CHAPTER I

INTRODUCTION

1.1 Background

According to Australian Museum (2020), Hominin is a group consisting of modern humans, extinct human species and all our immediate ancestors. No one knows who our ancestors are, until the first hominin or early human fossil of Neanderthal 1 was found in Germany, 1856, merely 169 years ago. The existence of early human fossils and the traces of their lives are one of many proofs of how humans evolved, and their remains can also be traced along Indonesia's tropical climate. According to Bobo (2023), there are 10 early man sites found across Indonesia; Sangiran; Trinil; Ngandong; Liang Bua; Ngebung; Lore Lindu; Gua Kain Hitam; Batu Gajah; Liyangan; and Batu Kapal.

Sangiran Early Man Site in Central Java is home for more than 100 Homo erectus fossils, which is more than 50% of all the Homo erectus findings in the world (BPSMP Sangiran, 2022). The professionals categorized Indonesia's early humans into two species: Homo erectus and Homo sapiens. The Homo erectus are divided into three types i.e., Archaic; Typical; and Progressive Homo erectus. Meanwhile the Homo sapiens are the direct ancestors of modern humans. The many early human sites and discoveries potentially increase Indonesia's historical value amongst its' nation, and internationally. Thus, Indonesia holds a significant role in the search of the origins of humans, and the material of Indonesian early humans is a part of the Indonesian History subject.

According to previous research by Supriyanto (2018), 41 of 41 students at a high school in the Lampung Province failed a test about Indonesian early humans (p. 19). Based on his observation, the students are lacking interest caused by conventional learning media being used in the learning process (p. 20). The lack of interest from the students explains why they failed the test. Furthermore, based on a data collection the author performed in Xaverius Bandar Lampung High School; the students encountered difficulties in studying the material of Indonesian

early humans. It was revealed that the students have a hard time memorizing the material and some students were easily distracted in class. The Indonesian History teacher of Xaverius Bandar Lampung High School stated in the interview that there are a lot of students who had to do remedial test because they failed the initial test.

The coordinator of Network for Education Watch, Ubaid Matraji, stated that there are a lot of students who despised learning history as it has come to be an inessential subject (Jawapos, 2020). Various attempts have been made to increase students' interest in learning the history subject, by creating a more interactive and digital way of learning such as applications; news websites; and virtual museum tour. However, some of the said medias are no longer accessible, not as interactive, and hard to access because of the limitations.

A previous study by Simamora et al. (2022) has succeeded in implementing an interactive media about the history of Indonesian National Figures. Pertaining to all the analysis mentioned above, a gamification website design about Indonesian Homo erectus is necessary to design to increase the students' attentiveness in class. This media could stimulate the cognitive aspect of the student within the interaction and feedback from the website. Website is a suitable learning media, because of its' flexibility to access by the user. The creation of this project aims to focus on informing the history and timeline of Indonesian Homo erectus in a more relaxed manner. With this project, the author aspires to help the teaching staffs to ignite students' passion in learning the history of Indonesian Homo erectus and help the students to study effectively.

1.2 Problem Statement

Based on the background described above, the existing problem can be summed up into:

1. The learning media provided by the teacher does not perform effectively, causing the students to lose interest in learning.
2. Some existing supplemental resources that can help the learning process are no longer accessible and hard to access in a short period of time.

Therefore, the author concluded a problem statement as follows:

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How to design a gamification website about Indonesia's early humans for high school students?

1.3 Problem Scope

This gamification website project primarily targets all gender, history teachers aged 22—30, SES B—A, lives in Bandar Lampung. The scope of the project is limited to an interactive medium that contains information about the coherent timeline of Indonesian Homo erectus, their characteristics, where were they found in, and ends in an evaluation process for the students.

1.4 Research Objective

Based on the problem scope suggested, the objective of designing this project is to create a gamification website about Indonesian Homo erectus for high school students.

1.5 Research Benefits

Pertaining to the research's objective, this final project is expected to benefit these causes:

1. Theoretical Benefit:

The theoretical benefit of this project is to increase Indonesia's historical value as a nation of significance in the reconstruction of humanity's history. It is to be hoped that this project can be a reference for other researchers in the future, especially regarding history supplemental learning resources, or supplemental learning resources in general.

2. Practical Benefit:

The practical benefit is to collectively increase high school students' interest and understanding in learning history through an interactive media, such as gamification website. Furthermore, this project can help history teachers to engage more students in the learning process in order to upgrade the lesson's quality. Lastly, this project could be archived for future studies from Universitas Multimedia Nusantara.