



CERTIFICATE

6th ICESS 2021

INTERNATIONAL CONFERENCE ON EDUCATION AND SOCIAL SCIENCES

Number: 3477/UN37.1.3/PI/2021



Universiteit Leiden

This Certificate Is Proudly Present To

HENDRA KURNIAWAN

as

PRESENTER

Has presented with a paper entitled:

**CURA PERSONALIS IN CREATIVE PEDAGOGY: MINING THE MEANING OF HISTORICAL LEARNING
IN THE DIGITAL ERA**

at **The 6th International Conference on Education and Social Sciences**

with the theme: Digital Technology on Social Sciences, Humanities, and Education.

Organized by Faculty of Social Sciences Universitas Negeri Semarang, 9 - 10 April 2021.



Dr. Moh. Solehatul Mustofa, M.A
Dean of Faculty of Social Sciences
Universitas Negeri Semarang

ICESSE
INTERNATIONAL CONFERENCE
ON EDUCATION AND SOCIAL SCIENCES

Prof. Dr. Wasino, M.Hum.
Chairman of The 6th ICESS 2021

THE ICESS 2021

INTERNATIONAL CONFERENCE ON EDUCATION AND SOCIAL SCIENCES
Theme: Digital Technology on Social Sciences, Humanities, and Education



Universiteit Leiden

Organized by
Faculty of Social Sciences Universitas Negeri Semarang
Collaboration with & Supported by
The University of Sydney, Akita University & Universiteit Leiden

BOOK OF ABSTRACTS

THE 6TH INTERNATIONAL CONFERENCE ON EDUCATION AND SOCIAL SCIENCES (THE 6TH ICESS 2021)

9 - 10TH APRIL 2021

**FACULTY OF SOCIAL SCIENCES
UNIVERSITAS NEGERI SEMARANG**



56TH ANNIVERSARY
UNIVERSITAS NEGERI SEMARANG

**09 - 10
APRIL 2021**

Preface

The development of digital technology has brought big changes in the order of life and even gave birth to a new world civilization for mankind. Digital technology has been integrated into everyday social life. Now, the role of digital technology is increasingly dominant when the world faces the spread of the Covid-19 virus. A pandemic situation forces human to limit the occurrence of direct social relationships and divert them into virtually mediated relationships through digital technology. This new world needs to be addressed scientifically, especially from the perspective of social sciences, humanities, and education to evaluate and develop science from the aspects of methods, studies, scientific theoretical substance, and good practice in order to find appropriate academic reasoning in facing ongoing changes. The 6th International Conference on Education and Social Sciences (ICESS) 2021 aims to bring together researchers, teachers, scientists, and scholars to exchange and share their experiences and research results on all aspects of social science, humanity, and education. The conference is expected to bring about strategy, best practices, and solutions contributing to the efforts to beat the covid-19 pandemic.

Theme of the 6th ICESS is “**Digital Technology on Social Sciences, Humanities, and Education**”.

There are some Sub Themes, including:

1. Social studies learning in the digital era
2. Social research and digital sources
3. Oral tradition
4. Digitalize Memory & Public History
5. Community, democracy, and policy on the new normal era
6. Digital Culture & Society
7. Disaster Management
8. Environmental Problems and Conservation
9. The industrial revolution and social change
10. Global pandemic on social aspects
11. Humanities learning in the digital era

Conference Committee

Steering Committee

Dr. Moh. Solehatul Mustofa, M.A.

Prof. Dr. Wasino, M.Hum.

Dr. Apik Budi Santoso, M.Si.

Prof. Dr. Eva Banowati, M.Hum.

Organizing Committee

Dr. Martien Herna Susanti, S.Sos., M.Si.

Dr. Gunawan, S.Sos., M.Hum.

Dr. Atika Wijaya, S.A.P., M.Si.

Dr. Nina Witasari, S.S., M.Hum.

Edi Kurniawan, S.Pd., M.Pd.

Ninuk Solikhah Akhiroh, S.S., M.Hum.

Tsabit Azinar Ahmad, S.Pd., M.Pd.

Satya Budi Nugraha, S.T., M.T., M.Sc.

Aprillia Findayani, S.Pd., M.GES.

Cahyo Seftyono, S.Sos., M.A.

Dr. Edy Trihatmoko, S.Si., M.Sc.

Fitri Amalia Shintasiwi, M.A.

Faculty of Social Sciences

Universitas Negeri Semarang

Contents and Abstract List

Book of Abstracts	1
Preface	2
Conference Committee	3
Contents and Abstract List	4
Digital Gastrodiploacy: Strengthening Indonesian Gastronomy Branding Through Social Media	7
Government Transition Policy in Tourism Sector During New Normal Era: Case of The Government of North Sulawesi Province.....	8
Assessment of Vulnerability and Community Preparedness Against Flood Disaster During Covid- 19 Pandemic Period in Semarang City.....	9
Dramatic Learning Methods for Students' Understanding of Flood Disaster Preparedness Material in Class XI SMA Negeri 8 Semarang	10
The Types of Urban Areas and the Patterns of Electoral Support for Islamic Party: Prosperous Justice Party in the Election of Local Parliamentarians in Java (2014-2019).....	11
Adaptation Strategy of Tidal Flood Handling a Case Study in Sayung District, Demak.....	12
The Utilization of Technology-Based Web GIS as an Effort to Establish the Spatial Thinking Ability of Geographic High School Students	13
Covid-19 as a Catalyst for Personal Screen Culture.....	14
Cultivation of National Ideology and Anti Radical on Functional Student Organization of FIS UNNES in Era of Industrial Revolution 4.0	15
Development of High-Level Questions and Students' Critical Thinking Ability: Studies on Social Studies Teachers in Pekalongan City	16
Analysis of Behavior Resilience in The Pandemic Covid 19 And the Influence of Social Media.....	17
Learning the Utilization of What's-App Marketing for On Line Business for FIS Businessman Students	18
Analysis of Online Learning Evaluation of Social Science Education Study Program	19
The Transformation of the Dhukutan Oral Tradition into a Dance Film: A Challenge and Opportunity in the Industrial Revolution 4.0 Era.....	20
Lexicon of Military Weapons in Journalistic Variety	21
Ethnobotany (<i>Amorphophallus variabilis</i>) at Semarang and its Surroundings: its Important Role as Component of Forest Vegetation.....	22
Making the Village Environment More Valuable: A Strategy to Survive the Mountain Area Community in Facing the Pandemic-Covid 19	23
Teacher Initiates in Improving the Quality of Learning in Digital History of The Covid-19 Era.....	24
Distribution Sediment Fire Coal Power Plant Batang Central Java.....	25
Historiography of Family History as A Creative Pedagogy to Produce Student Family Digital Profile.....	26
The Role of Disaster Preparedness Village in Handling Abrasion	27
The Urgency of Strengthening the Concept of Students' Historical Curiosity through Digital Literacy.....	28
Growing A Creative Preneure Through the Living Museum at Vocational School of PPN Lembang.....	29
The Role of Education in Preserving Javanese Ethical Values	30
The Synergy of E-Government and Local Wisdom in the Digital Village of Sepakung Ambarawa	31
Utilizing the Learning Management System (LMS) Based On Google Classroom As A Historical Learning Media To Improve Student Creativity	32
Predicting the Condition of Agricultural Lands in Pati Regency to Make Sustainable Food Providing Against the Future	33

Acceleration Strategy in Developing the Tenant of Entrepreneurial Students of Social Sciences Faculty Universitas Negeri Semarang	34
Study of Plant-Based Beverage as Popular Medicine in Community Response to COVID-19 in Central Java	35
Utilization of JAKI Application in Improving Public Services in DKI Jakarta	36
Podcast as A Media for Growing Historical Imagination of Students During the Covid-19 Pandemic	37
Discovery Learning Model as a Forum for Emancipatory Thinking in Social Studies Learning in the Digital Era.....	38
The Analysis of English Speaking Performance of Students at Faculty of Social Sciences to Universitas Negeri Semarang	39
Development of Encyclopedia Media Based on Indonesian Cultural Diversity	40
Internalization of Pancasila Values in Character-Based Schools (Case Study at SMP Islam Plus At-Thohari Tuntang Semarang Regency)	41
The Role of local institution in addressing Pandemic Covid-19	42
The Kodaly Method as Music Therapy for Children with Disabilities during the Pandemic	43
Implementation of Zakat Savings for Members of Sharia Financial Services Cooperatives (KJKS) for Economic Empowerment of Small and Medium Enterprises in Semarang in 2021	44
Knowledge and Practice of Entrepreneurial Education for Young Scholars in Jeketro Brobogan Village	45
Integration of Bugis-Makassar Cultural Values "Siri Na Pacce" in Social Studies Learning in the Digital Age	46
Cura Personalis in Creative Pedagogy: Mining the Meaning of Historical Learning in the Digital Era	47
Implementation of Pendidikan Generasi Muda dan Kepramukaan (PGMK) for New Students as an Effort to Build the Spirit of State Defense Towards Advanced Indonesia.....	48
Determination of The GIS-Based Longsor Village Building Environment in Banyubiru District, Semarang Regency, Central Java.....	49
Ethnographic Study of the Values of the Umma Kalada in the Traditional Community of Loura and Its Implementation in Elementary Social Studies Learning.....	50
Minangkabau in Film: Media for Integrative Learning of Minangkabau Nature	51
Acculturation of Buddhism Values and Javanese Tradition: A Historical and Antropological Review.....	52
Taking Care of Tradition: Ruwahan Existence in the Midst of the COVID-19 Pandemic	53
The 1977 Election and Consolidation of the New Order in West Sumatra	54
Challenges During the Pandemic: Using Learning Media in Learning at STKIP PGRI Sumenep	55
Enhancement of Geographic Teachers 'Competence in The Use of Web GIS Technology for the Learning of Spatial Intelligence.....	56
Growing Imaginative Creativity of Vocational School Students Through Video Making with The Brainstorming Method in History Learning	57
Implementation of Cultural Conservation Values through the Development of Traditional Music Art "Terbangan" in Dukuh Kepil Community in Pakintelan Village	58
Disaster Recovery in Social Aspect: Evidence from Lombok Earthquake 2018.....	59
The Dynamics of Local Democracy on Simultaneous Pilkadaes Election in Semarang District	60
Entrepreneurship Education for Students in Higher Education	61
Identifying for Social Studies Learning Based on Regional Potential in Coastal	62
Social Changes to The Values of Local Culture Urang Banjar	63
Classification of Independent Papua Organizations (OPM) in the Perspective of International Legal Subjects	64
"Guru Tonggo": The Implementation of Character Education in PPKn Learning in The Digital Era	65

Bonding and Bridging Social Capital in Developing Sustainable Local Tourism	66
Historical Literacy as Strengthening Character Education	67
Teacher of Creative History as Creative History	68
Semiotic Study of Local Cultural Values of South Sumatra in Social Studies Learning	69
Humanism in Indie Music in The Digital Era; Iksan Scooter's Contribution to The Development of Indie Music in Indonesia	70
A Comparative Study of Pandemic Effect towards Social Educational Activities in Social Educational Spaces.	71
The Effectiveness of Snakes and Ladders Game for The Social-Emotional Development of Children in The Pandemic Time Covid 19.....	72
Exploring History Teachers' Attitudes Toward Local History For Creative History Learning During The COVID-19 Pandemic	73
Family Habits in The Shaping of Youth Social Behavior (Case Study on The Cirebon Fishermen Community).....	74
Gamification in History Learning: A Review of Literature.....	75
Modernization of Women's Politics in Semarang City.....	76
Covid-19 in the Flow of Technology: The Impact of Using E-Learning in Learning History.....	77
High School Learning Strategy in The Time of Covid-19	78
Tiktok As an Online Learning Media During A Pandemic (Case Study: Dance Creativity Course)	79
How Parents Speak Banyumas Dialect Nowadays.....	80
Directions for Adaptation Strategies for Drought in Bompon Watershed: A Review	81
Using E-Module History as a Distance Learning Solution.....	82
The New Face of the Semarang Old City in Millennial Generation's Perspective	83
Creative Literacy: Building 21st Century Skills through Local History Learning of Kesultanan Langkat.....	84
Election Vulnerability and Fraud Prevention Efforts by Bawaslu.....	85
Public Policy Formulation Based on Local Wisdom in Kenteng Village, Semarang Regency	86
In-service and Pre-service Teachers' Experiences of Augmented Reality for Citizenship Education...	87
The Needs for Sociology Learning Based on Technology, Pedagogical, Content Knowledge (TPACK)	88
Improvement of Teacher Competence in Evaluation Instrument Making Android Based on the foundation of AT Tohari Semarang District	89
The Use of Cooperative Learning Methods Type of Listening Team to Increase the Student Learning Outcomes in Concept of Natural Resources and Local Economic Activities in Social Studies in 4th Grade of Elementary School	90
Development of Online Learning Resource for GLBB material with the PBL Model during the COVID-19 Pandemic.....	91
Langsajarot Magersari Community as Response for Local Education Needs in the Digital Era	92
Community Mobility Adaptation in Facing Coronavirus Disease (Covid-19) in Rengas Village, Kedungwuni District, Pekalongan	93
Historical Awareness through the Use of the WhatsApp Group Application as a Distance Learning Media	94
Bicultural Identity Negotiation in Beur Cinéma: The Case of film Samba	95
Personal Approach: Arts Alternatives Seeking Meaning in Historical Learning for Environmental Awareness	96

Cura Personalis in Creative Pedagogy: Mining the Meaning of Historical Learning in the Digital Era

Hendra Kurniawan, Nana Supriatna, Candra Permana

(hendrak@upi.edu)

Universitas Pendidikan Indonesia

Abstract. Learning in the digital era, teachers have a humanistic role in the educational process that cannot be replaced by technology. This is because education is not merely a transfer of knowledge but also a transfer of values. Included in history education, which is tasked with developing the national character of the younger generation. To arrive at this noble purpose, history learning requires a breakthrough. Opportunities for the realization of meaningful history learning can be achieved through creative pedagogy. Creative history learning can lead students to historical imagination to understand the past so that it can be used as inspiration in facing current and future challenges. In addition to facilitating cognitive processes, imaginative historical stories also stimulate the affective side of students. Expression of the students' imagination is accommodated through a psychomotor process by producing creative work. The potential of these students needs to be optimized through personal mentoring. Cura personalis in creative history learning does not only free the imagination. Cura personalis helps students interpret and utilize their learning experience for themselves and others in human dignity that no matter how sophisticated technology can not make up for it.

Keywords: creative pedagogy, cura personalis, historical learning, digital era.



THE ICESS 2021

INTERNATIONAL CONFERENCE ON EDUCATION AND SOCIAL SCIENCES
Theme: Digital Technology on Social Sciences, Humanities, and Education

56TH ANNIVERSARY
UNIVERSITAS NEGERI SEMARANG

6th International Conference on Education and Social Sciences (ICESS 2021)

Advances in Social Science, Education and Humanities
Research Volume 578

Online
9 - 10 April 2021

Editors:

**Erni Suharini
Johan Richard Weintre
William Bradley Horton
Surya Suryadi
Mohd Hairry bin Ibrahim
Dewi Liesnoor Setyowati
Hans Pols
Balraj Singh**

**Wasino
Nasir bin Nayan
Eva Banowati
Gunawan
Atika Wijaya
Edi Kurniawan
Satya Budi Nugraha**

ISBN: 978-1-7138-3668-1

Printed from e-media with permission by:

Curran Associates, Inc.
57 Morehouse Lane
Red Hook, NY 12571



Some format issues inherent in the e-media version may also appear in this print version.

Copyright© (2021) by Atlantis Press
All rights reserved.
Copyright for individual electronic papers remains with the authors.

For permission requests, please contact the publisher:

Atlantis Press
Amsterdam / Paris

Email: contact@atlantis-press.com

Conference Website: <http://www.atlantis-press.com/php/pub.php?publication=icess-21>

Printed with permission by Curran Associates, Inc. (2021)

Additional copies of this publication are available from:

Curran Associates, Inc.
57 Morehouse Lane
Red Hook, NY 12571 USA
Phone: 845-758-0400
Fax: 845-758-2633
Email: curran@proceedings.com
Web: www.proceedings.com

TABLE OF CONTENTS

LIVELIHOOD ANALYSIS ON ECONOMIC CONDITIONS IN JELOBO VILLAGE, KLATEN REGENCY, CENTRAL JAVA.....	1
<i>Soni Setiawan, Juhadi, Eva Banowati, Tjaturahono Budi Sanjoto</i>	
GROWING A CREATIVE PRENEURE THROUGH THE LIVING MUSEUM AT VOCATIONAL SCHOOL OF PPN LEMBANG.....	6
<i>Dimas Rachmat Susilo, Nana Supriatna, Yuver Kusnoto</i>	
IMPLEMENTATION OF ZAKAT SAVINGS MEMBER OF SHARIA FINANCIAL SERVICES COOPERATIVE (KJKS) FOR ECONOMIC EMPOWERMENT OF SMALL AND MEDIUM ENTERPRISES IN SEMARANG IN 2021	11
<i>Hafiz Rafi Uddin, Imam Hanafi, Tarisa Fitriani, Nisa Maulia Rahmah</i>	
THE IMPLEMENTATION OF CHILD-FRIENDLY SCHOOL IN SD UMMUL QURO, SEMARANG REGENCY.....	17
<i>Martien Herna Susanti, Maman Rachman, Anandha</i>	
MODERNIZATION OF WOMEN IN POLITICS IN SEMARANG CITY.....	23
<i>Puji Lestari, Muh. Aris Munandar, Wenny Dwika</i>	
DEVELOPMENT OF HIGHER ORDER THINKING SKILL IN JUNIOR HIGH SCHOOL: STUDIES ON SOCIAL STUDIES TEACHERS IN PEKALONGAN CITY	28
<i>Arif Purnomo, Ferani Mulianingsih</i>	
PREDICTING THE CONDITION OF AGRICULTURAL LANDS IN PATI REGENCY TO MAKE SUSTAINABLE FOOD PROVIDING AGAINST THE FUTURE.....	33
<i>Eva Banowati, Ariyani Indrayati, Atno, Yuria Sari, Mitha Fitria Anggraini, Aprilia Indriyani</i>	
ETHNOGRAPHIC STUDY OF THE UMMA KALADA VALUES OF THE INDIGENOUS PEOPLE OF LOURA AND ITS APPLICATION IN ELEMENTARY SOCIAL STUDIES LEARNING.....	38
<i>Heronimus Delu Pingge, Nana Supriatna, Sapriya, Abdul Azis Wahap, Rahel Maga Haingu</i>	
STUDY PHENOMENOGRAPHY (PHENOMENOGRAPHIC APPROACH) TOWARDS TRAUMA HEALING PATTERNS ON COMMUNITY CONFLICT VICTIMS IN THE SLOPE OF MERAPI MERBABU IN BOYOLALI.....	44
<i>Ba'in, Suyahmo, Suwito Eko Pramono, Hamdan Tri Atmaja</i>	
HISTORICAL LITERACY AS STRENGTHENING CHARACTER EDUCATION	53
<i>Nadia Ramona, Nana Supriatna</i>	
USING E-MODULE BASED ON HISTORICAL THINKING SKILL AS A DISTANCE LEARNING SOLUTION.....	61
<i>Ruli Seftiana Aziza, Nana Supriatna</i>	
ANALYSIS OF ENGLISH-SPEAKING PERFORMANCE FOR THE EFFECTIVE LANGUAGE LEARNING IN DIGITAL ERA	69
<i>Fitri Amalia Shintasiwi, Khoirul Anwar</i>	
GROWING IMAGINATIVE CREATIVITY OF STUDENTS THROUGH VIDEO MAKING WITH THE BRAINSTORMING METHOD IN HISTORY LEARNING	74
<i>Kharista Setyo Nur Utami, Nana Supriatna, Leli Yulifar</i>	

LOCAL HISTORY FOR CREATIVE HISTORY LEARNING DURING THE COVID-19 PANDEMIC	80
<i>Nuhiyah, Supriatna, Nana</i>	
SIMULATION LEARNING METHODS FOR STUDENTS' UNDERSTANDING OF FLOOD DISASTER PREPAREDNESS MATERIALS	88
<i>Andi Irwan Benardi, Jamhur, Sriyono, Johan Hadi, Prisma Tia Ningrum, Siti Nur Hasna Khofifah</i>	
BICULTURAL IDENTITY NEGOTIATION IN BEUR CINÉMA: THE CASE OF FILM SAMBA.....	93
<i>Wulan Tri Astuti, Faruk, Budi Irawanto</i>	
IMPROVEMENT OF TEACHER COMPETENCE IN MAKING ANDROID-BASED EVALUATION INSTRUMENTS AT THE AT TOHARI FOUNDATION, SEMARANG REGENCY	100
<i>Tutik Wijayanti, Maman Rachman, Dwi Hermawan, Hendri Irawan</i>	
INTERNALIZATION OF PANCASILA VALUE AT SMP ISLAM PLUS AT THOHARI TUNTANG SEMARANG REGENCY INDONESIA	109
<i>Giri Harto Wiratomo, Suprayogi, Natal Kristiono</i>	
DISASTER RECOVERY IN SOCIAL ASPECT: EVIDENCE FROM LOMBOK EARTHQUAKE 2018.....	114
<i>Mala Mardialina, Ahmad Mubarak Mumir</i>	
POLITICAL CONSTRUCTION OF WOMEN IN KEMIREN VILLAGE.....	123
<i>Puji Lestari, Ivan Hardi, Wenny Eka, Ferani Mulyaningsih</i>	
THE UTILIZATION OF TECHNOLOGY-BASED WEBGIS AS AN EFFORT TO ESTABLISH THE SPATIAL THINKING ABILITY OF GEOGRAPHIC STUDENTS IN HIGH SCHOOL.....	130
<i>Apik Budi Santoso, Juhadi, Pradika Adi Wijayanto, Soni Setiawan, Nuris Sa'adah, Nanik Masruroh, Nur Azida Rahmah</i>	
CREATIVE LEARNING THROUGH GOOGLE CLASSROOM IN HISTORY LEARNING DURING THE COVID-19 PANDEMIC	135
<i>Euis Nela, Nana Supriatna</i>	
CURA PERSONALIS IN CREATIVE PEDAGOGY: MINING THE MEANING OF HISTORY LEARNING IN THE DIGITAL ERA.....	144
<i>Hendra Kurniawan, Nana Supriatna, Candra Permana</i>	
MODEL OF JOGO TONGGO'S ALERT VILLAGE IN SUPPRESSING THE DISTRIBUTION OF COVID-19 IN THE NEW NORMAL ERA.....	149
<i>Yudha Radisty, Dimas Julianto, Handika Mukti</i>	
ECOLOGICAL PROBLEM BEHIND MARINE TOURISM IN KARIMUNJAWA: A THREAT TO LOCAL COMMUNITY?.....	155
<i>Atika Wijaya, Suwito Eko Pramono, Inaya Sari Melati, Norol Hamiza Zamzuri, Mohd. Hafiz Hanafiah</i>	
ENTREPRENEURSHIP EDUCATION FOR STUDENTS IN HIGHER EDUCATION	159
<i>Moh. Solehatul Mustofa, Noviani Achmad Putri, Tutik Wijayanti</i>	
THE MINARET OF KUDUS: SOCIAL TEXT AND HARMONY NARRATIVE IN RURAL JAVA.....	166
<i>R. Suharso, Ganda Febri Kurniawan</i>	

UTILIZATION OF JAKI APPLICATION IN IMPROVING PUBLIC SERVICES IN DKI JAKARTA.....	171
<i>Farhan Andaru Daffa, Satya Budi Nugraha</i>	
RESTORING BOTTOM-UP MANAGEMENT WITHIN VILLAGE'S CELL: A VILLAGE GLORY	176
<i>Juhadi, Edy Trihatmoko, Elok Surya Pratiwi, Makin Basuki, Singgih Supriyanto</i>	
THE JALUR TIKUS (RAT PATH) TRANSPORTATION AS AN ILLEGAL ACTIVITY IN THE VILLAGES OF THE NORTH KALIMANTAN BORDER.....	182
<i>Nugroho Trismu Brata</i>	
ASSESSMENT OF VULNERABILITY AND COMMUNITY PREPAREDNESS AGAINST FLOOD DISASTER DURING COVID-19 PANDEMIC PERIOD IN SEMARANG CITY.....	186
<i>Ananto Aji, Rahma Hayati, Andi Irwan Benardi, Hemy Bayu Laksono, Neza Zakiyah, Wahyu Fauziyah, Bambang Eko Widyatmoko</i>	
RURAL SOCIETY OF THE MOUNTAIN REGION: ROAD ACCESS AND ECONOMY	192
<i>Shukra Raj Adhikari, Wasino Wasino</i>	
THE LOCAL WISDOM OF THE TAKOME COMMUNITY IN FACING THE GAMALAMA VOLCANO ERUPTION DISASTER.....	197
<i>Dewi Liesnoor Setyowati, Erni Suharini, Fitri Annisa Djafar</i>	
RURAL TOURISM: COMMUNITY EMPOWERMENT IN SUSTAINABLE DEVELOPMENT	201
<i>Ufi Saraswati</i>	
ANALYSIS OF CONFLICT MANAGEMENT STRATEGY IN SOCIAL-DISASTER PRONE COMMUNITY	207
<i>Thriwaty Arsal, Puji Hardati, Suroso</i>	
CONQUERING COVID-19 THROUGH THE LOCAL ACTIVITY OF VILLAGE COMMUNITIES IN CENTRAL JAVA	212
<i>Lili Marselina, Tati Nurhayati, Ramadyantoro, Asma Luthfi, Fulia Aji Gustaman</i>	
EMPLOYMENT STRUCTURE OF THE POPULATION IN AREA INDUSTRY VILLAGE, EAST UNGARAN SUB-DISTRICT, SEMARANG REGENCY, CENTRAL JAVA PROVINCE, INDONESIA	217
<i>Puji Hardati, Dewi Liesnoor Setyowati, YYFR Sumardjan, Fenny Fridasari, Julia Dwi Indriana</i>	
FROM LONGAN TO AVOCADO: ECONOMIC STRATEGY OF FARMERS IN AGRICULTURAL BUSINESS IN BANDUNGAN DISTRICT CENTRAL JAVA	223
<i>Antari Ayuning Arsi, Nurul Fatimah, Asma Luthfi, Amin Tohari, Retno Wulan Ayu Saputri, Yuni Paramita</i>	
PUBLIC POLICY FORMULATION BASED ON LOCAL WISDOM IN KENTENG VILLAGE, SEMARANG REGENCY.....	227
<i>Suprayogi, Erisandi Arditama, Eta Yuni Lestari, Novia Wahyu Wardhani, Yudha Pratama Widiyanto, Syahrul Hafidz Gunawan</i>	
INTERNALIZATION OF CULTURAL PRESERVATION VALUES THROUGH TRADITIONAL ARTS IN SCHOOL-AGE CHILDREN	231
<i>Elly Kismini, Didi Pramono, Asma Luthfi, Siti Khuzaimah, Rochayani, Nur Rahmatul Chasanah</i>	

LOCAL EDUCATION PRACTICES OF SEDULUR SIKEP COMMUNITY: RESISTING FORMAL EDUCATION AND DEVELOPING THE VALUE OF LOCAL EDUCATION.....	234
<i>Harto Wicaksono, Selamet Riyadli, Agus Yuliono, Handika Mukti</i>	
THE ANALYSIS OF HOUSEHOLD FOOD SECURITY LEVEL IN JELOBO VILLAGE, KLATEN REGENCY, CENTRAL JAVA.....	239
<i>Mohamad Tegar Baharudin, Juhadi, Heri Tjahjono, Ariyani Indrayati</i>	
THE TRANSFORMATION OF THE DHUKUTAN ORAL TRADITION INTO A DANCE FILM: A CHALLENGE AND OPPORTUNITY IN THE INDUSTRIAL REVOLUTION 4.0 ERA.....	243
<i>Asep Yudha Wirajaya, Bani Sudardi, Istadiyantha, Bagus Kurniawan</i>	
KNOWLEDGE OF MEDICINAL PLANTS AS POPULAR MEDICINE IN BENDAN DUWUR COMMUNITY, SEMARANG CITY	250
<i>Fadly Husain, Hartati Sulisty Rini, Baiq Farhatul Wahidah, Nur Eka Elistya, Luthfi Nur Amelia, Rochayani</i>	
PERSONAL APPROACH: ALTERNATIVE OF ART TO SEEK FOR THE MEANING OF HISTORICAL LEARNING FOR ENVIRONMENTAL AWARENESS.....	255
<i>Yuver Kusnoto, Nana Suprianta, Dimas Rachmat Susilo</i>	
HOW MOTHERS USE BANYUMAS DIALECT TO THEIR CHILDREN AND THEIR FRIENDS IN PURWOKERTO.....	260
<i>Rina Heriyanti, Amir Ma'ruf, Sulistyowati</i>	
CHALLENGES DURING THE PANDEMIC: USING LEARNING MEDIA IN LEARNING AT STKIP PGRI SUMENEP	265
<i>Jamilah, Tri Sukitman, Mulyadi, Moh Fauzi</i>	
INCUMBENT COMMUNICATION STRATEGIES VS EMPTY BOXES IN SEMARANG LOCAL ELECTION 2020	270
<i>Nugraheni Arumsari, Martien Herna Susanti, Setiajid, Hafiz Rafi Uddin</i>	
BLUSUKAN CULTURE AND FAMILISM IN LOCAL DEMOCRACY: STUDY OF SURAKARTA MAYOR ELECTION 2020	275
<i>Setiajid, Martien Herna Susanti, Anandha</i>	
THE ROLE OF THE DISASTER PREPAREDNESS GROUP IN ADAPTING ABRASION TO COMMUNITIES AFFECTED BY ABRASION ON THE NORTH COAST OF REMBANG, CENTRAL JAVA	279
<i>Dewi Liesnoor Setyowati, Puji Hardati, Andi Irwan Benardi, Nur Hamid, Yohanes Dwi Anugrahanto</i>	
WOMEN'S ROLES IN HOUSEHOLD ECONOMY IN MEDONO VILLAGE, BOJA, KENDAL DISTRICT	285
<i>Fulia Aji Gustaman, Gunawan, Ninuk Sholikhah Akhiroh, Nurul Fatimah, Didi Pramono, Putri Sonia Purnawati, M Ulin Nuha Saputra</i>	
LANGSAJAROT LEARNING COMMUNITY AS A RESPONSE TO LOCAL EDUCATION NEEDS IN THE PANDEMIC ERA	289
<i>Wahib Aimurofiq, Hermanto, Nurul Ulfah Puji Lestari</i>	
ANALYSIS OF MANGROVE SPECIES DISTRIBUTION MAPPING AND THE ENVIRONMENTAL PROBLEM IN MANGKANG KULON, SEMARANG CITY	294
<i>Tjaturahono Budi Sanjoto, Vina Nurul Husna, Wahid Akhsin Budi Nur Sidiq</i>	

GAMIFICATION IN HISTORY LEARNING: A LITERATURE REVIEW	300
<i>Oka Agus Kurniawan Shavab, Leli Yulifar, Nana Supriatna, Agus Mulyana</i>	
ISLAMIC POLITICS AND LOCAL ELECTORAL SUPPORT IN AN URBAN SETTING: THE CASE OF THE PROSPEROUS JUSTICE PARTY	305
<i>Andi Rahman Alamsyah</i>	
COMMUNITY PARTICIPATION IN THE ACTIVITIES OF IMPROVING FOOD SECURITY THROUGH THE CLIMATE VILLAGE PROGRAM IN THE MADUKORO VILLAGE KAJORAN DISTRICT MAGELANG.....	310
<i>Sriyanto, Qurrota A'yuni Saniya</i>	
PERCEPTION OF THE CONSUMER COMMUNITY ON TRADITIONAL HERBAL DRINK OF NGADIRGO SEMARANG	315
<i>Eka Yumiati, Fadly Husain, Antari Ayuning Arsi, Harto Wicaksono</i>	
THE VILLAGE INTEGRATED SOCIAL SERVICES THROUGH THE SOCIAL WELFARE CENTER IN INDONESIA.....	319
<i>Hari Harjanto Setiawan, Setyo Sumarno, Alit kurniasari, Husmiati Yusuf, Ruaida Murni, Aulia Rahman</i>	
THE DYNAMICS OF LOCAL DEMOCRACY ON SIMULTANEOUS ELECTION IN SEMARANG DISTRICT.....	324
<i>Martien Herna Susanti, Setiajid, Anandha</i>	
ANALYSIS OF ONLINE LEARNING EVALUATION OF SOCIAL SCIENCE EDUCATION STUDY PROGRAM.....	329
<i>Asep Ginanjar, Noviani Achmad Putri, Heri Setyawan, Afif Abdan Shakuro, Farida Nur Aini, Risnanda Fermansyah</i>	
POTENTIALS OF STUDENT ENTREPRENEURSHIP TO ENCOURAGE THE GROWTH OF ENTREPRENEUR CULTURE IN NEW NORMALS IN FIS UNNES STUDENTS.....	334
<i>Eva Banowati, Ariyani Indrayati, Fulia Aji Gustaman, Nurma Wulandari</i>	
TIKTOK AS AN ONLINE LEARNING MEDIA DURING A PANDEMIC - CASE STUDY: DANCE CREATIVITY COURSE.....	340
<i>Rimasari Pramesti Putri</i>	
MINANGKABAU IN FILM INTEGRATIVE LEARNING MEDIA FOR ALAM MINANGKABAU	346
<i>Herry Nur Hidayat, Bani Sudardi, Sahid Teguh Widodo, Sri Kusumo Habsari</i>	
THE EFFECTIVENESS OF SNAKES AND LADDERS GAME FOR THE SOCIAL- EMOTIONAL DEVELOPMENT OF CHILDREN IN THE PANDEMIC TIME COVID 19	353
<i>Novia Wahyu Wardhani, Agustinus Sugeng Priyanto, Nugraheni Arumsari, Erisandi Arditama, N L Winda</i>	
THE NEW FACE OF THE SEMARANG OLD CITY IN MILLENNIAL GENERATION'S PERSPECTIVE	358
<i>Satya Budi Nugraha, Husna Fauzia</i>	
HISTORY TEACHER INITIATIVE IMPROVES THE QUALITY OF DIGITAL-BASED LEARNING IN THE COVID-19 PANDEMIC	363
<i>Cahyo Budi Utomo, Ganda Febri Kurniawan, Tiara Nove Ria</i>	

DEVELOPMENT OF ENCYCLOPEDIA MEDIA BASED ON INDONESIAN CULTURAL DIVERSITY	368
<i>Fredy Hermanto, Asep Ginanjar, Noviani Achmad Putri, Elin Atikah, Umi Dary Mu'Aafat, Heldi Prasetya</i>	
LEARNING COMMUNICATION STRATEGIES OF RURAL CIVITAS ACADEMICA DURING COVID-19 PANDEMIC PERIOD	374
<i>Khoirul Anwar, Fitri Amalia Shintasiwi, Ferani Mulianingsih</i>	
HISTORICAL AWARENESS THROUGH THE USE OF THE WHATSAPP GROUP APPLICATION AS A DISTANCE LEARNING MEDIA	378
<i>Wike Silfa</i>	
STAR MOBILE APPS: AN ANDROID-BASED LEARNING MEDIA TO SUPPORT PAPERLESS POLICY AND THE MERDEKA BELAJAR PROGRAM IMPLEMENTATION	384
<i>Tutik Wijayanti, Ruhadi, Khakim Asshidiqi Nur Hudaya, Dwi Hermawan, Melynda</i>	

Author Index

Cura Personalis in Creative Pedagogy Mining the Meaning of History Learning in the Digital Era

Hendra Kurniawan^{1,*} Nana Supriatna² Candra Permana³

¹ History Education, School of Postgraduate Studies, Universitas Pendidikan Indonesia

² History Education, School of Postgraduate Studies, Universitas Pendidikan Indonesia

³ History Education, School of Postgraduate Studies, Universitas Pendidikan Indonesia

*Corresponding author. Email: hendrak@upi.edu

ABSTRACT

Learning in the digital era, teachers have a humanistic role in the educational process that cannot be replaced by technology. This is because education is not merely a transfer of knowledge but also a transfer of values. Included in history education, which is tasked with developing the national character of the younger generation. To arrive at this noble purpose, history learning requires a breakthrough. Opportunities for the realization of meaningful history learning can be achieved through creative pedagogy. Creative history learning can lead students to historical imagination to understand the past so that it can be used as inspiration in facing current and future challenges. In addition to facilitating cognitive processes, imaginative historical stories also stimulate the affective side of students. Expression of the students' imagination is accommodated through a psychomotor process by producing creative work. The potential of these students needs to be optimized through personal mentoring. *Cura personalis* in creative history learning does not only free the imagination. *Cura personalis* helps students interpret and utilize their learning experience for themselves and others in a human dignity that no matter how sophisticated technology can not make up for it.

Keywords: *creative pedagogy, cura personalis, history learning, digital era.*

1. INTRODUCTION

Who has never heard of the Ruangguru, Quipper, Zenius, Brainly, Kelas Kita, Kelas Pintar, and the like applications nowadays? The advertisements are so intense on television and various other media. Especially recently, due to the Covid-19 pandemic, online schools have become the best alternative so that the education process can continue. Online learning applications are a means that are considered to help students get optimal learning achievement. So what about teachers at school? Has his role been unreliable? Is there another side that the application cannot offer but that can be obtained through teachers in schools?

If education is only the ability to do questions and get good grades, the existence of an online learning application is more than enough. Provided that students have adequate facilities to access them. However, the essence of education is a holistic process of assisting the development of a child in various aspects. Education is not limited to gathering knowledge but human development physically and spiritually in a society in

various aspects of life [1, p. 12] The existence of schools does not merely serve the needs of achievement, but to educate them to become whole humans [2, p. 8].

Teachers are relied on to carry out this noble educational task. Teachers play a key role in designing creative and innovative learning so that students find meaning from their learning experiences. Learning is not a transaction between students and teachers. This side is what online learning applications do not have with their limitations. Meanwhile, the interaction between teachers and students in schools provides a broad and deep humanistic space for the realization of meaningful learning.

Learning is not only a transfer of knowledge but also a transfer of values. Including history education which has the task of developing national character. National identity is formed from the character of the nation, while the character of the nation is formed from the virtues developed by the nation over a long period of time. History education is a powerful means of bringing students to the imagination to understand the past so that

it can be used as inspiration in facing present and future challenges [3, pp. 32–33].

Historical knowledge should serve as an example, in the context of *Historia Magistra Vitae*, to reflect on contemporary problems [4, p. 16]. Historical subject matter does not merely provide knowledge, facts, and chronology but forms historical insights or historical perspectives. History learning also has the function of arousing historical awareness towards national awareness. Inspirational history learning will be able to transform students to do something positive, willingness to sacrifice, and sincerity to serve the nation and state because of national pride [5, p. 31].

History teachers who deliver historical material just like that will be easily kicked out of their role by an online learning application which is much more interesting. Meaningful and inspirational history learning requires the presence of a teacher who optimally facilitates students to enter their deepest historical imaginations. Creative pedagogy provides space for dialogue between teachers and students to create historical lessons that help students develop their interests, talents, and potential. Creativity cannot be replaced by machines or patterned with artificial intelligence (AI) to be a robotic way of working so that online learning applications cannot be replaced [6, p. 21], [7, p. 3].

This article emphasizes that creative history learning can accommodate all domains from cognitive, affective, to psychomotor. The growth and development of these dimensions of student abilities needs to be optimized through mentoring with a personal approach. One way is through *cura personalis*. In creative history learning, *cura personalis* does not only provide space for students to imagine and be creative. *Cura Personalis* also helps students interpret and at the same time take advantage of their learning experiences for themselves and others in humanistic relationships and cannot be represented by technological sophistication.

2. CREATIVE HISTORY LEARNING

Motivation, talents, and skills to think and work creatively are what is needed in facing the 21st century [8, p. 1]. The online learning application discussed at the beginning of this paper must also be recognized as having a creative and innovative side. They are so adaptive to advances in information and communication technology that they are able to present an attractive and interactive online learning model. History learning which is full of material can be transformed into fun learning in the hands of online learning application managers. However, the role of humans with the ability to think and feel they cannot be replaced by artificial intelligence technology. So what kinds of creative learning can history teachers strive for?

Current views on creative learning are often associated with technological sophistication that teachers must master. The creative teacher is skilled at operating various computer applications, planning and making digital-based learning media, presenting hi-tech learning, and so on. Of course, this view is not wrong, especially as technology advances rapidly in the digital era, making these skills very much needed. It is undeniable that history learning with various digital media and technology treats that are so attractive will fascinate students. But who guarantees that this charm can lead students to a meaningful depth of learning?

One of the things that strikes from creative pedagogy is the belief that the lecture method in history learning is still very relevant [7, p. 83]. On the other hand, especially lately, many circles are anti-lecturing and think the lecture method is conventional, boring, teacher-centered, and makes students passive in learning. This is a view that is not completely wrong because it really depends on how the lecture is presented. Lectures in a fun, creative, and challenging style will be able to seduce students to arrive at a meaningful historical imagination. Lecturing is a simple method that can be applied to students anywhere, including those experiencing technological gaps in remote areas.

Lectures that should be avoided in creative learning are monotonous lectures because they cause imbalances in stimulating the brain. The series of words only accepted by the left hemisphere will make students bored and tired. Lectures in creative learning also need to stimulate the right brain in a fun, dialogic, and imaginative style, for example by storytelling. A teacher who tells a historical event in an interesting style will build historical imagination [7, pp. 83–84]. Imagination in history not only fills the gaps in facts that are not conveyed, but also imagines past events while animating the thoughts, feelings, and behaviors of the actors involved [9, p. 641].

The entrance to imagination through creative lectures will be more open when students are invited to free their minds and look for relationships between the material being studied and the context they are facing. This is what is called making connections in history [7, p. 97], [9, p. 643], [10, p. 57]. Students are led to find a relationship between learning and the real world, both the natural and social environment that is closest to them [7, p. 91]. Contextual learning like this will provide students with a memorable and meaningful learning experience because the gap between what is learned and reality is destroyed.

Creative lectures that build imagination can be done by combining verbal and nonverbal language. For that it requires diligent practice for the teacher to be more flexible in presenting it. Various available and accessible media can be used to strengthen this method.

In an online learning mode such as during the current Covid-19 pandemic, the use of digital media will certainly help creative lecture efforts. Of course once again it takes the creativity of the teacher in packaging it so that it is able to be meaningful and awaken the imaginary power of students.

Questions and answers can also be used as a variation. Not easy questions and about memory, but "asking difficult questions" that invite critical answers [11, p. 114]. The 5W + 1H questioning technique (what, who, when, where, why, and how) can explore the potential of students' brains in critical thinking. In history learning, there is also an if history question that invites students to imagine themselves as history actors. It is also possible to suppose that if history events did not occur or had different events, the impact would be different. By possessing a historical event and understanding its causal relationship, students are expected to absorb the values from the past. Another questioning technique is the emancipatory question, which departs from Habermas' critical philosophy. Students are facilitated to imagine being agents of change by playing historical roles in their present era. Questions like this will raise divergent thinking skills that produce a variety of creative answers from students [7, pp. 86–88].

Historical stories conveyed by the teacher with intonation, rhythm, symbolic and figurative language will leave interesting impressions and messages. Teachers as speakers become intimate with students as listeners. The imagination that appears when listening to creative teacher lectures is the fruit of listening literacy skills. From there, other literacy skills (multiliteracy) will be stimulated to grow [12]. Through stories, all brain nodes work and cognitive processes in digesting information become easier. Emotional stimulation and psychological attachments that surround storytelling will bring out the imagination and make it last a long time in memory [13, p. 21]. The imagination that overflows with the magic of historical narratives will stimulate curiosity.

Cognitively, learning history is expected to broaden intellectual horizons about the past as well as instill an orientation to the future [14, pp. 33–35]. For this reason, studying history is not memorizing a series of facts, names, times, and places but exploring these events and picking up their values so that they become meaningful lessons for life. Creative history learning also encourages the moral transformation (values) of historical events or role models into students who imagine them. Students have the opportunity to determine useful things that can develop character and give it meaning when struggling to actualize it in their daily lives [15, p. 27]. Students not only gain historical knowledge but also build attitudes. Historical awareness, national pride, and other values that can be

tasted from history will be embedded in students stronger and more durable.

Creative history learning not only encourages the development of cognitive and affective domains but also psychomotor. The expression of students' historical imagination can be realized through psychomotor processes and products. Productivity produces output in the form of ideas or works in creative history learning in line with the pedagogical principles of the 21st century. Creative learning embodies contextual, participatory, and authentic learning. Creative pedagogy that is flexible in nature can be integrated into various learning models that are commonly used by teachers, such as discovery learning, problem based learning, and project based learning [7, p. 40].

Even in current developments, there is a STEAM learning model which is believed to be suitable to be applied in the middle of this 4.0 Industrial Revolution era. STEAM learning is an applied model that uses the Science, Technology, Engineering, Arts, and Mathematics approach [16, p. 20]. STEAM learning is directed to create a pleasant learning atmosphere and encourage active and productive students. Although the components seem far from the scope of history, this does not mean that STEAM learning is difficult to apply in history learning. Through creative history learning, each work produced by students can be described in a process by referring to the STEAM components.

Creative pedagogy is also in line with reflective pedagogy which helps students to become whole individuals who develop knowledge, conscience, and sensitivity to the environment. Reflective pedagogy has dynamics starting from exploring context, experience, reflecting, formulating action, and evaluating [17, p. 21]. This dynamic is very relevant to creative pedagogy which invites students to connect learning experiences with the context they are facing. Creative pedagogy also provides opportunities for students to reflect and then formulate change actions to answer problems around students. Furthermore, students can plan a service learning program for the surrounding community that departs from their experience of learning history. Thus students have the opportunity to apply what they have learned for humanity [18, p. 274].

3. CURA PERSONALIS IN LEARNING

In the students' imaginations that are built through historical narratives, there are cognitive content in the form of new knowledge and emotional impulses that need to be expressed. "Literature also provides a highly effective way to help students make personal connections to history" [10, p. 46]. The imagination that emerges from historical narratives will construct students' personal relationships with history. This needs to be expressed in a variety of unique ways in the form

of works such as writing, paintings, posters, infographics, songs, dances, videos, miniatures, mockups, and various other creative ideas. Motivation to be creative needs to be given the widest possible space according to the passion of the students [8, p. 7]. Through writing, students are invited to cultivate the soul of "the writer" in themselves. Through paintings, songs, dances, and other artistic expressions, students cultivate an "artist" spirit. Through creative works that adopt the sophistication of information and communication technology, students cultivate their digital literacy.

The expression of imagination can also be accommodated when students express their reflective thoughts by presenting past memories that are linked to current and future situations. Memories of suffering and hegemony in coffee gardens as depicted in the novel *Max Havelaar* by Multatuli can be present in a cup of coffee enjoyed by students in cafes [19, p. 318]. By connecting and at the same time reflecting on that experience, ideas of entrepreneurship, environmental awareness or ecopedagogy, social awareness, and others will show how valuable historical awareness is. It can even further train students' critical thinking skills that cannot be separated from critical pedagogy [20, p. 84]. Creative pedagogy which on several sides also intersects with critical pedagogy can be a pedagogy of hope which is liberating in a certain sense [21], [22, p. 225].

Imaginative creativity has magical powers. The creative tradition is a magical tradition that has magical powers. Magic in this context is not something supernatural or transcendental. Creativity produces immanent magical power. Creativity has the charm and power that can move a person to produce extraordinary work as the fruits of cognition and affection combined in an unusual way [23, p. viii]. Therefore, creative learning must also be supported by a magical spirit. The spirit to really, excel, strive for the best learning for students to be able to produce fruit that is useful [24, p. 4].

Student contribution in creative learning can be pursued through a personal approach. One form of personal approach that can be adopted in creative learning is *cura personalis*. "They [teachers] are to love these students, knowing them personally (*cura personalis*), living a respectful familiarity with them" [25, p. 7]. By providing egalitarian assistance and providing room for students to develop according to their talents, creative learning will be more optimal. This is characterized by the development of individual student creativity and performance, the achievement of metalearning, encouraging the development of inductive and creative reasoning and problem solving, the creation of content that is produced independently and collaboratively by students, the creation of horizontal learning (peer to peer), and peer-to-peer assessment [7, pp. 42–43].

The role of the teacher as a traveling companion for students in learning will encourage the growth and development of optimal imagination expression. The teacher is tasked with directing and guiding students to express their personal relationship with history through work and action. When students are able to find things they can do after studying history, students will realize how history is not only about the past but also useful for the present and future. Students can also find themselves useful to others. Through *cura personalis*, students are aware of the existence of men or women for others [26, p. 9]. Of course, personal mentoring takes time and patience.

Often history teachers fall into superficiality when designing creative, innovative, and meaningfully historical lessons. The history teacher is caught in a pit of difficulty that she has dug herself. Creative history learning is often imagined to be full of sophisticated digital materials, media and devices so that it can provide attractive learning. Even though the essence of creative pedagogy as explained by Dezuan and Jetnoff is based on the development of student creativity (Supriatna & Maulidah, 2020, p. 8). Through *cura personalis*, teachers can learn from colleagues as well as the learning experiences of the students they supervise. This is where the adage "all teachers, all students" applies. In principle, creative pedagogy can be presented in a simple and flexible manner, but the results are meaningful and able to move students. How do history teachers get started?

Experience or best practice is important to strengthen teacher confidence in trying new things. The courage to try by itself will change the paradigm of the teacher. Theories and concepts will not work without the courage of the teacher to try in the classroom. So what must be done for teachers and prospective teachers is to encourage them to dare to try. In addition, teachers should also not hesitate to learn, forge themselves, and follow world developments. From the experience of repeated attempts and enthusiasm for learning, teachers and prospective teachers will find a creative history learning model that is effective for their students.

4. CONCLUSION

Creative history learning can help students arrive at historical imaginations and find meaning from their learning experiences. Creative history learning is not something difficult. Historical stories that are told in an interesting manner will make all the brain nodes work and the cognitive processes in digesting information become easier. Meanwhile emotional stimulation and psychological attachment will grow the affective side and make memory last longer. Expression of students' imagination through psychomotor activities is manifested in creative work.

Paulo Freire emphasizes the importance of wishful thinking (imagination) in education. Through imagination, students develop broader and divergent thinking that is not limited by barriers. Teachers with *cura personalis* are tasked with helping and challenging students to develop their imaginations as high as possible through creative learning. This humanist role cannot be replaced by any online learning application. Historical creative learning with *cura personalis* is able to inspire students as well as for the sake of human dignity in the present and in the future.

AUTHORS' CONTRIBUTIONS

All authors collected data. Hendra Kurniawan conceived and designed the analysis, performed the analysis, and wrote the manuscript. Nana Supriatna performed the analysis and reviewed the manuscript. Candra Permana performed the analysis. All authors discussed the results and contributed to the final manuscript.

ACKNOWLEDGMENTS

Acknowledgments to the Graduate School of History Education Study Program, Universitas Pendidikan Indonesia for the opportunity and support for the publication of this article.

REFERENCES

- [1] H. A. R. Tilaar, *Pedagogik Teoretis untuk Indonesia*. Jakarta: Penerbit Buku Kompas, 2015.
- [2] Y. A. Darma, *Landasan Ilmu Pendidikan*. Bandung: UPI Press, 2016.
- [3] S. H. Hasan, *Pendidikan Sejarah Indonesia: Isu dalam Ide dan Pembelajaran*. Bandung: Penerbit Rizqi Press, 2012.
- [4] S. Wineburg, *Berpikir Historis: Memetakan Masa Depan, Mengajarkan Masa Lalu*. Jakarta: Yayasan Obor Indonesia, 2006.
- [5] Aman, *Model Evaluasi Pembelajaran Sejarah*. Yogyakarta: Penerbit Ombak, 2011.
- [6] B. H. Juliawan, *Siapakah Manusia di Hadapan Revolusi Industri 4.0?* Yogyakarta: Sanata Dharma University Press, 2018.
- [7] N. Supriatna and N. Maulidah, *Pedagogi Kreatif: Menumbuhkan Kreativitas dalam Pembelajaran Sejarah dan IPS*. Bandung: PT Remaja Rosdakarya, 2020.
- [8] J. Piirto, *Creativity for 21st Century Skills: How to Embed Creativity into the Curriculum*. Rotterdam: Sense Publishers, 2011.
- [9] H. Cooper, "What is creativity in history?," *Educ. 3-13 Int. J. Primary, Elem. Early Years Educ.*, vol. 46, no. 6, pp. 636–647, 2018.
- [10] L. S. Levstik and K. C. Barton, *Doing History: Investigating with Children in Elementary and Middle Schools*, Fifth. New York: Routledge, 2015.
- [11] P. Seixas, D. Fromowitz, and P. Hill, "History, Memory and Learning to Teach," in *Understanding History: Recent Research in History Education*, R. Ashby and et al, Eds. London and New York: Routledge Falmer-Taylor & Francis Group, 2005, pp. 107–123.
- [12] Y. Abidin, *Pembelajaran Multiliterasi: Sebuah Jawaban Atas Tantangan Pendidikan Abad Ke-21*. Bandung: PT Refika Aditama, 2015.
- [13] S. Dewayani, *Menghidupkan Literasi di Ruang Kelas*. Yogyakarta: PT Kanisius, 2017.
- [14] S. K. Kochhar, *Pembelajaran Sejarah*. Jakarta: Grasindo, 2008.
- [15] T. Lickona, *Pendidikan Karakter*. Bantul: Kreasi Wacana, 2012.
- [16] S. B. Bush and K. L. Cook, "Structuring STEAM Inquiries: Lessons Learned from Practice," in *STEAM Education: Theory and Practice*, M. S. Khine and S. Areepattamannil, Eds. Cham: Springer International Publishing, 2019, pp. 19–35.
- [17] P. Suparno, *Pembelajaran di Perguruan Tinggi Bergaya Paradigma Pedagogi Reflektif (PPR)*. Yogyakarta: Penerbit Universitas Sanata Dharma, 2015.
- [18] A. Wright, N. Calabrese, and J. J. Henry, "How Service and Learning Came Together To Promote Cura Personalis," *Int. J. Teach. Learn. High. Educ.*, vol. 20, no. 2, pp. 274–283, 2009.
- [19] N. Supriatna, *Prosa dari Praha: Narasi Historis Masyarakat Konsumen Era Kapitalisme Global*. Bandung: PT Remaja Rosdakarya, 2018.
- [20] N. Supriatna, *Ecopedagogy: Membangun Kecerdasan Ekologis dalam Pembelajaran IPS*. Bandung: PT Remaja Rosdakarya, 2017.
- [21] P. Freire, *Pedagogy of Hope: Reliving Pedagogy of The Oppressed*. London & New York: Bloomsbury Publishing, 2014.
- [22] A. Sudiarja, *Pendidikan dalam Tantangan Zaman*. Yogyakarta: Penerbit Kanisius, 2014.
- [23] S. Dasgupta, *A Cognitive Historical Approach to Creativity*. New York: Routledge, Taylor & Francis Group, 2019.
- [24] P. Suparno, "Pendidikan dalam Semangat Ignatian," in *Seminar Pendidikan USD Mengajar*, 2015, pp. 1–6.
- [25] P.-H. Kolvenbach, "Cura Personalis," *Roma*, 114, 2007.
- [26] J. Duggan, "Cura Personalis during a Pandemic," *Jesuits Central and Southern*, Missouri, pp. 8–11, 2020.