



## Teacher's Creativity Utilizes the King's Egg Cultural Reserve Increasing Interest in Learning History of Waisai 1 State High School Students King Ampat District

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### **Abstract**

Research focusing on "Teacher Creativity in the History Learning Process and Student Interest in Learning" Waisai 1 State High School, Raja Ampat, Southwest Papua. The aim is to explain the teacher's creativity in using the King's Egg Cultural Heritage in learning. This can increase interest in studying the History of Class XI MIPA 3 Students at SMA Negeri 1 Waisai. This research refers to the view that history is created by human "thought" and "action" (ratio and action) in the structural approach by Lloyd (1993). According to Marc Bloch (1988), the historical method used includes problem formulation and observation, criticism or testing of data, historical analysis, and explanation. Data is collected through direct observation of the learning process, tests, observations, interviews, literature studies, and online media. The results of the research are that The creativity of history teachers has been realized in the activities of (1) designing history lesson plans according to the material in the K13 curriculum, namely, "Early life of Indonesian society", linked to local historical material, "Egg Raja Cultural Heritage" ; (2) implementation of history learning in class, at Cultural Heritage locations, preparation of reports and student presentations in class; and (3) evaluation consisting of an initial test or pre-test, assessment of reports and presentations of student assignments as well as formative tests. Interest in learning history from 35 students of class XI MIPA 3 SMA Negeri 1 Waisai increased significantly, as seen in the initial test scores of 66-84, assignments and presentations 70-8, and formative 82 -90.

**Keywords:** *Teacher Creativity; Cultural Heritage; Eggs Raja; Learning History*

### **Introduction**

History is generally seen as an uninteresting subject because, in the learning process, students often take many notes and memorize them. Then, the teacher asks the students to make summaries or summaries without pleasant explanations. History is a fun lesson if the teacher explains past events and occurrences to provide positive values for students as the younger generation fights for and maintains a sense of nationalism as one Indonesian nation from Sabang to Merauke.

In the 2013 Senior High School (SMA) curriculum, history is one of the most important subjects. This is clear from the determination in the 2013 curriculum that history subjects are in the mandatory subject group, which means that all students at school take this subject without exception. Apart from

being a compulsory subject, it is also included in subjects in specialization groups and social sciences, which are included in cross-interest subjects.

According to Ulhaq et al. (2017), the placement of history in schools cannot be separated from the exemplary values of national and state heroes expected to be passed on to the next generation. So, in the 2013 curriculum, the subject of Indonesian History is set in its actual position <sup>[1]</sup>. Related to this position, according to Sudirman (2015), Indonesian History subjects are expected to be able to develop critical thinking skills to build imaginative power and become a vehicle for forming national character, becoming a unifying tool and strengthening the sense of nationality and homeland [2] <sup>1</sup>.

Studying history at this school aims to have a practical role as a medium for building a nation. Also, it is a tool to train students' abilities in the historical discipline being studied. Ideal learning is a situation that facilitates students achieving optimal learning goals. Optimal learning consists of several mutually sustainable aspects that create motivation for students. The first aspect is educators. Educators are facilitators in the learning process and become educators or designers of ongoing learning activities so students do not get bored. The second aspect is the availability of adequate facilities. The facilities in question, namely books that support history learning, must be provided. Providing inappropriate learning facilities will cause impacts or problems in the history learning process.

From experience and observation as a teacher and principal, it is clear that students' interest in history lessons depends on how creative teachers design objectives and teaching materials to engage students in learning. As exemplified above, teachers must try to link historical material in the national curriculum appropriately with relevant historical events.

Meanwhile, learning history by utilizing historical objects is adjusted to the availability of these sites in the area where the school is located, as Waisai State High School has done. The teacher was creative by designing history lesson materials with local history material. In the process, the students were taken to a local cultural heritage site in Raja Ampat. Through a history learning process like this, students are motivated to love history more. This is as stated by Hamid Hasan (1999:4-11) as also quoted by Dadang Supardan (2009: 83) <sup>[3]</sup> and Aldegonda E. Pelealu (2019) <sup>[4]</sup> that learning history is not only a vehicle for developing intellectual abilities and pride in the past but also a vehicle for ongoing efforts to improve social, political and economic life.

In the initial study carried out, it was discovered that some Class This is proven by *study tour* activities in the odd semester of the 2021/2022 academic year by visiting the historical site of Raja Ampat, namely the Raja Waiyai Egg Historical Tourist Attraction, which is located in South Waigeo District, Raja Ampat Regency, on Sunday 17 October 2021. According to the information, many students seemed enthusiastic about participating in *the study tour*. The students' activeness shows this in interacting and, at the same time, being actively involved in questions and answers with local traditional leaders. <sup>[5]</sup>

According to Helena Omkarsba, the Principal, the *study tour* activity for students at SMA Negeri 1 Raja Ampat Waisai, Raja Ampat district, is a program to study local history, which is relatively new at her school. Therefore, Helena Omkarsba claims this local history *study tour* is the first of its kind, carried out by high schools and equivalents in the Raja Ampat region (*Inggrid*, "Raja Ampat High School Students are Enthusiastic about Studying Local History", in zonapapua.com/18/10/2021). <sup>[7]</sup>

Based on the background of the problem described above, the problem in this research is focused on: "*Teacher Creativity in the History Learning Process and Utilization of the Raja Raja Cultural Heritage in Increasing Students' Interest in Learning History*" in Class XI MIPA 3 SMA Negeri 1 Waisai, Raja Ampat Regency, Southwest Papua Province.

## **Research Methods**

### **2.1 Research Approach**

The approach used in this research is a structural approach or structuralism. According to Lloyd (1993), historical knowledge in the structural/structuralist domain displays a dialectic between events and social structures. The structure in this approach is an "emergent" form of individuals who are part of a social unit (the Wawiyai village community, Kali Raja, Raja Ampat) where there is the Raja Egg cultural reserve. <sup>[8]</sup>

### **2.2 Data Collection Methods and Techniques**

The historical method used according to Marc Bloch (1988) consists of 4 (four) activity stages, namely; (1) The research problem formulation and historical observation stage, which the researcher carried out by studying sources related to " *Teacher Creativity in the History Learning process by utilizing the Raja Egg Cultural Heritage in Wawiyai Village, West Waigeo and the interest in learning history of Class XI MIPA students 3 Waisai 1 Public High School, Raja Ampat* "; (2) The stage of data criticism or testing is carried out by researchers by comparing information obtained from data sources ; (3) Historical analysis stage, which is carried out by researchers by grouping the collected data by: (a) generalization or (b) categorization (Tilly, 1978; 1981: 143-171) <sup>[10]</sup> ; and (4) Explanation stage, carried out by researchers by looking for the causes and effects of the problem being studied (social change or *collective action*, etc.) (Bloch, 1988 :80; RZ Leirissa, 1999:13-14; Yohanes Burdam, 2001:19-21; 2020: 75-76) <sup>[27]</sup>.

### **2.3 Data Analysis Techniques**

In data analysis, generalization and categorization are carried out to maintain consistency in the flow of thought according to the approach and theory used. Activities of analysis, interpretation and writing (historiography) of the problem being studied (Marc Bloch, 1988). Apart from this, quantitative data on student learning outcomes was analyzed using quantitative descriptive techniques with percentage formulas (Suharsimi Arikunto, 2006:245). <sup>[6]</sup>

## **Results and Discussion**

### **1.1 Description of Research Object**

The research results in this subsection start from geographical aspects, government area and population; then, Wawiyai village as a Cultural Heritage location, Raja Eggs and supporting transportation infrastructure; and a brief history of Waisai 1 State High School. The systematicity of this description is adapted to the approach used in the flow of historical research, making it easier to understand the facts presented.

#### **1.1.1 Geographical Aspects, Government and Population**

Raja Ampat Regency is the result of the expansion of Sorong Regency based on the Law of the Republic of Indonesia Number 26 of 2002 concerning the formation of 14 (fourteen) New Regencies in the Provinces of Papua and West Papua. In 2022, Raja Ampat Regency will be included in Southwest Papua Province, a new province, a division of West Papua Province based on Law Number 29 of 2022 concerning the Establishment of Southwest Papua Province. The capital of Raja Ampat Regency is in Waisai City District. Geographically, Raja Ampat Regency is between 0° 45" North Latitude - 2° 15" South Latitude and 132° 00" - 132° 00" East Longitude.

As an archipelagic region, Raja Ampat Regency has 4 (four) large islands and  $\pm 2,882$  Medium and small islands located at the western tip of Mainland Papua, with a coastline of  $\pm 753$  km. In comparison, only  $\pm 34$  islands are inhabited. The land and sea area ratio is  $\pm 1: 6$ , with water area being more dominant in Raja Ampat Regency. The total area of Raja Ampat Regency is  $\pm 67,379.61$  km<sup>2</sup>, consisting of a land area of  $\pm 7,559.61$  km<sup>2</sup> and a sea area of  $\pm 59,820.00$  km<sup>2</sup>. Overall, the district with the largest area is West Waigeo District, with an area of  $\pm 8,747.88$  km<sup>2</sup>. In contrast the district with the smallest area is Tiplol Mayalibit District, with an area of  $298.88$  km<sup>2</sup>. If only based on land area, the district with the largest area is North Misool District  $\pm 1,235.68$  km<sup>2</sup> while the district with the largest sea area is West Waigeo Islands District  $\pm 8,335.89$  km<sup>2</sup>.<sup>[9]</sup>

The population of Raja Ampat district, Southwest Papua Province, based on data from the Population and Civil Registry Service Office (Dinas Dukcapil) in 2022, is 67,704 people, consisting of 35,476 men and 32,228 women. This population is spread across 24 districts, four sub-districts in the Waisai City district, and 117 villages/villages (Dukcapil Service, Raja Ampat Regency, 2022). However, the population of Raja Ampat district, according to updated data from the Dukcapil Service in the first semester (January-July 2023), is 65,494 people, consisting of 34,494 men and 31,165 women (Sumiyati Gamtohe, SE., Interview Results, Secretary of the Regency *Dukcapil* Service Raja Ampat, 7 September 2023).<sup>[11]</sup>

### 1.1.2 Wawiyai Village and Transportation

#### Supporter

Wawiyai is one of the hamlets or villages in the South Waigeo district, Raja Ampat district, Southwest Papua Province. In Wawiyai village/village, there is the Raja Egg Cultural Heritage site, which the community believes is the place of origin of the kings who ruled the Raja Ampat islands.

The population of Wawiyai village/village in the South Waigeo district is 380 people/, consisting of 194 men and 186 women (Dukcapil Office, Raja Ampat district, September 2023). To reach Wawiyai village, the place or location of the Raja Ampat Cultural Heritage, you can use sea transportation in the form of a *speed boat* and *long boat* from Waisai city, the capital of Raja Ampat district along the Kali Raja Bay.

Local and foreign visitors who wish to travel to the Telur Raja Cultural Reserve in Raja Ampat district, departing from Sorong, Southwest Papua Province, can use a *speed* or fast boat. The means of transportation is a fast boat from the people's port in Sorong City to Lokbon port in Waisai City, Raja Ampat, handled by PT—Belibis (private party).

The private company with the name MV. Belibis provides *express* ships to serve passengers (public and tourists) from the People's Port in Sorong City to Lokbon Port in Waisai City, Raja Ampat, and vice versa—the journey of the *Express* ship MV. Belibis from the People's Harbor in Sorong City to Lokbon Harbor in Waisai City is carried out 2 (two) times every day, namely at 09.00 East Indonesia Time (WIT) and 14.00 WIT. Likewise, from the Lokbon port in Waisai city to the people's port in Sorong city. MV *Express* fast boats. Belibis also serves trips to other places, such as Miso Ol Island in Raja Ampat and Tambrauw district. These *Express* ships use numbers such as the *Express ship* MV. Belibis 8 and others.

The journey from the people's port in Sorong City to Lokbon port in Waisai City, Raja Ampat, and vice versa, by KM. Fajar Mulia II takes 3 hours. According to seating, the passenger capacity is 300 people, and each passenger is charged a ticket price of IDR 50,000/person. This ship provides rooms with bunk beds, mattresses, fans and mineral water. The rental price is IDR 200,000/room (Efendi Duali, Ship Master, *Interview Results*, 3 September 2023).<sup>[12]</sup>

### 1.1.3 Brief Overview of Waisai 1 Public High School

#### a. A Brief History of Waisai 1 Public High School

Following the expansion of the Raja Ampat region into a new district in 2000, it became clear that the sons and daughters of Raja Ampat needed formal and non-formal education so that they would be able to improve their quality of life in the future and be able to face the competition that was starting to be felt around their living environment. According to S. Kapissa (2009) in "The History of SMA Negeri 1 Waisai, Raja Ampat Regency", the situation that was seen and felt as urgent was because in the era before the 2000s, or more precisely the era before the formation of Raja Ampat Regency, education in Raja Ampat is only limited to basic education consisting of elementary and middle school. This condition becomes a challenge for parents who want their sons/daughters to be able to continue their education to Senior High School (SMA) or equivalent.

The ideas and thoughts that were the community's dreams were then conveyed by Mr. J. Koibur, the Principal of Waisai Elementary School, and Mr Adam Gaman, Head of Waisai Village, to the Head of the Inspection Office of the Department of National Education (Depdiknas), Sorong Regency, which at that time was held by Mr Lindert Imbir for follow up. However, what was important to consider at that time was that many criteria had to be met to establish a high school, including the availability of facilities and infrastructure, teachers, and so on. So, to answer the demands and needs of the people of Saonek and Waisai at that time, the Head of the Inspection Office of the Ministry of National Education, Sorong Regency, decided to open a Distance Class from SMA Negeri 1 Sorong in Waisai Village, South Waigeo District.

Based on the contents of the Assignment Memorandum of the Head of the Inspection Office of the Ministry of National Education, on July 2 2001, the Assignment Note Holder, Mr. S. Kapissa, officially opened registration for prospective new students for the Distance Class of SMA Negeri 1 Sorong located at SMP Negeri 1 Waigeo Selatan. Thirty-two students registered at that time, consisting of students who had graduated from SMP Negeri 1 South Waigeo plus students who had dropped out of school.

On July 3 2001, Mr S. Kapissa, together with two teachers at SMP Negeri 1 South Waigeo, namely Mr Zeth Kesu' and Mr Budiono, with one of his students, Kazman, accompanied by Mr. Haji Mambraku, left Saonek for Waisai in strong wind conditions. South, so decided to land in a place called Siwindores, then walked across the path under a grove of towering trees and finally came out at the place now SMA Negeri 1 Raja Ampat.

As time went by, in 2002, precisely on 10 September 2002, an inauguration of officials within the Sorong Regency Government was held, based on the Decree of the Regent of Sorong, Number: 821.2/674/2002, on 10 September 2002, Mr. Stepanus Kapissa was appointed and inaugurated officially as Head of Waisai State High School, South Waigeo District. Thus, since September 10 2002, this was the first time that the name Waisai State High School was officially used, and the definitive Principal took over all policies.

The curriculum used by SMA Negeri 1 Waisai, Raja Ampat Regency, is according to the results of interviews conducted with Suparman Toaha, S.Ag, M.Pd.I, as Deputy Principal for Curriculum, <sup>[36]</sup> is the K13 curriculum revised in 2017. Meanwhile, according to SuparmanToaha, the physical building of Waisai 1 State High School was built in 2003 and continues to be upgraded until 2022 on a land area of 228 m<sup>2</sup> x 300 m<sup>2</sup> = 68,400 m<sup>2</sup> (Interview results, with SuparmanToaha, November 6 2022, in Waisai).

## 1. Learning Curriculum

The curriculum used by SMA Negeri 1 Waisai, Raja Ampat Regency is the 2017 revised K13 Curriculum. In connection with the implementation of the 2017 revised K13 Curriculum, in 2018, several subject teachers were appointed by the Principal based on a Summons Letter from the Provincial Education Office and the Quality Assurance Institute Education (LPMP) to take part in K13 socialization. Furthermore, a K13 Implementation *Workshop* was also held in 2018 in the school environment with resource persons from the LPMP West Papua Province.

In the K13 Curriculum as a result of the revision in 2017, especially for History subjects in classes X, For group A (general), history lessons for class X 2 hours, XI 2 hours, and XII 2 O'clock. Meanwhile, for the Social Sciences Specialization group, specifically Indonesian History subjects for classes X 3 hours, XI 4 hours, and XII 4 hours. (Interview results with SuparmanToaha, November 6 2022, in Waisai).

## 2. Condition of Learning Facilities

From a physical perspective, SMA Negeri 1 Waisai Raja Ampat was built on 68,400 m<sup>2</sup> (228 m<sup>2</sup> × 300 m<sup>2</sup>). There are 14 permanent buildings consisting of 1 main two-story building and 13 one-story buildings, as well as a flag ceremony field and volleyball court.

The two-story main building is used for offices, counselling rooms, meeting rooms (hall on the 2nd floor), Tendik/Administration room, and men's and women's toilets. Meanwhile, the other buildings consist of 13 single-story units used for study rooms, laboratories, libraries and School Health Unit (UKS) rooms (Interview results, with Jhon Hendrik Modouw, Deputy Principal, facilities and Infrastructure, March 5 2023, at Waisai).

## 3. Condition of Teachers, Academic Staff (Tendik) and Students

There are 71 permanent teachers, honorary teachers, academic staff (Tendik) and administration staff working at Waisai 1 State High School, Raja Ampat Regency, for the 2022/2023 academic year. Of this number, the percentage of teachers who work as civil servants at SMA Negeri 1 Waisai has not yet reached 50% or only 47.89% of the existing civil servant staff. However, this shortage can be overcome by having 21 honorary teachers (29.58%) and 12 educational staff (Tendik) (16.90%) so that the learning process can run well. Educational staff (Tendik) with clear main tasks can support a smooth learning process. Tendik's duties include setting up and operating equipment, such as computers, LCDs, laptops, laboratories, and libraries, to support teaching and learning activities.

The situation of students at SMA Negeri 1 Waisai, Raja Ampat Regency, in October 2022/2023 from classes X, XI and XII totalled 30 study groups (rombel). Meanwhile, students' specialization is in 3 (three) fields of science, namely science, social studies and language. The total number of students at SMA Negeri 1 Waisai, Raja Ampat from classes X, XI and XII in 2022/2023 is 940 people. In carrying out this research, the class used as the object of research was class XI IPA 3, with 35 students, consisting of 14 male and 21 female students. The teacher who supervises the history subject is Desye Gunena, S.Pd., a graduate of the history education department of the Faculty of Social Sciences (FPIPS) IKIP Negeri Manado. Mrs. Desye Gunena was also given additional duties as Head of the School Health Unit (UKS) of Waisai 1 State High School, Raja Ampat.

### 3.1. Description of the King's Egg Cultural Heritage Object

#### a. Brief Overview of the King's Egg Cultural Heritage Site

The site points to the location of the Raja Egg Cultural Reserve, which is in Wawiyai Village, South Waigeo District, Raja Ampat Regency. It is at the location of the Telur Raja Cultural Reserve that people believe that the kings who once ruled in the area now known as Raja Ampat came from. Because of this, this area is also called Kali Raja, which is the place where the eggs were found which became the forerunners for the birth of kings by Alyab and Bukideni's husband (detikTravel, 2020, "Magic Eggs, a Symbol of Raja Ampat Tolerance", [https:// travel. detik. com/domestic-destination/d-5033957/](https://travel.detik.com/domestic-destination/d-5033957/)).<sup>[13]</sup>

The story of the origin of the kings in Raja Ampat was also stated by Papua Archaeological Researcher Hari Suroto (2020), who said that the two remaining eggs turned into spirits and a stone. This stone is called *Kapatnai* (local language) or King's Egg. The four men later became leaders or Kings in Raja Ampat. *Kapatnai* was kept and received special respect to this day. The king's egg is in a building in Kali Raja. The king's egg is placed on a plate and wrapped in a white cloth in a mosquito net. *Kapatnai* is placed in porcelain arranged in three layers on top of a bronze gong with a striking area at the bottom. *Kapatnai* was wrapped in a shroud.

According to Hari Suroto (2020), outside the building, the guardian deity takes the form of two upright stones or menhirs named *Man Moro* and *Man Metem* as bodyguards. *Kapatnai* cannot be seen anytime to maintain its sacredness and only opens during the mosquito net changing ceremony. As a form of respect for their ancestors, the people of Raja Ampat hold a tradition of changing mosquito nets and bathing eggs by the descendants of the king. This tradition only occurs once a year, aligned with Islamic religious holidays.<sup>[14]</sup>

According to data from informants (Obet Fey, Amandus Marindal, and Adam Gaman, the number of visitors who come to the location is uncertain. Up to 15 to 35 people can visit the Raja Egg tourist attraction in Wawiyai daily. Those who visit the Telur Raja Cultural Heritage site are subject to a levy that has been mutually agreed between the Head of Wawiyai Village, traditional leaders, religious figures, youth leaders, custodians of the Raja Raja Cultural Heritage, and the South Waigeo District Government in the amount of Rp. 250,000,-for *Speed Boad*, and Rp. 150,000 for a *Longboat*. The distribution of the proceeds from this levy is for maintenance costs for the Telur Raja Cultural Heritage, Cultural Heritage custodians, and the Cash for Wawiyai Village, South Waigeo District, Raja Ampat (Interview results, with Obet Fey and Adam Gaman, 15 October 2022, in Kali Raja).<sup>[15]</sup>

### 3.2 Analysis of the Problem Under Study

#### 3. 2.1 Teacher Creativity in Using the King's Egg Cultural Heritage in History Learning

The teacher's activities utilizing the King's Egg Cultural Heritage in learning History in class XI Science 3 at Waisai 1 State High School include 3 (three) main activities. The scope of each of these three activities is as follows: (1) design of a history lesson plan (RPP) according to the main material by the teacher; (2) implementation of history learning by teachers consisting of classroom learning, history learning at Cultural Heritage locations, preparation of reports and presentations by students; and (3) evaluation consisting of a mid-test and end of semester test. The forms of teacher creativity in efforts to utilize the Raja Egg Cultural Heritage in history learning in the 3 (three) main activities above are as follows.

### a. History Learning Design

As a plan for learning history by utilizing the Teluk Raja Cultural Heritage, the teacher designs history learning materials according to the curriculum (K13) by linking them to the subject matter in the local historical context. Through this method, students can easily understand the historical material based on the historical activities of the locality where they are located or domiciled. For example, teachers' efforts to link the main material of history learning from material in the curriculum with local history material as carried out by teachers and students of Waisai 1 State High School, Raja Ampat Regency, with a study tour at the Teluk Raja Cultural Reserve *in* Wawiyai Village, South Waigeo.

Teacher creativity starts from designing history learning materials in the Learning Implementation Plan (RPP) for history subjects by choosing local history topics that are the main material topics in the national curriculum (K13). Designing and implementing history learning by the right teacher can attract students' interest in learning history and, simultaneously direct the teaching and learning process activities in a student-centred class. Thus, the problem of the teacher's creativity process lies in the teacher's ability to design history learning materials by linking the main material in the national curriculum (K 13) with relevant local history material and providing student-centred learning spaces or learning activities. Apart from attracting students' interest in studying history, relevant local history material also creates feelings of pride in students regarding the history of their ancestors.

The History Learning Plan by subject teachers according to the curriculum (K13) concerns the subject matter: " The Beginning of Indonesian Human Life ". Teachers' main material for history learning is related to "the story of the origins of Raja Ampat's ancestors", which began with eggs. A myth that was later recognized, and its location (King's Egg Cultural Reserve) in Wawiyai village, South Waigeo District, became sacred to the community. The Learning Implementation Plan (RPP) design for history subjects uses the one-sheet RPP model. In the RPP, 5 (five) abilities are formulated related to the ability to understand, recognize and analyze the theory of the origins of Indonesian ancestors, the origins of Raja Ampat (Raja Ampat Cultural Heritage), the culture of the Raja Ampat people, the lifestyle of the Raja Ampat people, cultural results and cultural values of the Raja Ampat people.

### b. Implementation of History Learning

#### 1. History Learning in Class

The implementation of history learning in class Teaching and learning activities are carried out based on the Learning Implementation Plan (RPP) for History Subjects in class XI MIPA 3 prepared by the teacher. RPP with the main material: "Early Life of Indonesian Society" with a time allocation of 3 weeks x 2 meeting hours (Deisy Gunena, 2022).<sup>[16]</sup>

The initial test or pre-test carried out by the teacher before the learning process, as shown in the picture above, shows that the lowest score obtained by the students was 66. The highest score was 84, so the middle score was 75. Then, the frequency and percentage of scores obtained from the initial test results were calculated and achieved by 35 students, as shown in the following table.

Table 1. Frequency and Percentage of Earnings Preliminary Test Scores of 35 Students

No.	Score Range	Frequency	Percentage (%)
1	66 – 74	17	48.57
2	75 – 83	15	42.86
3	84 – 100	3	8.57
	<b>Amount</b>	<b>35</b>	<b>100</b>

Source: Research Data, October 2022.



Based on the analysis of students' scores on the pre-test, it appears that 48.57% of students still "lack initial knowledge" about the main material that the teacher wants to present. Meanwhile, 42.86% of students had "good" knowledge, and only 8.57% had "very good" knowledge. However, based on these results, the teacher carries out the learning process according to the objectives in the lesson plan design for the main material so that a clear picture can be obtained about whether or not there has been an increase in student's knowledge after the process of learning this main material by utilizing historical objects, namely the Raja Egg Cultural Reserve in Wawiyai Village, South Waigeo District, Raja Ampat Regency.

In the learning process, the history subject teacher generally explained that "The Beginning of Indonesian Human Life" was linked to "Local History of Raja Ampat", namely the Raja Egg Tourist Object in Wawiyai Village, Raja Ampat Regency. The steps taken at the research location, namely the Telur Raja Cultural Heritage site, are also explained. The teacher's explanation is intended so that the students, the main target in this learning process, can understand what can be done at the Telur Raja cultural heritage location in Wawiyai Village through interviews with traditional leaders, youth leaders, religious leaders and local government figures.

Regarding the implementation of history learning activities at the Telur Raja Cultural Reserve location, students are equipped with the attitude to understand and comply with the traditional rules held by the local community. Activities are accompanied by history teachers, researchers and fellow teachers with the task of helping operate activity documentation equipment and joint supervision of students in the field.

The joint supervision conveyed to students is because the location of the King's Egg is considered sacred, so students are not allowed to do anything contrary to local customary norms that have been in force from ancient times until now among the community. Ancestral values such as respect, tolerance, and recognition are related to the existence of the Raja Egg Cultural Reserve, which is the forerunner of the descendants of the traditional king's government in the Raja Ampat Islands. The younger generation of Raja Ampat needs to preserve these values, including SMA Negeri 1 Waisai students.

## 2. Learning History of the Egg King Cultural Heritage Location

According to the activity plan agreed upon with researchers, history subject teachers, school leaders and students, namely the implementation of history learning at the Telur Raja Cultural Heritage location on Saturday, 15 October 2022, at 09.00 Eastern Indonesian Time (WIT). Gathering place at school and depart for the *boat port*. The implementation was preceded by a short briefing from teachers and researchers, and they prayed together at school using four-wheeled vehicles before leaving for the *boat port*. It also explains the estimated travel time, namely 1 hour 15 minutes, the procedures for entering the Raja Egg Cultural Reserve location, and the students' task of listening to and recording information from informants and asking questions to get explanations from sources.

History learning activities at the Telur Raja Cultural Heritage location in Wawiyai Village, South Waigeo District, Raja Ampat Regency, are carried out through 3 (three) activity stages, namely: preparation, implementation and reporting of activities. At the preparatory activity stage, the teacher divides students into groups, provides an explanation or direction regarding the object of interest in the study of history, the activities carried out by the students, and determines the teacher (peer) to help with documentation activities and determines the time of the activity and the type of marine vehicle used.

Students who take part in history learning activities at the Raja Egg Cultural Reserve are divided into 5 (five) groups. Each group comprises seven people, and a group leader and secretary are elected. Each group of students has explained the procedures for entering and staying at the Raja Egg Cultural

Reserve location, which every visitor must obey. Students were assigned to listen to and record explanations from officers, traditional leaders and Telur Raja Cultural Reserve community leaders. Students can also ask about information that is not clear and record explanations from informants. Recording this information is important for preparing activity reports for each group.

In this activity, a teacher or colleague is determined who will help, namely Desye Guinena, S.Pd, Dorce YV Tololiu, S.Pd, Amarantie A. Tuhumena, S.Pd, Suparman Toaha, S.Ag., M.Pd.I. Besides monitoring the students' condition while travelling or at the activity location, their colleagues are also tasked with taking pictures or videos of the activities.

The activity plan stipulates implementation on Saturday, 15 October 2022, at 09.00 Eastern Indonesia Time (WIT). Gathering place at school and depart for the *boat port*.

The second implementation stage includes a short briefing from teachers and researchers and praying together at school before leaving for the *boat port* using a four-wheeled vehicle. It also explains the estimated travel time, namely 1 hour 15 minutes, the procedures for entering the Raja Egg Cultural Reserve location, and the students' task of listening to and recording information from informants and asking questions to get explanations from sources—direction from researchers in class XI MIPA 3 before departure to the harbour.

After the activities at the Telur Raja Cultural Reserve location, according to instructions and directions from Obet Fey, a traditional leader and Adam Gaman, a youth leader, the group had to leave the location immediately. According to experience, in the natural conditions at that location, if the water recedes very quickly or it is too late to leave, the speed boat used by the group will run aground on the sand or rocks. If this happens, the group has to wait until high tide returns at around 18.00 Eastern Indonesian Time (WIT). Therefore, the group left the Telur Raja Cultural Reserve location, following the estuary of the Wawiyai River towards the island of Marindal *View*.

After returning from the Kali Raja Egg research location, the group rested on the Wawiyai Village bridge to eat and drink. After the break, it continues with interviews or questions and answers from the history subject teacher with the students. Hearing the teacher's question, "How do students feel comparing the history learning process in and outside of class as currently implemented?" The students, represented by Anugerah Mananti, explained that learning history outside the classroom through direct visits to tourist attractions, such as the Kali Raja Egg, was fun and happy. Anugerah Mananti, who was interviewed, felt happy and happy. Apart from learning history directly from informants and teachers, you can also witness the historical heritage related to the origins of the ruling kings, so the region or island area in southwest Papua is called Raja Ampat. Apart from that, as students, you can see the natural beauty of the southern part of Waigeo Island, have recreation and travel with friends and teachers (Interview Results, Desye Gunena, history teacher and Anugerah Mananti, 15 October 2022, at the Wawiyai Village Bridge, South Waigeo).<sup>[17]</sup>

Meanwhile, student Merlis Burdam, when interviewed by teacher Desye Guinena, a history subject teacher, with the same question, said that studying history in class was boring because the local history studied was not seen directly. The object. He was grateful because the teacher was able to design a local history lesson that facilitated them to go directly to the Raja Egg object in Wawiyai village, South Waigeo. Much information can be obtained directly from the source, Mr. Obet Fey, the father of tradition and youth leader Adam Gaman. Information was obtained from the sources in the form of stories or historical accounts of the origins of the King's Egg and its relationship to the power of the kings in the Raja Ampat Islands. He and his friends know that four kings rule the four large islands in the Raja Ampat archipelago and that the procession of bathing the King's Egg takes place every five years. He hopes that in the future, the activities carried out by this teacher will continue to be improved because they are very fun and provide enthusiasm, knowledge and self-motivation as Raja Ampat children who have to learn

more to know its history. He even said not to let them be born and raised in Raja Ampat but do not know their history. He also advised his classmates in class (Interview results, Deisy Guinena with Merlis Burdam, October 15 2022).<sup>[18]</sup>

According to teacher Desye Gunena, when designing history learning to be linked to local history, it was intended that students would be able to go to the field/location of the Raja Egg Cultural Reserve in Wawiyai village. Because it is at the location, students can immediately see the object. Much information in the form of stories about the King's Egg can be extracted by asking the traditional father, Obet Fey, and youth leader, Adam Gaman. (Desye Gunena, Interview Results, at the Wawiyai Village Bridge, South Waigeo, October 15 2002).<sup>[19]</sup>

Interviews with students and history teachers were conducted on the bridge in Wawiyai village, South Waigeo district, because the river or river water was receding quickly, so at the direction of traditional leaders, the group left the Telur Raja location and returned to the river mouth to carry out other activities. The interview atmosphere with history students and teachers is shown in the following picture. Student Anugerah Mananti answers questions from the left. Student Merlis Burdam explains from the right with the history teacher and researcher.

Based on the results of observations and assessments of the student report assignment materials that were presented, it was clear that the students had been able to absorb well the information explained by Mr. Obet Fey and Amos Marindal about the history of Raja Eggs in Wawiyai village, South Waigeo District, Raja Ampat Regency. Student knowledge, which provides an overview of students' level of understanding, is visible from written reports and discussions between students in class guided by the history subject teacher.

Observing the presentation of the group's results in class discussions, students appeared eager to reveal why the results were notes recordings or videos immortalized through interviews with traditional fathers or local youth figures about the origins of the King's Egg. It seems that most of the students could express the results of interviews in the field well because they experienced it themselves directly. History subject teachers themselves admit that it is true that there must be many strategies or learning methods that must be used to stimulate students' potential to learn history. One method is field studies of local tourist objects, which contain local historical content, assets, and local wisdom that students or students the heir generation must know (Interview Results, with Deisy Gunena, 22 October 2022).

The results presented by students have also provided an overview of the characteristics of their interest in learning, namely, having a constant tendency to pay attention to and remember something they have studied continuously; there is a feeling of liking and enjoyment for something that is of interest; gain a sense of pride and satisfaction in something one is interested in; preferring one thing of interest to another; and manifested through participation in activities and activities (Slameto in Suryono and Haryanto, (2015).

## 2.2 Increasing Interest in Learning History through the Use of the Raja Raja Cultural Heritage

History learning activities at the Telur Raja Cultural Heritage site in Wawiyai Village, Raja Ampat Regency, continued with preparing reports and presentations in class, as shown in the picture above. The results of report assignment presentations and formative exams/tests in history subjects in the odd semester 2022/2023 are shown in the following tables.

The students' report and presentation assignments, carried out after returning from the field in class, showed that the lowest score obtained by the students was 70. The highest score was 88, so the middle score was 79. Furthermore, the scores obtained by these students were calculated by frequency and percentage as in the following table.

Table 2. Frequency and Percentage of Earnings Activity and Presentation Report Scores of 35 Students

No.	Score Range	Frequency	Percentage (%)
1	70 – 78	4	11.43
2	79 – 87	20	57.14
3	88 – 100	11	31.43
	<b>Amount</b>	<b>35</b>	<b>100</b>

Source: Research Results Data, October 2022.

The analysis of students' scores on assignment reports and presentations showed that 11.43% of students still had "sufficient" knowledge of the information obtained from field studies. Meanwhile, 57.14% of students are in the "good" category, and 31.43% are in the "very good" category. However, the results obtained by students after the learning process from this field have shown an improvement compared to the scores obtained in the initial test so that a clear picture can be obtained about whether or not there has been an increase in students' knowledge after the process of learning this main material by utilizing historical objects, namely the Raja Egg Cultural Reserve in Wawiyai Village, South Waigeo District, Raja Ampat Regency.

Referring to the assessment results of written reports and student presentations, the history subject teacher provides further learning guidance on the main material related to local history material, namely the Raja Egg Cultural Reserve in Wawiyai Village, South Waigeo District, Raja Ampat. Teacher guidance is based on formulating learning objectives in the RPP, followed by a formative exam or test a week later. The results of the formative tests obtained by students showed that the lowest score was 82 and the highest score was 90, so the middle score was 86. So, the frequency and percentage of scores obtained by 35 students in the formative tests are shown in the following table.

Table 3. Frequency and Percentage of Score Gain Formative History Subject Test from 35 Students

No.	Score Range	Frequency	Percentage (%)
1	82-85	3	8.57
2	86-89	19	54.29
3	90-100	13	37.14
	<b>Amount</b>	<b>35</b>	<b>100</b>

Source: Research Data, October 2022.

The formative test results related to the main material of the history subject "Early Life of Indonesian People", which is linked to the local history material "Raja Ampat Egg Cultural Heritage." Based on the data analysis table above, there are three groups of student scores. First, students who got a score between 82-85 have a frequency percentage of 8.57%; Second, students who got a score between 86-89 have a frequency percentage of 54.29%; and Third, the group of students who got a score between 90-100 with a frequency percentage of 37.14%.

## ***Discussion of Research Results***

### **1. Evaluation of Research Results**

The results of this research were evaluated based on the research focus, namely: "Telur Raja Cultural Heritage and its use in increasing interest in learning history in class XI MIPA 3 students at

SMA Negeri 1 Waisai, Raja Ampat Regency, Southwest Papua Province". So the problem that wants to be answered/explained in this research is the teacher's creativity process in utilizing the Raja Egg Cultural Reserve in Wawiyai Village in history learning for students in class XI MIPA 3 SMA Negeri 1 Waisai, Raja Ampat Regency; and increasing interest in studying history of students at SMA Negeri 1 Waisai, Raja Ampat Regency by visiting and studying the Telur Raja Cultural Heritage in Wawiyai Village, South Waigeo Island.

This research was carried out with the support of a history learning plan or design by a history subject teacher in the form of a planned, systematic and measurable lesson plan. In its implementation, especially in field study activities, this research was fully supported by the school (leadership) and fellow teachers. This includes providing facilities to support learning through digital cameras and technical personnel who can manage them at the field study location.

The planned creativity of history teachers has been realized in 3 (three) main activities, namely: (1) design of history lesson plans (RPP) according to the main material in the K13 curriculum by teachers; (2) implementation of history learning by teachers consisting of learning in class, learning history at Cultural Heritage locations, preparing reports and presentations by students in class; and (3) evaluation consisting of mid-tests, assessment of student assignment reports and presentations, as well as formative tests.

There are 5 (five) learning objectives formulated by the teacher in the design of the lesson plans for history subjects for the main material according to the curriculum (K13), namely: "Early life of Indonesian society", which is linked to local history material, namely: "Egg Raja Cultural Heritage" in Wawiyai Village, South Waigeo District, Raja Ampat Regency. The formulation of learning objectives associated with local history material is: (1) students understand many theories about the origins of the ancestors of the Indonesian nation; (2) students understand the origins of Raja Ampat through the Kali Raja Cultural Reserve; (3) students recognize the culture of the Raja Ampat people; (4) students analyze the lifestyle of the Raja Ampat community, and (5) students recognize the cultural results and cultural values of the Raja Ampat people. These goals have been attempted to be achieved in 3 (three) face-to-face meetings or learning hours. This includes plans for history learning at the Telur Raja Cultural Heritage location in Wawiyai Village, South Waigeo District. Which aims to achieve 5 (five) learning objectives

Activities carried out systematically and measurably begin with learning the main material in class, which begins with an initial test. A visit and historical learning were conducted at the Telur Raja Cultural Heritage location in Wawiyai Village, West Waigeo District, Raja Ampat. As a continuation of learning history in the field with resource persons (traditional leaders and youth leaders), students are tasked with compiling reports based on information from the resource person to be presented in class. This student report is intended to measure students' ability to absorb and re-communicate information obtained from sources as an integral part of the formulation of learning objectives 2-5 in the RPP related to local history material. The teacher and researchers observed the students' assignment presentations and discussions in class; then, the teacher assessed the students' assignments and presentations. During the history lesson the following week or the third meeting, they summarise the material and formative evaluation.

Based on the RPP for history subjects and the problems in this research, the results analyzed consist of initial tests or pre-tests, reports, student presentations and discussions in class, and formative tests. The initial test or pre-test carried out by the teacher before the history learning process obtained results in the form of achievement scores from 35 students, namely between 66 and 84. The lowest score is 66-74, the frequency is 17 or 48.57%, the middle score is 75-83, the frequency is 15 or 42.86%, and a score of 84-100 has a frequency of 3 or 8.57%.

The analysis of students' scores on the pre-test showed that 48.57% of students still had a "lack of initial knowledge" about the main material that the teacher wanted to present. Meanwhile, 42.86% of students had "good" knowledge and 8.57% had "very good" knowledge. The teacher uses these results to carry out the learning process according to the objectives in designing lesson plans for the main material.

The research results obtained after the history learning process at the Telur Raja Cultural Heritage location relate to student reports, presentations, and formative tests on all learning materials. From the results of reports and presentations, the achieved scores for 35 students were between 70 and 88, with a middle score of 88. So between the lowest scores of 70-78, the frequency was four students or 11.43%; the middle score between 79-87, a frequency of 20 students or 57.14%; and the upper group score was between 88-100, the frequency was 11 students or 31.43%.

The scores achieved by 35 students on the report and presentation of this assignment were compared with the initial test scores, and it was clear that there was an increase in learning outcomes. This increase occurred in the lowest score obtained by students in the initial test, which was 66 in the assignment report and presentation; the score was 70. Meanwhile, the highest score was 84 in the initial test from the assignment report and presentation results. The highest score was 88.

This increase in student learning outcomes also occurred in formative tests. The results in the form of formative test scores obtained by students were in the range 82 – 88 with the frequency of scores achieved by students; scores between 82-88 were achieved by three students or 8.57%; scores between 89-95 were achieved by 19 students or 54.29%; and scores between 96-100 were obtained by 13 students or 37.14%. This formative test score shows that there has been an increase in history learning outcomes from the initial test achievement scores (pre-test) and the achievement scores for assignment reports and presentations.

The increase in student learning achievement scores in history subjects indicates the significant aspect of teacher creativity in designing learning by linking local history material to attract students' attention, feelings of joy and interest in learning. Students are interested and enjoy learning by witnessing directly the historical sources being studied, such as the Raja Egg Cultural Reserve in Wawiyai Village, South Waigeo District. Achievement of the history teacher's creativity in designing learning with local content material and student learning outcomes that need improvement and development occasionally.

## 2. Discussion of Research Results

The results of this research relate to aspects: (1) the teacher's creativity process in utilizing the Raja Egg Cultural Reserve in Wawiyai village in history learning for students of Waisai 1 Public High School, Raja Ampat Regency; and (2) increasing students' interest in learning history at SMA Negeri 1 Waisai, Raja Ampat Regency by visiting and studying the Raja Egg Cultural Reserve in Wawiyai Village, South Waigeo Island.

The history teacher's creativity process has been realized in the form of a lesson plan design for the main material, "Early Life of Indonesian People", which is linked to the local content material or local history of the Raja Ampat people, namely "Tel Raja Cultural Heritage". This local content material is closely related to the main material based on the history curriculum, so it is seen as attracting students' interest and attention in studying history. Therefore, the learning design formulates objectives that must be achieved by teachers and students in the process, both in the classroom and outside the classroom or at the location of the study object. Likewise, the evaluation design measures students' initial level of knowledge, knowledge acquired during the process, and knowledge, attitudes and skills possessed after learning the main history material.

This teacher's history learning design has facilitated students to learn things related to their local lives. So, what history teachers do is link the main historical material in the curriculum with local content material, in line with Tajalan's opinion in Edi Waluyo (2013) regarding teacher creativity. According to Tajalan, teacher creativity in learning is part of a system inseparable from education and education. The role of teacher creativity is not just to help one aspect of the human self. However, it includes other aspects, namely cognitive, psychomotor and affective.

Meanwhile, the increase in history learning outcomes seen through achievement scores on initial tests, assignment reports, presentations, and formative test results is closely related to the learning design teachers have prepared and implemented.

Students' achievement scores, in addition to the skills and attitudes (affective) aspects, appear to have increased. The learning atmosphere and improving student outcomes cannot be separated from interest in learning about the learning topics designed and presented by the teacher. Slameto (2015) states that indicators of interest in learning are feelings of joy, interest, acceptance, and student involvement in learning. The indicator of feeling happy allows students to enjoy taking part in lessons, not feel bored, and be present during lessons; involvement, encouraging students to be active in discussions, actively ask questions, and actively answer questions from the teacher; interest, encouraging students to be enthusiastic in participating in lessons, not delaying completion of assignments from the teacher; and students' attention, encouraging them to listen to the teacher's explanation and take notes on lesson material. Thus, the results of student achievement scores are closely related to Slamet's (2015) opinion regarding indicators of learning interest, which, if properly facilitated in the learning design and process, can provide adequate results to achieve the learning objectives.

The history learning process in the field has also raised students' enthusiasm for learning history subjects. This is made possible by the design of history learning by teachers who can also develop the "history learning function" for human life. According to Kuntowijoyo (1994), learning history consists of educational, recreational, inspirational, instructive and future functions. History teachers have made efforts to realize these functions in studying history in the field so that studying history is not boring, as seen in several pictures/photos of students in the Telur Raja Cultural Heritage Area in Wawiyai Village, South Waigeo District. Meanwhile, learning history with an introduction to local history is expected to provide benefits, as stated by Priyadi (2012), including (1) a source of local creativity and optimistic views; (2) local content of the school curriculum; (3) media to generate regional development in regional autonomy; (4) tourism supporting facilities; and (5) inspiring artists to write works of art with historical backgrounds.

## **Conclusion**

The study and discussion focused on 2 (two) problems, namely "teacher creativity in using the Raja Egg Cultural Heritage in learning history" and "Interest in learning history" in class XI MIPA 3 students at Waisai 1 State High School, Raja Ampat Regency, Southwest Papua Province. From the results of the study and discussion, suggestions/recommendations for the results of this research are concluded and put forward as follows.

1. The creativity of history teachers has been able to be realized in 3 (three) main activities, namely: (1) design of history lesson plans (RPP) by teachers according to the main material in the K13 curriculum, namely: "Early life of Indonesian people", which is linked to local historical material, namely: "Egg Raja Cultural Heritage" in Wawiyai Village, South Waigeo District, Raja Ampat Regency. The formulation of learning objectives emphasizes students' ability to understand the origins of Indonesian ancestors and Raja Ampat ancestors and the ability to recognize and analyze the culture and cultural values of the Raja Ampat people. (2) implementation of history learning by teachers consisting of learning in class, learning history at Cultural Heritage

locations, preparing reports and presentations by students in class; and (3) evaluation consisting of an initial test or pre-test, assessment of reports and presentations of student assignments as well as formative tests. All series of activities in this teacher learning design are carried out in 3 hours or three weeks of meetings according to the provisions in the curriculum (K13). So, in terms of planning (design in the RPP) and implementation by the teacher, it can be said to be successful according to, carefully and consistently following each stage of activities in this learning and research plan.

2. The historical interest of class XI MIPA 3 students at SMA Negeri 1 Waisai, Raja Ampat Regency, Southwest Papua Province, increased throughout the learning process. This increase in students' interest in learning history can be observed and expressed qualitatively and quantitatively. Qualitatively, it was observed that there were changes in students' attitudes and behaviour in learning history, namely that there was attention, feelings of joy, and interest in students learning historical material related to local historical material, namely the "Egg Raja Cultural Heritage" in Wawiyai Village, South Waigeo District, Regency Raja Ampat. Meanwhile, quantitatively, there is a relationship between students' attention, enjoyment, and interest in learning history, which can be seen in the achievement scores from the initial test (pre-test), assignment and presentation scores, and formative test results from this learning material. For the initial test, the scores achieved by 35 students were between 66-84, where a score of 66-74 had a frequency of 17 or 48.57%, a middle score of 75-83 had a frequency of 15 or 42.86%, and a top score of 84-100 had a frequency of 3 or 8.57%. These results become the basis for teachers to carry out the learning process according to the design in the RPP. For 35 students, the score achieved from assignments and presentations was between 70-88, where the lowest frequency of scores was 70-78, the frequency was four students or 11.43%; the middle score was between 79-87 with a frequency of 20 students or 57.14%; and the upper group score was between 88-100, the frequency was 11 students or 31.43%. Meanwhile, the scores achieved by 35 students for the entire history material were between 82-90, where the lowest score was between 82 - 88, the frequency was three students or 8.57%, the middle score was between 86-89, the frequency was 19 students or 54.29% and the top score was between 90-100, the frequency was 13 students. Or 37.14%. This formative test score shows that there has been an increase in history learning outcomes from the initial test achievement scores (pre-test) and the achievement scores for assignment reports and presentations.

Suggestions/recommendations for these results are: (1) It is hoped that the results of this research can be used as a reference for the Principal of SMA Negeri 1 Waisai, Raja Ampat Regency, to guide teachers to improve the quality of the subject learning process through planned design and measurable ; (2) For teachers, these results become motivational material as well as a reference for teachers in their efforts to design learning (RPP) in the subjects they are teaching and implementing them consistently to improve learning outcomes in the subjects they are coaching; and (3) For students, these results can motivate students to increase their interest in learning in the subjects studied according to the teacher's systematic, well-planned and measurable plans.

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