getting information from all corners of the world. The ease of obtaining information from all corners of the world should be of maximum use to people who need it. Likewise with teachers, teachers are expected to be able to adapt to their students who are the millennial generation and have experienced the Google generation, net generation, generation z, echo boomers, and dumbest generation. The development of science and technology is also directly proportional to the rapid development of information media and technology today (Lalo, 2018, p. 68).

Looking at the current digital era, there are many media that can be used in learning history such as historical memes, infographics, films, etc. A historical meme is an image, photo or illustration related to history that is used and then equipped with effective and creative words or sentences so that it is easy to understand (Johanis, 2018, p. 53). The use of historical memes can be used by children and adults.

As time goes by, many learning media have been discovered which are suitable for teaching students so they can easily understand them in learning history, including the use of historical memes. It is hoped that the use of this meme will be able to help students' understanding of the historical events illustrated by the meme. Teachers can disseminate historical information on media or can also be creative in making educational animations, especially animations that can increase the potential insight possessed by students (Indriati, 2012, p. 193). The presence of historical material packaged in the form of attractive images will make it easier for students to understand the material and messages that will be conveyed by the teacher in the historical material.

The development of digital technology has an impact on the world of education and requires educational institutions to always innovate in developing curriculum or developing learning models aimed at improving the quality of education (Ahmad, 2010, pp. 110-115). According to the cone theory proposed by Edgar Dale, the method of delivering material used by the teacher will influence the results of students' understanding of a lesson material. The following is a picture of Edgar Dale's cone theory (Sari, 2019, p. 54).

Based on the information in the Edgar Dale's Cone Theory, it can be explained that when delivering material using book reading, students' memory capacity only reaches 10%. Delivering material by listening only has a memory capacity of 20%. Delivering material by looking at pictures or diagrams, photos, videos or films, students' memory capacity reaches 30%. Delivering material by discussing students' memory reaches 50%. Delivering material with presentations, student memory reaches 70%. And delivering material using simulations, doing real things or role playing, students' memory reaches 90%. Thus, it can be concluded that conveying historical material using pictures or memes is quite effective because students' memory level for history subject matter reaches 30% (Sari, 2019, p. 54).

Meme itself means an expression of the heart expressed in pictures or writing or both using short but meaningful language (Damayanti, 2019, p. 49). Memes can also be identified by images that are written to strengthen what is meant by the image, the meme itself contains satire or criticism of something. The use of this meme can help students learn about an event that occurred in the past because the meme contains little writing but is meaningful. Short written messages accompanied by pictures will make it easier for students to remember the material that has been presented. If the material is easily conveyed and understood by students, the meaning of historical events will be conveyed well from the teacher to the students. If this meaning has reached students well, then it is hoped that in the future students will be able to implement historical values in every event. This is because learning history is not far from the values of forming national character.

Based on initial observations made by researchers on February 7 2022 at SMA Jakenan Pati, history learning carried out in class, especially in class XI Social Sciences, is still teacher-centred. Teachers tend to use lecture media to convey the material being taught, and are not supported by creative and innovative learning media. Good media will increase students' active power in providing responses, feedback and encourage students to carry out learning correctly (Rusman, 2017, p. 60). If this is not changed then over time the subject of history will only be considered an unimportant and boring subject so that unwanted concerns arise where students

do not really understand the historical material. Therefore, learning media is needed that can make learning more interesting.

Studies on the use of historical memes in history learning need to be carried out. This is because as times become more sophisticated, many people are starting to lose interest in studying history because it is considered boring. Therefore, researchers will raise the theme of using memes so that students become active in learning history again.

Based on the background above, the researcher was interested in finding out how effective the use of historical meme media was on student interest at SMA Jakenan Pati, so the researcher conducted research entitled "The Effectiveness of Historical Memes on High School Students' Interest in Learning History".

Method

Research Approach

This research uses a quantitative experimental method research approach. According to Sugiyono (2015, p. 11) quantitative research methods can be interpreted as research methods that are based on the philosophy of positivism, used to research certain populations or samples, collecting data using research instruments, quantitative or statistical data analysis, which aims to test hypotheses that have been established. set.

Research carried out by researchers now uses quantitative methods because researchers want to test theories, build facts, show relationshSocial Sciences between variables, describe statistics, estimate, predict results. This research must be structured, standard, formal, and designed as well as possible. This type must be specific and detailed, which is a research design that is actually carried out (Tazeh, 2011, p. 10).

The method used in this research is the experimental method, where according to Sugiyono (2015, p. 107) the experimental method is a method that is part of the quantitative method which has its own characteristics, namely the existence of a control group. Experimental research is a research method used to test the effectiveness and efficiency of different treatments that can be controlled (Sugiyono, 2015, p. 7). This research uses an experimental method because it wants to reveal the effectiveness of using historical memes on students' interest in learning history.

This experimental research design compares the two groups studied according to the use of historical memes. The two groups studied were class XI Social Sciences 2 as the control class and class XI Social Sciences 1 as the experimental class. Class XI was chosen because the

material on colonialism in Indonesia was in class XI. The experimental class was treated using historical memes as media, and the control class used the lecture method.

Population and Sample

Population is a generalized area consisting of objects/subjects that have certain qualities and characteristics that are examined by research to be studied and conclusions can be drawn. Population is not only limited to individuals but objects and natural objects can be used as this population. Population is also not just the number of objects/subjects being studied, but includes the characteristics/traits possessed by that object or object (Sugiyono, 2015, p. 80). The population at SMA Jakenan Pati in class XI Social Sciences is 4 classes, as below:

Table 1. Number of Students in Class

No	Class	The number of students
1	XI Social Sciences 1	36
2	XI Social Sciences 2	36
3	XI Social Sciences 3	36
4	XI Social Sciences 4	36
	Amount	144

(Source: Research Data, 2022)

The sample is part of the number of characteristics that the population has, if the population is large, and researchers cannot possibly study everything in the population. The sample taken from the population must be truly representative. Sampling for this research used purposive sampling technique. Purposive sampling is a sampling technique from a population not based on strata, random or area but sampling based on certain objectives or considerations which are considered to be related to the characteristics or characteristics of the population to be studied (Sugiyono, 2015, p. 218). The advantage of this sampling lies in the researcher's accuracy in selecting data sources that are relevant to the research, sampling is easier to carry out, samples that researchers can find easily (Supardi, 2013, p. 30).

In this study, the researcher chose class XI Social Sciences, this was because the material the researcher wanted to use was in class There are four hours of lessons which are divided into two hours of Indonesian History and two hours of specialization history, while in class XI Science there are only two hours of Indonesian History. This research chose two samples, namely class XI Social Sciences 1 and class These two classes are where class XI Social Sciences 1 is used as the experimental class, while class XI Social Sciences 2 is used as the control class.

Table 2. Research Sample Table

Class	Sample Status	The number of students
XI Social Sciences 1	Experimental Class	36
XI Social Sciences 2	Control Class	36
Amount		72

Research variable

Research variables are attributes or traits or values of people, objects or activities that have certain variations determined by researchers to be studied and then conclusions drawn (Sugiyono, 2015, p. 68). There are two variables in this research, namely the independent variable and the dependent variable. These two variables were identified in this research as follows:

1. Independent Variable (Independent Variable)

An independent variable is a variable that influences or causes the emergence of a dependent variable (Sugiyono, 2015, p. 63). The independent variable (X) that influences the dependent variable. The independent variable in this research is "the use of historical memes regarding colonialism in Indonesia in history learning".

2. Dependent Variable

Dependent variables are often called consequent variables, which means variables that are influenced by the presence of independent variables (Sugiyono, 2015, p. 63). The dependent variable (Y) is the result or is influenced by the independent variable. The dependent variable in this research is "Students' interest in learning history in class XI Social Sciences students at SMA Jakenan Pati".

Data Collection Techniques

Data collection is a systematic and standard procedure for obtaining the data needed when carrying out research activities. Data collection is a very important step in research, because the data collected is used to test the hypothesis that has been formulated.

1. Observation

Sutrisno Hadi in (Sugiyono, 2015, p. 203) stated that observation is a complex process, a process that is composed of various biological and psychological processes. Two of the most important are the processes of observation and memory. The initial observations carried out by researchers at SMA Jakenan Pati on February 7 2022 were to determine the initial conditions of the school which was the research site, and to determine the initial conditions of the students who would be the object of the research. The observation method used by the author in the

research is non-participant observation. namely the author carried out data collection without taking part in his daily activities, but only as an independent observer. Researchers use non-participant observation because the author is only the actor who will research and has determined the target research object.

The object of observation or observation in this research is direct observation carried out by researchers at SMA Jakenan Pati. After making initial observations on February 7 2022 to find out, the researcher made follow-up observations on September 7 and September 9 2022. This observation was carried out by researchers in class XI Social Sciences 1 on September 7 2022 and in class XI Social Sciences 2 on September 9 2022 to find out what the history learning process is like at SMA Jakenan Pati, the methods and learning media used.

2. Questionnaire

A questionnaire is a data collection technique by asking written questions to be answered in writing by the respondent. This questionnaire consists of several questions related to the teacher's teaching techniques, then there are questions about the effect of the effectiveness of historical memes used when teaching history.

A questionnaire/questionnaire is a data collection technique that provides a series of written statements or questions for respondents to answer (Sugiyono, 2015, p. 142). In this study, researchers distributed a questionnaire to obtain data about the effectiveness of using historical memes on interest in learning history. This questionnaire instrument uses a Likert scale.

The Likert scale is used to measure attitudes, opinions and perceptions of individuals or groups towards social events and phenomena. Filling in the Likert scale uses scoring in list form (✓).

The Likert scale is a measured variable, described as an indicator variable, and used as a benchmark for compiling instrument items in the form of a questionnaire. Five alternative answer choices from 5 categories: strongly agree, agree, unsure, disagree, strongly disagree.

Table 3. Alternative Response Option Score Patterns (Model Summated Ratings Likert)

Answer Categories	Scoring Positive
Strongly agree	5
Agree	4
Doubts	3
Don't agree	2
Strongly Disagree	1

The variables measured by this research are the effectiveness of using historical memes and students' interest in learning history, so the instrument used is a questionnaire containing the effectiveness of using historical memes with 16 questions and interest in learning history in the

form of 15 questions. The questionnaire was created by preparing an instrument grid consisting of indicators of the effectiveness of using historical memes and interest in learning history.

Variable Description

1. Understanding historical memes

The term meme comes from biologist Richard Dawkins in 1976 in his book entitled "*The Selfish Gene*". The term meme found in the book, Dawkins said "we need a name for the new replicator, a noun that conveys the idea of a unit of imitation." "Mimeme" comes from a suitable Greek root, but I want a monosyllable that sounds a bit like 'gene'. I hope my classicist friends will forgive me if I abbreviate mimeme to meme" (Dawkins, 1976, p. 192).

So from what he said above, Dawkins explains that he needed a new name (noun) to convey his idea about the imitation unit. The word Mimeme itself comes from Greek which sounds like gene. He hopes no one will mind because from mimeme he shortened it to meme. And to this day, memes continue to grow on all social media and their spread is getting faster. So it can also be interpreted that a meme is an image that is written to support the expression of the image. This meme is none other than in the form of humorous images or videos, parodies, or funny images inserted to satirize or even criticize something. However, here it is more about memes in the form of images or photos. (Hidayah, 2018, p. 2).

Memes are ideas, behaviors, or styles that spread from one person to another within a culture. The concept of memes or often read memes carries elements of resemblance or imitation. Pictures, photos or illustrations of popular things are used which are then supplemented with words or sentences. History is something related to history, so historical memes are images, photos or illustrations related to history that are used and then accompanied by words or sentences (Johanis, 2018, p. 53).

Communicating through illustrations has various benefits when accessing them in cyberspace, such as providing entertainment for many people, developing creative thinking to create memes, getting new information indirectly by looking at memes that are widely spread in cyberspace, and many others. The use of memes as entertainment can eliminate the boredom felt by many people in the real world, at least they will laugh after seeing funny memes in this virtual world. Based on the explanations above about memes, it can be concluded that memes are an idea, behavior, or style of behavior that spreads in cyberspace, most of which use image media with a little additional writing to encourage many people to find out more about the meaning of the meme.

2. Understanding learning

Learning is an individual effort to achieve behavior change, both in the form of knowledge, skills and positive values and in the form of experience gained from the material studied (Djamaluddin & Wardana, 2019, p. 8). In line with the opinion above, (Nasution, 2009, p. 35) defines learning as a change in behavior, experience and practice. Learning changes students. Change occurs not only in terms of experience and knowledge, but also in the form of habits, skills, attitudes, understanding, interests and adjustments.

There are several expert opinions regarding the meaning of learning according to (Djamaluddin & Wardana, 2019, p. 6) as follows: 1) According to M, Sobry Sutikno, learning is an effort made by people to achieve new changes, which result from their own experiences in interaction with their environment; 2) According to Thusan Hakim, learning is a process of change in human character which is characterized by increasing the quality and quantity of character, such as improving character, skills, skills, etc; 3) According to Skinner. Learning is a continuous process of adapting or adjusting behavior; and 4) According to C.T Morgan, learning is the result of some experience or a relative change in corrective behavior as a result. Based on the opinions above, it can be concluded that learning is a conscious effort made by individuals to achieve change in the form of improving the quality of character, for example increasing knowledge, understanding, thinking, interests, attitudes and other skills.

3. Understanding effectiveness

In the large Indonesian dictionary, the word effective has three meanings, the first meaning is effect, consequence, impression and influence, the second meaning is that which can produce something or a result. The word effective is taken from the word effect which means influence or consequence and the word effective which means having influence from an element. So effectiveness is a description which means measuring the results of a task or the success of achieving a goal (Team for Compiling the Dictionary of the Center for Language Development and Development (P3B), n,d.). Because of this, effectiveness is an important factor in achieving the goals or targets set by an organization.

In the world of education, learning effectiveness is one of the benchmarks for achieving goals or can be interpreted as accuracy in managing a situation "doing the right" (Miarso, 2004, p. 20). According to Hamalik, effective learning is learning that provides opportunities for students to start learning independently or carry out as many activities as possible to learn. Encouraging students to study comprehensively to help them understand the concepts of the material they are studying (Hamalik, 2020, p. 35). Based on the description above, it can be

seen that the concept of learning effectiveness is a measure of the teacher's success in creating an improvement effect, which means the improvement process is getting better.

4. Understanding History Learning

In general, learning as a process is a series of activities designed by teachers in order to make students learn. The aim of learning is to help students gain various experiences and with this experience they can improve students' behavior in both quality and quantity (Suryadi, 2012, p. 75). Meanwhile, according to Sugihartono, learning is an activity of organizing or managing the environment as well as possible and connecting it with students so that the learning process occurs. In the definition of learning, there are two actions, namely learning carried out by students and teaching carried out by educators.

History is a science that studies the process of change and continuity in the dimensions of space and time (Suryadi & Bain, 2013). Meanwhile, according to Kocchar (2008, pp. 3-6) history is a science that studies humans which examines humans in the scope of time and space, the dialogue of the past and future developments, as well as stories about human consciousness both in individual and collective aspects.

History learning is an activity carried out by teachers to help students gain knowledge and experience from the past, so that they can behave, act and act with a policy perspective (Isjoni, 2007, p. 56). Meanwhile, according to Widja (1989, p. 23) history learning is an activity carried out by teachers to teach which involves learning about past events which are closely related to the present. So history learning is an activity carried out by teachers to teach which aims to help students gain knowledge from the past which is closely related to the present, so that they can behave, act and behave with a policy perspective.

5. Colonialism in Indonesia

Colonialism is the effectiveness of a country's power over territory and people outside a country's borders, to carry out economic domination of resources, regional markets and labor forces. This term refers to the beliefs used to legitimize this system, especially the belief that the morals of the colonizers are superior to those of the colonized.

In the history of the nations of the world, there is a period of ocean exploration. This ocean exploration activity is in order to discover new worlds. This activity of discovering a new world cannot be separated from his motivation and desire to survive, to fulfill satisfaction and glory in life on earth. In fact, it is not just motivation, but also the desire to dominate the new world in order to gain economic benefits and political glory. The question is which area is meant by the new world? What was meant by the new world at that time was originally the region or part of the world to the east (eastern Europe). This region produces ingredients that are very

necessary and popular with European nations. The ingredients referred to are spices such as cloves, pepper and nutmeg.

Global life is increasingly developing with the rise of European ocean exploration to the Eastern world. Likewise, the arrival of Europeans to Indonesia has helped improve global life. This event was motivated by events far from Indonesia, for example the fall of Constantinople in the Mediterranean Sea in 1453. A series of discoveries in the field of technology were also an important factor in sailing for Western nations to the Indian Land/Archipelago. Meanwhile, the enthusiasm and encouragement to continue the Crusades is said to have also encouraged the arrival of Western nations to Indonesia.

The history of the development of colonialism began when Vasco da Gama, who came from Portugal, sailed to India in 1498. Starting from the search for a way to the East to find sources of spices, the race to find colonies began. The Western powers of Portugal and Spain were then followed by England and the Netherlands to compete to find spice-producing areas and also to try to control them.

Initially controlling territory for economic purposes and finally turning into a political ruler/colonizer, namely intervening to resolve disputes, wars between brothers, etc. This was because the colonial powers wanted to protect their interests, such as their own, rather than local political upheavals which could disrupt the smooth running of their trade. Colonialism is the effectiveness of a country's power over territory and people outside a country's borders, to carry out economic domination of the resources, regional markets and labor. This term refers to the beliefs used to legitimize this system, especially the belief that the morals of the colonizers are superior to those of the colonized.

6. Understanding interest in learning

Interest is an interest in a person who effectively pays attention to an object he sees or an activity that is informative, enjoyable and brings satisfaction (Susanto, 2016, p. 85). Interest in learning is a form of student activity that carries out various physical and mental activities to achieve changes in behavior as a result of the experience of interacting with the environment regarding cognitive, effective and psychomotor (Slameto, 2015, p. 60). Based on the understanding above, it can be concluded that interest in learning is a crucial basis for students to carry out history learning activities better. Interests not only influence a person's behavior, but also encourage them to do and obtain things.

Results

Variables in the Use of Learning Media and Learning Motivation

The results of percentage calculations on the historical meme effectiveness questionnaire, taken according to the questionnaire numbers given to students in class XI Social Sciences 1 and class XI Social Sciences 2, can be seen as follows. First, in terms of indicators of achieving learning objectives, positive statements in numbers 1, 2 and 3 show that respondents strongly agree and agree at 76.85%, are undecided at 20.75% and a small portion disagree and strongly disagree at 2.4%. The second indicator which discusses learning more quickly, effectively and efficiently in numbers 4, 7, 8, 15 and 16, respondents showed that they were doubtful at 29.44%, agreed and strongly agreed at 67.56% and disagreed at 3 %.

Furthermore, on the indicator of focusing students' attention on positive statements number 6 and 10, the majority of respondents chose 25% undecided, agree and strongly agree 73.4%, and a small number of other respondents chose not agree 1.4%, while for the statement negative number 13 respondents chose 11.11% undecided, disagree and strongly disagree 79.17%. Fourth, the indicator of being more creative, for negative statements at number 11.12 shows that respondents strongly agree, 73.61% agree, 25% are unsure, and a small portion agree and strongly agree at 5%. Positive statement number 14, the majority of respondents chose 11.11% undecided, 79.17% disagree and strongly disagree, and a small number of respondents chose agree and strongly agree 9.72%. Meanwhile, in terms of the indicator that remembering the material is better, the respondents chose 11.11% of them as undecided, 77.78% for disagree and strongly disagree and 11% for others, and in the positive question number 9, respondents chose undecided. 33.33% and agree, strongly agree by 64%.

Table 4. Historical Meme Effectiveness Questionnaire Score

Questionnaire on the Effectiveness of Using Historical Memes		Response				
		1	2	3	4	5
Statement		1	2	3	4	5
1	Through learning history using Historical Memes, we are able to describe the process that caused Western nations to come to Indonesia	0	1	21	42	8
2	Through learning history using Historical Memes, students are able to identify the life of the Indonesian people after the arrival of western nations in Indonesia	2	0	14	45	11
3	By making Historical Memes, students are able to be creative in studying material on the causes of western nations to Indonesia	1	1	10	45	15
4	The use of historical memes in history lessons makes historical material easy to understand	0	2	19	38	13
5	Historical memes are not suitable for history lessons	31	25	8	7	1
6	The use of historical memes in history lessons makes students focus more on the material being taught	0	0	17	43	12

7	Students actively participate in learning when using historical memes in class	1	0	23	41	7
8	The use of historical memes in history lessons increases material retention	0	0	25	40	7
9	Historical memes help the brain's ability to concentrate	0	2	24	38	8
10	The use of historical memes in history lessons makes the delivery of material more creative and interesting	1	1	19	32	19
11	The use of historical memes in history lessons makes history learning more boring	40	20	7	5	0
12	The use of historical memes in history lessons takes up class time	40	21	9	1	1
13	The use of historical memes in history lessons makes history lessons more complicated and difficult to understand	37	20	8	7	0
14	The use of historical memes in history lessons increases my interest in studying history	0	2	22	39	9
15	The teaching method using historical memes is better than using the lecture method	5	2	18	39	8
16	Historical Memes are very effective in history subjects	0	1	21	35	15

Validity and Reliability Test

Data regarding the use of historical memes and students' interest in learning in this research was obtained from a questionnaire with a total of 31 statements with the questionnaire dividing the use of historical memes into 16 questions, while in the student interest in learning questionnaire there were 15 questions. This questionnaire uses a Likert scale score of 1 to 5. The results of the calculation of the validity of the test instrument in the historical meme questionnaire out of 16 questions, there are 14 valid questions and in the student interest in learning questionnaire out of 15 questions, there are 13 valid questions, so there are 27 items. instrument.

The results of the instrument reliability test calculated using SPSS version 25 show that. the reliability test of the questionnaire on the effectiveness of using historical memes, shows that the data obtained is reliable because the calculation results using the Cronbach's alpha formula are $0.846 \geq 0.60$ so the questionnaire is declared reliable, as well as the reliability test of the questionnaire regarding interest in learning history, shows that the data obtained is reliable because the results calculated using the Cronbach's alpha formula is $0.710 \geq 0.60$ so the questionnaire is considered reliable.

Table 5. Reliability Test Results for the Effectiveness of Using Historical Memes

Reliability Statistics	
Cronbach's Alpha	N of Items
.846	14

Table 6. Reliability Test Results for Student Interest in Learning

Reliability Statistics	
Cronbach's Alpha	N of Items
.710	13

Prerequisite Test

The normality test results show a significance value of $0.122 > 0.05$. Therefore, based on these results it can be said that H_0 is accepted, which means that the residuals are normally distributed.

Table 7. Kolmogorof Normality Test Results

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		36
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	4.40100470
Most Extreme Differences	Absolute	.122
	Positive	.069
	Negative	-.122
Test Statistic		.122
Asymp. Sig. (2-tailed)		.196 ^c
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		

Based on the results of the linearity test, it can be concluded that the Sig. Deviation from linearity is $0.130 > 0.05$. Therefore, H_0 is rejected and H_1 is accepted. This means that there is a linear relationship between the variable use of historical memes and students' interest in learning history.

Table 8. Linearity Test Results

Sum of Square	Say	F-count	Significance	Decision
678,22	0,130	3,042	0,05	Hi Accepted

Hypothesis Testing

Based on the results of research that has been carried out using simple linear regression techniques, the equation $Y=22,816+ 0.377 (X)$ is obtained by referring to the Coefficients table, a constant value of 22,816 is obtained. If the historical meme media variable (X) has a value of 0, then interest in learning (Y) has a value of 22,816. Coefficient This means that a 1% increase in historical memes will be followed by an increase in interest in learning of 0.377 at a constant of 22,816. So it can be concluded that the historical meme media variable influences the learning interest variable. This means that the better the historical meme media used, the better the students' interest in learning will be obtained.

Table 9. Simple Linear Regression Test Results

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	22.816	7.320		3.117	.000
	Meme	.377	.119	.478	3.170	.001

a. Dependent Variable: minat

Based on the summery model table which has been analyzed using the SPSS 25 program, it shows that the R Square value is 0.228= 22.8%. These results show that the independent or non-free variable (historical memes) influences the independent variable (interest in learning) in history learning for class covered in this research. It can be concluded that there is an influence of the use of historical memes on students' interest in learning in history learning for class.

Table 10. Summery Model Table

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.478 ^a	.228	.205	4.221

a. Predictors: (Constant), meme

Discussion and Conclusion

Based on the validity test carried out by the researcher, of the 31 questions in the questionnaire there were 27 valid questions and 4 invalid questions. First, regarding the indicators of achieving learning objectives, positive statements in numbers 1, 2, and 3 show that respondents strongly agree, and 76.85% agree, 20.75% are unsure. The second indicator which discusses learning more quickly, effectively and efficiently in numbers 4, 7, 8, 15 and 16, respondents indicated that they were doubtful at 29.44%, agreed and strongly agreed at 67.56%. Indicators

that focus students' attention are positive statements number 6 and 10, the majority of respondents chose 25% undecided, agree and strongly agree 73.4%, while for negative statement number 13 respondents chose 11.11% undecided, no agree and strongly disagree at 79.17%. Fourth, the indicator of being more creative, for negative statements at number 11.12 shows that respondents strongly agree, 73.61% agree, 25% are unsure, and a small portion agree and strongly agree at 5%. Positive statement number 14, the majority of respondents chose 11.11% undecided, 79.17% disagree and strongly disagree, and a small number of respondents chose agree and strongly agree 9.72%. Meanwhile, in terms of the indicator that remembering the material is better, the respondents chose 11.11% of them as undecided, 77.78% for disagree and strongly disagree and 11% for others, and in the positive question number 9, respondents chose undecided. 33.33% and agree, strongly agree by 64%.

Based on the results of research that has been carried out using simple linear regression techniques, the equation $Y=22,816+ 0.377 (X)$ is obtained by referring to the Coefficients table, a constant value of 22,816 is obtained. If the historical meme media variable (X) has a value of 0, then interest in learning (Y) has a value of 22,816. The X coefficient (historical memes) obtained a value of 0.377. So it can be concluded that the historical meme media variable has an influence on the learning interest variable. This means that the better the historical meme media used, the better the students' interest in learning will be obtained. Based on the summery model table which has been analyzed using the SPSS 25 program, it shows that the R Square value is $0.228= 22.8\%$. These results show that the independent or non-free variable (historical memes) influences the independent variable (interest in learning) in history learning for class. Meanwhile, the remaining 77.2% is explained by other factors not covered in this study.

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