



Cross-Cultural and Toponymy Course for History Teachers in East Java: Dissemination Recent Study about Singhasari Kingdom in History Learning

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ABSTRACT

Purpose of the study: Introducing and ptimalizing the results of cross-cultural studies and toponymic approaches in history education as an effort to improve the competence of history teachers. Specifically, to connect local historical sites in classroom learning, and to respond the requirements of the Merdeka Curriculum in providing essential, relevant, and in-depth learning materials.

Methodology: This study employed a qualitative descriptive approach with elements of development research. The implementation of the service is based on specific stages, namely 1) observation and preliminary studies, 2) recommendations for activities, 3) curriculum design and special tools, 4) course implementation, 5) evaluation of activities, and 6) plans for sustainable activities.

Main Findings: The result of this community service activity is the improvement of teachers' abilities to utilize local potential, especially in the use of local historical sites through a toponymic approach and cross-cultural Nusantara.

Novelty/Originality of this study: The integration of cross-cultural and toponymy approaches is an interesting and rare offering in teacher professional development. This is especially in the utilization of local historical sites as medium for contextual learning media in response to the challenges of a curriculum based on local history.

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1. INTRODUCTION

Teacher competence is one of the factors that significantly influence the learning process and outcomes of students, including teacher competence in history education [1]. The dimensions of competence itself are generally categorized as pedagogic, personality, social, and professional [2]. This study focuses on the professional competencies that every teacher basically must have in order to carry out their educational tasks effectively and professionally. These competencies are not only related to classroom management and problem solving [3], but also material mastery (knowledge) [4]. Specifically, it refers to how well the material is mastered broadly and deeply [5]. In alignment with the results of research on teacher competencies in relation to learning outcomes by

Ahmad and Jinggan [6], teachers must have a good command of the subject matter in order to integrate learning materials into various media or teaching materials.

Current conditions illustrate that teachers have a central position in the implementation of learning. The same position of history teachers in history learning. Due to technological advancement and recent discoveries in historical research, teachers are required to have a greater mastery of their subject matter [7]. Since the historical material presented must be actual and contextual, improving teachers' mastery of the latest historical material has become a necessity for history teachers today [8]. Unfortunately, that teacher competence courses available until now tend to be general and theory-oriented, without providing alternative contextual approaches that are appropriate to the local characteristics of each region. Teacher competence improvement courses generally only cover content-based competence development and modern pedagogy, but rarely optimize the potential of local history as a medium for contextual learning [9].

This study then offers an integration between two approaches, namely cross-cultural and toponymic approaches, as a solution to help improve teachers' professional competence. The integration of toponymy and cross-cultural approaches in history teacher courses is still very limited in Indonesia. However, it has great potential in improving understanding of local history and helping teachers contextualize learning [10], especially in East Java, which has a lot of cultural heritage and local historical narratives. This is particularly relevant to the local historical potential of the Singhasari Kingdom era. The implementation of the Merdeka Curriculum, which emphasizes local context and student-centered learning, further highlights the need for such innovative training. Additionally, many teachers feel they lack cultural and historical knowledge, as well as strategies to utilize local resources such as place names and historical sites [11]. This urgent requirement has motivated the implementation of a model course in the form of a cross-cultural course and a toponymic approach that supports historical literacy and cultural awareness. In line with the demands of history education in the Merdeka Curriculum to present history-centric content, which integrates national and local history.

Through good professional competence, teachers can also more freely utilize a variety of surrounding resources to support the implementation of higher quality learning [12]. History learning is often abstract and decontextualized. This leads to students' lack of interest in history and weak engagement in the learning process. The contextual approach itself is a strategy that can effectively encourage increased focus and attention of students in learning history [13]. The argument is in line with the research results of Budiarti [14], that the use of a contextual approach in learning history can increase students' activeness while facilitating students to construct their knowledge. Learning with a contextual approach as a result of the teacher's professional competence can also be a means of presenting meaningful teaching and learning activities by prioritizing understanding rather than a mere memorization process [15]. In addition, the implementation of Kurikulum Merdeka emphasizes the importance of learning based on the environment, local potential, and local cultural values. Therefore, a teacher training approach is needed that not only strengthens pedagogical skills, but is also relevant to the local context.

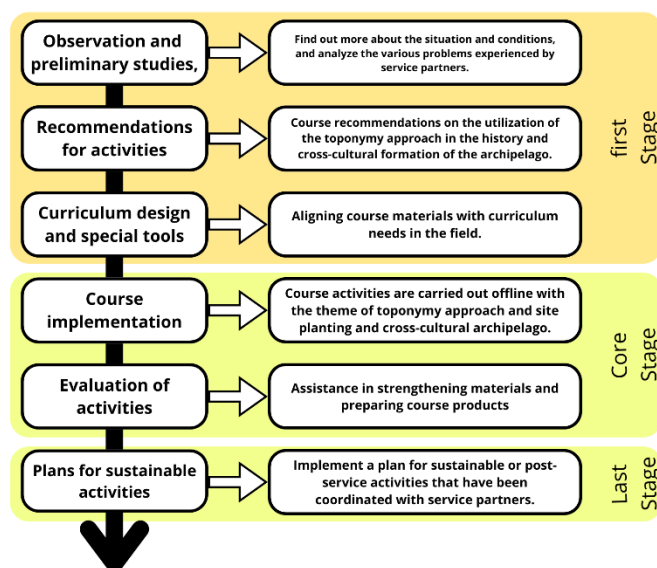
This research offers novelty through the integration of the cross-cultural approach and the toponymy approach as innovative methods in the professional development of history teachers. The cross-cultural approach aims to broaden teachers' perspectives in understanding and teaching cross-cultural history, while the toponymy approach introduces a new way to explore historical values through tracing place names (toponyms) in the surrounding environment [16]. The integration of these two approaches has not been widely modeled in teacher training, making it a new contribution to the field of locality-based teacher professional development. Because of this background, the implementation of the course is one of the right choices to support history teachers in East Java to improve their professional competence.

2. RESEARCH METHOD

This research uses a qualitative descriptive approach [17], aimed at enhancing the professional competence of History teachers in Subject Teachers' Working Group in East Java through cross-cultural and a toponymy approach course. The subjects of the study consisted of 43 teachers who are actively involved in Subject Teachers' Working Group East Java. The instruments used include observation sheets, documentation, and interview guides. Data collection techniques were conducted through observation, interviews, and documentation studies. The research procedures include: 1) observation and preliminary studies, 2) recommendations for activities, 3) curriculum design and special tools, 4) course implementation, 5) evaluation of activities, and 6) plans for sustainable activities.

The following are details of the steps at each stage of implementation. In the third stage, namely the design of the curriculum and course tools, it is carried out by aligning course materials with curriculum needs. The various tools compiled for course purposes include course media in material delivery activities to cross-cultural e-books and toponymy approaches. In the fourth stage, namely the implementation of the course, activities are carried out face-to-face with details of activities including: the opening of the event, the core of the event (the process of delivering material and questions and answers as well as assistance in strengthening the material) and

closing. The offline implementation of the course is located at State Senior High School 3 Sidoarjo Jl. Dr. Wahidin No. 130, Sekardangan, Sidoarjo District, Sidoarjo Regency, East Java.



Picture 1. Flowchart of the research

3. RESULTS AND DISCUSSION

Cross-cultural study and toponymy approach are related to each other, in the study of historical science, the toponymy approach is often used to analyze oral and non-oral sources related to the collective memory of the community [18]. Toponymy is by definition a branch of onomastics that investigates or studies the origin of place names [19]. Variety of toponymic data (place names) can provide clues for historians because these data provide clues in the form of historical and cultural characteristics of an area [20]. Therefore, research that makes culture or culture as an object often requires toponymy as an auxiliary science in analyzing the data that has been obtained. Given that the spatial aspect is one of the three elements of history, toponymy related to place studies will be closely related to a variety of historical sources [21]. Furthermore, Agus Aris Munandzar [18] stated in the publication *Toponymy in Archaeological Studies*, that if only the meaning of the word is known, then the study of toponymy is not very meaningful, the meaning must be able to be explained in the cultural framework that previously formed it. So in the study of toponymy, an archaeological-historical approach is also needed.

In the process of researching or examining cross-cultures, the toponymy and archaeological-historical approaches complement each other [22]. Utilizing both can help researchers or reviewers to find out the cultural background of an artifact or historical source. Therefore, in carrying out a study of the cross-cultural archipelago, a toponymy approach is also needed to know and understand the meaning of the cultural historical sources obtained. This argument is in line with the explanation Daniel & Mátyás [23] that toponymy data provides clues to analyze the linguistic and cultural history (of a place). The element of linguistic and cultural history in toponymy is due to the fact that it is a medium to reflect on the ancestral past as a guide to living "well" [24]. The universal element of culture reflected in toponymy data is oriented towards the knowledge system aspect, because in the process the names that contain geographical and cultural information then become part of the community's writing activities [18].

Nowadays, especially in East Java, there are often a variety of cross-cultural results of the archipelago, both in the physical and abstract aspects of society. The variety of historical sites and buildings is an asset and potential to introduce and teach the social harmony of the archipelago, especially in the area of East Java where various groups of people live [25]. However, this potential cannot be optimally utilized because there are difficulties experienced by history teachers in East Java related to the development of professional competencies, these difficulties are known during the implementation of observation activities and preliminary studies with partners, namely the East Java History Subject Teachers' Working Group. Based on the observation data that has been obtained, the activity recommendation steps are then carried out [26]. Given the difficulties experienced by teachers related to competency development, the recommended activities aim to improve the professional competence of history teachers who are members of the History Subject Teachers' Working Group in East Java. Especially in utilizing the potential of the surrounding environment as material for preparing sources, materials, media, and other supporting devices for learning activities [27]. Therefore, the activity to be carried out is a course with the title "Cultural Crossing Course and Toponymy Approach to Historical Sites". The course itself means a

form of continuing education to develop the ability of students with an emphasis on mastering skills, competency standards, developing entrepreneurial attitudes and developing professional personalities [28].

After the activity recommendation, the next stage is to prepare the curriculum and course tools. At this stage, the service team has coordinated with the presenters to harmonize the material to be delivered in the course activities [29]. In addition to the preparation of materials, another agenda that has been carried out at this stage is the preparation of guidelines and tools needed in activities, as well as the preparation of dissemination pamphlets. Furthermore, the service team carried out dissemination about the course through the pages of the speakers and community members involved in the service. In addition, dissemination is also officially carried out through the Sidoarjo Regency History Subject Teachers' Working Group Instagram page. Dissemination through social media pages is important to implement, considering that the target of the service is also not only the State University of Malang.



Picture 2. Pamphlets for the cross-cultural course on toponymy of historical sites and as promotional media

The course, which was held at State Senior High School 3 Sidoarjo, Jl. Dr. Wahidin No.130, opened with the singing of the national anthem Indonesia Raya, and remarks. The welcome speech by Dr. Deny Yudo Wahyudi, S.Pd., M.Hum discussed the main purpose of this Cross-Cultural Course event. It was also explained that “so far we often hear that regional names just pass by without knowing the meaning behind them”. The role of toponymy is important nowadays because many places have started to disappear from maps and memories [30]. The function of toponymy is as an alternative when you want to study history from another perspective [31]. Toponymy can also act as source criticism, so that we can reconstruct historical events in the past [32]. The course then continued with the presentation of material on the Toponymy Approach to Historical Sites by the first speaker, followed by the presentation of material entitled Toponymy as a Historical Study and Learning Source. The presentation of these two materials related to the delivery of information about the definition of toponymy, the emergence of toponymy as a study, and how to identify a place toponymy. In addition, the emergence of toponymy is also reviewed, namely to find out the meaning of the name of a place given by the community according to its conditions [33]. Also, the role of toponymy as a collective memory of the local community towards the earth they stand on. The problem that often arises within the scope of historians is the limitation of sources, so toponymy stories will generally be associated with origins, legends, or simple realities that contain community values [34].



Picture 3. Participants in the cross-cultural course and toponymy approach to historical sites at State Senior High School 3 Sidoarjo



Picture 4. Documentation of the process of delivering the first and second materials

In order to identify the characteristics of a place, it can be observed from a variety of names of objects, plants, prayers or wishes, as well as natural and artificial events or conditions [35]. How to identify the toponymy of a place can be seen from the number of syllables, namely two, three or four, which can also come from original syllables or acronyms. In the course session, examples of village names based on names of objects were presented, including Gapuro, Watu Gajah, Karang Liman, Kaliwot, Tambak, Bedilan, and others. Meanwhile, village names that were referenced based on prayers included Sidayu, Sukorejo, Sidomukti, Sugihwaras, Karangrejo, Sidorukun, and others.



Picture 5. Documentation of the process of delivering the third material

The presentation of the third material focuses on real examples of how to utilize various media to convey information about the results of toponymy data processing to the audience or students. The things used as media in conveying the concept of toponymy are textbooks, reference books, and the internet; writing and telling history, processing historical information digitally and non-digitally in various forms of historical applications, sound recordings, documentaries, photos, mock-ups, vlogs, timelines, story boards, infographics, videographics, comics, posters, and others. One example of the creative process shown in the course activities is a documentary film of Kampung Tugu, Clincing District, North Jakarta Province. So it can be seen that the orientation of the implementation of this course is also to provide references and inspiration to teachers in disseminating the results of the analysis of historical sources, both to students and the community [36].

In line with the explanation above, the last material in the course activity is entitled “Toponimi Tugu in Historical Perspective” which Kampung Tugu is an area located in West Semper Village, Clincing District, North Jakarta Province. This study will focus on Kampung Tugu and how to sell the history of Kampung Tugu based on the existing toponymy [37]. Tugu basically comes from creole language which means local. Kampung Tugu was once identified and associated with the discovery of King Punawarman's inscription in Tugu Village [38]. This inscription was found in Tugu Village in 1879. Kampung Tugu has also been associated with the presence of Portuguese descendants. This can be studied through archives and documents; padrao, Henrique Leme's story, Dutch cartography, Livro de Patuns, culture, and oral history sources [39]. The potential of Kampung Tugu as a source of learning history can be linked and supported by primary sources and oral sources. This is also related to the Learning Outcomes Learning Objectives Flow History Curriculum Merdeka Phase F, which states that through learning history, students are able to develop basic concepts of history to examine historical events in local, national and global trajectories [40]. Through literacy, discussion, and collaborative project-based research, students are able to analyze and evaluate various historical events of the Colonialism period.



Picture 6. Documentation of the question-and-answer process

The conclusion of this material is that in essence, history can help explain the origin of a place name, often known as toponymy. Toponymy can be used as an alternative to market historical values. Marketing history to the public can be done with various media, one of which is audio-visual historiography in the form of documentary films. The next event was a question and answer session led by the moderator. This activity was then closed with a photo session with the History Department Service Team and course participants, in this case the History Subject Teachers' Working Group teachers in East Java, then continued with evaluation activities.

This research provided a direct impact in the short term in the form of improving the ability of Subject Teachers' Working Group History teachers in developing contextual and local potential-based learning. Teachers become more skilled in utilizing local historical sites as learning resources and are able to design media and teaching tools that are more interesting and relevant to students [41]. In the long term, the results of this research are expected to become a model of teacher professional development that can be replicated in various other regions in Indonesia. The cross-cultural and toponymy approach can be an alternative training strategy that supports the implementation of the Merdeka Curriculum in a sustainable manner, and strengthens students' national identity and insight through the introduction of their own local history.

In addition, this research also encourages strengthening the role of Subject Teachers' Working Group as a center for improving the quality of teachers who are empowered and based on the real needs in the field. Teachers have become more capable of connecting historical material with local context through the exploration of historical place names in their surroundings, which had previously been underutilized in the learning process. Additionally, teachers' ability to design contextual teaching tools, such as lesson plans based on local potential and culturally-based learning media, has also improved. This improvement is reflected in the results of interviews before and after the training, as well as from the documentation of learning products created by teachers that are both creative and relevant to the Merdeka Curriculum. These findings indicate that the approaches used not only enhance teachers' knowledge but also encourage real changes in classroom learning practices.

However, this study has several limitations. First, the scope of the research subjects is still limited to the East Java region, so generalization of the results to other regions needs to be done carefully and consider different local contexts. Secondly, the relatively short duration of the training may not be sufficient to thoroughly assess the long-term impact on changes in classroom learning practices. Therefore, further research with a wider area coverage, longer time and more robust evaluation design is needed to strengthen teachers' competencies.

4. CONCLUSION

The requirement a forum for the development of teachers' professional competence should also be a concern in efforts to improve the quality of history education. Support and encouragement to teachers in their competency improvement activities can be implemented through the organization of courses. The cross-cultural course and the toponymy approach of historical sites are one of the steps to overcome the difficulties of teachers in developing their professional competence, particularly in mastering up-to-date historical materials. Through this course, it is hoped that history teachers in East Java, especially those directly involved in the course activities, will be able to have knowledge about cross-culture and the use of the toponymy approach so as to encourage the optimization of the potential of local historical sources. Through this course, a variety of the latest information is conveyed both practically and theoretically, thus providing teachers with a variety of new and up to date knowledge. This is expected to enhance the quality of history learning processes in East Java, particularly through the optimization of historical potential and cultural heritage from the Singhasari Kingdom era as historical sources, which are essentially local historical potential around teachers and students.

Based on the findings and limitations, it is recommended that future research integrate a long-term evaluation of the application of the training results in classroom learning practices, including the impact on student

learning outcomes. In addition, the toponymy approach can be further explored by collaborating with geography, anthropology or local history experts, thus enriching the dimensions and accuracy of the materials developed. Another recommendation is the development of a digital platform that supports continuous training so that this kind of training can reach more teachers in various regions.

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