

# History Lesson Using Game as the Tool

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**Abstract** - Creativity and innovation are the important spirit in the world of game. Game developers should have the idea which is out of the box to create the interesting game for their users. They will compete to make a game that will be used by as many as users around the world in the long period of time. It creates a new problem when the users tend to addict and start to neglect their lives. The parents usually antipathy and see the games as the bad experiences in their children life. However, as the Game developers, create an interesting game is not the only purpose. They should think the educational side from the users, including the experiences and knowledge they will obtain when the users play the game. As the example, game should help in cognitive side to help children acquire knowledge and train their paradigm in the problems solving. In psychological side, games indirectly encourage the children to indomitable and not give up easily.

In this paper, it will be discussed how to utilize a game for education in telling the history. By using a game, history lesson will be learned more interestingly and easier to understand than to be taught in the conventional way. The paper will discuss the tools to create the game for any educators who want to implement their lessons to their students in the interesting way. The result, the knowledge-based game can be used for teaching the other lessons.

**Keywords** - Education, History, Interesting, Knowledge-based Game, Lesson, Game

## 1. INTRODUCTION

Creativity and innovation are the important things for the global world. Based on Oxford English Dictionary [1], creative is relating to or involving the use of the imagination or original ideas to create something. Creativity defined as a capability to create new things. Then global era is an era where the boundaries between countries around the world are meaningless, which are place boundaries and time boundaries [2]. Information can be received and be sent across the countries within seconds.

Nowadays, many people have addiction to the technology and some of them have dependency with their gadget. The fact can be seen in the public areas in their daily activities. They bring electronic devices such as mobile phone, laptop, or tablet pc to fulfill their need to get the actual information. Because of the high speed of the information transfer rate shared and received we must be creative and innovative to keep our speed same with the growth of technologies around us.

In this century, Indonesian industries started to probe a new field, which is creative industry. Creative Industry is a group of industries from different kind that every kind has relation to idea exploration or intellectual property becomes high economic value that cause prosperity and jobs.

Generally creative industry consists of six groups [3]. That six groups are:

- Media Publishing and Presence such as Publishing & Printing, and Advertisement
- Electronic Media Presentation with Cultural Content such as TV & Radio, Film, Video, and Photography

- Cultural Presentation such as Music, and Performing Arts
- Arts and Culture Intensive such as Hand- made, and Art Market
- Design such as Design, Fashion, and Architecture
- Creativity with Technology such as Research & Development, Game Interactive, Information Technology, and Software Service.

This paper will discuss about creative industry in the Game field. Most functions of game which are used by people are for refreshing, having fun when they get bored, and waiting for something. There were several parents that antipathy with game, because it was made their child addicted and start to neglect their job as a student. Actually, game likely two sides sword, it can stabs enemy in front of you and defeat it, or it can stabs our body. It depends on our wise to utilize it. If we take a deeper look, game can be utilized as an education media. Such as game as a media to learn English, or game as a media to learn history.

## 2. CONCEPT

### A. History Lesson

Every citizens proud and respect to their national heroes. Without their contribution, countries will not got their freedom and able to develop the nation. Therefore, heroes and their stories are called history should be an important part to build the nation. The preliminary survey is built to identify some students who like the history lesson. The responses of the 25 primary school students are in the table below:

**TABLE I  
STUDENTS' INTEREST ON  
HISTORY LESSONS**

No.	Name	Sex		Age	History Lessons	
		M	F		Like	Dislike
1.	Nia		V	10		V
2.	Dea		V	10		V
3.	Tony	V		10		V
4.	Matthew	V		10		V
5.	Adit	V		10	V	
6.	Benfen	V		10		V
7.	Sharon		V	11	V	

No.	Name	Sex		Age	History Lessons	
		M	F		Like	Dislike
8.	Ryan	V		11		V
9.	Reynald	V		11	V	
10.	Nando	V		12	V	
11.	Kezia		V	12		V
12.	Vania		V	12		V
13.	Angela		V	12		V
14.	Ferry	V		12		V
15.	Diana		V	13		V
16.	Dhanny	V		13		V
17.	Audi	V		14		V
18.	Daniel	V		14		V
19.	Andre	V		14		V
20.	Mitha		V	15	V	
21.	Niko	V		15		V
22.	Yosia	V		16		V
23.	Bella		V	16		V
24.	Fanny		V	17		V
25.	Melita		V	17		V

From the survey, it can be identified 20% (5 out of 25) students like the history lesson, and 80% (20 out of 25) students dislike the history lesson. The ratio 1:4 for the preferences to the history subject is relatively small amount for an important lesson like history. In fact, learning history has various advantages. The reference [4] tells about the advantages of learning history lesson:

- **Educative side**

First, history used as a lesson of subject. People can learn something from history; learn from the other experiences in the past. If people learn from the past (history), they can improve their potency and fix their mistakes in the past. The good experiences can be done again and developed.

- **Inspiring side**

Second, history can be used as an inspiring experience. Several stories of the history are able to inspire people to do better things. For example, Indonesian people are still trying to realize their second National Awakening. In their first National Awakening, on May 20th 1998, they strive to get independence. And now in their second

National Awakening, Indonesian people want to chase their backwardness from other developed countries in knowledge and technology fields.

• **Recreational use**

Third, history used as a recreational thing. History as a story can provide a fresh entertainment. An interesting writing style able to hypnotize the readers and makes the readers feel comfort and happy. History can be used as an entertaining and recreational media. The historians can become a tour guide for the readers that show the readers about some goodness of past situation.

**B. The Reasons**

The reason of each student like or dislike the history lesson can be seen in the table below.

**TABLE II  
STUDENTS' REASONS**

No.	Name	History Lessons		Reasons
		Like	Dislike	
1.	Nia		V	lots of date to remember
2.	Dea		V	lots of texts
3.	Tony		V	no count there
4.	Matthew		V	never held quiz
5.	Adit	V		can memorize well
6.	Benfen		V	not interesting
7.	Sharon	V		interesting
8.	Ryan		V	difficult names
9.	Reynald	V		got knowledge
10.	Nando	V		easy lesson
11.	Kezia		V	long names
12.	Vania		V	never understand the story
13.	Angela		V	no movies
14.	Ferry		V	don't like the dates
15.	Diana		V	lots of confusing dates
16.	Dhanny		V	boring
17.	Audi		V	don't like the teacher

No.	Name	History Lessons		Reasons
		Like	Dislike	
18.	Daniel		V	don't like the teacher
19.	Andre		V	boring
20.	Mitha	V		history seems like a story
21.	Niko		V	not interested at all
22.	Yosia		V	love sports
23.	Bella		V	can't memorize the dates well
24.	Fanny		V	boring
25.	Melita		V	lot of things to remember

From the TABLE II, 36% (9 out of 25) students dislike history because they can't memorize the names or the date well. 20% (5 out of 25) students dislike history lessons because they feel bored. 24% (6 out of 25) students dislike history lessons because they have their personal reasons like never held a quiz, no count (the students like counting), no movies, do not like the teacher, and love sports. And 20% (5 out of 25) students like history lesson because it is interesting.

**C. Playing Game**

The table below is to show the result from the survey to get the information whether they like computer game or not. Only 8% (2 out of 25) students dislike playing computer game.

**TABLE III  
STUDENT INTEREST IN GAME**

No.	Name	Playing Game	
		Dislike	Like
1.	Nia		V
2.	Dea		V
3.	Tony		V
4.	Matthew		V
5.	Adit		V
6.	Benfen		V
7.	Sharon		V
8.	Ryan		V
9.	Reynald		V
10.	Nando		V
11.	Kezia	V	
		Playing Game	

No.	Name	Dislike	Like
12.	Vania		V
13.	Angela		V
14.	Ferry		V
15.	Diana		V
16.	Dhanny		V
17.	Audi		V
18.	Daniel		V
19.	Andre		V
20.	Mitha		V
21.	Niko		V
22.	Yosia		V
23.	Bella	V	
24.	Fanny		V
25.	Melita		V

From three tables above, the conclusions are only small parts of respondents wanted to learn the history. The rest said history is a boring lesson, not interesting at all, and many more reasons. However, 92% students like playing games. It can be used to formulate the strategies in teaching the history more interesting.

### 3. IMPLEMENTATION

#### A. Learning Method

Based on the table above, it has been explained that 80% (20 out of 25) students do not add History lesson as their favorite subject with many reasons. The boys prefer Sport lesson because they can play, meanwhile the girls prefer English or Mathematics lesson because their teachers often give challenges in the small quiz. This statement inspires to combine game as the tool to take history learning, reminds the minority of history learning interest. The simple game of Indonesian history was made for this research.

The main purpose from making this game is to help children in learning the history, not only learn from their teacher, or read their manual text book, but also from their experience when plays this game. There are three methods for children learn

something [5], which are using audio, visual, and kinesthetic.

- **Audio**

In this method, children are able to learn something quickly from listening. Children who have this type of learn can be identified from their capability to repeat a sentence that only spoken once correctly. Children in this type do not like to make a note. They prefer someone rode for them. This can be tricked by record their learning activity at school and listen to it for several times at home. Children with this kind of learning will absorb the history easily with listen to someone like listen to a story telling.

- **Visual**

Children with visual method of learning tend to make a note and a draw from their lesson. They usually able to remember something based on that location. For example, on a test he or she said, "I know this question, on bottom of page 34, beside the picture of..." or "I wrote that assignment on my note book at the top right side," and many more. Make a mind mapping help a child to study. Developed by Tony Buzan in 1970, mind mapping is a revolutionary system for capturing ideas and insights horizontally on a sheet of paper [6]. Children with this method of learning can study the history from the text book with picture, even, if enable, a history comic, quickly.

- **Kinesthetic**

Different from another way of learn, this type is learn something new by undergoing or practicing. Children with this type of learn identified from their capability to remember their activity for one day in detail, and usually this type of children had trouble with remembering any text type. Children with this type of learn will little bit more difficult to learn history lesson. These children can utilize the game to help them to learn the history.

#### B. Game of the Battle on November 10

The game created has title “Battle of November 10” which is located in Surabaya on 1945. The genre of this game is shooting game, therefore this game is recommended to children above 10 years old. Because the children in that age has capability to distinguish bad thing and good thing to do. However, parents or adult guidance still needed, remind that this game contain violence actions.

The game consists 5 stages which linked each other, formed a history on Battle of November 10 in Surabaya on 1945. This game is equiped with videos explanation to support the story. Each stage has special mission to be accomplished, according to the true story. These are some screenshots of the game:



Fig 1. Harbor stage, against Netherland’s navy



Fig 2. Defeat the enemies

Using this game, children able to learn, understand, and remember the history easily. Children who had trouble in remembering the figure names or the dates, will able to do them using this game. The game is provided

for free at <http://www.gametechnology.info> or directly access to the following addresses: [http://files.indowebster.com/10\\_november\\_part1\\_2.html](http://files.indowebster.com/10_november_part1_2.html)

#### 4. RESULTS

The game was utilized to help 10 students who dislike History Lesson previously. The results can be seen on the table below.

**TABLE IV**  
**STUDENTS GAME RESPONSES**

No.	Name	After Playing	
		Like	Understand
1.	Nia		
2.	Tony		
3.	Ryan	V	
4.	Ferry	V	V
5.	Dhanny	V	
6.	Daniel	V	V
7.	Niko	V	V
8.	Bella		
9.	Fanny	V	V
10.	Melita		

From the results on TABLE IV, most of students like the way to tell the history in the game. They able to learn and understand the history. However, the rest students still do not like the game because the shooting game is not their preferences in playing the computer game.

The game developer should also a history lover or able to transform the history to be a game. They should aware the correctness of the history. Otherwise, they might mislead the children to learn the wrong history. The literature study and look in to real location are suggested to get the accurate references.

#### 5. CONCLUSION

From the survey, 80% students dislike History Lessons, but 92% of them like playing games. Therefore the game based on Indonesian history can be created to stimulate them in learning the history. Even though some students still do not like the history telling in the game, the reason is not

because of the methods but the theme of game.

Using game as the tool can increase student's understanding in history and able to increase their interest to learn history. However, the accurate history should be collected based on the literature and field study. Otherwise, the game will lead the children to the wrong history.

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