

LEARNING HISTORY OF WOMEN IN HISTORY EDUCATION FIS UNY

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Abstract: This study is a qualitative research, to see and photograph the learning process History of Women in History Education Studies Program FIS UNY. Learning women's history in History Education Prodi FIS UNY done through the assignment papers, presentations, class discussion, UTS and UAS. Lack of writing and historical research that deliberately describes the history of women should be of interest Women's History course. So it is necessary to develop a model of learning through project-based learning to enhance the skills of writing the history of women on college campuses. Products produced later in the form of model of learning history through project based learning which includes cognitive, affective and psychomotor.

Keyword: Women's History, Project Based Learning

Education is an activity in which someone can strive to get experience and experiment that would make every activity have a better future and more perfect (Badrun Zaman, dkk: 2005). Education becomes an important part in increasing awareness of history. Education is required to be able to give a good influence to students, its influence not only nature academic and can be measured by numbers as values. However, changes that required in process of education is moral change and a better order of life for students. From the perspective, the teaching of history should ideally be able to motivate people to analyze, understand, and find the solution of the problem. Straightening the Indonesian historiography based on the fact from history sources that found will find new history fact and enrich about history understanding.

Educator's job before implement learning is preparing design or lesson plan. This activity is done so that the learning process can be achieved according to goal

and make easy an educator because has known the learning path that will be done so that the learning process will be effective. Lesson plan is a design that illustrate of the procedures and organizing learning to achieve a basic competencies that specified in content standart and explain in the syllabus (Sri Narwati, 2012:23). Through history lesson students are expected be able to develop competencies for patterned chronologically and have knowledge about the past to understand the incidence of society changes both socially and culturally to be able to search for national identity amid the current era of globalization. Actually, history learning will give understanding to the students that our society has many kinds of culture and we must respect and preserve it.

Learning process in university is very different from learning in the school, both in Elementary school, Junior high school or senior high school. Learning process in university, students must be involved and take responsibility for a large enough on their learning (Heater Fry, dkk, 2013: 25). It

means, what students do are more important than what lectures do to determine learning result. So that, the information that got and designed by students can be used or be done. No less important for lectures to understand how students learn and how the absorption of student information, so the selections of teaching methods need to be taken into consideration.

History is often used as tool to strengthen the legitimacy of national or collective identity, therefore, writing and history education can not be separated from the debate (Henk Schulte, dkk, 2013: 1). Historiography is not merely academic, but historiography also has a social significance and politis. Government is in power in a country has a role in how history is written. As we know, in "Orde baru" era that had ruled in indonesia, there are many history facts were deliberately muted to legitimize the power of government. Actually, historian's job is to make history as a social critique so that history as a construction and historians are not just talking to himself and afraid of political oppression and tyranny (Bambang Purwanto, 2006: 47)..

History as a science studying the history of reality and conduct research and assessment of facts and stories or historical study. History is also bound by the reasoning rests on the facts, the historical truth lies in the willingness of historians to investigate the sources of history completely so hopefully historians will reveal the history objectively (Kuntowijoyo, 2013: 10). History of science must meet several requirements: (1) Empirical is how to prove the human experience of the past that were recorded in the documents to be studied historians to find the facts, (2) history to have an object that is the whole of human activity in the past, (3) history has a theory containing conclusions about the basic principles of a science, (4)

historical has generalizations, (5) history has a methods from determining the theme, heuristics, verification, interpretation and historiography (Supardi, 2011: 45). So, in the process of writing history must pay attention to things that characterize the history of science.

Indonesian historiography debate that happen between the political elite and historians after Indonesia's independence.. The political elite would rather skew historical writing for the legitimacy of the national power. Meanwhile, historians less agree with political elite's opinion. So, on the way people meet some confusion related historical facts. For example, in the history textbooks used for teaching history in school has not yet disclosed all the facts in their entirety. As many Japanese colonial history revealed only related to slavery as romusha but not disclosed the issue of "jugun ianfu". Though the history of "jugun ianfu" is an event that needs to be known by the public.

"Jugun Ianfu" case study not only related to the history of the Japanese occupation of Indonesia, but includes an analysis of the Human Rights violence against women. Besides the issue of Human Rights, the "Jugun Ianfu" also needs to be analyzed from a gender perspective. Violence committed by Japanese army to Indonesian Women during the occupation, including violations of human rights that should get more attention and accountability. Women's issues and concerns should be the focus of attention of the state so that the issue of women's issues are considered the country's problems and not a matter of class women only (Niken Savitri, 2008: 2). But until now "jugun Ianfu" problem has been no a bright spot, a lawsuit by "Jugun Ianfu" former have not encountered significant results. Even now many former "Jugun Ianfu" who died, this problem will not

finish. The absence of support from the Indonesian government to be a factor why the lawsuit of former “jugun Ianfu” against the Japanese government did not get a response.

Skill of writing in history learning is needed because process of history learning can be separated from historiography. History is always invoked to justify an act so can be found facts (Kuntowijoyo, 2013: 28). Through the evidence and historical facts about an action or event fragmented, historians can develop and analyze in an article or as we know historiography. The process of writing history is done through several stages by using methods of historical research. The process of writing history is done through several stages by using methods of historical research. As the case that will be done on “Jugun Ianfu” sources. Lack of research studies about the Japanese occupation of Indonesia is very limited, not only from Indonesia but historians Japanese historians also does not give much attention (Koichi Kishi, 1995: 183).

This preliminary study is a qualitative research. According to Sugiyono (2013: 222) in qualitative research which became the instrument or tool of research is that researchers. Data processing is started by collecting and observing data obtained from various sources by way of observation (observation), interviews, questionnaires and document analysis (SAP and reading materials that are relevant to the research focus), which then performs data reduction.. Data reduction includes the process of selecting, focusing, simplifying, abstracting, transforming raw data collected to make it easier to understand. Furthermore, the preparation of data presentation in the form of a systematic and logical story so that the meaning becomes easier to be understood. Then from

the data presentation was conducted conclusion and verification.

Based on the results of preliminary studies it is known that the course of history of women is one of the elective courses offered in Prodi History Education Faculty of Social Sciences, State University Women's History Yogyakarta. Women Historie's course is offered in fourth semester with a weight of 2 credits. Learning process of Women History is done through the assignment of making papers, presentations and class discussions. In addition there is a written exam at midterm and final exams semester. In class discussion, lecturers act as facilitators and lecturers at the end of the discussion to provide reinforcement to the results of discussions and remind the group / student presentation on duty next week.

From the above description, it can be concluded that the learning process of the history women is only done through assignments, presentations and class discussion. So it is necessary to develop new learning model that makes students more inovatif. One of women history learning model that need to be developed is **Pengembangan Pembelajaran Berbasis Sejarah Wanita Mahasiswa Melalui Project Based Learning di Prodi Pendidikan Sejarah Fakultas Ilmu Sosial Universitas Negeri Yogyakarta**. One of the development goals of this study is to enrich women history learning model. With expectations of students better understand the methodology of writing history and contributed to the historiography of Indonesia, particularly the history of women is “Jugun Ianfu”.

Project-based leaning become very important in the learning process to improve students' academic ability. Broadly speaking, learning model PPA system provides opportunities for student-centered learning, more collaborative and students

are actively involved in completing the projects independently and in collaboration with the team and integrating the real problem (Muh Rais, 2010: 247). The learning model PPA familiarize students to complete projects independently and work in teams, so that will help students adjust to the work environment in the future.

The learning process with the model PPA implemented in several stages which can be broken down as follows:

1. Presentation of the problem. The problems posed in the form of questions where the initial question posed is essential so as to motivate students to get involved to learn. The problems discussed are real-world problems and require a thorough investigation process. As a facilitator lecturers should ensure relevant issues so that students can get involved mentally.
2. Make a plan. Lecturers need to plan competency standards will be reviewed when discussing the problem. Competency assessed should include important concepts in the curriculum. Students involved in the process to ask, to plan and complete the plan for setting up the project. The planning stage involves discussions between faculty and students who supported the inquiry in resolving problems.
3. Develop scheduling. Students must make scheduling the implementation of mutually agreed projects doesn't. Students submit project phases by setting a benchmark report.
4. Monitor project design. Implementation of student work must be monitored and facilitated the process. Lecturers need to do mentoring implementation of the process, as well as providing rubrics and instructions on what to do for each learning content.
5. Conduct an assessment. Assessment is done authentically and lectures need to diversify the types of assessment used. Assessment of the project is an activity of an

assessment of the tasks to be completed within a period consistent with the agreed time line. The task of such investigation since the process of planning, data collection, organizing, managing and presenting data. Assessment of the project can be used to determine the understanding, ability to conduct an investigation and the ability to apply these skills to make products or works.

6. Evaluation. The evaluation process is intended to give an opportunity to students to reflect on the learning that has been done either individually or in groups. Students need to share feelings and experience, discuss what was successful and what needs to be changed, and a variety of ideas that lead to new inquiry (Ridwan A. Sani, 2015: 173-174).

History Women learning's model that will be developed based on the needs in Study program, History Education Faculty of Social Sciences, State University of Yogyakarta and Indonesia historiographical issues less attention to the presence of women in the writing of history. In the perspective of the researcher, the sources of "Jugun Ianfu" should be applied in the process of teaching history through project-based learning so that students can produce a product form of writing the history of women. Sources of "Jugun Ianfu" history become part of the planning process includes learning models development that produce a draft model or syntax, learning tools, instructional media and text books. The products are then implemented in teaching and learning model through a gender approach in KKNi. After through the implementation phase of the study evaluated whether the model has been in accordance with the objectives and indicators. Products that produced later in the form of project-based learning model based learning history that includes cognitive, affective and psychomotor.

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